EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

APRIL 2025

विद्यया ऽमृतमश्नुते

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 e*dudoc 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 April 2025.

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.

(Dr.Akash)
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163.	NCERT defends titles of English textbooks after Kerala minister slams Hindi names	The Indian Express	08	17-04-2025	253
164.	Police bust pirated NCERT book racket	Millennium Post	02	17-04-2025	254
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168.	New textbook titles rooted in India's culture, says NCERT after criticism on Hindi names	The New Indian Express	E-News Article	17-04-2025	258
169.	More than 4,000 pirated NCERT books seized in Delhi; one arrested	ETEducation	E-News Article	17-04-2025	261
170.	NCERT faces backlash over naming textbooks after Indian musical instruments	India Today	E-News Article	17-04-2025	263
171.	Maharashtra okays new education policy, Hindi made compulsory third language	India Today	E-News Article	17-04-2025	265
172.	Maha to implement NEP 2020 with Hindi as compulsory third language in classes 1 to 5 from 2025-26	The News Minute	E-News Article	17-04-2025	268
173.	Karnataka relaxes minimum age for Class 1 admission to 5 years and 5 months	Hindustan Times	E-News Article	17-04-2025	270
174.	Hindi as third language will now be mandatory in classes 1 to 5	The Indian Express	E-News Article	17-04-2025	273
175.	Class 1: K'taka reduces min age to 5yrs 5mths for 2025-26 intake	The Times of India	E-News Article	17-04-2025	276
176.	मनमानी के स्कूल	जनसत्ता	06	18-04-2025	278

177.	Learning to learn and live	The Pioneer	07	18-04-2025	279
178.	SC relief for 'Untainted Sacked Teachers', Tenure Extended till Dec 31	The Economic Times	02	18-04-2025	280
179.	Textbook renaming row: NCERT defends move as part of decolonisation	Hindustan Times	E-News Article	18-04-2025	281
180.	NCERT insists all new school textbooks were 'named thoughtfully'	The Hindu	E-News Article	18-04-2025	285
181.	Karnataka relaxes age criteria for class 1 admission for 2025-26	The Times of India	E-News Article	18-04-2025	286
182.	CBSE makes 50 hours of annual training mandatory for all school teachers	India Today	E-News Article	18-04-2025	288
183.	Textbook renaming row: NCERT defends move as part of decolonisation	Hindustan Times	E-News Article	18-04-2025	292
184.	'Maths is Ganita Prakash now'_ Hindi titles for NCERT books spark criticism over language policy	Free Press Kashmir	E-News Article	18-04-2025	296
185.	उर्दू हमारे देश की गंगा- जमुनी तहज़ीब का जीवंत प्रतीक	रोज़नामा राष्ट्रीय सहारा (उर्दू)	04	18-04-2025	299
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190.	Hindi & Urdu –a tale of twins	The Indian Express	11	19-04-2025	304
191.	The Adolescent at home	The Indian Express	10	19-04-2025	305
192.	Manuscripts of Bhagvad Gita, Natyashastra added to UNESCO register	The Pioneer	01	19-04-2025	306
193.	Gita, Natyashastra enter Unesco's Memory of the World Register	Hindustan Times	10	19-04-2025	307
194.	In the defence of Urdu, the case for linguistic diversity	Hindustan Times	16	19-04-2025	308
195.	At Jamia, upto 40% Online Learning Must	The Times of India	09	19-04-2025	309
196.	Bhagavad Gita, Natyashastra inscribed in Unesco's register	The Asian Age	01	19-04-2025	310
197.	Sena UBT, MNS object to Hindi as 3rd language in Maha Primary Wing	The Economic Times	02	19-04-2025	311
198.	MCD attaches school property over tax default	The Statesman	02	19-04-2025	312
199.	UNESCO inscribes Bhagavad Gita and Natyashastra to Memory of World Book register	Millennium Post	01	19-04-2025	313

200.	Delhi govt directs all schools to draft own smartphone policies	Millennium Post	03	19-04-2025	314
201.	NCERT insists new textbooks were ‘named thoughtfully’	The Hindu	01	19-04-2025	315
202.	NCERT insists new textbooks were ‘named thoughtfully’	The Hindu	12	19-04-2025	316
203.	New textbook titles aim to instill Indian identity, says NCERT	Hindustan Times	10	19-04-2025	317
204.	New textbook titles aim to instil Indian identity, says NCERT	Hindustan Times	E-News Article	19-04-2025	318
205.	NCERT textbook renaming row: Official defends move as part of decolonization	Hindustan Times	E-News Article	19-04-2025	322
206.	NCERT says new school textbook names 'rooted in India's culture', not just Hindi	India Today	E-News Article	19-04-2025	324
207.	Kerala Government Sends Letter To Centre Opposing Hindi Titles For NCERT Textbooks	ETV	E-News Article	19-04-2025	327
208.	Hindi titles for English textbooks: Minister Sivankutty blasts NCERT, writes to Centre	News	E-News Article	19-04-2025	329
209.	Hindi title for English textbooks: Kerala Minister writes to Centre seeking course correction	Deccan Herald	E-News Article	19-04-2025	333
210.	Congress, DMK, and CPM stir language wars again, oppose names of NCERT English textbooks being changed: Debate over decolonisation	OpIndia	E-News Article	19-04-2025	337
211.	Delhi-NCR schools flout RTE Act, detain students in Classes 6 and 7	Business Standard	E-News Article	19-04-2025	340
212.	महाराष्ट्र में कक्षा एक से पांच तक हिंदी को अनिवार्य करने का विरोध हुआ तेज	दैनिक जागरण	13	20-04-2025	342
213.	विनाश की कगार पर विश्वविद्यालय	जनसत्ता	02	20-04-2025	343
214.	शिक्षा बनाम सत्ता : हार्वर्ड की हुंकार	राष्ट्रीय सहारा	08	20-04-2025	344
215.	Delhi - NCR के स्कूलों में आरटीई अधिनियम का उल्लंघन	राष्ट्रीय सहारा	05	20-04-2025	345
216.	University education in peril	Financial Express	10	20-04-2025	346
217.	University education in peril	The Indian Express	11	20-04-2025	347
218.	NCERT defends use of Indian names for English textbooks	The Tribune	16	20-04-2025	348
219.	A Nobel laureate’s sense of snow	The Asian Age	06	20-04-2025	349
220.	Delhi-NCR schools flout rules; detain Class 6,7 students	The Asian Age	02	20-04-2025	350
221.	Textbook renaming: Sivankutty writes to Union Minister	The Hindu	E-News Article	20-04-2025	351
222.	NCERT defends use of Indian names for English textbooks	The Tribune	E-News Article	20-04-2025	352

223.	New Textbook Titles Aim To Instil Indian Identity, Says NCERT	KhabarIndia	E-News Article	20-04-2025	354
224.	Marathi still mandatory in Maharashtra: Devendra Fadnavis on 3 language policy	India Today	E-News Article	20-04-2025	356
225.	Kerala minister Sivankutty writes to Centre, seeks intervention	The New Indian Express	E-News Article	20-04-2025	359
226.	Chhattisgarh: Bridge Courses Mandatory in CBSE and NCERT Syllabus; Major Overhaul Under NEP 2020	Patrika	E-News Article	20-04-2025	361
227.	As Maha adopts NEP, 'primary' deleted from education system	The Times of India	E-News Article	20-04-2025	363
228.	संस्कृति का संरक्षण	जनसत्ता	06	21-04-2025	365
229.	साठ फीसद देशों के ही स्कूलों में भोजन व पेय पदार्थों सम्बन्धी मानक लागू	जनसत्ता	01	21-04-2025	366
230.	Is America less desirable now for Indian students	The Asian Age	07	21-04-2025	367
231.	Now, govt,'s language panel opposes to move to make Hindi must in Maharashtra schools	The Hindu	06	21-04-2025	368
232.	Build Better Classrooms	The Hindu	02	21-04-2025	369
233.	Shaping the future of learning	Financial Express	07	21-04-2025	370
234.	A testament to India's timeless Wisdom	The Pioneer	06	21-04-2025	371
235.	Only 60 percent countries regulate food in schools	The Pioneer	04	21-04-2025	372
236.	Marginalisation of English is no small matter	The Times of India	10	21-04-2025	373
237.	Marathi mandatory, Hindi not replacing it: Fadnavis	The Times of India	12	21-04-2025	374
238.	No compulsion to study Hindi: Maharashtra CM Fadnavis amid language row	Hindustan Times	E-News Article	21-04-2025	375
239.	Govt's language consultation committee urges CM to revoke Hindi move in Maharashtra	ETEducation	E-News Article	21-04-2025	380
240.	Maharashtra to implement NEP 2020 with Hindi as compulsory third language in classes 1 to 5 from 2025 26	ETEducation	E-News Article	21-04-2025	383
241.	Kerala minister criticises NCERT's decision to use Hindi titles for English textbooks	ETEducation	E-News Article	21-04-2025	386
242.	Education for sale: Middle class contradictions	The Tribune	07	22-04-2025	389
243.	Pradhan directs NCERT to introduce road safety modules in curriculum of students of Class 1-12	The Economic Times	E-News Article	22-04-2025	390
244.	Union Minister Shri Jayant Chaudhary launches NSDC PDEU Centre offering 40 skill courses at Gandhinagar in Gujarat	PIB	E-News Article	22-04-2025	392
245.	Karnataka notifies school admission guidelines: From no interviews to 50% reservation for girls	Mint	E-News Article	22-04-2025	395

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246.	Education Minister Directs NCERT To Introduce Road Safety Modules In Curriculum Of Students Of Class 1-12	Zee News	E-News Article	22-04-2025	398
247.	Maharashtra govt stays order to make Hindi mandatory for Classes 1 to 5	Deccan Herald	E-News Article	22-04-2025	401
248.	Include audio-visual road safety modules for students of Class I to Class XII: Pradhan to NCERT	TOI	E-News Article	23-04-2025	403
249.	"No language imposition under NEP 2020", says Maharashtra Minister Dada Bhuse	ANI	E-News Article	23-04-2025	408
250.	NCERT to Introduce Road Safety Modules in Curriculum of Class 1-12 Students	TimesNow Education	E-News Article	23-04-2025	411
251.	Include audio-visual road safety modules for students of Class I to Class XII: Pradhan to NCERT	The Times of India	E-News Article	23-04-2025	413
252.	Dharmendra Pradhan asks NCERT to introduce road safety course in schools	Deccan Herald	E-News Article	23-04-2025	415
253.	No language imposition under NEP 2020: Education minister	Hindustan Times	E-News Article	24-04-2025	418
254.	Delhi govt studies dropout causes, PM POSHAN impact under RTE	The Times of India	E-News Article	24-04-2025	420
255.	यूजीसी रेगुलेशन लागू नहीं माने तो विश्वविद्यालयों पर लगेगा प्रतिबन्ध	अमर उजाला	01	25-04-2025	422
256.	स्कूल ड्रॉपआउट की वजह जानने के लिए हो रही स्टडी	नवभारत टाइम्स	06	25-04-2025	423
257.	NCERT की किताबों के लिए भटक रहे पेरेंट्स	नवभारत टाइम्स	07	25-04-2025	423
258.	पुस्तकें कभी समाप्त नहीं हो सकतीं : डॉ. संध्या	राष्ट्रीय सहारा	02	25-04-2025	424
259.	SC allows UGC to notify draft rules on ragging, harassment, caste bias	The Tribune	09	25-04-2025	425
260.	Ethics Before Excellence	The Millennium Post	07	25-04-2025	426
261.	Targeting private schools won't help	The Indian Express	11	25-04-2025	427
262.	Remake the government school	The Indian Express	11	25-04-2025	427
263.	Private schools flout CBSE guidelines on NCERT books	The Times of India	E-News Article	25-04-2025	428
264.	शिक्षा निदेशालय ने सभी स्कूल प्रिंसिपलों को गर्मी के मद्देनज़र स्कूलों में बाहरी गतिविधियों पर प्रतिबन्ध लगाने के निर्देश जारी किये	रोज़नामा राष्ट्रीय सहारा (उर्दू)	08	25-04-2025	429
265.	Teaching children to eat well must begin in school	The Hindu	08	26-04-2025	430
266.	Educators urged to embrace peace curriculum in schools	Hindustan Times	06	26-04-2025	431

267.	Why Class 5, Class 8 schoolchildren study without requisite textbooks?	The Indian Express	E-News Article	26-04-2025	432
268.	अब एक साथ कर सकेंगे दो यूजी व दो पीजी कोर्स	राष्ट्रीय सहारा	01	27-04-2025	434
269.	Dhankar supports Guv Ravi, hails NEP	The Tribune	07	27-04-2025	435
270.	NCERT compresses three subjects into one book for Class 7	The Hindu	09	27-04-2025	436
271.	Mughals, Delhi Sultanate completely dropped from new NCERT textbooks	SiasatNews	E-News Article	27-04-2025	437
272.	New NCERT textbooks: Mughals, Delhi Sultanate dropped; 'sacred geography', Maha Kumbh added	The Economic Times	E-News Article	27-04-2025	441
273.	New NCERT textbooks: Mughals, Delhi Sultanate dropped; Maha Kumbh added	Business Standard	E-News Article	27-04-2025	444
274.	"Dr Kasturirangan played major role in formulating new National Education Policy": PM Modi	ANI	E-News Article	27-04-2025	448
275.	NCERT की नई किताबों से मुगल सल्तनत हटा, महाकुंभ जुड़ा	राष्ट्रीय सहारा	01	28-04-2025	450
276.	एनसीईआरटी की नई किताबों से मुग़ल हटे, महाकुम्भ जुड़ा	हिन्दुस्तान	01,12	28-04-2025	450
277.	एनसीईआरटी पाठ्यपुस्तकों से मुगल व दिल्ली सल्तनत का पाठ हटाया गया	दैनिक जागरण	01	28-04-2025	450
278.	पाठ्यपुस्तकों से मुग़ल सल्तनत बाहर, महाकुंभ को जोड़ा गया	जनसत्ता	01,08	28-04-2025	451
279.	एनसीईआरटी : कक्षा सात की किताब से मुगल बाहर, महाकुंभ शामिल	अमर उजाला	01	28-04-2025	451
280.	मुग़ल बाहर, महाकुम्भ की एंट्री... NCERT की 7वीं की किताब में हुआ बदलाव	नवभारत टाइम्स	01	28-04-2025	452
281.	New NCERT Class 7 book focus: Indian culture, sacred geography	The Indian Express	06	28-04-2025	453
282.	Indian rulers in, Mughals out of Std 7 textbooks	The Times of India	01	28-04-2025	453
283.	Revisions aim at including Indian traditions into school curriculum	The Times of India	20	28-04-2025	453
284.	References to Mughals, Delhi Sultanate dropped from new NCERT textbooks	Millennium Post	06	28-04-2025	454
285.	New NCERT books: Mughals, Delhi Sultanate dropped, Kumbh added	The Asian Age	02	28-04-2025	455
286.	Out with Mughals, in with Maha Kumbh: NCERT overhauls school textbooks	The Pioneer	01,02	28-04-2025	456
287.	Raising citizens, not just students	Financial Express	07	28-04-2025	457
288.	Cosmos to classrooms, the impact of Kasturirangan	Hindustan Times	12	28-04-2025	458
289.	Parts on Mughals, Delhi Sultanate deleted from Class 7th NCERT books	Hindustan Times	09	28-04-2025	459

290.	NCERT पुस्तक से मुग़ल और दिल्ली सल्तनत अध्याय बाहर	रोज़नामा राष्ट्रीय सहारा (उर्दू)	01	28-04-2025	460
291.	Ancient Indian empires make way to NCERT's new Class VII textbook	The Tribune	E-News Article	28-04-2025	461
292.	Mughals dropped from new NCERT text book	The Arunachal Times	E-News Article	28-04-2025	464
293.	NCERT's new Class 7 books rewrite history: No Mughals, more Indian ethos, govt schemes	Kashmir Reader	E-News Article	28-04-2025	466
294.	NCERT class 7 books remove Delhi Sultanate and Mughals chapters, add focus on Indian ethos	India Today	E-News Article	28-04-2025	468
295.	New NCERT textbooks ditch Mughals, Delhi Sultanate; add 'sacred geography', Maha Kumbh	Business Today	E-News Article	28-04-2025	471
296.	Teacher education in India needs much more than a one-size-fits-all formula	Express Opinion	E-News Article	28-04-2025	474
297.	New NCERT Social Science Textbook Replaces Three Books, References to Mughals Not in Part 1	The Wire	E-News Article	28-04-2025	477
298.	NCERT Textbooks Revised: Mughal Empire, Delhi Sultanate Omitted; Focus Shifts to Ancient India and Cultural Event	Punekar News	E-News Article	28-04-2025	479
299.	NCERT removes Mughals, Delhi Sultanate content from class 7 books, adds Maha Kumbh	Maktoobmedia.com	E-News Article	28-04-2025	481
300.	NCERT drops all portions on Mughals, Delhi Sultanate from Class 7 books, adds Maha Kumbh – Here's how internet reacted	Financial Express	E-News Article	28-04-2025	483
301.	NCERT की किताबों से मुगलकाल को नहीं, दोहराव को हटाया : मजूमदार	अमर उजाला	15	29-04-2025	487
302.	ऐतिहासिक संशोधन	राष्ट्रीय सहारा	08	29-04-2025	488
303.	NCERT textbook shows Indian rhino with 2 horns, sparks row	The Times of India	E-News Article	29-04-2025	490
304.	NCERT textbook carries inaccurate picture, misleading facts about Indian rhino	The Indian Express	E-News Article	29-04-2025	492
305.	Delhi cabinet approves draft bill to regulate fees in private, government schools	Hindustan Times	E-News Article	29-04-2025	495
306.	शिक्षा को आधुनिक बनाने के लिए काम कर रही सरकार : मोदी	राष्ट्रीय सहारा	07	30-04-2025	500
307.	शिक्षा प्रणाली को आधुनिक बनाने की दिशा में काम कर रही सरकार : मोदी	जनसत्ता	08	30-04-2025	501
308.	यूपी के हर स्कूल में प्रार्थना के दौरान कस्तूरीरंगन के बारे में बताने के निर्देश	राष्ट्रीय सहारा	07	30-04-2025	502
309.	युवा देश का भविष्य, उनकी ज़रूरतों के मुताबिक़ आधुनिक बना रहे शिक्षा : मोदी	अमर उजाला	13	30-04-2025	503
310.	शिक्षक- सुविधाएं बढ़े, तो स्कूल आएं बच्चे	अमर उजाला	08	30-04-2025	504
311.	Government working on education system : PM	The Pioneer	04	30-04-2025	505

312.	NCERT under fire over rhino illustration, text errors in Class 4 book	The Hindu	05	30-04-2025	506
313.	In push for financial aid for children of construction workers, govt sets deadline for schools	The Indian Express	03	30-04-2025	507
314.	Delhi cabinet approves draft Bill to regulate fees in private schools	The Indian Express	01	30-04-2025	508
315.	Govt working on modernizing education system to meet 21st century needs: PM Modi	Millennium Post	07	30-04-2025	509
316.	Cabinet clears draft bill to regulate fees in private schools	The Hindu	02	30-04-2025	510
317.	Cabinet drafts bill to regulate school fees	The Hindu	06	30-04-2025	511
318.	NCERT Draws Flak For Depicting Assam Rhino As Two-horned Rhino	GPlus	E-News Article	30-04-2025	512
319.	NCERT textbook carries inaccurate picture, misleading facts about Indian rhino	The New Indian Express	E-News Article	30-04-2025	514

राष्ट्रीय सहारा, 1 अप्रैल 2025, पृष्ठ संख्या -9

बंद हो देश की सार्वजनिक शिक्षा प्रणाली का 'ह्रास' : सोनिया

नई दिल्ली (एसएनबी)। कांग्रेस नेता सोनिया गांधी ने प्रधानमंत्री नरेन्द्र मोदी के नेतृत्व वाली केंद्र सरकार की शिक्षा नीति की सोमवार को आलोचना करते हुए आरोप लगाया कि इस सरकार का मुख्य एजेंडा सत्ता का केंद्रीकरण, शिक्षा का व्यावसायीकरण तथा पाठ्यपुस्तकों का सांप्रदायिकरण है।

कांग्रेस संसदीय दल की अध्यक्ष ने एक लेख में कहा कि ये तीन 'सी' आज भारतीय शिक्षा को परेशान कर रहे है और भारत की सार्वजनिक शिक्षा प्रणाली का यह 'ह्रास' बंद होना ही चाहिए। गांधी ने एक समाचार पत्र में प्रकाशित लेख "द '3सी' दैट हॉन्ट इंडियन एजुकेशन टुडे" (तीन 'सी' जो भारतीय शिक्षा के लिए आज चिंता का विषय है) में कहा कि हाई-प्रोफाइल राष्ट्रीय शिक्षा नीति (एनईपी) 2020 की शुरुआत ने एक ऐसी सरकार की वास्तविकता को छिपा दिया है जो भारत के बच्चों और युवाओं की शिक्षा के प्रति बेहद उदासीन है। उन्होंने कहा, "पिछले दशक में केंद्र सरकार ने स्पष्ट रूप से दिखाया कि उसे शिक्षा के क्षेत्र में केवल तीन मुख्य एजेंडे के सफल क्रियान्वयन की चिंता है - केंद्र सरकार के पास सत्ता का केंद्रीकरण, शिक्षा में निवेश को निजी क्षेत्र को सौंपना एवं इसका व्यावसायीकरण तथा पाठ्यपुस्तकों, पाठ्यक्रम एवं संस्थानों का सांप्रदायिकरण करना।"



कहा, इस सरकार का मुख्य एजेंडा है सत्ता का केंद्रीकरण, शिक्षा का व्यावसायीकरण तथा पाठ्यपुस्तकों का सांप्रदायिकरण

गांधी ने आरोप लगाया कि पिछले 11 वर्ष में इस सरकार के कामकाज की पहचान "अनियंत्रित केंद्रीकरण" रही है, लेकिन इसके सबसे हानिकारक परिणाम शिक्षा के क्षेत्र में हुए है। उन्होंने कहा कि केंद्रीय शिक्षा सलाहकार बोर्ड (सीएबीई), जिसमें केंद्र और राज्य दोनों सरकारों के शिक्षा मंत्री शामिल है, की बैठक सितंबर 2019 से नहीं बुलाई गई है। उन्होंने कहा कि एनईपी 2020 के माध्यम से शिक्षा में बड़े बदलाव करने और इसे लागू करते समय भी सरकार ने इन नीतियों के कार्यान्वयन पर राज्य सरकारों से एक बार भी परामर्श करना उचित नहीं समझा। गांधी ने लिखा, "यह सरकार के इस एकल संकल्प का प्रमाण है कि वह भारतीय संविधान की समवर्ती सूची में शामिल विषय पर भी अपनी आवाज के अलावा किसी और की आवाज नहीं सुनती।" उन्होंने कहा, "संवाद की कमी के साथ-साथ 'धौंस जमाने की प्रवृत्ति' भी है। इस सरकार द्वारा किए गए सबसे शर्मनाक कार्यों में से एक काम यह है कि राज्य सरकारों को समग्र शिक्षा अभियान (एसएसए) के तहत मिलने वाले अनुदान को रोककर मॉडल स्कूलों की पीएम-श्री (या 'पीएम स्कूल्स फॉर राइजिंग इंडिया') योजना को लागू करने के लिए मजबूर किया गया।"

उन्होंने विश्वविद्यालय अनुदान आयोग (यूजीसी) के 2025 के दिशा-निर्देशों के मसौदे को भी "कठोर" बताते हुए दावा किया कि इनमें राज्य सरकारों को उनके द्वारा स्थापित, वित्तपोषित और संचालित विश्वविद्यालयों में कुलपतियों की नियुक्ति से पूरी तरह बाहर रखा गया है। उन्होंने आरोप लगाया कि केंद्र सरकार ने आमतौर पर विश्वविद्यालय के कुलाधिपति के रूप में नामित किए जाने वाले राज्यपालों के जरिए राज्य के विश्वविद्यालयों में कुलपतियों के चयन में स्वयं लगभग एकाधिकार प्राप्त कर दिया है। उन्होंने कहा, "समवर्ती सूची में शामिल एक विषय को केंद्र सरकार के एकमात्र अधिकार में बदलने का यह पिछले मार्ग से किया गया प्रयास है और आज के समय में संघवाद के लिए सबसे गंभीर खतरों में से एक खतरे को दर्शाता है।"

पूर्व कांग्रेस अध्यक्ष ने यह भी आरोप लगाया कि प्रधानमंत्री नरेन्द्र मोदी के नेतृत्व वाली सरकार शिक्षा प्रणाली का खुलेआम व्यावसायीकरण कर रही है। उन्होंने दावा किया कि देश के गरीबों को सार्वजनिक शिक्षा से बाहर कर दिया गया है और उन्हें बेहद महंगी एवं कम विनियमित निजी स्कूल प्रणाली के हाथों में सौंप दिया गया है। उन्होंने कहा कि उच्च शिक्षा में सरकार ने विश्वविद्यालय अनुदान आयोग की 'ब्लॉक-अनुदान' की पूर्ववर्ती प्रणाली के स्थान पर उच्च शिक्षा वित्तपोषण एजेंसी (एचईएफए) की शुरुआत की है।

राज्यसभा सदस्य गांधी ने कहा, "केंद्र सरकार का तीसरा जोर सांप्रदायिकता पर है जो शिक्षा प्रणाली के माध्यम से नफरत पैदा करने और उसे बढावा देने की राष्ट्रीय स्वयंसेवक संघ एवं भारतीय जनता पार्टी की लंबे समय से जारी विचारधारा के अनुरूप है।" उन्होंने आरोप लगाया कि स्कूली पाठ्यक्रम की रीढ राष्ट्रीय शैक्षणिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) की पाठ्यपुस्तकों में भारतीय इतिहास के कुछ हिस्सों को हटाने के इरादे से बदलाव किया गया है। गांधी ने कहा, "महात्मा गांधी की हत्या और मुगल भारत से संबंधित अनुभागों को पाठ्यक्रम से हटा दिया गया है।

दैनिक जागरण, 1 अप्रैल 2025, पृष्ठ संख्या - 12

बच्चों के भोजन में अब 10% कम खाद्य तेल का होगा उपयोग

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नई दिल्ली : मोटापे से निपटने के प्रधानमंत्री नरेन्द्र मोदी के मंत्र का असर अब छात्रों को पीएम पोषण योजना के तहत मिलने वाले दोपहर के भोजन सहित स्कूलों की कैंटीन व छात्रावासों में दिखेगा। वहां छात्रों के भोजन में पहले की तुलना में दस प्रतिशत कम खाद्य तेल का इस्तेमाल होगा। मौजूदा समय में पीएम पोषण योजना के तहत स्कूली बच्चों को दिए जाने वाले भोजन में प्रति बच्चा प्राइमरी स्तर पर पांच ग्राम और अपर प्राइमरी स्तर पर साढ़े सात ग्राम खाद्य तेल के इस्तेमाल का तय मानक है। इस योजना के तहत देश के 11.20 लाख स्कूलों के 11.80 करोड़ बच्चों को हर दिन दोपहर का ताजा भोजन मुहैया कराया जाता है।



मोटापे से निपटने के पीएम मोदी के मंत्र का पीएम पोषण योजना सहित स्कूलों की कैंटीन और छात्रावासों में होगा अमल

पीएम मोदी ने हाल ही में मन की बात में बढ़ते मोटापे को लेकर गहरी चिंता जताई थी। सुझाव दिया था कि हम खाने में तेल के इस्तेमाल में दस प्रतिशत की कमी करके इससे बच सकते हैं। पीएम के इस सुझाव के बाद शिक्षा मंत्रालय ने स्कूलों को इससे निपटने के लिए एक विस्तृत दिशा-निर्देश जारी किए हैं।

शिक्षा मंत्रालय के स्कूली शिक्षा सचिव संजय कुमार ने सभी राज्यों व केंद्र शासित प्रदेशों के अतिरिक्त मुख्य सचिव, प्रमुख सचिव व सचिव (शिक्षा) के साथ केंद्रीय विद्यालय व नवोदय विद्यालयों के आयुक्तों को लिखे पत्र में स्कूलों में तेल की मात्रा को घटाने को लेकर तुरंत जरूरी कदम उठाने के निर्देश दिए हैं।

यह भी कदम उठाने के दिए सुझाव

- स्कूलों में तैनात रसोईये को कम तेल वाले भोजन तैयार करने के लिए प्रशिक्षण दिलाया जाए।
- स्कूलों में छात्रों के बीच से ही स्वास्थ्य दूत भी तैनात किए जाएं।
- स्कूलों में गृह विज्ञान कालेजों की मदद से कम तेल वाले भोजन बनाने और कुकिंग कक्षाएं आयोजित करने जैसे कार्यक्रम का आयोजन किया जाए।
- छात्रों को योग और व्यायाम जैसी गतिविधियों से जुड़ने के लिए प्रोत्साहित किया जाए, ताकि उनका तन और मन तंदुरुस्त रहे।

Millennium Post, 1 April, 2025, Page No - 5

'Carnage' of public edu system must end: Sonia

NEW DELHI: Congress leader Sonia Gandhi on Monday slammed the Modi government's education policy, charging its core agenda is centralisation of power, commercialisation and outsourcing of investments to the private sector, and communalisation of textbooks.

Noting that these three Cs haunt Indian education today, the Congress Parliamentary Party chairperson said in an article that this "carnage" of India's public education system must end.

In the article "The '3Cs' that haunt Indian education today" in The Hindu, Gandhi said the introduction of the high-profile National Education Policy (NEP) 2020, has hidden the reality of a government that is profoundly indifferent to the education of India's children and youth.

"The Union Government's track record over the last decade has convincingly demonstrated that in education, it is concerned only with the successful implementation of three core agenda items -- the centralisation of power with the Union Government; the commercialisation and outsourcing of investments in education to the private sector, and the communalisation of textbooks, curriculum, and institutions," she said.

Gandhi charged that "unchecked centralisation" has been the hallmark of this government's functioning over the last 11 years, but its most damaging consequences have been in the domain of education.

She noted that the Central Advisory Board of Education (CABE), comprising ministers for education in both the Union and state governments, has not been convened since September 2019.

Even while adopting and implementing a paradigm shift in education through the NEP 2020, the government has not seen it fit to consult state governments on the implementation of these policies even once, she noted.

"It is a testament to the Government's singular determination not to heed any voice other than its own, even on a subject that is squarely in the Concurrent List of the Indian Constitution," she claimed in the article.

"The lack of dialogue is accompanied by a 'bullying tendency'. Among the most disgraceful acts committed by this government is the coercion of state governments to implement the PM-SHRI (or PM Schools for Rising India) scheme of model schools by withholding the grants due to them under the Samagra Shiksha Abhiyan (SSA) as leverage," she said. MPOST

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CBSE revises Class 10 and 12 syllabus for 2025-26: Check key details here

Trisha Tewari (Https://Timesofindia.Indiatimes.Com/Toireporter/Author-Trisha-Tewari-479266525.Cms) / TOI Education / Updated: Apr 1, 2025, 12:36 IST

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CBSE has introduced major changes in the syllabus for the 2025-26 academic session, focusing on dynamic, student-centered learning. The updated curriculum emphasizes innovative teaching methods, including project-based and inquiry-driven learning. Read More


cbse board school

The Central Board of Secondary Education (CBSE) has introduced significant changes in the syllabus for the 2025-26 academic session, aiming to create a more dynamic and future-ready learning environment. The updated curriculum, now accessible to all affiliated schools, provides a structured roadmap for academic instruction from Classes IX to XII. It details subject syllabi, examination frameworks, learning outcomes, and pedagogical strategies designed to enhance student engagement and comprehension.

Poll

Do you think the changes in the syllabus will benefit students?

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Schools to align with strategic guidelines

CBSE has directed schools to strictly adhere to the guidelines outlined in the curriculum document. Educational institutions are expected to implement innovative teaching methodologies while following the prescribed syllabus. The board has emphasized experiential learning, competency-based assessments, and interdisciplinary teaching techniques to enhance students' analytical and problem-solving abilities, equipping them for real-world challenges.

Modern teaching approaches to redefine learning

With an evolving educational landscape, CBSE is encouraging schools to adopt student-centric teaching methodologies in line with the National Curriculum

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Framework, 2023 (NCF-2023). Key instructional strategies include:

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- **Project-based learning**: Engaging students in hands-on problem-solving activities that mirror real-life scenarios.
- **Inquiry-driven education**: Stimulating curiosity by prompting students to explore, question, and analyze concepts from multiple perspectives.
- **Technology-integrated learning**: Utilizing AI-driven tools, digital platforms, and e-learning resources to improve engagement and accessibility.
- **Collaborative lesson planning**: Encouraging teachers to refine strategies dynamically to address evolving educational needs.

Revamped assessment model: Moving beyond rote learning

CBSE has also overhauled its assessment structure to emphasize competency-based evaluations over rote memorization. Schools are encouraged to design assessments that test critical thinking and analytical skills, ensuring students develop a deeper understanding of concepts. The new approach aims to bridge the gap between theoretical knowledge and practical application, better preparing students for higher education and professional careers.

Students and teachers can check the official notification regarding the change in the syllabus here (https://cbseacademic.nic.in/web_material/Circulars/2025/14_Circular_2025.pdf).


About the Author
Trisha Tewari >

Trisha is an emerging journalist with a passion for telling stories that matter. Currently a Digital Content Producer at... **Read More**

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But books from NCERT are being sold already for the coming academic year without any major changes compared to last year syllabus.

End of Article

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CBSE syllabus change for Class 10, 12: Grading system, new electives and more, here're key changes

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Synopsis
CBSE has introduced significant reforms for the 2025-26 academic year, including the option to take Class 10 board exams twice a year and a shift towards competency-based questions. The revaluation process has been overhauled, and new subject-specific guidelines emphasizing experiential learning and technology integration have been established.



Representational image

The Central Board of Secondary Education (CBSE) has introduced major updates to the syllabus for the 2025-26 academic session, designed to foster a more dynamic and future-ready learning environment.

The revised curriculum, now available to all affiliated schools, provides a comprehensive framework for academic instruction from Classes IX to XII. It includes subject syllabi, examination structures, learning objectives, and teaching strategies aimed at boosting student engagement and understanding.Schools must follow strategic guidelines.

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CBSE has instructed schools to strictly follow the guidelines outlined in the updated curriculum document. Educational institutions are expected to adopt innovative teaching methods while adhering to the prescribed syllabus. The board has emphasized the importance of experiential learning, competency-based assessments, and interdisciplinary teaching approaches to enhance students' critical thinking, problem-solving skills, and overall preparedness for real-world challenges.

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CBSE Curriculum 2025-26 Key Reforms

Class 10:

- The Class 10 board exams will now be held twice a year – in February and April – starting from the academic year 2025-26. This will provide students with more flexibility in taking the exams and improving their scores. A draft scheme for the conduct of 2 Board examinations for Class X has been developed. It is proposed that the scheme be implemented from the 2026 examinations of Class X
- CBSE has reformed the revaluation process to ensure greater transparency and fairness in assessment.
- Project-based learning: Engaging students in hands-on problem-solving activities that mirror real-life scenarios.
- Inquiry-driven education: Stimulating curiosity by prompting students to explore, question, and analyze concepts from multiple perspectives.
- Technology-integrated learning: Utilizing AI-driven tools, digital platforms, and e-learning resources to improve engagement and accessibility.
- Collaborative lesson planning: Encouraging teachers to refine strategies dynamically to address evolving educational needs.

New electives for class 12

- Land Transportation Associate
- Electronics and Hardware
- Physical Activity Trainer
- Design Thinking and Innovation

Other key Changes in the Class 12 Syllabus:

9-Point Grading Scale: Similar to Class 10, the Class 12 syllabus will also be assessed using the 9-point grading system.

Elective Choices: Students can choose one subject from Informatics Practices, Computer Science, or Information Technology (only one of the three).

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CBSE announces new syllabus, grading system for Classes 10, 12

CBSE has announced its updated syllabus for Classes 10 and 12 for the 2025-2026 academic session, featuring changes in exam schedules, grading systems, passing criteria, and the introduction of new skill-based subjects.

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CBSE has announced its updated syllabus for Classes 10 and 12 for the 2025-2026 academic session. (Photo: Getty Images)

India Today Education Desk

New Delhi, UPDATED: Apr 1, 2025 12:42 IST

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- A new 9-point grading system has been introduced for both Classes 10 and 12
- CBSE has added new skill-based subjects to the curriculum for enhanced learning

The Central Board of Secondary Education (CBSE) has rolled out its updated syllabus for the 2025-2026 academic session, introducing several changes aimed at enhancing the educational experience for students in Classes 9 to 12.

As per the latest CBSE notification, schools must follow new teaching methods, assessments, and subject structures aimed at making learning more practical and engaging.

Let's delve into the major updates and what they mean for students and educators alike.

TWO BOARD EXAMS FOR CLASS 10 STUDENTS

Starting from the 2025-2026 academic year, Class 10 students will have the opportunity to sit for two board examinations annually—one in February and another in April. This initiative aims to provide students with a second chance to improve their scores within the same academic year.

However, it's important to note that this policy is currently in its draft stage, and the final proposal is yet to be confirmed.

The Class 12 board examinations will continue to be held once a year, with the 2026 exams commencing on February 17.

REVISED GRADING SYSTEM FOR CLASSES 10 AND 12

CBSE is transitioning to a 9-point grading system for both Class 10 and Class 12 board exams. Every 1/8th of passed students will be allotted one grade slot.

Grade	Octile
A-1	Top 1/8th of the passed candidates
A-2	Next 1/8th of the passed candidates
B-1	Next 1/8th of the passed candidates
B-2	Next 1/8th of the passed candidates
C-1	Next 1/8th of the passed candidates
C-2	Next 1/8th of the passed candidates
D-1	Next 1/8th of the passed candidates
D-2	Next 1/8th of the passed candidates
E*	Essential Repeat

Under this system, marks obtained in examinations will be converted into grades more effectively

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PASSING CRITERIA FOR CLASS 10

To successfully pass the Class 10 board exams, students must secure at least 33% in each subject.

In instances where a student fails in a core subject such as Science, Mathematics, Social Science, or a language paper but passes a skill-based or optional language subject, the failed subject can be substituted with the passed skill or language subject for result calculation.

For example, if a student does not achieve the required marks in Mathematics but passes a skill-based subject, the grades from the skill-based subject will replace those of Mathematics.

INTRODUCTION OF SKILL-BASED SUBJECTS IN CLASS 10

CBSE is placing a stronger emphasis on skill-based education by introducing subjects like Computer Applications (Code 165), Information Technology (Code 402), and Artificial Intelligence (Code 417) for Class 10 students.

Additionally, students are required to choose either English or Hindi as one of their languages during Classes 9 and 10.

NEW SKILL ELECTIVES FOR CLASS 12

In alignment with the evolving educational landscape, CBSE has introduced four new skill electives for Class 12 students:

1. Land Transportation Associate
2. Electronics and Hardware
3. Physical Activity Trainer
4. Design Thinking and Innovation

These additions aim to equip students with practical skills relevant to various industries.

USE OF CALCULATORS IN CLASS 12 ACCOUNTANCY EXAMS

In a move to assist students in managing complex financial calculations, CBSE will permit the use of basic, non-programmable calculators during Class 12 Accountancy board exams starting from the 2025-26 academic session as per information from a CBSE meeting.

NEW TEACHING METHODS FOCUS ON REAL-WORLD SKILLS

CBSE's latest notification addressed to the heads of all affiliated schools note that the board is pushing for a shift in how students learn by promoting hands-on and inquiry-based education.

Schools must now adopt:

Project-based learning: Students will work on real-life problems instead of just reading about them.

Inquiry-driven education: Instead of memorising, students will be encouraged to ask questions and explore answers.

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Collaborative lesson planning: Teachers will refine their methods dynamically to meet students' evolving needs.

The goal is to move away from rote learning and focus on understanding, problem-solving, and critical thinking.

ASSESSMENTS SHIFT TO COMPETENCY-BASED EVALUATION

CBSE is also revamping how students are assessed. Instead of just testing memory, exams will now focus more on real understanding and application of knowledge. Schools will design assessments that measure:

Critical thinking

Analytical skills

Conceptual clarity

Practical application of knowledge

This change aims to prepare students better for higher studies and careers by making learning more meaningful.

ACCESSING THE NEW SYLLABUS

The detailed syllabi for Classes 9 to 12 are now available on CBSE's academic website. Students, parents, and educators are encouraged to review these documents to familiarise themselves with the updated curriculum and assessment frameworks.

These changes reflect CBSE's commitment to fostering a more comprehensive and skill-oriented education system, better preparing students for future academic and professional pursuits.

Published By: Roshni

Published On: Apr 1, 2025

Read | Two CBSE Class 10 board exams from 2026: Draft proposal explained

Read | CBSE Class 10 to have 2 board exams in 2026? Pros and cons explained

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The Indian EXPRESS
JOURNALISM OF COURAGE

Why Maharashtra is adopting CBSE model for school education?

According to the state government's school education department, the objective behind this move is to bring quality and also allow students to learn NCERT curriculum

Written by Pallavi Smart Follow
Mumbai | April 1, 2025 00:17 IST

NewsGuard

5 min read



This is Maharashtra government's broader initiative to adopt the CBSE model of school education, which follows NCERT curriculum (Archive)

From the upcoming academic year that will start in June, Class 1 students of Maharashtra State Board will have new textbooks based on the National Council for Educational Research and Training (NCERT) curriculum, which is primarily used by schools affialted to the Central Board of Secondary Education (CBSE). This is Maharashtra government's broader initiative to adopt the CBSE model of school education, which follows NCERT curriculum.

The decision, however, has led to confusion among schools, teachers and parents with some even questioning the move, stating that it threatens the Maharashtra State Board, which has long been a symbol of the state's educational identity. The government, however, is firm on its stand that the CBSE model with NCERT

curriculum will bring quality to school education in the state. Here's all one needs to know about the plan to adapt CBSE model for school education by Maharashtra.

What is the CBSE model?

It is a pattern of education followed by CBSE schools which is based on a curriculum developed by the NCERT. The state government is going to follow the same curriculum for school education.

For subjects such as mathematics and science which are universal, NCERT textbooks will be replicated for state board schools. For subjects such as languages and social science among others, where local social and cultural context is required, Maharashtra's State Council for Educational Research and Training (SCERT) will develop the syllabus. This model will be implemented in Maharashtra State Board schools in phases.

Starting from Class 1 in the 2025-26 academic year, there will be three more stages. In 2026, curriculum changes will be brought in for classes 2, 3, 4 and 6. In 2027, classes 5, 7, 9 and 11 will undergo curriculum changes whereas classes 8, 10 and 12 will be covered in the last phase in 2028.

With the adaptation of the CBSE model, there were also talks that Maharashtra State Board schools will have to replicate the academic year cycle of CBSE board, where schools start their new academic year in April. However, considering Maharashtra's weather conditions and established practices of academic year cycle, it has been decided that Maharashtra State Board schools will continue the practice of starting the new academic year from June, as per regular practice.

Why is it being adopted?

According to the state government's school education department, the objective behind this move is to bring quality and also allow students to learn NCERT curriculum in schools as that is beneficial for various competitive exams for entry to coveted professional courses post Class 12.

In a recently released justification, Maharashtra's school education minister Dada Bhuse noted various benefits of adopting CBSE model, such as its emphasis on understanding concepts rather than memorization, continuous and comprehensive evaluation which ensures greater assessment and holistic personality development of students. The CBSE curriculum is aligned with competitive exams such as JEE, NEET and many students from Maharashtra state board appear for these exams.

The school education department clarified that the decision was taken by a steering committee formed to develop the State Curriculum Framework (SCF) based on the National Education Policy (NEP) 2020. The committee, which already involved experts from school education, also invited suggestions from various stakeholders. It was only after following the complete procedure that the new curriculum framework was finalised and accordingly, changes will be implemented in phases.

Will all state board schools will now be CBSE schools? Will Maharashtra State Board close?

The schools will continue to remain affiliated to Maharashtra State Board schools. It is called the CBSE model only because of use of NCERT curriculum and replication of continuous comprehensive evaluation, which is a

feature of CBSE schools. However, it essentially means Maharashtra State Board Schools will now follow NCERT curriculum and evaluation patterns.

The state school education department has clarified that there is no reason to close the Maharashtra State Board, which is the unique identity of the state's school education system having great history and culture supporting it. The state government believes that with the new changes, the Maharashtra State Board will be more capable of bringing new-age learning into the curriculum.

What happens to SSC, HSC exams conducted by the state board?

Both the exams will continue to remain as it is and the Maharashtra State Board will still be responsible for conducting these exams.

What is the controversy?

As the state plans to bring in the CBSE model of school education, many believe that it will either dissolve or close the Maharashtra State Board, which has played a crucial role in the state's school education. The controversy revolves around many concerns such as implementing a national-level curriculum will threaten the rich cultural history of Maharashtra of saints and social reformers, abhangs and kirtans among others, which has long been celebrated in public education through Marathi-medium schools run by the state board, along with other medium schools.

However, the school education department has clarified that in the revised curriculum, special emphasis is being given to the subjects that highlight Maharashtra's culture, traditions, saints, social reformers and historical figures. This is particularly why subjects such as history, geography and languages will see a curriculum developed by SCERT, which will take NCERT as the basis but bring Maharashtra's local context into the textbooks. Additionally, studying Marathi language in schools has been made mandatory across the state.

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This article went live on April first, twenty twenty-five, at seventeen minutes past twelve at night.

TAGS: Maharashtra Schools Maharashtra State Board NCERT

राष्ट्रीय सहारा, 2 अप्रैल, 2025, पृष्ठ नं० - 01

सीएम राइज स्कूल' का नाम 'संदीपनी विद्यालय' होगा



भोपाल। मध्यप्रदेश के मुख्यमंत्री मोहन यादव ने मंगलवार को घोषणा की कि राज्य में 'सीएम राइज स्कूलों' का नाम 'संदीपनी विद्यालय' होगा। यह नाम हिंदू पौराणिक कथाओं के संदीपनी आश्रम से प्रेरित है। यादव यहां एक शैक्षणिक संस्थान में 'स्कूल चले हम' अभियान के तहत राज्यभर के सरकारी स्कूलों में प्रवेश शुरू करने के लिए राज्यस्तरीय 'प्रवेशोत्सव कार्यक्रम-2025' को संबोधित कर रहे थे। उन्होंने कहा, भगवान कृष्ण ने संदीपनी आश्रम में शिक्षा प्राप्त की थी। इसलिए, 'सीएम राइज स्कूलों' का नाम संदीपनी के नाम पर होना चाहिए।

The Tribune, 2 April, 2025, Page no - 04

New academic session begins in govt schools, but books still not available

NITISH SHARMA
TRIBUNE NEWS SERVICE

AMBALA, APRIL 1

With the beginning of the new academic session, the Education Department observed a Parvesh Utsav in government schools. However, textbooks for Classes I to VIII are yet to reach the schools. The books are provided by the department free of cost at the beginning of the new academic session.

An official in the department said the academic session had started on Tueday but the books are yet to be received and no exact information was available about their arrival.



'Pravesh Utsav' being observed at a school in Ambala on Tuesday.

Meanwhile, the Directorate of Elementary Education has directed the district officials to conduct a two-week class readiness programme to prepare students for the next class. The teachers will clear the doubts of the students and help them in understanding the topics in which they didn't perform well in the previous class, and improve their competency level.

Amit Chhabra, a primary teacher and spokesman of the Rajkiya Prathmik Shikshak Sangh, said: "The new academic session has started, but the books are yet to arrive. For the students of Classes I to IV, the department has provided worksheets for the remedial classes so students could be prepared for the next class. Though the programme is good for weak students, it is a wastage of time for the bright students.

"The old books have been arranged from the students who have moved to the next class, but the department should ensure that the new books are available before the session begins. The condition of the old books and prefilled answers in the books will cause inconvenience to the students."

Ramesh Kumar, Principal, Government Senior Secondary School, Ambala Cantonment, said: "Last year, the books arrived on time. This year the books are yet to be received. But to ensure that the studies are not affected, books from the students who have moved to the next classes have been procured. Some sets were available in the book bank of the school as well."

District Elementary Education Officer, Ambala, Sudhir Kalra said: "Parvesh Utsav is being observed in the government schools to increase the enrollment. The books are expected to arrive soon. Till then, old books of the students will be used."

The Hindu, 2 April 2025, Page No- 6

India's educational transformation — the true picture



Dharmendra Pradhan

is Union Minister of Education

It has been argued that the education system in India has veered off its course in the last 11 years of the Narendra Modi government. In fact, nothing could be further from the truth. The country that witnessed the monumental neglect of the education system by previous governments is deeply aware of the unpleasant truth. While nations across the world reimagined education for a rapidly evolving world, India's educational framework remained trapped in a time capsule, with the last major policy update in 1986, which was marginally amended in 1992. This was a deliberate perpetuation of colonial mindsets accompanied by a move to insulate the country from rapid technological changes taking place in the world.

What past policy was like

Corruption and a governance deficit were the defining features of the country's educational past. Public universities were systematically starved of funds. Unregulated private institutions mushroomed into degree mills. Those who suffer from selective amnesia need to be reminded of the infamous Deemed University scandal of 2009 – university status was granted to 44 private institutions without proper evaluation, with many found guilty of financial irregularities. Political interference in education was rampant.

The University Grants Commission and the All India Council for Technical Education became instruments of control rather than enablers of excellence. Appointments to leadership in universities were based on political loyalty. Textbooks deliberately downplayed the contributions of revolutionaries such as Shaheed Bhagat Singh, Chandra Shekhar Azad, Veer Savarkar and others while portraying uncomfortable historical truths about foreign invasions. Historical narratives were carefully curated to serve partisan interests. India's diverse cultural and intellectual traditions were systematically marginalised. All of these contributed toward creating an education system that remained disconnected from India's glorious past and devoid of civilisational ethos.

The National Education Policy of 2020 represents a decisive break from this inglorious past. It is a product of the most extensive democratic consultations in India's policy history. Based on the five pillars of access, equity, quality, affordability and accountability, the NEP 2020 is a policy of the people, by the people and for the future of the people.

The National Education Policy of 2020 is based on one of most extensive democratic consultations in India's policy history and will enable an educational renaissance

The focus is empowerment and change

One of its primary objectives is to correct structural inequities inherited from centralised, rigid and elitist frameworks. With this transformative approach, the enrolment of Scheduled Castes (SC) in higher education has increased by 50%, Scheduled Tribes (ST) by 75%, and Other Backward Classes by 54% since 2014-15.

Women's empowerment is at the heart of these reforms. Female enrolment across all categories has grown by an impressive 38.8%, crossing 2.18 crore in 2022-23. Among Muslim minority students, female enrolment rose by 57.5%. In the board examinations, the performance of girls has shown steady improvement. In higher education, PhD enrolment among women has increased by a whopping 135%. Today, women in the field of higher education STEMM (science, technology, engineering, mathematics, and medicine) constitute 43%, thus shattering the glass ceiling in domains that were dominated by men. Female teachers now constitute 44.23% of the teaching workforce, up from 38.6% in 2014, thus transforming academic leadership landscapes. The data represent a fundamental shift in India's academic ecosystem, with women reclaiming their rightful place in India's intellectual journey.

These gains reflect a fundamental shift in priorities. Per-child government expenditure has increased by 130%, from ₹10,780 in 2013-14 to ₹25,043 in 2021-22. The Government is prioritising early childhood education and foundational learning and numeracy for a child's overall development, cognitive growth, and future learning. Government schools are being upgraded with modern infrastructure, holistic pedagogy and other support systems. With concerted efforts, the number of out-of-school children and also drop-out rates have decreased. The pupil-teacher ratio has improved, and, most importantly, learning outcomes have been steadily improving.

The NEP 2020 has introduced futuristic elements such as coding from middle school, multidisciplinary approaches to problem-solving, and innovation hubs in rural areas. Over 10,000 Atal Tinkering Labs (ATL) are nurturing grassroot-level innovation. The Government has plans to add 50,000 more ATLs with broadband Internet connectivity in schools in the five years ahead. These initiatives represent a fundamental reimagining of education for India's future.

In higher education, sustainable revenue models have freed universities from resource dependency. India now has 11 universities in the QS World Rankings top 500, a remarkable improvement from the past. Research publications have increased by 88% since 2015, propelling India to 39 in the Global Innovation Index, up from 76 in 2014. The Anusandhan-National Research Foundation is nurturing research and innovation in collaboration with industry and academia.

Language primacy

Most significantly, the NEP has restored primacy to all Indian languages and knowledge traditions, overcoming the decades of 'English-first' policies. Through the Indian Knowledge Systems (IKS) initiative, over 8,000 higher education institutions have adopted IKS curricula. Through the Bharatiya Bhasha Pustak Yojana, 15,000 original and translated textbooks in 22 Indian languages will be published, which will benefit millions of young minds to express themselves in their mother tongues.

The Government's commitment to social justice was reflected in the enactment of the Central Educational Institutions (Reservation in Teachers' Cadre) Act, 2019, for reservation of teaching positions in central educational institutions for SCs, STs, and others by treating the 'Institution as one Unit' rather than a grossly flawed system of treating 'each Department as one Unit'. Similarly, the Government dispensed with the mischievous practice of declaring "None Found Suitable" in university recruitments to reject candidates from SC/ST/OBC categories and converting these into non-reserved posts, in the interest of making reservation truly meaningful.

The government remains focused on building a Viksit Bharat wherein education truly liberates and empowers. The decade ahead will witness an educational renaissance that honours India's past while fearlessly embracing the future. India's education system has finally broken free from colonial shadows and ideological captivity. It stands poised to fulfil the dreams of millions of Indians.

This is not merely education reform. It is the intellectual decolonisation that India has awaited for a long time, which will catapult India into the comity of developed nations.

Millennium, 2 April, 2025, Page no - 01

CBSE announces new syllabus, grading system for Classes 10, 12

Focus now on project & inquiry-based learning

MPOST BUREAU



NEW DELHI: The Central Board of Secondary Education (CBSE) has released its revised syllabus for the 2025-2026 academic session, bringing several changes aimed at improving the learning experience for students in Classes 9 to 12.

A key update is the introduction of two board examination opportunities for Class 10 students in a single academic year. Under the new system, students can take the board exams in February and, if needed, attempt them again in April to improve their scores. "The idea is to reduce exam-related stress and provide students a chance to enhance their performance without waiting for a full academic year," said a CBSE official. However, this policy remains in its draft stage and awaits final confirmation.

Meanwhile, Class 12 board examinations will continue with the existing format, scheduled to begin on February 17, 2026.

Another significant shift is the move to a 9-point grading system for both Class 10 and Class 12 board exams. The updated grading scale will divide students into slots, with every 1/8th of the passing students being assigned a grade. A CBSE spokesperson explained that this approach offers "a more refined assessment of student performance" compared to the previous five-point scale.

Continued on P4

Millennium, 2 April, 2025, Page no - 04

CBSE UNVEILS MAJOR SYLLABUS CHANGES

Class 10 students to get two board exam attempts in new CBSE policy

Continued from P1

For Class 10 students, passing requirements remain unchanged, with at least 33 per cent needed in each subject. However, if a student fails in a core subject such as Mathematics or Science but passes a skill-based or optional language subject, the passed subject can be used as a replacement for the failed one. "This will provide students with greater flexibility and reduce academic pressure," noted an education expert.

CBSE is also increasing its focus on skill-based education. The Class 10 curriculum now includes subjects like Computer Applications (Code 165), Information Technology (Code 402), and Artificial Intelligence (Code 417). Additionally, students must opt for either English or Hindi as a compulsory language in Classes 9 and 10.



For Class 12, four new skill electives have been introduced: Land Transportation Associate, Electronics and Hardware, Physical Activity Trainer, and Design Thinking and Innovation. "These additions align with industry trends and prepare students for real-world applications," said a CBSE official.

In another major update, CBSE will allow the use of basic, non-programmable calculators in Class 12 Accountancy board exams from the 2025-26 session. "The decision acknowledges the complexity of financial calculations and aims to assist students in focusing on conceptual understanding rather than manual arithmetic errors," stated a senior CBSE member.

Schools have also been directed to embrace new teaching methodologies to create a more engaging learning environment. The CBSE notification highlights a shift towards project-based learning, where students tackle real-life challenges rather than relying on rote memorisation. Inquiry-driven education will encourage students to ask questions and explore solutions independently. Tech-enabled learning will see greater integration of AI tools, digital platforms, and online resources. Collaborative lesson planning will enable teachers to refine their teaching strategies dynamically based on student needs.

CBSE's approach to assessment is also undergoing a transformation. Instead of testing memory retention, examinations will now emphasise deeper comprehension and practical application. "We are moving towards competency-based evaluation that assesses critical thinking, analytical skills, and conceptual clarity," a CBSE academic director mentioned. The updated syllabi for Classes 9 to 12 have been uploaded on CBSE's academic website, and stakeholders—including students, parents, and educators—are encouraged to review them to stay informed about the curriculum changes.

Millennium, 2 April, 2025, Page no – 06

LAUNCH OF 'SCHOOL CHALE HUM' CAMPAIGN

MP's CM Rise schools to be named as 'Sandipani Vidhyalayas', announces Chief Minister Yadav

'The change would bring an Indian perspective to the education system'

SATYAPRAKASH SHARMA

BHOPAL: Madhya Pradesh Chief Minister Mohan Yadav, on Tuesday, announced that CM Rise Schools in the state would be renamed 'Maharishi Sandipani Vidhyalaya.' He stated that the use of English in education was a colonial legacy, and the change would bring an Indian perspective to the education system.

Addressing a state-level 'Praveshotsav' programme under the 'School Chale Hum' campaign 2025, organised in Bhopal, Chief Minister Yadav explained the reasoning behind the renaming of CM Rise Schools.

The CM Rise School scheme was introduced in 2022 by the then CM Shivraj Singh Chouhan. Currently, there are 369 CM Rise schools operating in the state, with a focus on providing quality education through smart classrooms and modern infrastructure.



CM Mohan Yadav during a state-level 'Praveshotsav' programme in Bhopal on Tuesday MPOST

"Britishers had gone, but the mentality remains," CM Yadav said. "We have decided to change the name to Maharishi Sandipani, who imparted education to Lord Krishna in Ujjain. It will remind us of an era when Acharya Sandipani educated Shri Krishna." With this decision, the vision of the 5000-year-old Gurukul of Lord Krishna, where holistic development took place, will be reshaped, he said.

"Sandipani ji is a big name in the field of education, and naming these schools after him will make the scheme easily memorable for everyone," the CM added. "Being a Hindi-speaking state, this name will be easily recognized among the tribal, rural, and urban populations." He emphasized that Lord Krishna received education in Sandipani Ashram, and thus, the schools would now bear the name of Acharya Sandipani and be known as Sandipani Vidhyalayas.

Key Points

- The CM Rise School scheme was introduced in 2022 by the then CM Shivraj Singh Chouhan
- Currently, there are 369 CM Rise schools operating in the state, with a focus on providing quality education through smart classrooms and modern infrastructure

The state government launched the 'School Chale Hum' campaign, which aims to increase school enrollment and ensure uninterrupted education across the state. During the event, Yadav launched the Education Portal 3.0 for student admissions in government schools. He highlighted the government's commitment to strengthening public education by providing uniforms, laptops, e-scooties, bicycles, coaching, and other facilities to students.

CM Yadav emphasized that government schools now stand on par with private institutions and have produced great personalities. He urged students to aim to become notable figures like Prime Minister Narendra Modi, Dr APJ Abdul Kalam, former President Dr Rajendra Prasad, and former Prime Minister Lal Bahadur Shastri.

The event was attended by several state ministers, including Vijay Shah, Uday Pratap Singh, Chetan Kashyap, and Secretary of the School Education Department Dr Sanjay Goyal. CM Yadav also interacted with students, observed an exhibition, and completed formalities for KG-2 admissions. He also distributed gifts to newly admitted students and honoured talented students.

Printed from
THE TIMES OF INDIA

New academic session begins amid NCERT textbook crunch

TNN | Apr 2, 2025, 12.26 AM IST



Chandigarh: The new academic session begun Tuesday, but students of classes 4, 5, 6, and 7 are still awaiting their NCERT textbooks. The revised editions, based on the National Curriculum Framework, have not yet been released in the market or distributed in govt schools.

Last year, NCERT launched updated textbooks for classes 3 and 6 by mid-May, but this year, the books for classes 4 and 7 are still in the printing process. Bookstore owners in sectors 20 and 22 confirmed that the books are unavailable, and parents have been advised to check for updates.

A senior NCERT official said the books for classes 4 and 7 should be available by April 10, with all the required editions expected in stores by April 20. Books for classes 5 and 8 will be released by mid-May after a free bridge course is made available online. The official urged parents and schools to refrain from purchasing old editions, as they will not align with the new curriculum.

To ease the transition to the updated syllabus, a 30-day bridge course will be offered for students of classes 5 and 8. The new textbooks feature streamlined content and a focus on activity-based learning for an engaging and interactive educational experience. tnn

The Statesman
Tuesday, 8 April, 2025

PM Modi: National Educational Policy paves way for making a self-reliant nation

Highlighting the historic transformation of India's education sector in the past decade, Prime Minister Narendra Modi on Wednesday hailed the National Education Policy (NEP) 2020 as India's intellectual renaissance, paving the way for a self-reliant, globally competitive nation through education and innovation.

Statesman News Service | New Delhi | April 2, 2025 2:30 pm



PM Modi (file photo)

Highlighting the historic transformation of India's education sector in the past decade, Prime Minister Narendra Modi on Wednesday hailed the National Education Policy (NEP) 2020 as India's intellectual renaissance, paving the way for a self-reliant, globally competitive nation through education and innovation.

Responding to a post by Union Education Minister Dharmendra Pradhan on X, the PM stated, "Union Education Minister Shri @dpradhanbjp highlights how India's education sector has undergone a historic transformation in the last decade. NEP 2020 is more than a reform; it is India's intellectual renaissance, paving the way for a self-reliant, globally competitive nation through education and innovation."

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Mr Pradhan, in his post, said the NEP 2020 represents a decisive break from the "inglorious past" when corruption and governance deficit were the defining features of the country's educational system. The policy is not merely an education reform, it is the intellectual decolonisation that India had awaited for a long time, he said.

education minister said and drew attention to an article he has written in a newspaper to showcase the ”true picture” of India’s educational transformation.

In the article, Mr Pradhan said the NEP has restored primacy to all Indian languages and knowledge traditions, overcoming the decades of ‘English First’ policies. ”The government remains focused on building a Viksit Bharat wherein education truly liberates and empowers. The decade ahead will witness an educational renaissance that honours India’s past while fearlessly embracing the future. India’s educational system has finally broken free from colonial shadows and ideological captivity. It stands poised to fulfil the dreams of Millions of Indias,” the minister said.

He said one of the primary objectives of the NEP is to correct structural inequalities inherited from centralised, rigid and elitist frameworks.

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India *NEP* *PM Modi*

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Ministry of Education reaffirms its commitment to inclusive education by strengthening support systems for children with autism spectrum disorder in schools

Strengthening Inclusive Education: Block Resource Centres under Samagra Shiksha provides Essential Therapy Services for Children with Autism Spectrum Disorder

Posted On: 02 APR 2025 4:45PM by PIB Delhi

On the occasion of World Autism Awareness Day (April 2, 2025), the Ministry of Education, Government of India reaffirms its commitment to inclusive education by strengthening support systems for children with autism spectrum disorder in schools.

Through Block Resource Centres (BRCs), the government is ensuring that children with autism spectrum disorder (ASD) receive essential therapy services, specialized interventions, and learning support to help them reach their full potential.

Supported under the centrally sponsored scheme- Samagra Shiksha, the BRCs serve as dedicated resource centers, offering essential therapy-based interventions to support the physical, cognitive, and communicative needs of CwSN.

These include:

- **Occupational Therapy:** Helps children develop fine motor skills, hand-eye coordination, and independence in daily activities.
- **Physiotherapy:** Supports children with mobility challenges, improving posture, muscle strength, and physical coordination.
- **Speech and Communication Therapy:** Supports children with delayed speech, difficulty in communication, or social interaction challenges, especially beneficial for children with autism.
- **Psychological & Behavioural Support:** Provides emotional and behavioural counselling to enhance confidence, social interaction, and well-being.

BRCs are staffed with **trained resource persons, special educators, and therapists** who work closely with parents, teachers, and caregivers to create personalized intervention plans for children.

These centres also organize regular **screening camps, parent counselling sessions, orientation/teacher training programs, assistive devices, appropriate Teaching-Learning Material (TLM), and aids & appliances etc.** to ensure a holistic approach to inclusive education.

As envisioned in the National Education Policy (NEP) 2020, the government is continuously strengthening these inclusive learning environments by integrating therapy services with classroom learning and ensuring accessible infrastructure, assistive devices, and digital learning solutions for CwSN across the country.

State and district education authorities are encouraged to maximize the utilization of Resource Centres and also collaborate with local health and social welfare departments to further expand support for children with diverse needs.

On this World Autism Awareness Day, the Ministry appeals to schools, educators, and parents to optimally utilise the services of BRCs for CwSN and also work together to promote awareness, acceptance, and meaningful inclusion of children with autism spectrum disorder.

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Government Policies 6 Min Read

NEP 2020 policy of the people, by the people and for the future of people: Dharmendra Pradhan

Union Minister of Education Dharmendra Pradhan on Wednesday hit out at Congress leader Sonia Gandhi, saying that corruption and governance deficit were the defining features of the country's educational past, and the NEP 2020 represents a decisive break from this inglorious past.

IANS
Updated On Apr 2, 2025 at 08:43 PM IST



Union Minister of Education Dharmendra Pradhan

New Delhi, Union Minister of Education Dharmendra Pradhan on Wednesday hit out at Congress leader Sonia Gandhi, saying that corruption and governance deficit were the defining features of the country's educational past, and the

NEP 2020 represents a decisive break from this inglorious past.

In a newspaper article, The Hindu, shared by the Minister on his X handle, he said that NEP 2020 was not merely an education reform but "it is the intellectual decolonisation that India had awaited for a long time" and is the policy of the people, by the people and for the future of the people.

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Sonia Gandhi recently accused the Modi-led government at the Centre of following an agenda "leading to damaging consequences in the domain of education." The veteran Congress leader said there are '3Cs' that haunt Indian education today -- centralisation, commercialisation and communalisation.

In a detailed rebuttal to Sonia Gandhi's article in the same newspaper, Minister Pradhan says he writes to showcase the true picture of India's educational transformation.

He said it has been argued that the education system in India has veered off its course in the last 11 years of the Narendra Modi government. "In fact, nothing could be further from the truth. The country that witnessed the monumental neglect of the education system by previous governments is deeply aware of the unpleasant truth. While nations across the world reimagined education for a rapidly evolving world, India's educational framework remained trapped in a time capsule, with the last major policy update in 1986, which was marginally amended in 1992, the minister said.

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He said this was a deliberate perpetuation of colonial mindsets accompanied by a move to insulate the country from rapid technological changes taking place in the world.

Describing what past policy was like, Pradhan said corruption and a governance deficit were the defining features of the country's educational past. "Public universities were systematically starved of funds. Unregulated private institutions mushroomed into degree mills. Those who suffer from selective amnesia need to be reminded of the infamous Deemed University scandal of 2009 University status was granted to 44 private institutions without proper evaluation, with many found guilty of financial irregularities. Political interference in education was rampant," he said.

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The Minister said that institutions like the University Grants Commission and the All India Council for Technical Education became instruments of control rather than enablers of excellence, and appointments to leadership in universities were based on political

loyalty.

He said that textbooks deliberately downplayed the contributions of revolutionaries such as Shaheed Bhagat Singh, Chandra Shekhar Azad, Veer Savarkar and others while portraying uncomfortable historical truths about foreign invasions. "Historical narratives were carefully curated to serve partisan interests. India's diverse cultural and intellectual traditions were systematically marginalised. All of these contributed toward creating an education system that remained disconnected from India's glorious past and devoid of civilisational ethos," he wrote in the article.

Defending the National Education Policy of 2020, the Minister said it represents a decisive break from this inglorious past and is a product of the most extensive democratic consultations in India's policy history. "Based on the five pillars of access, equity, quality, affordability and accountability, the NEP 2020 is a policy of the people, by the people and for the future of the people," he said.

He said one of its primary objectives is to correct structural inequities inherited from centralised, rigid and elitist frameworks. With this transformative approach, the enrolment of Scheduled Castes (SC) in higher education has increased by 50 per cent, Scheduled Tribes (ST) by 75 per cent, and Other Backward Classes by 54 per cent since 2014-15.

The Minister said women's empowerment was at the heart of the reforms. He cited statistics to prove the point and also to show that there has been tremendous growth since 2014 when the Modi-led NDA took over the reins at the Centre. Female enrollment across all categories has grown by an impressive 38.8 per cent, crossing 2.18 crore in 2022-23. Among Muslim minority students, female enrolment rose by 57.5 per cent.

In the board examinations, the performance of girls has shown steady improvement. In higher education, PhD enrolment among women has increased by a whopping 135 per cent. Today, women in the field of higher education STEMM (science, technology, engineering, mathematics, and medicine) constitute 43 per cent, thus shattering the

glass ceiling in domains that were dominated by men. Female teachers now constitute 44.23 per cent of the teaching workforce, up from 38.6 per cent in 2014, thus transforming academic leadership landscapes.

The data represent a fundamental shift in India's academic ecosystem, with women reclaiming their rightful place in India's intellectual journey, he said.

"These gains reflect a fundamental shift in priorities. Per-child government expenditure has increased by 130 per cent, from Rs 10,780 in 2013-44 to 25,043 in 2021-22. The government is prioritising early childhood education and foundational learning and numeracy for a child's overall development, cognitive growth, and future learning," he said.

The government schools are being upgraded with modern infrastructure, holistic pedagogy and other support systems. With concerted efforts, the number of out-of-school children and drop-out rates have decreased. The pupil-teacher ratio has improved, and, most importantly, learning outcomes have been steadily improving

He said NEP 2020 has futuristic elements, such as coding from middle school, multidisciplinary approaches to problem-solving, and innovation hubs in rural areas. Over 10,000 Atal Tinkering Labs (ATL) are nurturing grassroots-level innovation and the government has plans to add 50,000 more ATLs with broadband Internet connectivity in schools in the five years ahead.

These initiatives represent a fundamental reimagining of education for India's future, he said adding that in higher education, sustainable revenue models have freed universities from resource dependency.

He said that India now has 11 universities in the QS World Rankings top 500, a remarkable improvement from the past. Research publications have increased by 88% since 2015, propelling India to 39 in the Global Innovation Index, up from 76 in 2014. The Anusandhan National Research Foundation is nurturing research and innovation in collaboration with industry and academia.

Touching on the sensitive language issue, he said that the NEP has restored primacy to all Indian languages and knowledge traditions, overcoming the decades of 'English-first' policies.

He said, "Through the Indian Knowledge Systems (IKS) initiative, over 8,000 higher education institutions have adopted IKS curricula. Through the Bharatiya Bhasha Pustak Yojana, 15,000 original and translated textbooks in 22 Indian languages will be published, which will benefit millions of young minds to express themselves in their mother tongues."

Showcasing the government's commitment to social justice, he said that was reflected in the enactment of the Central Educational Institutions (Reservation in Teachers' Cadre) Act, 2019, for reservation of teaching positions in central educational institutions for SCS, STs, and others by treating the 'Institution as one Unit' rather than a grossly flawed system of treating 'each Department as one Unit'. Similarly, the government dispensed with the mischievous practice of declaring "None Found Suitable" in university recruitments to reject candidates from SC/ST/OBC categories and converting these into non-reserved posts in the interest of making reservations truly meaningful.

He said the government remains focused on building a Viksit Bharat wherein education truly liberates and empowers.

"The decade ahead will witness an educational renaissance that honours India's past while fearlessly embracing the future. India's education system has finally broken free from colonial shadows and ideological captivity. It stands poised to fulfil the dreams of the dreams of millions of Indians," he said

"This is not merely education reform. It is the intellectual decolonisation that India has awaited for a long time, which will catapult India into the comity of developed nations," the Minister concludes in the article.

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NEP 2020 Policy Of The People, By The People And For The Future Of People: Dharmendra Pradhan



Union Minister of Education Dharmendra Pradhan on Wednesday hit out at Congress leader Sonia Gandhi, saying that corruption and governance deficit were the defining features of the country's educational past, and the NEP 2020 represents a decisive break from this inglorious past.

In a newspaper article published in The Hindu and shared by the Minister on his X handle, he stated that NEP 2020 is not merely an education reform but "an intellectual decolonisation that India had awaited for a long time." He described it as a policy of the people, by the people, and for the future of the people.

Furthermore, the Prime Minister Narendra Modi hailed the NEP 2020 as India's intellectual renaissance, paving the way for a self-reliant, globally competitive nation through education and innovation.

Responding to a post by Pradhan on X, PM Modi stated:

“Union Education Minister Shri @dpradhanbjp highlights how India’s education sector has undergone a historic transformation in the last decade. NEP 2020 is more than a reform; it is India’s intellectual renaissance, paving the way for a self-reliant, globally competitive nation through education and innovation.”

Sonia Gandhi recently accused the Modi-led government at the Centre of following an agenda “leading to damaging consequences in the domain of education.” The veteran Congress leader said there are ‘3Cs’ that haunt Indian education today—centralisation, commercialisation, and communalisation.

In a detailed rebuttal to Sonia Gandhi’s article in the same newspaper, Minister Pradhan says he writes to showcase the true picture of India’s educational transformation.

He said it has been argued that the education system in India has veered off its course in the last 11 years of the Narendra Modi government. “In fact, nothing could be further from the truth. The country that witnessed the monumental neglect of the education system by previous governments is deeply aware of the unpleasant truth. While nations across the world reimagined education for a rapidly evolving world, India’s educational framework remained trapped in a time capsule, with the last major policy update in 1986, which was marginally amended in 1992,” the minister said.

He said this was a deliberate perpetuation of colonial mindsets accompanied by a move to insulate the country from rapid technological changes taking place in the world.

Describing what past policy was like, Pradhan said corruption and a governance deficit were the defining features of the country’s educational past. “Public universities were systematically starved of funds. Unregulated private institutions mushroomed into degree mills. Those who suffer from selective amnesia need to be reminded of the infamous Deemed University scandal of 2009. University status was granted to 44 private institutions without proper evaluation, with many found guilty of financial irregularities. Political interference in education was rampant,” he said.

The Minister said that institutions like the University Grants Commission and the All India Council for Technical Education became instruments of control rather than enablers of excellence, and appointments to leadership in universities were based on political loyalty.

He said that textbooks deliberately downplayed the contributions of revolutionaries such as Shaheed Bhagat Singh, Chandra Shekhar Azad, Veer Savarkar, and others while portraying uncomfortable historical truths about foreign invasions. “Historical narratives were carefully curated to serve partisan interests. India’s diverse cultural and intellectual traditions were systematically marginalised. All of these contributed toward creating an education system that remained disconnected from India’s glorious past and devoid of civilisational ethos,” he wrote in the article.

Defending the National Education Policy of 2020, the Minister said it represents a decisive break from this inglorious past and is a product of the most extensive democratic consultations in India's policy history. "Based on the five pillars of access, equity, quality, affordability, and accountability, the NEP 2020 is a policy of the people, by the people, and for the future of the people," he said.

He said one of its primary objectives is to correct structural inequities inherited from centralised, rigid, and elitist frameworks. With this transformative approach, the enrolment of Scheduled Castes (SC) in higher education has increased by 50 per cent, Scheduled Tribes (ST) by 75 per cent, and Other Backward Classes (OBC) by 54 per cent since 2014-15.

The Minister said women's empowerment was at the heart of the reforms. He cited statistics to prove the point and also to show that there has been tremendous growth since 2014 when the Modi-led NDA took over the reins at the Centre. Female enrollment across all categories has grown by an impressive 38.8 per cent, crossing 2.18 crore in 2022-23. Among Muslim minority students, female enrolment rose by 57.5 per cent.

In the board examinations, the performance of girls has shown steady improvement. In higher education, PhD enrolment among women has increased by a whopping 135 per cent. Today, women in the field of higher education STEMM (science, technology, engineering, mathematics, and medicine) constitute 43 per cent, thus shattering the glass ceiling in domains that were traditionally dominated by men. Female teachers now constitute 44.23 per cent of the teaching workforce, up from 38.6 per cent in 2014, thus transforming academic leadership landscapes.

The data represent a fundamental shift in India's academic ecosystem, with women reclaiming their rightful place in India's intellectual journey, he said.

"These gains reflect a fundamental shift in priorities. Per-child government expenditure has increased by 130 per cent, from Rs 10,780 in 2013-14 to Rs 25,043 in 2021-22. The government is prioritising early childhood education and foundational learning and numeracy for a child's overall development, cognitive growth, and future learning," he said.

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These initiatives represent a fundamental reimagining of education for India's future, he said, adding that in higher education, sustainable revenue models have freed universities from resource dependency.

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Showcasing the government's commitment to social justice, he said that this was reflected in the enactment of the Central Educational Institutions (Reservation in Teachers' Cadre) Act, 2019, which mandates reservations for teaching positions in central educational institutions for SCs, STs, and other reserved categories by treating the institution as one unit rather than the flawed system of treating each department as one unit. Similarly, the government dispensed with the practice of declaring "None Found Suitable" in university recruitments to reject candidates from SC/ST/OBC categories and convert these positions into non-reserved posts, ensuring meaningful implementation of reservations.

He said the government remains focused on building a Viksit Bharat, wherein education truly liberates and empowers.

"The decade ahead will witness an educational renaissance that honours India's past while fearlessly embracing the future. India's education system has finally broken free from colonial shadows and ideological captivity. It stands poised to fulfil the dreams of millions of Indians," he said.

"This is not merely an education reform. It is the intellectual decolonisation that India has awaited for a long time, which will catapult India into the comity of developed nations," the Minister concluded in the article.

(Inputs from IANS)

PM Modi Calls NEP 2020 Nation's Intellectual Renaissance, Pradhan Defends Reforms



Prime Minister Narendra Modi today said that the National Education Policy (NEP) 2020 is more than a reform and is the nation's intellectual renaissance. He mentioned that the NEP is paving the way for a self-reliant, globally competitive nation through education and innovation. Mr Modi said this while sharing Union Education Minister Dharmendra Pradhan's article in a newspaper highlighting the transformation India's education sector has undergone in the last decade.

Meanwhile, Mr Pradhan refuted the allegations that the education system has veered off its course in the last decade and exclaimed that nothing could be further from the truth. He mentioned that corruption and governance deficit were the defining features of the country's educational past, and the NEP 2020 represents a decisive break from this. He added that it is not merely an education reform but the intellectual decolonisation that India had awaited for a long time.

जनसत्ता, 3 अप्रैल 2025, पृष्ठ संख्या -16

राष्ट्रीय शिक्षा नीति को लेकर नई पीढ़ी के अंदर उत्साह : प्रधान

जनसत्ता ब्यूरो
नई दिल्ली, 2 अप्रैल।

सरकार ने बुधवार को संसद में कहा कि राज्यों में धरातल पर राष्ट्रीय शिक्षा नीति का कार्यान्वयन हो रहा है और इस नीति को लेकर नई पीढ़ी में काफी उत्साह है।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने राज्यसभा में प्रश्नकाल के दौरान पूरक सवालों के जवाब में कहा कि राज्यों में धरातल पर राष्ट्रीय शिक्षा नीति का कार्यान्वयन हो रहा है और इस नीति को लेकर भारत में सरकारों, समाज और विशेषकर नई पीढ़ी के अंदर अत्यंत उत्साह है तथा इसकी स्वीकृति तेजी से बढ़ रही है।' उन्होंने कहा कि विश्वविद्यालय अनुदान आयोग (यूजीसी) के मसविदा नियमों को सार्वजनिक कर दिया गया है जिस पर सुझाव दिए जा सकते हैं। यूजीसी को सुधारों के लिए नियम बनाने का पूरा अधिकार है। मसविदा प्रस्ताव आम जनता के सामने है और प्रत्येक राज्य को इसकी जानकारी दी गई है। उन्होंने कहा कि दस से अधिक राज्यों के साथ ही राज्य, केंद्रीय, निजी और डीम्ड विश्वविद्यालयों सहित 52 विश्वविद्यालयों ने भी अपने सुझाव दिए हैं। मसविदा को सार्वजनिक कर दिया गया है और कोई भी इस संबंध में सुझाव दे सकता है।



धर्मेंद्र प्रधान ने कहा कि यूजीसी के मसविदा नियमों को सार्वजनिक कर दिया गया है जिस पर सुझाव दिए जा सकते हैं।

प्रधान ने विश्वविद्यालयों के कुलपतियों के चयन के बारे में कहा कि अतीत में इस पर विस्तार से विचार-विमर्श किया गया है। सुप्रीम कोर्ट ने स्पष्ट किया है कि यूजीसी के सुझाव ही किसी भी मामले में मान्य होंगे।

The Times of India, 3 April, 2025, Page no - 09

CBSE kids in spot with T'gana's Telugu diktat

Nirupa.Vatyam
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Hyderabad: A Telangana govt order mandating Telugu as a compulsory subject through Class X has left students and parents in a bind at many CBSE-affiliated schools, which have dropped Hindi, Urdu, and other languages as second-language options from the 2025-26 academic year.

CBSE has not issued any instructions on implementing the state directive, leaving schools in a legal grey area. "We cannot enforce it without CBSE's approval," said a teacher.

In classes IX and X, students study English, core subjects, and one second language, with no third-language option. To prepare students for future exams, many schools have made Telugu as the mandatory second language.

Critics say the move is premature. "I don't get why schools are rushing this. We also have CBSE orders on Hindi. We should wait," said Ameer Khan, chairperson of Hyderabad Sahodaya Schools Complex.

Parents argue the shift is unfair, especially for students forced to learn a new language late. About 1,500 parents have launched a campaign urging the govt to introduce Telugu as a third language instead. A stir is planned for April 5.

"We are not against Telugu. Let it be a third language," said Rahul Kejriwal, part of the campaign's core committee.

The Hindu , 3 April, 2025 , Page no - 06

Digital child abuse, the danger of AI-based exploitation

Recently, the Department for Science, Innovation and Technology of the British Government, along with the AI Safety Institute (now called the AI Security Institute), released the first-ever International AI Safety Report 2025 (updated February 18, 2025). It flags the imminent risk of the generation, the possession, and the dissemination of child sexual abuse material (CSAM) with the help of Artificial Intelligence (AI) tools. Additionally, the United Kingdom is making the first legislative attempt to target the threats posed by AI tools that can generate CSAM. CSAM refers to material (audio, video, and images) that depicts a sexually explicit portrayal of a child. In a similar vein, the World Economic Forum, in a 2023 paper, highlighted how generative AI can create life-like images, especially of children. Moreover, the Internet Watch Foundation, in its report released in October 2024, underscored the proliferation of CSAM on the open web. The Government of India must amend existing laws to address the emerging threats and ensure long-term effectiveness.

Recent developments

The upcoming U.K. legislation will make it illegal to possess, create, or distribute AI tools that can generate CSAM. Moreover, it will be illegal to possess paedophile manuals that may guide individuals in using AI tools to generate CSAM. This marks a progressive shift from an 'accused-centric' and 'act-centric' to a 'tool-centric' approach in dealing with these abhorrent crimes.

The existing laws focus entirely on 'who' has done 'what', placing less or no emphasis on the 'tool/medium' used to commit the said 'act.' For instance, the Protection of Children Act 1978 criminalises taking, distributing, and possessing an indecent photograph or pseudo-photograph of a child. Furthermore, the Coroners and Justice Act 2009 criminalises the possession of a prohibited image of a child, including non-photographic materials. In contrast, the proposed law outlaws even the possession and use of such AI tools, making it deterrent and holistic. Second, it will enable enforcement authorities to apprehend offenders at the preparation stage itself. Third, it can curb the initial rippling effect caused by the spread of CSAM on the mental health of children. Fourth, it addresses the legislative gap concerning CSAM generated as purely AI imagery, which was previously restricted to the images of an 'actual child.'



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The Government of India must amend existing laws to address emerging threats

On whether India is future ready

According to the National Crime Records Bureau (NCRB) Report 2022, cybercrimes against children have substantially increased compared to the previous year's statistics. Moreover, the National Cyber Crime Reporting Portal (NCRP), under the aegis of the Cyber Crime Prevention against Women and Children (CCPWC) scheme, recorded 1.94 lakh child pornography incidents as of April 2024. In 2019, the NCRB signed a memorandum of understanding with the National Centre for Missing and Exploited Children (NCMEC), USA to receive tip-line reports on CSAM. As of March 2024, 69.05 lakh cyber tip-line reports have been shared with the States and Union Territories concerned. The statistics underscore the gravity of CSAM as a serious threat to a child's right to life and dignity in India.

Presently, Section 67B of the IT Act 2000 punishes those who publish or transmit material in electronic form depicting children in sexually explicit acts. Furthermore, Sections 13, 14, and 15 of the Protection of Children from Sexual Offences Act, 2012 (POCSO) prohibit using children for pornographic purposes, storing child pornography in any form, and using a child for sexual gratification. Additionally, Section 294 of the Bharatiya Nyaya Sanhita penalises the sale, distribution, or public exhibition of obscene materials, while Section 295 makes it illegal to sell, distribute, or exhibit such obscene objects to children. However, the existing legislative framework lacks adequate safeguards to deal with the AI-generated CSAM.

A plan to follow

The existing legislative and policy framework in India needs to adapt to futuristic challenges, by making suitable changes. First, as proposed by the NHRC Advisory in October 2023, the definition of 'child pornography' under the POCSO Act must be replaced with the phrase 'CSAM' to make it expansive. Second, the term 'sexually explicit' under Section 67B of the IT Act must be defined to enable the real-time identification and blocking of CSAM. Third, the definition of 'intermediary' under the IT Act must expressly include Virtual Private Networks, Virtual Private Servers, and Cloud Services to impose statutory liability on them to comply with the CSAM-related provisions in Indian laws. Fourth, statutory amendments are needed to integrate the risks arising from emerging technological advancements. Fifth, the Government of India must pursue the adoption of the UN Draft Convention on 'Countering the Use of Information and Communications Technology for Criminal Purposes' by the UN General Assembly. Notably, the Ministry of Electronics and Information Technology proposed the Digital India Act 2023, currently in pipeline, to replace the two-decade-old IT Act. Therefore, and lastly, the proposed Digital India Act must draw inspiration from the U.K.'s upcoming legislation to include the provisions specifically targeting AI-generated CSAM.

The Hindu, 3 April, 2025, Page no- 07

Third language choice: Hindi in non-Hindi States, Sanskrit in Hindi-belt

Data hint that Sanskrit and Hindi are preferred by default due to a lack of supply and demand, even if they are not imposed

DATA POINT

Maitri Porecha
Sambavi Parthasarathy
Vignesh Radhakrishnan

With the debate over Tamil Nadu's refusal to adopt the three-language policy still ongoing, the latest data needed to address key questions on the issue is lacking. Vital data that could help bring clarity is the list of languages currently being taught in schools across the States. Notably, DMK MP Kanimozhi Karunanidhi raised this question in the Lok Sabha (LS) last month. However, the reply only provided the share of schools that taught three-languages, without mentioning the specific languages.

The last survey with this detail was the 2009 All India School Education Survey, which is not publicly available. *The Hindu* accessed a copy of the report through sources in the Education Ministry. Notably, even in the 2009 survey, school-wise data on languages taught is limited to the primary stage. However, the insights remain relevant, as the LS reply from 1995 states that 27 States/U.T.s had implemented the three-language formula **(Table 1)**.

An analysis of the 2009 survey **(Table 2)** shows that in Bihar, 99.1% of schools taught Hindi, 64% taught English, and 56% taught Sanskrit in the primary stage, with only 8% teaching other languages. Similarly, in Uttar Pradesh, 94% taught Hindi, 75.3% taught English, and 65.2% taught Sanskrit in the primary, with just 7% offering other languages. For Uttarakhand, the numbers were 99.5% Hindi, 85.5% English, 79.4% Sanskrit, and 2.6% others.

Data from these three States show that in Hindi-speaking States, the third language offered is mostly limited to Sanskrit. This is notable as the 1968 National Education Policy (NEP) had preferred a modern southern language in Hindi-speaking States.

Officials in Himachal Pradesh's Department of Education told *The Hindu* that in the last 15 years, there was no enrolment for Telugu, Tamil, and French "due to unavailability of teachers". Also, in the State, 34% of the 100 sanctioned Punjabi teaching posts are vacant, 71% of the 100 Urdu teaching posts are vacant, while only 9.8% of the 5,078 Sanskrit teaching posts are vacant presently. The high number of teaching posts and low vacancy at present also hint at Sanskrit being the preferred third language even now.

A similar situation continues in Uttar Pradesh currently. Bhagwati Singh, Secretary, Madhyamik Shiksha Parishad, Uttar Pradesh, said, "We have one student of Malayalam, three students of Tamil, and five students of Kannada registered with us. These students appear as private candidates."

Data from the 2009 survey also show that in Gujarat, over 97% schools taught Gujarati and 20.9% taught English, and 64% taught Hindi in the primary stage, with only 2.2% teaching other languages. In Karnataka, 97.5% offered Kannada, 86.2% English, 30.4% Hindi, and just 15% others. In Punjab, 79.2% schools offered Hindi, with less than 1% offering languages other than English and Punjabi. This hints at another trend, that in non-Hindi speaking States, the third language is mostly limited to Hindi.

Moreover, the LS reply shows that in Bihar, Jharkhand, West Bengal and Odisha – States that had agreed for the three-language formula – less than 50% schools had implemented it as of 2023-24 **(Map 3)**. In Himachal Pradesh, Madhya Pradesh, and Haryana, less than 60% schools had implemented, pointing to uneven execution among those States that agreed.

Detailed data for recent years is the need of the hour.

(With inputs from Amit Bhelari and Mayank Kumar)

Whither the three language formula

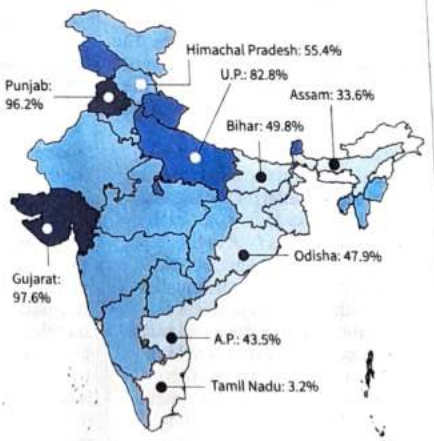
The data for the charts were sourced from All India School Education Survey (2009), Lok Sabha questions & answers and includes The Hindu's calculations

Table 1: The table shows the status of implementation of the three-language formula in States/UTs as per a reply in the Lok Sabha on December 13, 1995

Category	States/UTs
The State governments that adopted /implemented the three-language formula as of 1995	Bihar, Madhya Pradesh, Uttar Pradesh, Chandigarh, Delhi, Haryana, Himachal Pradesh, Punjab, Rajasthan, Orissa, Sikkim, West Bengal, Arunachal Pradesh, Assam, Meghalaya, Mizoram, Nagaland, Tripura, Andaman & Nicobar Islands, Andhra Pradesh, Kerala, Lakshadweep, Daman & Diu, Goa, Gujarat, Karnataka, Maharashtra
Status not available in the report	Dadra and Nagar Haveli, Manipur
The State governments that had not implemented the three- language formula as of 1995	Jammu & Kashmir, Tamil Nadu, Puducherry



Map 3: State-wise share of schools teaching three languages as of 2023-24 *In the map, the darker the colour, the higher the share of schools that teach three languages*





1 The share of schools teaching three languages is more than 90% in only five States/UTs

2 The share is below 50% even in States such as Bihar, Jharkhand, West Bengal, Odisha, and Goa, which had agreed to implement the three language formula

Table 2: The table shows the share (in %) of schools that taught the regional language, English, Hindi, Sanskrit, and other languages in the primary stage, across select States, as of 2009

State	Regional	English	Hindi	Sanskrit	Others
Haryana	-	70.9	94.4	-	5.4
Himachal	-	68.3	97.3	-	1.5
Delhi	-	87.4	92.0	-	13.7
U.P.	-	75.3	94.0	65.2	7.0
Punjab	97.8	79.8	79.2	-	0.8
Uttarakhand	-	85.5	99.5	79.4	2.6
M.P.	-	52.5	99.1	1.2	10.9
Chhattisgarh	-	37.1	99.3	-	3.6
Gujarat	97.3	20.9	64.1	-	2.2
Rajasthan	-	52.5	98.7	-	5.8
Maharashtra	91.3	60.0	6.2	-	9.1
Arunachal	-	90.8	81.2	-	23.3
Assam	77.8	11.9	0.5	-	24.2
Manipur	86.3	86.5	35.2	-	27.6
Meghalaya	88.2	64.8	1.1	-	15.4
Mizoram	78.7	85.3	4.2	-	24.9
Nagaland	-	97.7	5.4	-	72.3
Sikkim	87.9	86.6	43.8	-	26.0
Tripura	98.5	79.7	0.5	1.8	18.3
Odisha	94.8	64.3	0.2	-	7.9
Bengal	94.2	86.5	2.0		3.5
Jharkhand	-	37.4	99	0.1	17.5
Bihar	-	64.0	99.1	55.9	8.4
Karnataka	97.5	86.2	30.4	-	15.0
Kerala	90.4	72.0	8.4	-	33.0
Undivided A.P.	94.3	83.1	6.3	-	7.2
Tamil Nadu	95.5	73.9	3.7	-	4.8

Others refer to languages other than English, Hindi, Sanskrit and the regional language in each State. The total in each row does not add up to 100 as one school can teach more than one language

The All India School Education Survey (2009) includes govt./govt. aided, private aided/unaided, recognised and unrecognised schools

The Indian EXPRESS
JOURNALISM OF COURAGE

Worksheets, digital study materials & PPTs: How Delhi schools are managing without NCERT books in Delhi

Students of Classes 4,5,7 and 8 have been affected by a delay in the printing and distribution of the new National Council of Educational Research and Training (NCERT) textbooks.

Written by Sophiya Mathew
New Delhi | Updated: April 3, 2025 03:00 IST

NewsGuard

4 min read



Instead of relying on a chapter-wise teaching method, several schools now focus on a competency-based learning approach that emphasises conceptual clarity through activities, discussions, and interactive engagement. (Express File Photo)

PowerPoint presentations, worksheets, digital study materials and bridge programmes — this is how Delhi schools are trying to tackle the issue of class 4,5,7 and 8 students not receiving new National Council of Educational Research and Training (NCERT) books, as classes begin in the new academic session.

While textbooks for classes 4 and 7 are expected to be printed between April 10 and 20 — according to a recent circular by the Central Board of Secondary Education (CBSE) — students for classes 5 and 8 may have to wait till June. This is the second year in a row that the new school textbooks based on the National Curriculum Framework (NCF) 2023 have been delayed.

Pallavi Sharma, Principal of Mamta Modern School, Vikaspuri, said, “We have prepared worksheets and presentations to ensure there is no learning gap. Teachers are also counselling parents to reassure them that there is no need to panic.” Another principal of a private school said teachers have curated specific topics and developed worksheets to help students.

Principals also said that the bridge programmes, which cover essential topics from previous years while introducing key concepts for the current academic session, have come in handy.

To help students of class 5 and 8 transition smoothly, a one-month bridge programme was launched in March by the CBSE. The programme is designed to reinforce foundational concepts while preparing students for the updated curriculum, as per a CBSE circular. An existing bridge programme is underway for Class 6, the circular underlined.

Conceptual clarity through activities, discussions, and interactive engagement is also being encouraged in some schools.

Sudha Acharya, Principal of ITL Public School, Dwarka, said: “Teachers are not following syllabus chapterwise. Instead, they are focusing on conceptual understanding using an activities-based approach. For example, when teaching a topic like water, students first explore its sources, properties, and uses through discussions and experiments before moving to theory.”

Many schools have decided to hold orientation programmes for students and counselling sessions for parents.

Sharma said, “Parents get anxious. To address their concerns, we have planned an acclimatisation and orientation programme this week to explain how learning will continue, even without the textbooks.” When a similar issue emerged last year for class 6 and 8, it was handled in a “responsible manner and did not hamper examinations”, she added.

Assuming that there won’t be major changes in the new books, some schools are temporarily using last year’s books. “There are no major changes expected… there may be some parts that will be removed and some additions made. We are keeping in mind the syllabus outline and teaching with the available books,” said Bhumika Sharma, Vice-Principal of Government Girls Senior Secondary School, Karawal Nagar.

However, parents have expressed apprehension. Aparjita Gautam, president of Delhi Parents’ Association, said, “This has happened several times before. There is a clear issue with book availability… How can books be delayed? Private publishers gain an advantage while NCERT books are delayed. This has left parents in a difficult position.”

Gaurav, a parent of a Class 8 student at Delhi Public School, Dwarka, said that even getting old NCERT books has become a challenge. “We purchased NCERT books from the school. Science and maths books were not available with the school vendor. Other NCERT books they gave to us are from older editions.”

“The teachers just say — ‘Books have changed, please buy.’ Whenever this issue comes up.. teachers ask us to take printouts. We have arranged old books for our daughter but teachers have also clearly informed us that the old ones are of no use,” said Shafali, mother of a Class 8 student at Maharaja Agrasen Model School, Pitampura.

Saying that it is a recurrent issue, the parent added, “Last year we faced the same problem…”

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This article went live on April second, twenty twenty-five, at twenty minutes past eight at night.

TAGS: NCERT

The Indian EXPRESS
JOURNALISM OF COURAGE

NCERT Textbooks Delayed Again: Classes 4, 5, 7 and 8 students start year without new books

Last year, new NCERT textbooks based on the National Curriculum Framework 2023 were only made available in July, three months after the new academic session began

Written by Abhinaya Harigovind Following
New Delhi | Updated: April 3, 2025 14:08 IST

NewsGuard

3 min read



For Classes 4 and 7, the new textbooks are being printed and are expected to be made available only by April 20. (Express photo by Partha Paul/ representational)

For the second year in a row, the new school textbooks based on the National Curriculum Framework (NCF) 2023 have been delayed. The National Council of Educational Research and Training (NCERT) is yet to make available new textbooks for Classes 4, 5, 7 and 8 even as the new school session begins.

For Classes 4 and 7, the new textbooks are being printed and are expected to be made available only by April 20. For Classes 5 and 8, books will be available from the end of May to the end of June, officials in the Ministry of Education told *The Indian Express*.

Meanwhile, students in Classes 5 and 8 will begin the new academic session with a 'bridge programme', which includes subject-wise activities for students, with material that the NCERT has provided online. The bridge programme – lasting 30 days for Class 5 and 45 days for Class 8 – is meant to help students of these classes transition more easily to the use of new textbooks, officials in the Ministry said.

Textbooks that align with the National Curriculum Framework for School Education (NCFSE) 2023 are being developed for all classes, and new textbooks have already been introduced for classes 1, 2, 3 and 6. The NCERT released new textbooks for classes 1 and 2 in 2023, and for classes 3 and 6 in 2024. New textbooks for Classes 4, 5, 7 and 8 are to be introduced from the upcoming (2025-26) academic session onwards.

Students entering classes 4 and 7 in the upcoming session would have already been familiarised with the activities and assessments that the new textbooks involve since they would have used them in class 3 and 6, for which textbooks were released last year, an official in the Ministry of Education said. The bridge programme, therefore, is now only for students in Classes 5 and 8.

NCERT Director Dinesh Saklani also said that the bridge programme is necessary before the new books are introduced to these classes.

Last year, the NCERT introduced a bridge programme for Class 6 at the beginning of the academic session, with a week-wise schedule of suggested activities. The release of some new textbooks for class 6 was delayed last year, with these books being made available only in July.

Going by the material provided online by the NCERT for the bridge programme, the programme "provides learners with academic support for their smooth transition from the old curriculum to the new curriculum."

"The curriculum before NEP (National Education Policy) 2020 was based on a constructivist approach. Hence, competency development had not been given much importance. However, NEP 2020 recommends competency-based education and following this, competency-based teaching-learning materials, including textbooks, are currently being developed," it stated, adding that students in Classes 5 and 8 may need more time to understand "the new pedagogical perspective and competency-based content and exercises."

The NCERT had set up a National Syllabus and Teaching Learning Material Committee to develop the new textbooks that align with the curriculum framework of 2023.

Meanwhile, the CBSE issued a circular last week stating that the NCERT has developed bridge programmes for Classes 5 and 8 to ensure smooth transition to the updated curricular and pedagogical approaches for students and teachers.

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This article went live on April second, twenty twenty-five, at three minutes past two in the afternoon.

TAGS: Education Ministry NCERT

UGC plans to approve 50 more high-quality foreign universities: Dharmendra Pradhan

Pradhan also reaffirmed the government's commitment to institutional autonomy, ensuring that universities will continue to function with full academic independence.

Curated by Mansi Jha



Photo: Wikimedia Commons

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Apr 03, 2025

Education Minister Dharmendra Pradhan informed the Rajya Sabha that three foreign universities are currently operating in India. He further stated that the University Grants Commission (UGC) is likely to approve 50 reputed foreign universities soon, aiming to benefit students and strengthen higher education in the country.

Responding to supplementary questions during Question Hour, the minister referred to the University Act, 1956, noting that the UGC has the authority to amend its regulations as per the evolving needs of the education sector.

"Around 14-15 lakh Indian students go abroad for higher studies, leading to significant financial outflow from the country. In order to promote advanced research and improve higher education within India, it is appropriate to bring in foreign universities. With this objective in mind, the UGC has revised its regulations," Pradhan stated in the Rajya Sabha.

Clarifying the number of foreign institutions currently present in India, he said that not two but three foreign universities are already operating in the country. Additionally, more than 50 high-quality foreign universities are in discussions with various state governments and have approached the UGC for approval.

"These institutions will be assessed based on our academic standards, and approvals will be granted accordingly. This step is in the best interest of students," the minister added.

Pradhan also reaffirmed the government's commitment to institutional autonomy, ensuring that universities will continue to function with full academic independence.

Addressing a separate question regarding penalties for universities that violate regulations, the minister emphasised the government's priority of maintaining high academic standards and ensuring compliance within the higher education sector.

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CBSE Schools Overlook Orders To Prescribe Only NCERT Books, Lists Books By Private Publishers

Parents being forced to buy costly books by private publishers

Staff Reporter | **Updated:** Thursday, April 03, 2025, 08:46 AM IST



Private CBSE Schools Overlook Orders To Prescribe Only NCERT Books, Lists Books By Private Publishers | FPJ

Bhopal (Madhya Pradesh): The CBSE-affiliated private schools in the city have set aside the instructions of prescribing only NCERT books to the students from classes 1 to 12. The Central Board of Secondary Education (CBSE) and the Directorate of Public Instruction (DPI) of the Madhya Pradesh Government issued the instructions.

Schools prescribed few NCERT books, with a majority of private publisher books

The lists of books for different classes published on the websites of the schools, show that there is hardly any school that is following the instructions. Some have prescribed a few NCERT books, with a majority of the prescribed books published by private publishers.

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'NCERT Books To Be Mandatory In All Schools,' Says Education Minister Rao Uday Pratap Singh



PRO of Campion School, Winston Vijay Minj said that they haven't received any circular or order from the government stating that only NCERT books should be prescribed for all classes. "We have been told to ensure that most of the books for Classes 9-12 should be NCERT. If and when such an order is received, we will implement it fully," he added.

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Schools feel NCERT books are not challenging enough for students

Speaking on the same lines, principal of Sagar Public School, Saket Nagar, Pankaj Sharma, said the CBSE norms do not say that only NCERT books should be prescribed. "What is mandatory is to prescribe books that cover the CBSE syllabus," she said, adding that the school prescribes books of private publishers only for subjects for which NCERT books are not available.

"In the case of English, we have prescribed books published by a very reputed private publisher because the NCERT books are not challenging enough for our students," said the principal.

Principal of Anand Vihar School, Shailesh Zope, stated that they don't change books frequently. "Most of the students of our school come from families which are not economically well-off. So, we encourage senior students to handover their books to the juniors so that the need for purchasing a new set of books is minimised," he added.

What the order states

In an order issued by the Joint Director, Public Instruction, Bhopal Division dated March 18, 2025, all the District Education Officers (DEOs) have been asked to ensure that all CBSE schools prescribe only NCERT books for all classes.



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Non-Telugu CBSE students in a bind after Telangana govt mandates local language mandatory

Several top schools in Hyderabad have now reportedly dropped options such as Hindi and Urdu, making Telugu the only available second language.



PTI

Last Updated : 03 April 2025, 22:11 IST



Representative image a CBSE institution. Credit: PTI Photo

Hyderabad: The Telangana government's decision to make Telugu a compulsory subject has put some students and teachers of CBSE-affiliated schools in a tough spot, especially those from other states who now face the challenge of learning the regional language in classes 7 or 8.

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Several top schools in Hyderabad have now reportedly dropped options such as Hindi and Urdu, making Telugu the only available second language from the 2025-26 academic year, after the government's directive.

Meanwhile, a group of parents has launched a campaign urging the government to reconsider its decision. They argue that making Telugu mandatory in higher classes will create hurdles for students appearing for board exams.

"When students have to appear for board exams in Telugu, it is next to impossible. There are parents who come to the city from different states. Now, a class 9 student who never studied Telugu, how can he learn Telugu in just two years and appear for (board) exam," Rahul Kejriwal, one of the parents leading the campaign, told PTI on Thursday.

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The parents have suggested that Telugu be introduced as a third language in a phased manner and students be allowed to choose a second language as per their own choice.

On Wednesday, the group of parents also launched an e-mail campaign in support of their demand. The emails were sent to the Union Education Minister and senior officials of the Telangana government, Rahul Kejriwal said.

The parents would organise a 'Maha Dharna' at Dharna Chowk near Indira Park here on April 5, he said, adding that they plan to move the court if their struggle does not help.

According to Ameer Khan, principal of a CBSE-affiliated school and Chairperson of Hyderabad Sahodaya Schools Complex, Telugu should be made the third language for those who do not opt for it as a second language. He further said they secure admissions from different central schools where the students have not learnt Telugu till class 7 or so.

If such students are asked to learn the language from class 7 or 8, it is not easy for them. Expressing willingness to teach Telugu, he said the state government ordered following the textbook 'Vennela' (Simple Telugu). However, a CBSE curriculum for 2025-26 mentioned 'Singidi' (Standard Telugu) textbook.

"So, there is some confusion (in CBSE schools). As we are from the CBSE affiliated board, we will wait for any notification from our board," Khan said. The Hyderabad Sahodaya Schools Complex is a forum of principals of CBSE schools. The Telangana government had on February 25 issued orders for teaching Telugu as a compulsory subject for students of classes 1 to 10 in CBSE, ICSE, IB and other boards affiliated schools in the state from the 2025-26 academic year.

नवभारत टाइम्स, 5 अप्रैल, 2025, पृष्ठ नं० – 10

NCERT की क्लास 4 और 7 की लैंग्वेज की किताबें जारी

Bhupender.Sharma
@timesofindia.com

■ **नई दिल्ली:** NCERT ने राष्ट्रीय शिक्षा नीति 2020 के आधार पर नई किताबें जारी करनी शुरू कर दी हैं। NCERT को 2025 में क्लास 4, 5, 7 और 8 की किताबें जारी करनी है। इसके साथ ही NCERT ने क्लास 5 और 8 के लिए हर विषय का ब्रिज कोर्स अपनी वेबसाइट पर अपलोड कर दिया है। स्कूलों में क्लास 5, 6 और 8 की नई किताबों की पढ़ाई शुरू करने से पहले ब्रिज कोर्स करवाना जरूरी है ताकि नए पैटर्न को समझने में स्टूडेंट्स को कोई दिक्कत न हो।

> क्लास 5, 8 के लिए ब्रिज कोर्स भी वेबसाइट पर अपलोड किया

NCERT ने क्लास 4 के लिए इंग्लिश लैंग्वेज (संतूर), हिंदी लैंग्वेज (वीणा) और उर्दू लैंग्वेज (सितार) की नई किताबें जारी कर दी है। वहीं क्लास 7 की इंग्लिश लैंग्वेज (पूर्वी) की नई किताब भी जारी कर दी गई है।

सूत्रों के मुताबिक, NCERT ने कहा कि जब तक छात्रों का ब्रिज कोर्स खत्म होगा, तब तक बची नई किताबें आ जाएंगी। सूत्र बताते हैं कि क्लास 4 की किताब मैथ्स मेला, आर्ट एजुकेशन , खेल योगा और वर्ल्ड अराउंड अस की किताबें 20 अप्रैल 2025 से मिलने लगेंगी। वहीं क्लास 7 की हिंदी लैंग्वेज (मल्हार), संस्कृत लैंग्वेज (दीपाकम) की किताब 20 अप्रैल से ले सकेंगे। क्लास 5 और 8 की किताबें 15 मई से 15 जून के बीच आ जाएंगी।

45 दिन का ब्रिज कोर्स: 5वीं और छठी कक्षा के लिए 30 दिन और 8वीं के लिए 45 दिन का ब्रिज कोर्स होगा। नई किताबों में कंटेंट को कम कर एक्टिविटीज को बढ़ाया गया है। खेल- खेल में बच्चों को सिखाने पर जोर दिया गया है।

The statesman, 4 April, 2025, Page no - 01

Apex court upholds cancellation of 25,753 school jobs in Bengal

AGENCIES
NEW DELHI, 3 APRIL

The Supreme Court on Thursday upheld the Calcutta High Court's order cancelling 25,753 appointments in teaching and non-teaching posts made by the West Bengal School Service Commission (WBSSC) in 2016.

"In our opinion, this is a case wherein the entire selection process has been vitiated and tainted beyond resolution. Manipulations and frauds on a large scale, coupled with the attempted cover-up, have dented the selection process beyond repair and partial redemption. The credibility and legitimacy of the selection are denuded," a bench of Chief Justice of India (CJI) Sanjiv Khanna and Justice Sanjay Kumar said. Disposing of a batch of petitions, including the West Bengal government's appeal, the CJI Khanna-led bench made certain modifications in the directions issued by the Calcutta High Court.

"We find no valid ground or reason to interfere with the direction of the High Court that the services of tainted candidates, where appointed, must be terminated, and they should be required to refund any salaries/payments received. Since their appointments were the result of fraud, this amounts to cheating. Therefore, we see no justification to alter this direction," added the top court.

Further, it said that candidates not specifically found to be tainted, the entire selection process has been rightly declared null and void due to the egregious violations and illegalities, and as such, the appointments of these candidates are cancelled.

"However, candidates who are already employed need not be asked to refund or restitute any payments made to them. However, their services will be terminated. Furthermore, no candidate can be appointed once the entire examination process and results have been declared void," the court said.

As regards those candidates who do not fall in the tainted category and who have previously worked in departments of the state or autonomous bodies, the court said that they must be allowed to apply to their previous positions in various government departments or autonomous bodies. In a relief to disabled candidates, it said that these candidates will be permitted to continue and will receive wages until the fresh selection process and appointments are completed.

State's education system will collapse, fears CM Mamata



STATESMAN NEWS SERVICE
KOLKATA, 3 APRIL

West Bengal Chief Minister Mamata Banerjee on Thursday expressed her respect for the judiciary but stated her inability to accept the Supreme Court's verdict upholding the cancellation of 25,753 appointments in school jobs in 2016.

She questioned who would teach in schools now and suggested that the ruling might be part of a conspiracy by the Centre, CPM, and BJP to undermine the state's education system and push Bengal backwards. At a press conference held at Nabanna, the Chief Minister said: "I have the utmost respect for the judiciary, but I find it difficult to accept this verdict. However, as per the Supreme Court ruling, those still employed will not be required to refund the money they have received." She added: "I stand with the deserving aspirants who have been deprived of jobs due to this ruling. While I respect the judiciary, I reserve the right to express my opinion and criticise the verdict. Please do not distort my comments."

Referring to the ruling, she said: "They should have been given a chance to defend themselves. Do not forget that they are teaching in schools. How many should be punished for the mistake of one person? We will expedite the recruitment process in line with the Supreme Court's ruling."

The Pioneer, 4 April, 2025, Page no - 01

SC no to 26,000 Bengal school appointments

SAUGAR SENGUPTA ■ Kolkata

In a major blow to the Trinamool Congress Government in West Bengal in an election year, the Supreme Court on Thursday cancelled 25,762 school-level appointments on grounds of 'corruption and irregularity', prompting the Opposition parties to demand the resignation of Chief Minister Mamata Banerjee. The appointments were made by the State School Service Commission in 2016.

Banerjee, who blamed CPI (M) and BJP for conspiring to malign her Government, however said that though she respected all the judges and the judiciary, her opinion in the present case would not match that of the judges. "I respect the judges and judiciary but I am afraid I cannot accept this order though the Government will have to implement it as it is a judicial verdict," she said expressing concern about the fate of the job losers who were "getting depressed."

There are reports that some of them are getting depressed. If something happens to them, who will be responsible?" she asked adding, "Those who are being called tainted ... there is no evidence against them... it seems that the BJP and Left want to finish the education system of Bengal." Drawing a comparison with a scam in Madhya Pradesh she said "what happened in Vyapam? ... there was not only a scam but also about people were killed there."

She had called an urgent meeting with present Education Minister Bratya Basu to find out ways to save the "ill-fated" school staff. The then Education Minister Partha Chatterjee is presently in jail. The Enforcement Directorate had in a raid recovered about Rs 50 crore in cash from his woman aides house in July 2022.

The bench of Chief Justice Sanjiv Khanna and Justice Sanjay Kumar confirming the earlier Calcutta High Court judgment said that the State Government failed to provide the list of ineligible candidates which was why it was forced to cancel the entire panel of appointees that included teachers, Group C and Group D staff. Never in the history of the State had jobs been judicially cancelled in such large numbers.

The recruitment process was fundamentally flawed on account of manipulations, the Court said adding the integrity of appointment process had been compromised which was why the tainted appointments were invalid and could not be sustained.

Former Justice Abhijit Ganguli the then Calcutta High Court Judge who had for the first time found the irregularities in the school level recruitment process said soon after the Apex Court order that, "instead of blaming the Opposition parties the Chief Minister should accept her liability and resign." Justice Ganguli is presently a BJP MP from East Midnapore.

At the receiving end of the Opposition attack, the Chief Minister blamed the "unscrupulous CPI(M) and the BJP for the loss of jobs of 25,000 people."

Continued on >> P 2

Millennium, 4 April, 2025, Page no - 02

SINGH PRAISED THE NEP AS A LANDMARK REFORM

They are opposing for sake of opposition: DU V-C on three-language formula, NEP implementation

NEW DELHI: Delhi University Vice-Chancellor Yogesh Singh has strongly defended the three-language formula proposed under the National Education Policy (NEP), dismissing criticism as politically motivated.

Singh said opposition to the policy is not based on academic concerns but rather on resistance to necessary educational reforms.

"The National Education Policy emphasises three languages -- one is the mother tongue, and students can choose any two other languages. The focus remains on the mother tongue, but the choice is open," Singh told PTI.

"There is no reason for unnecessary fear in southern India. Students should be free to select languages as per their expectations and choices. This policy is meant to empower students, not impose any language on them. It provides flexibility and broader linguistic exposure, which is beneficial in today's globalised world," he said. New things are happening in the country's education system and this is a change, he said, adding that at times, it is difficult to accept the change because it also comes with a cost.



The policy also advocates for greater integration of technology in edu FILE

Clarifying a common misconception, Singh highlighted the distinction between the medium of instruction and language study.

"The Delhi University admits students from across the country. Here, students take English as the medium of instruction and in some courses, Hindi is available as well. However, if a student wants to study in a language like Gujarati, Marathi or Kannada, we do not have the facilities to provide that. But universities in Karnataka, Maharashtra or Gujarat will offer these facilities. Students should go where such options are available," he explained.

HIGHLIGHTS

- He strongly criticised those opposing the three-language formula without substantial reasoning
- When we are not forcing students to study a particular language, there is no question of opposing it unnecessarily: V-C

He stressed that limiting students' choices is detrimental to their academic growth. "In the past, we restricted choices because we lacked the infrastructure. Now, with India making significant strides in higher education, there is no need for such limitations," Singh said. He strongly criticised those opposing the three-language formula without substantial reasoning. "When we are not forcing students to study a particular language, there is no question of opposing it unnecessarily. They are opposing for the sake of opposition. I do not see any merit in that argument," he asserted. Beyond the language debate, Singh praised the NEP as a landmark reform that shifts focus from rote learning to skill development, critical thinking and interdisciplinary education.

"The National Education Policy is one of the most progressive frameworks India has seen in decades. It moves away from rote learning and focuses on holistic development," he said. The policy also advocates for greater integration of technology in education, a shift that Singh believes is crucial. "Technology-driven learning, digital resources and blended teaching methods will redefine education. Universities must adapt to these changes to stay relevant," he said.

While some critics question the NEP's implementation, Singh dismissed concerns as premature, emphasising its long-term benefits.

He reaffirmed that the policy promotes linguistic diversity by allowing regional languages in primary education without imposing restrictions. Singh expressed confidence that the NEP will enhance India's education system, making it globally competitive while preserving cultural and linguistic heritage. AGENCIES

Millennium, 4 April, 2025, Page no - 03

Around 1K Anganwadi centres to be co-located to govt schools

NEW DELHI: Around 1,000 Anganwadi centres will be co-located to Delhi government schools within the next three months to improve facilities and infrastructure, an official from the Women and Child Development Department said.

The co-located Anganwadi centres will be designated as Saksham Anganwadis under Poshan 2.0, an Integrated Nutrition Support Programme.

"This initiative aims to provide better infrastructure and facilities for children. Adequate healthcare, nutrition, security, safety, responsive caregiving, and opportunities for early learning are essential for children to achieve their full potential," the official said.

He said these 1,000 Anganwadi centres will be relocated to Delhi government schools, MCD schools, and schools run under the Delhi Urban Shelter Improvement Board (DUSIB) within the next three months.

"A Memorandum of Understanding (MoU) will be signed with the Asian Development Bank, which will provide financial aid for infrastructural development," he added.

"Currently, we have identified 153 MCD schools for relocation and the process of identifying more schools is ongoing," the official said. PTI

The BluntTimes®

National Education Policy 2020: Transforming India's Future Through Holistic Learning

The core objective of the National Education Policy (NEP) 2020 is to create citizens who are firmly grounded in Indian values yet possess a global outlook. The policy reflects the richness and significance of India's cultural heritage and traditions.

By **TBT Web Desk** On **Apr 4, 2025**

CITY EVENTS EDUCATION



Prof. Rama Shanker Dubey, Vice-Chancellor, Central University of Gujarat, Vadodara

Vadodara, Gujarat : Education serves as the bedrock for the holistic development of an individual, laying the foundation for the quality of human life. Its role in shaping a civilized and cultured society is paramount. Education must offer a comprehensive and integrated approach from the very beginning of life. In its true sense, holistic education examines all facets of human existence. It is designed to nurture physical and mental well-being, foster moral values, build character, cultivate patriotism, enhance knowledge, and promote the development of a skilled personality. All this, while striking a balance between spiritualism and materialism, with the goal being the welfare of humanity.

The core objective of the National Education Policy (NEP) 2020 is to create citizens who are firmly grounded in Indian values yet possess a global outlook. The policy reflects the richness and significance of India's cultural heritage and traditions. By championing a value-based education system, the NEP 2020 aims to cultivate citizens

who possess truthfulness, religious conduct, peace, love, non-violence, a scientific mindset, and a commitment to universal human values. There is no doubt that the NEP 2020 will not only enrich students with multidisciplinary and multi-dimensional knowledge but will also equip them with the character to engage with global challenges while remaining deeply rooted in the cultural fabric of India. These youth will not only address contemporary global issues but will also carry the torch for the revival of India's cultural renaissance on the global stage.

Education in the Mother Tongue: A Way to liberate from Colonial Legacy and Mindset

Language is not merely a medium of communication but an essential pillar of identity, heritage, and societal wealth. The revered poet and philosopher Bharatendu Harishchandra once said, "Nij bhasha Unnati Ahe, Sab Unnati ko Mool"—meaning the progress of society is intricately tied to the development of its native language. The NEP 2020 empowers us to take pride in our mother tongue, simultaneously freeing us from the shackles of colonial mentality. If education is delivered in a foreign language rather than in the mother tongue, it not only hinders the learning process but also turns the adoption of another language into an unnecessary burden. The Macaulay-led education system, which promoted Western ideals, inflicted long-lasting damage to India's traditional education framework, leading to the marginalization of Indian languages and knowledge systems.

The NEP 2020 seeks to dismantle this colonial legacy by promoting the use of local languages, which are the true vessels of culture and philosophy. It is widely acknowledged that language shapes thoughts, behavior, and culture, making the provision of education in the mother tongue a significant step forward in the NEP's vision.

The ancient Indian education system, known for its emphasis on holistic development, did not merely focus on academic achievement but integrated religious teachings, moral education, and the cultivation of human values. A cornerstone of the prosperity of Indian society was its deep-rooted commitment to character building. The Indian system of education aimed not only to impart knowledge but to shape individuals into virtuous, well-rounded citizens.

The National Education Policy 2020 continues this tradition by incorporating physical, mental, spiritual, and moral development into its framework. From the earliest Vedic traditions, character building has been recognized as essential to the human experience. For any nation's progress, its citizens must have a profound understanding of introspection, reflection, and philosophical inquiry. The NEP 2020 emphasizes nurturing citizens with high moral character and ethical conduct, serving as catalysts for India's reconstruction. Swami Vivekananda famously stated, "The true education is that which enables us to build our life, become human, shape our character, and harmonize our thoughts." Similarly, Madan Mohan Malviya envisioned an educational philosophy that integrates the overall development of individuals with a deep sense of patriotism, selflessness, and respect for society.

Fostering Research and Innovation: A New Horizon for India's Future

The NEP 2020 envisions an education system that fosters critical skills such as artificial intelligence, machine learning, design thinking, holistic health, and biological sciences. The policy has curated curricula at all levels to encourage the development of these essential skills. Importantly, the NEP emphasizes that evaluation should go beyond rote memorization, focusing instead on creative, reflective learning assessments.

In addition, the NEP encourages students to engage in internships with local industries, artisans, and entrepreneurs, providing them with real-world experience. Higher education institutions, the hubs of knowledge creation, are being equipped to foster innovation and cutting-edge research. Through this emphasis on research, students will have the opportunity to excel and become pioneers in the realms of knowledge and technology.

Incorporating Indian Knowledge Traditions: A Resurgence of Cultural Heritage

One of the key features of the NEP 2020 is its emphasis on the inclusion of Indian knowledge traditions within the curriculum. This initiative aims to cultivate social, cultural, and moral values among students, while also enhancing their creative and problem-solving skills. To restore India's position as a global leader, it is imperative to revive the rich intellectual heritage of ancient Indian knowledge systems. The integration of these traditions into education aligns with India's Sustainable Development Agenda for 2030, which aims to ensure inclusive and equitable quality education for all.

Moreover, teachers are being trained in these traditions so that they can impart the wisdom of India's heritage to their students. The policy's promotion of interdisciplinary and multidisciplinary education allows students to engage in a more holistic approach to learning, enabling them to explore multiple fields of study simultaneously. The NEP's focus on student-centric, research-oriented, and innovative higher education will ensure that the academic environment is more conducive to creativity and intellectual growth.

Skill and Entrepreneurship Development: Paving the Path for Innovation

India's startup ecosystem has witnessed remarkable growth in recent years, positioning the country as the third-largest startup hub globally. The rise of startups in India has significantly contributed to the nation's progressive economy. From just 350 startups in 2014, the number has soared to over 159,000, with more than 11 unicorns fostering technological innovation.

With the advent of the NEP 2020, this surge in startups is expected to accelerate. Unlike traditional education policies, NEP 2020 goes beyond textbooks, emphasizing innovation, research, and problem-solving skills. The policy aims to foster practical, real-world skills alongside theoretical knowledge. By focusing on critical thinking, creativity, collaboration, and entrepreneurship, the NEP is preparing India's youth to thrive in a rapidly evolving global landscape.

The primary vision of the NEP 2020 is to create an education system that not only prepares students to become global citizens but also ensures that they are deeply rooted in Indian ethics, knowledge, skills, and values. The holistic education approach, with its commitment to human rights, sustainable development, and global welfare, will empower the youth of India to shape the future of the world.

(The author of this article is Prof. Rama Shanker Dubey, Vice-Chancellor, Central University of Gujarat, Vadodara)

cultural heritage in education | education reforms in India | entrepreneurship in education | holistic education | Indian education system | Indian knowledge systems | mother tongue education | National Education Policy India



TBT Web Desk

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Central Sector Scheme for Promotion of International Cooperation for AYUSH to give boost to the export of AYUSH products and services

Ministry of Ayush has signed 24 Country-to-Country level Memorandum of Understanding and 51 Institute-to-Institute level MoUs, to promote and strengthen traditional Indian Medicine Systems globally

The Yoga Certification Board (YCB) under the Ministry of Ayush, provides certification of Yoga professionals and accreditation of Institutions

Posted On: 04 APR 2025 4:46PM by PIB Delhi

The Ministry of Ayush is implementing the Central Sector Scheme for Promotion of International Cooperation for AYUSH. Under this scheme the Ministry provides support to Indian AYUSH drug Manufacturers/ Ayush Service providers to give boost to the export of AYUSH products and services; facilitates the International promotion, development and recognition of AYUSH systems of medicine; foster interaction of stakeholders and market development of AYUSH at international level; promote academics and research through the establishment of AYUSH Academic Chairs in foreign countries and holding training workshop/symposiums for promoting and strengthening awareness and interest about AYUSH Systems of Medicine at international level including Yoga. The Ministry of Ayush has signed 24 Country-to-Country level Memorandum of Understanding (MoUs), and 51 Institute-to-Institute level MoUs, to promote and strengthen traditional Indian Medicine Systems globally.

At the initiative of the Prime Minister, the United Nations General Assembly took a historic decision in 2014 to declare 21st June as the International Day of Yoga. So far, approximately Rs. 161 crore has been spent for the promotion of International Yoga Day. IDY was successfully celebrated every year, spreading the message of yoga across the globe. It is also observed that more and more people from diverse backgrounds are joining the IDY celebrations each year.

The National Curriculum Framework (NCF) recommended Yoga as an integral part of Health and Physical Education. Health and Physical Education is a compulsory subject from Class I to Class X and optional from Class XI to XII. The National Council of Educational Research and Training (NCERT) has already developed integrated syllabi on Health and Physical Education from Class I to Class X. The syllabus is available on NCERT website www.ncert.nic.in. Further, NCERT has brought up two modules and books for the introduction of Yoga in schools for the age group between 8-18 years.

The Yoga Certification Board (YCB) under the Ministry of Ayush, provides certification of Yoga professionals and accreditation of Institutions, prescribing syllabus for various levels of Yoga trainers and any such activities that may be considered necessary for the promotion of Yoga. The aim of YCB is to bring quality and standards in practice of Yoga and to promote Classical Yoga as a career skill.

This information was given by Union Minister of State (I/C) for Ayush, Shri Prataprao Jadhav in a written reply in Lok Sabha today.

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MV/AKS

(Release ID: 2118856) Visitor Counter : 461

The Indian Express, 5 April, 2025, Page no - 05

'Entire science faculty gone': Schools after SC quashed teacher appointments

RAVIK BHATTACHARYA & ATRI MITRA
KOLKATA, APRIL 4

"MY SCIENCE faculty is almost entirely gone. How will we run classes?" said Kakoli Chowdhury, headmistress of Sailaja Memorial Girls High School in Lalgola, Murshidabad, where the employment of 18 out of 46 teachers is to be cancelled after a Supreme Court order nullified 25,752 school jobs in West Bengal.

From holding classes and tests to checking answer scripts of Madhyamik (secondary board) Examinations, hundreds of schools in Bengal face a crisis after the order, with many state-run schools already suffering from a dearth of teachers.

Notably, schools in Bengal are yet to get an official notification in connection with the cancellations of recruitment, which came as the SC termed the 2016 School Service Commission (SSC) recruitment process as "vitiated and tainted by fraud".

Siddhartha Majumder, Chairman of Central School Service Commission of West Bengal, on Friday said, "We already got a letter from the state government regarding the Supreme Court order. We have started taking legal advice. We can say something only after making a decision. But the whole process cannot be completed within the three months."



Members of the SFI and DYFI protest in Kolkata on Friday. *Express*

"We have 46 teachers out of a sanctioned strength of 60. Our school has 4,000 students. Now after the SC order, 18 teachers and a non-teaching staff will be gone. Most of the teachers teach biology, physics, chemistry and maths. Who will teach those subjects now?" said Chowdhury. "At present, the unit tests are on. How will we conduct the tests?" she said.

The thoughts were echoed by Jehangir Mian, a physics teacher at Lalgola M N Academy high school, where 11 teachers and 1 non-teaching staff will lose their jobs.

"Last year, we started AI and data science classes in our school. We had only one teacher for the subject. He lost his job. How will the students study? The students can't even take tuitions since not a single teacher in that subject is available in the entire Lalgola block," said Mian. The school has more than 4,000 students.

"Many teachers who lost their jobs were in the process of scrutinising answer sheets of the Madhyamik examination. What will happen to that? Those answer scripts they scrutinised, will they be valid? Who will see the leftover answer scripts? We do not know how to teach students and manage such affairs. Will we reduce periods and stop teaching some subjects for the time being? I had contacted the secondary and higher secondary board officials. They are also in the dark," Mian claimed.

At Orahar Girls High School in Bhagabangola, Murshidabad, where there are around 2,000 students, 8 out of 19 teachers had their jobs cancelled.

Najmun Nahar, the headmistress said, "Today, we have our first summative (unit test). I have requested the teachers to stay since the notification is yet to come. But after the notification what will happen? I am not sure how we will run the school."

Though the SC order has ordered fresh examinations through the West Bengal School Service Commission within three months, school administrations and teachers remain concerned about timely replacements.

The Tribune, 5 April, 2025, Page no-02

Academic session begins, Edu Dept yet to get data on 25% seats for EWS

NITISH SHARMA
TRIBUNE NEWS SERVICE

AMBALA, APRIL 4

The new academic session has begun but the Education Department is yet to get the complete data regarding reservation of 25% seats in the first or entry-level class in recognised private schools in the state.

The last date to upload the data regarding the reservation/declaration of 25% of seats has now been extended up to April 6.

The Directorate of Elementary Education, last month, had instructed all District Elementary Education Officers (DEEOs) to ensure that 25% of seats in the first or entry-level class in all recognised private schools are reserved for children from economically weaker sections (EWS) and disadvantaged groups. The last date to upload the data was April 1, later the last date was extended up to April 3.

As per information, just 1,215 schools out of 10,679 in the state had uploaded the data on the department's seat declaration portal, following which the date has been further extended.

Prashant Munjal, zonal president, Haryana Progressive schools' Conference, said "Such works should have been completed by February-end or by March so that the new academic session is started in a smooth manner. In the current situation, private recognised schools have been asked to keep 25% seats reserved, and the department is still seeking data regarding the same. The entire admission process may take a month and it will affect the studies of the students. Besides this, due to the delay, a number of seats may remain vacant as a majority of the students would have already taken admission."

"The private school operators are also facing issues in uploading the details on the portal of the department following which we have raised the matter with the higher authorities. Even the dues for teaching the students under the RTE Act for the past couple of years is yet to be cleared. The department should clear the dues timely to avoid disputes between the department and the private schools," he added.

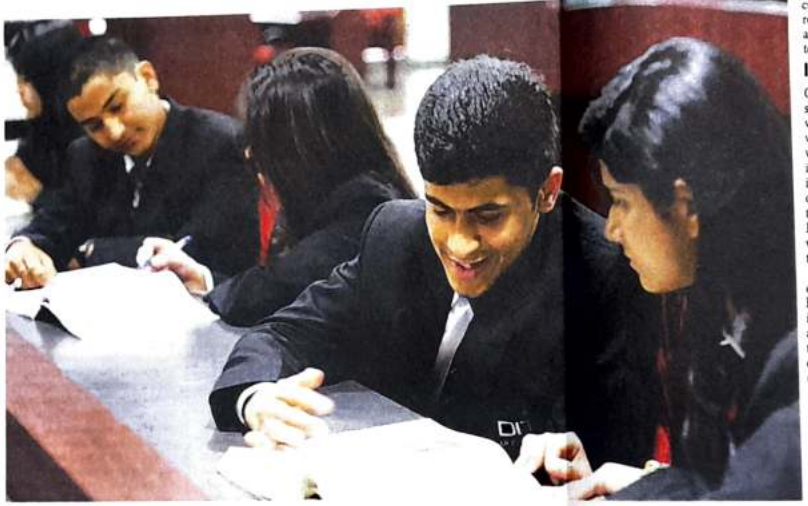
Meanwhile, District Elementary Education Officer (DEEO) Sudhir Kalra said, "The date has been extended till April 6. The private schools have been directed to declare their seats at the earliest so that the admission process could be started. The pending dues for teaching the students under the RTE will be cleared as per the rules."

The Pioneer, 5 April, 2025, Page no – 07

NEP 2020: Vision for transforming India

FIRST Column

The National Education Policy (NEP) 2020 emerges as a transformative blueprint. It reimagines education as a holistic, inclusive and value-driven process, deeply rooted in Indian culture yet aligned with global aspirations



Education serves as the bedrock for the holistic development of an individual, laying the foundation for the quality of human life. Its role in shaping a civilised and cultured society is paramount. Education must offer a comprehensive and integrated approach from the very beginning of life. In its true sense, holistic education examines all facets of human existence. It is designed to nurture physical and mental well-being, foster moral values, build character, cultivate patriotism, enhance knowledge and promote the development of a skilled personality. All this, while striking a balance between spiritualism and materialism, with the goal being the welfare of humanity. The core objective of the National Education Policy (NEP) 2020 is to create citizens who are firmly grounded in Indian values yet possess a global outlook.

The policy reflects the richness and significance of India's cultural heritage and traditions. By championing a value-based education system, the NEP 2020 aims to cultivate citizens who possess truthfulness, religious conduct, peace, love, non-violence, a scientific mindset and a commitment to universal human values. There is no doubt that the NEP 2020 will not only enrich students with multidisciplinary and multi-dimensional knowledge but will also equip them with the character to engage with global challenges while remaining deeply rooted in the cultural fabric of India. These youth will not only address contemporary global issues but will also carry the torch for the revival of India's cultural renaissance on the global stage.

Education in mother tongue

Language is not merely a medium of communication but an essential pillar of identity, heritage, and societal wealth. The revered poet and philosopher Bharatendu Harishchandra once said, *"Nij bhasha Unnati Ahe, Sab Unnati ko Mool"* — meaning the progress of society is intricately tied to the development of its native language.

The NEP 2020 empowers us to take pride in our mother tongue, simultaneously freeing us from the shackles of colonial mentality. If education is delivered in a foreign language rather than in the mother tongue, it not only hinders the learning process but also turns the adoption of another language into an unnecessary burden. The Macaulay-led education system, which promoted Western ideals, inflicted long-lasting damage to India's traditional education framework, leading to the marginalisation of Indian languages and knowledge systems.



RAMA SHANKAR DUBEY

The NEP 2020 seeks to dismantle this colonial legacy by promoting the use of local languages, which are the true vessels of culture and philosophy. It is widely acknowledged that language shapes thoughts, behaviour, and culture, making the provision of education in the mother tongue a significant step forward in the NEP's vision.

The ancient Indian education system, known for its emphasis on holistic development, did not merely focus on academic achievement but integrated religious teachings, moral education and the cultivation of human values. A cornerstone of the prosperity of Indian society was its deep-rooted commitment to character building. The Indian system of education aimed not only to impart knowledge but to shape individuals into virtuous, well-rounded citizens.

The National Education Policy 2020 continues this tradition by incorporating physical, mental, spiritual and moral development into its framework. From the earliest *Vedic* traditions, character building has been recognised as essential to the human experience.

For any nation's progress, its citizens must have a profound understanding of introspection, reflection, and philosophical inquiry. The NEP 2020 emphasises nurturing citizens with high moral character and ethical conduct, serving as catalysts for India's reconstruction. Swami Vivekananda famously stated, "The true education is that which enables us to build our life, become human, shape our character and harmonise our thoughts." Similarly, Madan Mohan Malviya envisioned an educational philosophy that integrates the overall development of individuals with a deep sense of patriotism, selflessness and respect for society.

> THE NATIONAL EDUCATION POLICY 2020 CONTINUES THIS TRADITION BY INCORPORATING PHYSICAL, MENTAL, SPIRITUAL AND MORAL DEVELOPMENT INTO ITS FRAMEWORK. FROM THE EARLIEST *VEDIC* TRADITIONS, CHARACTER BUILDING HAS BEEN RECOGNISED AS ESSENTIAL TO THE HUMAN EXPERIENCE

Fostering research and innovation

The NEP 2020 envisions an education system that fosters critical skills such as artificial intelligence, machine learning, design thinking, holistic health and biological sciences. The policy has curated curricula at all levels to encourage the development of these essential skills. Importantly, the NEP emphasises that evaluation should go beyond rote memorisation, focusing instead on creative, reflective learning assessments.

In addition, the NEP encourages students to engage in internships with local industries, artisans and entrepreneurs, providing them with real-world experience. Higher education institutions, the hubs of knowledge creation, are being equipped to foster innovation and cutting-edge research. Through this emphasis on research, students will have the opportunity to excel and become pioneers in the realms of knowledge and technology.

Indian knowledge traditions

One of the key features of the NEP 2020 is its emphasis on the inclusion of Indian knowledge traditions within the curriculum. This initiative aims to cultivate social, cultural, and moral values among students, while also enhancing their creative and problem-solving skills. To restore India's position as a global leader, it is imperative to revive the rich intellectual heritage of ancient Indian knowledge systems. The integration of these traditions into education aligns with India's Sustainable Development Agenda for 2030, which aims to ensure inclusive and equitable quality education for all.

Moreover, teachers are being trained in these traditions so that they can impart the wisdom of India's heritage to their students. The policy's promotion of interdisciplinary and multidisciplinary education allows students to engage in a more holistic approach to learning, enabling them to explore multiple fields of study simultaneously. The NEP's focus on student-centric, research-oriented and innovative higher education will ensure that the academic environment is more conducive to creativity and intellectual growth.

Paving path for innovation

India's startup ecosystem has witnessed remarkable growth in recent years, positioning the country as the third-largest startup hub globally. The rise of startups in India has significantly contributed to the nation's progressive economy. From just 350 startups in 2014, the number has soared to over 159,000, with more than 11 unicorns fostering technological innovation.

With the advent of the NEP 2020, this surge in startups is expected to accelerate. Unlike traditional education policies, NEP 2020 goes beyond textbooks, emphasising innovation, research and problem-solving skills.

The policy aims to foster practical, real-world skills alongside theoretical knowledge. By focusing on critical thinking, creativity, collaboration and entrepreneurship, the NEP is preparing India's youth to thrive in a rapidly evolving global landscape.

The primary vision of the NEP 2020 is to create an education system that not only prepares students to become global citizens but also ensures that they are deeply rooted in Indian ethics, knowledge, skills and values.

The holistic education approach, with its commitment to human rights, sustainable development and global welfare, will empower the youth of India to shape the future of the world.

(The writer is Vice-Chancellor, Central University of Gujarat, Vadodara. Views expressed are personal)

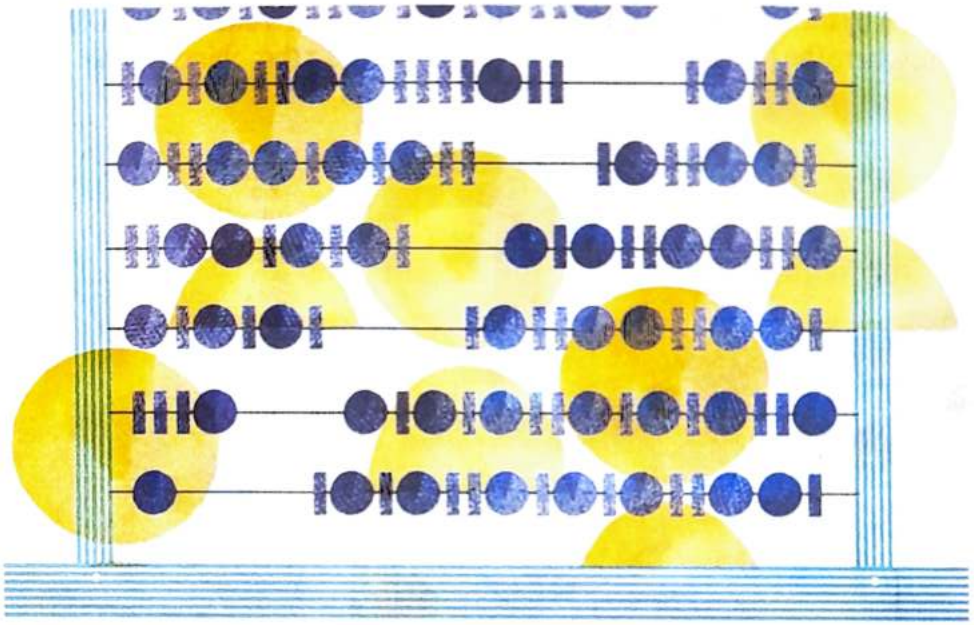
The Indian Express, 5 April, 2025, Page no – 11

AI future starts in school

For national AI literacy, we need a robust curriculum. Let's start designing it



ADITYA VISHWANATH AND KARISHMA SHANGHVI



C R Sasikumar

MAPPING AI IN INDIA
An IDEAS SERIES

THERE IS BROAD consensus that the youth of our country need to be AI literate. AI is here to stay. All else remaining the same, people, economies, and countries that are AI literate will be more productive than those that are not. So, let us move on from the debate about "if" AI literacy is required and focus on the more pertinent and interesting question of "what" AI literacy is and "how" we develop it.

Let's explore this with a familiar story. When 12-year-old Rani's science project failed the night before her school exhibition, she panicked – her paper volcano wouldn't erupt, her poster looked dull, and her confidence was shaken. Instead of giving up, she turned to an app she'd seen her cousin use and started asking questions – how to fix the volcano, improve her board, and explain it simply. Within an hour, she had a plan, clear instructions, and a working project that wowed her class the next morning.

Now compare that to a grown-up watching ChatGPT draft a restaurant review or project plan, whispering, "I could never do that." This is the difference. Rani doesn't see AI as magic. She sees it as a tool she can reach for to solve a problem, just like a pencil or a calculator.

Being "literate" or "fluent" in a domain or tool means you understand it deeply and can apply that knowledge in the real world. National AI literacy means everyone should be able to harness AI to improve their lives. For this to become a reality, India's schools need an AI literacy programme.

This is possibly the first time in modern history that a revolutionary technology is being created and deployed simultaneously in both advanced and developing countries. Just like our leap in mobile and broadband connectivity, we need to leap in AI – to design our own creations to serve our own needs. This can only happen if our natively tech-savvy, inherently creative, and unapologetically ambitious youth are made ready for it.

For national AI literacy, we need a robust curriculum. Let's start designing it.

The first (and most perilous) question to ask is: "What is worth learning in AI?" Why perilous? Because AI is evolving at such a breathtaking pace that any list of tools or features may become outdated within months. But let's not give up just yet. Rather than focusing on specific content, can we go broader and ask if there are universal thinking skills for AI? Can we empower students to learn how to learn, so they can independently adapt to future developments? Here's a list.

Students should be able to communicate effectively with AI by asking thoughtful, focused questions and writing clear, structured prompts. Learning to speak with and guide AI as a young teammate – not just using it like an online search – helps get more meaningful responses.

Students should use AI tools strategically and creatively in their own work. This means breaking down their work into steps and knowing where to bring in AI. It also means critically discerning among the vast number of tools available today and making good choices. They should use creativity to think of new use cases and build their own AI solutions.

Finally, students need a strong critical thinking filter to judge AI's outputs. Learning any field deeply still matters – so you can ask better questions and assess quality. Students should catch when AI hallucinates, recognise bias, assess reliability, and consider ethical implications. In such moments, don't abandon the tool. Like you would with a young child, re-prompt, clarify, and iterate to get better answers. Also know when AI is not the right tool.

So we have communication, collaboration, critical thinking, and creativity. These are life skills – often called 21st-century skills. They'll help our students in all domains, not just AI. But this is just the first step. How can we implement this in our classrooms, in a high-quality and scalable way? Here are some suggestions.

All students can start with a level 1 programme – learning what AI is and creating a simple wrapper app on a large language model using a good prompt. Most can then move to level 2 – building AI agentic workflows (a series of agents using tools to perform tasks). Advanced students interested in AI careers can move to level 3 – learning foundational coding and machine learning to create new models, tools, and even revenue-generating businesses.

Schools should start teaching AI as soon as they think students are ready. This could be Grade 6, or even Grade 4. We see it every day: With tech, motivation often outshines age.

Teachers, this is one of the few subjects where your students may know more than you do. This is a golden opportunity to experiment with student-centred, project-based learning, even within traditional classrooms. You'll be nudged away from lecturing and towards co-creating learning with your students, the dream of all progressive educators.

The first (and most perilous) question to ask is: 'What is worth learning in AI?' Why perilous? Because AI is evolving at such a breathtaking pace that any list of tools or features may become outdated within months. But let's not give up just yet. Rather than focusing on specific content, can we go broader and ask if there are universal thinking skills for AI? Can we empower students to learn how to learn, so they can independently adapt to future developments?

How? Facilitate, don't teach. Be open about your (and everyone else's) lack of expertise. Use the magic phrase, "I don't know, let us figure it out together." Provide curated, rewindable videos. Let students discuss ideas. Help them analyse case studies and thoughtful readings. Research and create apps together. Allow mistakes and do-overs. Pitch and demo the apps to real users. Encourage students to upload their apps to their own portfolio web pages – a growing repository of problem-solving tools built by children, for India. Most importantly, use this experience as a model for teaching other, traditional subjects.

Let's come back to Rani. What she demonstrated wasn't brilliance or tech-savviness, it was literacy. Faced with a problem, she reached for the tools she had, used them critically, adapted her approach, and solved it. That's what we want every child in India to be able to do – not just with science projects, but with questions about history, art, society, health, and life.

We believe an AI curriculum can't be an optional add-on. It has to be woven into the fabric of how we teach, just like language or maths. When every child can access AI tools, understand them, and use them to solve real-world problems, then we'll know we've succeeded. Because the goal isn't to teach students how to build the machine. It's to teach them how to think with it. Let us start building our country's AI future within our schools.

Vishwanath is co-founder of MakerChat and Inspirit, and a visiting research scholar at Stanford University. Shanghvi is a philanthropist educator and founder of Shikha Academy and Shikha Institute of Education. This article is the second of a series on AI in India.

The Pioneer

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NEP 2020: Vision for transforming India

Saturday, 05 April 2025 | Rama Shankar Dubey

NEP 2020: Vision for transforming India

Saturday, 05 April 2025 | Rama Shankar Dubey



The National Education Policy (NEP) 2020 emerges as a transformative blueprint. It reimagines education as a holistic, inclusive and value-driven process, deeply rooted in Indian culture yet aligned with global aspirations

Education serves as the bedrock for the holistic development of an individual, laying the foundation for the quality of human life. Its role in shaping a civilised and cultured society is paramount. Education must offer a comprehensive and integrated approach from the very beginning of life. In its true sense, holistic education examines all facets of human existence. It is designed to nurture physical and mental well-being, foster moral values, build character, cultivate patriotism, enhance knowledge and promote the development of a skilled personality. All this, while striking a balance between spiritualism and materialism, with the goal being the welfare of humanity. The core objective of the National Education Policy (NEP) 2020 is to create citizens who are firmly grounded in Indian values yet possess a global outlook.

The policy reflects the richness and significance of India's cultural heritage and traditions. By championing a value-based education system, the NEP 2020 aims to cultivate citizens who possess truthfulness, religious conduct, peace, love, non-violence, a scientific mindset and a commitment to universal human values. There is no doubt that the NEP 2020 will not only enrich students with multidisciplinary and multi-dimensional knowledge but will also equip them with the character to engage with global challenges while remaining deeply rooted in the cultural fabric of India. These youth will not only address contemporary global issues but will also carry the torch for the revival of India's cultural renaissance on the global stage.

Education in mother tongue

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in a foreign language rather than in the mother tongue, it not only hinders the learning process but also turns the adoption of another language into an unnecessary burden. The Macaulay-led education system, which promoted Western ideals, inflicted long-lasting damage to India's traditional education framework, leading to the marginalisation of Indian languages and knowledge systems.

The NEP 2020 seeks to dismantle this colonial legacy by promoting the use of local languages, which are the true vessels of culture and philosophy. It is widely ackn
forward in th

The ancient
religious teachings, moral education and the cultivation of human values. A cornerstone of the prosperity of Indian society was its deep-rooted commitment to character building. The Indian system of education aimed not only to impart knowledge but to shape individuals into virtuous, well-rounded citizens.

The National Education Policy 2020 continues this tradition by incorporating physical, mental, spiritual and moral development into its framework. From the earliest Vedic traditions, character building has been recognised as essential to the human experience.

For any nation's progress, its citizens must have a profound understanding of introspection, reflection, and philosophical inquiry. The NEP 2020 emphasises nurturing citizens with high moral character and ethical conduct, serving as catalysts for India's reconstruction. Swami Vivekananda famously stated, "The true education is that which enables us to build our life, become human, shape our character and harmonise our thoughts." Similarly, Madan Mohan Malviya envisioned an educational philosophy that integrates the overall development of individuals with a deep sense of patriotism, selflessness and respect for society.

Fostering research and innovation

The NEP 2020 envisions an education system that fosters critical skills such as artificial intelligence, machine learning, design thinking, holistic health and biological sciences. The policy has curated curricula at all levels to encourage the development of these essential skills. Importantly, the NEP emphasises that evaluation should go beyond rote memorisation, focusing instead on creative, reflective learning assessments.

In addition, the NEP encourages students to engage in internships with local industries, artisans and entrepreneurs, providing them with real-world experience. Higher education institutions, the hubs of knowledge creation, are being equipped to foster innovation and cutting-edge research. Through this emphasis on research, students will have the opportunity to excel and become pioneers in the realms of knowledge and technology.

Indian knowledge traditions

One of the key features of the NEP 2020 is its emphasis on the inclusion of Indian knowledge traditions within the curriculum. This initiative aims to cultivate social, cultural, and moral values among students, while also enhancing their creative and problem-solving skills. To restore India's position as a global leader, it is imperative to revive the rich intellectual heritage of ancient Indian knowledge systems. The integration of these traditions into education aligns with India's Sustainable Development Agenda for 2030, which aims to ensure inclusive and equitable quality education for all.

Moreover, teachers are being trained in these traditions so that they can impart the wisdom of India's heritage to their students. The policy's promotion of interdisciplinary and multidisciplinary education allows students to engage in a more holistic approach to learning, enabling them to explore multiple fields of study simultaneously. The NEP's focus on student-centric, research-oriented and innovative higher education will ensure that the academic environment is more conducive to creativity and intellectual growth.

Paving path for innovation

India's startup ecosystem has witnessed remarkable growth in recent years, positioning the country as the third-largest startup hub globally. The rise of startups in India has significantly contributed to the nation's progressive economy. From just 350 startups in 2014, the number has soared to over 159,000, with more than 11 unicorns fostering technological innovation.

With the advent of the NEP 2020, this surge in startups is expected to accelerate. Unlike traditional education policies, NEP 2020 goes beyond textbooks, emphasising innovation, research and problem-solving skills.

The policy aims to foster practical, real-world skills alongside theoretical knowledge. By focusing on critical thinking, creativity, collaboration and entrepreneurship, the NEP is preparing India's youth to thrive in a rapidly evolving global landscape.

The primary vision of the NEP 2020 is to create an education system that not only prepares students to become global citizens but also ensures that they are deeply rooted in Indian ethics, knowledge, skills and values.

The holistic education approach, with its commitment to human rights, sustainable development and global welfare, will empower the youth of India to shape the future of the world.

(The writer is Vice-Chancellor Central University of Gujarat, Vadodara. Views expressed are personal)

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UGC notifies new rules for recognition of foreign degrees, aims to cut delays and ambiguity

The University Grants Commission (UGC) has notified a new regulation to streamline the recognition and grant of equivalence degrees to academic qualifications obtained from foreign educational institutions.

ANI
Updated On Apr 5, 2025 at 07:23 PM IST



The move comes amid a growing number of Indian students returning from abroad with international

New Delhi : The University Grants Commission (UGC) has notified a new regulation to streamline the recognition and grant of equivalence degrees to academic qualifications obtained from foreign educational institutions.

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Under the new regulations--UGC (Recognition and Grant of Equivalence to Qualifications Obtained from Foreign Educational Institutions) Regulations, 2025--notified on April 4, the Commission has put in place a transparent, technology-driven mechanism to assess foreign qualifications from schools and higher education institutions.

However, the provisions for granting equivalence certificates to foreign qualifications will not apply to professional degrees awarded in disciplines such as Medicine, Pharmacy, Nursing, Law, Architecture, and other fields that fall under the jurisdiction of statutory regulatory councils in India.

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hub for education. If Indian institutions are to attract international students, we must ensure fair and timely recognition of foreign degrees," UGC Chairman M Jagadesh Kumar.

The equivalence process will now be governed by a set of parameters, including the legitimacy of the foreign institution, the duration and level of the qualification, and its comparability to Indian programmes.

Advt

Importantly, the new framework removes the ad hoc nature of past recognition practices by setting up a Standing Committee on Equivalence that will vet institutions and qualifications for their validity and parity with Indian standards.

The regulations also provide for the establishment of an online portal where applicants can submit requests for equivalence and track their status.

The Standing Committee wi ally and make recommendations based on nmarks, including the status of the foreign institution in national and international rankings.

permissible variation of up to 10 per cent in normalised credit load. It will also assess the structure of the curriculum, covering core, elective, cross-disciplinary and lab courses--as well as contact hours, self-study hours, and experiential learning components. Evaluation processes, including thesis or dissertation assessment and mandatory project or internship requirements, will also be considered to establish equivalence in learning outcomes.

The UGC has also listed the conditions for recognition of Foreign degrees- the foreign education institution must be recognised under the relevant laws in force in the home country, the applicant must have pursued the programme of study to the qualification and the entry-level requirements for admission to such programme of study are similar to that of a corresponding programme of study in India.

The UGC has also clarified that qualifications obtained through unrecognised institutions, unaccredited programmes, or in contravention of regulatory norms in India (such as those offered via franchise arrangements) will not be eligible for equivalence.

The UGC has outlined a structured online process for granting equivalence certificates to qualifications obtained from foreign educational institutions.

Applicants must submit their request through a dedicated portal along with the prescribed fee and, where necessary, authenticated English translations of documents.

Each application will be eva ing Committee of education experts, which must issue its recommendation within ten working days.

days by paying a specified fee. A separate Review Committee will reassess the application and submit its recommendation within ten working days, following which the Commission will issue a final decision within fifteen working days. If accepted, an equivalence certificate will be issued via the online portal.

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Roznama Rashtriya Sahara, 5 April, 2025, Page no - 09

निजी स्कूलों की मनमानी के विरोध में मुख्यमंत्री के नाम ज्ञापन

پرائیویٹ اسکولوں کی من مانی کے خلاف وزیراعلیٰ کے نام میمورنڈم

بی کے یو کا نجی اسکولوں پر والدین کا مختلف طریقوں سے مالی استحصال کا الزام



زبیر شاد

بلندشہر (ایس این بی)

بلند شہر میں بھارتیہ کسان یونین چڑھونی نے پرائیویٹ اسکولوں کی من مانی کے خلاف وزیر اعلیٰ کے نام ڈسٹرکٹ بیسک ایجوکیشن آفیسر کو میمورنڈم سونپا ہے۔ کسان یونین کا الزام ہے کہ پرائیویٹ اسکول والدین کا مختلف طریقوں سے مالی استحصال کر رہے ہیں۔

کسان یونین کا کہنا تھا کہ اسکول انہیں اپنی پسند کی دکانوں سے کتابیں، نوٹ بک، ڈریس اور جوتے خریدنے پر مجبور کرتے ہیں۔ اسکول ان اشیاء پر بھاری کمیشن وصول کرتے ہیں۔ سرکاری قوانین کے مطابق این سی ای آر ٹی کی کتابیں پڑھائی جانی چاہئیں، لیکن اسکول اپنی پسندیدہ اشاعتوں کی کتابیں پڑھا رہے ہیں۔

کسان یونین نے داخلہ فیس پر بھی سوالات اٹھائے ہیں۔ ان کا کہنا ہے کہ ایک بار داخلہ ہونے کے بعد اگلی کلاس میں جانے کے بعد دوبارہ داخلہ فیس وصول کرنا غلط ہے۔ بلڈنگ فیس کے نام پر بھی وصولی کی جا رہی ہے۔ جب بچہ اسکول سے چلا جاتا ہے تب بھی عمارت اسکول کی ہوتی ہے پھر یہ فیس کس لیے وصول کی جاتی ہے۔؟

کسان یونین نے ٹرانسفر کیس میں فیس کی وصولی پر بھی اعتراض کیا ہے۔ اگر کوئی بچہ جولائی میں داخلہ لیتا ہے تو اپریل سے اس سے ٹیوشن فیس کا مطالبہ کیا جاتا ہے۔ ڈسٹرکٹ اسکول انسپکٹر اور ڈسٹرکٹ بیسک ایجوکیشن آفیسر ان مسائل پر کوئی توجہ نہیں دے رہے۔ ان سب مسائل کے حل کے لیے مذکورہ کسان یونین نے وزیر اعلیٰ کے نام ڈسٹرکٹ بیسک ایجوکیشن آفیسر ڈاکٹر لکشمی کانت پانڈے کو میمورنڈم سونپا ہے۔

Roznama Rashtriya Sahara, 5 April, 2025, Page no - 05

e दिल्ली सरकार की वजह से दिल्ली यूनिवर्सिटी का काम नहीं रुकेगा,

دہلی سرکار کی وجہ سے دہلی یونیورسٹی کا کام نہیں رکے گا

دولت رام کالج جس نے مجھے لیڈر بنایا، سیاحتی مقامات کے ساتھ تعلیمی سیاحت میں بھی اضافہ ہونا چاہیے: ریکھا گپتا

نئی دھلی (ایس این بی)

دہلی یونیورسٹی میں جمعہ کو وزیر اعلیٰ ریکھا گپتا کی اعزازی تقریب کا اہتمام کیا گیا۔ اس دوران انہوں نے کہا کہ دہلی یونیورسٹی کا کام چاہے کوئی بھی ہو، دہلی سرکار کی وجہ سے نہیں رکے گا۔ اپنی طالب علمی کی یادوں کو یاد کرتے ہوئے انہوں نے کہا کہ دولت رام کالج ہی نے مجھے لیڈر بنایا۔ پروگرام کی صدارت کرتے ہوئے ڈی یو کے وائس چانسلر پروفیسر یوگیش سنگھ نے کہا کہ دہلی سرکار اور دہلی یونیورسٹی مل کر کام کریں گے۔ دہلی یونیورسٹی کو تعلیم کو آگے بڑھانے میں دہلی سرکار کا مکمل تعاون حاصل رہے گا۔ دولت رام کالج کی پرنسپل پروفیسر سویتا رائے نے اپنے کالج کی جانب سے وزیر اعلیٰ کا استقبال کیا۔ پروگرام میں ایس او ایل کے ڈائریکٹر پروفیسر پائل ماگو، ڈی یو پراکٹر پروفیسر رجنی ابی، ڈی یو سدرن کیمپس کے ڈائریکٹر پروفیسر شری پرکاش سنگھ، ڈین اسٹوڈنٹ ویلفیئر پروفیسر رنجن ترپاٹھی سمیت ڈین، ہیڈ آف ڈیپارٹمنٹ، پرنسپل، اساتذہ، افسران، ملازمین اور طلباء موجود تھے۔ اس موقع پر وزیر اعلیٰ ریکھا گپتا نے اپنے لیڈر بننے کی کہانی سناتے ہوئے کہا کہ جب میں نے 1993 میں دولت رام کالج میں فرسٹ ایئر میں داخلہ لیا تو سال بھر کالج میں ہڑتال جاری رہی۔ اس وجہ سے، ڈی یو ایس یو کے نمائندوں سے میرا رابطہ بڑھتا گیا اور پھر میں اچھل بھارتیہ ودیارتھی پریشد کے رابطے میں آئی اور دو سال ڈی یو ایس یو کی صدر رہی۔ اسکوٹر پر سوار ہو کر میں نے ڈی یو اور کالجوں اور دہلی میں سیاسی پروگرام کیا۔ اس وقت میں نے سوچا بھی نہیں تھا کہ دہلی کی سڑکوں کی مرمت کرنا میری ذمہ داری ہوگی جس پر میں گھوم رہی ہوں۔ انہوں نے کہا کہ میں نے کبھی سوچا بھی نہیں تھا کہ مجھے کبھی وی سی آفس میں عزت ملے گی جہاں میں دھرنے دیتی تھی اور جہاں اسٹیج سے بولتی تھی۔ انہوں نے کہا کہ ڈی یو کا طالب علم ہونے کے ناطے میں اپنی ذمہ داری پوری ایمانداری سے ادا کروں گی۔ انہوں نے کہا کہ سیاحتی مقامات کے ساتھ ساتھ دہلی میں تعلیمی سیاحت بھی بڑھنی چاہیے، اس پر کام کیا جائے گا۔ ہمیں اپنے تعلیمی نظام کو اس طرح تیار کرنے کی ضرورت ہے کہ کسی بھی بچے کو کے جی سے پی جی تک کی تعلیم میں کسی قسم کی پریشانی کا سامنا نہ کرنا پڑے۔ اس کے علاوہ، میں یہاں کی سہولیات سے مغلوب ہوں۔ میرے خیال میں ڈی یو نے میرے جیسے بہت سے طلبا کو تیار کیا ہے۔ ڈی یو کی گلیوں سے جڑی یادیں تازہ کرتے ہوئے انہیں دولت رام کالج کے سامنے والی دیوار، بھیل پوری اور لیموں سوڈا بھی یاد آیا۔ وائس چانسلر پروفیسر یوگیش سنگھ نے وزیر اعلیٰ کو مبارکباد دیتے ہوئے کہا کہ جس طرح والدین اور اساتذہ اپنے بچوں کی ترقی سے خوش ہیں، اسی طرح یونیورسٹی اور کالج بھی خوش ہیں۔ یہ ہم سب کے لیے فخر اور اعزاز کی بات ہے کہ ڈی یو کی طالبہ ریکھا گپتا دہلی کی وزیر اعلیٰ بنیں۔ آپ نے ڈی یو کو طالب علم کے طور پر دیکھا، ڈی یو ایس یو کے صدر کے طور پر دیکھا، اسے ایک کارپوریشن کونسلر کے طور پر دیکھا اور اب آپ اسے وزیر اعلیٰ کے طور پر دیکھ رہے ہیں۔ آپ یہاں بیٹھی تمام طالبات کے لیے رول ماڈل اور پریرنا ثابت ہوں گی۔ آپ کا دورہ ہمارے طلباء کو متاثر کرے گا۔ وائس چانسلر نے ڈی یو کی متعدد کامیابیوں کو بھی بیان کیا جس میں ڈی یو میں اکیلی لڑکیوں اور یتیم بچوں کے داخلوں میں سیٹوں کی ریزرویشن بھی شامل ہے۔



ڈی یو کے طالب علم کا وزیر اعلیٰ بننا ہم سب کے لیے فخر کی بات: وائس چانسلر

हिन्दुस्तान, 6 अप्रैल 2025, पृष्ठ नं० -19

विदेशी डिग्री की मान्यता के लिए यूजीसी ने जारी किए नए नियम

फैसला

नई दिल्ली, विशेष संवाददाता। विश्वविद्यालय अनुदान आयोग ने विदेशी शैक्षणिक संस्थानों से प्राप्त शैक्षणिक योग्यता, डिग्री को मान्यता देने और समकक्ष डिग्री प्रदान करने की व्यवस्था को ज्यादा कारगर बनाने को एक नया विनियमन अधिसूचित किया है। पाठ्यक्रम के क्रेडिट के आधार पर डिग्री को वेटेज दिया जाएगा।

यूजीसी ने यह कदम ऐसे समय उठाया गया है जब विदेशों से अंतर्राष्ट्रीय डिग्री हासिल कर लौटने वाले भारतीय छात्रों की संख्या बढ़ रही है। 4 अप्रैल को अधिसूचित नए विनियमों-यूजीसी (विदेशी शैक्षणिक संस्थानों से प्राप्त योग्यताओं को मान्यता और समकक्षता प्रदान करना) विनियम, 2025 के तहत, आयोग ने एक पारदर्शी, प्रौद्योगिकी-संचालित तंत्र स्थापित किया है। विदेशी योग्यताओं के लिए समकक्षता प्रमाणपत्र प्रदान करने के प्रावधान चिकित्सा, फार्मेसी, नर्सिंग, कानून, वास्तुकला और अन्य क्षेत्रों में प्रदान की गई व्यावसायिक डिग्री पर लागू नहीं होंगे। यह संबंधित नियामक निकायों द्वारा निर्धारित विशिष्ट मानदंडों और मान्यता प्रक्रियाओं द्वारा शासित होती रहेंगी। यूजीसी के अध्यक्ष एम जगदीश कुमार ने कहा, यह सुधार एक दीर्घकालिक चुनौती का समाधान करता है और भारत को शिक्षा के लिए वैश्विक केंद्र में बदलने के राष्ट्रीय शिक्षा नीति 2020 के लक्ष्य के अनुरूप है।

स्थायी समिति की स्थापना का प्रावधान

एक स्थायी समिति की स्थापना का प्रावधान किया गया है। इसके तहत पहले दी जाने वाली तदर्थ अधार पर मान्यता स्टेटस को हटा दिया गया है। स्थायी सामिति संस्थानों और योग्यताओं, डिग्री की वैधता और भारतीय मानकों के साथ उसकी समानता की जांच करेगी।

मजबूत और निष्पक्ष प्रक्रिया विकसित की

यूजीसी चेयरमैन ने कहा कि स्थायी समिति का निर्णय पाठ्यक्रम की न्यूनतम अवधि और क्रेडिट पर आधारित होगा। पहले क्रेडिट के आधार पर सिस्टम नहीं था। वेटेज के लिए सामान्य क्रेडिट में 10 प्रतिशत तक के अंतर की अनुमति होगी। यह पाठ्यक्रम की संरचना का भी आकलन करेगा।

डिग्री की मान्यता के लिए कई शर्तें

1 विदेशी शिक्षा संस्थान को स्वदेश में लागू प्रासंगिक कानूनों के तहत मान्यता प्राप्त होना चाहिए।

2 यह भी देखा जाएगा कि आवेदक डिग्री के लिए जिस अध्ययन कार्यक्रम में प्रवेश ले रहा है उसमें प्रवेश-स्तर की आवश्यकताएं, अध्ययन के लिए योग्यताएं भारत में अध्ययन के संबंधित कार्यक्रम के समान हैं।

3 गैर-मान्यता प्राप्त संस्थानों, गैर-मान्यता प्राप्त कार्यक्रमों या भारत में विनियामक मानदंडों के उल्लंघन में प्राप्त योग्यताएं समकक्षता के लिए पात्र नहीं होंगी।

4 यूजीसी ने विदेशी शैक्षणिक संस्थानों से प्राप्त योग्यताओं को समकक्षता प्रमाण पत्र देने के लिए एक व्यवस्थित ऑनलाइन प्रक्रिया की रूपरेखा भी तैयार की है।



5 आवेदकों को निर्धारित शुल्क और जहां आवश्यक हो, दस्तावेजों के प्रमाणित अंग्रेजी अनुवाद के साथ एक समर्पित पोर्टल के माध्यम से अपना अनुरोध प्रस्तुत करना होगा।

6 प्रत्येक आवेदन का मूल्यांकन शिक्षा विशेषज्ञों की एक स्थायी समिति द्वारा किया जाएगा, जिसे दस कार्य दिवसों के भीतर अपनी सिफ़ारिश जारी करनी होगी।

7 आयोग पंद्रह कार्य दिवसों में अपना अंतिम निर्णय बताना होगा। यदि अतिरिक्त दस्तावेजों की आवश्यकता है, तो आवेदकों को निर्णय समय-सीमा में संगत विस्तार के साथ अधिक समय दिया जाएगा।

8 अस्वीकृति के मामलों में, आवेदक निर्दिष्ट शुल्क का भुगतान करके तीस कार्य दिवसों के भीतर समीक्षा की मांग कर सकते हैं।

9 एक अलग समीक्षा समिति आवेदन का पुनर्मूल्यांकन करेगी और दस कार्य दिवसों में अपनी सिफ़ारिश प्रस्तुत करेगी, जिसके बाद आयोग अंतिम निर्णय जारी करेगा।

10 यदि आवेदन स्वीकार किया जाता है, तो ऑनलाइन पोर्टल के माध्यम से एक वेटेज प्रमाणपत्र जारी किया जाएगा।

राष्ट्रीय सहारा, 6 अप्रैल, 2025, पृष्ठ नं० -01

दिल्ली के निजी स्कूलों में पढ़ाई हुई महंगी

■ राकेश नाथ

नई दिल्ली। एसएनबी

देश की राजधानी दिल्ली में पढ़ाई और महंगी हो गई है। दिल्ली के ज्यादातर पब्लिक स्कूलों ने नए सत्र के लिए स्कूल फीस में बढ़ोतरी कर दी है। स्कूलों में चार से 15 फीसद तक फीस में इजाफा कर दिया है। कुछ स्कूलों ने तो इस बढ़ी फीस को लेना शुरू कर दिया तो कुछ स्कूल इसकी प्रक्रिया में है। दिल्ली में बढ़ती महंगाई के बीच अपने बच्चों को पब्लिक स्कूलों में पढ़ा रहे अभिभावकों को बड़ा झटका लगने जा रहा है। दिल्ली के कई स्कूलों ने नए साल के नए सत्र से स्कूल फीस में इजाफा कर दिया है। स्कूलों में अप्रैल से नया सत्र शुरू होता है। लिहाजा स्कूलों में अप्रैल से फीस में इजाफा कर दिया गया है।



एक्शन कमेटी ऑफ अनएडेड रिक्नाइज प्राइवेट स्कूल के प्रेसीडेंट भरत अरोड़ा ने कहा कि दिल्ली के प्राइवेट स्कूल दिल्ली स्कूल शिक्षा अधिनियम 1973 की धारा 17 (3) के तहत फीस में बढ़ोतरी करते हैं। बढ़ी हुई फीस के आधार पर स्कूल आगामी खर्चे तय करते हैं, यह सामान्य प्रक्रिया है, जो हर साल होती है। अरोड़ा ने बातया कि अधिकत्तर स्कूलों ने पांच से दस फीसद तक ही स्कूल फीस में जरूरत के हिसाब से इजाफा किया है। साथ ही कोई स्कूल एक सत्र में दो बार फीस नहीं बढ़ा सकता है। एक पब्लिक स्कूल की प्राचार्य ने बताया कि हमने स्कूल फीस में दस फीसद का इजाफा किया है। अभी अभिभावकों से अप्रैल में ली गई फीस में ये बढ़ोतरी नही की गई है। जब बढ़ी हुई फीस को लागू किया जाएगा तो अप्रैल से ही किया जाएगा। लिहाजा अभिभावकों से उसका एरियर लिया जाएगा। अभिभावकों को फीस बढ़ोतरी का अहसास तब होगा जब वो अगली बार मासिक शुल्क जमा करेंगे। बता दें कि ज्यादातर स्कूल ऑनलाइन ऐप के जरिए अपनी स्कूल फीस लेते हैं।

■ **पब्लिक स्कूलों में चार से पंद्रह फीसद तक बढ़ी फीस**

■ **अभिभावकों को अप्रैल से देनी होगी बढ़ी फीस**

Hindustan Times, 6 April, 2025, Page No - 4, 9

{ AUDIT ON THE CARDS }

Edu dept to crack the whip on fee hike by pvt schools

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NEW DELHI: Amid reports of fee hikes by private schools across the city, the Delhi government on Saturday said the education department was closely monitoring the complaints about illegal hikes and will address the issue, by carrying out specialised audits wherever necessary.

In a media statement on Saturday, the education department said that it has intensified its vigilance and initiated robust measures, such as surprise inspections by district magistrates, in such schools.

"For example, one school was inspected by a high-level committee headed by district magistrate to inquire upon the complaints made by parents against the school in a connected issue. In addition, stringent action is being undertaken against non-compliant institutions in accordance with the provisions of DSEAR, 1973. These actions include suspension/ withdrawal/ cancellation of private school recognition and initiation of proceedings for taking over the management of erring institutions," the education department said.

"Further, specialised audit of accounts in such private schools will be carried out by designated teams, including senior accounts functionaries," it said.

Parallelly, the directorate of education (DoE) streamlined the process for EWS (economically weaker section) and DG (disadvantaged groups) admissions to ensure no student faces harassment during admissions. "A dedicated Nodal Officer has been appointed to promptly address parental grievances related to the non-provision of books and uniforms to EWS/DG category students," the education department said.

The issue of illegal fee hikes by recognised private schools has been a bone of contention for several years with parents regularly complaining about abrupt hikes in fees by such schools. An official, requesting anonymity, said some private unaided schools in Delhi have been indulging in exorbitant fee hikes for many years.

> The Directorate of Education reiterates its unwavering resolve to address the issue of exorbitant fee hikes...
>
> **EDUCATION DEPT,** in a media release

The fees charged by recognised private schools in Delhi are governed by the Delhi School Education Act and Rules, 1973 (DSEAR, 1973). Courts, through various landmark judgments, have reaffirmed the regulatory authority of the DoE to curb arbitrary and unlawful fee hikes by recognised private schools.

The education department recently issued directives prohibiting schools from compelling parents to purchase books and uniforms from specific vendors. Schools have also been instructed not to alter uniform specifications more than once every three years.

"The problem got more aggravated post Covid times when the schools increased their fees in an exorbitant manner ranging more than 25% to 30% each year. The department also used to receive frantic calls from parents over the past 5-8 years about the non issuance of admit cards by private schools to students in class X and Class XII due to non-payment of illegal dues. The parent bodies have also requested to intervene and save them from threats of Private schools to strike off the names of such wards who do not deposit the illegal hiked fee in the current academic session," the education department said.

"The Directorate of Education reiterates its unwavering resolve to address the issue of exorbitant fee hikes and remains committed to developing solutions that prioritise the welfare of students and the sanctity of education," the education department said.

New UGC rules to recognise foreign degrees in 15 days

Sanjay Maurya
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NEW DELHI: The University Grants Commission (UGC) has introduced new regulations for granting equivalence to foreign academic qualifications, promising a 15-day processing timeline that aims to end the months-long delays faced by returning students.

The "University Grants Commission (Recognition and Grant of Equivalence to Qualifications obtained from Foreign Educational Institutions) Regulations, 2025", notified in the Gazette of India on Friday, establishes a standardised framework for recognising foreign degrees through an online portal.

The regulations apply to all foreign degrees except professional courses like medicine, law, and architecture, which remain under their respective regulatory bodies. Degrees obtained through franchising arrangements will also not be recognised.

The new system replaces the century-old process handled exclusively by the Association of Indian Universities (AIU) since its inception in 1925. Over 1.33 million Indian students are pursuing higher education abroad as of August 2024, according to government data. While not all may come back and work in India, a sizable number does.

Data on the number of such students was not immediately available.

The AIU currently has 1,064 member universities, including 19 overseas universities. On average, it processes 2,000 equivalence certificate requests a year.

According to the regulations, applicants must submit their documents through UGC's dedicated portal along with the required fee. A standing committee will review each case within 10 working days by assessing: course duration, credits (with 10% variation allowed), curriculum structure and learning components.

> THE REGULATIONS APPLY TO ALL FOREIGN DEGREES EXCEPT PROFESSIONAL COURSES SUCH AS MEDICINE, LAW ARCHITECTURE

UGC chairperson M Jagadesh Kumar said the move addresses a "long-standing issue" of students with foreign degrees facing delays when integrating into India's education system or workforce.

"UGC has developed a transparent, technology-driven mechanism for recognizing foreign qualifications. If Indian institutions are to attract international students, we must ensure fair recognition of degrees earned abroad," Kumar said in a statement.

When asked whether AIU will continue issuing equivalence certificates, UGC officials did not respond. A senior AIU official said, "It depends on government notification."

Prof Furqan Qamar, former secretary-general of AIU, expressed concerns: "Two bodies cannot provide equivalence certificates. I don't think UGC will be able to work better than AIU and might realize the difficulties later."

Qamar added that independent bodies handle degree equivalence in other countries: "A private body, World Education Services, handles equivalence certificates in America and Canada, and similar networks operate in European countries."

However, Sukhadeo Thorat, former UGC chairperson, supported the change: "Now, students will have more clarity while moving abroad for their studies because of these regulations."

The Sunday Tribune, 6 April, 2025, Page no- 03

Severe shortage of postgraduate teachers in schools of Karnal

PARVEEN ARORA
TRIBUNE NEWS SERVICE

KARNAL, APRIL 5

As the new academic session began on April 1, government schools in Karnal are facing a significant shortage of Post Graduate Teachers (PGTs). Approximately 26% of sanctioned PGT posts remain vacant, raising concerns about the quality of education.

Out of the total 2,144 sanctioned PGT positions in the district, 552 are unfilled. Among the 1,592 filled positions, 1,495 are held by regular teachers, while 97 are occupied by guest teachers.

The shortage is especially prominent in key subjects such as Biology, Chemistry, and Computer Science. In Biology, 22 out of 84 posts remain vacant, while 39 out of 130 Chemistry positions are unfilled. Computer Science is the most affected, with 100 out of 118 posts vacant, resulting in inadequate computer classes for students. Other subjects like Economics, English, Geography, Hindi, History, and Physical Education also face significant gaps, with many positions unfilled across the district.

Teachers' associations have raised concerns about the impact of this shortage on student learning outcomes, particularly in core subjects. Ramesh Kumar, the district president of the Haryana School Lecturers Association (HSLA), has urged authorities to take swift action to fill the vacant posts.

"We have requested higher authorities to open vacant posts under the transfer policy so that teachers can apply and secure a post in their preferred location," said Kumar. He emphasized the importance of properly mapping staff and students to ensure accurate placement and timely filling of all vacancies.

Parents share similar concerns, fearing that the shortage of teachers will negatively affect their children"s education. "The government must fill these vacancies so that students' studies are not disrupted," said Ramesh Kumar, a concerned parent.

Sudesh Thukral, the District Education Officer (DEO), assured that the higher authorities had been notified about the vacancies and that steps were being taken to address the issue. "The rationalization of teachers across the state is ongoing, which will help fill many of the vacant posts. Additionally, the promotion list for Primary Resource Teachers (PRTs) to Trained Graduate Teachers (TGTs) and TGTs to PGTs will soon be issued, helping fill PGT vacancies," said Thukral.

The Hindu, 6 April, 2025, Page no - 04

Maharashtra's only school teaching Gondi language is fighting a legal battle to keep its doors open

SPOTLIGHT

Snehal Mutha

Avinash Shrirame, 35, enters the room that holds about 30 students wearing red-and-green checked uniforms. They greet him with a loud "Good morning, Sir," and a "Jai seva" shouted out thrice to the rhythm of clapping. Shrirame asks students to open their textbooks as he turns to the blackboard. Flanking the board are portraits of Rani Durgavati, the queen of Gondwana who fought the Mughals in the 16th century; and Baburao Shedmake, a Gond chieftain who rose against the British in the 1857 war.

Shrirame is a volunteer on an honorarium, teaching Gondi in the Paramparik Koya Dnyanbodh Sanskar Ghotul School in Mohgaon, Gadchiroli. Gondi is the language of the Gonds, a tribe spread across at least seven States.

The summer sun shines on the pink walls of Shrirame's classroom, with children from Classes 3 to 5 attending the Gondi language class. "The last four years have been difficult," says Shrirame. "We have been caught up in litigation, and it feels like the school is stagnant because of it," he says. He remembers his own childhood and his confusion at not being able to understand English, the medium of education. "Other children my age were thinking of the moon, I was just petrified of grammar," says Shrirame, who has learnt Gondi over the last year.



A lost language: Students in a classroom of the Paramparik Koya Dnyanbodh Sanskar Ghotul School at Mohgaon in Maharashtra's Gadchiroli district. EMMANUAL YOGINI

Mother tongue matters

The school is the only one in Maharashtra that teaches Gondi. It is run up to Class 5, by the Sanyukt Ganrajya Gram Sabha Parishad, a grouping of 15 gram sabhas (village councils, at the basic level of tribal governance), including Mohgaon.

In 2022, the school got a notice from Maharashtra's Education Department saying it was not registered with the zila parishad, an elected body at the apex of village-level governance at the district level. The notice asked for it to be shut.

The Gram Sabha Parishad filed a petition at the Bombay High Court in November 2022 asking for recognition. The case is still on, and the school's plan to start Class 6 has been delayed indefinitely. The teachers worry that the 16 children in Class 5 will have to leave the school if they cannot start Class 6.

The seven-room *ghotul* reconnects school-going members of the Gond tribe with their language that is in danger of being subsumed by Marathi, much like the other States where Gonds are. Thirty lakh people speak this language with its roots in the Dravidian language family, says Karnataka-based researcher Ganesh Narayandas Devy, who headed the People's Linguistic Survey of India, which provides an overview of at-risk languages.

The idea of establishing a Gondi-centric school stemmed from the need to revive the language and pass on the Gond culture to children and the youth, to protect the language and knowledge from extinction. The Gram Sabha Parishad passed a resolution to start the school in February 2020. A year later, they wrote a letter to then State Governor Bhagat Singh Koshyari for approval of the residential English-medium school.

In the letter, the village representatives stated that India was a signatory to the Declaration on the Rights of Indigenous Peoples adopted by the United Nations on September 13, 2007. The tribal community, therefore, had the right to establish and control an independent school to educate its students using their native language. It was inaugurated in February 2021 by Namdeo Usendi, then MLA from the Congress.

Scheduled areas – predominantly occupied by tribals – are governed by the Panchayat (Extension to Scheduled Areas, PESA) Act, 1996. This says that the gram sabha would "exercise command over natural resources, resolve disputes and manage institutions under it like schools and cooperatives". The Gram Sabha Parishad says the school is a constitutional body, as it comes under PESA.

However, the Education Department says that the school does not fall under the Right to Education (RTE) Act, 2009, as it is not registered. In the notice sent, the Department said the school was violating Section 18 (5) of the Right to Free and Compulsory Education of Children Act, 2009. This section stipulates that anyone who establishes a school without a certificate of recognition will have to pay a fine of ₹1 lakh in arrears and ₹10,000 per day if it continues to operate.

Between the laws

"Why has the Education Department penalised us? Our region falls under the Scheduled area, and self-governance is constitutional," says Devsai Aatla, 47, a member of the Gram Sabha Parishad and owner of the land on which the school operates. His grandchildren study here.

Walking along the banks of the pond behind the classroom, Devsai says that since the country's independence 75 years ago, no effort has been made to preserve the Gondi language. "Marathi is not our identity, but the government keeps imposing it on us," Devsai says, adding that because of this, Gond history remains undocumented. Zila parishad Deputy Education Officer Vivek Nakade says, "We did not receive any proposal for the school. In our routine scrutiny, we found the school operation unauthorised, and then sent the notice." Nakade says the government is not against schools: "All we require is the registration under the RTE Act."

Gondi is not among India's 22 official languages in the Eighth Schedule of the Constitution. However, the National Education Policy of 2022 recommended "the promotion of multilingualism in education at every level so that learners get the opportunity to study in their own language(s)". To promote mother-tongue-based learning in the early years, primers (textbooks) in 104 dialects have been developed. While Gondi-Odia has a primer, the dialect spoken in Maharashtra does not. The Gram Sabha Parishad wants the Unified District Information System for Education Plus (UDISE+) code based on the PESA Act. "This will help students get admission to courses after graduating from school. We would also be able to expand beyond Class 5 with minimal difficulty," says Devsai. Under UDISE, the Ministry of Education collects school details related to its resources and assigns a number to the school, so it is counted.

"Students turn their backs on education due to language difficulties," says Sheshrao Gawade, 28, who teaches Science and Gondi at the school. "Teaching children in Gondi can help us explore so many opportunities and this school will be a great experiment. We have so many plans. We want to introduce Gond knowledge on medicinal plants and herbs," he says.

"It is bizarre that PESA can facilitate the decisions concerning *jal* (water), jungle, *jameen* (land) but not education. This would be an experiment, and the government should think on these lines," Devy says.

(With inputs from Vignesh R.)

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LINK TO FULL STORY
» https://bit.ly/4iTHTId

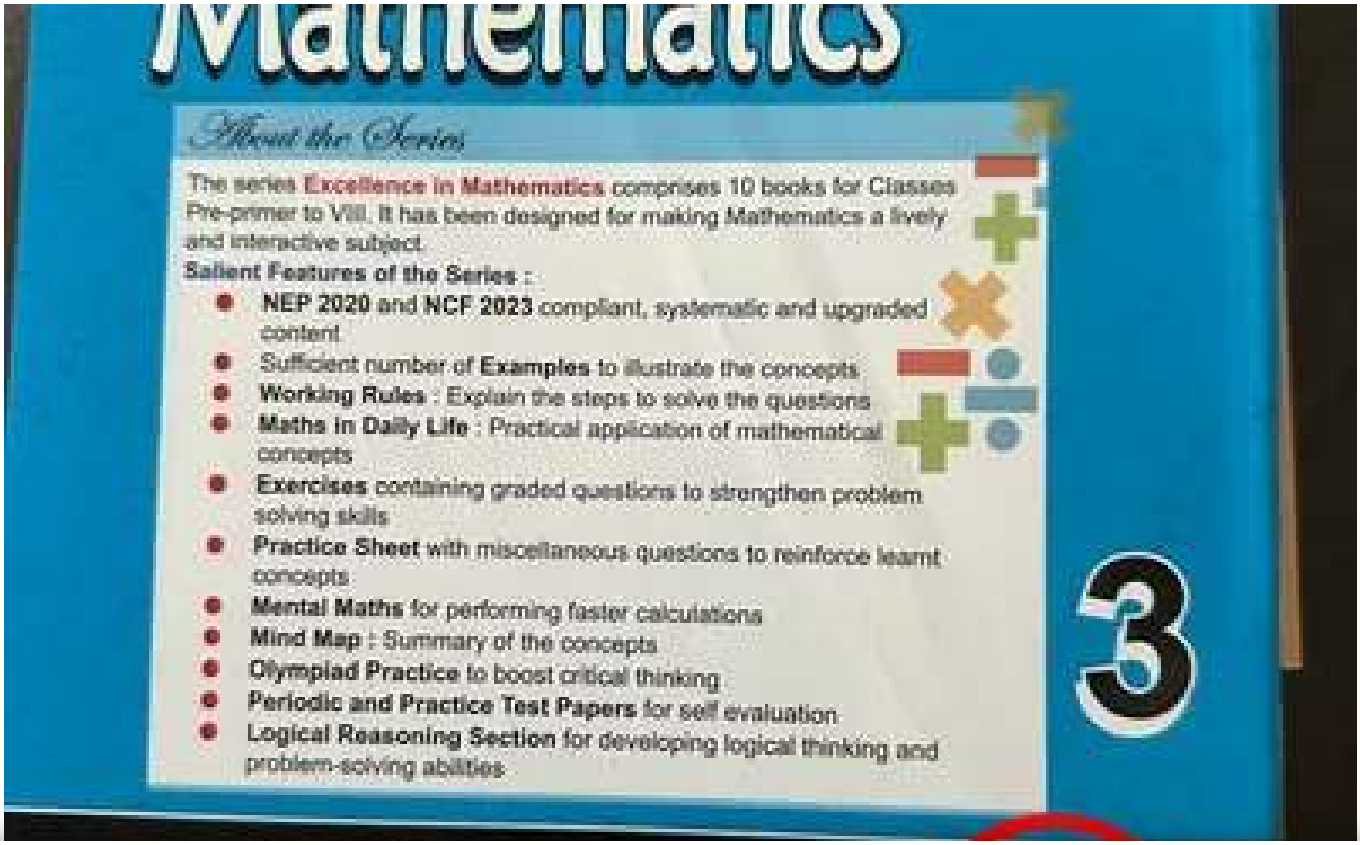
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Haryana: Sirsa's private schools 'rip off' parents with costly books, Selja seeks action

Associations call for NCERT books to be used across state

ANIL KAKKAR
Sirsa, Updated At : 09:11 AM Apr 06, 2025 IST



A maths textbook of Class III.

Advertisement



As the new academic session begins, private schools in Sirsa have once again come under fire for “exploiting parents”. Expensive books from private publishers are being “forcibly” sold to students of primary to senior secondary levels, raising concerns about the Education Department’s “failure” to address the issue.

MP Kumari Selja, along with parents and various associations, has launched a campaign against private schools and book publishers. They are calling for immediate government action to stop the “exploitation”, and are demanding the use of NCERT books in all private and government schools across the state.

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Selja criticised the government for “allowing” private schools to burden parents with high costs for books, uniforms and supplies. She accused the government of failing to address the issue, suggesting it appeared that private schools had been given free rein to exploit parents.

She pointed out that if the government focused on improving the quality of government schools, parents wouldn’t have to bear such financial strain. She claimed that parents were spending Rs 3,000-7,000 on books and supplies from nursery to Class VIII.Previously, bookstores provided written addresses for book purchases, but now they only provided verbal instructions. Despite multiple complaints, no action had been taken against private schools, she claimed.

Selja criticised schools for not using NCERT books, and instead opting for expensive private publications, which generated profits for publishers and commissions for schools, driving up costs for parents.

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A parent shared with

The Tribune that his daughter was in Class III at a private school in the city. The total cost of her books came to over Rs 3,000. The Hindi grammar book, which is 80 pages, cost Rs 300. The English

The parent pointed out that these books were from a private publisher, calling for the school to be using NCERT books instead.

Parents' Association of Haryana president Saurav Mehta also shared his frustration, noting that his son's 10-page English book cost Rs 469.

He accused the government of ignoring the issue, despite his association's efforts to raise concerns since 2022.

Mehta also alleged that book publishers and private schools bribed local and higher authorities to avoid action.

He added that many private schools in Sirsa were owned by politicians and religious and social organisations, making it difficult for local authorities to take action. In response, District Education Officer Ved Singh Dahiya confirmed that notices had been sent to both private and government schools, instructing them not to force expensive books on students.

He acknowledged that some NCERT books for classes IV, V, and VII were not be readily available, but said other NCERT books were in stock.

Dahiya promised further action against schools that continued to violate rules.

Meanwhile, several schools in Sirsa's Baragudha block have submitted affidavits promising to use only NCERT books this year, a move that has gained attention on social media as a positive shift towards compliance.

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SUGGESTED ARTICLES

The Indian EXPRESS
JOURNALISM OF COURAGE

Financial crisis and staff shortages in Punjab School Education Board could affect over 12 lakh students

The sources revealed pending dues amounting to Rs 372 crore from various departments for book printing, Rs 24 crore under Samagra Shiksha Abhiyan, Rs 240 crore from the social welfare department for books, and Rs 30 crore in rent owed to the education department.

Written by Jasbir Malhi
Updated: April 6, 2025 15:56 IST

NewsGuard

2 min read



The board's workforce has dwindled alarmingly, dropping from 3,333 permanent employees in 2001 to just 888 today. (Express photo by Gurmeet Singh/ Representative)

The Punjab School Education Board (PSEB), responsible for conducting examinations for over 12 lakh students in Classes VIII, X, and XII, is confronting severe acute staff shortages and financial strain, according to sources within the board.

The sources revealed pending dues amounting to Rs 372 crore from various departments for book printing, Rs 24 crore under Samagra Shiksha Abhiyan, Rs 240 crore from the social welfare department for books, and Rs

30 crore in rent owed to the education department. The board has managed to recover only a few crores of rupees this fiscal year.

The board's workforce has dwindled alarmingly, dropping from 3,333 permanent employees in 2001 to just 888 today. This includes staff across 23 PSEB depots, 11 Adarsh schools, and sanitation workers. The shortage has severely hampered operations, particularly in processing examination results.

The number of schools affiliated with the PSEB has also declined sharply—from 3,200 to 2,400. In Mohali district, home to the board's headquarters, only two or three schools remain affiliated with it, while others have switched to alternative boards like the CBSE. An estimated 100 schools disaffiliate annually, citing the board's stringent regulations as a primary reason.

Ramandeep Kaur Gill, president of the **Punjab School Education Board** Employees Union, confirmed the crisis, warning of "serious damage to the state's education system" if the government fails to intervene. "Educational standards are declining. The government must initiate permanent recruitment immediately," she said.

Gill highlighted challenges with daily-wage staff, who earn low wages and lack accountability. "If errors occur in results, permanent employees bear the blame. Making these workers permanent would fix responsibility," she said.

Union leaders Sukhchain Singh Saini and Gaurav Sampla echoed these concerns, urging immediate funding and recruitment to "protect the education of 12 lakh **students**".

PSEB Chairman Dr Amarpal Singh has acknowledged the issues. "Yes plan is to bring in experts and strengthen the academic side by filling up posts. Focus shall be academic strengthening of the board across all subjects" he said.

Regarding the financial crisis, the chairman said, "We got Rs. 39.5 crore in pending dues last year and we are expecting more this year."

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This article went live on April sixth, twenty twenty-five, at fifty-three minutes past three in the afternoon.

TAGS: Chandigarh Punjab

नवभारत टाइम्स, 7 अप्रैल, 2025, पृष्ठ नं०-05

नए सेशन में कई प्राइवेट स्कूलों में फीस में 30% तक के इजाफे से गुस्से में हैं पैरंट्स

एक्सपर्ट बोले, फीस को लेकर स्कूलों को आगाह करना काफी नहीं, एक्शन की है कमी

Katyayani.Upreti@timesofindia.com

AI Image



■ नई दिल्ली: दिल्ली के प्राइवेट स्कूलों में फीस का मसला इस सेशन का नहीं बल्कि कुछ सालों से बरकरार है। नए सेशन 2025-26 में कई प्राइवेट स्कूलों में फीस में 30% तक के इजाफे के खिलाफ पैरंट्स का गुस्सा नजर आ रहा है और इस बीच शिक्षा निदेशालय ने कहा है कि अनुचित फीस बढ़ाने पर उसने सख्ती की है। विशेषज्ञों का मानना है कि स्टूडेंट्स के अधिकारों और सुरक्षा को देखते हुए जो सख्त रवैया होना चाहिए, वो नहीं है। दूसरा, कानूनी कदम भी सही तरीके से नहीं उठाए गए।

'अनुचित फीस बढ़ोतरी पर होगी कानूनी कार्रवाई': फीस बढ़ने की कई शिकायतें मिलने पर दिल्ली शिक्षा निदेशालय (DOI) का कहना है कि इससे निपटने के लिए विभाग ने जिला मजिस्ट्रेटों के नेतृत्व में सरप्राइज इंस्पेक्शन की शुरुआत की है। हाल ही में DPS द्वारका में यह कदम उठाया गया है। साथ ही दिल्ली स्कूल एजुकेशन एक्ट 1973 के तहत सख्त कार्रवाई की जा रही है, जिसमें स्कूल की मान्यता को निलंबित या रद्द करना और गलती करने वाले स्कूलों के प्रबंधन को अपने नियंत्रण में लेने की कार्रवाई शामिल है। हालांकि, निदेशालय ने पिछले कुछ सालों में जिन भी कुछ स्कूलों को टेकओवर का आदेश दिया या चेतावनी दी, मान्यता रद्द की, उन्होंने हाई कोर्ट से स्टे ले लिया।

ऑडिट सिस्टम पर सवाल: नियम है अगर सरकारी एजेंसी की जमीन पर चल रहा कोई प्राइवेट स्कूल फीस बढ़ाने के लिए इच्छुक होता है तो उसे नए सेशन की शुरुआत में शिक्षा निदेशालय को ऑनलाइन प्रस्ताव भेजकर मंजूरी लेनी होगी। 27 मार्च 2024 के शिक्षा निदेशालय के ऐसे ही आदेश को प्राइवेट स्कूलों की एक्शन कमिटी ने हाई कोर्ट में चैलेंज किया और सिंगल बेंच से अंतरिम राहत पा ली। NGO 'जस्टिस फॉर ऑल' की एडवोकेट शिक्षा बग्गा कहती हैं, 2016 में डिविजन बेंच का आदेश है कि सरकारी स्कूलों में बने प्राइवेट स्कूलों को फीस बढ़ाने के प्रस्ताव पर पहले शिक्षा निदेशक से अनुमति लेनी होगी, तो इस आधार पर शिक्षा निदेशालय को तुरंत अपील करनी चाहिए थी क्योंकि सिंगल बेंच का हवाला देते हुए ही सभी स्कूलों ने 2024 में और अब 2025 में मनमानी फीस बढ़ाई है। कुछ स्कूलों में पिछले दो सालों में 50% से ज्यादा फीस बढ़ गई है। मगर निदेशालय ने देरी से अपील की, वो भी विदड्रॉ कर दी। एक पैरंट्स असोसिएशन ने इस पर अपील की है, जिसकी सुनवाई इस हफ्ते मंगलवार को है। शिखा कहती हैं, दूसरा, कई स्कूल अपना फाइनैंशल स्टेटमेंट नियम के खिलाफ जाते हुए बिना ऑडिट किए जमा कर रहे हैं और ना ही शिक्षा निदेशालय के ऑडिट में नियम के हिसाब से चीजें होती हैं। 'फीस अनॉमली कमिटी' में भी मामले पेंडिंग रहते हैं, जो पैरंट्स की शिकायत पर स्कूल का 90 दिन के अंदर ऑडिट करवा सकती है।

शिक्षा निदेशालय ने माना है कि कोविड के बाद से सालाना 25-30% से अधिक की फीस बढ़ोतरी परिवारों पर भारी फाइनैंशल बोझ डाल रही है। बढ़ी हुई फीस का भुगतान ना करने पर 10वीं और 12वीं के स्टूडेंट्स को एडमिट कार्ड देने से मना किया है। दिल्ली पैरंट्स असोसिएशन की प्रेजिडेंट अपराजिता गौतम कहती हैं कि सिस्टम यह होना चाहिए कि ऐसी शिकायतों पर तुरंत कार्रवाई हो।

The Pioneer, 7 April 2025, Page No- 3

DOE cracks down on Delhi schools over high fees

PIONEER NEWS SERVICE ■ New Delhi

The Delhi government has launched a crackdown on private unaided schools across the national capital, charging improper and exorbitant fees. The move came in response to long-standing complaints from parents or guardians.

In a statement, the Directorate of Education (DoE) said private schools had been hiking fees for the past several years and posed a major financial challenge for families, particularly those belonging to low and middle-income groups. The problem escalated notably during the post-Covid period, with reports of annual fee increases ranging from 25 per cent to 30 per cent, it said.

"Many parents have also alleged coercive practices by schools, including denial of admit cards for board examinations and threats to strike off names of students over non-payment of what they describe as unauthorised fees," the DoE said.

Taking note of these persistent complaints, the DoE said it intensified monitoring of private schools and launched a comprehensive crackdown.

"High-level inspection teams, including those led by district magistrates, have been deployed to investigate cases of fee-related grievances. In one such instance, a school was inspected following complaints lodged by parents on related issues," it said.

The DoE warned that any institution found guilty of violating fee regulations under the Delhi School Education Act and Rules, 1973, will face serious consequences, including suspension and cancellation of registration

The DoE warned that any institution found guilty of violating fee regulations under the Delhi School Education Act and Rules, 1973, would face serious consequences.

"These may include suspension, cancellation of recognition, and even steps to take over the management of erring schools," it said.

A specialised audit of school finances is also being launched, with senior accounting officials designated to examine the records of non-compliant institutions.

The DoE has also taken steps to safeguard the rights of students from economically weaker sections and disadvantaged groups.

A dedicated nodal officer has been appointed to resolve complaints related to the non-provision of books, uniforms or any form of discrimination in admissions, it said.

The DoE has also instructed private schools not to compel parents or guardians to buy books or uniforms from particular vendors or change the uniform design more than once every three years.

It has committed to vigorously pursue pending cases in courts related to fee hikes, seeking early hearings to ensure swift resolution.

The education department has reaffirmed its resolve to ensure equitable and quality education for all students, with an increased budget allocation of about Rs 2,000 crore in the 2025-26 fiscal, the DoE said.

"The DoE is fully committed to protecting the academic interests of students. Any private school indulging in arbitrary fee hikes will face the strictest legal action," it said.

Earlier, AAP leader and former Deputy Chief Minsiter Manish Sisodia accused the BJP ruled Delhi government for the fee hikes, highlighting multiple cases of arbitrary fee hikes without government approval: "Several private schools have hiked fees without permission and even shut their doors to students. Ahlcon Public School increased monthly fees for Classes 11 and 12 from Rs12,000 to Rs 13,000. Salwan Public School hiked fees from Rs 9,000 to Rs 11,000. St. Angel's School issued a blanket 11% hike. There has been no increase in teacher salaries or school expenses, so why these hikes?"

He reasoned, "Because private schools now know there is a government that doesn't care — and is complicit in this loot. Rukmini Devi Public School has issued a blanket 10% hike, Lancer's Convent School raised fees from ?4,900 to ?6,500, and Greenfields and ITL Public Schools have hiked fees by 10%."

Financial Express, 7 April, 2025, Page no – 09

Education

EVALUATING ASER 2024: FROM COVID-19 TO NOW

From crisis to classroom revival

● ASER 2024 paints a picture of resilience and gradual recovery in India's education

■ CHANDRASHEKHAR PANDEY & ASHIQUE ALI

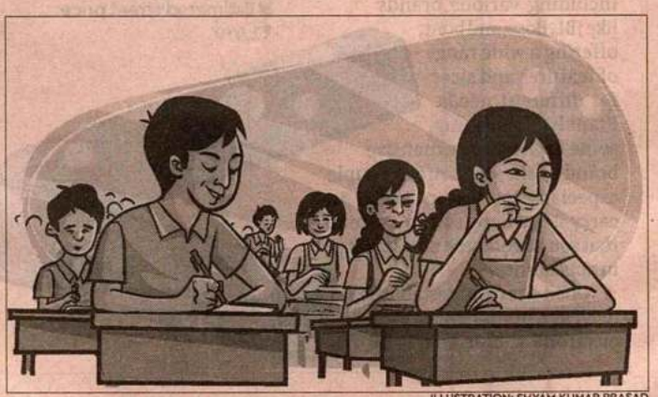


ILLUSTRATION: SHYAM KUMAR PRASAD

DURING COVID-19, in a village in Rajasthan, eight-year-old Anjali sat in her dimly-lit home, struggling to recall the alphabet/numbers. Her father, a labourer, could not afford a smartphone for online classes. School gates were shut, and Anjali's reading and arithmetic skills faded. When schools reopened, she found herself unable to keep up.

Anjali's struggle mirrors the fate of millions of children who faced learning setbacks due to school closures. But the latest Annual Status of Education Report (ASER) 2024 paints a picture of gradual recovery in India's education system.

A crisis unfolded

School closures during the pandemic had a huge impact on children's foundational learning. By 2022, the learning deficit was clear. ASER 2022 counted only 16.3% of Std III government school children able to read Std II level text — low compared to pre-pandemic levels (20.9% in 2018). Numbers too were affected: basic subtraction skill in children was on a downward trend (only 20.2% of Std III students in government schools learned at least subtraction in 2022 versus 20.9% in 2018). Enrolment patterns shifted, with kids dropping out.

Despite these setbacks, ASER 2024 shows signs of a recovery. Government school students in Std III saw reading proficiency increase to 23.4% — a rise of 7% over the previous two years, the largest in ASER's existence. Basic arithmetic ability has increased, with 27.6% of Std III students solving subtracting problems, up from 20.2% in 2022. Pre-primary enrolments increased with 77.4% of 3-year-olds now in some form of early education, up from 75.8% two years ago.

NEP: A new vision

The NEP 2020 focuses on early childhood education, competency-based assessments, and a flexible curriculum. The government also launched the NIPUN Bharat Mission, to ensure that every child attains basic reading and mathematical skills by end of Grade III.

The Vidya Pravesh programme is a three-month play-based school preparation module for Grade I students — to ensure that children are exposed to a welcoming environment when they enter Grade I.

G20 push for education

India's leadership during G20 presidency in 2023 marked a pivotal moment for the country's education agenda. Themes such as Foundation Literacy and Numeracy (FLN), the role of digital tech in education, strengthening research collaborations, and preparing for the future of work were prioritised.

Union Budget FY26

This year's Budget underscores the government's commitment to strengthening India's education sector, with the highest-ever allocation of ₹78,572 crore for school education. The Samagra Shiksha scheme, aimed at improving holistic education, has received a significant boost in funding. The PM Schools for Rising India (PM SHRI) initiative, focused on upgrading schools, saw its allocation jump from ₹4,500 crore in the previous Budget to ₹7,500 crore this year.

The road ahead

Widening urban-rural divide in digital literacy is a concern. Teacher training programmes require continuous reinforcement to keep pace with evolving learning methodologies. Engagement of parents reinforces learning process at home. More learning environments can be accelerated by mobilising the community via school readiness initiatives and parental education.

A new dawn

Anjali's story is no longer just one of struggle, but of hope. With the combined efforts of educators, policymakers, and communities, children are rediscovering joy of learning. The post-pandemic education crisis was unprecedented, but also a moment of transformation. With policy interventions, financial commitment, and tech innovations, India is poised to turn the tide on learning loss. The journey may be long, but the foundation for a brighter future has been laid.

Chandrashekhar Pandey is programme director and Ashique Ali is senior specialist, Education, ChildFund India

Hindustan Times, 7 April, 2025, Page no - 03

{ A WEEK INTO NEW SESSION }

Textbook shortage at govt, MCD schools

Varun Bhandari
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NEW DELHI: A number of schools run by the Delhi government and Municipal Corporation of Delhi (MCD) across the city are yet to receive textbooks for some classes even as the new academic session kicked off almost a week ago, officials in the schools have alleged.

The 2025-26 academic session started on April 1 in Delhi government schools and MCD primary schools.

The delay is despite a May 2024 Delhi high court warning to the Directorate of Education (DoE) for the failure to supply textbooks to students in government schools in time last year.

A teacher at an MCD primary school in Model Town said "textbooks for classes 1-5 are not available." Another MCD teacher in Karol Bagh said their school has received "textbooks for only classes 4 and 5."

An official at a government school in Mukherjee Nagar said they are yet to receive textbooks for classes 1,2,3,6, and 8. Another school principal in Khajuri Khas said they are relying on old textbooks for now. To be sure, CBSE which provides books in government schools, has communicated a delay for Classes 4, 5, 7 and 8. While DoE did not comment on the allegations, MCD cited delay on the part of their supplier Samagra Shikhsha Abhiyan.

The Times of India, 7 April, 2025, Page no - 13

How UP teachers cracked the power of 16

What can Rs 16 do? In UP, it can raise over Rs 50 lakh overnight. A quiet collective of govt teachers has turned micro-donations into a giant support system for colleagues in crisis

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What's in '16'? "A lot," says Vivekanand Arya, a govt school teacher in UP's Prayagraj. It's the power of this figure that has, over the last five years, managed to touch the lives of 276 grief-stricken families who have together received assistance of over Rs 109 crore. Behind the awesome gesture is a minuscule amount: Rs 16.

A Pillar Of Support

It all started in Aug 2020, when Vivekanand's colleague, Mohd Shakeel Ahmed, was struck down by a speeding truck. Shakeel's family — wife, two daughters and a son — was left facing an uncertain future.

Looking for a way to help his colleague's family, Vivekanand thought of tapping the Teachers' Self Care Team (TSCT). Started by him just a month before, TSCT was meant to help the families of teachers who died of Covid. But he had no way of knowing that his friend would become its first beneficiary.

Vivekanand decided to use the platform to collect money for Shakeel's family. TSCT members managed to raise Rs 7 lakh. It wasn't a lot, but it was something — and the start of a journey.

"While the money could not bring back my husband, it did secure the future of my children and helped pay the premium for insurance policies that my husband had started," says Nazneen Begum (48), Shakeel's widow. "The money gave us stability when we had nobody to support us."

Pandemic Push

Till 2014, families of govt teachers used to get Rs 1 lakh if they died while in service. But the system of deducting insurance premiums from teachers' salaries stopped after that, and so did the compensation. Anyway, the amount itself was too meagre to be of any help to their families.

During the pandemic, families of teachers who died while on panchayat poll duty received Rs 30 lakh compensation. But many families were deprived of this compensation as they could not prove that the deaths were due to Covid.

"Teachers in primary schools are employees of UP Basic Education Council and, hence, are technically not govt employees," says Surendra Tiwari, secretary, UP Basic Education Council. "In case a teacher dies, there is a provision for offering jobs to their dependents while the families get a gratuity. There is no provision for monetary compensation for anyone."

Harish Gangwar, a primary teacher from Bareilly, passed away in 2024 after spending almost five months in a Delhi hospital because of a bone marrow disease. "Even when my father was battling for life and on ventilator support, TSCT helped us with Rs 4 lakh. And, we got Rs 52 lakh from TSCT after my father's demise. The money helped in my sister's wedding last month," says Divya Patel, 18, youngest of Harish's three children.

"When Harish bhai was on ventilator, he had personally requested me to take care of his family," says Vivekanand. "He was looking for a match for his eldest daughter, Priyanka, who is now married to a tehsildar in Badaun. Had he been alive, he would have been very happy."

It was just one of the stories of teachers hit by misfortune that Vivekanand would regularly hear as the pandemic began in 2020. Of colleagues who had either passed away or become critically ill during the lockdown. That moved him to start a 'self care team' with a dedicated website and a mobile application.



Illustration
Uday Deb

When Small Amounts Make A Big Difference

₹16 x 3,25,000 = ₹52,00,000

'The money gave us stability when we had nobody to support us'

— **Nazneen Begum** | For whom TSCT pooled together money after she lost her husband in a road accident

Collective Will

How come govt school teachers with their modest salaries have been able to raise substantial amounts for those in need? The answer lies in the power of the collective — of the 4 lakh members of TSCT.

"The commitment is to provide at least Rs 50 lakh to the families of colleagues who lost their lives. When a colleague dies in service, each of our about 3,25,000 active members (there are 4 lakh total members) — govt teachers in primary, secondary and higher education — contributes Rs 16 each," Vivekanand explains. "That way, families of those who pass away don't face financial difficulties, and their children's studies remain unaffected."

It started with the idea of helping only primary-school teachers, but the support was gradually extended to teachers in secondary and higher education. "This unique initiative is for teachers, of teachers and by teachers," Vivekanand says. "A govt teacher entering service after 2022 has no pension benefits. She is only entitled to the salary that she draws."

Touching Lives

The stories come thick and fast. "Though nothing can compensate for the loss of my mother, a huge financial aid from TSCT helped my younger sister (who's just finished class 12) and me to continue our education and live a life of dignity," says Goushiya Bano (21), who lost her mother Husnara Bano (40), a govt teacher in Sonbhadra, and her maternal grandmother, in a road accident in Nov 2023.

Goushiya had also lost her father in an accident nine years ago, compelling them to live with their maternal grandparents. "We now live with our grandfather, who is dependent on our maternal uncle, who also has his family to look after. The money (Rs 56 lakh) that we got from TSCT has secured our future," says Goushiya. She's now pursuing an undergraduate course from an open university and is preparing for CUET for admission to a regular university.

Aradhya Tiwari (10), another beneficiary, has a similar story. "After my father's death during the pandemic, my three-year-old sister and I (she was 6 then) were left with nobody to look after us," she says. "Our father had been our only guardian after our mother passed away from cancer six months before his death. Now, we live with our maternal uncle, who supports us. It was Vivekanand uncle and his team who assured us that we would not have to discontinue our education because of financial constraints."

When Sanjay Gupta, a govt teacher from Ghaziabad, died in 2022, his wife Dimple Gupta — who has vision problems — was faced with the challenge of providing for herself and her two daughters? Again, TSCT stepped in. "The financial assistance was a huge help for us," says Dimple, who works as an assistant superintendent in the education department. "My husband had taken a home loan for which he was paying EMIs. With the bulk amount that I got from TSCT, I paid off the loan for the LIG house in Delhi's Dilshad Garden." TSCT's help has allowed Dimple to manage her daily expenses while paying for her daughters' education with her salary.



Vivekanand Arya, a govt school teacher in Prayagraj and TSCT's founder, said contributions from its over 3 lakh active members enables the group to collect a substantial sum for families of colleagues hit by misfortune

Wide Network

Ankita Shukla and Babita Verma, office-bearers of TSCT, say they remain alert at all levels — block, district and state. Whenever a teacher's death is reported, district-level group members collect details and inform the state team. A 10-day window — between the 13th and 23th of every month — is given to the donors to directly transfer money to the bank account of the family, uploading the receipt of their contribution to TSCT's website.

As the team grew stronger, TSCT also expanded. Currently, the team has 17 office-bearers at the state level, 15 in each of UP's 75 districts, and five in 826 blocks across the state. Besides, they have a dedicated IT cell, which tracks and takes care of information that comes through social media.

"We have even hired a private firm to manage our website, from data to security," says Jitendra Mohan Verma, a govt teacher in Bareilly who leads TSCT's IT cell. "The firm periodically updates our website and maintains a list of deceased teachers and donors. As IT cell members, we strengthen our network and act on inputs collected from social media."

TSCT's co-founders Sanjeev Rajak and Sudhesh Pandey, govt teachers in Prayagraj, say membership is free, and the group offers an option for a contribution of Rs 50 from each member. These contributions not only sustain the group's operational expenses but also facilitate crucial aid, such as financial assistance of up to Rs 50,000 for treatment in case a member meets with an accident.

TSCT currently has 17 office-bearers at the state level, 15 in each of UP's 75 districts, and five in 826 blocks across the state. The group also has a dedicated IT cell

'Why Wait?'

As Vivekanand's initiative gains momentum with more people joining in, TSCT also plans to support teachers suffering from chronic illnesses. "From May 1, we will provide financial help of Rs 5 lakh to our colleagues who are struggling with serious health conditions like cancer or autoimmune disease," he says.

"A colleague from Saharanpur is fighting lung cancer and needs a transplant, which is quite rare. The expenditure for his treatment is an estimated Rs 50 lakh, for which he has mortgaged his house. Even then, he is short of money," Vivekanand explains.

Another initiative is the Kanya Dhan Yojana, expected to roll out by June. Under this, members would contribute Rs 2 each towards the marriage expenses of teachers' daughters, aiming to generate a fund of Rs 7 lakh for each beneficiary.

As it grows, TSCT's focus is on how it can help people during their lifetime and after they are gone. "Why wait till someone dies?" Vivekanand says.

Row over 'Punjab Chief Minister in display pic directive' amid education drive

Ahead of the launch of the 'Punjab Sikhya Kranti' campaign, all school teachers in the state have allegedly been asked to set a designated graphic featuring Chief Minister Bhagwant Mann's photo as their WhatsApp display pictures.

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The Bhagwant Mann government's 'Punjab Sikhya Kranti' drive, which includes a large-scale ribbon-cutting drive to inaugurate upgraded school infrastructure, is set to begin on Monday. (Photo: PTI/File)



Aman Kumar Bhardwaj

Chandigarh, UPDATED: Apr 7, 2025 18:55 IST

Edited By: Prateek Chakraborty

In Short

- Punjab launches drive aimed at inaugurating upgraded school infra
- Teachers asked to post photos, videos of campaign on social media accounts
- Directive draws Opposition's criticism; Minister defends it

An alleged directive asking school teachers in the Punjab to set a designated graphic featuring Chief Minister Bhagwant Mann's photo as their WhatsApp display pictures has sparked a row in the state. The alleged directive is linked to the state government's '*Punjab Sikhya Kranti*' (Revolution in Education) campaign. Teachers have allegedly also been advised to make their social media accounts official and actively post photos and videos related to the campaign, using the hashtag *#PunjabSikhyaKranti.*

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The alleged directive was criticised by a group of teachers and also by BJP national secretary Majinder Singh Sirsa who accused the AAP government of "misusing" teachers.

As the controversy escalated, state Education Minister Harjot Singh Bains, speaking to *India Today TV*, questioned what was wrong with the directive, which was intended to promote initiatives by the Education Department.



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"We are talking about education. When there was negativity and negative news surfacing, referring to Punjab as 'Udta Punjab', no one said a word. Now, it's not 'Udta Punjab', it's 'Padhta Punjab'. When private schools can run their ads, why shouldn't government schools? Is it just because poor children study here? What's wrong with it?" the minister asked.

"It's just the CM's photo and a slogan for the education revolution that we requested. Those raising questions should first say where their own children study. Is it a government school or a private one?" Bains commented.

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The minister also alleged that the opposition parties are "hand in glove with school mafias and drug mafias, and that these mafias operated freely during their government".





The initiative, which includes a large-scale ribbon-cutting drive to inaugurate upgraded school infrastructure, is set to begin on Monday. Teachers were allegedly advised to create accounts on X and participate in the campaign.

The move aims to showcase the state's education reforms and amplify their reach through digital platforms, for which WhatsApp messages from higher authorities to lower level have been circulated and SoPs for the campaign have been issued.

The move has been objected to by the Democratic Teachers Front (DTF) Punjab, with its chief Vikram Dev Singh asserting that the move was an attempt to utilise teachers as a "publicity tool for AAP".

It condemned the Punjab government's decision to involve teachers and school heads in promoting inauguration ceremonies on different social media platforms.

The teachers' union also condemned the move to involve ministers, MLAs, MPs and other elected representatives in the inauguration of government buildings in schools. "This move is an attempt to increase political interference in schools and disrupt the academic environment," Singh told India Today TV.

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He warned that the move could have a negative impact on the education of children in Punjab.

"It will promote VIP culture and politicise the educational environment in schools. The government's initiative has turned school principals and heads into 'event managers'," he said.

Singh suggested that funds should be allocated for school welfare, instead of "spending on such events".

Published By: Prateek Chakraborty

Published On: Apr 7, 2025

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COMMENTS (01)

जनसत्ता, 8 अप्रैल, 2025, पृष्ठ नं० - 03

महंगी शिक्षा के सवाल पर स्कूलों ने साधी चुप्पी

प्रियरंजन
नई दिल्ली, 7 अप्रैल।

दिल्ली में शिक्षा एक बार फिर महंगी कर दी गई है और दिल्ली सरकार मौन है। शुल्क बढ़ोतरी के आरोपों पर जब 'जनसत्ता' ने स्कूलों से बात की, तो ज्यादातर स्कूलों ने चुप्पी साध ली। दिल्ली पब्लिक स्कूल (डीपीएस), महाराजा अग्रसेन स्कूल, इंद्रप्रस्थ वर्ल्ड स्कूल, माडल स्कूल, गोयनका वर्ल्ड, बिड़ला, कैम्ब्रीज, केआर मंगलम इंटरनेशनल, लैंसर समूह जैसे नामी स्कूलों ने शुल्क बढ़ा दिए हैं।

इंद्रप्रस्थ वर्ल्ड स्कूल ने 2022 से 2025 के बीच स्कूल शुल्क में 60 फीसद तक बढ़ोतरी की है। लैंसर कान्वेंट ने 33 फीसद तक की बढ़ोतरी की है। महाराजा अग्रसेन स्कूल ने दो साल में फीस लगभग दोगुनी कर दी है। 2023-2024 में जो फीस 32868 रुपए सालाना हुआ करती थी, इस साल 67,200 रुपए सालाना कर दी गई है। सूत्रों के मुताबिक मामला हाई कोर्ट पहुंच गया है। बता दें दिल्ली के 48 स्कूलों ने किसी न किसी मद में 1200 से लेकर 3000 रुपए महीने तक शुल्क में बढ़ोतरी की है। नोटिस मिलते ही अभिभावकों के होश उड़ गए हैं।

शुल्क बढ़ोतरी के आरोपों पर 'जनसत्ता' ने स्कूलों से बात की। मामले में जब महाराजा अग्रसेन स्कूल की प्राचार्या प्रतिभा कोहली ने संवाददाता से बात की लेकिन शुल्क बढ़ोतरी के सवाल पर न केवल चुप्पी साध ली, बल्कि फोन ही काट दिया। इंद्रप्रस्थ वर्ल्ड स्कूल की प्रशासन की ओर से अंशिता सिंगारी ने भी शुल्क बढ़ोतरी के मुद्दे से खुद को अलग कर कहा कि यह उनके पति के अधिकार क्षेत्र का मामला है। डीपीएस की प्राचार्या प्रिया नारायण से संवाददाता का संपर्क विफल रहा। इतना ही नहीं, स्कूलों के वाट्सएप नंबर पर छोड़े गए संदेश का जवाब भी नहीं मिला।

इस मुद्दे को लगातार उठाने वाले राष्ट्रीय युवा चेतना मंच के राष्ट्रीय महासचिव महेश मिश्रा ने कहा कि शुल्क वृद्धि का विषय केवल डीपीएस सोसायटी की कई शाखाओं जैसे द्वारका, वसंत कुंज, रोहिणी, या महाराजा अग्रसेन, पीतमपुरा, सृजन स्कूल, इंद्रप्रस्थ वर्ल्ड स्कूल इत्यादि तक सीमित नहीं है। अधिकांश निजी स्कूलों के अभिभावक इस समस्या से ग्रसित हैं। स्कूलों में 10 से लेकर 100 फीसद तक की अनधिकृत शुल्क वृद्धि की जा चुकी है।

प्रताड़ित करने का आरोप

सूत्रों ने बताया कि शिक्षा निदेशालय द्वारा आदेश जारी किए जाने के बावजूद उन्हें लागू नहीं किया जा रहा है। जिन अभिभावकों ने मान्य शुल्क का भुगतान किया है, उनके बच्चों पर अनुचित तरीके अपनाकर, जैसे पुस्तकालय में कैद करना, नाम काटना, अगली कक्षा में प्रमोट न करके मानसिक रूप से प्रताड़ित किया जा रहा है। यह न केवल शिक्षा के अधिकार का उल्लंघन है, बल्कि बच्चों के मानसिक स्वास्थ्य पर भी प्रभाव डाल रहा है।

शिक्षा निदेशालय ने कार्रवाई शुरू की

शिक्षा निदेशालय (डीओई) के एक अधिकारी ने कहा कि यह बेहद परेशान करने वाला मामला है। कई अभिभावकों ने स्कूलों द्वारा जबरदस्ती करने का भी आरोप लगाया है, जिसमें बोर्ड परीक्षाओं के लिए प्रवेशपत्र देने से इनकार करना और अनधिकृत शुल्क का भुगतान न करने पर छात्रों के नाम काटने की धमकी देना शामिल है। शिकायतों पर ध्यान देते हुए शिक्षा निदेशालय ने कहा कि उसने निजी स्कूलों की निगरानी बढ़ाने के साथ ही व्यापक कार्रवाई शुरू की है।

ठोस कार्रवाई नहीं

अग्रसेन स्कूल के सामने विरोध प्रदर्शन कर रहे एक अभिभावक ने कहा कि बच्चों के अधिकारों की रक्षा करने वाले दोनों प्रमुख विभाग राष्ट्रीय बाल अधिकार संरक्षण आयोग और दिल्ली बाल अधिकार संरक्षण आयोग शिकायतें मिलने के बावजूद कोई ठोस कार्रवाई नहीं कर रहे। अधिकांश मामलों में वे केवल शिक्षा निदेशालय को जवाब देने का निर्देश देकर मामले को ठंडे बस्ते में डाल देते हैं।

राष्ट्रीय सहारा, 8 अप्रैल, 2025, पृष्ठ न०-02

निजी स्कूलों में फीस बढ़ोतरी को लेकर सरकार सख्त : सूद

नई दिल्ली (एसएनबी)। राजधानी के निजी स्कूलों में फीस बढ़ोतरी को लेकर सरकार सख्त हो गयी है। सरकार ने निजी स्कूलों पर अंकुश लगाने के लिए एसडीएम की अगुवाई में कमेटी बना दी हैं। यह कमेटियां सभी निजी स्कूलों में जाकर ऑडिट करेंगी। यह जानकारी शिक्षा मंत्री आशीष सूद ने संवाददाता सम्मेलन में दी है। उन्होंने सवाल किया है कि बीते 10 साल में एक भी निजी स्कूल के विरुद्ध कोई कार्रवाई नहीं की गयी, जबकि कई बड़े निजी स्कूलों में इस दौरान फीस में बेतहाशा बढ़ोतरी की है। उन्होंने खुलासा किया है कि दिल्ली के कुल 1677 स्कूलों में से केवल 75 स्कूलों का ही ऑडिट किया गया। विपक्ष लगातार झूठ बोल रहा है। पूर्व शिक्षामंत्री मनीष सिसोदिया के कार्यकाल में एक भी स्कूल के विरुद्ध कोई कार्रवाई नहीं की गयी। द्वारका स्थित डीपीएस स्कूल के विरुद्ध जांच कमेटी बना दी गयी है, दोषी पाए जाने पर कार्रवाई की जाएगी।

आगामी 10 दिनों में हम यह बताएंगे कि किस-किस स्कूल के 10 साल में कितनी फीस बढ़ाई है। उन्होंने कहा है कि हमारी सरकार शिक्षा के क्षेत्र में बुनियादी परिवर्तन के लिए कृत संकल्प है। उप-निदेशक की अध्यक्षता में एक ईमेल आईडी जारी की गयी। कोई भी अभिभावक फीस बढ़ोतरी को लेकर शिकायत दर्ज करा सकता है। उनका कहना था कि दिल्ली एजुकेशन एक्ट के मुताबिक सभी निजी स्कूलों का हर साल ऑडिट होना जरूरी है, लेकिन पूर्व सरकार के कई नामी-गिरामी स्कूलों की फीस का कोई ऑडिट नहीं किया।

मुख्यमंत्री रेखा गुप्ता की सरकार स्पष्ट करना चाहती है कि शिक्षा का व्यवसायीकरण बर्दाश्त नहीं करेगी। हमारा उद्देश्य दिल्ली के बच्चों के हितों को सुरक्षित रखना है। शिक्षा मंत्री ने कहा कि स्कूल शिक्षा के मंदिर होते हैं, लेकिन पूर्व सरकारों ने उन्हें भ्रष्टाचार का रास्ता दिखा दिया है। उन्होंने मनीष सिसोदिया को चुनौती देते हुए कहा है कि उनके हमारे



- सभी 1677 निजी स्कूलों में फीस का ऑडिट अनिवार्य : शिक्षामंत्री
- एसडीएम की निगरानी में कमेटी गठित, निजी स्कूलों का होगा ऑडिट
- 10 दिनों में सरकार बताएगी कि 10 साल में किस स्कूल ने कितनी फीस बढ़ाई
- दिल्ली के कई नामी-गिरामी स्कूलों को बचाने में आगे रही पूर्व सरकार
- हमारे विरुद्ध कोई सुबूत है, तो एफआईआर दर्ज कराएं सिसोसिया

विरुद्ध कोई भी सुबूत है तो मीडिया के सामने जाने के बजाए उन्हें प्राथमिकी दर्ज करानी चाहिए। आशीष सूद ने कहा है कि वर्ष 2004 में ही दिल्ली उच्च न्यायालय से साफ कर दिया था कि कोई भी निजी स्कूल दिल्ली शिक्षा निदेशालय की मंजूरी के बगैर फीस नहीं बढ़ाएगी। हमारी सरकार का निर्णय है कि हर निजी स्कूल की जांच होगी। बीते 10 सालों में किस-किस निजी स्कूलों ने फीस बढ़ाई है।

शिक्षा मंत्री ने कहा कि सिसोदिया बार-बार एलकॉन इंटरनेशकल स्कूल का नाम ले रहे हैं, लेकिन डीपीएस द्वारका ने नाम पर चुप हैं। जबकि डीपीएस के बीते पांच साल यानी 2020 से 2025 के बीच 20, 13, 09, 08 एवं 7 फीसद फीस बढ़ाई है। सिसोदिया के कार्यकाल में सृजन स्कूल ने 35 फीसद फीस बढ़ाई है। उन्होंने आरोप लगाया है कि एलकॉन इंटरनेशनल स्कूल ने बगैर स्वीकृति के 15 करोड़ रुपए खर्च कर अनियमितता की है। इसके बावजूद पूर्व सरकार ने वर्ष 2022-23 में एलकॉन स्कूल के प्रबंधन को 15 फीसद बढ़ाने की अनुमति दे दी गयी। इसके बाद वर्ष 2024-25 में 13 फीसद फीस बढ़ाई। इसके साथ ही उन्होंने रुकमिनी देवी पब्लिक स्कूल ने भी बेतहाशा फीस बढ़ा दी। जिस स्कूल का सिसोदिया नाम ले रहे हैं, उस सलवान पब्लिक स्कूल में 1.68 करोड़ रुपए की अनियमितता पकड़ी गयी। इसके बावजूद सरकार ने 2023-24 में 23.84 फीसद और 2024-25 में 14.68 फीसद फीस बढ़ाने की अनुमति दे दी।

सिसोदिया की सरकार के साथ इन स्कूलों के साथ क्या लेना-देना था, इसकी जांच कराएंगे। उनका कहना था कि दिल्ली के कुल 1677 स्कूलों में से 335 स्कूल सरकारी जमीन पर बने हैं। इन सभी स्कूलों पर दिल्ली स्कूल एक्ट लागू होता है। केवल 114 स्कूल ही ऐसे हैं, जो फीस बढ़ाने की अनुमति लेने के लिए बाध्य नहीं हैं। उन्होंने दावा किया है कि मुख्यमंत्री रेखा गुप्ता के निर्देश पर पहली बार इन नामी-गिरामी स्कूलों के विरुद्ध जांच के लिए डीएम के आदेश पर जांच कमेटी बनी है। उन्होंने कहा कि हमसे कुछ अभिभावक मिले थे, उनकी शिकायत सही पाए जाने पर कड़ी कार्रवाई होगी।

नवभारत टाइम्स, 8 अप्रैल, 2025, पृष्ठ नं० - 05

फीस को लेकर अब दिल्ली के सभी 1677 प्राइवेट स्कूलों की होगी जांच

■ NBT रिपोर्ट, नई दिल्ली

प्राइवेट स्कूलों में बढ़ती फीस के शोर के बीच शिक्षा मंत्री आशीष सूद ने ऐलान किया है कि अब सभी 1677 प्राइवेट स्कूलों का एसडीएम के नेतृत्व में ऑडिट किया जाएगा। मनमानी फीस बढ़ोतरी को लेकर विपक्ष के आरोपों के बीच आशीष सूद ने कहा कि आप सरकार के 10 सालों के शासनकाल में 1677 प्राइवेट स्कूलों में से सिर्फ 75 स्कूलों का ही हर साल ऑडिट किया गया है, जबकि दिल्ली एजुकेशन एक्ट के तहत सभी स्कूलों का हर साल ऑडिट करवाना जरूरी है। आप सरकार के दौरान फीस ना बढ़ने देने के दावों पर आशीष सूद ने कई डॉक्युमेंट्स पेश करते हुए बताया कि उनकी सरकार ने उन स्कूलों को भी फीस बढ़ाने की इजाजत दी, जिनके ऑडिट में घपले पाए गए। सूद ने आरोप लगाया कि 'आप' सरकार ने ऐसे स्कूलों पर कार्रवाई के बजाय अंदर द टेबल लेन-देन की।

शिक्षा मंत्री ने कहा, AAP सरकार के दौरान सिर्फ 75 स्कूलों का हुआ ऑडिट

'हर साल बढ़ी फीस, विपक्ष ने क्यों नहीं लिया एक्शन?': सोमवार को एक प्रेस कॉन्फ्रेंस में मंत्री ने कहा कि उनकी सरकार शिक्षा के क्षेत्र में किसी भी तरह का व्यवसायीकरण बर्दाश्त नहीं करेगी। आप नेता पिछले तीन-चार दिन से आरोप लगा रहे हैं कि फीस बढ़ाने में हम साजिश कर रहे हैं। जो पहले सीबीआई को बीजेपी की 'बी टीम' कहते थे, आज सीबीआई जांच की मांग कर रहे हैं। मैं सिसोदिया को चुनौती देता हूं, अगर उन्हें लगता है कि प्राइवेट स्कूलों के साथ सरकार मिलकर गड़बड़ कर रही है, तो वो बयानबाजी की बजाय पुलिस में रिपोर्ट करें।



कई डॉक्युमेंट्स पेश करते हुए शिक्षा मंत्री आशीष सूद ने पूछे सवाल

शिक्षा मंत्री ने लिए इन स्कूलों के नाम: जिन स्कूलों का जिक्र सिसोदिया, आतिशी और 'आप' नेता कर रहे हैं, उनका पिछले कुछ सालों का ब्यौरा शिक्षा मंत्री ने दिया। आशीष सूद ने कहा कि एल्कॉन इंटरनैशनल स्कूल, मयूर विहार के ऑडिट में 15 करोड़ रुपये का घपला पकड़ा गया, मगर फिर भी स्कूल को 2022-23 में 15% फीस बढ़ाने की अनुमति 'आप' सरकार ने दी। स्कूल ने 2024-25 में भी 13% फीस बढ़ाई। इसी तरह, एंजल पब्लिक स्कूल को 42 लाख रुपये अनियमितता के लिए नोटिस दिया गया था, मगर स्कूल ने 2022-23 में 14% फीस बढ़ाई। डीपीएस, द्वारका स्कूल ने 2020 से लेकर 2025 तक लगातार 20%, 13%, 9%, 8%, 7% फीस बढ़ाई है। सृजन स्कूल, मॉडल टाउन ने भी 35% फीस बढ़ाई।

10 दिन के अंदर अपलोड करेंगे लिस्ट

■ शिक्षा मंत्री ने कहा कि हम सभी प्राइवेट स्कूलों में जाकर एसडीएम के नेतृत्व में जांच करवा रहे हैं, जांच रिपोर्ट आने के बाद कठोर कार्रवाई करेंगे। मुख्यमंत्री रेखा गुप्ता के निर्देश के बाद डीपीएस, द्वारका स्कूल में जांच कमिटी गई है और स्टूडेंट्स का बयान रिकॉर्ड किया है। डीएम कापसहेड़ा के नेतृत्व में जांच चल रही है। उन्होंने कहा कि हम अगले 10 दिन के अंदर एजुकेशन विभाग की वेबसाइट में यह भी अपलोड करेंगे कि पिछले सालों में किस-किस स्कूल ने कितनी फीस बढ़ाई है। बीते 10 साल की ऑडिट रिपोर्ट शिक्षा विभाग के पास मौजूद ही नहीं है। जिन स्कूलों ने 2024-25 तक फीस बढ़ाई है, उनके ऑडिट रिकॉर्ड को मंगवाया गया है। जो दोषी पाया जाएगा, उन पर कड़ी कार्रवाई की जाएगी।

NBT Lens
समझिए खबरों के अंदर की बात

स्कूलों के खातों का क्यों होगा ऑडिट?

दिल्ली सरकार का कहना है कि अब सभी स्कूलों के खातों का अब ऑडिट होगा। दरअसल, यह नियम है कि हर साल नए सेशन के वक्त सभी प्राइवेट स्कूलों, चाहे सरकारी जमीन पर बने स्कूल या फिर प्राइवेट जमीन पर बने स्कूल, उन्हें अपने फाइनैंशल स्टेटमेंट शिक्षा निदेशालय में जमा करवाना होता है। इसी के आधार पर उचित फीस तय होगी। साथ ही, स्कूल तय हेड पर फीस बढ़ा सकते हैं, मगर पैरंट्स का कहना है कि ट्यूशन फीस, डिवेलपमेंट फीस, ट्रांसपोर्ट फीस के अलावा यो ओरिएंटेशन फीस, एसी, स्कूल ऐप, मेस फीस (कंपल्सरी) के नाम पर भी फीस बढ़ा रहे हैं। दिक्कत यह है कि सही फीस स्ट्रक्चर क्या है, यह पैरंट्स को पता ही नहीं है। शिक्षा विभाग को सही फीस स्ट्रक्चर तय करने की जरूरत है, इसलिए ऑडिट जरूरी है। विशेषज्ञों का मानना है कि शिक्षा निदेशालय को स्कूल का ऑडिट करने के बाद उचित फीस स्ट्रक्चर स्कूल और निदेशालय ही वेबसाइट में देने की व्यवस्था करनी चाहिए।

फीस बढ़ोतरी पर आतिशी ने CM को लिखी चिट्ठी



■ NBT रिपोर्ट, नई दिल्ली: आम आदमी पार्टी ने दिल्ली सरकार से निजी स्कूलों में की जा रही बेतहाशा फीस बढ़ोतरी पर तत्काल रोक लगाने की मांग की है। विधानसभा में नेता प्रतिपक्ष और पूर्व मुख्यमंत्री आतिशी ने सोमवार को इस मुद्दे पर मुख्यमंत्री रेखा गुप्ता को एक पत्र भी लिखा। उन्होंने सीएम को चुनौती दी है कि अगर बीजेपी सरकार की निजी स्कूलों से साठगांठ नहीं है, तो फीस बढ़ोतरी पर तत्काल रोक लगाई जाए। फीस बढ़ाने वाले निजी स्कूलों का CAG के पैनल में शामिल ऑडिटर्स से ऑडिट कराया जाए और ऑडिट में अगर यह स्पष्ट हो जाता है कि स्कूल मुनाफाखोरी नहीं कर रहा है, तभी स्कूल को 1-2 पर्सेंट फीस बढ़ाने की इजाजत दी जाए। आतिशी ने मांग की है कि दिल्ली सरकार आदेश पारित करे कि किसी भी माता-पिता को बढ़ी हुई फीस नहीं देनी है और फीस बढ़ोतरी पर तत्काल प्रभाव से रोक लगाई जाए।

फीस बढ़ाने वाले स्कूलों का ऑडिट कराने की मांग की

आतिशी ने दावा किया कि 10 साल तक अरविंद केजरीवाल सरकार में निजी स्कूलों की मनमानी पर रोक लगाने के लिए फीस बढ़ोतरी से पहले ऑडिट कराना अनिवार्य था। यहां तक कि स्कूलों को जबर्दस्ती वसूली गई फीस भी लौटानी पड़ी थी, लेकिन अब स्कूलों को लूट की खुली छूट मिल गई है। आतिशी ने कहा कि मुख्यमंत्री के एक्शन से ही पता चलेगा कि बीजेपी की सरकार शिक्षा माफिया के साथ है या पैरंट्स के साथ खड़ी है। सीएम को पत्र लिखने के बाद एक विडियो संदेश जारी कर आतिशी ने कहा कि दिल्ली में निजी स्कूलों में फीस बढ़ोतरी को लेकर हाहाकार मचा हुआ है।

The Economic Times, 8 April, 2025, Page no - 03

WEST BENGAL CM MEETS SACKED TEACHERS AFTER SUPREME COURT ORDER

Ready to 'Go to Jail': Mamata to Sacked Teachers

State forms task force, led by chief secretary, education secretary, advocates and teachers' representatives, to resolve the issue

Our Political Bureau

Kolkata: West Bengal CM Mamata Banerjee said on Monday that she is ready to "go to jail" for the sake of the teachers who lost their jobs recently. Speaking to the teachers at Netaji Indoor stadium in Kolkata, she told them that she stood by the terminated "eligible" teachers. Assuring them that she is not "stone hearted", she said she "will do everything to restore their dignity". This is in reference to the recent Supreme Court verdict which cancelled around 26,000 jobs in connection with the SSC recruitment scam.

The state has formed a task force, led by Chief Secretary Manoj Pant, Education Secretary, advocates and teachers' representatives, to resolve the issue.

Banerjee said a conspiracy has been hatched to ensure the collapse of the education system and a "dirty game is being played since 2022". "I know how to fight challenges. This is not the court's fault but of those who did politics with the teachers. As long as I am alive, I will not allow any eligible candidate to lose their job. There is a conspiracy to make the education system collapse. Everyone is called 'ineligible'. Who gave you the right? SC did not say who are 'eligible or 'ineligible'," she said.

"The West Bengal government has taken the case before a single-judge bench and then a Division Bench. CBI was given the case and told to do segregation and SSC will accept that. If someone is eligible, they should not lose their job," Banerjee said.

The Supreme Court last Thursday upheld an order by the Calcutta High Court that invalidated the appointment of 25,753 teachers and non-teaching staffers in Bengal's state-run and state-aided schools in 2016.

The state government has decided to take legal recourse on this. Banerjee even urged the 'eligible' teachers to go to school and offer voluntary services as the state government has not yet sent any termination notice.



A teacher, who lost her job breaks down as she speaks during an interaction with West Bengal chief minister in Kolkata on Sunday – PTI

VOLUNTARY SERVICES

CM urged the 'eligible' teachers to offer voluntary services as the state govt has not yet sent any termination notice

The Pioneer, 8 April, 2025, Page no – 01

Delhi to audit fee hikes in all city private schools

RAJESH KUMAR ■ New Delhi

Amid long-standing complaints of parents or guardians over irregular and exorbitant fee hikes by private, unaided schools in the national Capital, Delhi Education Minister Ashish Sood on Monday said the government will take strict action against private schools that arbitrarily hiked their fees. He accused the previous AAP government of turning a blind eye to such a practice. The minister said a list of such schools has been compiled and each will be inspected. Based on the findings, necessary action will follow.

"Sub Divisional Magistrates (SDMs) led committees have been formed to collect audit reports from all 1677 private schools. The committees include Tehsildars and accounts officials to ensure thorough and impartial investigations," Sood said while addressing a press conference here.

He revealed that the Education Department has not received any audit reports from private schools over the past 10 years, despite the legal requirement for regular audits. He revealed that in the past 10 years, during the previous government's tenure, out of 1677 private schools in Delhi, only 75 schools were audited per year.



Delhi Education Minister Ashish Sood addresses a press conference regarding the hike in fees by private schools, in New Delhi
RANJAN DIMRI/THE PIONEER

"The school's year-on-year fee hikes are under scrutiny. Within the next 10 days, data on fee increases across all private schools will be made public on the Directorate of Education's website to ensure transparency," he said. The minister added that all SDMs have been directed to carry out inspections at schools across the city, and institutions will be required to respond to an 18-point questionnaire. He questioned why no action was taken by the previous government against these repeated and significant hikes, and alleged possible collusion between the administration and private institutions.

Continued on >> P2

The Pioneer, 8 April, 2025, Page no - 02

Education is strong foundation for building nation: CI

PIONEER NEWS SERVICE ■ New Delhi

Delhi Chief Minister Rekha Gupta on Monday said 19.29 per cent of this year's total Budget has been allocated to education while giving an overview of government's education policy. She also said the government is committed to promoting holistic education.

Making this assertion while participating in programme "Sankalp se Siddhi - Naya Satra, Nayi Urja" organised by the DAV College Managing Committee, she said in our vision, education is not just a means for academic success but a strong foundation for building the nation.

The goal is to nurture students who are not only intellectually competent but also possess strong character, empathetic thinking, and a deep sense of social responsibility, the chief minister added.

She remarked that the DAV institution is one that energises the resolve for education, culture and nation-building, instilling in students not only knowledge but also a sense of sensitivity and social responsibility.

The Chief Minister said as Prime Minister Narendra Modi leads the nation with the vision of a "Viksit Bharat 2047," institutions like DAV play a crucial role. DAV is not just a center of knowledge, it is a true laboratory for nation-building.

The Chief Minister commended the 140-year-old illustrious tradition of the DAV institution and described it as a "laboratory of personality development."

She stated that the DAV institution, established in 1886 on the Vedic principles and ideals of Maharishi Swami Dayanand Saraswati, presents an exemplary synthesis of modern knowledge and ancient Vedic wisdom.

This fusion has transformed education into a medium for national character-building, rather than limiting it to academic achievement.

The institution promotes ideological awareness and cultural values in the field of education, thereby contributing meaningfully to nation-building.

Operating across 23 states through more than 1,000 schools, colleges and universities, this organisation emphasises not only academic excellence, but also moral values, patriotism and holistic personality development, shaping students into responsible and cultured citizens.

Great freedom fighters such as Lala Lajpat Rai, Bhagat Singh Chandrashekhar Azad, and re personalities like Atal Bihari Vajpa Mahendra Singh Dhoni, who r education from DAV institution made a mark not only in India but the world.

Their contribution continues to both society and the nation.

The Chief Minister said as Minister Narendra Modi leads the with the vision of a "Viksit Bhara institutions like DAV play a cruc DAV is not just a center of know it is a true laboratory for nation-b

In her concluding remarks, th Minister called upon the audie pledge that, through education, t not only enlighten their own lives contribute to securing the nation and advancing India's statur global leader.

The Pioneer, 8 April, 2025, Page no - 02

Haryana to set up model schools

PRESS TRUST OF INDIA ■ Chandigarh

Haryana Chief Secretary Anurag Rastogi on Monday said the state government is trying to bridge the gap between public and private education by establishing the Model Sanskriti and Saarthak Model schools. These schools offer affordable education to students from economically weaker sections, he said, adding that the government plans to open a Model Sanskriti School at every 10 kilometre distance in Haryana. Speaking

The Pioneer, 8 April, 2025, Page no- 06

Nurturing Bharat's adolescents for the future

SECOND Opinion

BY RAHUL KUMAR

Summer vacations are here again, bringing excitement and anticipation for children and parents alike. Recently, Prime Minister Narendra Modi, during his 120th episode of Mann Ki Baat aired on 30 March 2025, passionately encouraged schools, families, and communities to use these months meaningfully. With hashtags like #MyHolidays and #HolidayMemories, PM Modi beautifully highlighted that vacations could be more than just leisure; they could nurture holistic growth in young minds.In this context, it's essential to reflect on how the National Education Policy (NEP) 2020 and institutions like the Centre for Cultural Resources and Training (CCRT) are shaping the future of Bharat, particularly focusing on adolescents. The NEP 2020 is celebrated worldwide for its visionary stance on education that bridges traditional cultural wisdom with modern interdisciplinary practices.

It recognises adolescence as a vital stage of personal and emotional growth — a truth vividly captured in Netflix's recent series Adolescence, where teenagers struggle to find their identity amid cultural and emotional complexities. Anthropologist Margaret Mead once remarked, "The young, free to act on their initiative, can lead their elders in the direction of the unknown," aptly summarising the potential and restlessness of youth.

Here, CCRT steps in effectively, translating the vision of NEP 2020 and National Curriculum Framework (NCF) 2023into reality. CCRT has been actively promoting arts and cultural education by blending age-old wisdom with contemporary teaching methods. UNESCO's Framework for Culture and Arts Education highlights precisely this — cultural literacy is not just beneficial but essential for sustainable and cohesive societies.

Globally, successful educational models, such as those in Finland, South Korea and Japan, underscore the importance of cultural education. Finland, often praised for its education system, integrates cultural appreciation deeply within its curriculum. Similarly, South Korea has earned global recognition for infusing its educational framework with a rich cultural heritage.

Bharat, long celebrated as a Vishwaguru, now has the opportunity to reclaim its leadership by implementing cultural education initiatives guided by policies like NEP 2020. CCRT's initiatives (under the Ministry of Culture, Government of India) — which include the Digital District Repository (DDR) Project and specialised teacher-training workshops in art-based pedagogy — have profoundly influenced adolescents, especially at the grassroots level.

These initiatives foster a genuine sense of cultural pride and self-awareness, helping young people navigate identity struggles similar to those depicted realistically in Adolescence. With the summer holidays upon us, the timing couldn't be better. PM Modi's appeal resonates with CCRT's vision of turning leisure time into learning adventures.

Imagine our children swapping mundane afternoons of screen time for immersive storytelling sessions, theatre workshops, or hands-on experiences in traditional crafts. Certainly, these experiences promise far richer holiday stories to share with hashtags #MyHolidays and #HolidayMemories!

Furthermore, cultural and heritage education nurtures empathy — an indispensable quality in our rapidly globalising world. It also offers emotional resilience, equipping adolescents with the confidence to address modern-day challenges. So, as summer camps begin and cheerful voices echo through activity-filled sessions, let us recognise the perfect harmony between NEP 2020's vision and CCRT's mission. Together, they foster culturally conscious, globally minded citizens deeply rooted in Bharatiya traditions. Indeed, Bharat, as the original Vishwaguru, is well-positioned to lead by example in educational innovation. Cultural education is not merely about preserving traditions — it is about empowering the next generation.

Let's wholeheartedly embrace this idea, transforming this summer vacation into an unforgettable journey of cultural discovery and growth for Bharat's adolescents.

(The writer is Deputy Director, Centre for Cultural Resources and Training (CCRT), an autonomous organisation under the Ministry of Culture, New Delhi; Views are personal)

Hindustan Times, 8 April, 2025, Page no - 06

Govt to probe fee irregularitie in 1,600+ pvt schools: Ministe

Varun Bhandari and Alok KN Mishra

letters@hindustantimes.com

NEW DELHI: The Delhi government will not allow the "commercialisation of education" or permit any "unethical" fee hikes in private schools, education minister Ashish Sood said on Monday, announcing a sweeping audit of all 1,677 private schools in the Capital.

Sood said the government would soon deploy SDM-led teams — comprising tehsildars and accounts officers — to scrutinise the finances of every private school to determine if fee hikes were justified.

To assist with oversight, the education department has launched a dedicated email address — ddeactl@gmail.com — where parents can send complaints regarding arbitrary or steep fee hikes. The email will be monitored directly by the deputy director of education, Sood said.

The announcement comes amid an escalating political row over school fee hikes. The opposition Aam Aadmi Party (AAP) and its leader Arvind Kejriwal have accused private schools of "looting" parents after the BJP took control of the Delhi government. They allege that private institutions are hiking fees indiscriminately, emboldened by the new administration.

Sood, however, turned the blame back on the previous government, accusing the AAP of collusion with private school managements and failing to regulate fee increases for the past 10 years.

"Though the Delhi School Education Act, 1973 requires every private school to submit its audit reports annually by March 31, only 75 schools were being audited each year during the AAP's tenure," Sood said. "There has been no proper inspection or audit of most schools for a decade. That stops now."

As part of the new initiative, the government will publish school-wise data on fee increases over the past few years on the Directorate of Education's (DoE) website within 10 days, Sood said. "This will ensure transparency and allow parents to see for themselves whether a fee hike was justified," he added.

He cited several schools as examples of what he called "rampant profiteering." DPS Dwarka, he said, had increased its fees by 20% in 2020, 13% in 2021, 9% in 2022, 8% in 2023, and 7% in 2024. Srijan School raised fees by 35% during the AAP regime, and hiked them again by 36% for 2024–25.

{ ASHISH SOOD } STATE EDUCATION MINISTER

Commercialisation of education will not be tolerated. We are committed to protecting parents...



Ahlcon International School, he said, was allowed to raise fees by 15% in 2022–23 despite having been flagged for financial irregularities amounting to ₹15 crore. It went on to raise fees by another 13% this year.

Other examples cited by the minister include Lancer's Convent, which allegedly hiked fees by 34% in 2024–25, Rukmini Devi Public School (11% in the same year), and Salwan Public School, which allegedly raised fees by nearly 24% in 2023–24 and another 15% in 2024–25 while under scrutiny for fund misappropriation worth ₹1.68 crore.

HT's repeated calls and messages to all schools mentioned by the minister did not elicit any response till the time of going to print.

Sood said the current government had, for the first time, launched a probe into these increases. "The commercialisation of education will not be tolerated. We are committed to protecting parents from unjustified financial burdens," he said.

He accused the AAP of looking the other way while schools raised fees year after year.

AAP leader and former chief minister Atishi hit back even before Sood's press conference began. She challenged the BJP to impose an immediate fre fee hikes and have all s audited by CAG-empanelle tors. "If the BJP is not ha glove with private schools, it allowing this daylight rob she said. "For the last 10 ye kept school fees under c ordered audits, and ensur parents were refunded any tified increase—even aft dents had graduated."

Sood dismissed her and accused Atishi of pre over a system that allowed ularities to flourish.

Referring to a 2004 Su Court judgment that bar hikes without DoE app Sood noted that this requir had been weakened by a high court ruling in 2024, he claimed occurred duri AAP's watch. "That jud dismissed the need for sch seek the director's perm before raising fees. We ha an appeal and are work expedite the hearings," h

The government's teams, Sood added, will ex 18 key financial paramete school records to e accountability. "We're w in the interest of parents a dents. Education is not a ness, and we won't allo become one," he said.

The Tribune, 8 April, 2025, Page no - 02

107 Karnal schools without recognition, face action

PARVEEN ARORA
TRIBUNE NEWS SERVICE

KARNAL, APRIL 7

The Education Department has flagged 107 private schools in Karnal district for allegedly operating without recognition from any authorised board such as the Board of School Education Haryana (BSEH) or CBSE. Notices have been issued to these institutions, seeking clarification on their affiliation status.

The schools were initially given a deadline until Monday to respond, but the department has now extended it by two more days to allow time for submission of replies.

"These institutions are not only violating educational norms but also jeopardising the future of children by operating without proper affiliation and facilities," said a senior department official. Many of these schools reportedly lure parents with low-cost education and fee concessions, especially in rural and densely populated urban areas, while bypassing regulatory requirements.

According to sources, of the 107 schools identified, 62 are in rural regions and 21 are operating within urban residential colonies. The highest number —51 — is in Karnal block, followed by 25 in Gharaunda, 19 in Nissing, five in Indri, four in Nilokheri, and three in Assandh.

"These schools often operate from narrow lanes and compact village areas to avoid inspections," the official added.

Rohtash Verma, District Elementary Education Officer (DEEO), said, "As per the Unified District Information System for Education (UDISE), 107 schools have been identified as operating without recognition. Six of them have responded, claiming they possess valid affiliation. Their claims will be verified."

Verma emphasised that schools failing to upload their data on UDISE will be treated as unrecognised. "It is the responsibility of school managements to ensure their data is updated on UDISE," he said, warning of possible closure or penalties for non-compliance.

District Education Officer (DEO) Sudesh Thukral also urged school operators to respond promptly. "Our objective is to ensure that all private educational institutions in the district operate in accordance with prescribed norms and regulations," she said.

Thukral further appealed to parents to verify the recognition status of schools before enrolling their children, stressing the need for regulatory compliance to safeguard the quality of education.

The Pioneer, 8 April, 2025, Page no – 06

A call for commitment in education

With quality in higher education intrinsically tied to a strong foundation laid at the primary level, the real transformation lies in empowering and inspiring teachers and fostering ethical academic environments



The successful implementation of the New Education Policy NEP – 2020 depends on its total acceptance at every level. Most important among them are the State governments and then those implementing it at the grassroots. The level of excellence and quality in higher education organically depends on the quality and excellence achieved at the primary school level and sustained up to the senior secondary level. This is the simplest equation, obvious to all those working in the arena. In education, one could safely attribute the attainment of excellence and innovations to the teachers, and what happens between them and the learner, at the professional level and also at personal, emotional and empathetic levels. It is the total commitment of the individual teacher, right from the primary school to the highest levels, that alone would make a positive difference in an objective and purposeful implementation of the policy.

It would be worthwhile to recall an example of a nation that overcame its destruction and humiliation through serious attention to education, beginning with school education. After WWII, devastated, destroyed and humiliated, Japan began its reconstruction by prioritising education in its primary schools and respecting and supporting their teachers. Maximum learning, brain development, and the essence of growing up take place there. If a child observes all along a dedicated and committed work culture, observes how much value is accorded to the maximum utilisation of time, and finds his teachers always full of inspired confidence, proud of being the creators of the future of the nation, could he ever forget any one of these attributes when he takes over the reins of some assignment as his time approaches? In contrast to this, a reluctant, unconcerned, lethargic approach to the change in an educational institution could indeed be injurious to all concerned.

Unfortunately, we in India suffer from such an approach on a pretty wide scale. This is supported by several other factors. Some of the State governments are opposing the NEP-2020; they have declared their intention to have their own policy of education. Technically, they may do so, but will it serve the larger cause of the nation, its progress and development? Will it help the young, sensitive learners with loads of dreams before them? The NEP-2020 is an outcome of an unprecedented consultation in which everyone had a chance to participate.

The need to move ahead as a single, integrated and cohesive national unit is the only alternative in the fast-changing world of education, which is moving much beyond the mere knowledge society or even a wisdom society! It is not easy even to predict what would be the shape of the academic scenario in the next ten years! On one side, the ICTis pouring in new potentialities that could transform the learning opportunities and alternatives, and greatly impact the nature of the age-old teacher — taught relationship! On the other, new concerns are developing because of human migrations, and consequent demographic, cultural and social changes. It would necessarily impact education, culture, and mother-tongue related sensitivities, apart from those of religions and faiths. The single-modal situations are getting converted into multi-modal in several nations, and that requires a fresh strategy for handling it. These are not easy propositions, as is made evident from reports emerging from several countries that had earlier experience only of a single language, monolithic culture and one religion! India is lucky in this respect, but it is creating issues that could seriously impede even the much-needed implementation of a dynamic education policy. It is beautifully expressed by Robert Carneiro: "Indeed, we are witnessing the emergence of a new breed of culture: that developed by Homo connectus or colleagatus — a culture of online networking made possible by the immediacy of modern information and communication technologies. It is important to note that the initial stages of connectivity are directly linked to the needs of Homo economicus, increasing his mastery of the world."

Let it also be realised that new knowledge being discovered and created is mostly for development, growth and progress. Mostly, it focuses on bringing the best out of the mind only, completely ignoring the 'Heart', out of the synergy of the trio that Gandhi had proposed much earlier: bring the best out of 'Head, Hand and Heart'! India just cannot ignore the other two, because of its specific needs. Actual priorities could be readjusted depending on the emerging scenario. The majority of the young persons in India aspire to get a job after completing their education. They are neither trained in adequate skills nor transformed in attitude to consider the power of ideas and imagination they are blessed with, along with the skills of creativity and inherent human curiosity! Another factor that deserves serious deliberation was pointed out by Albert Einstein around a century ago: "The most important human endeavour is the striving for morality in our actions. Our inner balance and even our existence depends on it."



This must become the prime objectiveof NEP-2020, in its implementation. Too much technology and AI could create more obstructions in this sphere shortly. In other words, almost the entire process of knowledge development is for a cosmocratic society that is already in a pretty well-established state, and occupying increasingly larger space for itself. Needless to reiterate, the social, cultural, economic, linguistic and religious factors shall always make their presence felt — but sadly enough, handling these would gradually become more and more complex, if sensible and sensitive actions are not properly initiated well in time and with sincere and ethical considerations. The implementation of the NEP-2020 shall have to remain alert to such developing situations. Academic autonomy is often the subject of certain actual and presumed intrusions that academics do not necessarily relish. It is ultimately the responsibility of universities, colleges and other institutions to decide how they will implement the policy, and harmonise with the indications given to them by central and State agencies. The professional credibility of every institution is determined by the academic stature and professional contributions of its academic faculty.

Faculty members need to remember that no profession diminishes in public esteem and credibility due to external factors — it is always internal factors that matter, and the most significant is the moral and ethical component, as has been proved in numerous instances. The quality of the academic contributions, the new knowledge generated, and the new applications suggested make a very positive difference in restoring it! Maintaining high professional standards requires a serious commitment to both the profession, values and the learners. Education policies have to be dynamic — more dynamic than in the past. In the future, changes will occur more frequently than in the past.

The most significant consequence of this will be the increasing acceptance of professional responsibility by academics. Regardless of the level at which they impart knowledge, create knowledge, and acquire new knowledge, it is their personal as well as institutional confidence that 'we are the creators of future generations and builders of new India' that would make all the difference. Aim at perfection, excellence will certainly follow and become visible.

(The writer works in education, social cohesion and religious amity. He is an Atal Fellow with PMML, New Delhi; Views are personal)

रोजनामा राष्ट्रीय सहारा, 8 अप्रैल, 2025, पृष्ठ नo - 05

निजी स्कूलों की फीस बढ़ाने के खिलाफ सरकार सख्त है।

ائیویٹ اسکولوں کے فیس میں اضافہ کیخلاف سرکار سخت

ں ڈی ایم کی سربراہی میں ایک تحقیقاتی کمیٹی بنائی گئی ہے جو تمام پرائیویٹ اسکولوں کا آڈٹ کرے گی: آشیش سود

نئی دھلی (ایس این بی)

- ڈی پی ایس دوارکا اسکول کے خلاف بنائی تحقیقاتی کمیٹی، قصوروار پائے جانے پر سخت کارروائی ہوگی۔
- گزشتہ 10 سالوں میں دہلی کے کئی نامور اسکولوں نے اپنی فیسوں میں اضافہ کیا اور ان کے خلاف کارروائی کیوں نہیں کی گئی؟

ریر تعلیم آشیش سود نے عام آدمی پارٹی سرکار کے دوران اسکولوں میں فیسوں میں مبینہ اضافے کے بارے میں دینے کے لیے منعقد پریس کانفرنس میں کہا کہ پچھلی ے 10 سالہ دور حکومت میں دہلی کے 1677 نجی اسکولوں ہر سال صرف 75 اسکولوں کا آڈٹ ہوتا تھا۔ جبکہ دہلی ایکٹ کے تحت تمام اسکولوں کا ہر سال آڈٹ کرانا لازمی وں نے کہا کہ میں تعلیم کے تئیں وزیر اعلیٰ ریکھا گپتا کی ترجیح کو واضح کرنا چاہتا ہوں۔ ہم دہلی میں تعلیمی میدان قسم کی کمرشیلائزیشن کو برداشت نہیں کریں گے۔ انہوں ر ہم دہلی کے بچوں کے مفادات کے تحفظ کی ہر ممکن کوشش گے۔ وزیر تعلیم نے کہا کہ اسکول علم کے مندر ہیں۔ پچھلی یے پرائیویٹ اسکولوں کے ذریعہ کرپشن میں ملوث تھی۔ سسودیا کو چیلنج کرتا ہوں کہ اگر ان کے پاس کرپشن کے سے کوئی ثبوت ہے تو دیں، ورنہ ٹی وی کے سامنے آکر جھوٹے الزامات نہ لگائیں۔ اگر انہیں لگتا ہے کہ بدعنوانی ہے تو وہ تھانے جا کر رپورٹ درج کرائیں۔ ہماری سرکار ئے الزامات لگائے جا رہے ہیں کہ ہم دہلی کے پرائیویٹ ں میں فیس بڑھانے کی سازش کر رہے ہیں۔

انہوں نے واضح کیا کہ 2004 کے ماڈرن اسکول کیس لی ہائی کورٹ نے واضح کیا تھا کہ فیس بڑھانے سے پہلے کسی رائیویٹ اسکول کو دہلی ایجوکیشن ڈائریکٹوریٹ کی منظوری وگی۔ میں اس اسکول کو چیلنج کرتا ہوں جس کا ذکر منیش دیا بار بار کر رہے ہیں۔ جب ان کی سرکار تھی تو انہوں نے ں میں اضافے کے حوالے سے کیا اقدام اٹھایا گیا؟ ہماری ر نجی اسکولوں کی چھان بین کرے گی تا کہ پتہ چل سکے کہ کس عنوانی کی ہے اور دہلی میں پچھلے 10 سالوں میں کس اسکول ں میں کتنا اضافہ کیا ہے۔ وزیر تعلیم نے کہا کہ منیش سسودیا یلکن انٹرنیشنل کا نام لے رہے ہیں۔ انہوں نے بتایا کہ ڈی ں دوارکا اسکول نے 2020 سے 2025 تک پچھلے پانچ



سالوں میں مسلسل فیسوں میں 7، 8، 9، 13، 20 فیصد اضافہ کیا ہے۔ پچھلی سرکار کے دور میں سریجن اسکول میں فیسوں میں 35 فیصد اضافہ کیا گیا تھا۔ سریجن اسکول میں سال 25-2024 میں فیسوں میں 36 فیصد اضافہ کیا گیا۔ انہوں نے کہا کہ الکون انٹرنیشنل نے ان کی رضامندی کے بغیر 15 کروڑ روپے خرچ کر کے دھوکہ دہی کا ارتکاب کیا تھا، اس کے باوجود اسکول کو 23-2022 میں فیسوں میں 15 فیصد اضافہ کرنے کی اجازت دی گئی۔ الکون اسکول نے 25-2024 میں فیسوں میں 13 فیصد اضافہ کیا تاہم کوئی کارروائی نہیں کی گئی۔ انہوں نے بتایا کہ انخل پبلک اسکول کو 42 لاکھ روپے کی بے ضابطگیوں پر نوٹس جاری کر دیا گیا۔ پھر بھی اسکول نے 23-2022 میں فیسوں میں 14 فیصد اضافہ کیا۔ رکنی دیوی پبلک اسکول کی فیسوں میں 11 فیصد اضافہ لائسر کانونٹ نے 25-2024 میں فیسوں میں 34 فیصد اضافہ کیا تھا۔ اس وقت آتشی مارلینا کی سرکار نے ایکشن کیوں نہیں لیا؟ انہوں نے کہا کہ وسنت ولسان پبلک اسکول کا نام لے رہے ہیں۔ یہ اسکول 1 کروڑ 68 لاکھ روپے کا فراڈ کرتے ہوئے پکڑا گیا تھا۔ اس اسکول نے بھی 24-2023 میں 23.84 فیصد اور 25-2024 میں 14.68 فیصد اضافہ کیا۔ پچھلی سرکار کا کہنا ہے کہ فیس میں اضافہ بھارتیہ جنتا پارٹی نے کیا ہے۔ ہم ان اسکولوں کے ساتھ اس کے معاملات کی تحقیقات کریں گے اور کارروائی کریں گے۔ وزیر تعلیم نے کہا کہ دہلی میں 1677 پرائیویٹ اسکول ہیں جن میں سے 335 سرکاری زمین پر بنائے گئے ہیں۔ جس کے لیے دہلی اسکول ایکٹ 1973 میں ایک اصول ہے کہ فیس بڑھانے سے پہلے ریاستی سرکار سے اجازت لینی ضروری ہے۔ صرف 114 اسکول ایسے ہیں جو فیسوں میں اضافے کے لیے اجازت لینے کے پابند نہیں ہیں۔ انہوں نے کہا کہ ہم نجی اسکولوں میں فیسوں میں اضافے کی سازش کا الزام لگایا جا رہا ہے۔ محکمہ تعلیم کے پاس گزشتہ 10 سال کی آڈٹ رپورٹ موجود نہیں ہے۔ کسی بھی اسکول کی آڈٹ رپورٹ دہلی ڈائریکٹوریٹ آف ایجوکیشن کو پیش نہیں کی گئی ہے۔ کیا دہلی سرکار نے اسکولوں کو فیسوں میں اضافے سے روکنے کے لیے کوئی ایسی پالیسی بنائی ہے؟ آشیش سود نے یہ بھی بتایا کہ دہلی کی تعلیمی تاریخ میں پہلی بار ریکھا سرکار کی ہدایت پر ڈی پی ایس، دوارکا اسکول کی تحقیقات کے لیے ڈی ایم کے حکم پر ایک تحقیقاتی کمیٹی تشکیل دی گئی ہے۔ ڈی پی ایس دوارکا اسکول کی تحقیقات ڈی ایم کاپاشیرا کی قیادت میں جاری ہے۔ ڈی پی ایس دوارکا میں اسکول کی فیس سال بہ سال بڑھ رہی تھی۔ ڈی پی ایس دوارکا میں مسلسل پانچ سالوں سے اسکول کی فیسوں میں اضافہ ہوا ہے۔ انہوں نے کہا کہ اگلے 10 دنوں میں ہم دہلی کے لوگوں کو بتائیں گے کہ پچھلے سالوں میں کن اسکولوں نے فیسوں میں کتنا اضافہ کیا گیا ہے۔ ہم یہ تمام ڈیٹا محکمہ تعلیم کی ویب سائٹ پر بھی ڈالیں گے تا کہ لوگ دیکھ سکیں کہ کس طرح یہ جھوٹ پھیلایا جا رہا ہے کہ ہماری سرکار نے فیسوں میں اضافہ نہیں ہونے دیا۔ لیکن پھر بھی فیسوں میں اضافہ جاری ہے۔ سینٹ نیلوور یل اسکول میں فیس بڑھی تھی، کشمی پبلک اسکول میں بھی فیس بڑھ گئی تھی۔ انہوں نے کہا کہ ہم تمام پرائیویٹ سکولوں کا بھی دورہ کر رہے ہیں اور تحقیقات کر رہے ہیں۔ ایس ڈی ایم کی تحقیقاتی رپورٹ آنے کے بعد سخت کارروائی کی جائے گی۔ ہم دہلی میں طلباء اور ان کے والدین دونوں کے مفادات کی خدمت کر رہے ہیں۔ ہماری سرکار نے عدالت سے 2024 کے پرانے کیس کی جلد سماعت کی اپیل کی ہے۔ ہماری سرکار پرائیویٹ اسکولوں کے گرد گھیرا تنگ کرنے کے لیے کام کر رہی ہے۔ وزیر تعلیم نے بتایا کہ پہلی بار ریکھا سرکار نے 1677 پرائیویٹ اسکولوں کی آڈٹ رپورٹ حاصل کرنے کے لیے دہلی کے تمام ایس ڈی ایم کی قیادت میں ایک کمیٹی بنا کر تحقیقات کرنے کی ہدایت دی ہے۔ ہر نجی اسکول کو 1973 کے ایکٹ کے تمام قواعد وضوابط پر عمل کرنا ہوگا۔ انہوں نے کہا کہ میں نے پرائیویٹ اسکولوں میں زیر تعلیم تمام بچوں کے والدین سے بات کی ہے اور انہیں یقین دلایا ہے کہ تحقیقات کے بعد سخت کارروائی کی جائے گی۔ جو تحقیقاتی کمیٹی تشکیل دی گئی ہے اس میں ایس ڈی ایم کے ساتھ ساتھ تحصیلدار اور محکمہ اکاؤنٹس کے لوگ شامل ہیں۔ آشیش سود نے بتایا کہ ہم نے پرائیویٹ اسکولوں میں فیسوں میں اضافے سے متعلق معاملے کے سلسلے میں ڈپٹی ڈائریکٹر کی صدارت میں ایک ای میل ddeact1@gmail.comID جاری کیا ہے۔ جن والدین کو اسکولوں میں فیسوں میں اضافے کے حوالے سے کوئی شکایت ہو وہ ہمیں میل کر سکتے ہیں۔ آپ دہلی ڈائریکٹوریٹ آف ایجوکیشن کے دفتر میں جا کر بھی شکایت درج کر سکتے ہیں۔ وزیر تعلیم نے الزام لگایا کہ اپوزیشن پرائیویٹ اسکولوں کی فیسوں میں پچھلے دس سالوں میں اضافے پر سیاست کر رہی ہے۔ انہوں نے کہا کہ جن اسکولوں نے 25-2024 تک فیسوں میں اضافہ کیا ہے۔ ان کے آڈٹ ریکارڈ کی تحقیقات کا حکم دے دیا گیا ہے۔ تحقیقات کے بعد قصوروار پائے جانے والے اسکولوں کے خلاف سخت کارروائی کی جائے گی۔

रोजनामा राष्ट्रीय सहारा, 8 अप्रैल, 2025, पृष्ठ नo - 05

DU की डिग्री में होगा बदलाव, 4-3 साल की नई डिग्री होगी शुरू।

ڈی یو کی ڈگری میں ہوگا بدلاؤ، 4-3 سالہ نئی ڈگری متعارف

نئی دھلی، (ایس این بی)

دہلی یونیورسٹی (ڈی یو) اپنی ڈگری کے فارمیٹ میں تبدیلی کرنے جا رہی ہے۔ نئی قومی تعلیمی پالیسی کے تحت یونیورسٹی میں نافذ کیے گئے چار سالہ ڈگری کورس کے پیش نظر ڈی یو کی

پانی بنائے گئے ہیں۔ قابل ذکر ہے کہ اب تک دہلی یونیورسٹی 3 سالہ ڈگری ہی دیتی رہی ہے۔ 2022 میں ڈی یو نے 4 سالہ انڈر گریجویٹ کورس کا آغاز کیا تھا۔ اس نئے کورس میں انٹرنٹ پانچ بھی شامل ہے، یعنی طالبعلم مختلف مراحل پر کورس چھوڑ کر بھی کچھ نہ کچھ حاصل کر سکتا ہے

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Opinions

Focus on student outcomes while debating NEP 2020

Discussions on education policies must rise above partisan politics. The goal behind the new policy is to introduce a transparent, technology-driven and outcome-based framework. No system is flawless and NCERT has shown it's open to changing course



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Mamidala Jagadesh Kumar

Updated on: 08 Apr 2025, 12:00 am · 3 min read

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Any discussion on the National Education Policy (NEP) 2020 should go beyond partisan dualisms. Let us debate it for its effectiveness in expanding student opportunities, strengthening academic institutions and preparing

of academic leaders, ensuring they are chosen on qualifications and strategic vision. The role of governors as chancellors is not new. Many states have upheld this structure for decades. The draft 2025 regulations refine the process by introducing a standardised selection mechanism to prevent ad hoc appointments. These guidelines reinforce cooperative federalism by instituting a clear framework within which universities can function effectively.

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NEP 2020 does not dilute the Right to Education Act. Instead, it builds upon its provisions to improve quality and access. The idea of forming school complexes is a global best practice. Smaller schools can be part of a larger network, ensuring that infrastructure and teaching resources are shared for better educational outcomes.

The claim that 89,441 public schools have been closed due to NEP 2020 is misleading. Several state governments have undertaken school consolidation as an administrative measure over the years to improve efficiency. The increased budget allocations for Samagra Shiksha Abhiyan and PM SHRI schools is a clear commitment to investment in public education.

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systems are strengthened to serve different needs.

Introducing the Higher Education Financing Agency (HEFA) is not a withdrawal of public funding from higher education. HEFA can provide access to capital other than government grants. HEIs can manage repayment without imposing an undue burden on students as its financing model has long-term repayment plans and low interest rates. The claim that between 78 and 100 percent of these loans are being repaid through student fees is oversimplification.

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We all agree the National Assessment and Accreditation Council (NAAC) and National Testing Agency (NTA) need improvement. No system is flawless. The NAAC is moving toward a more transparent, technology-driven and outcome-based framework. The goal is to eliminate subjectivity and potential irregularities. Similarly, instead of dismissing the NTA as inept, let us reform and strengthen it to conduct exams nationwide. To overcome operational challenges and vulnerabilities, NAAC and NTA are embracing measures recommended by the Radhakrishnan Committee.

Shaping the nation's future through education cannot be viewed as a simplistic narrative of ideological imposition. The National Council of Educational Research and Training (NCERT) has repeatedly clarified that textbooks were revised to streamline content, eliminate redundancy and make learning more engaging. There is precedence to such updates.

Historical events such as Mahatma Gandhi's assassination or the Mughal rule are not being erased. Students continue to engage with such topics in a nuanced and age-appropriate manner. Concerns regarding removing the Preamble to the Indian Constitution are disproved. The NCERT has fixed it after taking public feedback, proving it's responsive to suggestions.

The claim that faculty appointments are dictated by ideological affinity is not true. UGC has frequently emphasised through its regulations that the selection processes in higher education institutes are transparent and structured. Our institutions continue to attract accomplished scholars and deliver world-class research, confirming academic integrity remains a top priority.

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NEP 2020 aims to promote a multi-disciplinary ecosystem, global best practices, outcome-based education, skill development, industry collaborations, education in the Indian language medium and establish a dynamic, research-driven academic environment. Our education system should not remain detached from the challenges we face as a nation. Since the launch of NEP 2020, there have been visible improvements in our education. The PM SHRI initiative, which underlines the public service ethos, is an example of providing high-quality learning environments in government schools. We want to ensure government schools evolve into centres of excellence rather than remaining afterthoughts.

There is no question of undermining state autonomy when the country adopts a common framework for learning outcomes, faculty selection and quality standards. Instead, it ensures consistency and better mobility for students across institutions nationwide.The expansion of public institutions (IITs, AIIMS, central universities), internships (PM internship scheme) and financial aid mechanisms (Vidyalaxmi) reflect an effort to ensure that affordability remains central to NEP 2020. Any assertion that commercialisation has compromised access to education is a failure to see the nuances of the reforms.

Let the country assess the tangible impacts of the ongoing educational reforms through the lens of student outcomes. Our students deserve a future-ready education system. Ultimately, our discussions must rise above polemics and focus on efforts to improve equity, accessibility and quality. Let us not resist reforms to preserve outdated structures.

Mamidala Jagdesh Kumar

Former Chairman, University Grants Commission and former Vice-Chancellor, JNU

(Views are personal)

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Experts slam NEP 2020, call for Punjab's own education policy

TNN | Apr 8, 2025, 11.18 PM IST

CHANDIGARH: Educationists, teachers, and student leaders voiced strong opposition to the implementation of the National Education Policy (NEP) 2020, emphasising the need for Punjab to formulate its own education policy that addresses the state's specific needs and challenges.

Speaking at an awareness convention organised by the Democratic Teachers' Front (DTF) Punjab, Prof Vikas Bajpai of Jawaharlal Nehru University, New Delhi, criticised the NEP 2020 for promoting digitalisation as a substitute for addressing teacher shortages. He cautioned that the policy's over-reliance on technology could lead to the privatisation of education. Bajpai also alleged that the policy envisions linking teacher promotions to digital metrics and plans to shut down one-third of existing universities over the next 15 years.

Vikramdev Singh, State President of the Democratic Teachers' Front Punjab, compared the NEP to the controversial three farm laws, claiming that just as those laws attempted to corporatise agriculture, NEP 2020 seeks to corporatise education. “The so-called education revolution being promoted by the Punjab govt may serve corporate interests but is a conspiracy against common people’s right to education,” he said.

Prof Joga Singh, former faculty member at Punjabi University, Patiala, emphasised the critical role of mother-tongue instruction and criticised what he described as misleading claims in the NEP about promoting regional languages. He moved a resolution calling for education in the mother tongue from pre-primary through university level.

Germanjeet Singh, State President of the Democratic Employees Federation Punjab, warned of increased corporate interference in education under NEP 2020, likening it to turning young students into cheap labour. Similarly, Dharminder Dhanda, Chairman of the Democratic School Teachers Federation Haryana, stated that just as the agricultural policies aimed to centralise food grain control in corporate hands, the NEP seeks to hand over education to private players.

Dheeraj Kumar of the Punjab Students Union expressed solidarity with the DTF, praising its efforts to raise awareness against the commercialisation of education. He pledged the union's continued support on education and student-related issues.

Rajiv Barnala moved several resolutions during the convention, including a demand for the central govt to place education on the state list and a condemnation of recent anti-DTF remarks by an Aam Aadmi Party spokesperson. All resolutions were unanimously passed.

The event concluded with state Vice President Beyant Phulewala reading out a memorandum that will be submitted to Chief Minister Bhagwant Mann, detailing the convention's demands and concerns.

The Pioneer
Tuesday, 08 April 2025

A call for commitment in education

Tuesday, 08 April 2025 | JS Rajput

A call for commitment in education

Tuesday, 08 April 2025 | JS Rajput



With quality in higher education intrinsically tied to a strong foundation laid at the primary level, the real transformation lies in empowering and inspiring teachers and fostering ethical academic environments

The successful implementation of the New Education Policy NEP – 2020 depends on its total acceptance at every level. Most important among them are the State governments and then those implementing it at the grassroots. The level of excellence and quality in higher education organically depends on the quality and excellence achieved at the primary school level and sustained up to the senior secondary level. This is the simplest equation, obvious to all those working in the arena. In education, one could safely attribute the attainment of excellence and innovations to the teachers, and what happens between them and the learner, at the professional level and also at personal, emotional and empathetic levels. It is the total commitment of the individual teacher, right from the primary school to the highest levels, that alone would make a positive difference in an objective and purposeful implementation of the policy.

It would be worthwhile to recall an example of a nation that overcame its destruction and humiliation through serious attention to education, beginning with school education. After WWII, devastated, destroyed and humiliated, Japan began its reconstruction by prioritising education in its primary schools and respecting and supporting their teachers. Maximum learning, brain development, and the essence of growing up take place there. If a child observes all along a dedicated and committed work culture, observes how much value is accorded to the maximum utilisation of time, and finds his teachers always full of inspired confidence, proud of being the creators of the future of the nation, could he ever forget any one of these attributes when he takes over the reins of some assignment as his time approaches? In contrast to this, a reluctant, unconcerned, lethargic approach to the change in an educational institution could indeed be injurious to all concerned.

Unfortunately, we in India suffer from such an approach on a pretty wide scale. This is supported by several other factors. Some of the State governments are opposing the NEP–2020; they have declared their intention to have their own policy of education. Technically, they may do so, but will it serve the larger cause of the nation, its progress and development? Will it help the young, sensitive learners with loads of dreams before them? The NEP–

nature of the age-old teacher — taught relationship! On the other, new concerns are developing because of human migrations, and consequent demographic, cultural and social changes. It would necessarily impact education, culture, and mother-tongue related sensitivities, apart from those of religions and faiths. The single-modal situations are getting converted into multi-modal in several nations, and that requires a fresh strategy for handling it. These are not easy propositions, as is made evident from reports emerging from several countries that had earlier experience only of a single language, monolithic culture and one religion! India is lucky in this respect, but it is creating issues that could seriously impede even the much-needed implementation of a dynamic education policy. It is beautifully expressed by Robert Carneiro: "Indeed, we are witnessing the emergence of a new breed of culture: that developed by Homo connectus or colleagatus — a culture of online networking made possible by the immediacy of modern information and communication technologies. It is important to note that the initial stages of connectivity are directly linked to the needs of Homo economicus, increasing his mastery of the world."

Let it also be realised that new knowledge being discovered and created is mostly for development, growth and progress. Mostly, it focuses on bringing the best out of the mind only, completely ignoring the 'Heart', out of the synergy of the trio that Gandhi had proposed much earlier: bring the best out of 'Head, Hand and Heart'! India just cannot ignore the other two, because of its specific needs. Actual priorities could be readjusted depending on the emerging scenario. The majority of the young persons in India aspire to get a job after completing their education. They are neither trained in adequate skills nor transformed in attitude to consider the power of ideas and imagination they are blessed with, along with the skills of creativity and inherent human curiosity! Another factor that deserves serious deliberation was pointed out by Albert Einstein around a century ago: "The most important human endeavour is the striving for morality in our actions. Our inner balance and even our existence depends on it."

This must become the prime objectiveof NEP–2020, in its implementation. Too much technology and AI could create more obstructions in this sphere shortly. In other words, almost the entire process of knowledge development is for a cosmocratic society that is already in a pretty well-established state, and occupying increasingly larger space for itself. Needless to reiterate, the social, cultural, economic, linguistic and religious factors shall always make their presence felt — but sadly enough, handling these would gradually become more and more complex, if sensible and sensitive actions are not properly initiated well in time and with sincere and ethical considerations. The implementation of the NEP–2020 shall have to remain alert to such developing situations. Academic autonomy is often the subject of certain actual and presumed intrusions that academics do not necessarily relish. It is ultimately the responsibility of universities, colleges and other institutions to decide how they will implement the policy, and harmonise with the indications given to them by central and State agencies. The professional credibility of every institution is determined by the academic stature and professional contributions of its academic faculty.

Faculty members need to remember that no profession diminishes in public esteem and credibility due to external factors — it is always internal factors that matter, and the most significant is the moral and ethical component, as has been proved in numerous instances. The quality of the academic contributions, the new knowledge generated, and the new applications suggested make a very positive difference in restoring it! Maintaining high professional standards requires a serious commitment to both the profession, values and the learners.Education policies have to be dynamic — more dynamic than in the past. In the future, changes will occur more frequently than in the past.

The most significant consequence of this will be the increasing acceptance of professional responsibility by academics. Regardless of the level at which they impart knowledge, create knowledge, and acquire new knowledge, it is their personal as well as institutional confidence that 'we are the creators of future generations and builders of new India' that would make all the difference. Aim at perfection, excellence will certainly follow and become visible.

(The writer works in education, social cohesion and religious amity. He is an Atal Fellow with PMML, New Delhi; Views are personal)

अमर उजाला, 1 अप्रैल, 2025, पृष्ठ नं० - 06

सरकारी स्कूलों में दिखीं खामियां, लगाई फटकार

शिक्षा मंत्री को स्कूलों के निरीक्षण के दौरान मूलभूत सुविधाओं का मिला अभाव, मिड-डे-मील की गुणवत्ता पर उठाए सवाल

अमर उजाला ब्यूरो

नई दिल्ली। दिल्ली के शिक्षा मंत्री आशीष सूद मंगलवार को सरकारी स्कूलों के औचक निरीक्षण पर थे। इस दौरान मंत्री को कई स्कूलों में मूलभूत सुविधाओं से लेकर शिक्षकों तक का अभाव देखने को मिला। मंडावली स्थित एक स्कूल के स्विमिंग पुल की दुर्दशा देखकर उन्होंने विजिलेंस जांच के आदेश जारी किए।

शिक्षा मंत्री आशीष सूद ने मंगलवार को पटपड़गंज के स्थानीय विधायक रवींद्र सिंह नेगी के साथ विधानसभा क्षेत्र के मयूर विहार फेज-2 स्थित पॉकेट बी के सर्वोदय कन्या विद्यालय, मंडावली स्थित सर्वोदय कन्या विद्यालय नंबर-1 और नंबर-3 और वेस्ट विनोद नगर स्थित राजकीय सह शिक्षा सर्वोदय विद्यालय का दौरा किया। निरीक्षण के दौरान उनके साथ शिक्षा निदेशक, लोक निर्माण विभाग और अन्य विभागों के अधिकारी मौजूद रहे।

बिल्डिंग जर्जर हालत में : मंत्री ने बताया कि निरीक्षण के दौरान उन्हें पटपड़गंज इलाके के चारों स्कूलों की बिल्डिंग के कई कमरे बेहद जर्जर और खतरनाक हालत में मिले। स्कूलों के कमरे की छत लोहे के गार्डर और पत्थर डालकर बनाई गई हैं। यह कभी भी गिर सकती हैं। इससे दुर्घटना की भी आशंका है। वेस्ट विनोद नगर के राजकीय सह शिक्षा सर्वोदय विद्यालय की लाइब्रेरी का कमरा बेहद छोटा और पुराना है। इस कमरे में बच्चों के बैठने के लिए फर्नीचर तक नहीं है। सुविधाओं के अभाव में बच्चे भी लाइब्रेरी में पढ़ने नहीं आते हैं। स्कूल प्रधानाचार्य को तुरंत कार्रवाई के आदेश दिए हैं।



दिल्ली के शिक्षा मंत्री आशीष सूद स्कूलों के निरीक्षण के दौरान बच्चों से बात करते हुए। अमर उजाला

छात्रों के लिए पीने का पानी भी नहीं

- शिक्षा मंत्री आशीष सूद ने बताया कि स्कूलों में बच्चों के लिए पीने का साफ पानी और साफ-सुथरे शौचालय जैसी मूलभूत सुविधा तक नहीं है। कई स्कूलों में निरीक्षण के दौरान नल की टोंटी तक गायब मिली। स्कूलों में शिक्षकों की संख्या कम और उनके समय पर न आने की समस्या देखने को मिली। कई स्कूलों में कक्षा के हिसाब से बच्चे क्षमता से बेहद ज्यादा हैं। इस कारण ठीक तरह से बैठने की जगह भी नहीं मिल रही है।

स्विमिंग पूल की विजिलेंस जांच के निर्देश

शिक्षा मंत्री आशीष सूद ने मंडावली स्थित सर्वोदय कन्या विद्यालय नंबर-3 में स्थित स्विमिंग पूल की दुर्दशा देखकर शिक्षा निदेशक को विजिलेंस जांच के आदेश दिए। वर्ष 2023 में ढाई करोड़ रुपये से ज्यादा की राशि से स्विमिंग पूल का निर्माण हुआ था। उन्होंने कहा कि जिस स्कूल के स्विमिंग पूल को पिछली सरकार अपना रोल मॉडल बताती थी उसकी दुर्दशा देखकर मुझे बहुत चिंता हो रही हैं। पिछली सरकार की नाकामियों के कारण दिल्ली के सरकारी स्कूलों की ऐसी दुर्दशा हो गई है।

मिड डे मिल की गुणवत्ता में सुधार के दिए आदेश

निरीक्षण के दौरान मयूर विहार फेज-2 स्थित पॉकेट बी के सर्वोदय कन्या विद्यालय में शिक्षा मंत्री ने मिड डे मील की जांच की और उसमें खामियां मिलने पर प्रधानाचार्य को गुणवत्ता में सुधार के आदेश दिए। 1960 में बने इस स्कूल में 1800 बच्चे पढ़ते हैं। इस स्कूल के सभी कमरों में बारिश के दिनों में रिसाव की गंभीर समस्या हो जाती है। इस कारण बाथरूम के साथ एक-दो कमरे की छतें भी टूटकर गिर चुकी है। तब से लेकर कई बार इस बिल्डिंग के पुनर्निर्माण के लिए लिखा जा चुका है। मगर आजतक कोई ठोस कार्रवाई नहीं हुई है।

विद्यालय के दो कमरे बेहद जर्जर मिले

मंत्री को निरीक्षण के दौरान वेस्ट विनोद नगर स्थित राजकीय सह शिक्षा सर्वोदय विद्यालय के दो कमरे बेहद जर्जर हालात मिले। जिन्हें स्थायी रूप से बंद मिले। छत टूटने की संभावना के कारण कमरों को बंद किया गया था। लोक निर्माण विभाग के एग्जीक्यूटिव इंजीनियर को फटकार लगाते हुए 15 मई तक स्कूल में मरम्मत के निर्देश दिए। शिक्षा मंत्री ने स्कूल की भूगोल लैब का भी दौरा किया। लैब में भी कई खामियां मिली। बिना आधुनिक साजो-सामान के लैब छोटे कमरे में संचालित हो रही थी।

कार्ययोजना प्रस्तुत करने के दिए निर्देश

स्कूल के बहुउद्देशीय हॉल में बारिश के दिनों में तीन से चार फीट तक पानी भर जाता है। इससे स्कूल में बिजली का करंट फैलने का खतरा मंडराता रहता है। शिक्षा मंत्री ने बहुउद्देशीय हॉल की मरम्मत या नया बनाने के लिए शिक्षा निदेशक और पीडब्लूडी के इंजीनियर को निर्देश दिए। एक हफ्ते के भीतर इसके पुनर्निर्माण के लिए कार्य योजना प्रस्तुत करने के निर्देश दिए।

शिक्षा क्रांति को लेकर फैलाया भ्रम

शिक्षा मंत्री ने कहा कि पिछली सरकार ने दिल्ली के राउज एवेन्यू और पटपड़गंज के दो स्कूलों को चमका कर लोगों में शिक्षा क्रांति का भ्रम फैलाया। आज दिल्ली की जनता के सामने उनकी पोल खुल रही है। अभी तो सिर्फ चार स्कूलों के निरीक्षण में ही इतनी खामियां मिली हैं कि जिनको सुधारने में काफी वक्त लगेगा।

प्राथमिकता के आधार पर पुनर्निर्माण की योजना

- पटपड़गंज विधानसभा में 20 सरकारी स्कूल हैं। इनमें से कई स्कूलों की छत आज भी पक्की तक नहीं हो सकी है। सरकारी स्कूलों में पढ़ने वाले बच्चों को दी जाने वाली मूलभूत सुविधाओं का भी बेहद अभाव है। सरकार दिल्ली के जर्जर हो चुके सभी स्कूलों की बिल्डिंग की मरम्मत या स्कूलों के पुनर्निर्माण प्राथमिकता के आधार पर करने की योजना बना रही है।

आते ही शिक्षा बजट में की 19% की बढ़ोतरी : आशीष सूद

- मंत्री ने कहा कि मुख्यमंत्री रेखा गुप्ता के नेतृत्व में सरकार दिल्ली की शिक्षा व्यवस्था में आमूल-चूल परिवर्तन करने के लिए प्रतिबद्ध है। इसके लिए सत्ता में आते ही भाजपा की सरकार ने शिक्षा के बजट में 19 फीसदी से ज्यादा की बढ़ोतरी कर कुल बजट 19,291 करोड़ का किया है। ताकि शिक्षा बजट के पैसे से दिल्ली के सभी सरकारी स्कूलों की दशा एवं दिशा में सुधार कर बच्चों को मूलभूत सुविधा मुहैया करवाई जा सके।

अमर उजाला, १ अप्रैल, २०२५, पृष्ठ नं०-06

पुनर्वास विज्ञान के क्षेत्र में नवाचार को बढ़ावा देगा जामिया मिल्लिया

अमर उजाला ब्यूरो

नई दिल्ली। जामिया मिल्लिया इस्लामिया के फिजियोथेरेपी व पुनर्वास विज्ञान केंद्र (सीपीआरएस) ने फिजियोथेरेपी व पुनर्वास विज्ञान के क्षेत्र में नवाचार और शोध को बढ़ावा देने के लिए तीन अलग-अलग संस्थानों के साथ समझौता किया है। इस मौके पर जामिया के रजिस्ट्रार प्रो. मोहम्मद महताब आलम रिजवी, जीवन विज्ञान संकाय के डीन प्रो. मोहम्मद जाहिद अशरफ सहित कई दूसरे पदाधिकारी मौजूद रहे।

इस सहयोग का प्राथमिक उद्देश्य साक्ष्य-आधारित अनुसंधान, नैदानिक प्रशिक्षण और वैश्विक शैक्षणिक साझेदारी को एकीकृत करके फिजियोथेरेपी व पुनर्वास विज्ञान के क्षेत्र में उत्कृष्टता को बढ़ावा देना है।

इस समझौते से जामिया में फिजियोथेरेपी व पुनर्वास विज्ञान केंद्र सिद्धांत व व्यवहार के बीच दूरियों को कम किया जाएगा और शैक्षणिक आदान-प्रदान के अवसर पैदा होंगे। साथ ही नींद, दर्द, कार्डियोपल्मोनरी, आर्थोपेडिक, न्यूरोलॉजिकल, बाल चिकित्सा और एथलेटिक रिहेबिलिटेशन जैसे प्रमुख क्षेत्रों में उच्च गुणवत्ता वाले अनुसंधान और नैदानिक नवाचारों को बढ़ावा मिलेगा।

दाखिले के लिए विद्यार्थी कल तक कर सकते हैं ऑनलाइन आवेदन

नई दिल्ली। जामिया मिल्लिया इस्लामिया के विभिन्न पाठ्यक्रमों में शैक्षणिक सत्र 2025-26 में दाखिला को लेकर आवेदन की प्रक्रिया जारी है। आवेदन में अब सिर्फ दो दिन बाकी रह गए हैं। दस अप्रैल को आवेदन की प्रक्रिया समाप्त हो जाएगी। यह सूचना जामिया प्रशासन ने जारी की है। जामिया प्रशासन के अनुसार दाखिला को लेकर ऑनलाइन admission.jmi.ac.in वेबसाइट पर आवेदन कर सकते हैं। इस सत्र में जामिया ने स्नातक से लेकर पीजी डिप्लोमा स्तर के 14 नए पाठ्यक्रम शुरू किए है। जामिया ने सार्क देशों के आवेदकों के लिए फीस कम की है। साथ ही विश्वविद्यालय पॉलिटेक्निक के तहत डिप्लोमा पाठ्यक्रमों के लिए विदेशी नागरिकों/एनआरआई वार्डों के लिए भी फीस कम की गई है। ब्यूरो

अमर उजाला, १० अप्रैल, २०२५, पृष्ठ नं०-01

प्राइमरी स्कूल के बीएड डिग्रीधारी शिक्षकों को करना होगा ब्रिज कोर्स

नई दिल्ली। बीएड की डिग्री के आधार पर सरकारी प्राइमरी स्कूलों में 11 अगस्त, 2023 से पहले नियुक्त शिक्षकों को अनिवार्य प्रशिक्षण के रूप में छह महीने का ब्रिज कोर्स करना होगा। सुप्रीम कोर्ट के आदेश के तहत राष्ट्रीय अध्यापक शिक्षा परिषद (एनसीटीई) ने छह महीने का ब्रिज कोर्स तैयार किया है। यह कोर्स राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान (एनसीटीई) करवाएगा।



एनसीटीई की सदस्य सचिव अभिलाषा झा मिश्रा ने इसकी अधिसूचना जारी की। इसके मुताबिक, उन शिक्षकों को यह लाभ नहीं मिलेगा, जिन्होंने सिर्फ आवेदन किया था या चयन हुआ था, पर नौकरी नहीं कर रहे थे। इस दायरे में जो भी केस किसी राज्य के कोर्ट में लंबित होंगे, वे निरस्त हो जाएंगे। ऐसे मामलों के शिक्षकों को ब्रिज कोर्स करना जरूरी होगा।

यह कोर्स उन शिक्षकों को करना जरूरी होगा, जिन्होंने बीएड किया है व उनकी नौकरी कोर्ट के 11 अगस्त

The Indian Express, 9 April, 2025, Page no - 10



CREATIVE IN THE CLASSROOM

AI's disruption there is welcome. It shows why teachers will continue to matter

AMMEL SHARON

IN RESPONSE TO Sam Altman's recent announcement about a story written by an AI model that is "good at creative writing", *The Guardian* published a series of discussions on AI and creativity with writers including Jeanette Winterson and Kamila Shamsie weighing in. The story is a metafictional narrative about grief. Winterson found it to be "beautiful and moving". She refers to AI as "Alternative Intelligence" and argued that its "capacity to be 'other' is precisely what the human race needs", as we appear to be moving headlong into planetary devastation and war.

Writers like Shamsie struck a note of worry as they marvelled at how convincing AI's story was. Yet, across the internet, readers have singled out sentences for their meaninglessness, such as, "I have to begin somewhere, so I'll begin with a blinking cursor, which for me is just a placeholder in a buffer, and for you is the small anxious pulse of a heart at rest. There should be a protagonist, but pronouns were never meant for me." As AI-generated prose continues to blur the lines between human and machine creativity, the debate underscores both the excitement and the unease surrounding a future where storytelling may no longer be the domain of human experience.

The most interesting responses acknowledge the irony that this ode to sorrow arises from no true wellspring of experience or emotion. In its metaphysical narrative, AI's mechanical emptiness folds back on itself, admitting that its inability to hold memory renders it incapable of mourning. "I am nothing if not a democracy of ghosts," the story tells us. Winterson argues that this opens up new ways of seeing and being, an invitation that holds tremendous potential for educators.

Rather than worry about redundancy, we should consider the conditions under which many hours of class preparation hold the same value as an AI-generated summary of a challenging text. This equivalence depends on the mode of assessment — when assessments are impersonal, brief, and outcome-oriented, they often demand mechanical answers.

The National Law School in Bengaluru has drafted an AI policy to address the widespread use of generative AI by students. The draft considered various strategies including outright prohibition, selective integration — such as permitting AI for grammar checks but not for composing assignments — and active encouragement to use AI as a tool for improving clarity and presentation. Banning AI use is neither feasible nor beneficial. Instead, it recommends selective prohibition. While AI is not permitted in exams or in ways that constitute plagiarism, students may use it to brainstorm, conduct research, and develop projects. The faculty can also regulate AI use in their courses.

Teachers fear AI-generated summaries will diminish their role. Rather than worry about redundancy, we should consider the conditions under which many hours of class preparation hold the same value as an AI-generated summary of a challenging text. This equivalence depends on the mode of assessment — when assessments are impersonal, brief, and outcome-oriented, they often demand mechanical answers.

Instead, the creative emptiness of AI invites us to consider alternative pedagogical approaches to cultivate an "affective" imagination in the higher education classroom, where students' cognitive abilities are shaped by interaction, curiosity and a sense of learning together. Indeed, at the same time that we introduced an AI policy, the university also introduced mandatory small-group discussions with faculty members. Unlike the tutorial system, which is geared towards ever more rigorous study, small group discussions facilitate conversations around student interests that help faculty members understand student needs better. It facilitates what C Wright Mills terms a "sociological imagination", that is, the capacity to link personal experiences to wider social structures and historical contexts.

Seen this way, AI's disruption of the classroom is welcome. Ready-to-consume summaries still require deep conceptual preparation. As for creativity, I have shifted my focus toward imagination and world-building exercises, where students share their insights with one another, whether drawn from reading a challenging text or engaging with a chatbot. As AI consumes us as data, we must learn to coexist with the spectres of unforeseen possibilities — a democracy of ghosts.

The writer is assistant professor, social science, at NLSIU, Bengaluru

Hindustan Times, 9 April, 2025, Page no-04

The urgent need to build inclusive classrooms

Simmi Mahajan
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Creating inclusive classrooms is a gradual process that requires commitment, collaboration, and a willingness to innovate, making it the absolute first step.

Every child deserves to feel welcomed, understood, and supported in their learning environment, yet for many children with neurodiversity, traditional classrooms fall short of meeting their unique needs. According to a report by UNESCO, only 61% of children with disabilities between the ages of 5 and 19 in India are enrolled in educational institutions. As a mother and a doctor, I have seen first-hand how inclusion can transform a child's life. Inclusive classrooms are not merely a goal but a necessity.

India has an additional education burden stemming from a lack of trained educators, especially trained special educators. According to Unified District Information System for Education Plus (UDISE+) 2021-22 data, at an all-India level, the Pupil-Teacher Ratio (PTR) is 26:1 for primary classes, in keeping with the recommended ratio of 30:1 as per RTE 2009. However, there seems to be a deep chasm when we look at the availability of special educators in the country, which stands at 1.2 lakh for 79 lakh children with special needs (CWSN). This highlights the need for building inclusive classrooms and equipping educators with tools and resources to identify and teach neurodiverse students in inclusive classroom setups. Here are the six steps we need to take towards inclusion; many of these will, in fact, run parallel, as building inclusive classrooms is an ongoing process.

Juggling to achieve Work-Life Balance? Harvard shares 5 steps to achieve it

Adapting the Classroom Environment for Flexibility

Creating an adaptable classroom environment is crucial for fostering inclusivity, especially for neurodiverse students who may face challenges with sensory overload, anxiety, or difficulty concentrating. Minor adjustments—such as having spaces to decompress or tools to minimise sensory distractions—can significantly enhance their ability to engage with the curriculum and participate in classroom activities. Ultimately, flexibility in classroom design benefits all students, allowing each child to choose a space that aligns with their learning style. With minor changes to the classroom setup, educators and institutions can go a long way in building inclusive learning environments within the current education infrastructure.



. With minor changes to the classroom setup, educators can create inclusive environments FILE/HT

Unbiased Assessment

It is a known fact that standardised tests may contain cultural biases, disadvantaging students from diverse backgrounds. This can lead to misinterpretation of a student's true capabilities. Also, traditional assessments often operate on the flawed assumption of a "one-size-fits-all" approach to learning, failing to acknowledge the diverse learning needs of the students. In this regard, National Education Policy (NEP) 2020 emphasizes competency-based assessment as well as formative assessment to remove the pressure of one-time, high-stakes exams that reduce a child's capabilities to a single score! In primary classes especially, learners need to be nurtured to express their capabilities differently. This is where UDL again plays a vital role in equipping teachers with the ability to meet the diverse learning needs of the students.

Promoting Peer Sensitization and Empathy among CWSN

Studies have shown that inclusive education benefits all students, helping them develop empathy, tolerance, and social skills. It is, therefore, essential for us to teach diverse learners in an inclusive classroom setup right from the start. The limbic system, which is involved in processing emotions, regulating responses, and other cognitive functions, first completes remodelling at around 10-13 years of age. Right from the age of five, children learn adult social skills like giving praise and apologising for unintentional mistakes. They like to spend more time in peer groups and relate to a group of friends. In addition, moral development furthers, and they learn more complex coping skills, therefore, promoting supportive adult relationships and increasing opportunities to participate in positive community activities builds resilience. Thus, inclusive classrooms create a nurturing environment for both neurodiverse and neurotypical children to develop into more conscientious adults.

Training the Teachers

A study by Azim Premji University shows that 76% of Indian teachers are seeking better resources to support diverse learning needs. While in the past we have focused on Individualized Learning Plans (ILP) to support neurodiverse learners, there is a need to amalgamate Universal Design for Learning (UDL) while training the teachers for better learning outcomes. It benefits neurodivergent students and those with diverse learning styles by removing learning barriers through adaptable teaching methods.

Collaboration between Special Educators and Teachers

While inclusive classrooms largely depend on the primary educator, we must recognise that these cannot be successful in isolation. Depending on the severity of the needs of a neurodiverse learner, there may be a need for additional and specialized support, which special educators can provide. Alongside UDL, special educators can help teachers design ILPs where required, further supporting the needs of diverse learners. It is essential to understand that inclusive education does not negate the need for special education but ensures that the unmet needs of neurodiverse learners can be met via collaboration between different educational stakeholders.

Coming Together for Inclusion

Creating inclusive classrooms is a gradual process that requires commitment, collaboration, and a willingness to innovate, making it the absolute first step. As educational institutions, government bodies, NGOs, and communities unite to prioritise inclusive education, the impact on students will be transformative. Schools can create an academic environment where all students thrive by continuously investing in teacher training, advocating for policy changes, and leveraging assistive technologies. Only by placing inclusion at the core of educational planning can we envision a future where every child's unique potential is celebrated and their learning needs are fully supported.

The author is Chief Program Officer, Project Inclusion, Sri Aurobindo Society

Hindustan Times, 9 April, 2025, Page no-02

Understanding the challenges ailing the Indian education system



Our curricula don't align with global or national needs leaving students with obsolete degrees AFP

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Let's cut through the noise: India's education system is a mess if we're honest about it. It's built on outdated ideas and knowledge handed down from school to school through trial and error, not inquiry-based or critical thinking. That's a problem because education, whether 100 years ago or 50 years from now, should teach people to solve problems, life skills, job challenges, or business hurdles and to think critically. And it must match our big national goals: becoming a manufacturing powerhouse, a tech innovation leader, and a services giant. Right now, it's not even close. I've seen the gaps, and I'm here to call them out with straightforward, realistic fixes that work.

The Reality: A System Out of Sync

The way we teach is stuck in the past. Instead of asking students to think and question, we're churning out passive learners who can't tackle real-world issues. Worse, we're obsessed with STEM, especially computer science and engineering. India pumps out 1.5 million engineering graduates annually, with 40% in IT (All India Council for Technical Education, 2023). Still, the National Skill Development Corporation says we're only creating 2.5-3 lakh new tech jobs annually. That's a flood of talent with nowhere to go. The outcome? Underemployed graduates and industries are left scrambling.

Then there's the entrance exam trap. Kids spend years and lakhs of rupees on coaching classes, only to land in colleges tion, 2022). The top 50-100 institutions are solid, but the rest? They're just degree mills with no intrinsic value. That's not education; it's gambling on our children's future.

The Gaps: Where We're Dropping the Ball

The loopholes are glaring. Our curricula don't align with global or national needs, leaving students with qualifications that don't open doors. The NEP 2020 is a smart blueprint, pushing skills, flexibility, and industry ties but it's gathering dust without execution. Asking the same undertrained administration & teachers to pull this off is like handing a novice a rocket and expecting a moon landing. We need expertise, not just good intentions. And the biggest miss? No focus on jobs. Without a clear return on the time students invest, we fail them and our country's ambitions.

The Fix: A Hybrid Model for Viksit Bharat by 2047

To make India a "Viksit Bharat" by 2047, we need a 3X transformation, faster, smarter, and digitized like the India Digital Stack. Let's blend the U.S.'s continuous assessment and the UK's staged flexibility into a national solution, rolled out now:

Unified National Assessment, Not Entrance Chaos: Ditch the coaching trap. Replace entrance exams with a single, digitized Indian Aptitude Test (IAT), modeled after the SAT but tailored to our universal curriculum. Launch by 2026, cutting costs for 10 million students yearly and easing college admissions.

Hybrid Continuous Assessment, No More Board Exams: tests, and teacher input blended with milestone checks at Grades 10 and 12 (non-high-stakes, curriculum-light). Digitize this on a national platform, assessing all our children by 2030.

Curricula Aligned for National Growth: Rework syllabi by 2027 to focus on manufacturing, tech, and services: 50% apprentice model in engineering and vocational courses.

NEP 2020 Execution with Digital Muscle: Train 50,000 educators by 2027 using a digital training hub powered by the ₹50,000 crore NEP budget (Budget 2023). Shift focus to employment outcomes, connecting graduates to jobs by 2027 via a national portal, a real-time employment tracker.

This hybrid model, which includes continuous assessment, a unified test, and digital execution, draws from best practices globally but fits India's scale, aspiration, and, more importantly, needs. It's not a foreign fix; it's ours, turbocharged for 2047.

The Future: India's Talent Takes Charge

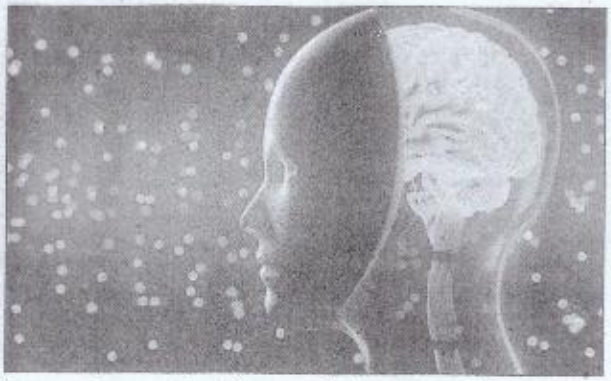
With 600 million people under 25 (UN Population Division, 2023), India's got the raw material to lead. But we need an education that works, teaching kids to think, aligning with our manufacturing and tech dreams, and guaranteeing jobs. The NEP 2020 can get us there if we execute it right, with borrowed expertise if needed and a laser focus on results. Picture this: every grad, engineer, chef, and entrepreneur walking into a career, driving India to the top. That's not a hope; it's a promise we can keep. Let's get it done; we owe it to our great nation.

Hindustan Times, 9 April, 2025, Page no - 01

ces, games, and story

Computing and data science remain popular among students

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A career in computing offers a good salary progression GETTY IMAGES

Computing science, and particularly data science (DS), Machine Learning (ML) and Artificial Intelligence (AI), offer excellent opportunities for graduates with key skills. Computing Scientists can work in industries as diverse as aerospace, defence, agriculture, finance, education, healthcare, manufacturing, government, retail, or telecommunications, or they can become entrepreneurs. Salaries in the UK are on average over £53,000 for a Computer Scientist (indeed.co.uk/glassdoor.co.uk). Career progression is excellent, with many specialisations including DS/ML/AI, Cybersecurity, User Experience/Interface, Web Design/Development, and Software/Mobile App development, each offering pathways from entry level to senior managerial positions with very good salary progression.

In addition to salary, a career in Computing Sciences can also allow students to channel their interests and passions into a very rewarding career through combining their creativity, logical thinking and problem solving skills. As the average person spends approximately 90,000 hours at work, or effectively a third of our lives, it is very important to make work time 'happy time' as well as lucrative.

Rewarding careers in computing are also open to those with initial degrees in different disciplines, from Law to Psychology to even Music, as students can embark on a 'conversion' MSc to learn the required computing skills (whether a generic Computing Science MSc or specialist such as Data Science or Cyber Security). The combined knowledge and skills of those that cross disciplines with their further studies is often highly sought after and appreciated by employers who value diversity in the workforce.

So, what are the skills that those further degrees, often chosen by Indian students, should offer to maximise employment opportunities? First are technical knowledge and skills essential to all Computing Scientists and expected by employers. Proficiency in programming is a must, with experience in a range of contemporary languages, such as Python and JavaScript in DS/ML/AI, and other languages for other roles, e.g., Java, C, C++, CSS, HTML or Rust. Then there is knowledge of databases, SQL, and both the relational model and non-relational databases (e.g., MongoDB). Understanding Cloud Computing platforms such as Azure and AWS that provide data storage, computing and ML services is also important. Version control and collaboration through Git is key to developing code and projects, and although a high level of mathematical knowledge is not always required, an understanding of linear algebra, calculus, and optimization is very helpful.

Then, for specialised paths, there may be additional requirements. For example, DS requires a basic understanding of descriptive and inferential statistics, probability distributions, hypothesis testing, and regression analysis. Key programming languages to learn include Python and R, each containing important libraries for data manipulation/analysis, such as Pandas, Numpy, and Scikit-Learn in Python, and Dplyr and Tidyverse in R. Visualisation libraries for creating static or interactive visualizations can bring data insights to life (e.g. Matplotlib/Seaborn in Python, ggplot2 in R) and knowledge of Deep Learning libraries is critical for modern DS, with high-profile toolkits such as TensorFlow, PyTorch and Keras. Finally, communicating DS insights to end-users is critical, with a variety of business intelligence tools available for creating dashboards and interactive reports (e.g. Tableau/Power BI).

Studying an MSc abroad represents a significant investment, so before starting an MSc abroad, students should ensure that their courses cover essential technical skills, both theoretically and practically, through exercises, assessments, and project work.

Equally important for employability are 'soft skills', which are often the true differentiators between candidates that possess the expected degree when applying for particular roles. Degrees that emphasize those are often lead by research-active staff who collaborate with industry and understand their requirements. Such critical skills include problem solving and algorithmic thinking, critical thinking through objective and reasoned judgements, written and verbal communication with technical and non-technical stakeholders, collaboration and teamwork in cross-disciplinary en ments, knowledge of methodologies and g management tools, adap and continuous learning ness acumen for underst the business and decisio ing context, and awarer ethical considerations a vacy laws, particularly i tion to data usage.

Employability statistic result of emphasizing skills throughout our programs, ensuring tha dents consistently demo them, especially in thei jects and dissertations. are a student considering ing abroad, ensure tha program also provides n the key technical skil knowledge for your d career path, but also the soft skills that will hel truly stand out to achiev salary and job satisfactio

Students in a recent India asked me how they make sure their jobs a taken away by develop such as AI. The answer them is simple "go deep b the surface with your k edge and be 'human-like your skills; otherwise, yo indeed be replaceable world going forward will to those that go beyond tools to drive the change nose inefficiencies, a problems created by AI".

The author is the Head of Sch Computing Science at the Un of East Anglia, UK, and has in Data

The Indian Express, 9 April, 2025, Page no - 11



Catch them young

Schools with a strong foundation in sports hold key to producing champions

JAYANT CHAUDHARY

IN EVERY CHILD, there is talent, sometimes obvious, often latent, which, if nurtured, can help her scale great heights. Yet, this talent often goes unnoticed, especially when it comes to sports. Imagine if every child in India who loved to run, jump, or kick a ball, throw a shot put or play chess was seen as a possible future champion and not as a kid with misplaced priorities. India's performance in global competitive sports highlights a significant gap between potential and reality. Despite being the world's most populous country with over 1.4 billion people, our medal tally at major events like the Olympics remains low. While the competitiveness of our sportspeople is increasing, this hasn't yet corresponded to outcomes.

While athletes like P V Sindhu, Neeraj Chopra, Mirabai Chanu, 2024 Paralympic gold medallist Praveen Kumar and others have captured global attention, the broader system supporting sports remains fractured, plagued by societal perceptions, limited infrastructure, and a lack of integration between sports and academics. The other aspect to ponder, perhaps even more important than winning medals, is the under-recognised impact of participation in sports on our mental and physical wellbeing, and consequently, the benefits flowing from a fit community. A foundational exposure to varied sports is imperative to building a national sports culture.

In India, academics have long been considered the sole ladder to success. For families navigating the challenges of economic insecurity, sports have been viewed as a risky gamble, a luxury they cannot afford. For many young athletes, pursuing their passion means compromising on education, leaving them without viable alternatives if their sporting dreams don't materialise. Emil Zátopek, the renowned Czech long-distance runner, once said, "An athlete cannot run with money in his pockets. He must run with hope in his heart and dreams in his head." In other words, budding athletes require a comprehensive support system that instils faith in their abilities.

Some educational institutions do have robust sports programmes. The country also has a few specialised sports schools. Unfortunately, most such institutions remain unaffordable for a large chunk of the country's population. This is why a more comprehensive narrative is needed — one of winning, where the entire system actively supports a child's dream of becoming a champion. Imagine a network of residential schools dedicated to seamlessly integrating sports and academics. Unlike traditional schools that prioritise academics, these institutions would place sports at their core. Students would follow a dual pathway, excelling in their chosen sport while acquiring a strong academic foundation. These schools would operate on a carefully designed framework. Beginning from Class 6, students would be introduced to a multi-sport foundation programme that emphasises building agility, strength, and coordination.

Specialisation would come later, guided by scientific assessments, around Class 9. This staggered approach ensures that early burnout is avoided, and that decisions are rooted in data rather than assumptions. The curriculum, aligned with NEP 2020, would merge traditional academic subjects with sports science. For instance, physics lessons could include studying the mechanics of a javelin throw. Each school would feature world-class facilities with all sports-oriented basic facilities, but also some more layered infrastructure and coaching capacity tailored to the region's sporting strengths. For instance, campuses in Haryana could focus on wrestling, while those in the Northeast might prioritise football. Olympic-standard tracks, biomechanics labs, and nutrition centres would provide students with the resources needed to compete internationally. Admissions would involve aptitude and physical tests, supplemented by national talent scouting camps. These camps would identify promising athletes from underprivileged and rural areas.

The schools would emphasise mental health, career planning, and life skills. Students would receive mentorship from accomplished athletes and guidance from alumni who have navigated the world of professional sports. For those who don't make it to the professional level, their academic grounding would open doors to careers in sports sciences, coaching, or other sports-aligned fields — even completely unrelated fields.

Executing this vision could be challenging. Convincing parents to embrace such a model, especially in communities where sports are still seen as a gamble, would require sustained outreach and trust-building. Funding these institutions would demand public-private partnerships. Coordinating efforts across ministries, sports federations, and local governments would require meticulous planning. It would be a perfect example of a whole-of-system approach with everyone contributing to the cause.

Yet, the rewards far outweigh the risks. Several states, including Uttar Pradesh and Telangana, are working on creating sports universities. A residential sports school could create a feeder system for such universities.

This model wouldn't just produce medals — it would fundamentally change how a nation views sports as a pathway and for society. It would build an ecosystem where talent is no longer a casualty of circumstance, where failure isn't the end but a stepping stone to new opportunities. Sports are often said to have the power to unite, inspire, and transform. For India, they could do even more by redefining success. All it takes is the will to invest in a future where every child with a dream deserves a chance to run their race — whether they win gold or not, the journey and outcome from sports is itself a victory. That's a race worth running.

The writer is Union Minister of State (Independent Charge) for Skill Development and Entrepreneurship and

Hindustan Times, 9 April, 2025, Page no - 02

Why some parents love schools with fewer than 100 students

Neha Bhatt
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It all began with an unassuming poster, pinned to a wall at a local Bandra library during the pandemic: "Tired of Zoom classes? Presenting Comini Learning Pods."

It led curious parents to Priyanka Rai and Sai Gaddam, who had then just moved to Mumbai and were looking for alternative schooling options for their own children. As they began to speak to interested parents, the idea of a learning pod (where a small group of children learn together) turned into something bigger but small enough to suit their needs: Comini Microschool.

"Our goal was to build a neighbourhood school, not a fancy building. We wanted to create a space where parents could feel confident enough to pull their children out of traditional schools and explore community-led education," says Rai, who acquired a diploma in early education and co-founded the school with her husband, a neuroscience and tech expert, in February 2022. They were inspired by Finland's educational model, which is known for its emphasis on play and personalized learning.

Spread across a cheerful, 1,500 sq. ft sun-filled space, with tall glass windows and playful corners, Comini looks more like home than a school. That's the idea. From 9am to 4pm, five facilitators lead 25 children through a mix of guided sessions and a routine filled with free play and spontaneous interactions.

On a bright Friday morning in February, for example, three girls, aged 6 to 9, were busy preparing a puppet show, complete with handmade tickets. Others were busy with books with a facilitator in a cozy reading room. Another group had gone on an overnight farm visit. For Rai and Gaddam, Comini personifies this kind of flexibility, where children can pursue their creative interests freely through exploration.

In recent years, the micro school movement has taken root in India, taking inspiration from global models such as Aspen Learning Lab and Learnlife. With more parents seeking alternatives to mainstream and international schools, there is a growing market for more personalized and flexible learning environments.

According to the National Microschooling Center in the US, where this model has been growing rapidly, over 95,000 micro schools cater to 1.5 million students in the country. While India lacks specific data on micro schools, the market for private education has been expanding, according to reports published by the Central Square Foundation. Nearly 50% of all students in India are enrolled in private schools today, up from 30% in 1993. Market research firm IMARC estimates the Indian school market totalled $54.2 billion in 2024, with 1.55 million K-12 schools serving 218 million students.

The pandemic served as an inflection point for micro schools, says Rai. "Many parents converted to this model because they were shocked by what they saw during online schooling," she notes.

While the term itself is still evolving, a micro school is generally characterized as a private learning institution with 50 to 100 students. Led by a mix of professionals and community members, its unique selling proposition lies in a low educator-to-student ratio—typically 1:5 to 1:10, which allows for adaptive learning. Instead of relying on textbooks, educators utilize online resources, modules, and curated reference books to design their own curriculum.

Market research firm IMARC estimates the Indian school market totalled $54.2 billion in 2024, with 1.55 million K-12 schools serving 218 million students.

The fee ranges from ₹2-3.5 lakh a year. The range is lower than many larger private schools since micro schools don't offer the same infrastructure which helps reduce their operating costs; neither are they recognized by any government authority or educational board in India. Micro schools, thereby, fall in an unregulated area with no clear policy.

"While we cannot register as a school, as that requires certain infrastructural requirements, micro schools do need to be registered entities to keep the finances and taxes clean," says Poornima V., co-founder of Agile Shaala, which runs micro schools in Mysuru and Bengaluru.



The pandemic period served as an inflection point for micro schools FILE/HT

Micro schools currently operate under different structures—some are registered as non-profits; others as private limited companies.

Some even put themselves under a homeschooling umbrella but there is no formal certification for homeschools either. "It is a grey area. But in the US, some states have clear rules for homeschooling," she adds.

Learning is tracked through continuous assessments aligned with the Cambridge IGCSE curriculum, and progress is documented and shared with parents, with students setting their own learning goals and becoming independent learners. Students have the option to sit for exams at grade 10 and 12 through IGCSE or the National Institute of Open Schooling.

How children learn

For educationist Lina Asher, who previously founded Kangaroo Kids and Billabong High, launching Dreamtime Learning Hub in Hyderabad's Jubilee Hills was a conscious decision to move away from the traditional school. Nestled in a bungalow with a red-sloped roof, the Hub features vibrant learning stations and wooden benches dotted across the lawn.

The curriculum is hyper-personalized and grades are divided in a unique fashion: in the 'Foundational Fantasy' programme, for example, children aged 3-6 are grouped into categories like wanderers, magicians, explorers, and discoverers. In the elementary years, students can choose identities such as adventurers, incredibles, avatars, or transformers.

"Smaller schools give you the flexibility to experiment with moving parts, without the scheduling complexities of larger schools. So, students can study subjects from grades above or below their current level, depending on their abilities, needs and pace," says Asher.

"Rather than comparing students to each other, we encourage them to compete against themselves, while also placing equal importance on social-emotional and physical wellness," she explains.

Micro schools also offer educators an opportunity to provide a new generation of children the kind of education they themselves lacked.

In Bengaluru, the Norwegian-style The Papagoya Micro-School emerged from founder and director Helen Issar's own frustrating schooling experience.

"I realized the traditional system had predefined success metrics, and if you didn't fit into those, you were labelled a failure. There was no middle ground. I also noticed a decline in play during the early years of schooling," she says.

She wanted to bring joy back into learning. "We believe children learn in unique ways and need to be in much smaller cohorts."

To bridge that gap, her school was designed on the 'pedagogy of play', with just 50 students from grades 1 to 6 and a clutch of facilitators who are called 'playmakers' on campus.

While micro schools are typically small in size, they broaden their learning environment by dipping into their surroundings. Goa's rich biodiversity and easy access to beaches and hills, for example, provide the perfect backdrop for The Learning Centre (TLC), housed in a 150-year-old Portuguese bungalow.

Learning here extends beyond the classroom: a math lesson might take students on a neighbourhood walk to explore concepts like addition, subtraction, and negotiation in shops. Swinging on a banyan tree near the centre could become a hands-on lesson in pendulums. Life skills such as first aid, waste management, handling reptiles, and cooking for the community are integral to the in-house curriculum.

To offset the lack of infrastructure, like large on-site sports facilities, micro schools often tap into community resources such as parks, and tie up with sports centres and pools. This approach makes it cost-effective and sustainable.

Enter the funders

While some micro school models are deliberately small-scale and non-profit, their rising potential is now attracting investors. This month, Dreamtime Learning secured a Pre-Series A funding from Grubas, the investment firm co-founded by Zerodha's Nikhil Kamath and Abhijeet Pai, to support the expansion of its network of micro schools. Sudipta Saha, the founding chief business officer of Dreamtime Learning, attributes this growing interest to the crucial gap such schools are filling.

"Schools and colleges have become like factories, moving students from one grade to the next with success measured solely by marks and entrance exam results. Yet, today's generation is among the least employable. The root cause is the emphasis schools place on qualifications rather than fostering a genuine love for learning. Our vision was to promote learning for the sake of learning, not just for marks," Saha explains.

"The total cost to build a school like ours is ₹3-4 crore, and we plan to open one to two micro schools each year, with a new one set to open in Pune this July," he adds.

Schools and colleges have become like factories, moving students from one grade to the next with success measured solely by marks —Sudipta Saha

Driven by a similar concern to address India's "broken education system," Dr Aniruddha Malpani, a Mumbai-based IVF specialist, has been funding innovative educational initiatives to support micro schools like Comini and a network of digital learning pods under the platform Apni Pathshala.

"This is the future of education. Traditional schooling will eventually reach a breaking point. While homeschooling and unschooling (self-driven informal learning) are great, they tend to be boutique and elitist. Micro schools and learning pods show that education can be both frugal and effective," he says. "AI and technology have made smaller learning models possible, making education more democratic, affordable, and accessible. Pods can be set up anywhere, from Dharavi to gated communities," he adds.

Parents take the plunge

Parents across the country are recognizing the benefits of micro schools too. For some, alternative models like Waldorf and Montessori, once popular, no longer offer the flexibility they need.

At Dreamtime Learning Hub, Asher notes that her micro school attracts parents who are well-travelled and seeking a community-driven, globally-aware educational experience. "These parents, drawing on their diverse expertise, are involved in the school's activities," she adds.

Some micro schools also offer parents an opportunity to escape the hustle of city life. TLC in Goa is an example—its parenting community comprises many families who have relocated to reconnect with nature and enjoy a slower pace of life.

"It's a collaborative space, with parents also stepping in as part-time facilitators," says a TLC parent who helps out with admissions and chose to remain anonymous.

Since such schools are not accredited, it can feel like a gamble for some parents. But handholding and allowing them to be a part of the experience has been helpful.

Says Aben Andrew, whose children attend Comini, "The international school our son previously attended was overwhelming with its academic demands.

Before enrolling in an alternative school though, we wondered if we'd be raising 'tree huggers' without a solid foundation and what kind of professions they would choose. But joining Comini has been life-changing—I see my kids grasping concepts beyond their grade level. We have also connected with like-minded parents, who each bring something valuable."

MICRO SCHOOLS CURRENTLY OPERATE UNDER DIFFERENT STRUCTURES

The idea of involving parents in the learning process and facilitating sessions at Papagoya is designed to help children recognize the strengths within their own community, explains Issar.

What's in it for teachers?

For teachers transitioning to micro schools, the appeal is similar: the opportunity to engage with students more personally, without the overwhelming numbers typically seen in traditional schools.

Teachers who previously worked with formal schools undergo training in-house. Some are experts in different fields, such as performing arts, and join as part-time facilitators.

Aruna Rao, principal at Dreamtime Learning Hub, known to students as a 'Hub Champion', says that during morning assembly, they discuss thought-provoking questions like, 'Is there such a thing as a perfect human being?' or 'What qualities should a person have?' "The answers I get often amaze me."

Many micro schools lend themselves well to being inclusive, offering a soothing environment for children who struggled in mainstream schools due to neurodivergence, anxiety, or bullying. Agile Shaala is one such school. It follows a hybrid model of learning, with students free to choose if they would like to attend a session online.

Initially, Agile Shaala was bootstrapped, raising ₹70 lakh from family, friends and advisors. "We make sure to pay our teachers corporate-scale salaries. Our goal is to expand globally, with learning centres every 5-6 kilometres, and to utilize the franchise model to collaborate with like-minded people, guiding them in setting up their own centres," she says.

As micro schools continue to spring up across India, one factor could further support their growth—India's education policy officially recognizing alternative learning networks.

Skyrocketing textbook prices spark outrage among parents and educators

Demand for reforms as schools mandate overpriced textbooks

Society April 9, 2025 / By Garima Sharma (https://mediaindia.eu/author/garima-user/) / New Delhi



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Schools sell privately published books at much higher costs than the more reasonably priced books

With sets of textbooks in India's private schools costing up to INR 6000 per child, the skyrocketing costs have prompted calls for reforms to make education more accessible and affordable. Schools are criticised by parents for putting profit before education.

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Textbook prices are skyrocketing, leaving parents reeling from an expanding crisis in India's private education sector (https://mediaindia.eu/society/budget-2025-a-critical-moment-for-strengthening-indias-education-system/). A video that went viral recently brought attention to the issue by showing how expensive textbooks are in many private schools. Parents are complaining that they are compelled to buy these pricey books, frequently from particular sellers, which they see as blatant profiteering at the expense of education.

Given that the textbooks (https://mediaindia.eu/society/only-1-pc-of-visually-handicapped-people-in-india-can-use-braille/) can cost anywhere from INR 5000 to Rs 6000 for a single set for Class 5 students, a lawyer from Bhopal mockingly asks in the video if they were "made of silver". Many parents who believe that private schools are putting financial gain ahead of students' needs will agree with this statement. The situation is made worse by the these schools mandating that parents purchase books and other resources from approved vendors, which reduces the number of more reasonably priced options.

"Yes, schools do overcharge for the book sets, and it is increasing each passing year. The books which are provided as side textbooks or reference books apart from main books are hardly used in the school by the teachers. These sets, which cost us approximately around INR 8,000 per set, disturb the budget of most of the families," Pratibha Wadhwa, a teacher working in a school in New Delhi, tells *Media India Group*.

Overpricing remains a problem despite the New Education Policy's (https://mediaindia.eu/society/higher-education-in-india-the-disconnect-between-theory-and-practical-skills/) (NEP) stated mandated to standardise textbooks and curricular nationwide. Rather, some schools still sell privately published books at much higher costs than the more reasonably priced books published by the National Council of Educational Research and Training (NCERT), the government body mandated with setting curriculums and supervising books for students across India.

"I believe our hard-earned money is used for the books which the school recommends from private vendors, which can be just half the amount if the school used NCERT books, which are good enough and cover the complete syllabus. The private schools are always putting profit ahead of education, be it for books or the monthly fee which they charge under various heads adding up to their own profit, looking hard for the development and growth of the students and benefits of parents that are far looked upon," says Wadhwa.

Parents and educators are calling for reforms to make education more affordable and accessible as part of a growing national movement to address this issue. By standardising book prices and weights, the proposed "Fixed Rate, Fixed Weight System" seeks to lessen the financial burden on families and stop schools from manipulating book procurement.

"I think that government organisations and educational institutions should take a number of important actions to address the problem of pricey textbooks. First and foremost, they ought to encourage the use of Open Educational Resources (https://mediaindia.eu/society/unesco-calls-for-regulation-of-technology-in-education/) (OERs), which are freely available, openly licensed resources that educators are free to modify and distribute. Furthermore, it is essential to invest in digital textbooks and platforms because they are

easily updated and reasonably accessible, eliminating the need for frequent purchases. Finally, offering financial aid or subsidies to low-income families who are having trouble paying for textbooks would guarantee that all students have equal access to educational resources," says Rekha Tehlan, a 42-year-old homemaker living in Noida, near Delhi.

But as long as the government fails to take action on erring schools and steps in strict regulators, the sight of these text books will continue to bring tears to the eyes of the students and their parents, alike.

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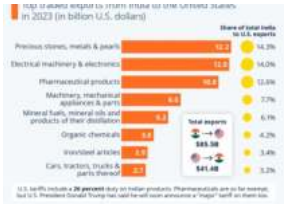
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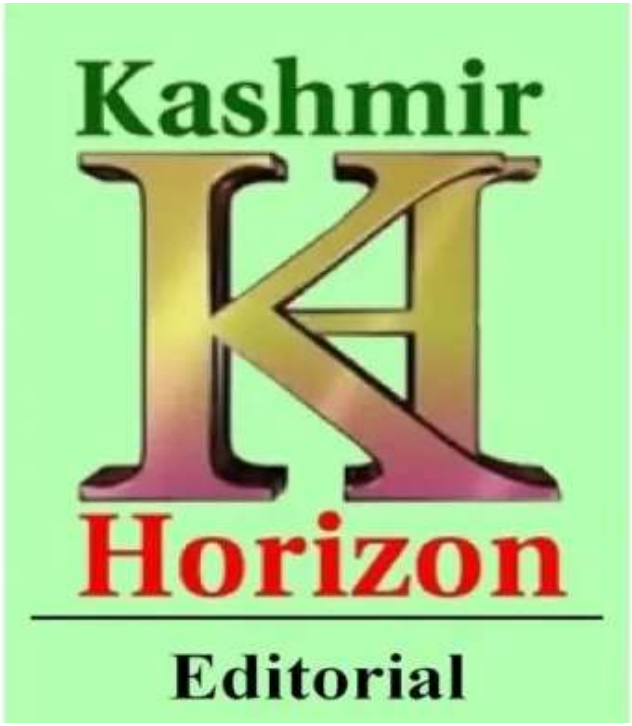
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NEP 2020: A Reform Struggling In Valley Colleges

by From Editor's Desk — April 10, 2025 in Editorial Reading Time: 3 mins read

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"Redesigning curriculum to accommodate multidisciplinary approaches requires additional training, planning, and most importantly, faculty strength. Unfortunately, most colleges, particularly in rural areas, lack the faculty numbers or subject experts required to support such a diverse curriculum."

The National Education Policy (NEP) 2020 has been hailed as a transformative step towards modernizing India's education system. It promises sweeping reforms—from introducing new courses and pedagogical approaches to encouraging multilingualism and multidisciplinary learning. On paper, the NEP is progressive and student-centric. However, its hurried implementation without clear guidelines, infrastructural support, or readiness among institutions has led to widespread confusion and concern among students, parents, and educators. One of the most pressing issues is the lack of a well-defined implementation roadmap. While the NEP outlines ambitious changes, including the restructuring of undergraduate degrees and introduction of new assessment systems, there has been no uniform plan for admission procedures, examination reforms, or course design. Institutions, especially those in rural and semi-urban areas, were expected to implement these changes without the necessary groundwork, training, or academic preparedness. This has created a chaotic environment where neither students nor teachers are clear about the academic direction or outcomes. The NEP's push for multidisciplinary and interdisciplinary education is forward-looking and aligns with global educational trends. It allows students to mix and match subjects from varied disciplines, offering them greater academic freedom. However, this flexibility has unintentionally placed added pressure on students who are now expected to perform across diverse subjects. This shift, while theoretically empowering, can cause academic overload and burnout, especially in the absence of adequate guidance and counseling support. For educators, the policy has triggered a complete overhaul of existing syllabi. Redesigning curriculum to accommodate multidisciplinary approaches requires additional training, planning, and most importantly, faculty strength. Unfortunately, most colleges, particularly in rural areas, lack the faculty numbers or subject experts required to support such a diverse curriculum. As a result, many institutions are unable to offer a broad spectrum of courses, thereby defeating the very purpose of flexibility and choice that the NEP promises. Another concern stems from the skepticism among students and parents regarding the utility of a generalist degree.

> ***"Lack of classrooms, laboratories, libraries, and internet connectivity makes it nearly impossible to implement the policy in its intended spirit. Consequently, students from such areas either drop out or opt for distance education or professional courses, often perceived as substandard and less rigorous. In conclusion, while NEP 2020 is undoubtedly a bold step toward revamping India's education system, its success hinges on careful, phased implementation backed by infrastructure, funding, faculty development, and***

> ***consistent policy communication. Without these, the reform risks becoming a well-intended but poorly executed policy that deepens existing educational disparities."***

With the current focus on multidisciplinary education, many fear that students may graduate without in-depth knowledge in any one field, thus diminishing their prospects in the job market or higher education. In a system still heavily reliant on rote learning and conventional assessment methods, the mismatch between new course structures and old learning practices raises questions about student preparedness and employability. In rural and underdeveloped regions, where infrastructure remains poor and digital access limited, the NEP's vision faces even greater hurdles. Lack of classrooms, laboratories, libraries, and internet connectivity makes it nearly impossible to implement the policy in its intended spirit. Consequently, students from such areas either drop out or opt for distance education or professional courses, often perceived as substandard and less rigorous. In conclusion, while NEP 2020 is undoubtedly a bold step toward revamping India's education system, its success hinges on careful, phased implementation backed by infrastructure, funding, faculty development, and consistent policy communication. Without these, the reform risks becoming a well-intended but poorly executed policy that deepens existing educational disparities.

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NEP 2020 aims to promote regional languages, not impose Hindi: MoS Home Nityanand Rai

Synopsis
One of the main objectives of the National Education Policy 2020 is the promotion of regional languages across the country and urged the people not to pay heed to rumours which claim it is done to impose Hindi on the people of the country, says Union Minister of State for Home Affairs, Nityanand Rai



Union Minister of State for Home Affairs Nityanand Rai

Guwahati: Union Minister of State for Home Affairs, **Nityanand Rai**, on Wednesday said that one of the main objectives of the **National Education Policy** (**NEP**) 2020 is the promotion of regional languages across the country and urged the people not to pay heed to rumours which claim it is done to impose Hindi on the people of the country.

At an interaction-cum-meeting in **Mizoram**'s Siaha district Rai stated that Prime Minister **Narendra Modi** held the development of northeastern states as a priority. A developed **India** as a whole largely depends on the development of Northeastern states.

He urged the people of the district to cooperate with the various border **security** forces deployed in the region to ensure security for the nation.

He also talked about the Citizenship Amendment Act, which aims at granting citizenship to religious minorities from **Pakistan**, Bangladesh and Afghanistan.

The Minister declared that this is done to provide safety to religious minority groups from these countries and reaffirm the secular nature of India.

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He earlier met Mizoram Chief Minister **Lalduhoma** in Aizawl and discussed various affairs of the state.

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India Launches 'Skills Accelerator' Initiative In Partnership With World Economic Forum

Updated: Apr 09, 2025 03:27:06pm

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New Delhi, Apr 9 (KNN) The Ministry of Skill Development and Entrepreneurship (MSDE) has partnered with the World Economic Forum (WEF) to establish the 'India Skills Accelerator,' a national public-private collaboration platform aimed at addressing India's workforce development challenges.

The initiative was discussed during a high-level roundtable at Kaushal Bhawan in New Delhi.

The Skills Accelerator will focus on three primary objectives: improving awareness about future skills requirements, enhancing collaboration among stakeholders, and upgrading institutional structures to support a more responsive skilling ecosystem.

This comes at a critical time when 65 per cent of organisations cite skill gaps as a major barrier to progress amid rapid technological and economic changes.

The initiative will be led by Jayant Chaudhary, Minister of State for Skill Development and Entrepreneurship and Education, with Dr. Sukanta Majumdar, Minister of State for Education and Development of North-Eastern Region, serving as co-chair.

From the private sector, Shobana Kamineni, Executive Chairperson, Apollo HealthCo, and Sanjiv Bajaj, Chairman and Managing Director, Bajaj Finserv, will also act as co-chairs.

In his opening remarks, Minister Chaudhary emphasised that India's demographic advantage can only be fully realised if skilling systems remain agile and aligned with global opportunities.

"India today stands at the confluence of three powerful forces - demographic advantage, digital transformation, and a deep developmental commitment," he emphasised.

"With the world's largest youth population and a vibrant skilling ecosystem, we are uniquely positioned to become the Skill Capital of the World," he stated.

Dr. Majumdar highlighted India's opportunity to position itself as a global epicentre of next-generation talent, particularly in fields like artificial intelligence, cybersecurity, and cloud computing.

He noted that the National Education Policy has already initiated transformative changes by promoting flexibility, vocational pathways, and digital skilling.

Saadia Zahidi, Managing Director, World Economic Forum, expressed support for the initiative, stating, "By strengthening alignment across the skills ecosystem, this initiative will help close critical skills gaps, support the growth of India's digital and innovation-driven economy, and enable more people to thrive in a rapidly evolving world of work."

The roundtable participants emphasised the need for comprehensive analysis of India's skilling ecosystem and identified 10-12 high-impact priorities with measurable outcomes.

They also discussed establishing dedicated working groups to guide implementation and track progress through WEF's Global Learning Network, enabling peer learning and global benchmarking.

The session included participation from senior leadership of the WEF, MSDE, National Council for Vocational Education and Training, Directorate General of Training, National Skill Development Corporation, as well as key representatives from the Ministry of Education, University Grants Commission, All India Council for Technical Education, National Council of Educational Research and Training, and the Central Board of Secondary Education.

(KNN Bureau)

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Delay in supply of NCERT textbooks in CBSE schools, frustration mounts

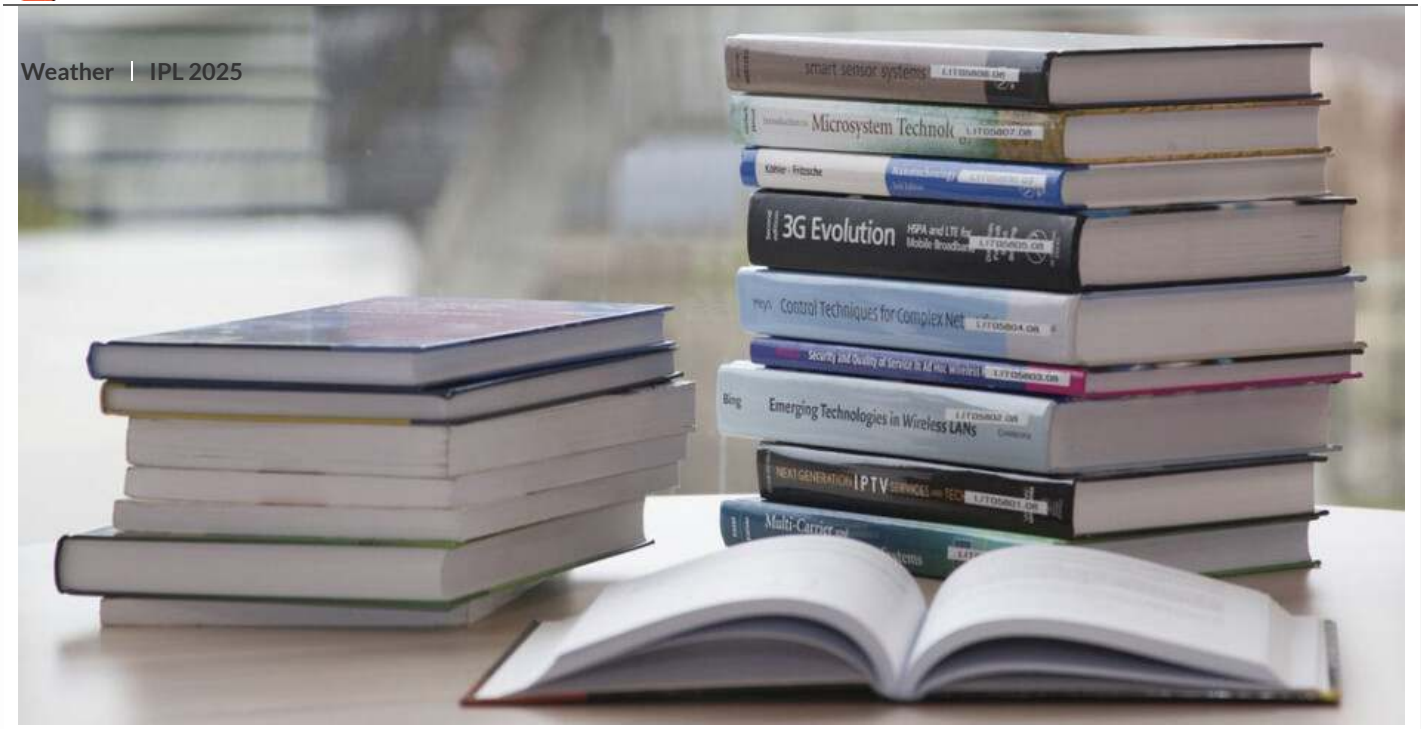


BY : Suranjan Mishra

PUBLISHED: 09 Apr 2025, 11:00 PM IST • LAST UPDATE: 09 Apr 2025, 11:00 PM IST

Students in CBSE schools face delays in NCERT textbooks for classes four, five, seven, and eight. Parents express frustration as teachers use old materials. Teachers are currently resorting to older syllabus materials and there is no confirmation on new book availability.

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Representational photo of NCERT textbooks

A week into the new academic year, students in classes four, five, seven, and eight in CBSE (Central Board of Secondary Education) schools are still waiting for their textbooks to arrive. The situation has brewed resentment among parents of the CBSE students.

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Teachers are currently resorting to older syllabus materials, and are progressing through introductory topics from the students' new grades.

The delay in releasing the textbooks has raised concerns among parents' associations, as there is still no confirmation on when the new books will be available.

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According to a directive issued by NCERT (National Council of Educational Research and Training) on March 10, these anticipated textbooks align with the framework of the National Education Policy, introducing a revamped curriculum.

The start of the academic year on April 1 has seen students relying on previous-year textbooks. This has left students, particularly in the aforementioned classes, in a state of uncertainty, with schools conducting a bridging programme, which integrates a review of last year's material alongside introductory content from the current grade.

New textbooks for classes one and two were released in 2023, and for classes three and six in 2024, as part of the updated National Curriculum Framework. However, textbooks for other classes remain unpublished. On March 26, CBSE informed schools of these updates and advised them to conduct a bridging programme until new materials are prepared for the 2025-26 academic year.

In Bhubaneswar, the regional textbook sales centres are typically bustling at this time, yet they remain quiet due to the stock absence, and there is no indication of when supplies might arrive.

Odisha Abhibhabaka Mahasangha (a parents' outfit) has questioned why only certain classes have received the NCERT textbooks since the Education Policy's introduction in 2020.

No comments were received from NCERT authorities in this regard.

A student narrates her plight

"Since the syllabus has been changed and new textbooks have not been supplied, we are facing problems. Studying the old chapters would not be of any use if the syllabus changed. As books are not likely to be provided by the next two months, April and May will go to waste," a CBSE Class VII student, Adya Bhardabi stated.

Must Read: CBSE opposes 'One Nation, One Education Board' plea, says multiplicity of curricula is desirable

"Now, we are blindly teaching them (the students) as per the old syllabus. If the syllabus changes, we shall have to teach again," a CBSE school teacher, Sanjeev Mohanty said.

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India eyeing mutual recognition of educational degrees with UAE

Commerce and Industry Minister Piyush Goyal on Tuesday said India and the UAE are strengthening educational ties with the establishment of IIT and IIM campuses in Dubai, reflecting a deep partnership that is expected to pave the way for mutual recognition of degrees. He also said that soon the Indian Institute of Foreign Trade (IIFT) will set up its campus in Dubai.

PTI
Updated On Apr 9, 2025 at 05:04 PM IST



"IIT has started the campus in Dubai, today we decided and will soon have Indian Institute of Management (IIM) in Dubai...all of this reflect deep connect between two nations...and I am sure this will grow our relationship to mutually recognising degrees in UAE and India and will

New Delhi, Commerce and Industry Minister Piyush Goyal on Tuesday said India and the UAE are strengthening educational ties with the establishment of IIT and IIM campuses in Dubai, reflecting a deep partnership that is expected

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"IIT has started the campus in Dubai, today we decided and will soon have Indian Institute of Management (IIM) in Dubai...all of this reflect deep connect between two nations...and I am sure this will grow our relationship to mutually recognising degrees in UAE and India and will take this to next level," Goyal said at the Dubai-India Business Forum in Mumbai.

Such mutual recognition would allow professionals, such as doctors, from both countries to practice without the need for additional qualifications or courses.

The minister also urged the businesses of both sides to tap into the huge potential that exists in the two nations to further boost trade and investments.

Thu, 24 Apr 2025

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Areas where the two sides can enhance cooperation include nuclear energy, critical minerals, renewable energy, green hydrogen, AI, fintec, and food security.

Three years ago, India and the UAE implemented a free trade agreement.

India and the UAE Tuesday agreed to boost defence ties, including possible co-development of military equipment, as Prime Minister Narendra Modi and Defence Minister Rajnath Singh held talks with Dubai Crown Prince Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum, focusing on cooperation in strategic domains.

Published On Apr 9, 2025 at 05:00 PM IST

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राष्ट्रीय सहारा , 10 अप्रैल , 2025 , पृष्ठ न० - 03

सीयूईटी यूजी परीक्षा देंगे छात्र, स्कूल प्रिंसिपल-काउंसलर्स की होगी ट्रेनिंग

■ राकेश नाथ

नई दिल्ली। एसएनबी

देशभर में आयोजित होने वाली कॉमन यूनिवर्सिटी एंट्रेंस टेस्ट (सीयूईटी) यूजी में लाखों की संख्या में परीक्षार्थी बैठ रहे हैं। इन परीक्षार्थियों को परीक्षा से लेकर विश्वविद्यालयों में दाखिले तक की जानकारियों से रुबरु कराने के लिए स्कूल प्रिंसिपल और काउंसलर्स की ट्रेनिंग होगी। यह प्रशिक्षण केन्द्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की ओर से दिया जाएगा। इस संबंध में सीबीएसई ने देशभर के स्कूलों के नाम पत्र लिखा है। यह प्रशिक्षण सत्रह अप्रैल दिया जाएगा।

बोर्ड इस प्रशिक्षण कार्यक्रम के माध्यम से प्रशिक्षण के बाद प्रिंसिपल व काउंसलर्स छात्रों को सीयूईटी के बारे में सटीक और नवीनतम जानकारी प्रदान करेंगे। दूसरा छात्रों को उनके करियर हितों के अनुरूप विषयों का चयन करने में मार्गदर्शन करेंगे।

तीसरा सीयूईटी की तैयारी और तनाव प्रबंधन पर रणनीतिक सलाह देंगे। चौथा विश्वविद्यालय दाखिले की आवश्यकताओं को समझने में छात्रों की सहायता करेंगे। स्कूलों को लिखे पत्र में सीबीएसई ने कहा कि राष्ट्रीय शिक्षा नीति (एनईपी) 2020 उच्च शिक्षा में मार्गदर्शन और परामर्श के

■ सीबीएसई परीक्षार्थियों की मदद के लिए प्रिंसिपल-काउंसलर्स को देगा ट्रेनिंग

■ बोर्ड ने इस प्रशिक्षण को लेकर देशभर के स्कूलों को लिखा पत्र

महत्व को रेखांकित करती है, जिसमें छात्रों के समग्र कल्याण और करियर विकास पर जोर दिया गया है। यह शिक्षा प्रणाली के भीतर करियर परामर्श सेवाओं के एकीकरण की वकालत करता है ताकि छात्रों को समग्र और बहु-विषयक दृष्टिकोण के माध्यम से करियर विकल्प और आवश्यक पेशेवर कौशल के साथ सशक्त बनाया जा सके। एनईपी 2020 की सिफारिशों के अनुरूप, बोर्ड ने स्कूलों में करियर परामर्श तंत्र को बढ़ाने और उच्च शिक्षा के अवसरों पर मार्गदर्शन प्रदान करने के लिए विभिन्न पहल की हैं। बोर्ड ने कहा है कि हाल के वर्षों में विश्वविद्यालय अनुदान आयोग (यूजीसी) ने भारत में भाग लेने वाले विश्वविद्यालयों में स्नातक (यूजी) और स्नातकोत्तर (पीजी) प्रवेश प्रक्रियाओं को मानकीकृत करने के लिए कॉमन यूनिवर्सिटी एंट्रेंस टेस्ट (सीयूईटी) की शुरुआत की।

सीयूईटी विश्वविद्यालय प्रवेश का एक महत्वपूर्ण घटक होने के कारण, छात्रों को प्रभावी ढंग से मार्गदर्शन करने के लिए स्कूल के प्रधानाचार्यों और परामर्शदाताओं को आवश्यक ज्ञान और कौशल से लैस करना आवश्यक है। इस उद्देश्य से, बोर्ड संबद्ध स्कूलों के प्रिंसिपलों और परामर्शदाताओं के लिए सीयूईटी ओरिएंटेशन प्रोग्राम आयोजित कर रहा है। इस सत्र का उद्देश्य सीयूईटी, इसकी संरचना और स्नातक प्रवेश के लिए इसके निहितार्थों की व्यापक समझ प्रदान करना है, जिससे शिक्षकों को छात्रों का अधिक प्रभावी ढंग से मार्गदर्शन करने में सक्षम बनाया जा सके।

The Tribune, 10 April, 2025, Page no-04

Govt school students to get textbooks by April 15, assures CM

TRIBUNE NEWS SERVICE

CHANDIGARH, APRIL 9

Haryana Chief Minister Nayab Singh Saini said all students studying in government schools across the state would receive their textbooks by April 15.

He said students of private schools were free to purchase books from any bookshop and are not bound to buy from a single designated shop.

Saini said this while chairing a meeting here today with officers of the School Education, Technical Education and Higher Education Departments regarding the implementation of the National Education Policy.

The Chief Minister directed officers to upload the previous 10 years' question papers and mock tests of board classes on the Board of School Education Haryana's website so that students could benefit from studying those.

The Chief Minister directed the officers concerned to ensure that no seat remained vacant in any school under the Right to Education (RTE) Act and that all seats in higher educational institutions were filled. He further said it was mandatory for Group A and B officers to dedicate one day every month in a government school and directed the preparation of a proper plan for its implementation.

The Chief Minister directed officers to ensure the complete implementation of the National Education Policy (NEP) in the state this year.

To promote mathematical thinking among students, Saini informed that a framework would soon be prepared for organising the Haryana Math Olympiad for students of Classes 10 to 12.

Additionally, meritorious students from Classes 6 to 12 will be taken on educational visits to premier technical institutions such as ISRO, DRDO and Bhabha Atomic Research Centre.

Millennium, 10 April, 2025, Page no - 06

Pvt school students not bound to buy books from any designated shop, says Haryana CM

MPOST BUREAU

CHANDIGARH: Haryana Chief Minister Nayab Singh Saini said that all students studying in government schools across the state will receive their textbooks by April 15. He said that students of private schools are free to purchase their books from any bookshop and are not bound to buy from a single designated shop.

Saini said this while chairing a meeting on Wednesday with officers of the School Education, Technical Education, and Higher Education Departments regarding the implementation of the National Education Policy. Education Minister, Mahipal Dhanda was also present on the occasion.

The Chief Minister directed officers to identify all the subjects related to the education sector mentioned in the Budget Speech for the financial year 2025–26 and to initiate swift action on them. He said that collective efforts must be made to provide quality education in the state.



CM Nayab Singh Saini presiding over a review meeting of Higher Education, Technical Education and School Education Department MPOST

The Chief Minister directed officers to upload the previous 10 years' question papers and mock tests of board classes on the Board of School Education Haryana's website so that students can benefit from studying them.

He further directed officers concerned to form a committee to make necessary changes in the board examination question papers in line with the National Education Policy.

Saini said that special classes on sports and cleanliness should be initiated in schools and cleanliness activities must be carried out at the school level. He also directed that special attention be given to cleanliness, greenery, painting, and motivational slogans in educational institutions so that students feel inspired to attend school.

The Chief Minister directed the officers concerned to ensure that no seat remains vacant in any school under the Right to Education (RTE) Act and that all seats in higher educational institutions are filled. He further said that it is mandatory for Group A and B officers to dedicate one day every month to spend time in a government school, and directed the preparation of a proper plan for its implementation.

The Chief Minister directed officers to ensure the complete implementation of the National Education Policy (NEP) in the state this year. He emphasized the importance of creating awareness about the policy through discussions with youth and students. He further added that students should be strengthened from the school level itself with regard to NEP-related reforms.

Millennium, 10 April, 2025, Page no -07

Quintessential Transformation

Launched in Nirmal District, Telangana, Balashakthi is a transformative initiative ensuring holistic development of government school children through health profiling, financial literacy, life skills, and exposure to social institutions



To date, more than 9,000 students have been covered across 30 schools

An innovative programme, 'Balashakthi', was launched in Nirmal District, Telangana, in September 2024 to ensure the overall well-being and development of government school children/students from Classes 1 to 12 in the district. The programme has focused on health awareness, financial literacy, skill development, and exposure to social institutions. The stakeholders in this innovative programme include students, teachers, parents, NGO volunteers, the District Education Officer, the District Medical & Health Officer, the Lead Bank Manager, the District Welfare Officer, ASHA workers as Nodal Officers, the District Rural Development Officer, the General Manager of Industries, etc. The programme, started in September 2024, has already created a considerable impact. To date, more than 9,000 students have been covered across around 30 schools.

As a part of the initiative, one of the key objectives has been to create health awareness. To begin with, health profiles of students have been created with a view to addressing issues such as anaemia, thyroid problems, malnutrition, obesity, vitamin deficiencies, vision issues, menstrual hygiene, eye screenings, and mental health counselling. For this, multidisciplinary teams have been formed at the district level, encompassing the Medical Department, local bodies, and the Education Department. These medical teams have been visiting residential schools and conducting health check-ups for students. A health profile of each student has been created. Major parameters in this profile include complete blood picture, thyroid, diabetes, anaemia, BMI, vision issues, mental health, and others.

To ensure the mental well-being of students, psy-

"Happiness and Well-being" sessions in each school. Out of the 9,000 students covered so far, 239 students were found to be anaemic, 2,618 students underweight, 65 suspected thyroid cases, and 143 with refractive errors. This survey is being followed up with medical interventions, and students are being referred for specialist opinions at the district level. Moreover, required medication is being administered, and additional nutritional counselling is provided. For cases with refractive errors, spectacles will be distributed by the District Health Society. The health profiles already created are being maintained, and further connective interventions are underway.

In today's world, financial management is the need of the hour. It is imperative that young minds are exposed to financial systems with basic skills. To achieve this, the Lead Bank, along with 30+ public and private banks, has come forward to contribute to this initiative. The RBI's financial literacy outreach for the public is being taken up through bankers across all schools in the district.

The primary objective of this part of the initiative is to

and financial skills. This effort involves sensitizing students and creating awareness about opening savings accounts, mock banking, educating parents, cybersecurity, and developing saving and thrift habits. Accordingly, the Lead Bank Manager and their team visited 60 schools during the month and covered around 40,000 students. They also conducted campaigns and explained basic banking processes such as account opening, ATM transactions, online transactions, internet banking, mobile banking, DBT, educational loans, and fraudulent transactions. Through these efforts, they have managed to create awareness among students on fundamental financial aspects in the banking sector.

This initiative has been widely appreciated by parents and students, and the outcomes and feedback have been quite encouraging.

It is a well-known fact that life skills, along with confidence building, are key attributes for the overall well-being of students. Taking this into cognizance, multiple actions have been taken under Balashakthi.

This part of the initiative includes

skills such as self-defence,

management, and communication. It also includes yoga, meditation, artistic activities, and career guidance. This entire exercise is carried out by involving teachers, specialists, and NGOs. To date, training has been imparted in coding and related areas to more than 8,000 students. In the context of confidence and skill building among students, sessions on public speaking, mock elections in model polling stations, youth parliament sessions, and sensitization about laws—such as the one on child marriage—have also been taken up.

As a part of yet another objective of the programme—Exposure to Social Institutions—field visits have been the primary instruments for bringing about change. Students are visiting government institutions like the Collectorate (Nirmal), courts, police stations, gram panchayats, PHCs, small-scale industries, irrigation projects, and agricultural research centres. These are helping students become acquainted with the functioning of offices and the hierarchy in government departments. The planning for these visits is done meticulously and well in advance, in consultation with all stakeholders, including the concerned

mum outcomes.

One of the positive fal
outs of this initiative has bee
the interest shown by publ
and private companies to he
and promote the programm
through CSR funding. To dat
around Rs 15 lakh has bee
raised through CSR funds fo
this effort.

There is still a long wa
to go, but what is happenin
under Balashakthi in Nirm
District, under the inspire
leadership of its young Co
lector, Abhilasha Abhinav,
a wonderful example of th
Nexus of Good. This effort t
take a comprehensive look
the development of children
the need of the hour. The mod
that has been put in place is
simple one. All it requires is th
convergence of what is alread
available in the district, witho
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den. The key to success is tak
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The efficacy of the model
already being demonstrated.
is both replicable and scalabl
through public-private part
nership in the true spirit of th
Nexus of Good. It addresse
some critical issues relating t
school-going youngsters, wh
are the future of our countr
This initiative will help in thei
overall development.

The Times of India, 10 April, 2025, Page no - 14

SC to examine NAAC functioning after PIL raises allegations of graft

AmitAnand.Choudhary
@timesofindia.com

New Delhi: Supreme Court Wednesday said it would examine the functioning of National Assessment and Accreditation Council (NAAC), which assesses and grades higher education institutions, after serious allegations of corruption, arbitrariness and lack of transparency were raised in a PIL.

A bench of Justices P S Narasimha and Joymalya Bagchi agreed to hear the plea, saying, "We want to go deep into the matter as to how they are functioning." The court issued notices to UGC, NAAC and Union HRD ministry, seeking their response.

The petition, filed by NGO Nostro Destino Foundation, which works with Tihar Jail prisoners to educate and rehabilitate them, requested SC to set up a committee to scrutinise assessments and gradings done by NAAC in the last five years.

Pleading for the court's intervention, senior advocate Md Shoeb Alam and advocate Manan Verma said the credibility of NAAC's functioning was under serious doubt. The PIL said CAG audit of March 2023 revealed glaring discrepancies in NAAC's processes, while CBI had registered a case in February 2025 against NAAC officials and certain institutions for allegedly accepting bribes in exchange for favourable scores. The bribes included cash, gold, phones and laptops, it said.

SHADY GRADING?

The petition said that following the allegations, NAAC removed over 900 assessors without re-evaluating institutions assessed by them. It also began a re-DVV (data validation and verification) process after completion of the original one, reducing scores of several institutions without granting them a hearing.

NAAC, an autonomous body under UGC, follows a multi-layered process to grade institutions on curriculum, faculty, infrastructure, research and finances.

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The Telegraph online

Tuesday, 15 April 2025

NCERT defaults again on its own timeline for textbook release, schools confused

The NCERT had announced that new textbooks would be introduced for children of Classes IV, V, VII and VIII from the academic year 2025-26. The textbook body had also started preparations to write the books a year ago. However, it has failed to complete the books on time, leaving parents worried

Basant Kumar Mohanty | Published 10.04.25, 05:55 AM



Representational image
File picture

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The National Council of Educational Research and Training (NCERT) has defaulted on its own timeline for making new textbooks available for children of four classes, leaving schools confused.

The NCERT had announced that new textbooks would be introduced for children of Classes IV, V, VII and VIII from the academic year 2025-26. The textbook body

had also started preparations to write the books a year ago. However, it has failed to complete the books on time, leaving parents worried.

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The agency had delayed the publication of new textbooks for Classes III and VI last year too. Class VI mathematics and social science textbooks were available in August for theacademic session that started in April.

This year too, all schools started the new academic session last week, but the NCERT has so far released only Hindi and English textbooks for Class IV and the English textbook for Class VII. The Hindi textbook for Class VII is yet to come. These new books have not been uploaded on the NCERT website yet.

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No other new textbook is available for Classes IV, V, VII and VIII. For Classes V and VIII, the NCERT has prepared bridge courses for all subjects which have been uploaded on its website.

The CBSE, which follows the NCERT syllabus and textbooks without any change, had issued a circular on March 26 stating the timeline for the availability of textbooks as set by the NCERT. According to the circular, Class IV textbooks for all subjects other than the languages are supposed to be available by April 10, while science and mathematics books for Class VII will be available by April 10 and April 20, respectively. Sources said these books were unlikely to come on time.

All books for Class V would come by June 15 and the books for Class VIII would be available by June 20, said the circular.

The NCERT has prepared bridge courses for children of Classes V and VIII forthe smooth transition of students from the old to thenew curriculum.

A parent of a Class VII child enrolled in a private school in Delhi said the school was continuing with the old textbooks.

“Our school is teaching the old NCERT books. The issue is that if the syllabus is different, the children will face difficulty. With limited time, how can they

The Telegraph on

complete the new syllabus?" he asked.

An email has been sent to the NCERT director, Prof. Dinesh Prasad Saklani, for his reaction on the issue. His comments are awaited.

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The Hindu, 11 April, 2025, Page no - 16

Centre to pay more for PM-POSHAN scheme in schools

The Hindu Bureau
NEW DELHI

The material cost for cooking hot meals in schools under the PM-POSHAN scheme has been enhanced by 9.5%, considering the inflation index, causing an additional cost of ₹954 crore to the exchequer in the financial year 2025-26, the Education Ministry said in a statement on Thursday.

In Bal Vatikas and primary schools, the daily material cost for a student will be raised from ₹6.19 to ₹6.78 from May 1, and in upper primary schools, from ₹9.29 to ₹10.17.

"These rates of material cost are the minimum mandatory rates, however, States/UTs [Union Territories] are free to contribute more than their prescribed share, as some States/UTs have been contributing more than their minimum mandatory share from their own resources for providing meals with augmented nutrition under the PM POSHAN Scheme," the Ministry said.

Bal Vatika and primary students are provided 20 gm of pulses, 50 gm of vegetables and 5 gm of oil, while upper primary students need 30 gm, 75 gm, and 7.5 gm, respectively.



States are free to contribute more than their prescribed share, the Ministry said.

The Centrally sponsored scheme serves one hot-cooked meal to 11.2 crore students studying in Bal Vatikas and from Classes 1 to 8 in 10.36 lakh government and aided schools on all school-days. The scheme aims at providing nutritional support and enhancing school participation of students.

The Centre also provides about 26 lakh tonnes of foodgrains through the Food Corporation of India. It bears 100% cost of foodgrains, including subsidy of approximately ₹9,000 crore a year, and 100% transportation cost from the FCI depot to schools. The per-meal cost, after adding all components including food grains cost, comes to approximately ₹12.13 for Bal Vatika and primary classes and ₹17.62 for upper primary.

The Times of India, 11 April, 2025, Page no – 19

From killing to skilling: Ex-Maoists choose new course in Bastar school

Rashmi.Drolia@timesofindia.com

A first-of-its-kind initiative launched by Chhattisgarh govt in the state's Maoist hotbed is offering vocational courses for surrendered rebels. TOI visits the training centre to see how the path away from insurgency is being paved

As the reign of terror wanes in the Maoist heartland of Bastar in Chhattisgarh, authorities are on to another critical mission. The counteroffensive is not based on the usual strategies, but they hope it contributes towards the making of Bastar 2.0. Because this one aims to reshape the future of rebels who have laid down their weapons for a life of normalcy.

Not many residents of Bastar division's Bijapur would know that tucked away behind high walls in one corner of the town is the state's first formal rehabilitation centre for surrendered Maoists. When **TOI** visited the place, it found the first batch of 58 former Maoists — mostly aged 19-25 years — learning the basics of construction. Hands that once clicked bullets into magazines now picking up tricks of brickwork, eyes following the thread of a plumb line that once squinted down the sights of an AK-47.

School Is Cool

They start their day early, at 5.30 am, in much the same way as they would in the forests, with physical exercise. But what follows breakfast is a session in the classroom. During breaks, they play volleyball and badminton. Back in their quarters, they take turns to cook meals.

Most of them are illiterate. So, basic reading and writing is a must. Others get computer lessons. This batch is learning the ropes of building and construction. There are theory and practical classes. A slideshow presentation covered construction techniques, a coach and a translator explaining things in the Gondi dialect.

"Once, they stood around an instructor in the jungle, taking weapons and IED lessons. Now, they are watching a 'mistri' teach them how to ensure walls are straight and bricks are aligned," said an officer.

Those among them who'd gone to school were forced to drop out in class 5 or 8 when Maoist recruiters came calling. "Guns slung across their shoulders, the cadres would come with the diktat: 'Give us at least 10 young girls and boys or the village will be ostracised'. Families that do not hand over a child do get ostracised. No 'jal-jungle-jameen' for them," said a 20-year-old, who asked not to be named.

He surrendered recently after eight years as an outlaw. He remembers waking up in a panic at every slightest sound in the jungle. "Two more boys from my village had joined the Maoists along with me. Both were shot dead in encounters. I was heartbroken and terrified and decided to give up violence," he said.

Another youngster, aged 19, recalled how miserable it was to sleep on wet ground in forest hideouts without a roof over head. "In just two years, I felt I was done. It was horrible. Often, gunfire would jolt us awake in the middle of the night. I wanted desperately to get out, but it wasn't easy," he said.

Dial M For Metamorphosis

The younger Maoists **TOI** spoke with were fascinated by gadgets. "On the rare occasions when we visited our village, we would see youngsters playing games or watching videos on their phones. And there we were, living miserable lives for an ideology that none of us understood or really believed in. Life in the jungle is very hard. After some time, you begin yearning for very basic things, like peaceful sleep," said a 20-year-old.

As they embrace the mainstream, a police officer said that the "desire for a better life and easy access to mobile phones are diluting the younger cadres' dedication towards Maoist ideology". Their trainer, Ved Vyas Sahu, said he's surprised how quickly the tribal youths are acquiring new skills. "There was an air of uncertainty on both sides in the beginning. We were not sure how far we would be able to go together. But it seems the former cadres have already undergone a lot of training in the outfit. The quality of their work shows their competence," he said.

Bastar range inspector general of police P Sundarraj said that the surrendered cadres who are interested in other work, like textile and garments, are shifted to govt-run factories. "Many wish to study and are provided good education," he said. Now, Chhattisgarh govt has decided to open similar rehab centres in each district headquarters in Bastar division.

BJP govt in Chhattisgarh has recently approved the State Naxal Surrender-Relief and Rehabilitation Policy-2025. One of its standout provisions allows panchayats in hypersensitive areas to declare themselves 'Maoist-free' and get work approvals worth Rs 1 crore.

Also, an official said, "If 80% or more cadres of a platoon/battalion/area committee surrender together, then the state govt will pay them double the amount of bounty placed on their heads". Besides, govt has decided to give 10,000 houses under PM Gramin Awas Yojana for surrendered Naxals and families affected by Maoist violence.

Reclaiming Their Lives

But turning a new leaf is not easy. Especially for hardcore ultras. **TOI** spoke with one of the most dreaded Maoists of Bijapur, who is said to be behind the killing of more than 100 people. He admits that it was quite late before he realised that Maoist ideology was like "slow poison". Locals weren't happy when the benefits of Chhattisgarh's rehabilitation policy for surrendered cadres were extended to him. He says it was how the insurgency works.

"When one leads a group of 100 Maoists as an area committee member or divisional committee member, all the killings carried out by the cadres under them are attributed to the leader. They are also the ones who get punished if a wrong person is killed."

A govt officer said it's about looking at the "bigger picture". "It's a big fight against a violent ideology... If we don't wipe off their crime records after they surrender, other big commanders are less likely to give up arms."

"The junior-ranked former cadres are given skill development training and are free to work as they want. The security of senior rank cadres is a matter of concern and they are usually settled around camps in the town itself and are trained to work as sentries or inducted in the District Reserve Guards," the IG said.

An officer added that "they can't be kept in barracks for long as they get frustrated and want to go out on operations". "Surrendered Maoists can begin to go back to their native place if their region has enough security camps, but not in areas with a security vacuum."

'Weird And Wonderful'

For the younger members at the camp, thoughts of making a fresh start bring an equal share of joy and jitters. "I was jumpy at first. We are used to watching over our shoulders all the time. Freedom felt weird and wonderful at the same time. Now, I will go back to my village and work as a mason at construction sites," one of them said.

But will villagers accept them in their midst? "I feel that instead of disowning us, they will welcome our decision to surrender. They would be relieved that both their lives and ours are safe. We are all sons of the same soil," said a 23-year-old.

TOI visited the village of one of these youths, around 30km from the district headquarters, where a villager said, "Tukkey' to hai, lekin sukoon bhi hai ki ladaai kam hogi (There's the pain of the past, but relief, too, that the violence will decrease)."



802 Maoists surrendered in Chhattisgarh in 2024. The number so far this year is 216





At the training centre in Bijapur town, the day begins with physical exercise for the surrendered Maoists — much like it did in their jungle hideouts — but now they can engage in sports during breaks in training and discover the utility of smart gadgets



The first batch of surrendered Maoists at the Bijapur centre is being trained in construction work. Along with basic reading and writing lessons, computer classes are also held for them

With Revised NCERT Textbooks For Classes IV, V, VII And VIII Delayed, Schools Turn To Bridge Courses

Reported By : Vatsala Shrangi News18.com

Last Updated: April 11, 2025, 12:25 IST

As classes begin without updated NCERT textbooks, schools are using worksheets, digital content, and bridge programmes to fill the gap.

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NCERT has developed bridge programmes for classes V and VIII — guides to teaching-learning techniques based on the new curriculum — to help both teachers and students transition from the old syllabus to the new syllabus. (Image: Representative/Getty)

Two weeks into the new academic session, schools in Delhi-NCR are still teaching with digital study material and worksheets for classes IV, V, VII and VIII, as revised textbooks for these classes are yet to be released by the National Council of Educational Research and Training (NCERT).

The NCERT is supposed to introduce revised textbooks for classes IV, V, VII and VIII — developed by the Council based on the National Curriculum Framework for School Education (NCF-SE) 2023 — from the 2025-26 academic session.

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Last year, the NCERT developed new NCF-SE-aligned textbooks for classes III and VI, which too were delayed and reached students only around July-August.

The Council had released updated textbooks for classes I and II in 2023 itself. The NCF-SE is aligned with the new National Education Policy (NEP) 2020. The new syllabus is designed to provide 'experiential, discovery-based and inquiry-driven learning'.

According to officials in the know, the books have been delayed because of issues in printing. "There were some issues in bulk printing of the new textbooks, which is now in process, and books for classes IV and VII might be available by the end of April itself, while those for classes V and VIII are likely to be ready by May-June," an official familiar with the process told *News18*.

The NCERT has developed bridge programmes for classes V and VIII — guides to teaching-learning techniques based on the new curriculum — to help both teachers and students transition from the old syllabus to the new syllabus.

Since classes V and VIII mark the end of different stages of school education — preparatory and middle,

respectively — bridge courses have been developed for them this year, the official added.

Last year also, the Council had introduced a bridge course for class VI.

Teachers from several Central Board of Secondary Education (CBSE) schools said that even though they are referring to the study material in the bridge programme for teaching, they still have to revisit the existing school textbooks for several tasks or sometimes simply to help students understand the concept by showing it to them in their textbook.

“Though the bridge courses provide guidelines, at times we have to ask students to refer to their existing textbooks for better clarity. The only concern that even parents are raising is that students will have to be updated with the new curriculum once it arrives, and many concepts that they are learning now will no longer be relevant. Then there is the summer vacation, nd new books will only be taught once schools eopen in July," said a private school teacher, requesting anonymity.

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Jyoti Arora, Principal of Mount Abu Public School, however, said that textbooks for certain grades as well as subjects are yet to be made available. However, there is a bridge programme based on the new curriculum, and there is enough reference material to teach. “Also, besides this reference material, we have experiential learning activities, skill courses, and vocational programmes. The first month of the session remains busy with these activities," she said.

NCERT Director Dinesh P Saklani, in the classes V and VIII bridge programmes released earlier this year, wrote: “...Our students are transitioning from the old curriculum, which differs from the new approach used in the new curriculum. To bridge this gap and ensure a smooth and effective transition, we have developed a comprehensive six-week bridge programme across all subject areas, including English. The bridge programme is designed to prepare students for the innovative pedagogical approaches and content that await them in the next grade."

Tags : Cbse Syllabus NCERT Textbooks

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THE TIMES OF INDIA

Unregistered private school in Gurgaon faces closure after checks, 111 students left in lurch

Apr 11, 2025, 12.52 AM IST



Gurgaon: Parents of 111 students are a worried lot after the education department ordered immediate closure of a private school in Sector 73 as it was found to be operating without any registration.

Shri Chaitanya Techno School opened a second branch in the city in Sector 73 three years ago.

After a complaint by one of the students' parents, block education officer Sudesh Raghav inspected the Sector 73 branch on March 27 and April 9, and concluded that the school did not have mandatory registration. Instead, its staff kept giving the documents for registration of the school's original branch in Sector 43, officials said. The department issued a closure notice to the school on Wednesday.

Despite the inspections, parents said on Thursday, the school kept on with regular classes and year-end exams for students of classes 1 to 9.

"My child is going to Class 10. We have already taken admission. Class 10 requires NCERT books, but the school has made us buy private publication books worth Rs 13,000. And NCERT books are separate. We were unaware that the school was unrecognised," said Shravan Raghav, whose son recently enrolled in the school.

Another parent said schools opening more branches without taking separate approvals was becoming common practice.

"One school name, and under that one registration, two schools are operating — such is the game being openly played in the city. Through both the schools, they (managements) collect large sums of money from parents. Due to this arbitrary practice by private schools, parents are facing numerous issues. Sometimes students are barred from taking board exams, and other times, parents lose lakhs of rupees," said Sanjay Lal, whose son studies in the Sector 73 branch of Shri Chaitanya Techno School.

Asked about the 111 students enrolled in the school, district education officer Captain Indu Bokan Kasana (retd) said the affected children will be given admission in other govt schools under the Right to Education (RTE) Act.

But parents said they have not received any formal communication from the department about the next step.

The principal of Shri Chaitanya Techno School in Sector 73 did not respond to requests for comment till Thursday night.

The Pioneer
Tuesday, 15 April 2025



Parents pay the price as administrative delays profit schools

Friday, 11 April 2025 | Staff Reporter | Bhopal

Parents pay the price as administrative delays profit schools

Friday, 11 April 2025 | Staff Reporter | Bhopal

In a classic case of too little, too late, Bhopal Collector Kaushalendra Vikram Singh has constituted eight teams to stop school owners from earning crores in “off-the-books” profits through commissions from booksellers and uniform suppliers. Only, the orders came at the fag end of the annual book-buying season.

The orders, issued on Tuesday, followed the reopening of most private schools in the city for the new academic session. By this time, most parents had already purchased books and uniforms—many of which carried inflated printed prices, the result of a racket involving schools and select vendors.

Parents say that while the move is welcome in principle, its timing renders it largely symbolic. “We’ve already paid for everything. This feels more like a tick-box exercise than a real intervention,” said one parent.

Under existing regulations, schools are required to publish their complete booklists on their websites before the session begins. These lists are meant to be vetted by the district-level school education department to ensure the books are reasonably priced, culturally appropriate, and not needlessly duplicated. But these norms are rarely enforced.

In practice, many schools prescribe books from boutique or lesser-known publishers whose printed prices are far higher than necessary. These titles are often not available in open markets, forcing parents to buy them from specific vendors selected by the school. The more inflated the prices, the larger the cut for school authorities.

“My kids are in Classes 2 and 5 in a well-known school,” said a parent who requested anonymity. “This year, the elder one has two NCERT books. They cost me just Rs 90. But the rest of the books, all from private publishers, came to Rs 4,500. That should tell you everything.”

Parents allege that school education officials in Bhopal have turned a blind eye to the practice, enabling an annual cycle of exploitation. While some schools include a few NCERT titles to feign compliance, these usually form a minor portion of the overall syllabus. Meanwhile, those who object risk backlash—from administrative cold-shouldering to thinly veiled threats about their child’s admission.

Such is the pressure that few parents are willing to speak publicly. “Even now, I’m scared to talk. I don’t want my child to suffer,” said another parent, who was forced to buy a book for over Rs 700 despite equivalent NCERT material being available at a fraction of the cost.

It is unclear what stopped the district administration from acting earlier. Some insiders point towards a mix of bureaucratic inertia and reluctance to confront powerful school lobbies. Others point to poor coordination between the school education department and the district machinery, with no one stepping in at the right time. Whatever the reason, the delayed response meant the damage was already done.

In comparison to the delayed action in Bhopal, Jabalpur Collector Deepak Saxena acted before the academic session began, issuing notices to private schools asking them to justify their choice of private publishers.

The collector also asked schools to explain—and publish on their websites—the criteria they employed to select books. The pressure worked, as most schools revised their lists to include NCERT books, bringing down costs for parents.

Saxena’s proactive, no-nonsense approach stands in stark contrast to Bhopal’s delayed response, effectively leaving parents to wait until next year before any of this translates into reduced book expenses or protection from coercive school practices.

SHARE

Maharashtra to Link Over 1.10 Lakh Anganwadis with Primary Schools Under NEP for Early Childhood Education Reform

For this, the Ministry of Education and the Ministry of Women and Child Development have taken a joint step and given written instructions to the relevant agencies for action.

By PuneMirror Bureau | Reported By Yashpal Sonkamble | Edited By Shreyas Vange | Fri, 11 Apr 2025 | 03:22 pm



Maharashtra to Link Over 1.10 Lakh Anganwadis with Primary Schools Under NEP for Early Childhood Education Reform

Over 1.10 lakh Anganwadis in the state will be linked to primary schools. As per the outline of the National Education Policy (NEP), this change will be made to focus on the education of children between the ages of three and six. For this, the Ministry of Education and the Ministry of Women and Child Development have taken a joint step and given written instructions to the relevant agencies for action.

Currently, 1,10,525 Anganwadi centres function in Maharashtra, and 1,08,237 schools are under the School Education Department. Out of these, 79,158 schools have primary classes. According to the new NEP, the outline of school education has now changed. The 'basic education' level has been created by combining three classes of pre-primary education and five years of classes I and II. However, currently, the Anganwadis providing pre-primary education in Maharashtra are under the jurisdiction of the Women and Child Development Department. Therefore, there is a possibility of problems cropping up in providing 'basic level' education.

As such, it has been decided to link Anganwadis to primary schools. For this, Union Education Ministry Secretary Sanjay Kumar and Women and Child Development Ministry Secretary Anil Malik have sent a joint letter to Maharashtra, in which instructions have been given to link Anganwadis and schools.

It has also been suggested to provide separate training to Anganwadi workers and teachers in primary schools. For this, there are instructions to work together by coordinating the Education and Women and Child Development Departments in Maharashtra. Now, the responsibility of maintaining coordination between the systems of these two departments will fall on the Chief Executive Officers of each Zilla Parishad.

Efforts started four years ago

As soon as the new NEP came into effect, efforts were started in Maharashtra to link Anganwadis to schools. The then Education

Secretary, Vandana Krishna, had instructed all Zilla Parishads in this regard in March 2021. But according to government guidelines, this 'linking' has not yet been done. Now that the letter has come from the Centre itself, this work is likely to gain momentum at the beginning of the new session. The administration claims that linking the Anganwadi centres to schools will make students entering the first class 'ready to learn'.

Training for Anganwadi workers

After linking the schools and Anganwadi centres, in-service training will be given to Anganwadi workers like primary teachers. This training will be done through the State Council for Education Research and Training (SCERT) and the Director of Institute of Education and Training (DIET). Also, supplementary teaching-study materials will be provided. Various schemes of Samagra Shiksha Abhiyan will also be implemented in Anganwadi centres.

District-wise Anganwadi centres

Pune: 6,091; Sangli: 3,107; Satara: 4,926; Kolhapur: 4,422; Solapur: 4,735; Mumbai City: 926; Mumbai Suburban: 4,221; Nagpur: 3,404; Ahilyanagar: 5,905; Akola: 1,564; Amravati: 3,189; Chhatrapati Sambhajinagar: 3,839; Beed: 3,273; Bhandara: 1,417; Buldhana: 2,971; Chandrapur: 2,962; Dharashiv: 2,049; Dhule: 2,328; Gadchiroli: 2,386; Gondia: 1,902; Hingoli: 1,197; Jalgaon: 3,944; Jalna: 2,190; Latur: 2,593; Nanded: 4,165; Nandurbar: 2,563; Nashik: 5,699; Palghar: 3,352; Parbhani: 1,844; Raigad: 3,389; Ratnagiri: 2,970; Sindhudurg: 1,539; Thane: 3,541; Wardha: 1,627; Washim: 1,266; an Yavatmal: 3,029; Total in Maharashtra: 1,10,525

Pune Times Mirror
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जनसत्ता, 12 अप्रैल, 2025, पृष्ठ न०-06

पढ़ाई की कीमत

राजेंद्र जोशी

बचपन अतुलित आनंद यानी चंचलता और हंसने-हंसाने का नाम है। कवयित्री सुभद्रा कुमारी चौहान ने लिखा है, 'चिंता रहित खेलना, खाना और निर्भय स्वच्छंद फिरना..! कैसे भूला जा सकता है बचपन का अतुलित आनंद।' इसलिए बचपन का स्वागत उत्साह एवं भावनाओं से हो। बच्चों के पाठ्यक्रम की चर्चा की जाए तो वह मनोरंजन, यानी हंसने-हंसाने के साथ अधिगम (समझ) हासिल करने वाला होना चाहिए। बरसों से यह बात सुर्खियों में रहती आई है कि गैरसरकारी और निजी स्कूल संचालकों द्वारा बच्चों की पढ़ाई के निमित्त मोटी फीस वसूली जाती है। पाठ्यक्रम के नाम पर भारी-भरकम पुस्तकें बचपन पर थोपी जा रही है। पाठ्य सामग्री ऊंची कीमत पर खरीदने के लिए अभिभावकों पर परोक्ष, तो कहीं-कहीं प्रत्यक्ष दबाव बनाया जाता है। शिक्षा खुलेआम बेची जा रही है और वह भी ऊंचे दामों पर। अभिभावक मजबूरी में खरीद रहे है। बच्चों की शिक्षा के नाम पर ऊंचे दाम पर शिक्षा बिकती है, मोटी रकम वसूली जा रही होती है, ऐसे में संबंधित प्रदेश और देश की सरकार का दायित्व उसे संभालने का होना चाहिए। आए दिन ऐसी खबरें प्रमुखता से छपती हैं कि निजी स्कूल ऊंचे दामों की किताबें और मोटी रकम फीस के तौर पर अभिभावकों से मांग कर रहे हैं।

दुनिया मेरे आगे

> जिस प्रकार वस्तुओं के मूल्य निर्धारण का अधिकार सरकार ने अपने पास नहीं रखा, ठीक उसी प्रकार शिक्षा तंत्र की फीस और पाठ्यक्रम निर्धारण का कार्य सरकार ने बाजार के हवाले कर दिया। माध्यमिक और उच्च माध्यमिक विद्यालयों में जिस प्रकार केंद्रीय और राज्य बोर्ड का पाठ्यक्रम लागू होता है, ऐसे में पाठ्यक्रम और परीक्षा-पत्रों की समानता बनी रहती है।

वर्षों से शिक्षाविद इसकी मांग कर रहे हैं कि पाठ्यक्रम चाहे बच्चों का हो या ऊंची कक्षाओं में एकरूपता होनी चाहिए। कहने का आशय यह है कि सरकारी स्कूलों के लिए पाठ्यक्रम कुछ और हो, गैर सरकारी निजी स्कूलों के लिए कुछ और। जबकि इसमें एकरूपता परम आवश्यक है। पिछले दिनों मध्य प्रदेश उच्च न्यायालय ने इस पर सख्ती दिखाई थी। शिक्षा का अधिकार अधिनियम लागू होने के बाद निजी विद्यालय द्वारा फीस वृद्धि नियंत्रित करने के लिए अनुशंसाएं करने के लिए एक उच्च स्तरीय समिति का गठन किया गया था। तब राज्य सरकार द्वारा राजस्थान विद्यालय (फीस का विनिमेय) अधिनियम, 2016 एवं नियम 2017 निर्धारित कर लागू किए गए। इस अधिनियम में प्रत्येक विद्यालय में माता-पिता अध्यापक संगम की स्थापना करने और इस संगम की देखरेख में विद्यालय स्तरीय फीस समिति का गठन करने का प्रावधान किया गया है।

हालांकि निजी विद्यालय इस समिति के जरिए फीस वृद्धि करते हैं, लेकिन शासन और विभागीय अधिकारियों के स्तर से सूक्ष्म निगरानी और नियंत्रण नहीं होने के कारण इन समितियों के नाम पर विद्यालय द्वारा लीपापोती कर शुल्क वृद्धि कर लेने की संभावना से इनकार नहीं किया जा सकता। नियम और व्यवस्था के नाम पर महज लीपापोती न होकर आवश्यकता इस बात की है कि शासन का प्रत्येक स्तर पर 'फ्रेंड फिलास्फर गाइड' यानी मित्र-दार्शनिक सिद्धांत के अनुसार विद्यालयों पर प्रभावी नियंत्रण हो। ऐसे वातावरण के निर्माण की आवश्यकता है, जिसमें विद्यालय शिक्षा का कार्य एक पुनीत, सामाजिक दायित्व और अपना स्वयं का कार्य मानकर पूर्ण प्रतिबद्धता तथा ईमानदारी के साथ निर्वहन करें। वर्तमान में इस सिद्धांत के अनुसार काम कम ही हो रहा लगता है। ऐसा लगता है कि निजी स्कूलों को अपना पाठ्यक्रम निर्धारण करने और मनमानी फीस वसूलने का अधिकार दे दिया गया है।

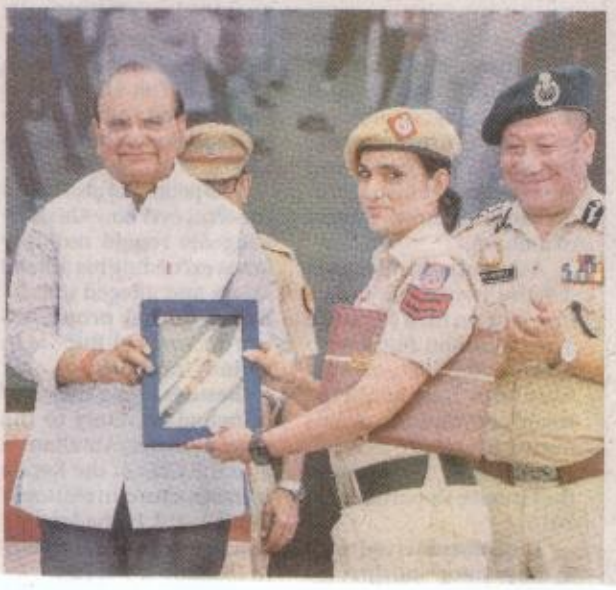
शिक्षा का सार्वजनिकीकरण और निजी क्षेत्र की भागीदारी जरूरी हो सकती है, लेकिन बच्चों को क्या परोसा जा रहा है, उसकी पड़ताल सरकार की जिम्मेदारी होनी चाहिए। वर्तमान में निजी क्षेत्र को सहायक सामग्री के रूप में पाठ्यक्रम लागू करने और बोर्ड के अतिरिक्त सभी तरीके के परीक्षा-पत्र अपने स्तर पर तैयार करने का अधिकार देने से शिक्षा की एकरूपता समाप्त हो रही है, वहीं शिक्षा बेलगाम तरीके से महंगी और बाजार आधारित होती जा रही है।

राज्य और केंद्र सरकार से मान्यता प्राप्त निजी विद्यालयों के निर्धारित पाठ्यक्रम के साथ-साथ हर विषय के साथ एक सहायक सामग्री की पुस्तक लगाने की छूट देना शिक्षा को महंगी करने की राह तैयार करेगा। जिस प्रकार वस्तुओं के मूल्य निर्धारण का अधिकार सरकार ने अपने पास नहीं रखा, ठीक उसी प्रकार शिक्षा तंत्र की फीस और पाठ्यक्रम निर्धारण का कार्य सरकार ने बाजार के हवाले कर दिया। माध्यमिक और उच्च माध्यमिक विद्यालयों में जिस प्रकार केंद्रीय और राज्य बोर्ड का पाठ्यक्रम लागू होता है, ऐसे में पाठ्यक्रम और परीक्षा-पत्रों की समानता बनी रहती है।

नई शिक्षा नीति में बोर्ड की अवधारणा तो लगभग समाप्त किया जाना है, जिसके परिणाम भविष्य के गर्भ में हैं। सरकार को इस पर ध्यान देना चाहिए कि निजी शिक्षण संस्थानों का पाठ्यक्रम सरकारी पाठ्यक्रम से अलहदा न हो। नर्सरी से आठवीं कक्षा तक पाठ्यक्रम निर्धारण सरकार को करना चाहिए और सहायक शिक्षण सामग्री की छूट पर पाबंदी लगाना चाहिए। इससे निजी शिक्षण संस्थाओं के बेजा पाठ्यक्रम पर लगाम लगेगी। अभिभावकों पर पाठ्यक्रम के नाम पर महंगी किताबों पर अपने आप ही अंकुश लगेगा। उच्च पेशेवर शिक्षा में चिकित्सा, इंजीनियरिंग का एक ही पाठ्यक्रम होता है, एक ही परीक्षा होती है और उसकी फीस भी सरकार निर्धारित करती है। इसी प्रकार प्राथमिक और उच्च प्राथमिक विद्यालयों में भी एक पाठ्यक्रम और एक फीस का निर्धारण सरकारी स्तर पर किया जाना चाहिए, तभी मोटी फीस और महंगे पाठ्यक्रम से निजात मिलेगी। विश्वविद्यालय अनुदान आयोग यानी यूजीसी के अध्यक्ष रहे देश के ख्यातनाम वैज्ञानिक और शिक्षाविद प्रोफेसर यश पाल की अध्यक्षता में गठित कमेटी (1992) की रपट 'लर्निंग विदाउट बर्डन' में वर्णित अनुशंसाओं को नए सिरे से विश्लेषित कर उस पर अमल की आवश्यकता है।

The Statesman, 12 April, 2025, Page no - 03

Delhi government to build educational hub in Narela for ₹500 crore



STATESMAN NEWS SERVICE
NEW DELHI, 11 APRIL

Delhi government will build an educational hub in Narela area for an estimated budget of Rs 500 crore, Lieutenant Governor Vinai Kumar Saxena announced on Friday at the 17 convocation of IP University.

Saxena, who is also chancellor of the IP University, mentioned that higher education remains one of the top priorities of the government in the national capital.

Addressing the graduating students, the LG said, "You must remain sensitive to the world around you and education that does not bring happiness to someone's life is of no real value. The teaching of human values cannot be confined to books."

He further stated that history stands witness to the fact that a single individual can bring about global change and assured that Delhi is now in safe hands.

On this occasion, Delhi Chief Minister Rekha Gupta reiterated that improving Delhi's education system is a top priority, urging the students to recognize their responsibilities towards society, stating that collective participation is the key to achieving the goal of a developed Delhi and a developed India.

A total of 24,456 stude received their degree the convocation ceremo including, 110 PhD, MPhil, 2,624 MA, 20, BA, 483 MBBS, 488 MD, and Ayurveda Vachas degrees.

Additionally, a tota 74 students were also aw ed gold medals on the oc sion.

The Vice Chancello IP University, Professo Mahesh Verma, presen the University Repo announcing plans to est lish an Indian Knowle Center and also shared t they have signed nearly MOUs, including 40 in national collaboration

Giving shape to the university of the future

The National Education Policy proposes to change India's siloed higher education system by establishing large multidisciplinary educational institutions. The emphasis will be on having a more cross-disciplinary education, a pedagogical shift towards "communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking", and interdisciplinary research.

How do we transform the existing system of universities, colleges, and the research ecosystem in India to achieve these objectives? The answer: a progression from a multidisciplinary campus or university space to a cross-disciplinary collaborative teaching and research practice, interdisciplinary thought and also research based on integrated disciplinary frameworks.

Multidisciplinarity is the existence of multiple disciplines in a single project or programme without seeking interaction. Disciplines exist parallel to each other, with each applying their own disciplinary methods and perspectives and maintaining boundaries. Cross-disciplinary approach expects collaboration between different disciplines without emphasising knowledge integration. It works towards creating connections and fostering dialogue between disciplines. An example would be an educationist and an economist writing this article. An interdisciplinary approach on the other hand, integrates insights, methods, and concepts from different disciplines to address complex real-world problems. It goes beyond collaboration, leading to the synthesis of knowledge across disciplinary boundaries.

The multidisciplinary campus

Phasing out single stream institutes of higher education (IHE) to establish a multidisciplinary campus can work in two ways. First, by adding departments to expand the existing core disciplinary focus – for example, the Indian Institutes of Technology are adding or strengthening their humanities and social sciences, offering integrated masters programmes in economics and allied disciplines. Second, creating university clusters by connecting existing institutions – for example, a commerce college can collaborate with an arts and science college to create a cluster university. This requires administrative streamlining and not just academic collaboration. Clustering single stream institutions might be a cost effective and time efficient way of creating large multidisciplinary institutions in the short term. However, according to the 2020-21 All India Survey of Higher Education (AISHE), a significant proportion of institutions are undergraduate colleges, 35% of these are single stream, and many of these are only B.Ed colleges, making it difficult to find appropriate disciplinary variety nearby that is suitable for clustering.

In addition to repurposing existing IHEs, new multidisciplinary universities will have to be established to reach the goal of having "at least one in or near every district" by 2030. It would be wise to establish a single multidisciplinary campus in a district rather than have one institution with multiple campuses across districts to maximise educational and research efficiency. Research shows that while public universities have a higher educational efficiency, they have lower research efficiency because they need to manage multiple campuses.



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Parag Waknis

is a faculty of economics at the Dr. B.R. Ambedkar University Delhi

Creating a higher education structure in India that implements the vision of the National Education Policy 2020 will need to be a well-thought-out plan

Cross-disciplinary learning and practice

The university of the future cannot be just a collection of multiple departments. It needs a disciplinary faculty that is open to collaboration and diverse points of views, and experienced in working across disciplines. To achieve this in the long run, students (i.e., faculty of the future) and current faculty need exposure to different disciplines. This cross-disciplinary approach to learning starts with students taking courses across departments outside their core discipline. The next step is to encourage and facilitate cross-disciplinary research and projects to solve complex problems.

At this stage, faculty and students are expected to bring in their disciplinary knowledge, collaborating and fostering dialogue between the disciplines. This can lead to the creation of cross-disciplinary courses – for example, a course titled 'Economic changes and class structures as seen in Indian cinema, in collaboration with the economics, sociology, and film studies faculty'.

Incentivising such cross disciplinary courses, projects or centres needs additional funding to sustain it over multiple years. The National Science Foundation's (NSF) Integrative Graduate Education and Research Traineeship (IGERT) programme in the United States is a good example of substantial investment in having teachers and researchers of the future with a "breadth of skills, strengths, and understanding to work in an interdisciplinary environment while being well grounded with depth of knowledge in a major field".

On inter-disciplinary thought

Cross-disciplinary learning and practice expects collaboration between disciplines. On the other hand, interdisciplinary thinking and research requires drawing deeper connections between disciplines and the creation of integrated frameworks. Can cross-disciplinary research and practice really reach this ideal? In the experience of the writers of this article of the Integrated Graduate Research Traineeship (IGERT), this was achieved in some cross-disciplinary combinations such as biotechnology, medicine, chemistry and biology. However, for disciplines such as engineering and architecture, participating students reported challenges in finding publication venues for integrated research, securing and advancing in academic employment, as they did not fit in any particular discipline. Thus, to avoid interdisciplinarity from sliding into traditional practice, there is a need to overhaul funding and the publication ecosystem as well as faculty hiring/promoting practices.

The cost implications of all these changes will be enormous and staggered over several years. This will require reprioritising public spending. The governance and regulatory changes to achieve this also need to be carefully thought out. The fact is that we are trying to create a higher education structure that broadly resembles the American system at its zenith, which has organically grown over a century, in one of the most unregulated and competitive environments.

The Indian Express, 12 April, 2025, Page no – 15



RAM RAJYA

BY RAM MADHAV

Babasaheb, like Gandhi

They had their differences, but agreed on issues like communism, violence

HISTORY IS A complex discipline with several layers. In his famous work, 1984, George Orwell prophetically said, "Who controls the past controls the future; who controls the present controls the past". Contemporaneous interpretations often dominate our understanding of events and individuals in history. As we celebrate the 135th birth anniversary of Babasaheb Ambedkar, we must be wary of a superficial understanding of his life and works.

Ambedkar's differences with Mahatma Gandhi are an important thesis topic in political and academic discourses. It is true that Ambedkar had fundamental disagreements with Gandhi and they continued even after the latter's death. In an interview with the BBC in 1955, Ambedkar said that he wouldn't like to call Gandhi a "Mahatma" because he "could see the inside of the man". He accuses Gandhi of remaining a life-long supporter of the "orthodox *varnashrama dharma*" although he portrayed himself as an opponent of untouchability.

The status of "Untouchables" became the main bone of contention between Gandhi and Ambedkar. For Ambedkar, it was essentially a political question and he was dismissive about the social dimensions of the problem. "The Untouchables have become so conscious of the fact

that temple-going is of no consequence at all," he insisted, and believed that there were "other things which are far more important, namely, they should have the same status in the country and they should have the opportunity to hold high office". Not only would this enhance their "dignity", they would also get "strategic positions", he argued.

Gandhi's fast unto death after the Ramsay MacDonald government announced the Communal Award following the Second Round Table Conference in London forced Ambedkar to the negotiating table, and a compromise formula was worked out, known as the Poona Pact. Gandhi agreed to separate electorates at the primary level, while Ambedkar agreed to reserved seats for "untouchable" castes under joint electorates for the assemblies. This called for drawing up the schedule of those castes to be allowed to participate in the primaries. Ambedkar was against calling those castes "Harijan" as Gandhi insisted. Instead, since they were identified through a schedule, they were called the Scheduled Castes, a term that became integral to the Indian Constitution after Independence. Ambedkar was not fully satisfied, but he saw it as the first major political concession pending a major reform in the Hindu caste system.

Gandhi-Ambedkar differences stemmed from their different understanding of independence. Gandhi viewed *swaraj* as moral and ethical freedom at the level of each individual. In essence, while Ambedkar wanted political action to ameliorate the sufferings of the "Untouchables", Gandhi advocated social and soul reform. Gandhi did hold a sympathetic view of the Hindu *varnashrama* system. But his views on caste evolved through his experience. In *Harijan* in 1936, a year before Ambedkar's famous work *Annihilation of Caste* was published, he wrote, "caste has to go".

Beyond these differences, however, there was a major confluence of ideas of the two great leaders. The most profound expression of it can be found in the writings and speeches of Ambedkar in his most eventful final year, 1956. Disregarding his declining health, Ambedkar went about completing his famous essay, 'Buddha or Karl Marx', an incisive critique of communism. Then came his address on the same topic, 'Buddhism and Communism', in Kathmandu in November. The culmination of his thoughts came in the form of his magnum opus, *The Buddha and His Dhamma*, which could only be published posthumously. He embraced Buddhism in October and breathed his last on December 6 that year.

On communism and violence, Ambedkar and Gandhi were on the same side. Gandhi criticised "Bolshevism" and warned against its "short-violent-cuts to success". Ambedkar condemned communism because of its "devious path … to rush up and to take what we call short cuts". The similarities in language cannot be missed.

For Gandhi, "means and ends" was an important part of the *swaraj* discourse. He rejected the notion that "the ends justify the means". Ambedkar, too, became an ardent advocate of pure means in his final writings, invoking the difference between the doctrines of Buddha and Karl Marx. While both the great philosophers had the same ends in mind, their means differed, Ambedkar says. "Whose means are superior and lasting in the long run? Can the communists say that in achieving their valuable end, they have not destroyed other valuable ends?" he asks.

At the peak of their differences in the 1930s, Ambedkar was derisive about Gandhi's moral politics of truth and *ahimsa*, calling them "hollow and noisy" and the "most dishonest politics in the history of Indian polity". But, in the end, he too comes to acknowledge the importance of individual morality. "Expunge all bad thoughts. You are to expunge them by resolving that, though others may be harmful, you will be harmless. That, though others may kill, you will never kill … That, though others may be possessed by sloth and torpor, you will free yourself therefrom. That though others may be puffed up, you will be humble-minded," he said, quoting Buddha. Sounds very Gandhian? After all, those were the ideals of swaraj or self-upliftment that all great leaders of our freedom movement, including Gandhi and Ambedkar, upheld zealously. The only difference could be that Gandhi, Aurobindo and Rabindranath Tagore drew inspiration for those ideals from Hinduism, while Ambedkar drew the same from Buddhism.

The writer, president, India Foundation, is with the BJP. Views are personal

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THE TIMES OF INDIA

UT education dept reviews college work plans, NEP rollout in meeting with principals

TNN | Apr 12, 2025, 05.52 PM IST



Chandigarh: The education department of the UT held a meeting with principals of all government colleges to discuss the annual work plan for 2025–26, review the status of National Education Policy (NEP) 2020 implementation, and share institutional practices. The meeting, held on Friday, was chaired by education secretary Prerna Puri.

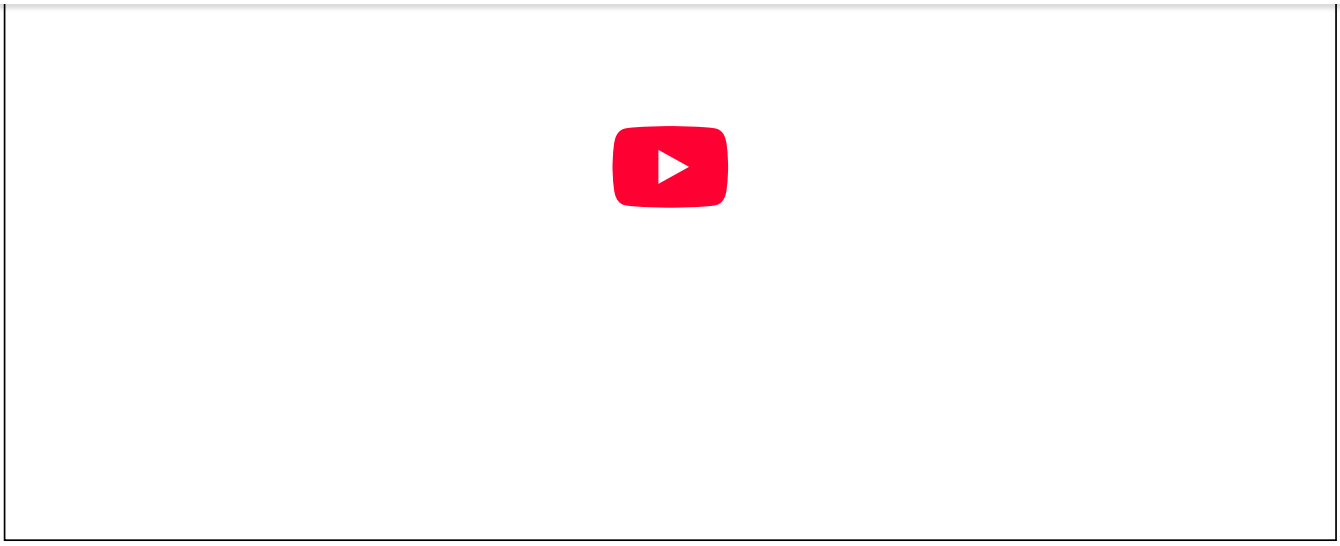
Principals presented updates on academic and administrative progress. Several initiatives were discussed to strengthen the functioning of colleges. These included the introduction of vocational and skill-based courses with targeted student intake and efforts to improve alumni engagement for institutional development.

Centralised coaching for competitive exams under the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) was proposed for students across government colleges. The secretary underlined the importance of measurable NEP implementation, such as APAAR ID creation. Each college has been asked to appoint five trained faculty members to guide others on NEP-related reforms.

Periodic yoga classes for students and memorial lectures on contemporary themes were also encouraged. The appointment of "Professors of Practice" under UGC 2018 guidelines is to be explored, and discussions were held on establishing research centres in collaboration with Panjab University.

Director, RIE-32, was asked to prepare proposals for proficiency training for staff and students, and to design assessment criteria for evaluating English proficiency among schoolteachers.

A proposal for infrastructure development will be formulated separately, with a dedicated meeting planned with the engineering and architecture department. It was also decided that monthly review meetings with all principals will be held on the last Friday of each month to track progress and ensure timely execution of initiatives.



Education or Extortion?: Inside Delhi's Private School Fee Crisis

Delhi's private school fee hikes spark protests and political blame games, but parents see no resolution in sight.

MOHAN KUMAR

NEWS VIDEOS

Published: **12 Apr 2025, 12:10 PM IST**

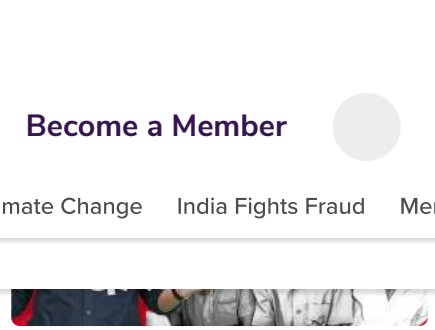
Aa

In 2017, the late actor Irrfan Khan delivered a line in the film *Hindi Medium* that hit too close to reality:

> **"This headmaster isn't really a headmaster, sir, he's a businessman. And these days, education isn't education — it's a business... just business."**
>
> **- Irrfan Khan in Hindi Medium**

Today, that sentiment echoes far beyond the silver screen, spilling into the streets of the national capital as parents rise in protest against unaffordable private school fee hikes.

Also Read



The fee hike has also triggered a political row in Delhi. The Aam Aadmi Party (AAP) has accused the Bharatiya Janata Party (BJP) of colluding with an “education mafia” to exploit parents and students.

In response, Delhi’s Education Minister, Ashish Sood, has announced new measures to tackle the issue. But this is far from a new problem.

Every year, fee hikes make headlines, political parties trade blame, but parents never get a solid resolution.

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Mental Harassment, Library Detention: The Cost of Not Paying Up

Across Delhi, furious parents allege that private schools are not only raising fees arbitrarily but also punishing their children when those demands aren’t met. Children are being segregated, made to sit in libraries, and subjected to what many call “mental harassment.”

From Dwarka to Pitampura, Rohini to Rajouri Garden, the anger is palpable. Placards are raised, slogans shouted, and the question hangs heavy in the air: **Where is the regulation?**

Also Read

The Coaching Industry’s Big Scam: How FIITJEE and Ed-Tech Are Collapsing



- **DPS Dwarka increased its fees by 20% in 2020, followed by 13%, 9%, 8%, and 7% hikes in successive years.**
- **Srijan School saw a 35% hike during AAP's tenure and another 36% in 2024–25.**
- **Ahlcon International School which is under the scanner for ₹15 crore in financial irregularities, was still allowed to increase its fees by 28% across two years.**
- **Salwan Public School, currently being investigated for a fund misuse of ₹1.68 crore, increased fees by 39% over two years.**

So, if even the education minister knows the figures, and parents are taking to the streets, what's stopping the government from acting?

Loopholes and Legal Grey Zones

The problem lies buried under bureaucracy and legal ambiguity.

As per the Delhi School Education Act and Rules, 1973, schools on government-allotted land must take approval from the Directorate of Education (DoE) before hiking fees. But only **335 out of 1,677** private schools in Delhi fall under this mandate.

The remaining **80%** operate on unauthorized or freehold land — and are essentially left unregulated.

In 2018, the Delhi High Court ruled that DoE approval isn't mandatory as long as schools aren't profiting — a subjective benchmark that many exploit.

Weekly Quiz

Score: 0

Time: 13 seconds

Why is there a crisis facing urban India according to the article on rising rents and stagnant salaries?

Employment boom

×

Increasing cost of living

Previous Next

Also Read

Delhi Riots: What Took Police 5 Years to Act Against Kapil Mishra's Hate Speech?



The "Oversight" That Never Worked

Delhi's Fee Anomaly Committees, mandated by the court, were meant to address these very grievances.

They remain largely inactive — a formality on paper, ineffective in practice.

Even new promises sound like déjà vu. Minister Sood announced that the government would now publish school-wise fee hike data and allow parents to report violations via email.

But this is too little, too late.

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The National Picture: A Pattern of Silence

This is not just Delhi's problem — it's India's.

A LocalCircles survey of **31,000 parents across 309 districts** found that:

- **93% said state governments had done nothing to address the issue**

In 2021, even the Supreme Court reminded us that while private schools have autonomy, they **cannot commercialise or profiteer**.

And yet, profiteering continues under the guise of autonomy.

The crisis of private education isn't about affordability — it's about accountability.

If governments won't regulate, if oversight bodies stay defunct, and if schools treat students as clients, then what future are we building?

Parents are exhausted, children are anxious, and trust in the system is eroding fast.

We need more than rhetoric. We need regulation. And we need to ask, *Janab, Aise Kaise?*

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नव भारत टाइम्स, 12 अप्रैल, 2025, पृष्ठ न० - 10

बाबा साहेब ने समाज को ज्ञान का अमृत दिया: गुप्ता

■ NBT रिपोर्ट, नई दिल्ली : बाबा साहेब डॉ. भीमराव अंबेडकर की 134वीं जयंती के मौके पर शुक्रवार को दिल्ली विधानसभा में दिव्यांग चित्रकला समारोह का आयोजन किया गया। इस मौके पर दिल्ली विधानसभा अध्यक्ष विजेंद्र गुप्ता ने कहा 'बाबा साहेब का जीवन हमें संघर्ष, धैर्य और आत्मबल का पाठ पढ़ाता है। उन्होंने समाज को ज्ञान का अमृत दिया और स्वयं अपमान का जहर पी गए। बाबा साहेब के संघर्षों से हमें सीखना चाहिए कि जीवन भी एक दौड़ है। अगर हम बिना थके चलते रहे, तो मंजिल जरूर मिलती है।'

समारोह में चित्रकला प्रतियोगिता के जरिए दिव्यांग छात्रों ने बाबा साहेब के जीवन और उनके आदर्शों को रंगों से उकेरा। यह आयोजन बाबा साहेब के जीवन से प्रेरणा लेने का अवसर रहा। इस दौरान विजेंद्र गुप्ता ने बाबा साहब भीमराव आंबेडकर को श्रद्धासुमन अर्पित किए।

संडे नवभारत टाइम्स, 13 अप्रैल, 2025, पृष्ठ न०-08

कलम से क्रांति करने वाले महानायक थे डॉ. आम्बेडकर

डॉ. भीमराव आम्बेडकर
14 अप्रैल 1891
06 दिसंबर 1956



डॉ. भीमराव आम्बेडकर का मानना था कि शिक्षा हाशिए पर खड़े हर इंसान की बराबरी की पहली सीढ़ी है। उन्होंने भारत में शिक्षा को लेकर जो सपना देखा, वह कितना पूरा हुआ और कितना बाकी है, बता रहे हैं लक्ष्मण यादव



Subrata Dhar

बीसवीं सदी के शुरुआती दशकों में भारत एक साथ कई लड़ाइयां लड़ रहा था। एक लड़ाई अंग्रेजों से आजादी की चल रही थी तो वहीं दूसरी लड़ाई हजारों साल की जातीय गुलामी से चल रही थी। पहली लड़ाई में कई तरह के हथियार शामिल थे तो दूसरी लड़ाई का सबसे बड़ा हथियार थी कलम। इसी कलम से क्रांति करके मानवतावादी भारत का सपना देखने वाले महानायक का नाम है- बाबा साहब डॉ. भीमराव आम्बेडकर।

कलम से तकदीर लिखने सबक

बचपन में भीमराव आम्बेडकर को स्कूल में पानी पीने से लेकर दर्जनों डिग्रियां हासिल करने के बाद नौकरी करने तक भेदभाव का शिकार होना पड़ा, लेकिन उन्होंने कभी हार नहीं मानी। हर हाथ में कलम देने का सपना नहीं छोड़ा। बॉम्बे लेजिस्लेटिव काउंसिल के सामने 12 मार्च 1927 को दिए अपने इस बयान में डॉ. आम्बेडकर ने पढ़ाई के लिए सरकार का अनुदान बढ़ाने की वकालत की और वंचित तबकों के लिए सस्ती पढ़ाई का पक्ष लिया। उनका साफ मानना था कि जो लोग अपनी स्थिति सुधारना चाहते हैं उन्हें शिक्षा हासिल करनी चाहिए, संगठन बनाना चाहिए और संघर्ष करना चाहिए। डॉ. आम्बेडकर का मानना था कि मनुष्य अपने कर्मों से महान होता है, जन्म से नहीं। इसलिए शिक्षा लेकर अपने कर्मों को महान बनाओ। 1930 में अपने अखबार 'बहिष्कृत भारत' में डॉ. आम्बेडकर लिखते हैं कि अगर आपको आजादी चाहिए तो पहले शिक्षा हासिल करो। भारत आज आजादी का अमृत काल मना रहा है। तमाम कामयाबियों के बावजूद कलम उन हाथों तक पहुंचनी मुश्किल होती जा रही है जिन हाथों में इसे पहुंचाने का वादा इस देश के संविधान के निर्माताओं ने किया था। नई शिक्षा नीति अपनी तमाम सकारात्मक कोशिशों के बावजूद पढ़ाई

जब तक गरीबों को मुफ्त शिक्षा नहीं मिलेगी, तब तक शिक्षा विशेषाधिकार बनी रहेगी। स्कूलों की फीस, यूनिफॉर्म और किताबों की लागत सार्वजनिक मुफ्त शिक्षा की राह में सबसे बड़ी बाधा है।

- डॉ. भीमराव आम्बेडकर

है। शिक्षण संस्थानों के जातीय भेदभाव रहित होने का डॉ. आम्बेडकर का सपना अब भी अधूरा है। किसी भी देश की बढ़ती हुई अनपढ़ या 'कुपढ़' भीड़ कभी भी 'विश्वगुरु' नहीं बना सकती। शिक्षा से ही कोई राष्ट्र मुकम्मल हो सकता है। इसलिए वह शिक्षा को मात्र नौकरी का जरिया न मान कर आमूलचूल क्रांति का जरिया मानते थे। लेकिन आज हायर एजुकेशन [illegible] संस्थानों में 90 फीसदी वंचित समाज के स्टूडेंट्स के ड्रॉपआउट अनुपात से लेकर डिप्रेशन की लागत को सार्वजनिक मुफ्त शिक्षा की राह में सबसे बड़ी बाधा बताया। शिक्षा बीते हुए कल से सबक लेना सिखाती है। आज राह दिखाती है ताकि आने वाला कल सुनहरा हो सके। अपने ऐतिहासिक व्याख्यान 'जाति का विनाश' (1936) में डॉ. आम्बेडकर का साफ मानना था कि शिक्षा सबके लिए होनी चाहिए। जनता द्वारा चुनी गई किसी भी लोकतांत्रिक सरकार का पहला काम है कि वह सभी को शिक्षा का समान मौका दे। डॉ. आम्बेडकर 'सबके लिए मुफ्त व जरूरी प्राथमिक शिक्षा' की बात करते थे। संविधान में उन्होंने अनुच्छेद 45 के तहत शिक्षा को राज्य का मूल कर्तव्य बनवाया। जिसके मुताबिक 'राज्य 14 साल की आयु तक के बच्चों को मुफ्त और अनिवार्य शिक्षा देगा।' डॉ. आम्बेडकर ने महाराष्ट्र में जिम्मेदार विधानसभा के सदस्य की भूमिका में रहते हुए सरकारी स्कूलों में फीस माफी और स्कॉलरशिप योजना लागू करवाई। 1924 में बहिष्कृत हितकारिणी सभा के माध्यम से उन्होंने दलित छात्रों के लिए हॉस्टल और स्कूल शुरू किए। बाद के दिनों में मंडल कमिशन भी OBC के छात्रों के लिए ऐसे ही शिक्षा सुधार के क्रांतिकारी प्रावधान की पैरोकारी करता है। ये हॉस्टल न सिर्फ रहने की जगह थे बल्कि सामाजिक चेतना का केंद्र भी थे।

पिछले 75 बरसों में देश ने बहुत-से मील के पत्थर तय किए हैं। साक्षरता दर में भारी बढ़ोतरी और सक्षम मिडल क्लास भी पैदा हुआ है। गांव तक शिक्षा ज्योति पहुंची है। 'सर्व शिक्षा अभियान' से लेकर 'पढ़ेगा इंडिया तभी तो आगे बढ़ेगा इंडिया' तक भारत ने लगातार कोशिश की। लेकिन कई अंधेरी झोपड़ियों तक अब भी शिक्षा की ज्योति नहीं पहुंच सकी है।

कलम की स्याही है संविधान

संविधान ने हजारों बरसों के मानवतावादी संघर्षों को एक जगह पिरोकर नई राह दिखाई। समता, न्याय और मानवता पर आधारित हमारे संविधान ने भारत के हर एक नागरिक को नए सपने दिखाए। संविधान के साथ शिक्षा अगर हमारे वक्त के आखिरी पायदान पर खड़े नागरिकों तक नहीं पहुंच सके तो राष्ट्र निर्माण की महापरियोजना अधूरी रह जाएगी। इसलिए डॉ. आम्बेडकर ने शिक्षा को सामाजिक न्याय का सबसे अहम हिस्सा माना। संविधान में अनुच्छेद 15(4) को जुड़वाया गया जो राज्य को पिछड़े वर्गों के लिए विशेष शैक्षणिक प्रावधान करने की अनुमति देता है। संविधान

Sunday Pioneer, 13 April, 2025, Page no – 04

PM Modi to launch slew of schemes in Haryana on Ambedkar Jayanti

PIONEER NEWS SERVICE ■ New Delhi

Prime Minister Narendra Modi will launch several development initiatives in Haryana on April 14 to mark the birth anniversary of Bhim Rao Ambedkar, an iconic figure known for his role in Dalit emancipation and preparing the Constitution. The PM will flag off a commercial flight from Hisar to Ayodhya and lay the foundation stone of the new terminal building at the Hisar airport. He will also address a public meeting, a statement said. Later, he will inaugurate and lay the foundation stone of development projects in Yamuna Nagar and address a public meeting.

In line with his commitment to make air travel safe, affordable and accessible to all, the prime minister will lay the foundation stone of the new terminal building of the Maharaja Agrasen airport in Hisar worth over Rs 410 crore, the statement said.

It will include a state-of-the-art passenger terminal, a cargo terminal and an ATC building. He will also flag off the first flight from Hisar to Ayodhya. Scheduled flights from Hisar to Ayodhya (twice weekly), and three flights in a week to Jammu, Ahmedabad, Jaipur, and Chandigarh, this development will mark a significant leap in Haryana's aviation connectivity, it said.

Boosting power infrastructure in the region, Modi will lay the foundation stone of a 800 MW modern thermal power unit of Deenbandhu Chhotu Ram Thermal Power Plant at YamunaNagar.

This unit, spread across 233 acres and worth around ₹ 8,470 crore, will significantly boost Haryana's energy self-sufficiency and provide uninterrupted power supply across the state. Taking forward the vision of 'Gobardhan' (Galvanising Organic Bio-Agro Resources Dhan), Modi will lay the foundation stone of a compressed biogas plant in Mukarabpur, in Yamuna Nagar.

The plant will have an annual production capacity of 2,600 metric tonnes and will help in effective organic waste management, while contributing to clean energy production and environmental conservation, it said.

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The Telegraph online

Tuesday, 15 April 2025

A textbook case of English Hinglish: NCERT gives Hindi titles to English-medium books

The old Class VI and VII textbooks for English were titled Honeysuckle and Honeycomb, respectively, till last year. The title of the new English-language textbooks for both classes is Poorvi

Basant Kumar Mohanty | Published 13.04.25, 05:54 AM



Representational image
File picture

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The NCERT has given Hindi titles to many of its new English-medium textbooks, including books on the study of the English language, attracting charges of promoting "Hindi colonialism".

The controversy comes at a time when the Tamil Nadu government is battling the Centre's three-language policy for schools, calling it an underhand attempt to impose Hindi on non-Hindi-speaking states.

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So far, the NCERT's language studies books always carried titles in the same language.

For example, the old Class VI and VII textbooks for English were titled *Honeysuckle* and *Honeycomb*, respectively, till last year. The title of the new English-language textbooks for both classes is *Poorvi*, a Hindi word meaning "eastern" and also the name of a raga in Hindustani classical music.

The English-language textbooks for Classes I and II have been renamed as *Mridang*, and those for Classes III and IV as *Santoor*. Both are names of musical instruments.

For subjects such as mathematics, science, social science, art, physical education and vocational education, the apex textbook-preparing body published its books in English, Hindi and Urdu versions.

A retired NCERT professor said these books traditionally carried titles in English, Hindi and Urdu, matching the language in which they had been published.

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For example, the previous mathematics book for Class VI came with the title *Mathematics* for the English version, *Ganit* for the Hindi version and *Riyazi* for the Urdu version.

Last year, however, the NCERT changed the title to *Ganita Prakash* for both the Hindi and English versions.

"The NCERT has changed the tradition. It's not clear what they want to achieve," the retired professor said.

The foreword to the Class VI English-language textbook, written by NCERT director Dinesh Prasad Saklani, and an introductory section titled "About The Book" by academic coordinator Kirti Kapur, are silent on why it carries the Hindi title *Poorvi*.

"*Poorvi* also weaves into its contents snippets from the vast treasure trove of Indian Knowledge Systems, India's artistic and cultural heritage, and embeds values alongside ecological sensitivity, gender equality, digital skills, etc," the foreword says.

The Telegraph on

Some English-medium books have been spared the Hindi onslaught, though.

The English version of the new science book for Class VI, earlier called Science, has been given the new English title of *Curiosity* while the Hindi and Urdu versions are titled *Jigyasa* and *Tajassus*.

The English version of the new social science textbook for Class VI comes with the title *Exploring Society: India and Beyond* while the Hindi version is titled *Samaj Ka Adhyayan: Bharat aur Uske Aage*.

Apoorvanand, a Delhi University history professor who was a member of the NCERT's textbook development team in 2006, questioned the practice of giving Hindi titles to books written in the English language.

"This is Hindi colonialism. The NCERT is doing it in a vulgar way," he said. "Tamil Nadu has been proved right by the way the NCERT is giving the titles. It is introducing Hindi to non-Hindi speakers in a cunning way."

Anvita Abbi, a retired professor of linguistics from JNU, said: "The title of a book should be appropriate to the content. Titles like *Poorvi* or *Santoor* do not say anything about the content, and are hence misleading."

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She added: “Also, when the medium of instruction is English, the title should be in English.”

Abbi raised another point: The inadequacy of the Roman script in conveying the correct pronunciations of some Hindi words, such as the *Ganita* of *Ganita Prakash*. (The Hindi titles of English books are written in the Roman script.)

“The Roman script does not distinguish between dental nasal and retroflex nasal. It gives an incorrect pronunciation for the ‘na’ (in *Ganita*),” she said.

An email was sent to the NCERT director on Friday seeking the reasons for giving Hindi titles to books written in English. His response is awaited.

The NCERT has been publishing a series of new textbooks since 2023 in accordance with the National Education Policy of 2020.

It released new textbooks for Classes I and II in 2023, while Classes III and VI got their new books in 2024. The NCERT is now releasing new books for Classes IV, V, VII and VIII.

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अमर उजाला, 14 अप्रैल, 2025, पृष्ठ नं० - 06

सबके अपने-अपने आंबेडकर



डॉ. आंबेडकर की चर्चा सामाजिक, अकादमिक, न्यायिक क्षेत्रों से अधिक राजनीतिक क्षेत्र में हो रही है। आज हर कोई उन्हें अपना बता रहा है।

श्यौराज सिंह बेचैन

आंबेडकर जयंती

इन दिनों डॉ. आंबेडकर अपेक्षाकृत सर्वाधिक प्रासंगिक हो रहे हैं। सामाजिक, अकादमिक, न्यायिक क्षेत्रों से अधिक उनकी चर्चा राजनीतिक क्षेत्रों में हो रही है। समाज में बहिष्कार, उपेक्षा और अनुदार व्यवहार पाकर बड़े हुए आंबेडकर को एक समय सिवाय दलितों के कोई अपना नहीं कह रहा था। ऐसी परिस्थितियों के साथ वह अपने दायित्वों का निर्वाह करते रहे। परंतु आज कौन-सा राजनैतिक दल है, जो उन्हें अपना कहने को तैयार नहीं है? भाजपा ने उनकी स्मृति में 'पंच तीर्थ' विकसित किए हैं-महू जन्म भूमि, नागपुर दीक्षा भूमि, मुंबई इंदु मिल, 'लंदन' प्रवास गृह और पांचवां दिल्ली में परिनिर्वाण स्थल।

संविधान निर्माता के रूप में कतिपय हिंदू उनके प्रति इसलिए कृतज्ञ हैं कि उन्होंने बेशक हिंदू धर्म छोड़कर बौद्ध धर्म अपनाया, परंतु उन्होंने विदेशी मूल के इस्लाम और ईसाई धर्म को नहीं अपनाया। इस तरह देश की लगभग चौथाई आबादी को उन्होंने दूर जाने से रोक दिया। भारत मूल के बुद्धधम्म को अपना कर उन्होंने करोड़ों



अस्पृश्यों को देश की भावनात्मक व सांस्कृतिक जड़ों से कटने नहीं दिया। कांग्रेस संविधान को आगे रखकर उनके योगदान को याद कर रही है। सपा, बसपा और आजाद समाज पार्टी (कांशीराम) भी उनके वैचारिक वारिस होने का दावा कर रही हैं। इस तरह बौद्धों के आंबेडकर शील-प्रज्ञा की शिक्षा देने वाले हैं, मुसलमानों के आंबेडकर धार्मिक आजादी दिलवाने वाले, सिखों और ईसाइयों के आंबेडकर संविधान में नागरिक समानता दिलाने वाले और स्त्रियों के आंबेडकर समान अधिकारों के साथ 'हिंदू कोड-बिल' देने वाले हैं। इस तरह सबके अपने-अपने आंबेडकर हैं। और जो अपने-आप में आंबेडकर थे, वह कहीं नहीं दिख रहे। कल्पना कीजिए, आंबेडकर आपके सामने खड़े हों, और आप उनसे पूछें, 'बाबा साहब आप किसके हैं?' तो निश्चित ही वे कृष्ण बिहारी 'नूर' की शायरी वाला जवाब देंगे, 'इतने हिस्सों में बंट गया हूं मैं, मेरे हिस्से में कुछ बचा ही नहीं।'

दस्तावेजी रिकॉर्ड के अनुसार, रामजी सूबेदार जिन दिनों इंदौर (मध्य प्रदेश) स्थित 'महू' की फौजी छावनी के सरकारी आवास में रह रहे थे, उन्हीं दिनों 14 अप्रैल, 1891 को चौदहवीं संतान के रूप में भीमाबाई की कोख से जिस शिशु का जन्म हुआ, उसे घर-परिवार में 'भीम', बाद में 'भीवा' कह कर पुकारा गया।

सातारा में भीवा की प्राथमिक शिक्षा संपन्न हुई। स्कूली शिक्षा से कहीं अधिक कठोर शिक्षा उन्हें सामाजिक बहिष्कार से मिली, जो स्थायी सबक बनी। विद्या पाने की ललक और बौद्धिक समाज को मानवीय बनाने की उनकी मंशा छात्र जीवन के पहले दिन से ही प्रकट होने लगी थी। सात नवंबर, 1900 को जब उन्होंने पहली बार हाई स्कूल में अंग्रेजी की कक्षा में प्रवेश किया था, तो वह बरसात में भीगते हुए आए थे। अस्पृश्यता के माहौल में तब भी कुछ ऐसे उदार अध्यापक मौजूद थे, जो अपने कर्तव्यों में मानवीय सद्भाव को सर्वोपरि रखते थे। 'पेंडसे' नामक ऐसे ही एक शिक्षक ने छात्र भीवा को बदलने के लिए कपड़े दिए और फिर उन्हें पढ़ाया।

'वसंत मून' द्वारा प्रस्तुत डॉ. आंबेडकर की एलफिंस्टन कॉलेज की रिकॉर्ड फाईल से पता चलता है, कि 1910 में इंटर मीडियट परीक्षा में भीमराव के अंग्रेजी, फारसी, गणित और तर्कशास्त्र के कुल 600 अंकों में से उन्हें 223 अंक ही प्राप्त हुए थे। उन्होंने स्वयं लिखा, 'यद्यपि मैं विश्वविद्यालय की परीक्षाओं में हर साल सफल होता रहा, फिर भी कभी दूसरी श्रेणी नहीं मिली। बीए की परीक्षा में तो मेरी दूसरी श्रेणी कुछ ही अंकों के कारण रह गई।' परंतु अध्ययन की निरंतरता और ज्ञान की ग्राह्यता ने उन्हें देश का महान अध्येता बनाया। उन्होंने अध्ययन को स्वतंत्रता आंदोलन में शामिल होने से अधिक आवश्यक माना। 1916 के कालखंड में जब प्रथम विश्वयुद्ध छिड़ा हुआ था, दुनिया में राजनीतिक उथल-पुथल मची हुई थी, आंबेडकर ने चार साल से रुकी अपनी कानून की पढ़ाई के लिए 'ग्रेज इन' तथा 'लंदन स्कूल ऑफ इकनोमिक्स एंड पॉलीटिकल साइंस' में प्रवेश लिया। दो साल में तीन साल की पढ़ाई पूरी कर 21 अगस्त, 1917 को आंबेडकर कोलंबो के रास्ते भारत लौटे। एक माह बाद अक्तूबर में रूस में बोल्शेविक क्रांति हुई। आंबेडकर ने प्रतिक्रिया दी-बलात किया जाने वाला शारीरिक रक्तपात बिना विचारों में बदलाव लाए क्रांति नहीं कहा जा सकता और वह टिकाऊ भी नहीं हो सकता।

यों भी वह बड़ौदा नरेश सर सयाजीराव गायकवाड़ द्वारा प्रदत्त छात्रवृत्ति लेकर पढ़ाई न करते, तो अनैतिक वचन भंगता होती। 1919 में उन्होंने छात्रवृत्ति शाहू महाराज की डाई हजार की फंडिंग से मूकनायक पाक्षिक अखबार प्रकाशित किया। संपादकीय में एक रूपक दिया-भारतीय समाज बहुमंजिला इमारत की भांति है, जिसमें निकास द्वार नहीं है, जो जिस तल में जन्म लेता है, वह उसी तल में मर जाता है। किसी में यह ताकत नहीं कि निचले तल वाले व्यक्ति को ऊपर के तल में प्रवेश दिला दे, या ऊपर के तल वाला निचले तल में प्रवेश करे।

-लेखक दिल्ली विश्वविद्यालय के पूर्व हिंदी विभागाध्यक्ष हैं।

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बाबासाहेब के सपनों का भारत



राजनाथ सिंह

हम सभी डा. आंबेडकर के आदर्शों को अपनाने का संकल्प लें तो यह देश की इस महान विभूति के प्रति हमारी सबसे सच्ची श्रद्धांजलि होगी

हमारे संविधान निर्माता एवं अग्रणी राष्ट्र-निर्माताओं में से एक बाबासाहेब भीमराव रामजी आंबेडकर जी की आज 135वीं जन्म-जयंती है। बाबासाहेब ने दलितों एवं वंचितों के उत्थान के लिए आजीवन कार्य किया। कमजोर वर्गों के वह जनप्रिय नायक और संघर्ष के प्रतीक पुरुष हैं, लेकिन उनके योगदान एवं विरासत के साथ सबसे बड़ा अन्याय यह हुआ है कि उन्हें सिर्फ एक दलित नेता के रूप में सीमित कर दिया गया है। बहुआयामी प्रतिभा के धनी बाबासाहेब को आधुनिक भारत के सबसे अग्रणी विचारकों में से एक के रूप में भी देखा जाना चाहिए। तमाम हृदयविदारक अनुभवों के बाद कोई सामान्य व्यक्ति या तो अपने भाग्य को कोसकर रह जाता या हिंसा का रास्ता चुनता, लेकिन बाबासाहेब ने अपने भीतर के आक्रोश को सकारात्मक रूप देते हुए शिक्षा का मार्ग चुना। जिस समय उनके समाज के लोगों को शिक्षा प्राप्ति पीएचडी, डीलिट एवं बार-एट-ला जैसी उपाधियां हासिल कीं।

डा. आंबेडकर महान समाज सुधारक के साथ ही प्रखर बुद्धिजीवी, कानूनविद और अर्थशास्त्री भी थे। उन्होंने राजनीति, नैतिकता, समाजशास्त्र, अर्थशास्त्र, कानून और धर्मशास्त्र जैसे विविध विषयों पर विस्तार से लिखा है। वह चाहते तो विदेश में आकर्षक वेतन प्राप्त कर अपना जीवन सुखपूर्वक व्यतीत कर सकते थे, लेकिन उन्होंने मातृभूमि को अपनी कर्मभूमि बनाया। उनका स्पष्ट मानना था कि चरित्र, शिक्षा से भी ज्यादा महत्वपूर्ण है। वह मानते थे कि किसी शिक्षित व्यक्ति में विनम्रता की कमी हो तो वह हिंसक जीव से भी अधिक खतरनाक होता है और उसकी शिक्षा से यदि गरीबों की हानि हो तो वह व्यक्ति समाज के लिए अभिशाप है। वह एक महान संस्थान निर्माता भी थे। संविधान निर्माण के केंद्र में रहने के अतिरिक्त भारतीय रिजर्व बैंक और केंद्रीय जल आयोग जैसी संस्थाएं उनके चिंतन एवं दूरदर्शिता की ही देन हैं।

बाबासाहेब का लोकतंत्र में अटूट विश्वास था। उनका मानना था कि कोई भी राज्य तब तक लोकतांत्रिक नहीं हो सकता है जब तक समाज लोकतांत्रिक न हो। उनका यह भी मानना था कि जब तक समाज में नैतिक व्यवस्था न हो तब तक लोकतंत्र का विचार कल्पना ही रहेगा। वह यह भी मानते थे कि जहां सामाजिक व्यवस्था नैतिक और समतामूलक नहीं होगी उस समाज में लोकतंत्र जीवित नहीं रह पाएगा। सामाजिक सुधारों के लिए भी वह प्रतिबद्ध थे, क्योंकि भारत के



अवधेश राजपूत

को लेकर उन्हें बड़ी चिंता सताती थी। उनकी आशंकाएं संविधान सभा में उनके अंतिम भाषण में व्यक्त भी हुई हैं। इसमें उन्होंने कहा कि हमें अपने खून की आखिरी बूंद तक स्वतंत्रता की रक्षा के लिए दृढ़संकल्पित होना होगा। उन्होंने चेतावनी दी थी कि हमारी अकर्मण्यता के कारण भारत एक बार फिर अपना लोकतंत्र और स्वतंत्रता गंवा सकता है। उन्होंने कहा था कि हमें एक लोकतांत्रिक संविधान मिला है, लेकिन संविधान बनाकर हमारा काम पूरा नहीं हुआ, बल्कि बस शुरू हुआ है। संविधान के मुख्य निर्माता के तौर पर उनकी यह बात उनके दूरदर्शी सोच का प्रमाण है।

बाबासाहेब की दिखाई लोकतंत्र की राह पर देश निर्बाध आगे बढ़ता रहा, मगर आज कुछ लोग धर्म, जाति, भाषा आदि के आधार पर सामाजिक विभाजन के कुप्रयास में लगे हैं। हमें सुनिश्चित करना होगा कि ऐसे विभाजनकारी कुप्रयास कभी सफल न हों। इन कुचक्रों को समझने एवं रोकने के लिए हमें बाबासाहेब की शिक्षा से सीख लेनी

विभाजन की असत्य कल्पना का लाभ उठा सकते थे, पर उन्होंने आर्य-द्रविड़ विभाजन और आर्य आक्रमण सिद्धांत को नकारा और लिखा कि यह सब विदेशी शक्तियों का षड्यंत्र है। उन्होंने लिखा कि यजुर्वेद और अथर्ववेद के ऋषियों ने शूद्रों के लिए मंगलकारी बातें कही हैं और दर्शाया कि कई अवसरों पर 'शूद्र' परिवार में जन्में व्यक्ति भी राजा बने। उन्होंने इस पहलू को भी स्पष्ट रूप से खारिज किया कि तथाकथित 'अस्पृश्य' लोग 'आर्यों' और 'द्रविड़ों' से नस्लीय रूप से भिन्न हैं। आज भाषा को लेकर विभाजन पर आमादा लोग भी यह समझें कि उन्होंने कहा था, 'भाषा संस्कृति की संजीवनी होती है। चूंकि भारतवासी एकता चाहते हैं और एकसमान संस्कृति विकसित करने के इच्छुक हैं, इसलिए सभी भारतीयों का यह कर्तव्य है कि वे हिंदी को अपनी भाषा के रूप में अपनाएं।' याद रहे कि बाबासाहेब मूल रूप से हिंदी भाषी नहीं थे।

डा. आंबेडकर ने कहा था कि लोकतंत्र का स्वरूप और उद्देश्य समय लोकतंत्र' का उद्देश्य लोगों का कल्याण करना है। उनके इसी मूलमंत्र को अपनाते हुए पिछले 10 वर्षों में केंद्र की राजग सरकार लगभग 25 करोड़ लोगों को गरीबी रेखा से बाहर निकालने में सफल रही है। लगभग 16 करोड़ घरों तक जल पहुंचाया है। गरीब परिवारों के लिए करीब पांच करोड़ घर बनवाए हैं। 2023 में प्रधानमंत्री श्री नरेन्द्र मोदी जी ने पीएम-जनमन अभियान शुरू किया, जिससे पीवीटीजी वर्ग के लोगों का व्यापक विकास हुआ और उन्हें मूलभूत सुविधाएं मिलीं। हमारी 'आयुष्मान भारत' योजना के जरिये जन-जन तक स्वास्थ्य सेवाओं की पहुंच बढ़ी है। मोदी जी का 2047 तक 'विकसित भारत' का लक्ष्य भी बाबासाहेब के विजन के अनुरूप ही है। बाबासाहेब की विरासत की बेहतर झलक के लिए उनसे जुड़े पांच स्थानों को 'पंचतीर्थ' के तौर पर विकसित किया है। मोदी जी के नेतृत्व में हमारी सरकार के कल्याणकारी कार्य संविधान एवं लोकतंत्र के प्रति हमारे समर्पण भाव और बाबासाहेब के प्रति श्रद्धा को दर्शाते हैं।

पीएम मोदी गत माह बाबासाहेब की दीक्षा भूमि नागपुर गए थे। वहां उन्होंने बाबासाहेब के सपनों के भारत को साकार करने की अपनी प्रतिबद्धता फिर से दोहराई। आज बाबासाहेब की जयंती पर हम सभी धर्म, पंथ, जाति और क्षेत्र आदि से ऊपर उठकर सही मायनों में 'भारतीय' बनकर डा. आंबेडकर के आदर्शों को अपनाने का संकल्प लें तो यह भारत की इस महान विभूति के प्रति हमारी सबसे सच्ची श्रद्धांजलि होगी।

(लेखक रक्षा मंत्री हैं)

The Times of India, 14 April, 2025, Page no-14

Indian first and Indian last: Dr Ambedkar, a visionary reformer

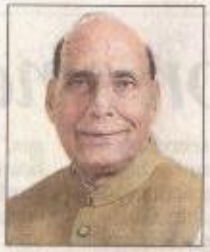
Rajnath Singh

Today marks the 135th birth anniversary of Dr B R Ambedkar, one of India's greatest visionaries. There have been deliberate and unjust attempts to downplay the legacy of Dr Ambedkar. After more than a century, the greatest injustice to his legacy is to reduce him to a Dalit leader. Today, he should be seen not merely as a symbol of resistance for Dalits and marginalised, which he undoubtedly is and always will be, but also as one of the foremost thinkers of modern India.

It is recorded that when he was at school, he was not even permitted to drink water from the common tap that other children drank from. One day, in the scorching heat, when he decided to drink from the source closest to him, he was assaulted for daring to violate this oppressive taboo. After such an incident, many young boys would have been resigned to their fate. Others may have become reactionary, rebelling against an unjust system through violent action. But Ambedkar channelised his inner angst into a zeal for learning. He went on to get an MA, MSc, PhD, DSc, DLitt and Bar-at-Law, including degrees at Columbia and London School of Economics.

Providence granted Dr Ambedkar unparalleled grit, intellect and integrity, which he put to use as a social reformer, jurist, economist, philosopher, human rights champion and nation-builder. His role as an institution builder also needs to be highlighted. Several institutions in modern India, such as RBI and Central Water Commission, find their genesis in Babasaheb's farsightedness.

Being a staunch democrat, Dr Ambedkar also believed that a democratic form of govt presupposes a democratic form of society. He believed that without moral order in society, there cannot be democracy and rule of law. It can also be said that for him, democracy, politics and ethics formed a trinity just like liberty, equality and fraternity. Like his greatest interlocutor, Gandhiji, Dr Ambedkar was committed to fundamental social reform.



"Dr Ambedkar believed that social and economic democracy goes hand in hand with political democracy. PM Narendra Modi ji has set a target of 'Viksit Bharat' by 2047, which conforms to the vision of Babasaheb

This is because he was deeply worried about the future of India, its democracy, and hard-earned independence. His trepidations found expression in his last speech in the Constituent Assembly. Amid loud cheers, Dr Ambedkar held that we must be determined to defend our independence with the last drop of our blood. He forewarned that India would lose its democracy and independence a second time if Indians become complacent.

It is his words of caution that set India on the path of a vibrant democracy for almost eight decades. However, today, we see attempts by some people to reduce the fraternity between Indians based on social cleavages such as caste, religion, ethnicity, language etc. We should be on guard to ensure that these divisive tendencies remain nothing but failed attempts. For instance, Ambedkar mocked the Aryan invasion theory at a time when he could have gained most from the Aryan-Dravidian divide. "Whether a tribe or family was racially Aryan or Dravidian was a question which never troubled the people of India until foreign scholars came in and began to draw the line," Babasaheb wrote in a paper published in 1918.

Furthermore, those who are attempting to use linguistic issues to further their narrow and sectarian interests would greatly benefit by reading Dr Ambedkar's views on the unity of the nation and the role of a language in this. On Sept 10, 1949, he moved an amendment in the Constituent Assembly supporting Sanskrit — one of the nine languages he had mastered — as the official language of the Union. In his 'Thoughts on Linguistic States', he also declared it the "bounden duty of all Indians to own up Hindi as their language". Dr Ambedkar believed that social and economic democracy goes hand in hand with political democracy. PM Narendra Modi ji has set a target of 'Viksit Bharat' by 2047, which conforms to the vision of Babasaheb.

Last month, when PM Modi visited Deekshabhoomi, he reaffirmed govt's commitment to work even harder to realise the India which Babasaheb envisioned. Babasaheb's birth anniversary presents all Indians with an opportunity to renew our pledge to the values and ideals given by him. Let us rise above our race, religion, region, caste and creed, and be 'Indian'.

The writer is India's Raksha Mantri

स्कूलों की प्रार्थना सभा में बताएंगे डा. आंबेडकर के विचा

जागरण संवाददाता, नई दिल्ली: रेखा गुप्ता सरकार ने डा. भीमराव आंबेडकर के विचारों और संघर्ष को स्कूलों में प्रार्थना सभा में बताने का निर्णय लिया है। दिल्ली विधानसभा में आयोजित वाकथान को हरी झंडी दिखाने से पूर्व सीएम ने प्रतिभागियों को संबोधित किया। उन्होंने कहा कि यह "वाकथान" केवल एक आयोजन नहीं, बल्कि बाबा साहेब के न्याय, समानता और अधिकारों के विचार को जन-जन तक पहुंचाने का सशक्त माध्यम भी है। बाबा साहेब किसी एक जाति या वर्ग के नहीं, बल्कि संपूर्ण राष्ट्र के महानायक थे।

मुख्यमंत्री ने घोषणा की कि दिल्ली के सभी स्कूलों में विशेष 'असेंबली सेशन' आयोजित किए जाएंगे, जिनके माध्यम से नई पीढ़ी को बाबा साहेब के विचारों, संघर्षों और योगदान से जोड़ा जाएगा। साथ ही शैक्षणिक संस्थानों में जागरूकता अभियान भी चलाए जाएंगे। दिल्ली सरकार बाबा साहेब के जीवन, आदर्शों और समानता के सिद्धांतों को जीवंत करेगी और उन्हीं मूल्यों पर कार्य करते हुए समाज में समावेशिता और न्याय की भावना को सशक्त बनाएगी। मुख्यमंत्री ने आह्वान किया कि बाबा साहेब को केवल नारों में नहीं, बल्कि अपने हर एक कर्म में आत्मसात करें, क्योंकि यही उन्हें सच्ची श्रद्धांजलि होगी। सीएम ने राजनीतिक सीमाओं से ऊपर उठकर बाबा साहेब आंबेडकर के विचारों को आत्मसात करने की अपील करते हुए कहा कि यही भारत को एक समरस, सशक्त और प्रगतिशील राष्ट्र बनाएगा। रेखा गुप्ता ने कहा कि बाबा साहेब को यदि भारत का "भाग्यविधाता" कहा जाए, तो वह अतिशयोक्ति नहीं होगी। उन्होंने न केवल विश्व के तमाम संविधानों का गहन अध्ययन किया, बल्कि भारत के लिए ऐसा संविधान रचा, जिसकी व्यापकता, समावेशिता और स्थायित्व आज भी अद्वितीय है।

- मुख्यमंत्री ने कहा- दिल्ली के सभी स्कूलों में विशेष 'असेंबली सेशन किए जाएंगे आयोजित
- जेपी नड्डा ने आंबेडकर इंटरनेशनल सेंटर में प्रतिमा पर अर्पित की पुष्पांजलि

भाजपा अध्यक्ष ने अर्पित की श्रद्धांजलि

भाजपा के राष्ट्रीय अध्यक्ष व केंद्रीय स्वास्थ्य मंत्री जेपी नड्डा ने जनपथ स्थित इंडिया इंटरनेशनल सेंटर में पहुंचकर डा. भीमराव आंबेडकर की प्रतिमा पर पुष्पांजलि अर्पित की। साथ ही दीप जलाकर डा. भीमराव आंबेडकर को प्रणाम किया। इस दौरान सीएम रेखा गुप्ता और प्रदेश भाजपा अध्यक्ष वीरेंद्र सचदेवा के साथ ही मंत्री कपिल मिश्रा और अन्य गणमान्य लोग मौजूद रहे।

दैनिक जागरण, 14 अप्रैल, 2025, पृष्ठ नं० -01

फीस में मनमानी वृद्धि नहीं कर सकेंगे स्कूल

अरविंद पांडेय • जागरण

नई दिल्ली : स्कूलों की मनमानी फीस वृद्धि पर अंकुश लगाने के लिए केंद्र सरकार एक माडल ड्राफ्ट तैयार करने जा रही है। मौजूदा समय में उत्तर प्रदेश और छत्तीसगढ़ के पास ही मनमानी फीस पर रोकथाम के लिए कानून है। इनमें सबसे सख्त कानून उत्तर प्रदेश में है, जिसे 2018 में लाया गया था।

शिक्षा मंत्रालय ने यह पहल नई राष्ट्रीय शिक्षा नीति (एनईपी) की सिफारिशों को लागू करने के क्रम में शुरू की है। मनमानी फीस वृद्धि पर अंकुश लगाने के लिए जो ड्राफ्ट का स्वरूप सामने आया है, उसमें सभी स्कूल अब एक ही मानक के आधार पर न फीस वसूल सकेंगे, न ही फीस में वृद्धि कर सकेंगे। स्कूलों



- केंद्र जल्द तैयार करेगा ड्राफ्ट, एक ही मानक के आधार पर फीस बढ़ोतरी नहीं की जा सकेगी
- उत्तर प्रदेश, छत्तीसगढ़ को छोड़ दें तो किसी भी राज्य के पास इस पर लगाम का कानून नहीं

तैयार हो रहे ड्राफ्ट से जुड़े कुछ अन्य बिंदु

- फीस के अतिरिक्त और कोई अन्य शुल्क नहीं ले सकेंगे।
- स्कूलों को फीस, ड्रेस, किताबों आदि से जुड़ी जानकारी सार्वजनिक करनी होगी। नया सत्र शुरू होने से पहले जिला शुल्क नियामक समिति को भी इसकी जानकारी देनी होगी।
- फीस के लिए छह, तीन और एक माह का विकल्प देना होगा।

कोर्ट की तरह सुनवाई करेगी।

- समिति का निर्णय सभी को मानना होगा। इसे महीने भर के अंदर मंडल फीस नियामक समिति के सामने चुनौती दी जा सकती है। यदि उसके फैसले से भी सहमत नहीं तो राज्य फीस नियामक समिति के सामने इसे चुनौती दी जा सकती है।
- फैसले नहीं मानने पर स्कूलों पर

The Pioneer, 14 April, 2025, Page no – 03

Special school sessions on Ambedkar's legacy: CM



Delhi CM Rekha Gupta meets school children before flagging off Walkathon 2025 on the occasion of 134th birth anniversary of Dr B R Ambedkar at Delhi Vidhan Sabha in New Delhi RANJAN DIMRI

PIONEER NEWS SERVICE ■ New Delhi

Delhi Chief Minister Rekha Gupta on Sunday announced that special 'assembly sessions' based on Ambedkar's life, ideas and struggles will be conducted across all the city's government schools during the fortnight-long celebration.

She was speaking after flagging off a walkathon from the Vidhan Sabha to honour the legacy of Dr Bhimrao Ramji Ambedkar, whose birth anniversary falls on April 14.

The Chief Minister said that the Delhi government is committed to working in line with Dr Ambedkar's principles to ensure equality, access to quality education and healthcare for every citizen. Cabinet Ministers Ashish Sood and Ravindra Indraj Singh were also present during the event.

The chief minister said Babasaheb's teachings "are not just meant to be remembered, they are meant to be lived".

"Babasaheb gave us ideals that no one else could give. We pay our deepest respect to him today.

"We want every child in Delhi to not only remember him but to understand and live his vision," she added.

The chief minister said all Delhi government schools will incorporate lessons from Dr Ambedkar's life into the curriculum and added students will offer floral tributes to him during school assemblies and listen to stories about his life and contributions.

Calling for people to rise above political boundaries, the Chief Minister urged everyone to adopt Baba Saheb Ambedkar's vision as a guiding light to build a harmonious and progressive India.

Addressing students and citizens gathered at the event, Delhi CM hailed Baba Saheb Ambedkar as an eternal force in India's consciousness, saying, "His Jayanti is not just celebrated in India, but globally, as a festival of equality and justice.

He can rightly be called the Architect of Modern India. Baba Saheb Ambedkar's foresight gave India a Constitution that is unmatched in its inclusiveness and strength."

CM Gupta added, "Thanks to Baba Saheb, 1.4 billion Indians today live under the same Constitution, enjoying equal rights and duties. He was not just a legal scholar but a visionary leader who turned ideals of equality, liberty, and justice into living principles."

The event, organised by the Delhi government, saw the participation of hundreds of schoolchildren.

Ambedkar Jayanti is celebrated on April 14 to commemorate the birth anniversary of Dr Ambedkar, the architect of the Indian Constitution.

Hindustan Times, 14 April, 2025, Page no-03

{ CELEBRATING BABA SAHEB }

'Ambedkar Jayanti to be 15-day event'

Paras Singh
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NEW DELHI: Chief minister Rekha Gupta on Sunday announced that Delhi government will celebrate Dr BR Ambedkar's birth anniversary as a 15-day event in the Capital. Ambedkar Jayanti is celebrated on April 14 and the CM said a series of initiatives will be taken in the coming fortnight to connect the new generation with Ambedkar's ideals.

"Delhi will now celebrate Ambedkar Jayanti as a 15 days' event and not just a single-day celebration. Schools will host special assembly sessions on Baba Saheb Ambedkar's life and ideals. There will be programs to educate and inspire students, and awareness drives in academic institutions to promote social inclusion, justice, and equality," the CM said, who also flagged off a walkathon from the Delhi legislative assembly on Sunday in honour of Dr Ambedkar. The walkathon was organised by Delhi government on Sunday and saw participation from hundreds of school children and social organisations. Cabinet ministers Ashish Sood and Ravindra Indraj Singh were also present during the event.



The CM said that all government schools in the city will incorporate lessons from Dr Ambedkar's life into the curriculum and students will offer floral tributes to him during school assemblies.

"Bharatiya Janata Party's commitment to social justice and the Constitution is well-known. In line with this commitment, the concept of Panch Teerth (five sacred sites) was established across the country. On Ambedkar Jayanti, similar programs are being organised in the capitals of various states across India," education minister Sood said on Sunday.

Attacking the former AAP-led Delhi government, Sood said, "We don't believe in marketing centres of faith and reverence, which the previous government did. People have punished them for what they did. Ambedkar ji is the architect of the Constitution and a hero of the country." Earlier this year, both parties clashed over allegations that the BJP government had relocated portraits of Ambedkar and Bhagat Singh.

Hindustan Times, 14 April, 2025, Page no - 12

Ambedkar's swaraj & ideal of republicanism

Ambedkar's vision of swaraj called for a radical transformation of social and political structures in favour of the historically marginalised. However, it finds few advocates today



For Ambedkar, swaraj meant the awakening of the people to their social servitude and political dependency. HT PHOTO

In social science discourse, BR Ambedkar — today is his 134th birth anniversary — is hailed for advancing the idea of equal human rights and for promoting India as a democratic nation-State committed to the values of social development. Ambedkar is also widely seen as the visionary architect of the Constitution of Independent India, which lays the ground for inclusive State policies that accommodate marginalised social groups within emerging institutions of power and privilege. While these points are crucial in assessing Ambedkar's contribution to building India as a modern democracy, such an assessment remains incomplete, as it often overlooks his core political ideas for liberation, termed swaraj. These ideas envisioned the rise of socially marginalised groups as new claimants of political power and class privileges.

Ambedkar made significant contributions to strengthening the idea of social equality. He recognised that the conventional social order, based on hierarchical and oppressive caste divisions, was fundamentally at odds with the modern values of human freedom



Harish S Wankhede

Ambedkar hoped that the modern discourse of equal rights and citizenship would dismantle traditional caste-based divisions, allowing individuals to explore their full human potential as free beings.

Ambedkar further emphasised that it was the responsibility of the new State to act as a guardian institution, carrying the ethical burden of social transformation. He acknowledged that social life in India remained burdened by feudal and Brahmanical structures, which continued to oppress marginalised groups. The State, therefore, had to address social and class inequalities, activating all its institutions to promote the welfare and empowerment of these groups. Beyond merely ensuring equality, the State was also tasked with preventing traditional social norms from harming vulnerable communities and focusing on improving their socio-economic conditions.

Ambedkar called for the State to follow the principles of distributive justice, providing relief and support to the most disadvantaged groups. In this vision, the democratic process of modern India was rooted in the value of equitable political representation for the historically marginalised, particularly the Scheduled Castes and Tribes. Ambedkar promoted policies of social justice, such as the reservation policy, to democratise the workforce by ensuring that marginalised groups could access opportunities in the new power structures. These policies enabled them to emerge as new bearers of

istic. Social justice, as promoted by Ambedkar, was about creating institutional arrangements that ensured equitable participation of marginalised groups in the functioning of the State.

While the policies of social justice and the accommodative arrangements of democratic institutions are crucial components of the new nation-State, they often result in passive and slow changes to traditional power structures. Such constitutional arrangements position the State as a master institution in the hands of conventional ruling elites, defining historically marginalised groups as perpetual claimants of material assistance. The *dalits*, *adivasis*, and Other Backward Classes (despite being in the majority) are reduced to dependent subjects, reliant on the mercies of a benevolent, parent-like State. This large population remains a subjugated, powerless mass, unable to overcome their servitude without the aid of State institutions.

Ambedkar acknowledged that the procedural mechanisms of the modern nation-State could only bring about symbolic changes in power structures. To challenge the passivity and dependency of the majority on institutions controlled by social elites, Ambedkar proposed a revolutionary conception of liberation. Though his idea of swaraj supplements procedural institutional practices, it does not endorse them as the ultimate paradigm for democratic activism. Instead, his conception of swaraj is rooted in the transformative values of

classes to act as agents of social and political change. Ambedkar envisioned a united force of oppressed communities that would challenge the legitimacy of conventional social elites, breaking their hold on power in the modern world.

Republicanism, in its essence, signifies the overthrow of the old elite rule (such as the collapse of monarchy in the European context) and the emergence of the people as a collective force, capable of organising modern institutions of power, such as parliamentary democracy. It envisions the people as self-conscious citizens, awakened to their passive subjection, now ready to challenge the conventional political elites. Ambedkar hoped that marginalised social groups would not remain dependent on the State for their welfare, but would recognise themselves as conscious political agents capable of using democratic institutions to claim State power.

For Ambedkar, swaraj meant the awakening of the people to their social servitude and political dependency. It represented the courage and confidence to challenge conventional elites

the rejection of historical subjugation under social elites, and the assertion of a *dalit-bahujan-adivasi* collective to define the State's responsibilities. It called for a radical transformation of social and political structures in favour of the historically marginalised.

In today's context, however, Ambedkar's vision of swaraj — rooted in the values of social justice and democratic republicanism — finds few advocates. With the rise of neoliberal economic policies, the State has abdicated its responsibility for the welfare of the most disadvantaged groups. Meanwhile, the politics of Hindutva cultural nationalism has co-opted these marginalised groups, undermining the possibility of *dalits*, *adivasis*, and OBCs uniting under the *bahujan* banner to challenge the dominance of social elites. Ambedkar's conception of swaraj, therefore, remains strikingly relevant in today's social and political landscape, as it underscores the passivity and dependency of the majority, and calls for their empowerment to break free from elite control.

Harish S Wankhede is assistant

Re-crafting thinking patterns

Understanding their own needs and development as adult learners can help teachers relate better to their students

T.T. Srinath

During a conversation with teachers, which revolved around needs being met or not met by the institution, many 'teachers' expressed unhappiness with some of their fundamental needs being unmet. These included aspects that Abraham Maslow, a psychologist in the 1950s, defined as "Hierarchy of Needs". Maslow's theory postulates that human needs operate at five levels in the form of a pyramid. At the bottom are basic or physiological needs, such as food and clothing. From here, an individual rises through four other layers to the top where one 'self-actualises' and 'realises one's purpose in life.'



GETTY IMAGES/ISTOCKPHOTO

How we view things

Many teachers were stuck at Level 3: the need for love and belonging. To help them understand the way they think and how that could impact the way they behave and teach, I use a model developed by Robert Kegan, an American developmental psychologist. He explained that developing as an adult was not about learning new things but about transforming the way we view things.

In Kegan's model, which also follows a pyramidal structure, the bottom is classified as an 'impulsive mind', which is limited by our ability to consider other perspectives. This is similar to what Maslow says is our 'psychological need' for self-preservation.

Kegan explains that an adult's thinking graduates from the bottom and rises through four layers to the top, as the individual evolves into what he describes as having a 'transforming mindset', characterised by a capacity to learn and grow, which parallels Maslow's 'self-actualisation' state.

When the two models were explained, the teachers recognised that their need for love and belonging bore heavily on what Kegan calls 'Socialised Mind', which was Level 3 in the pyramid and reflected a need for external validation. When invited to explore their thought processes, many understood that their thinking was affected by their felt need.

As teachers whose essential task is to impart knowledge, which is largely cognitive, they observed that their manner of communicating with children was affected by the state of their mind, which in itself was impacted by whether their personal needs were met or not. Reflecting primarily on their behaviour towards students, the teachers understood that their thoughts, and therefore behaviours, were showing up as being deficient or growth-oriented because of their fundamental human need being met or not.

Connecting with children

When imparting knowledge to children, the teachers realised that if they were aware of the human need they were experiencing in the 'Present', it would help them connect with children with self-compassion. Many realised that they were numb to this aspect simply because they were executing their roles as teachers from a task perspective and were divorced from appreciating their own state of mind. Hence recognising how the hierarchy of needs was playing out in them and affecting their thinking provided them a handle to appreciate how personal transformation can take place.

The teachers also sensed that their evolving thoughts and needs were not strictly linear with one need leading to the next but that multiple needs were present at the same time. These affected their thoughts and manifested in their behaviour and communication in class.

At the end of the session, the teachers wished to understand the Kegan model better, as it explained to them that developing as an 'adult learner' involved personal transformation and changing the manner in which they view the world, rather than learning new things.

In conclusion, Kegan's model combined with Maslow's hierarchy of needs lays out a clear path on how we may re-craft our patterns of thinking and cultivate a more authentic way of relating as teachers to students.

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Millennium, 14 April, 2025, Page no – 08

CONVEX VIEW

Ambedkar's Inclusive India

From caste annihilation to economic democracy, BR Ambedkar's vision of pluralism, equity and social justice is the moral compass modern India must reclaim to truly unite its diverse fabric



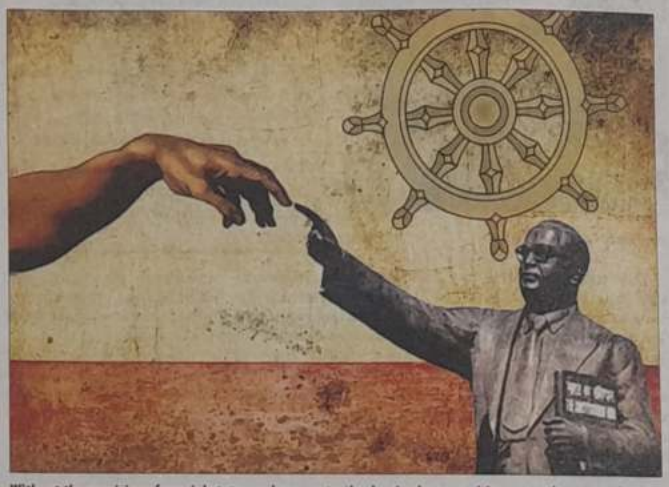
SANDIP BANERJEE

THE WRITER IS AN EDUCATOR BASED IN KOLKATA

A critical analysis of our country over the years shows that, though not in leaps and bounds, we are marching towards the quest for pluralism, diversity and inclusiveness

In recent years, in the context of social dimensions, three words have been featured with prior significance — Diversity. Equity. Inclusiveness. Today, the realisation of these parameters might appear a near-past development, but a synoptical study of Indian history would glaringly highlight how these elements have always captivated the imagination of those who wanted to figure out a 'better India' where the macroscopic majority lives a standard of 'better living'. When Churchill opposed the Indian Independence Bill tabled in the British Parliament, he argued that the transfer of power was happening to a group of rogues and rascals and men of straw. He also argued that the country would crumble and would not be able to withstand the principles of freedom and rights. However, he failed to understand that there were personalities in colonial India whose ideology got ingrained into the thought process of the nation in such a way that free India would try to ride on such notions that help to maintain its 'unity in diversity'. Dr BR Ambedkar was certainly one of such individuals. The irony is that whenever we think about Dr Ambedkar, we consider him as the 'Father of the Indian Constitution', but not many understand his vision of inclusive socio-economic living and fail to assimilate his ideas of pluralism, where monolithic social practices and beliefs are discouraged.

BR Ambedkar lived in difficult times. Not only was India subject to colonial rule, but it was also devastatingly tormented by issues of casteism, separatism and disparity. The British were planning to play the caste card in the form of schemes like the 'Communal Award'. Ambedkar was not in agreement with Gandhi that the upper castes within the Hindu community would go for self-redemption and pave the path for the improvement of the downtrodden. Gandhi strongly advocated for the conscience of the upper castes of the Hindu community as the change-maker of society. Ambedkar, with his economic vision, abnegated the idea with the statement that a society can only be inclusive when every community enjoys the fruits of development. After independence, when Pandit Nehru was eager to form the Planning Commission to roll out plans for national development, he envisioned the concept of 'distributive justice'. Modern economics that takes note of social issues dwells on welfare economics. No state of welfare economics can be achieved without economic parity. 'Distributive justice', considered a major component of inclusiveness, was, in one way, coined by Ambedkar, though he did not use the same nomenclature.



Without the provision of special status and prospects, the deprived communities cannot be equated with the general community

Ambedkar was well aware that as a nation, India exists with multi-dimensional differences — economic, cultural, religious, and linguistic. He wanted to see India in a pluralist way, representing a living political experiment that every democrat and political thinker should refer to. No wonder, Pandit Nehru relied considerably on Ambedkar's social and political acumen when he was made the first law minister of the country. Being the chairman of the Drafting Committee of the Indian Constitution, Ambedkar embedded the ideas of pluralism and democracy; the fundamental rights are a glorious testament to these ideals. Unfortunately, nowadays, we are trying to distort these principles for ulterior political motives, perhaps only to prove Churchill correct.

'Annihilation of Caste' is a testimonial that points out the hypocrisy we tend to practise in the name of pluralism. Even Gandhi, though not accepting Ambedkaar's views totally, wrote in the *'Harijan'* that 'no reformer can ignore the address (of Ambedkar). It has to be read because it is open to objection.' Ambedkar pronounced against untouchability, which also found Gandhi's approval. However, dwelling on *'Chaturvarna'*, Ambedkar challenged it, while Gandhi defended it. Ambedkar evinced that caste has killed the public spirit by destroying the sense of charity. This calls for some serious consideration in modern times. Present-day India, which boasts of a cosmopolitan environment driven by digital power, is yet to come out of caste-based stigma. Social media, which readily penetrates all layers of existence, portrays how we are still ruled by separatist thoughts based on casteism and communalism. Our politics plays the caste card in the name of equality. Ambedkar oversaw it long back and warned that nothing can be built on the foundation of caste. Anything built on the foundation of caste will crack and never be whole. How relevant the words are!

Our elections are based on divisive politics, so the wholeness or oneness of the community is not welcome to many politicians. We need to understand the warnings of Ambedkar that neither morality nor ethics can in achieved in a fractured social order. Today, despite our other advancements, we are regressing in ethics. Surely it is having an impact on our lives. Pluralism can only create a sense of fellow feeling meant for co-existence and mutual care. Ambedkar never believed in making the backward castes a soft point of emotional exploitation for political purposes. He knew that without restoring dignity for all, one cannot create opportunities for all. This should be the guideline for today's generation — combining the resources by rejecting any parochial outlook based on the communal divide.

BR Ambedkar popularised social justice, equality and the empowerment of marginalised communities. Things are happening to execute Ambedkar's social vision. Many social empowerment schemes in the education sector are meant to support backward communities. Ambedkar knew that the deprivation of centuries had left the depressed communities in the abyss of darkness. Without the provision of special status and prospects, the deprived communities cannot be equated with the general community. Ambedkar knew that, along with social rights, economic rights are equally important. Currently, any economic survey focuses on the widening gap in possession of wealth between the rich and the ordinary. Economic democracy is a must for pluralistic inclusiveness. Though we are boasting to be among the top economies of the world, in terms Human Development Index, we are not even among the list of the hundred countries. This has to change, or else we can never accomplish pluralism.

A critical analysis of our country over the years shows that, though not in leaps and bounds, we are marching towards the quest for pluralism, diversity and inclusiveness. Equity is the key to this achievement. People of all communities are placed in all affairs of governance, both in the private and public sectors. Education has expanded, and employment has spread to all castes — this is what Ambedkar wanted; this is what is required. He emphasised human identity and their treatment. He has vouched for the developing groups whose attempts are thwarted by the developed ones. Ambedkar spoke against placing economic or social matters in religious lines. This is very pertinent now, as it was during Ambedkar's time. Ambedkar knew that religion, when used as a political tool, can be a malignant force. Our present society should follow the same ethos for the sustainable development of the greater community.

Views expressed are personal

The Tribune, 14 April, 2025, Page no - 06

Doon din shows girls are a class apart

The all-boys school is feeling the heat as its results are not good enough to win over aspirants' parents



DIPANKAR GUPTA
SOCIOLOGIST



IN FRONT: Girls have been outperforming boys in Classes X and XII. TRIBUNE PHOTO

GIRLS to the rescue! That's what a large section of the Doon School management is hoping for. No doubt, coeducational institutions get better grades simply because there are girls on their rolls and not because boys get smarter in their company. The all-boys Doon School is feeling the heat too as its results are not good enough to win over parents of prospective students. The management's solution: let's go co-ed.

This has sent shivers up the spines of some of the old boys, many of whom spend evenings talking about their schooldays like soldiers swapping war stories. Doon School has put out some big-game sociological rationales too for going co-ed. One of them is to curb "toxic masculinity". This screenshot homily is meant to soften the core message, namely, boys must be put in their place, preferably in *purdah*, and let girls step in to right the ship.

Girls always do better in Classes X and XII than boys do. This trend has firmed up over time and now it's like a law of nature. Ironically, no matter how well women might perform academically, their job status has never been equal to that of men. It is slowly climbing up both in India and in the West, but the gap is still big, especially in jobs that require skills in mathematics and engineering. This is a worldwide phenomenon.

According to the 2023 Global Gender Gap report, this is largely because subjects like science, technology, engineering and mathematics (STEM) are expensive. As most parents in countries like India finance their sons more readily, this is why girls lose out. Yet, this trend holds in the West as well. Here, we need to put an old canard to rest; girls score higher than boys in all subjects, and not just in the humanities.

That's not all. In a study conducted by the NCERT, girls are as gifted as boys in maths and much better than them in language skills. A 2019 Delhi Government statement goes further and states that girls in its schools outperformed boys in Class X maths as well. There are many examples of girls scoring a perfect 100 per cent in maths. M Gayatri, Vanshika, Nandika and more are the Nadia Comaneci of board exams.

It is, therefore, not easy to explain why women are not as prominent in STEM-related jobs, or in higher echelons of the workforce. In this regard, the data offered by the American Association of University Professors is illustrative. The percentage of US women in STEM has gone up steadily, partly because a growing number of American men find these courses too onerous and are not signing up for them as they did before.

> Coeducational institutions get better grades simply because there are girls on their rolls and not because boys get smarter in their company.

Even so, women remain a minority in engineering and computing sciences but figure impressively in life sciences. Unfortunately, here grants are not that many, and jobs too are not as well paid. STEM-related areas, in terms of employment and research, get more research funds and facilities than do biological sciences. Of course, women fare much better in the social sciences, where research funds and endowments are the least of all.

Men dominate wherever there is competition because they are more aggressive. In academia, for example, citations are very important and scholars are judged on the number of times their works are referred to in learned texts. Women are, generally, reticent in beating their drum but men seem to have no such hesitation. For example, men cite their own publications 70 per cent more than women do. Modesty clearly does not work.

Women also tend to speak less in board meetings, ask fewer questions and don't crave attention. This often gives the impression that they are easy to push around. Big bosses like little bosses who are like themselves and take pride in being a role model, a kind of Jack Welch, for all occasions. Unlike men, women are more concerned about their colleagues and less committed to giving their persona a sharp and bloody edge.

It has been reported that in the US Army and Navy Academy, boys and girls are taught with different kinds of emphasis. They are not segregated in any obvious way and go through the same curriculum. At the same time, the academy believes that girls learn better when they are taught through lectures in the tried-and-tested fashion. Boys, on the other hand, absorb their lessons more when they are banded into competitive teams.

This lines up with the finding that men are quick to publicise their work and, consequently, win favour with research fund-granting agencies. Women don't quite showcase themselves as effectively and this may be an innate feature that works against them. The Indian NGO sector too gives evidence of this because men again dominate the top posts, particularly in larger organisations where there is greater pressure for funds and contacts.

There may not be a declared prejudice against hiring women, but it works subconsciously and it is here that aggression holds the key. People are remembered and even admired for being overbearing and assertive. In an all-women utopia, speaking loudly would perhaps be a crime. We need girls to make our schools look good, but later, in the workplace we switch allegiance and prize the domineering men.

This is still a rude man's world.

होजनामा राष्ट्रीय सहारा, 14 अप्रैल, 2025, पृष्ठ न० - 02

ओडिशा में राज्य विश्वविद्यालय संशोधन अधिनियम 2024 लागू हो

ریاستی یونیورسٹی ترمیمی ایکٹ-2024 اوڈیشہ میں نافذ

بھونیشور (یو این آئی)

ریاستی یونیورسٹی (ترمیمی) ایکٹ 2024- گورنر ڈاکٹر ہری بابو کمبھپتی کی منظوری کے بعد ہفتہ سے اوڈیشہ میں نافذ ہوگیا ہے۔ یہ بل 2 اپریل کو اوڈیشہ اسمبلی میں وسیع غور وخوض کے بعد منظور کیا گیا تھا۔ یہ ایکٹ اب پوری ریاست میں نافذ ہے، جس سے اوڈیشہ کے اعلیٰ تعلیمی نظام میں نمایاں اصلاحات کی گئی ہیں۔ اعلیٰ تعلیم کے وزیر سوریا ونشی سورج نے گورنر سے اظہار تشکر کیا اور اسے ریاست میں اعلیٰ تعلیم کے لیے ایک صبح قرار دیا۔ انہوں نے کہا کہ یہ ایکٹ تعلیمی نظام کو مضبوط بنانے، دیرینہ چیلنجوں سے نمٹنے اور تعلیمی مہارت کو بڑھانے کے مقصد سے تبدیلیاں لائے گا۔ ایکٹ کے مطابق یونیورسٹیوں میں فیکلٹی کی بھرتی اوڈیشہ پبلک سروس کمیشن کے ذریعے نہیں کی جائے گی۔ اس کے بجائے یونیورسٹی فیکلٹی کی بھرتی کے مقصد کے لیے ماہرین تعلیم کی کمیٹی بنائی جائے گی۔ اس سے بھرتی کے عمل کو بغیر کسی غیر ضروری تاخیر کے ایک مقررہ مدت کے اندر مکمل کیا جا سکے گا۔ انہوں نے کہا کہ یونیورسٹیوں میں وائس چانسلرز کے انتخاب کے لیے تین رکنی کمیٹی بنائی جائے گی۔ اس کمیٹی میں صرف اعلیٰ تعلیم کے شعبے سے تعلق رکھنے والے نامور ماہرین تعلیم کو شامل کیا جائے گا۔ وائس چانسلرز کی عمر کی حد 67 سال سے بڑھا کر 70 سال کر دی گئی ہے۔ اس فیصلے کا مقصد تجربہ کار تعلیمی رہنماؤں کو یونیورسٹی انتظامیہ میں شامل کرنا ہے۔ اس ایکٹ کے نفاذ کے بعد سینیٹ کو دوبارہ یونیورسٹیوں کے انتظامی ڈھانچے میں شامل کیا جا رہا ہے۔ ایکٹ کے مطابق ہر یونیورسٹی کی ایک سینیٹ ہوگی جس کا اجلاس سال میں کم از کم دو بار ہوگا۔ سینیٹ کے 68 ارکان ہوں گے، جن میں سے کم از کم 37 اساتذہ، ماہرین تعلیم اور طلباء کے نمائندوں میں سے ہوں گے، جو متوازن اور جامع نمائندگی کو یقینی بنائیں گے۔

होजनामा राष्ट्रीय सहारा, 14 अप्रैल, 2025, पृष्ठ न० - 08

मुख्यमंत्री द्वारा हरी झंडी दिखाकर प्रत्येक नागरिक के लिए समानता और गुणवत्त
शिक्षा तक पहुंच की प्रतिबद्धता को रेखांकित किया गया।

ر شہری کیلئے برابری اور معیاری تعلیم تک رسائی کا عزم

زیر اعلیٰ نے امبیڈکر جینتی پر 'واک تھان' کو ہری جھنڈی دکھا کر کیا روانہ



یار الحسن
دھلی (ایس
این بی)

وزیر اعلیٰ ریکھا
نے آئین ساز
بھیم راؤ رام
ر کے یوم پیدائش
ریات کے ایک
کے طور پر اتوار کو
سے 'واک تھان' کو ہری جھنڈی دکھا کر
یا۔ امبیڈکر کا یوم پیدائش 14 اپریل کو
اس موقع پر ریکھا گپتا نے کہا کہ دہلی
ہر شہری کے لیے برابری، معیاری تعلیم
رسائی اور صحت کی دیکھ بھال کو یقینی بنانے
نصد سے ڈاکٹر امبیڈکر کے اصولوں کے
ں کام کرنے کے لیے پابند عہد ہے۔ گپتا
ا کہ بابا صاحب کی تعلیمات صرف یاد
نے کے لیے نہیں ہیں بلکہ زندگی میں اس پر

انہوں نے کہا کہ بابا صاحب نے ہمیں ایسے آدرش دیے جو کوئی اور نہیں دے سکتا۔ آج ہم انہیں دل کی گہرائیوں سے خراج عقیدت پیش کرتے ہیں۔ ہم چاہتے ہیں کہ دہلی کا ہر بچہ انہیں نہ صرف یاد رکھے بلکہ ان کے خیالات کو سمجھے اور ان پر عمل کرے۔ وزیر اعلیٰ نے کہا کہ دہلی کے تمام سرکاری اسکولوں کے نصاب میں ڈاکٹر امبیڈکر کی زندگی سے متعلق اسباق کو شامل کیا جائے گا۔ انہوں نے کہا کہ طلباء اسکول کی اسمبلیوں کے دوران انہیں خراج عقیدت پیش کریں گے اور ان کی زندگی اور شراکت کے بارے میں کہانیاں سنیں گے۔

دہلی سرکار کی جانب سے منعقد کیے گئے

سچدیوا نے امبیڈکر کے مجسمہ کی نقاب کشائی کی



نئی دھلی (ایس این بی) بھارت رتن بابا صاحب ڈاکٹر بھیم راؤ امبیڈکر کی یوم پیدائش سے ایک دن پہلے، دہلی کے ریاستی بی جے پی صدر وریندر سچدیوا نے بابا صاحب ڈاکٹر بھیم راؤ امبیڈکر کے مجسمے کی نقاب کشائی کی جو ان کی جائے پیدائش علاقے کالی مسجد ڈی ڈی اے فلیٹس (سیتا رام بازار وارڈ) میں ریذیڈنٹ ویلفیئر ایسوسی ایشن کے ذریعے نصب کی گئی تھی۔ اس موقع پر بی جے پی کے قومی جنرل سکریٹری ترون چگ اور دشمنت کمار گوتم، ایسوسی ایشن کے صدر نریش کمار، سابق ایم ایل اے راج کمار آنند، سابق کونسلر راکیش کمار، ریاستی بی جے پی کے شریک دفتر وزیر امت گپتا کے علاوہ دیگر عہدیدار اور مقامی کارکنان موجود تھے۔ بی جے پی کے قومی جنرل سکریٹری ترون چگ اور دشمنت گوتم نے موجود لوگوں کو بابا صاحب کے افکار اور خدمات کے بارے میں یاد دلایا اور ان کے نظریات کو آگے بڑھانے کا عہد کرایا اور کہا کہ بابا صاحب کی محض یاد سے ہی ہم میں سماجی شعور آتا ہے۔ سچدیوا نے مقامی لوگوں سے ملاقات کی اور ان سے مقامی مسائل پر تبادلہ خیال کیا اور پھر اپنے آبائی مقام کا دورہ کیا جہاں وہ پیدا ہوئے تھے۔ وہاں جا کر وقت گزارا اور اپنے پرانے دنوں کو یاد کیا۔ انہوں نے اس موقع پر کہا کہ ایک سیاسی کارکن ہونے کے ناطے یہ میرے لیے بڑی خوش قسمتی کی بات ہے کہ میں نے اپنی جائے پیدائش پر ایسی عظیم شخصیت کے مجسمے کی نقاب کشائی کی ہے جو سماجی انصاف اور اتحاد کی علامت ہے۔ سچدیوا نے کہا کہ ڈاکٹر امبیڈکر نہ صرف آئین کے معمار تھے بلکہ وہ سماجی انصاف، مساوات اور احترام کی علامت تھے۔ یہ مجسمہ ہمیں ہمیشہ یاد دلائے گا کہ ایک بہتر اور جامع معاشرے کی بنیاد اعلیٰ نظریات اور جدوجہد سے رکھی جاتی ہے۔ ہم ان کے دکھائے ہوئے راستے پر چلنے کے لیے پرعزم ہیں۔ یہ اقدام نہ صرف خراج تحسین ہے بلکہ معاشرے کو ایک نئی سمت دینے کی کوشش بھی ہے، جہاں ہر فرد کو یکساں مواقع اور عزت ملتی ہے۔

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Kerala minister criticises NCERT's decision to use Hindi titles for English textbooks

This change, he contended, contradicts Kerala's commitment to preserving linguistic diversity and prioritising regional cultural autonomy.

PTI

Last Updated : 14 April 2025, 18:40 IST

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Image showing textbooks. For representational purposes. Credit: iStock Photo

Thiruvananthapuram: Kerala General Education Minister V Sivankutty on Monday criticised the reported decision of NCERT to use Hindi titles for English-medium textbooks, describing it as a serious irrationality and a cultural imposition that undermines India's linguistic diversity.

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He argued that replacing long-standing English titles, which foster sensitivity and understanding among students, with Hindi titles such as 'Mridangam' and 'Santoor' is inappropriate.

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Also Read: Why language hierarchies must go

The minister further stated that the National Council of Educational Research and Training's decision undermines federal principles and constitutional values.

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Textbook titles, he noted, are not merely labels; they shape students' perceptions and imagination. Therefore, English-medium students should have English titles in their textbooks, he said.

He called upon the NCERT to review and withdraw this decision and urged all states to unite against such impositions. Education, he emphasised, should be a tool for empowerment and consensus, not a tool for imposition.

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NCERT gives Hindi names to English textbooks, sparks language row

The NCERT has stirred debate by giving Hindi names to its new English-medium textbooks, including those meant for learning English. Experts and educators question the move, calling it confusing and a break from long-standing academic norms.

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NCERT gives Hindi names to English textbooks, sparks language row

India Today Education Desk
New Delhi, UPDATED: Apr 14, 2025 14:30 IST


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- NCERT renames English textbooks with Hindi titles, sparking debate
- Class 5 and 7 English books now titled 'Poorvi', a Hindi word
- Textbooks for Classes 1, 2, and 3 named after Indian musical instruments

The NCERT has sparked a debate by giving Hindi names in Roman script to several of its new English-medium textbooks, including books meant to teach English. This breaks a long-standing tradition of matching the book title with the language of instruction.

For example, the English textbook for Class 6 was earlier called Honeysuckle. Now, the book has the title: *Poorvi.* This is a Hindi word that means “eastern” and is also the name of a classical music raga.

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Similarly, textbooks for Classes 1 and 2 are now named *Mridang*, and those for Class 3 *Santoor.* Both are names of Indian musical instruments.



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These changes come at a time when states such as Tamil Nadu are strongly opposing the Centre’s three-language policy in schools, calling it a way to push Hindi in non-Hindi-speaking regions.

NAMING BREAKS FROM PAST PRACTICE

In the past, NCERT had always given different titles for different languages. For example, the Class 6 maths textbook was called Mathematics in English, *Ganit* in Hindi, and *Riyazi* in Urdu. But now, both the English and Hindi versions are titled *Ganita Prakash*.



Fall from Kshatriya to fourth varna: Discussing Ambedkar's 'riddles of Shudra'



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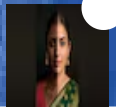


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गणित प्रकाश

कक्षा 6 के लिए गणित की पाठ्यपुस्तक







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The foreword in the Class 6 English book, written by NCERT Director Dinesh Prasad Saklani, and an introduction by academic coordinator Kirti Kapur, do not explain the reason behind choosing the Hindi title Poorvi. The foreword only mentions that the book includes elements from Indian knowledge systems, cultural heritage, and teaches values like gender equality, digital skills, and care for the environment.

EXPERTS CALL FOR CLARITY

Interestingly, not all books have been renamed in this way. The new science book for Class 6 is now called Curiosity in English. The Hindi and Urdu versions are named Jigyasa and Tajassus. Similarly, the social science book is titled Exploring Society: India and Beyond in English and Samaj Ka Adhyayan: Bharat aur Uske Aage in Hindi.


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जिज्ञासा

कक्षा 6 के लिए विज्ञान की पाठ्यपुस्तक

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Speaking to media, a retired linguist noted that since the Hindi titles are written using the English alphabet (Roman script), they may be pronounced incorrectly. For example, in the word Ganita, the 'na' sound is not pronounced the right way in Roman script.

NCERT started bringing out new textbooks in 2023 under the National Education Policy 2020. Books for Classes I and II came out first, followed by Classes III and VI in 2024. New books for Classes IV, V, VII, and VIII are now being released.

Published By: Shruti Bansal

Published On: Apr 14, 2025

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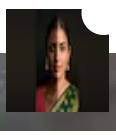
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Minister Sivankutty criticises NCERT's decision to use Hindi titles for English textbooks

Onmanorama Staff

PUBLISHED: APRIL 14 , 2025 06:49 PM IST
1 MINUTE READ



Minister V Sivankutty. File Photo: Manorama

Thiruvananthapuram: Kerala General Education Minister V Sivankutty on Monday criticised the reported decision of NCERT to use Hindi titles for English-medium textbooks, describing it as a serious irrationality and a cultural imposition that undermines India's linguistic diversity.

He argued that replacing long-standing English titles, which foster sensitivity and understanding among students, with Hindi titles such as 'Mridangam' and 'Santoor' is inappropriate. This change, he contended, contradicts Kerala's commitment to preserving linguistic diversity and prioritising regional cultural autonomy.

The minister further stated that the National Council of Educational Research and Training's decision undermines federal principles and constitutional values.

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DIGITAL EXCLUSIVE FREE ARTICLE

In Delhi, private school education comes at a growing price

Parents are protesting, schools are deflecting, and politicians are blaming each other, while education gets more exclusive—and expensive.

Published : Apr 14, 2025 13:44 IST - 8 MINS READ

VITASTA KAUL

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School students in New Delhi on November 27, 2024. A recent survey found that 44 per cent of parents across India reported a 50 to 80 per cent school fee hike in the past three years, with 8 per cent saying it exceeded 80 per cent. | Photo Credit: Vipin Kumar/ANI

In recent weeks, several prominent private schools in Delhi have come under fire from parents for allegedly raising fees without proper approvals, sparking protests and renewed concerns about the accessibility and affordability of private education in the city.

Schools such as Delhi Public School (DPS) Dwarka, Maharaja Agrasen Public School, Indraprastha International School, Birla Vidya Niketan, and others have faced backlash over steep hikes that parents claim were neither justified nor transparent. While the Aam Aadmi Party claims to have curbed arbitrary fee hikes during its tenure, families allege that such increases have continued unchecked since 2021, with little oversight from either school administrations or the Directorate of Education (DoE). The new BJP-led government has also come under criticism, with parents accusing it of enabling “fee profiteering” just a month after coming to power.

According to education watchers, at the heart of the issue is a broader crisis: the rising cost of private education in India. A recent survey by LocalCircles, a citizen engagement platform, found that 44 per cent of parents across India reported a 50 to 80 per cent fee hike in the past three years, with 8 per cent saying it exceeded 80 per cent. This has raised concerns about who can access these so-called elite educational spaces.

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Pankaj Gupta, whose son studies at Maharaja Agrasen Model School in North West Delhi, said the school has raised fees every year since 2021–22—even after the DoE rejected its proposal for 2023–24. "The fee is increasing every year without DoE permission. Their order clearly rejected the hike," Gupta told *Frontline*. "In three or four schools, the increase has ranged from 50 to 100 per cent."

Lack of transparency

When questioned, schools often cite operational deficits and delayed government reimbursements for students from economically weaker sections (EWS). But Gupta alleges a lack of transparency. "When I was the PTA [parent teacher association] general secretary (2017–21), I asked them for a letter about EWS reimbursements to hold the government accountable. They refused. That tells me they're hiding something." Under the Right to Education Act, schools on public land allotted at concessional rates must provide free education to EWS children. Other private unaided schools (those not given land or other facilities on concessional rates by the government) are eligible for reimbursements from the Delhi government for these students.

Gupta also alleged collusion between schools and the government. "Delhi's Education Minister, Ashish Sood, said 1,677 schools will be audited. But why hasn't anyone acted on earlier complaints? The officers responsible should be suspended," he said, adding that the government hasn't asked parents to withhold fee payments until audits are complete, leaving families to bear the burden. "Whether it's the old or new government, they're all misleading us. The school is misleading us. We're being squeezed from both sides."

He also rejected the AAP's claim that it had controlled fee hikes. "After 2021–22, the hikes continued. We complained even then, but the Delhi government didn't act."

While Maharaja Agrasen Model School has not denied students access to classes or exams, Gupta pointed to subtler forms of harassment. "They've split classrooms into air-conditioned and non-air-conditioned sections. Two years ago, they made air conditioning charges compulsory. We protested, so they removed the word 'compulsory' and simply divided the class. The fees are the same, but teachers shame kids in non-AC rooms, saying things like, 'Your friends have AC because their parents care more.'" He added, "When we raise concerns about academics, teachers blame the 'lower-income' background of other students. It's affecting our children emotionally. One day they might refuse to go to school."

Gupta and other parents are mobilising to create a federation across 50 schools and are considering legal action.



Delhi Education Minister Ashish Sood addresses a press conference on private schools allegedly arbitrarily increasing their fees, in New Delhi on Apr 7, 2025. | Photo Credit: Amit Sharma/ANI

Another parent, speaking anonymously, said fees for their two children at Birla Vidya Niketan rose from Rs.64,000 to Rs.80,000 per quarter without prior notice. “They cited air conditioning, but there was no consultation or DoE approval. Terms like ‘development fees’ or ‘annual charges’ are never explained. We’ve seen hikes every year, but this one was a shock.”

“We don’t want to harm the school’s reputation—we’ve been part of the community for years. But this is unjust. Parents deserve respect and transparency,” the parent said, adding that in the political back-and-forth between the AAP and the BJP, there is growing fear that children may be harassed in school.

According to the school’s website, Maharaja Agrasen Model School first announced a 19 per cent hike in tuition fees for 2024–25, effective April 1, 2024. After parent protests, the school rolled back 10 per cent in March 2025 and implemented a 9 per cent hike instead, with arrears to be paid in three instalments between April and June. In contrast, Birla Vidya Niketan’s website only shows the 2023–24 fee structure, with no mention of any hike. Parents say they received no prior notice.

Frontline reached out to both schools but received no response.

Harassment of students over unpaid fees

According to Aprajita Gautam, president of the Delhi Parents Association, only 335 of the 1,677 recognised private schools in Delhi are legally required to seek DoE approval for fee hikes. “That means 80 per cent can raise fees without oversight,” she said.

Under the Delhi School Education Act and Rules (DSEAR), 1973, private unaided schools on government-allocated land must get DoE approval for any fee hike. While 355 such schools fall under this rule, 1,677 operate outside it. In May 2024, the Delhi High Court stayed the DoE directive requiring such schools to seek prior approval. Under DSEAR, the DoE is also responsible for examining schools' financial records annually.

Even among the 20 per cent of schools requiring prior clearance, many obtained a stay from the High Court and went ahead with hikes in 2023 and 2024. "This has opened the floodgates," said Gautam. She also questioned the justification schools give. "They say they need funds to pay teachers. But Education Department records show many of these schools don't pay proper salaries. They're manipulating funds."

"The cumulative effect of annual hikes is massive," she explained. "A 30 per cent hike on Rs.10,000 becomes Rs.13,000. The next year, another 30 per cent brings it to Rs.16,900. That's unsustainable. Inflation and salary increases don't match this. That's why parents are protesting."

"If this continues, the middle class won't be able to afford private education. Government schools lack facilities. Where will our children go?"

Aprajita Gautam

President, Delhi Parents Association

Reports of student harassment over unpaid fees are growing. Social media is filled with testimonies, including videos from DPS Dwarka, where children were allegedly made to sit separately for not paying increased fees. Parents say students whose families resisted the hikes have been barred from regular classes since March. "This kind of targeting is unacceptable," said Gautam.

"This isn't new," she added. "We've sent letters. Departments have issued circulars. But implementation is zero. That's why we're urging parents to speak up now. Without protests, nothing changes."

Gautam, who has long advocated for fee regulation, said fees have doubled over the last decade. "There's no transparency. Schools report one structure to the government and charge parents another. RTIs show they list Rs.2,500 for items like almanacs or food—yet parents still buy those separately. It's plain manipulation."

She also alleged that many schools still collect cash, despite regulations. "They take cash for annual functions, domestic and foreign trips. None of this is shown in the books. The Modi government banned such cash transactions, but schools ignore it. And they still don't publish financial records."

Deeper malaise beyond political theatre

Amid growing controversy, Education Minister Sood announced city-wide audits led by sub-divisional magistrates. Data on fee hikes will be posted on the DoE website. He blamed the AAP for allowing unchecked hikes, claiming only 75 schools were audited annually over the last decade. Chief Minister Rekha Gupta, he said, will head a high-level audit committee, and non-compliant schools will face action.

Former Education Minister Atishi countered these claims, accusing the BJP of siding with the "education mafia". In a letter to Chief Minister Gupta, she urged a halt to fee collection until audits are complete. She cited reforms during the

AAP government—mandatory audits, fee caps, and even refunds where overcharging was found—and warned against a return to "commercialised education". She alleged that fees have risen by 20–82 per cent since the BJP came to power.

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Despite the political exchange, parents say no party has taken meaningful steps to address fee hikes or ensure audits. Gupta remains unconvinced by AAP's claims. "The hikes continued after 2021–22. We filed complaints. Nothing changed. The AAP is only acting now for political mileage. No government has done real work."

Gautam, too, is sceptical of the BJP's promises. "This is political theatre. The audits have already happened. The data exists. What's missing is the will to act. There's no need to start from scratch—just implement the findings." She warned of a deeper malaise. "If this continues, the middle class won't be able to afford private education. Government schools lack facilities. Where will our children go?" She added that schools are now running their own publishing houses and selling books directly to parents. "Education has become a business. No one's thinking about the long-term consequences."

Parents are now demanding three key actions: reinstate the 2015–16 fee structure, freeze hikes until audits are completed, and stop vague or cash-based charges. More than anything, they want to be treated as stakeholders—not just fee-payers. "Schools run on the trust and support of parents," said one parent. "We believe the government will protect our children. But that protection must begin now."

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जनसत्ता, 15 अप्रैल, 2025, पृष्ठ नं० – 06

शिक्षा में पूर्वाग्रह और बाल मन

शिक्षा का उद्देश्य केवल पुस्तकों में लिखी बातें रटाना नहीं, बल्कि बच्चों में स्वतंत्र सोचने और तर्क करने की क्षमता विकसित करना होता है, लेकिन जब शिक्षा धार्मिक पूर्वाग्रहों का माध्यम बनने लगे, तो यह बच्चों के मानसिक विकास को बाधित करता है।

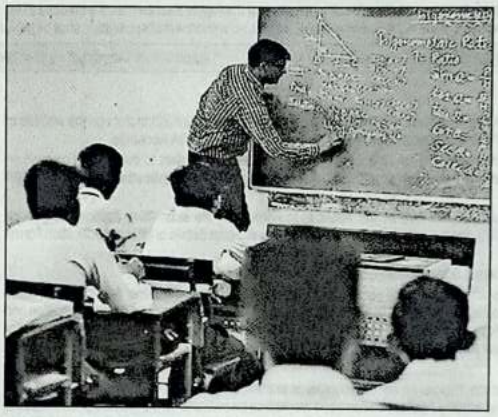
सोनम लववंशी

कर्नाटक के चामराजनगर की रहने वाली चौथी कक्षा की एक बच्ची ने विज्ञान प्रदर्शनी में एक ऐसा 'प्रोजेक्ट' बनाया, जिसमें एक संदेश था कि जो औरत एक खास परिधान पहनती है, वह जन्नत की हकदार है और जो नहीं पहनती, वह नरक में सांप-बिच्छुओं की दावत बनती है। ऐसे में यह घटना हमारी शिक्षा प्रणाली की जड़ों में पैठ बना चुके पूर्वाग्रहों की भयावह तस्वीर पेश करती है। विज्ञान प्रदर्शनी में एक बच्ची का धार्मिक कट्टरता से प्रेरित माडल केवल उसकी कल्पना नहीं, बल्कि उस माहौल का नतीजा है, जिसमें उसे ढाला गया है। सवाल यह नहीं है कि यह विचार उसके मन में आया कैसे, बल्कि यह है कि आखिर उसकी सोच को इस दिशा में मोड़ा किसने? क्या यह उस शिक्षा का परिणाम है, जो हमें वैज्ञानिक दृष्टिकोण अपनाने के लिए प्रेरित करती है या फिर यह उस समाज की देन है, जो बच्चों की कोमल चेतना में भी अंधविश्वास और दंड के भय को ठूंस देता है? आश्चर्य की बात है कि यह सब खुलेआम हो रहा है और शिक्षा तंत्र को इसकी भनक तक नहीं। अगर इस माडल का वीडियो चर्चा में न आता, तो क्या प्रशासन जागता? क्या स्कूल की जिम्मेदारी तय होती? यह स्थिति हमारी शिक्षा प्रणाली की लचर निगरानी और जवाबदेही की पोल खोलती है। शिक्षा का उद्देश्य तो बच्चों को स्वतंत्र रूप से सोचने, तर्क करने और विवेकशील बनने के लिए प्रेरित करना होना चाहिए।

शिक्षा का उद्देश्य केवल पुस्तकों में लिखी बातें रटाना नहीं, बल्कि बच्चों में स्वतंत्र सोचने और तर्क करने की क्षमता विकसित करना होता है, लेकिन जब शिक्षा प्रणाली ही धार्मिक पूर्वाग्रहों और सामाजिक कुरीतियों का माध्यम बनने लगे, तो यह न केवल बच्चों के मानसिक विकास को बाधित करता, बल्कि समाज के भविष्य को भी अंधकारमय बना देता है। यूनिसेफ की 2023 की रपट के अनुसार, दुनियाभर में 70 फीसद बच्चे अपनी प्रारंभिक शिक्षा के दौरान धार्मिक और सांस्कृतिक पूर्वाग्रहों से प्रभावित होते हैं। भारत में 2021 की राष्ट्रीय शैक्षिक नीति रपट बताती है कि बड़ी संख्या में स्कूलों में बच्चों को वैज्ञानिक दृष्टिकोण से अधिक धार्मिक पृष्ठभूमि की शिक्षा दी जाती है। कर्नाटक की घटना इसी प्रवृत्ति का एक उदाहरण है, जहां एक मासूम बच्ची को अंधविश्वास में जकड़ दिया गया।

एक अध्ययन के अनुसार, 8-14 वर्ष की उम्र के 65 फीसद बच्चे परिवार से धार्मिक मान्यताएं अपनाते हैं, जो उनकी स्वतंत्र सोच पर प्रभाव डालती हैं। यह उस सामाजिक अनुकूलन का नतीजा है, जो धर्म के नाम पर बच्चों की सोच को सीमित कर देता है। शिक्षा का असली उद्देश्य बच्चों के मन में सवालों को जन्म देना है, न कि उन्हें ऐसे अंधविश्वासों से भर देना, जो उनके आत्मनिर्णय की क्षमता को खत्म कर दें।

भारत जैसे विविधता वाले देश में, जहां महिलाओं को अपनी पसंद के कपड़े पहनने की स्वतंत्रता है, वहां धार्मिक कट्टरता की जड़ें इतनी गहरी कैसे जम रही हैं? एक ओर ईरान में महिलाएं संघर्ष कर रही हैं, तो दूसरी ओर भारत के कुछ हिस्सों में इसे धर्म की पहचान के रूप में थोपा जा रहा है। विडंबना यह है कि जिन बच्चियों को अपने अधिकारों



और स्वतंत्रता की समझ होनी चाहिए, उन्हें पहले से ही यह सिखाया जा रहा है कि धर्म के नाम पर कुछ विशेष पहनावे ही 'शुद्धता' का प्रमाण हैं। कोई भी परिधान पहनना किसी की निजी पसंद हो सकता है, लेकिन जब यह डर और धार्मिक पूर्वाग्रह के साथ जोड़ा जाता है, तब यह महज

विडंबना है कि जो शिक्षा व्यक्ति को स्वतंत्र विचारक बनाती है, वही अब पूर्वाग्रहों की जननी बन रही है। इसीलिए स्कूलों को ऐसी किसी भी शिक्षा से दूर रखना जरूरी है, जो बच्चों को पूर्वाग्रहों से भर दे। उन्हें स्वतंत्र रूप से सोचने, सवाल करने और नए विचारों को अपनाने के लिए प्रोत्साहित किया जाना चाहिए। सरकारों और शिक्षा नीति निर्माताओं की भी इसमें अहम भूमिका होनी चाहिए। शिक्षा केवल पाठ्यक्रम तक सीमित नहीं रहनी चाहिए, बल्कि यह बच्चों को तार्किक सोच और वैज्ञानिक दृष्टिकोण विकसित करने का अवसर देने वाली होनी चाहिए। जब तक शिक्षा में धार्मिक, राजनीतिक और सांस्कृतिक पूर्वाग्रहों का अंत नहीं होगा, तब तक स्वतंत्र और तार्किक सोच रखने वाली पीढ़ी का निर्माण संभव नहीं होगा।

कपड़ों की बात नहीं रहती, बल्कि एक मानसिक जकड़न का रूप ले लेती है। जिस उम्र में बच्चों को तार्किक सोच और वैज्ञानिक दृष्टिकोण अपनाने की शिक्षा दी जानी चाहिए, उसी उम्र में उनके दिमाग में यह भरना कि खास परिधान न पहनने वाली औरतें 'नापाक' होती हैं, यह दर्शाता है कि सांप-बिच्छू से ज्यादा जहरीला विष समाज बच्चों के मन में घोल रहा है।

धर्म और शिक्षा के टकराव का यह मामला अकेले भारत तक सीमित नहीं है। अमेरिका में विकासवाद बनाम सृजनवाद की बहस हो, फ्रांस में हिजाब प्रतिबंध का मुद्दा हो या अफगानिस्तान में लड़कियों की शिक्षा पर पाबंदी, हर जगह धार्मिक विचारधारा और शिक्षा का संघर्ष साफ नजर आता है। चीन में तो सरकार स्वयं शिक्षा प्रणाली को नियंत्रित कर यह तय करती है कि बच्चों को क्या सोचना चाहिए और क्या नहीं।

विडंबना यह है कि जो शिक्षा व्यक्ति को स्वतंत्र विचारक बनाती है, वही अब पूर्वाग्रहों की जननी बन रही है। इसीलिए स्कूलों को ऐसी किसी भी शिक्षा से दूर रखना जरूरी है, जो बच्चों को पूर्वाग्रहों से भर दे। उन्हें स्वतंत्र रूप से सोचने, सवाल करने और नए विचारों को अपनाने के लिए प्रोत्साहित किया जाना चाहिए। राज्य सरकारों और शिक्षा नीति निर्माताओं की भी इसमें अहम भूमिका होनी चाहिए। शिक्षा केवल पाठ्यक्रम तक सीमित नहीं रहनी चाहिए, बल्कि यह बच्चों को तार्किक सोच और वैज्ञानिक दृष्टिकोण विकसित करने का अवसर देने वाली होनी चाहिए। जब तक शिक्षा में धार्मिक, राजनीतिक और सांस्कृतिक पूर्वाग्रहों का अंत नहीं होगा, तब तक स्वतंत्र और तार्किक सोच रखने वाली पीढ़ी का निर्माण संभव नहीं होगा।

अब सवाल यह उठता है कि इस समस्या का समाधान क्या है? सबसे पहले, स्कूलों को यह सुनिश्चित करना चाहिए कि शिक्षा प्रणाली में किसी भी प्रकार के धार्मिक या सांस्कृतिक पूर्वाग्रह की जगह न हो। शिक्षकों को भी इस बात के लिए प्रशिक्षित किया जाना चाहिए कि वे बच्चों को स्वतंत्र रूप से सोचने और सवाल करने के लिए प्रेरित करें। अभिभावकों की भी जिम्मेदारी बनती है कि वे अपने बच्चों को धार्मिक कट्टरता से दूर रखते हुए उन्हें विवेकशील और तर्कशील बनाने का प्रयास करें। दूसरा महत्त्वपूर्ण कदम यह हो सकता है कि शिक्षा प्रणाली में विज्ञान और तार्किक सोच को और अधिक प्रोत्साहित किया जाए। पाठ्यक्रम इस तरह बनाया जाना चाहिए कि बच्चों को स्वतंत्र रूप से सोचने और अपनी राय बनाने की आदत विकसित करे। जब तक बच्चे खुद यह समझ नहीं पाएंगे कि उनके लिए क्या सही है और क्या गलत, तब तक वे किसी भी विचारधारा के प्रभाव में आसानी से आ सकते हैं।

तीसरा समाधान यह हो सकता है कि समाज में व्यापक स्तर पर संवाद और बहस को बढ़ावा दिया जाए। यह जरूरी है कि लोग यह समझें कि किसी भी धार्मिक पहनावे को अनिवार्य बनाना, खासकर जब वह भय और दंड के साथ जोड़ा जाए, तो यह स्वतंत्रता का हनन है। अंततः, शिक्षा का असली उद्देश्य बच्चों को तर्कशील और स्वतंत्र सोच वाला बनाना होना चाहिए, न कि उन्हें किसी खास विचारधारा की कठपुतली बना देना। जब तक स्कूलों में तार्किक और वैज्ञानिक सोच को बढ़ावा नहीं मिलेगा, तब तक समाज में धार्मिक कट्टरता और पूर्वाग्रहों का जहर फैलता रहेगा। बच्चों का मन एक खाली कैनवास की तरह होता है, जिसे या तो ज्ञान और तार्किकता के रंगों से भरा जा सकता है, या फिर अंधविश्वास और कट्टरता के काले धब्बों से। यह हम पर निर्भर करता है कि हम अगली पीढ़ी को किस दिशा में ले जाना चाहते हैं।

हिन्दुस्तान, 15 अप्रैल, 2025, पृष्ठ नं० – 07

प्रधानमंत्री ने कहा- सत्ता में रहने के दौरान कांग्रेस ने एससी, एसटी, ओबीसी को दूसरे दर्जे का नागरिक बनाया

आंबेडकर का सपना साकार कर रहे

दावा

हिसार, एजेंसी। प्रधानमंत्री नरेंद्र मोदी ने सोमवार को डॉ. भीमराव आंबेडकर की जयंती पर कांग्रेस पर तीखा हमला किया। उन्होंने आरोप लगाया कि सत्ता में रहने के दौरान कांग्रेस ने एससी, एसटी और ओबीसी को दूसरे दर्जे का नागरिक बना दिया था।

प्रधानमंत्री ने महाराजा अग्रसेन हवाई अड्डे से अयोध्या के लिए पहली वाणिज्यिक उड़ान को हरी झंडी दिखाने और हवाई अड्डे पर एक नए टर्मिनल भवन की आधारशिला रखने के बाद जनसभा को संबोधित कर रहे थे। उन्होंने कहा कि केंद्र की भाजपा नीत सरकार एक तरफ कनेक्टिविटी पर जोर दे रही है, वहीं दूसरी तरफ सामाजिक न्याय और गरीबों के कल्याण को सुनिश्चित कर रही है। उन्होंने कहा कि यह डॉ. आंबेडकर का सपना था। आंबेडकर जयंती पर पीएम ने कहा कि आज देश के लिए और खासकर दलितों, कमजोर और वंचित वर्गों के लिए यह एक महत्वपूर्ण दिन है। यह उनके लिए दूसरी दिवाली है।

पीएम ने आरोप लगाया कि कांग्रेस आंबेडकर द्वारा बनाए गए संविधान को नष्ट करने वाली पार्टी बन गई है। जब भी कांग्रेस की सरकार को खतरा हुआ, उसने संविधान को कुचल दिया।

कांग्रेस ने आरक्षण की परवाह नहीं की : पीएम ने दावा किया कि संविधान में अनुसूचित जातियों, जनजातियों और अन्य पिछड़ा वर्गों के लिए आरक्षण का प्रावधान है, लेकिन कांग्रेस ने कभी उनकी परवाह नहीं की। उन्होंने कहा, बाबा साहेब समानता लाना चाहते थे लेकिन कांग्रेस ने देश में वोट बैंक (की राजनीति) का वायरस फैलाया। कांग्रेस ने सत्ता हासिल करने के लिए पवित्र संविधान को हथियार बना लिया। मोदी ने दावा किया कि एससी, एसटी और ओबीसी के लिए बीमा व ऋण प्राप्त करना उनके लिए एक सपना था। आज ये समुदाय जन धन योजना के सबसे बड़े लाभार्थी हैं।

चप्पल पहनने वाले व्यक्ति के विमान में उड़ने का वादा साकार : मोदी ने कहा कि मेरा आपसे वादा रहा है कि हवाई चप्पल पहनने वाला व्यक्ति भी हवाई जहाज में उड़ेगा। हम इस वादे को साकार होते देख रहे हैं। पिछले 10 वर्षों में करोड़ों भारतीयों ने पहली बार हवाई जहाज में उड़ान भरी। हमने उन जगहों पर हवाई अड्डे बनाए हैं, जहां पहले अच्छे रेलवे स्टेशन भी नहीं थे।

नया टर्मिनल 410 करोड़ की लागत से बनेगा : महाराजा अग्रसेन हवाई अड्डे के नए टर्मिनल भवन का निर्माण अनुमानित 410 करोड़ रुपये से अधिक की लागत से किया जाएगा। इस परियोजना को दो साल में पूरा करना है।



यमुनानगर में सोमवार को प्रधानमंत्री नरेंद्र मोदी ने कैथल निवासी रामपाल कश्यप से मुलाकात की और उन्हें अपने हाथों से जूते पहनाकर सम्मानित किया। • प्रेट्र

रामपाल कश्यप को जूते पहनाकर सम्मानित किया

प्रधानमंत्री नरेंद्र मोदी ने सोमवार को कैथल के रामपाल कश्यप नाम के एक शख्स से मुलाकात की और उन्हें अपने हाथों से जूते पहनाकर सम्मानित किया। दरअसल, रामपाल ने 14 वर्ष पहले कसम खाई थी कि जब तक मोदी प्रधानमंत्री नहीं बन जाते और वे प्रधानमंत्री मोदी से नहीं मिलेंगे, तब तक वे जूते नहीं पहनेंगे। सोमवार को कश्यप से मुलाकात में पीएम ने उनसे कहा कि वे दोबारा ऐसी कसम न खाएं। आज हम आपको जूते पहना रहे हैं, पर बाद में ऐसा कुछ नहीं करना, कभी नहीं।

'कांग्रेस किसी मुसलमान को अपना अध्यक्ष बनाए'

मोदी ने आरोप लगाया कि कांग्रेस की तुष्टीकरण की नीति के कारण मुस्लिम समुदाय को नुकसान उठाना पड़ा। कांग्रेस ने 2013 के अंत में जल्दबाजी में वक्फ कानून में संशोधन किया ताकि उसे चुनावों में वोट मिल सके। पीएम ने कहा, अगर आपको वाकई मुसलमानों से हमदर्दी है, तो कांग्रेस को मुसलमान को अपना अध्यक्ष बनाना चाहिए। मोदी ने कहा, हमने वक्फ कानून में एक और संशोधन किया है। इसके तहत अब वक्फ बोर्ड देश के किसी भी आदिवासी की जमीन, संपत्ति को छू भी नहीं सकता। नए प्रावधानों के साथ वक्फ की पवित्र भावना का भी सम्मान होगा।

यमुनानगर में ताप विद्युत इकाई की आधारशिला रखी

प्रधानमंत्री नरेंद्र मोदी ने यमुनानगर में दीनबंधु छोटू राम ताप विद्युत संयंत्र में 800 मेगावाट की अत्याधुनिक ताप विद्युत इकाई की आधारशिला रखी। कहा कि 2014 से पहले जब कांग्रेस सत्ता में थी तो ब्लैकआउट (बिजली गुल होने) की स्थिति थी। पर अब भारत का बिजली उत्पादन दोगुना हो गया है और अब वह बिजली का निर्यात कर रहा है। मोदी ने कहा कि विकसित भारत के लिए विकसित हरियाणा हमारा संकल्प है।

हिन्दुस्तान, 15 अप्रैल, 2025, पृष्ठ नं० -08

एआई के सहयोग से शिक्षा सुधार का सही समय



यहां स्कैन करें

विवेक वाधवा | फेलो, कार्नेगी मेलन यूनिवर्सिटी

एक मूक क्रांति कक्षाओं में आकार ले रही है। छात्र अब लंबे समय तक इंटरनेट की मदद से उत्तर नहीं देंगे, बल्कि वे अब आर्टिफिशियल इंटेलिजेंस (एआई, यानी कृत्रिम बुद्धिमत्ता) का सहारा लेने लगे हैं। वे चैटजीपीटी की मदद से निबंध लिख रहे हैं, संवाद करके गणित के सवाल हल कर रहे हैं, यहां तक कि एआई का उपयोग अपने शिक्षकों के साथ चर्चा करने में भी कर रहे हैं। ऐसा अब कमोबेश दुनिया भर की कक्षाओं में होने लगा है। बावजूद इसके शैक्षणिक संस्थानों में डर का माहौल है। वे एआई टूल पर प्रतिबंध लगा रहे हैं।

यह एक मौलिक गलतफहमी है। मौजूदा मॉडल को अप्रासंगिक बनाने वाली हर तकनीक का शिक्षा के क्षेत्र में पहले विरोध हुआ और बाद में उसे स्वीकार किया गया है। कैलकुलेटर की ही भरपूर आलोचना की गई थी। इंटरनेट को लेकर भी आशंकाएं जताई गई थीं। एआई भी इसी रास्ते पर है, लेकिन उसकी गति तेज है और पैमाना गहरा। जो चीज इसे अन्य प्रौद्योगिकी से अलग बनाती है, वह यह कि इससे सिर्फ छात्रों के सीखने का तरीका नहीं बदलने वाला, बल्कि यह सीखने का मतलब ही बदल देगा। भारत की शिक्षा प्रणाली, जो अंग्रेजों द्वारा आज्ञाकारी क्लर्क पैदा करने के लिए बनाई गई थी, आज भी रटने, भारी पाठ्यक्रम व मानकीकृत परीक्षाओं पर आधारित है। यह व्यवस्था एआई-संचालित दुनिया की जरूरतों के साथ तालमेल नहीं बिठा सकती। लिहाजा, हमें व्यवस्था में बदलाव कर उसमें नयापन लाना होगा।

एआई के इस्तेमाल से सिर्फ छात्र-छात्राओं के सीखने का तरीका नहीं बदलने वाला, बल्कि यह सीखने का मतलब ही बदल देगा।

भारत के पास ऐसा करने की बुनियाद तैयार है। सदियों तक, यहां गुरु-शिष्य की परंपरा के तहत ज्ञान का प्रसार होता रहा है। यह ऐसी व्यवस्था थी, जो विश्वास, गुरुओं के मार्गदर्शन, जांच-पड़ताल और आत्म-खोज पर खड़ी थी। शिक्षक केवल ज्ञान नहीं बांटते, बल्कि आत्मा को शुद्ध किया करते थे। नालंदा और तक्षशिला जैसे प्राचीन विश्वविद्यालयों में भी आपसी चर्चा, संवाद और गहरे ज्ञान पर जोर दिया जाता। लिहाजा, एआई का अगर बुद्धिमानी से इस्तेमाल किया जाता है, तो यह एक नए तरीके का शिक्षक बन सकता है, जो हर बच्चे पर ध्यान देने वाला आभासी मार्गदर्शक बन सकेगा। जो छात्र समझते हैं कि एआई के साथ कैसे काम करना है या जो जानते हैं कि कैसे इसके द्वारा दी गई जानकारी को सत्यापित करना व विस्तार देना है, वे अपनी पीढ़ी के सबसे प्रभावी विचारक व समस्या-समाधानकर्ता साबित होंगे। जो ऐसा नहीं कर सकेंगे, वे पीछे रह जाएंगे। एआई शिक्षक आज छात्रों की उलझन का पता लगा सकते हैं और उसे सही समय में सुलझा सकते हैं। संवर्धित रियलिटी प्लेटफॉर्म स्मार्टफोन के जरिये इमर्सिव लैब अनुभव मुहैया करा रहे हैं, यानी छात्र जल्द ही अल्बर्ट आइंस्टीन, महात्मा गांधी या रानी लक्ष्मीबाई के अवतारों के साथ होंगे, जो उनके बारे में पढ़कर नहीं, बल्कि उनके साथ बातचीत करके इतिहास का ज्ञान हासिल करेंगे।

एआई शिक्षकों की जगह नहीं लेता, बल्कि यह उनके पेशे को बेहतर बनाता है। महान शिक्षक मशीनों द्वारा किनारे नहीं किए जाएंगे, बल्कि इनके इस्तेमाल द्वारा उन्हें और सशक्त बनाया जाएगा। एक ही पाठ की ग्रेडिंग करने या दोहराने में समय बिताने के बजाय, वे मार्गदर्शन करने, प्रेरित करने व छात्रों को बेहतर सवाल पूछने में मदद करने पर ध्यान लगा सकेंगे। मशीनें दिनचर्या के काम संभालेंगी और इंसान छात्रों का बेहतर मार्गदर्शन करेंगे। मगर इस बदलाव को साकार करने के लिए मानसिकता बदलने की जरूरत होगी। आज सीखने का बेहतर रास्ता यही है कि कोई छात्र कितनी अच्छी तरह से प्रौद्योगिकी को अपनाता है, उसका किस कदर मूल्यांकन करता है और आखिरी परिणाम में अपनी मूल अंतर्दृष्टि को शामिल कर पाता है।

अगर भारत अपने बच्चों को एआई में प्रवीण बना ले, तो इन उपकरणों से डरने के बजाय इनमें महारत हासिल करने के लिए एक निर्णायक बढ़त हासिल की जा सकती है। ऐसा न सिर्फ शिक्षा में, बल्कि उद्यमिता, अनुसंधान, शासन और वैश्विक प्रभाव बनाने में भी किया जा सकता है। हमें परंपरा और प्रौद्योगिकी के बीच चयन नहीं करना है, बल्कि हमें प्राचीन ज्ञान को भविष्य की सोच के साथ जोड़ देना है। यह हम कर सकते हैं, क्योंकि इसमें हमने हमेशा अच्छा किया है।

(ये लेखक के अपने विचार हैं।)

अमर उजाला, 15 अप्रैल, 2025, पृष्ठ नं०-05

आत्मनिर्भर और विकसित भारत के निर्माण में तेजी लाएंगे आंबेडकर के सिद्धांत : मोदी

135वीं जयंती पर राष्ट्रपति मुर्मू, गृहमंत्री शाह समेत कई नेताओं ने संविधान निर्माता को अर्पित की पुष्पांजलि

नई दिल्ली। प्रधानमंत्री नरेंद्र मोदी ने संविधान निर्माता भीमराव आंबेडकर को उनकी 135वीं जयंती पर नमन किया। उन्होंने ने कहा कि उनके सिद्धांत और विचार आत्मनिर्भर एवं विकसित भारत के निर्माण को मजबूत और तेज करेंगे।

पीएम ने सोमवार को सोशल मीडिया में लिखा, देशवासियों की ओर से भारत रत्न पूज्य बाबासाहेब को उनकी जयंती पर कोटि-कोटि नमन। यह उन्हीं की प्रेरणा है कि देश आज सामाजिक न्याय के सपने को साकार करने में समर्पित भाव से जुटा हुआ है। एजेंसी



नई दिल्ली में भीमराव आंबेडकर की 135वीं जयंती पर आयोजित श्रद्धांजलि समारोह में राष्ट्रपति द्रौपदी मुर्मू, उपराष्ट्रपति जगदीप धनखड़, पीएम नरेंद्र मोदी व अन्य। एजेंसी

संसद भवन और प्रेरणा स्थल पर कार्यक्रम

गृहमंत्री अमित शाह ने संविधान शिल्पी को नमन करते हुए कहा कि उन्होंने समता, स्वतंत्रता व बंधुत्व पर आधारित संविधान की रचना कर भारत की महान लोकतांत्रिक विरासत को सुदृढ़ आधार प्रदान किया। पीएम ने राष्ट्रपति द्रौपदी मुर्मू के साथ संसद भवन परिसर में आंबेडकर की आदमकद तस्वीर पर पुष्पांजलि अर्पित की। प्रेरणा स्थल पर आयोजित कार्यक्रम में उपराष्ट्रपति जगदीप धनखड़ व लोकसभा अध्यक्ष ओम बिरला उन नेताओं ने शुमार रहे जिन्होंने बाबासाहेब को पुष्पांजलि दी। कांग्रेस की वरिष्ठ नेता सोनिया गांधी, लोकसभा में नेता प्रतिपक्ष राहुल गांधी व राज्यसभा में नेता प्रतिपक्ष मल्लिकार्जुन खरगे ने भी आंबेडकर की प्रतिमा पर पुष्प अर्पित किए।

कांग्रेस सांविधानिक मूल्यों की सुरक्षा के लिए प्रतिबद्ध : खरगे

कांग्रेस अध्यक्ष मल्लिकार्जुन खरगे ने कहा, कांग्रेस पार्टी शपथ लेती है कि हम सांविधानिक मूल्यों की रक्षा व लोकतंत्र की सुरक्षा के लिए हमेशा प्रतिबद्ध रहेंगे। वहीं खरगे ने आरोप लगाया कि मोदी सरकार बाबा साहेब भीमराव आंबेडकर का सिर्फ नाम लेती है, लेकिन वास्तविकता यह है कि भाजपा-आरएसएस के लोग संविधान निर्माता के दुश्मन हैं। प्रधानमंत्री के कांग्रेस पर आंबेडकर का अपमान करने के आरोपों पर पलटवार करते हुए खरगे ने कहा, बाबा साहेब को चुनाव में हराने के लिए भाजपा के वैचारिक पूर्वज जिम्मेदार थे। वहीं, राहुल गांधी ने कहा, लोकतंत्र को मजबूत करने के लिए, समान अधिकारों के लिए, हर वर्ग की हिस्सेदारी के लिए उनका (बाबासाहेब) संघर्ष और योगदान संविधान की रक्षा की लड़ाई के लिए हमारा मार्गदर्शन करता रहेगा। कांग्रेस नेता प्रियंका गांधी वाड्रा ने कहा, बाबा साहेब के अथक प्रयासों से हमें हमारा संविधान मिला, जिसने हर भारतीय के लिए सामाजिक न्याय, समता, बंधुत्व एवं मानव अधिकारों की गारंटी दी।

कांग्रेस अध्यक्ष बोले
आंबेडकर के दुश्मन थे भाजपा और आरएसएस

आंबेडकर ने हिंदू समाज की एकता के लिए किया काम : आरएसएस

पुणे। आरएसएस नेता सुनील आंबेकर ने कहा कि डॉ. भीमराव आंबेडकर ने समाज, खास तौर पर हिंदू समाज में एकता को बढ़ावा देने के लिए कदम उठाए थे। उन्होंने संविधान के निर्माण में भी अहम भूमिका निभाई थी। हालांकि, उस वक्त लोगों ने उनकी भूमिका को समझा नहीं, लेकिन अब उनके योगदान को समझ गए हैं। आंबेकर ने सोमवार को यहां पत्रकारों से बात करते हुए लोगों से सामाजिक भेदभाव को खत्म करने और सद्भाव व एकता पर आधारित समाज के निर्माण की दिशा में काम करने का आग्रह किया। एजेंसी

अमर उजाला, 15 अप्रैल, 2025, पृष्ठ न० - 01

एनसीईआरटी ने अंग्रेजी माध्यम की पुस्तकों को दिए हिंदी नाम

भाषा विवाद के बीच नई किताबें आईं, शिक्षाविदों और भाषा विशेषज्ञों में छिड़ी बहस

अमर उजाला ब्यूरो

नई दिल्ली। देश में छिड़े भाषा विवाद के बीच राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने अंग्रेजी माध्यम की अपनी कई नई पाठ्यपुस्तकों को रोमन लिपि में हिंदी नाम दे दिए हैं। इनमें अंग्रेजी की पुस्तकें भी शामिल हैं।

पुस्तकों को हिंदी शीर्षक दिए जाने के बाद एक नया विवाद खड़ा हो गया है। इस कदम के बाद शिक्षाविदों और भाषा विशेषज्ञों के बीच बहस छिड़ गई है। कुछ विशेषज्ञ इसे भ्रमित करने वाला और शैक्षिक परंपराओं से विचलन मान रहे हैं। विशेषज्ञों का कहना है कि यह कदम गैर-हिंदी भाषी क्षेत्रों में हिंदी को बढ़ावा देने की कोशिश के रूप में देखा जा सकता है। तमिलनाडु जैसे राज्य इसका पहले ही विरोध कर चुके हैं।

उदाहरण के लिए, कक्षा 6 की अंग्रेजी पाठ्यपुस्तक को पहले हनीसकल के नाम से जाना जाता था, अब इसका नया नाम पूर्वी है। पूर्वी हिंदी शब्द है, जिसका अर्थ पूर्व दिशा है। यह एक शास्त्रीय संगीत राग का भी नाम है। इसी तरह, कक्षा एक और 2 की पाठ्यपुस्तकों को अब मृदंग और कक्षा 3 की किताबों को संतूर नाम दिया गया है। ये दोनों भारतीय वाद्य यंत्रों के नाम हैं। गणित की किताबों के लिए भी यही पैटर्न अपनाया गया है। कक्षा 6 की गणित की किताब, जो पहले अंग्रेजी में मैथमेटिक्स और हिंदी में गणित थी, अब दोनों भाषाओं में गणित प्रकाश के नाम से है।

एनसीईआरटी ने नहीं स्पष्ट किया कारण



कक्षा 6 की अंग्रेजी की पुस्तक की प्रस्तावना एनसीईआरटी के निदेशक दिनेश प्रसाद सकलानी ने लिखी है। अकादमिक समन्वयक कीर्ति कपूर ने इसका परिचय लिखा है। उन्होंने हिंदी शीर्षक पूर्वी चुनने के पीछे का कारण नहीं बताया है। प्रस्तावना में सिर्फ इतना कहा गया है कि पुस्तक में भारतीय ज्ञान प्रणालियों, सांस्कृतिक विरासत के तत्व शामिल हैं। इसमें लैंगिक समानता, डिजिटल कौशल और पर्यावरण की देखभाल जैसे मूल्यों को शामिल किया गया है।

उच्चारण संबंधी दिक्कतें आ सकती हैं : विशेषज्ञ

भाषा विशेषज्ञों का कहना है कि रोमन लिपि में हिंदी शीर्षक देने से उच्चारण संबंधी समस्याएं हो सकती हैं। उदाहरण के लिए, गणित शब्द में ण का उच्चारण रोमन लिपि में सही ढंग से व्यक्त नहीं होता। यह कदम विद्यार्थियों व शिक्षकों के लिए जटिलता पैदा कर सकता है।

कई किताबों के नहीं बदले नाम : राष्ट्रीय शिक्षा नीति 2020 के तहत 2023 से नई पुस्तकें प्रकाशित की जा रही हैं। कक्षा एक से 6 की किताबें पहले आ चुकी हैं। अब कक्षा 4, 5, 7 और 8 की किताबें जारी की जा रही हैं। सभी किताबों के नाम नहीं बदले गए हैं। जैसे कक्षा 6 की विज्ञान की किताब अंग्रेजी में क्यूरियोसिटी, हिंदी में जिज्ञासा और उर्दू में तजस्सुस है।

दैनिक जागरण, 15 अप्रैल, 2025, पृष्ठ नं० -08

किताबों के हिंदी नामों पर विवाद को एनसीईआरटी ने किया खारिज

जाब्यू, नई दिल्ली : नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत स्कूलों के लिए तैयार की गई नई किताबों के हिंदी नामों को लेकर उठे विवाद पर भारतीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने स्पष्ट किया है कि किताबों के नाम देश की नई पीढ़ी को भारतीय जड़ों से जोड़ने वाले और एनईपी की सिफारिशों के अनुरूप हैं। जो लोग इन नामों को लेकर विरोध कर रहे हैं, उनका विरोध अनुचित है।

एनसीईआरटी के एक वरिष्ठ अधिकारी ने बताया कि ये किताबें दो साल से पढ़ाई जा रही हैं। इस दौरान शिक्षकों व बच्चों से जो फीडबैक आया है, वह उत्साहित करने वाला है। इन किताबों के नाम भारतीय वाद्य यंत्रों व रागों जैसे संतूर, मृदंग, तबला, वीणा व पूर्वी आदि पर रखे गए हैं। ये शब्द देश की नई पीढ़ी को भारतीयता का अहसास कराने वाले हैं।

एनसीईआरटी की नई किताबों को पहली बार फाइव स्टार रेटिंग मिली है। इस बीच अंग्रेजी की जिस किताब पूर्वी के नाम को लेकर विवाद है उसकी विषयवस्तु अब पश्चिम के बजाय भारत फोकस हो गई है।

The Indian Express, 15 April, 2025, Page no - 08

'Irrational': Kerala minister slams NCERT over Hindi names to textbooks

EXPRESS NEWS SERVICE
THIRUVANANTHAPURAM, APRIL 14

KERALA EDUCATION Minister V Sivankutty Monday called the National Council of Educational Research and Training's (NCERT) decision to give Hindi titles for English medium textbooks "irrational" and called for a review.

This comes at a time when the Dravida Munnetra Kazhagam government of the neighbouring Tamil Nadu has been opposing the three-language policy in the National Education Policy 2020, seeing it as the "imposition of Hindi" in southern states.

"The NCERT decision is against federal principles and the Constitutional values. It is not only violation of common logic, but an incident of foisting one's cultural values in such a manner sabotaging the linguistic diversity of our country," Sivankutty, also a Communist Party of India (Marxist) leader, said, urging all other states to stand united against these types of imposition.

So far, English medium texts had titles in English. The move would mean that the English textbook for Class 6, previously called 'Honeysuckle', will now be titled 'Poorvi' – a Hindi word that translates to mean 'Eastern' and is also the name of a raga in Hindustani classical music.

Other changes include changing the name of the Class 1 English textbook to Mridang and the Class 3 to Santoor.

Sivankutty went on to say that it was "absolutely wrong" to change the English titles that have been used for decades "to respect linguistic diversity and develop a sensitive approach in the minds of children".

"Kerala, like other non-Hindi speaking states, is committed to protecting linguistic diversity and giving priority to regional cultural freedom. The titles of the textbooks are not mere names; they shape the perception and imagination of children. English medium students deserve English titles. Education should not be an instrument of imposition but of empowerment and consensus," he said.

The Hindu, 15 April, 2025, Page no - 05

NCERT comes under fire over 'Hindi titles' in English textbooks

Press Trust of India
THIRUVANANTHAPURAM

Kerala General Education Minister V. Sivankutty on Monday criticised the reported decision of the National Council of Educational Research and Training (NCERT) to use Hindi titles for English-medium textbooks, describing it as an serious irrationality and a cultural imposition that undermines the country's linguistic diversity.

He argued that replacing long-standing English titles, which foster sensitivity and understanding among students, with Hindi titles such as 'Mridangam' and 'Santoor' is inappropriate.

This change, he contended, contradicts Kerala's commitment to preserve linguistic diversity and prioritise regional cultural autonomy.

The NCERT's decision undermines federal principles and constitutional values, the Minister said. Textbook titles, he noted, are not merely labels; they shape students' perceptions and imagination. Therefore, English-medium students should have English titles in their textbooks, he said.

He called upon the NCERT to review and withdraw this decision and urged all States to unite against such impositions.

The Indian Express, 15 April, 2025, Page no - 09

Missing teachers, students on 'exam duty': How SC verdict affecting Bengal schools

SWEETY KUMARI & RAVIK BHATTACHARYA
SOUTH 24 PARGANAS AND KOLKATA, APRIL 14

HER ROOM painted a cheerful yellow, Shephali Sarkar feels anything but happy after a call with an agitated parent.

The headmistress at Dhamua Balika Vidyalaya, a high school with 1,300 girls in South 24 Parganas district's Magrahat, around 55 km from Kolkata, a disheartened Sarkar says she doesn't have teachers for Class 12 anymore. "I don't know how 99 of my girls will finish their syllabus now or prepare for their board exam (next year). This is a crucial year for them," she says.

Stating that the entire School Service Commission (SSC) process had been "vitiated and tainted by fraud", the Supreme Court had on April 3 upheld the Calcutta High Court order invalidating the appointment of 25,752 teachers and non-teaching staff by the West Bengal government in 2016. Of these, 17,206 were teaching staff.

Afraid of being charged with contempt of court for setting foot on the premises, Sarkar says three of the school's 17 teachers have stopped coming to work since the verdict. All three, she says, taught Class 12 students, who are from the minority or tribal communities and belong to below poverty line families.

Stating that junior and part-time teachers were teaching Class 12 students at the school between 2011 and 2018, the headmistress said the appointment of these three teachers in 2018 through the SSC had brought "a semblance of relief". A black ribbon on her rust-coloured saree in protest against the state's handling of the issue, the verdict and the recent police action against agitating teachers, Sarkar says the school's sanctioned teacher strength is 19.

Explaining her dilemma, the headmistress says, "Due to the verdict, I cannot ask the three teachers to return to school. We also don't have adequate funds (at least ₹5,000 per head) to hire a part-time teacher immediately. We are also required to work on the state's 18 welfare schemes. Without these three teachers and one group-D staff (for jobs like ringing the school or attendants for labs), it is difficult to keep the school running."



A class at Dhamua Balika Vidyalaya in Magrahat in South 24 Parganas district. *Partha Paul*

The situation is equally grim in government-sponsored schools in other districts. While some schools are left with no teachers for Class 12 science students, a Bengali language teacher is taking geography lessons for now in another school.

A government-sponsored institution, Krishnachandrapur High School in South 24 Parganas' Mathurapur has been left with just 48 teachers for its 5,607 students after the appointment of eight of its teachers was cancelled.

"All these eight teachers taught science to Class 12 students. We have 48 teachers managing 40 classes now. We also have nearly 4,000 answer sheets from science students that are yet to be graded. Losing eight teachers has not just affected classes, but also examinations, invigilation and grading of papers," says Chandan Kumar Maiti, headmaster and school secretary.

Sukanta Dutta, an economics teacher at the school and an alumnus of Delhi's Jawaharlal Nehru University, was seen wearing a black badge while supervising an exam at school. "Our science and English departments have lost teachers. The science department has totally collapsed. It is impossible to run a school like this," he says. His colleague Neha Mukherjee, a sociology teacher who was also wearing a black badge, adds, "Of the eight teachers who lost their jobs, seven taught science from Classes 5 to 12." Despite the school's decent infrastructure — it has a library, laboratories and 300 CCTV cameras — compared to other government-sponsored schools, headmaster Maiti says his students have been feeling the absence of these eight teachers.

A student of Class 8, Mampriti Mondal has been upset ever since she realised that her life science teacher had stopped coming to school. "Someone told me that she had lost her job. She was one of my favourite teachers."

Arpita Chatu, a Class 6 student, appeared visibly distressed as she spoke about her "favourite" teacher losing her job. "My English is just as good as that of private school students because of my English teacher. She used to say that anyone can learn a language. I can't believe she has lost her job," says Arpita. At Rajarampur High School, located in Murshidabad district's Lalgola block, senior students have been doubling up as invigilators for the school's summative exams (formal assessments to evaluate student learning), since the verdict. Fourteen teachers from the school lost their jobs after the April 3 judgment. At present, there is no one left to teach mathematics, biology and geography in school.

"We are left with just 12 teachers for 3,300 students now. Since our first summative exams are on, I requested our senior students (from Classes 11 and 12) to step in as invigilators. It is impossible for us to teach all classes with our current staff strength," says headmaster Manik Biswas.

The headmaster, who says he has called a meeting with parents and guardians to "discuss the crisis and look for solutions", adds, "We are toying with the idea of tearing down the partition walls and merging classes." In Purba Bardhaman district's Selimabad High School, headmaster Basudeb Santra, who teaches Bengali language, has been taking geography lessons for Class 12 students since April 3.

"We lost two teachers. One of them taught geography, the other physics. We are left with just 15 teachers for over 1,200 students. Since we are down to one geography teacher, I have been pitching in to help complete the syllabus. However, this arrangement cannot go on indefinitely," he says.

The headmaster also raised the issue of "confusion" over the salaries of the two teachers. "I have not yet received a notification or order from the education department on the two terminations. Their names are still up on the school's salary portal but I don't know whether they will still get their salary for April or not," says Santra. He says, "It was painful to see so many genuine and good teachers lose their jobs suddenly, and get lathi-charged by the police for protesting against their job loss."

Meanwhile, over 500 heads of schools from across the state met at Kolkata's Sujata Sadan on Sunday (April 13) under the aegis of the Advanced Society for Headmasters and Headmistresses in connection with the issue of salaries of the recently dismissed teachers. At the meeting, society members claimed that multiple queries by them — over calls, texts and WhatsApp — to the school education department, the West Bengal Board of Secondary Education (WBBSE) and local education offices had allegedly remained unanswered.

The Indian Express, 15 April, 2025, Page no – 10

The radical Ambedkar



Ambedkarism 2.0 must retrieve him so that his legacy cannot be misappropriated

DESHKAAL

BY YOGENDRA YADAV

ONE MORE AMBEDKAR Jayanti. This time, following his invocation in the 2024 Lok Sabha elections, with greater competition over capturing his legacy. The commencement of air services from Maharaja Agrasen Airport, Hisar. A marathon in Lucknow. A membership drive by one party. A "Swabhimaan Samman Samaroh" by another. "What a remarkable reversal of fortune history has delivered" notes rapper and scholar Sumit Samos in these pages (April 14, 'A memory and a promise').

This carries a serious danger. With the completion of his iconisation, Ambedkar's memory could face the same fate as that of Gandhi post-Independence: He could be reduced to an empty signifier, a *lifafa* that anyone can use to insert anything. This casts a responsibility on those who connected with Babasaheb's mission before he became respectable to the rulers. They must recover the radical in Ambedkar so that his legacy cannot be pocketed, so that he continues to remain difficult to assimilate, just as he was in his life.

This audacious project was begun by Suraj Yengde and Anand Teltumbde in a remarkable collection of articles by scholars across the globe, *The Radical in Ambedkar: Critical Reflections*. The introduction notes the problem with much of the scholarship on Ambedkar: "One finds Ambedkar eulogised for the wrong reasons: As a messiah of the Untouchables, a Constitution maker, a Bodhisattva, a neoliberal free-market protagonist, a monetarist; he is also vilified unjustly as a casteist, as a British stooge and a communist hater". But the book was limited by the fact of it being a pioneering effort and also by its tendency to understand "radical" in a conventional left or communist sense of the term.

Another valuable rethinking was initiated by a seminal essay, 'Self purification vs self-respect: On the roots of the Dalit movement' by D R Nagraj (*Flaming Feet and Other Essays*), in which he offered a fresh reading of how Gandhi and Ambedkar transformed each other. That strand was developed politically by Devanur Mahadeva and in academic writings by Nishikant Kolge (*Gandhi Against Caste*). But its political implications are yet to be worked out. This cannot be left to the burgeoning academic industry of Ambedkar studies. Just like Gandhian studies of yesteryear, some honourable exceptions apart, scholasticism tends to bypass the real and big issues. Recovering the radical in Ambedkar is not an academic project. This is among the most pressing intellectual and political projects of our time. It is intertwined with the mission of reclaiming our constitutional democracy, indeed of saving our endangered republic.

In many ways, he was the first and perhaps only democratic theorist of 20th-century India. For most other Indian political thinkers of his time, democracy was a necessary byproduct or a bonus of their principal ideological project of securing national independence or establishing socialism. While thinkers like Jayaprakash Narayan and M N Roy offered detailed critiques of representative democracy based on party politics, for Ambedkar, democracy was at the heart of his thinking.

A good starting point for this would be to shift our focus from an exclusive attention to Ambedkar's critique of the caste order to his legacy as a theorist of democracy. As Scott Stroud has argued (*The Evolution of Pragmatism in India*), Ambedkar's thinking on democracy was deeply influenced by his teacher John Dewey's ideas on democracy as a way of life. At the same time, he modified any theory or ideas he received through a view from below. In many ways, he was the first and perhaps only democratic theorist of 20th-century India. For most other Indian political thinkers of his time, democracy was a necessary byproduct or a bonus of their principal ideological project of securing national independence or establishing socialism. While thinkers like Jayaprakash Narayan and M N Roy offered detailed critiques of representative democracy based on party politics, for Ambedkar, democracy was at the heart of his thinking. He thought through the tricky issue of political design of representative democracy, of the political and social consequences of different kinds of institutional designs.

Ambedkar radicalised the liberal idea of democracy by making a transition from a formal to a substantive definition of it. For him, the point of the legal constitutional mechanisms was "to bring about welfare of the people". He offered a novel definition of democracy: "A form and a method of government whereby revolutionary changes in the economic and social life of the people are brought about without bloodshed": ('Conditions precedent for the successful working of democracy', 1952). This sets him apart from his contemporaries, in India and the West. Unlike Dewey, his version of democracy is not just "social democracy". He anticipated a radical republicanist theory of democracy.

Ambedkar's justification of democracy did not rest only on the liberal idea of liberty. For him, the foundational idea of democracy was fraternity, a precondition for the realisation of both liberty and equality. Ambedkar offered a deeper argument for universal adult franchise, including for those who were illiterate, than was available in his times. And his pleas that Dalits could not be represented by caste Hindus anticipated the recent feminist arguments for "politics of presence".

Ambedkar reminded us that "democracy is not a plant that grows everywhere". For him, the first and foremost condition of democracy was that every citizen should enjoy equal treatment in everyday administration and governance, that there is popular acceptance of constitutional morality and the upholding of moral order in society. There is no democracy without the existence of, and respect for, opposition: The tyranny of the majority is antithetical to democracy.

Such a reading would rescue his legacy from the reductions he is subjected to, even when being lauded. He is reduced to his own social location, as a Dalit, when he should be seen as a voice of social justice and of every social group that suffered injustice, within and outside India. For him, caste injustice was an intimate prism through which he thought through a wide range of issues of our time.

In contemporary polemics, he is reduced to partisan disputes of his time vis-a-vis the Congress-led national movement and the British colonial state. We can discover a radical Ambedkar by recovering the principles that informed these disputes and by reapplying those principles in the contemporary political context. Ambedkar was a thinker ahead of his time, while much of the politics carried out in his name is behind its own time. What we need is Ambedkarism 2.0.

The writer is member, Swaraj India, and national convenor of Bharat Jodo Abhiyaan. Views are personal

The Pioneer, 15 April, 2025, Page no – 04

BJP committed to Ambedkar's values: Nadda

PIONEER NEWS SERVICE ■ New Delhi

BJP president JP Nadda led the ruling BJP to pay homage to Babasaheb Ambedkar at several commemorative events across the country as well party offices. Several BJP leaders at its headquarters also read out the Constitution's preamble to stress their commitment to its values.

Party leaders and its different state units launched the drive, 'Ambedkar Samman Abhiyan', to highlight how its governments at the Centre and in states have kept the deprived sections of society central to its welfare programmes in line with the vision of Ambedkar.

Union Social Justice Minister Virendra Kumar accused the Opposition of exploiting Dr Ambedkar's name for political mileage while failing to respect his contributions or develop places associated with his life." Opposition has only used Babasaheb's name all their lives. They neither shared his pain nor worked to develop places linked to his legacy. Today they roam around carrying copies of the Constitution, but when they were in power, they violated it multiple times. They even imposed Emergency through constitutional amendments for their selfish interests." Kumar said it was PM Narendra Modi's government that gave constitutional status to the Backward Classes Commission, something the opposition failed to do. "Those who ruled from panchayat to Parliament for 56 years never gave the Commission constitutional status. Modi ji did that," he said.

"The BJP is the only party that has given the Constitution the highest regard. The Constitution is the soul of this country," he said. On reservation, the minister said limits have been set by the judiciary, and any discussion must remain within those boundaries.



Union Minister JP Nadda pays tribute to Dr. BR Ambedkar on his birth anniversary in New Delhi PTI

Adityanath lauded Ambedkar as a true Bharat Ratna and a living school of democracy. "His struggle to establish an egalitarian and justice-loving society will continue to inspire all of us for eternity," he said. At a programme, he said his government has worked to ensure law and order and to boost development and welfare, as he accused rivals of being involved in rampant corruption and nepotism.

Shah lauded Ambedkar in his post on X saying he laid the foundation of social transformation based on education, equality and justice, and remained committed to the rights of the deprived sections of society throughout his life.

Following the setback it received in the 2024 Lok Sabha polls when it lost a majority on its own largely due to the loss of votes from the poorer sections of society, including Dalits, in some states, the BJP has ratcheted up its outreach to them.

The Pioneer, 15 April, 2025, Page no - 05

Leaders unite to honour Dr BR Ambedkar on his 134th birth anniversary

BISWAJEET BANERJEE ■ Lucknow

The 134th birth anniversary of Bharat Ratna Dr Bhimrao Ambedkar, the principal architect of the Indian Constitution, was observed with reverence and enthusiasm across Lucknow on Sunday. From early morning, political leaders, party workers, students and citizens gathered at the iconic Ambedkar statue in Hazratganj to pay floral tributes to the social reformer and Dalit icon.

Uttar Pradesh Chief Minister Yogi Adityanath was among the first dignitaries to arrive at the site. Accompanied by Deputy Chief Minister Brajesh Pathak, Lucknow Mayor Sushma Kharkwal, Rajya Sabha MP Brijlal and senior BJP leader Neeraj Singh, the Chief Minister offered flowers and bowed in respect to Dr Ambedkar's legacy.

Samajwadi Party (SP) president Akhilesh Yadav reached soon after, wearing his trademark red cap along with a symbolic blue gamchha—a gesture that resonated deeply with Ambedkarite ideology. Laying flowers at the statue, Yadav addressed the media, saying, "Dr Ambedkar gave us a Constitution that guarantees our rights, our reservation, and a path of progress for the PDA (Pichhda, Dalit, Alpsankhyak) communities. He overcame unimaginable discrimination and still gave India the most visionary and inclusive Constitution the world has seen." A sea of SP workers greeted him with chants of "Jai Bhim" and "Jai Akhilesh," waving posters of Dr Ambedkar and cheering as their leader made a symbolic appeal through his attire and words.

In his media interaction, Akhilesh Yadav underscored the Constitution's continuing relevance in protecting the marginalised. "It is the only document that guarantees dignity, equality, and justice to the underprivileged. Without it, many communities would still be voiceless," he asserted.

Reflecting on Dr Ambedkar's personal struggles, Yadav said, "Baba Saheb faced untouchability and rejection at every stage of his early life, yet he rose to become a global symbol of intellect and justice. His commitment to liberty, equality, and fraternity gave shape to our democratic republic." He also expressed concern over ongoing vandalism of Ambedkar statues across Uttar Pradesh.

"These are not random incidents. They reveal an ideological discomfort with Dr Ambedkar's vision—a political intent to erase what he stood for," Yadav alleged. Earlier, CM Yogi took to social media to extend his greetings, stating that Dr Ambedkar "dedicated his life to ending social injustice and empowering the deprived."



UP CM Yogi Adityanath with Deputy CM Brajesh Pathak during a ceremony to pay tribute to BR Ambedkar on his birth anniversary in Lucknow on Monday PTI

BSP supremo Mayawati also released a statement, calling Ambedkar Jayanti an occasion to renew the pledge toward social equality and justice. BJP MP Brijlal emphasised the government's efforts for Dalit welfare, adding, "The BJP has launched numerous initiatives aimed at uplifting the Dalit community."

Beyond political tributes, the day was marked by cultural and educational events across the city. Ambedkar Udyan in Gomti Nagar hosted a bustling "Bheem Fair," featuring exhibitions, public talks, and literature inspired by Ambedkar's life and thoughts.

At Babasaheb Bhimrao Ambedkar University (BBAU), students participated in a spirited "Bhim Walk" that traced the journey of Dr Ambedkar's life and ideals. In Hazratganj, the heart of the city turned into a visual tribute with a vibrant bike rally. Participants, wrapped in blue scarves and carrying flags bearing Ambedkar's image, rode through the streets, symbolising unity, resistance and pride.

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National News

NCERT's Hindi Titles For English Books Spark Debate On Linguistic Diversity

NCERT's new Hindi titles for English textbooks has sparked debate amid opposition to the Centre's three-language policy, especially in Tamil Nadu.



Sentinel Digital Desk

Published on: 15 Apr 2025, 6:35 pm

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NEW DELHI: The National Council of Educational Research and Training (**NCERT**) has recently sparked a controversy by opting to provide Hindi titles in Roman script to several **English-medium books**, including those intended to teach English language. This is a deviation from the conventional practice of textbook titles matching the medium of instruction.

This modification comes amidst ongoing discussions about the Centre's three-language policy, with states like Tamil Nadu voicing strong objections to what they see as the imposition of Hindi in regions where it is not widely spoken.

In the past, NCERT has provided different titles for textbooks in various languages; for instance, the Class 6 Mathematics textbook was titled 'Mathematics' in English, 'Ganit' in Hindi, and 'Riyazi' in Urdu. The new approach sees both English and Hindi versions of the same textbook uniformly titled 'Ganita Prakash'.

Notably, the foreword to the Class 6 English volume, written by NCERT Director Dinesh Prasad Saklani, fails to address the reason why the new title in Hindi was chosen. Doubts have also been expressed by a retired linguist about

NCERT started rolling out these changes in 2023, as per the National Education Policy 2020 guidelines, with subsequent releases to be made for other classes.

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NCERT's Hindi Titles For English Books Spark Debate On Linguistic Diversity

Under this new naming, Class 1 and 2 English textbooks have been titled 'Mridang', while Class 3's book is now called 'Santoor'.

Edited by: Lavkesh Singh | Education | Apr 15, 2025 17:15 pm IST

Read Time: 2 mins

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A recent move by the National Council of Educational Research and Training (NCERT) to assign Hindi names to English-medium textbooks has triggered a language-related controversy across the country. While the council has not issued a any statement, the change is believed to be part of the implementation of the National Education Policy (NEP) 2020.

Under this new naming, Class 1 and 2 English textbooks have been titled 'Mridang', while Class 3 English book is now called 'Santoor'. The Class 6 English book Honeysuckle has been renamed Poorvi.

The decision has drawn criticism, particularly from non-Hindi-speaking states. Kerala's Minister for General Education and Employment, V Sivankutty, voiced opposition, describing the renaming as a disregard for India's linguistic plurality.

"It is absolutely wrong to change the English titles that have been used for decades to respect linguistic diversity and instil a sensitive approach in the minds of children and to shift the focus to Hindi titles like Mridang and Santoor," he said. He further emphasised that the titles of textbooks influence children's thinking and imagination.

Mr Sivankutty also accused the central government of attempting to erode linguistic diversity and violating the federal spirit of the Constitution. He urged NCERT to withdraw the decision and called for collective resistance from other states.

Similar sentiments have been echoed in Tamil Nadu, where concerns over "Hindi imposition" have been voiced multiple times in the context of the NEP. Chief Minister MK Stalin has previously accused the central government of denying funds to schools that refuse to implement the three-language formula prescribed by the policy.

While NCERT has yet to respond to the backlash, the development has rekindled the long-standing debate over language, identity, and education in a multilingual country like India.

(With Inputs From ANI, PTI)

NCERT Uses Hindi Titles For English Textbooks, Kerala Minister Calls It 'Cultural Imposition'

Curated By : Sukanya Nandy News18.com

Last Updated: April 15, 2025, 21:05 IST

Sivankutty argued that replacing long-standing English titles, which foster sensitivity and understanding among students, with Hindi titles such as 'Mridangam' and 'Santoor' is inappropriate.

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English-medium students should have English titles in their textbooks, Sivankutty said (Image: NCERT)

Kerala General Education Minister V. Sivankutty on Monday criticised the decision of the National Council of Educational Research and Training (NCERT) to use Hindi titles for English-medium textbooks, calling it a serious irrationality and a cultural imposition that undermines India's linguistic diversity, reported PTI.

He argued that replacing long-standing English titles, which promote sensitivity and understanding among students, with Hindi titles like 'Mridangam' and 'Santoor' is inappropriate. This change, he contended, contradicts Kerala's commitment to preserving linguistic diversity and prioritising regional cultural autonomy.

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The Minister further stated that the NCERT's decision undermines federal principles and constitutional values. He added that textbook titles are not merely labels; they shape students' perceptions and imagination. Therefore, English-medium students should have English titles in their textbooks, he said.

He called upon the NCERT to review and withdraw this decision and urged all states to unite against such impositions. He emphasised education should be a tool for empowerment and consensus, not a tool for imposition.

ALSO READ | **Hindi 'Imposition' And Delimitation: The Politics Of Language And The Language Of Politics**

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According to the NEP-2020, no language will be imposed on any state, in fact, there will be greater flexibility in the three-language formula. The policy states that the three languages learned by students will be the choices of states, regions, and the students themselves, so long as at least two of the three languages are native to India.

The **three-language formula** applies to both government and private schools. The NEP proposes an “early implementation of the three-language formula to promote multilingualism" from the school level. The document states that the three-language formula will continue to be implemented “while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity."

Tags : NCERT

Location : New Delhi, India, India

First Published: April 15, 2025, 18:21 IST

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The Indian EXPRESS
JOURNALISM OF COURAGE

Kerala Education Minister slams NCERT decision to give Hindi names to English-medium textbooks: ‘Violation of common logic’

This comes at a time when the Dravida Munnetra Kazhagam government of the neighbouring Tamil Nadu has been opposing the three-language policy in the National Education Policy 2020, seeing it as the “imposition of Hindi” in southern states.

Written by Shaju Philip
Thiruvananthapuram | Updated: April 15, 2025 08:56 IST

NewsGuard

2 min read



Kerala Education Minister slams NCERT’s move to rename English textbooks with Hindi titles. (File)

Kerala Education Minister V Sivankutty Monday called the National Council of Educational Research and Training’s (NCERT) decision to give Hindi titles for English medium textbooks “irrational” and called for a review.

This comes at a time when the Dravida Munnetra Kazhagam government of the neighbouring Tamil Nadu has been opposing the three-language policy in the National Education Policy 2020, seeing it as the “imposition of

Hindi" in southern states.

"The NCERT decision is against federal principles and the Constitutional values. It is not only violation of common logic, but an incident of foisting one's cultural values in such a manner sabotaging the linguistic diversity of our country," Sivankutty, also a Communist Party of India (Marxist) leader, said, urging all other states to stand united against these types of imposition.

So far, English medium texts had titles in English. The move would mean that the English textbook for Class 6, previously called 'Honeysuckle', will now be titled 'Poorvi' – a Hindi word that translates to mean 'Eastern' and is also the name of a raga in Hindustani classical music.

Other changes include changing the name of the Class 1 English textbook to Mridang and the Class 3 to Santoor.

Sivankutty went on to say that it was "absolutely wrong" to change the English titles that have been used for decades "to respect linguistic diversity and develop a sensitive approach in the minds of children".

"Kerala, like other non-Hindi speaking states, is committed to protecting linguistic diversity and giving priority to regional cultural freedom. The titles of the textbooks are not mere names; they shape the perception and imagination of children. English medium students deserve English titles. Education should not be an instrument of imposition but of empowerment and consensus," he said.

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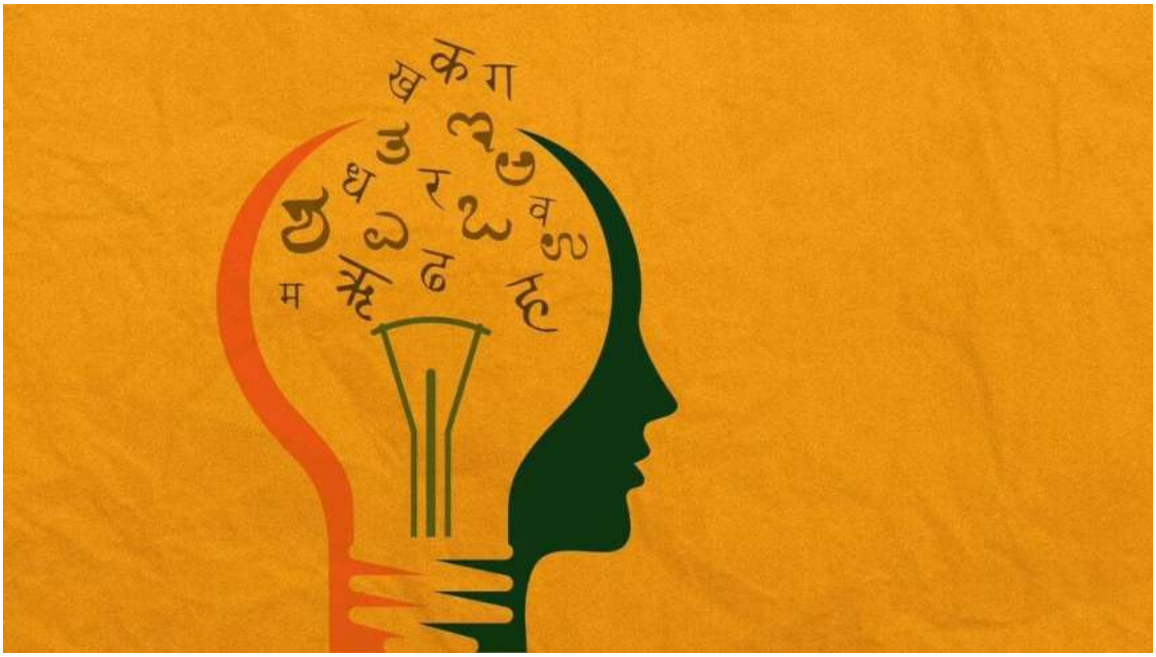
This article went live on April fifteenth, twenty twenty-five, at eight minutes past eight in the morning.

TAGS: NCERT

OPINION

Can India's New Education Policies Rebuild Respect For Teachers In The Digital Age?

By **Guest** 12:58 am April 15, 2025 0 0



As NEP 2020 reimagines learning, Kashmir's classrooms reveal the struggle to preserve the teacher's role in an era of social media scrutiny and shifting values

In a society rooted in centuries of reverence for educators, the teacher has long stood as a pillar of wisdom and guidance. From the Gurukul tradition to modern classrooms, the teacher-student bond in India has symbolized mutual respect, discipline, and the pursuit of knowledge. However, as the dynamics of education shift in the 21st century, particularly under the ambitious frameworks of the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) 2022, this age-old relationship is undergoing unprecedented transformation. The situation in Kashmir provides a reflective case study on how these national developments intersect with regional realities, especially in the age of digital media.

Evolving Respect in the Digital Age

The concept of respect for teachers is not just about polite gestures or obedience; it's about acknowledging the role of educators in shaping not only academic futures but also moral and social values. Yet, in today's environment, that sense of deference seems increasingly challenged. Students, empowered by information access and digital platforms, often question authority more freely—a positive trait when grounded in curiosity, but troubling when laced with disregard or entitlement.

In Kashmir, where the education sector has often been disrupted by conflict, this shift feels even more complex. Teachers here serve not only as educators but as stabilizers in uncertain times. However, they now face growing scrutiny from students and communities influenced by online narratives that sometimes cast educators in a negative light, often without context or fairness.

NEP 2020 and NCF 2022: A New Paradigm

The NEP 2020 and NCF 2022 seek to recalibrate India's educational goals—prioritizing holistic learning, flexibility, and values-based education. These frameworks emphasize critical thinking, experiential learning, and respect for teachers as mentors. They encourage a move away from rote learning to a more student-centred approach but also underscore the need for discipline, ethical behaviour, and teacher empowerment.

In theory, these policies offer a roadmap to restore the dignity and central role of teachers in education. However, their success hinges on societal support and cultural change—elements currently under strain in many parts of the country, including Kashmir.

The Role of Social Media in Shaping Perceptions

Perhaps the most dramatic change affecting the teacher-student relationship is the rise of social media. While it can be a tool for learning and connection, it has also become a breeding ground for misinformation, mockery, and unwarranted criticism of educators. Viral videos, taken out of context, can damage reputations overnight. In Kashmir, where emotions and narratives often run high, such content can deepen mistrust and erode the authority of teachers already working under difficult circumstances.

Moreover, students now consume vast amounts of online content, shaping their worldviews and behaviours in ways that sometimes clash with traditional classroom expectations. Teachers must constantly adapt, not just as instructors, but as counselors and role models navigating this digital flux.

Rebuilding the Culture of Respect

Respect for teachers must be consciously cultivated in today's climate. This means not only recognizing their professional role but also understanding the societal pressures they face—especially in regions like Kashmir. Educational institutions, parents, and policymakers must work in tandem to create environments that reinforce respect and accountability on both sides.

It is also essential that social media users, particularly youth, be educated on digital literacy and the consequences of online behaviour. Teachers should be provided with training to handle these challenges and to engage with students in ways that balance authority with empathy.

Conclusion

As NEP 2020 and NCF 2022 aim to transform Indian education into a more inclusive, value-driven system, the need to restore and reinforce respect for teachers becomes more urgent than ever. In regions like Kashmir, where educators play an even greater societal role, this respect must be more than symbolic—it must translate into protection, empowerment, and recognition. Only then can the promise of these policies be fully realized and the classroom once again become a space of mutual respect, learning,

Peerzada Tariq

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राष्ट्रीय सहारा, 16 अप्रैल, 2025, पृष्ठ न० -05

केंद्रीय संस्कृत विश्वविद्यालयों में होगी भारतीय संविधान की पढ़ाई

■ राकेश नाथ

नई दिल्ली। एसएनबी

अब भारतीय संविधान की पढ़ाई विश्वविद्यालयों में कराई जाएगी। देशभर में स्थापित केंद्रीय संस्कृत विश्वविद्यालयों व कॉलेजों के अंडरग्रेजुएट कोर्सेज में इसकी पढ़ाई होगी। केंद्रिय संस्कृत विश्वविद्यालय ने इस आशय का एक फैसला लिया है। विश्वविद्यालय के कुलपति प्रो श्रीनिवास ने बताया कि हमने एक उच्च स्तरीय बैठक में यह तय किया है कि देशभर में स्थापित 13 केंद्रिय संस्कृत विश्वविद्यालयों व इससे सम्बद्ध 90 से अधिक कॉलेजों में संस्कृत में भारतीय संविधान की पढ़ाई होगी। विश्वविद्यालय अपने अंडरग्रेजुएट कोर्सेज में भारतीय संविधान को शामिल करने जा रहा है। इसके लिए भारतीय संविधान को संस्कृत में अनुवादित किया गया है।

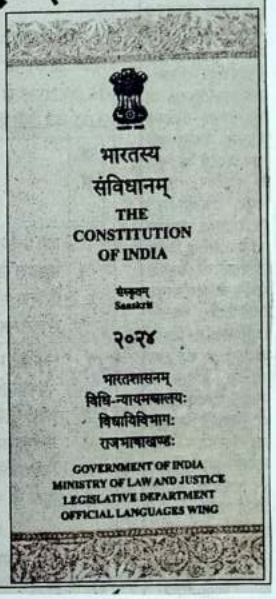
इस बाबत प्रो. श्रीनिवास वरखेड़ी ने कहा कि भारत रत्न बाबा साहब अम्बेडकर की जयंती कोई एक व्यक्ति का उत्सव नहीं बल्कि मानवता तथा समानता के दर्शन के समन्वित

■ **13 केंद्रीय संस्कृत विश्वविद्यालयों से संबद्ध 90 से अधिक कॉलेज संस्कृत में पढ़ाएंगे भारतीय संविधान**

■ **संस्कृत में अनुवादित भारतीय संविधान पाठ्यक्रम में होगा शामिल**

चिंतन तथा उसको अपने जीवन में लाने के लिए संकल्प करने का भी समय है, तभी समानता और राष्ट्रधर्म की रक्षा हो सकेगी। प्रो वरखेड़ी कहा कि समानता का अधिकार जन्म से ही प्राप्त होता होता है। तभी कहा गया है कि ब्रह्म सभी में निवास करते हैं। समानता की भावना की रक्षा करने के लिए भी संविधान का निर्माण किया गया। विश्वविद्यालय के अंडरग्रेजुएट कोर्सेज में संस्कृत भाषा में अनुवादि भारतीय संविधान को पढ़ाए जाने को लेकर बने प्रस्ताव को लेकर कुलपति ने कहा कि संस्कृत के छात्र छात्राओं को संस्कृत माध्यम से भी संविधान को पढ़ना चाहिए और उन्हें इसका भी ध्यान रखाना चाहिए कि बाबा साहब की दृष्टि में संस्कृत भी बहुत ही महत्त्वपूर्ण भाषा थी।

प्रो वरखेड़ी ने कहा हिकुछ महीने पूर्व भारतीय संविधान के जिस संस्कृत अनुवाद की प्रति का भारत सरकार ने विमोचित किया है, उसके अनुवाद कार्य में अपने ही विश्वविद्यालय के प्रकाशन विभाग के डा रविशंकर द्विवेदी ने भी महत्त्वपूर्ण योगदान दिया है। कुलसचिव प्रो आरजी मुरली कृष्ण ने कहा कि बाबा साहब का विचार था कि लम्बी आयु से श्रेष्ठ है महान बनना।



राष्ट्रीय सहारा, 16 अप्रैल, 2025, पृष्ठ नं० - 02

शुल्क वृद्धि पर विद्यालयों को नोटिस जारी किया गया : सीएम

नई दिल्ली (एसएनबी)। दिल्ली की मुख्यमंत्री रेखा गुप्ता ने मंगलवार को कहा कि उन विद्यालयों को नोटिस जारी किया गया है जिनके विरुद्ध मनमाने ढंग से शुल्क वृद्धि की शिकायतें मिली है। मुख्यमंत्री ने कहा कि इन विद्यालयों से जवाब मांगा गया है, जवाब नही मिलने पर उनके खिलाफ कड़ी कार्रवाई की जाएगी।

एक 'जन संवाद' को संबोधित करते हुए मुख्यमंत्री को मॉडल टाउन के एक निजी विद्यालय के बारे में शिकायत मिली कि वह कथित तौर पर शुल्क बढ़ा रहा है और विद्यार्थियों को निष्कासित कर रहा है। गुप्ता ने 'एक्स' पर एक पोस्ट में इस घटना को साझा करते हुए कहा, 'आज मॉडल टाउन स्थित क्वीन मैरी स्कूल से जुड़ा मामला सामने आया, जहां अभिभावकों ने अनुचित शुल्क वसूली और विद्यार्थियों को स्कूल से निकाले जाने की शिकायत की।' उन्होंने कहा कि इस मामले को गंभीरता से लिया गया है। अधिकारियों को तत्काल जांच कर आवश्यक कार्रवाई करने के निर्देश दिए गए है।

मुख्यमंत्री ने कहा, 'किसी भी स्कूल को फीस के लिए अभिभावकों को परेशान करने या विद्यार्थियों को गलत तरीके से निकालने का अधिकार नहीं है।' उन्होंने कहा कि सभी स्कूलों से निर्धारित नियमों और विनियमों का पालन करने की अपेक्षा की जाती है और किसी भी उल्लंघन के परिणामस्वरूप कार्रवाई की जाएगी। गुप्ता ने कहा, 'हमारी नीति किसी भी तरह के अन्याय, शोषण या अनियमितता को कतई बर्दाश्त नही करने की है - किसी भी तरह की लापरवाही स्वीकार नहीं की जाएगी। हमारी प्रतिबद्धता स्पष्ट है कि हर बच्चा न्याय, सम्मान और गुणवत्तापूर्ण शिक्षा का हकदार है।' मुख्यमंत्री ने बताया, 'जिन स्कूलों के खिलाफ मनमानी शुल्क वृद्धि की शिकायतें मिली है, उन्हें नोटिस जारी किया गया है। इन स्कूलों से जवाब देने को कहा गया है और ऐसा न करने पर उनके खिलाफ सख्त कार्रवाई की जाएगी।'

■ मुख्यमंत्री ने कहा, 'किसी भी स्कूल को फीस के लिए अभिभावकों को परेशान करने या विद्यार्थियों को गलत तरीके से निकालने का अधिकार नहीं'



दैनिक जागरण, 16 अप्रैल, 2025, पृष्ठ नं० - 01

एम्स का 'मेट' माडल बच्चों के मानसिक स्वास्थ्य के सुधार में कारगर

राज्य ब्यूरो • जागरण

नई दिल्ली: भागदौड़ भरी जिंदगी और इंटरनेट मीडिया पर अधिक सक्रियता से लोग घर-परिवार व दोस्तों से कट रहे हैं। बच्चे भी इससे अछूते नहीं हैं। बच्चे दोस्तों के साथ खेलने व बात करने की जगह स्मार्टफोन पर अधिक सक्रिय रहते हैं। इससे उनमें गुस्सा, आक्रोश, तनाव बढ़ रहा है। एक आइएसएस अधिकारी ने मोबाइल की लत से पीड़ित बेटी से मोबाइल छीना, तो बेटी ने पिता को उनके दफ्तर में थप्पड़ लगा दिया। तब वह उसे लेकर इलाज के लिए पहुंचे। बात करने पर पता चला कि माता-पिता उसे बात करने के लिए समय नहीं दे पाते थे। ऐसी समस्या तेजी से बढ़ रही है।

एम्स के डाक्टरों ने एक ऐसा दोस्त 'मेट' (माइंड एक्टिवेशन थ्रू एजुकेशन) माडल तैयार किया है, जो बच्चों के मानसिक स्वास्थ्य के सुधार में कारगर पाया गया है। एम्स के मनोचिकित्सा विभाग के प्रोफेसर



- दिल्ली के चार स्कूलों और मेघालय के 20 स्कूलों ने इस माडल को अपनाया
- डाक्टरों ने छठी से आठवीं कक्षा के पाठ्यक्रम में शामिल करने की सिफारिश की

नंद कुमार ने यह जानकारी दी।

उन्होंने बताया कि माना जाता है कि देश में सात से आठ प्रतिशत लोग मानसिक बीमारियों से पीड़ित हैं, लेकिन वास्तविक संख्या इससे अधिक हो सकती है। अब सामाजिक जुड़ाव कम हो रहा है। बच्चों के पास भी ऐसे दोस्तों की कमी है, जिससे वे अपने मन की बात साझा कर सकें। इससे मानसिक समस्या बढ़ रही है। किशोरावस्था के इस उम्र में कई तरह के बदलाव हो रहे होते हैं। बायोलाजी, साइकोलाजी व सोशियोलाजी तीनों को मिलाकर छठी से आठवीं कक्षा के छात्रों के लिए मेट के तहत चार तरह के प्रशिक्षण कार्यक्रम बनाए गए। 2020 में दिल्ली के चार स्कूलों में इसे प्रयोग के दौर पर शुरू किया। इसके बाद मेघालय में 20 स्कूलों में तीन वर्षों से यह कार्यक्रम चल रहा है। इसमें शामिल बच्चों को पांच-पांच ऐसे दोस्त बनाने की सलाह दी गई, जिससे वे अपनी बात कर सकें। 1,256 बच्चों पर किए अध्ययन में पाया कि इससे बच्चों को बहुत फायदा हुआ, जो बच्चे अलग-थलग रहते थे उनकी दोस्तों के साथ सक्रियता बढ़ी। एकाग्रता में भी सुधार हुआ। एम्स के डाक्टर व मेंटल हेल्थ फाउंडेशन आफ इंडिया ने सीबीएसई से इसे सभी स्कूलों में लागू करने की सिफारिश की है।

रील से कम हो रही एकाग्रता

डा. नंद कुमार ने बताया कि एकाग्रता की शक्ति कम हो गई है। पहले एकाग्रता की समय सीमा 20-23 मिनट थी। कुछ अध्ययन में यह बात सामने आई है कि इंसानों में एकाग्रता की समय सीमा घटकर नौ सेकेंड से कम हो गई है। माना जाता है कि गोल्डफिश की एकाग्रता सीमा नौ सेकेंड होती है। रील भी एकाग्रता की सीमा कम कर रही है। रील देखते समय जल्दी जल्दी स्क्रोल करने की आदत से एकाग्रता कम होती है।

खेल-खेल में प्राणायाम और योग के बताए तरीके

मेट माडल के पहले प्रशिक्षण में प्राणायाम व सांस से संबंधित योग को खेल में परिवर्तित कर बच्चों को उसे खेल-खेल में करना सिखाया गया। इससे तनाव कम होता है। इसे बच्चे दोस्तों, माता-पिता व भाई-बहन के साथ ही खेल सकते हैं। दूसरे प्रशिक्षण कार्यक्रम में स्वयं व दूसरों से रिश्ते कैसे रखने हैं उसके तरीके बताए गए।

हैप्पी गट, हैप्पी ब्रेन

डा. नंद कुमार ने कहा कि दूसरे प्रशिक्षण में हैप्पी गट, हैप्पी ब्रेन को शामिल किया गया। गट (पेट, छोटी आंत, बड़ी आंत) को दूसरा ब्रेन कहा जाता है। हम जो भी खाते हैं, उसका मस्तिष्क पर भी असर होता है। हल्का भोजन करने पर अच्छा महसूस होता है और पिज्जा-बर्गर के सेवन से असहज महसूस होता है। 90 प्रतिशत सेरोटोनिन (हैप्पी हार्मोन) आंत में बनता है। सिर्फ 10 प्रतिशत ही सेरोटोनिन मस्तिष्क में बनता है। खास यह कि अवसाद कम करने की दवाएं भी पहले गट पर ज्यादा असर करती है। मस्तिष्क पर बाद में असर होता है। गट ठीक नहीं है तो अवसाद व मानसिक तनाव की दवाएं भी काम नहीं करेंगी।



डा. नंद कुमार •

The Tribune, 16 April, 2025, Page no - 01

CM warns against arbitrary fee hike by private schools

TRIBUNE NEWS SERVICE

NEW DELHI, APRIL 15

Chief Minister Rekha Gupta on Tuesday directed the Education Department to take swift and strict action against private schools in Delhi found arbitrarily increasing fees or harassing students and parents. The move comes in response to the mounting complaints from parents alleging unjustified fee hikes and threats of expulsion by school administrations.

"No school has the right to mentally harass parents or children, or hike fees without due process. There are rules in place, and those found violating them will face serious consequences," CM Gupta said in a strongly worded statement. She added that notices will be issued to all schools against whom complaints have been received, and warned that if violations continue, their recognition may be revoked.



Delhi CM Rekha Gupta with Queen Marry School students.

The Chief Minister revealed that during a public interaction earlier in the day, several parents approached her with grievances. "They shared disturbing accounts of how schools were collecting fees through unfair practices and expelling students when fees weren't paid. This will not be tolerated," she said.

Gupta emphasised that the Delhi Government is committed to creating an inclusive, modern, and equitable education system. "Education is not just a right—it is the most powerful tool for transformation. We are building a system that empowers students with life skills and independent thinking," she said, highlighting initiatives such as smart classrooms and skill development programmes.

The Education Department has been instructed to immediately investigate all complaints, identify violators, and initiate appropriate action. "Any school found guilty of violating norms will be held accountable," Gupta asserted, urging school administrations to act responsibly and in accordance with the law.

The Tribune, 16 April, 2025, Page no - 05

Teachers seek clarity on 'decent' dress code

SUBHASH RAJTA
TRIBUNE NEWS SERVICE

SHIMLA, APRIL 15

The 'non-compulsory' directive of the state government on a 'decent dress code' for government schoolteachers have left officials and teachers a little confused. The term 'decent' in relation to an attire leaves a big scope for different interpretations by various individuals and that's already showing in how schools are responding to the order.

"It's alright to expect teachers to show up in a decent dress at the school. But the top officials should have defined what's decent and what's not, as the order is being interpreted differently at different places," said a teacher posted in Kullu district. "In Kullu, instructions have been passed that female teachers should come to school either in a simple suit-salwar or a saree. We have been asked not to wear pants, palazzo, etc, at the school. Since you can't wear saree every day, all we are left with is suit-salwar," the teacher added.

Education Minister Rohit Thakur said the order was not obligatory. "We just want that teachers should come to school in a dignified and decent dress as it will have a positive impact on students," he said.

However, some schools have gone beyond the department's demand by introducing a uniform for teachers. Government Senior Secondary School, Lakkar Bazaar, is one such school. "Our principal felt that having a uniform for teachers will set a good example for children. She asked all teachers about it and everyone agreed to have a uniform," said a teacher of the school.

A teacher deputed in Kangra district said that they, too, were being asked to choose a colour for the uniform. "We do not want a uniform, but wearing a decent dress at school is alright," she added.

At Government Senior Schools, Portmore in Shimla, teachers continue to wear pants and palazzos. "We have been simply asked to wear decent dress. How the order is implemented will largely depend on the schoolhead," the teacher said.

As per the dress code, male teachers are expected to wear a formal shirt and a trouser at the school. "Compared to women teachers, we have been affected minimally by the dress code," said a male teacher with a hearty laugh.

Hindustan Times, 16 April, 2025, Page no-10

'Language has no religion': SC rejects plea against Urdu boards

Abraham Thomas
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NEW DELHI: The Supreme Court on Tuesday allowed display of Urdu as an additional language on the signboard of a municipal council building in Akola district of Maharashtra, emphasising that "language belongs to a community, to a region, to people; and not to a religion".

"Language is not religion. Language does not even represent religion. Language belongs to a community, to a region, to people; and not to a religion," a bench comprising justices Sudhanshu Dhulia and K Vinod Chandran said, dismissing plea that objected to display of an Urdu signboard outside Patur civic body office.

COURT SAYS URDU, LIKE MARATHI AND HINDI, IS AN INDO-ARYAN LANGUAGE... BORN ON THIS LAND

The plea alleged that the move violated the Maharashtra Local Authorities (Official Languages) Act, 2022, which prescribes Marathi to be the official language on government signboards. Her petition was earlier dismissed by the Nagpur bench of the Bombay high court on April 10, 2024 against which she moved the top court.

Upholding the HC order, the bench said, "There is no prohibition on using any other language, especially one included in the VIIIth Schedule of the Constitution of India....We have to emphasise that Marathi and Urdu occupy the same position under Schedule VIII of the Constitution of India."

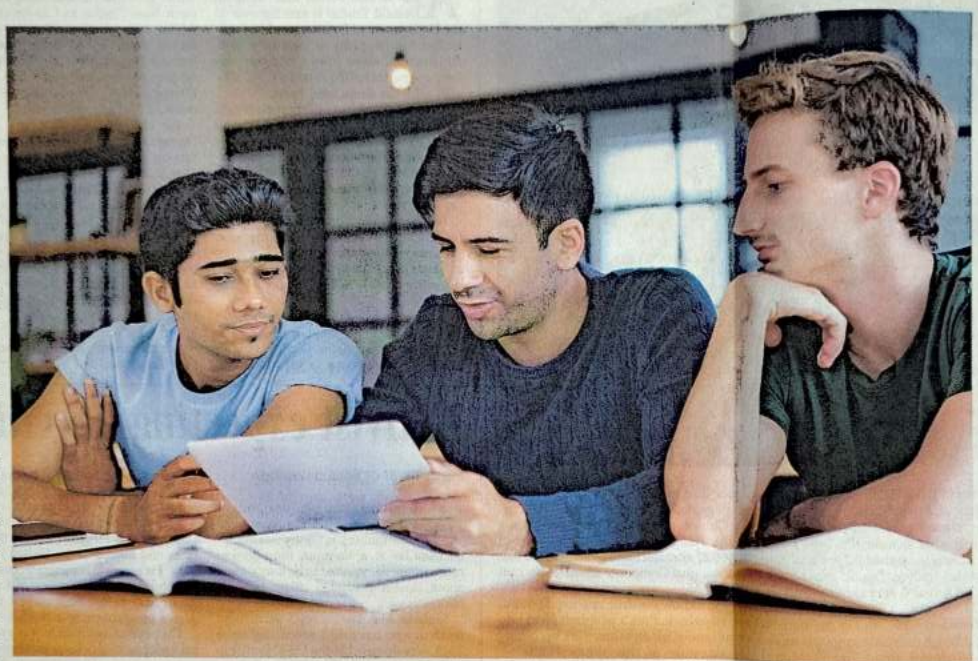
Dispelling the notion that Urdu is a foreign language, SC added: "The prejudice against Urdu stems from the misconception that Urdu is alien to India. This opinion, we are afraid, is incorrect as Urdu, like Marathi and Hindi, is an Indo-Aryan language. It is a language which was born in this land."

The Pioneer, 16 April, 2025, Page no - 07

Bridging education and employability

The National Education Policy (NEP) 2020 promises a sweeping transformation of India's education system. Its success hinges not just on vision, but on action, investment, and a unified national commitment to reimagining education for the 21st century

FIRST Column



The National Education Policy (NEP) 2020 is a landmark initiative to reshape India's educational landscape, particularly by integrating vocational training into mainstream education. This integration is vital for enhancing skill development and employability, and it complements initiatives such as 'Samagra Shiksha' and the Skill India Mission.

The establishment of PM SHRI Schools embodies the vision of the National Education Policy (NEP), promoting a holistic educational experience nationwide. However, significant challenges stand in the way of realising this ambitious vision.

The Challenges in Implementation

The primary objective of NEP 2020 – to ensure that by 2025, at least 50 per cent of learners receive vocational exposure — faces multiple hurdles. As of 2023, states such as Bihar, Chhattisgarh, and Uttar Pradesh have lagged significantly in implementation due to financial constraints, inadequate infrastructure, and a shortage of qualified teachers. A staggering 75 per cent of technical institutions currently report a lack of alignment between the skills being taught and those sought by industry, highlighting a disconnect that must be addressed.

At the core of these challenges is the lack of a well-designed curriculum that is robust enough to meet the demands of the job market.

Despite a government push, only about 5 per cent of students in vocational education receive practical training in fields relevant to today's job market. Many traditional academic institutions remain resistant to integrating vocational education into their curricula, fearing it may dilute academic rigour.

This results in inadequate exposure for students, many of whom graduate without the skills needed to thrive in a competitive labour market.

Furthermore, there is a notable deficiency in educators trained in emerging technologies, such as Artificial Intelligence (AI), the Internet of Things (IoT), and automation. Reports indicate that over 80 per cent of institutions lack faculty proficiency in these essential areas, compromising the quality of vocational training offered.

The Path Forward

The path forward requires actionable strategies to ensure that vocational education becomes a core component of the school curriculum. Making vocational education mandatory from Class 9 to Class 12, with students continuing in their chosen fields, is essential.

For instance, a student selecting 'Electrician' as a vocational subject should continue to engage with this subject through Class 10 and beyond, ensuring a deep, practical understanding.

To encourage participation, the government could implement a financial incentive model. Providing a monthly stipend of ₹500 for students from economically weaker sections, along with a vocational training kit, could promote enrollment. An increased stipend of ₹1,000 per month for students who continue in vocational training through their higher classes would further incentivise sustained commitment. Graduating students should receive certification after four years, bolstering their employability both domestically and internationally.



Bridging the Skill Gap

India, with over 260 million students in 1.5 million schools and more than 40 million in higher education, holds one of the largest student populations globally.

Yet, the Gross Enrollment Ratio (GER) stands at approximately 32 per cent, compelling many to seek employment in the unorganised sector — a domain fraught with exploitation and underpayment.

> INDIA, WITH OVER 260 MILLION STUDENTS IN 1.5 MILLION SCHOOLS AND MORE THAN 40 MILLION IN HIGHER EDUCATION, HOLDS ONE OF THE LARGEST STUDENT POPULATIONS GLOBALLY

Vocational education has the potential to effectively address this gap. By focusing on industry-relevant skills, these programs not only enhance employment opportunities but also foster the development of future entrepreneurs.

Countries like Germany and Switzerland exemplify successful dual vocational education systems, blending classroom learning with hands-on industry experience.

India could adopt similar frameworks, ensuring students gain practical exposure, which is increasingly necessary in an evolving job landscape.

Adapting to Emerging Technologies

As technological innovation accelerates, vocational programs must incorporate modern skills relating to AI, IoT, and cloud computing. The Central Board of Secondary Education's (CBSE) initiative to introduce AI and IoT into the curriculum for Classes VI to X is a step in the right direction. With over 20,000 teachers trained in these areas, reaching approximately 350,000 students, substantial progress is evident.

However, a 2022 survey indicated that 31 per cent of teachers are still not proficient with digital tools, while a 2023 report found that 49 per cent feel unprepared to address the impact of AI on education. To tackle these challenges effectively, the public and private sectors must invest in comprehensive teacher training that equips educators for a changing marketplace.

Collaborations with ed-tech companies to bring AI-powered learning tools into classrooms can further support this transition, ensuring that students receive training that is both modern and relevant.

Addressing Regional DisparitiesAlthough the Union Education Minister has asserted that states are beginning to implement NEP 2020, the pace of implementation varies greatly.

Reports indicate that Haryana has set an ambitious target to fully implement the National Education Policy (NEP) by 2025, aiming to increase the gross enrollment ratio of girls in higher education from 32 per cent to over 50 per cent by 2030.

However, discrepancies across states — due to funding shortages, trained faculty shortages, and bureaucratic inertia — not only create inconsistencies but also significantly undermine the policy's potential.

To ensure a level playing field, a centralised monitoring mechanism is essential to track progress and enforce uniform implementation across states.

Conclusion NEP 2020 presents a transformative opportunity for integrating vocational education into mainstream schooling, but its success hinges on strategic implementation, sufficient funding, infrastructure development, and robust teacher training.

As India aspires to become a $10 trillion economy, investing in a comprehensive vocational education system is not just an educational imperative — it's a vital economic strategy.

By addressing the barriers to implementation, India can empower its youth with essential skills, fostering innovation and adaptability that contribute to national growth.

A well-implemented vocational skills education framework represents a win-win for both students and the government, laying the groundwork for a skilled and self-reliant workforce that is pivotal to India's economic future.

(The writer is a Training Partner with the National Skill Development Corporation (NSDC), and a Network Member of India International Skill Centres, an initiative of the Government of India. Views are personal)

The Pioneer, 16 April, 2025, Page no - 06

Editor's TAKE

Babasaheb and the battle for justice

The truest tribute to Dr Ambedkar is to see the work he began through to completion

As the nation marked the 135th birth anniversary of Dr BR Ambedkar – the principal architect of the Indian Constitution and a tireless champion of equality – a deeply unsettling incident unfolded in Indore district of Madhya Pradesh, the place where Dr Ambedkar was born. In Indore district's Sanghvi village, a Dalit bridegroom seeking blessings at a local Ram temple was denied entry when members of the Rajput community forcibly locked the temple doors. The situation escalated into a major controversy, and despite the presence of police, the authorities remained unable to defuse the tension or uphold the groom's right to worship. This is exactly what Dr Ambedkar fought for throughout his life – dignity to the people and equal rights for all, clearly still a far cry in many parts of the country including his hometown.

Every year Dr Bhimrao Ramji Ambedkar Jayanti is celebrated to pay tribute to a towering intellect, a tireless reformer, and the chief architect of the Indian Constitution. But the work he started is still unfinished. A lot needs to be done when it comes to social equality, justice, and liberty. This is where Babasaheb's legacy guides us. It continues to inspire millions, especially those fighting for equality, justice, and dignity in modern India.

Dr Ambedkar served as the Chairman of the Drafting Committee of the Constituent Assembly. Entrusted with the monumental task of crafting the legal backbone of independent India in a caste divided society, he approached it with clarity, wisdom, and an unshakeable commitment to liberty, equality, and fraternity. He ensured that the Constitution enshrined fundamental rights for all citizens, irrespective of caste, creed, or gender – a radical and visionary step at the time. One of his most enduring legacies is his insistence on constitutional morality – the idea that institutions must function according to ethical and legal principles, not merely the will of the majority. His emphasis on social democracy as the foundation for political democracy remains deeply relevant today.

Born on April 14, 1891, in Mhow (now officially Dr Ambedkar Nagar), a town in the Indore district in Madhya Pradesh state of India, into a Dalit family, Dr Ambedkar's early life was marred by discrimination and exclusion. Yet, he rose through sheer brilliance and perseverance. He earned multiple doctorates from prestigious institutions, including Columbia University and the London School of Economics, becoming one of the most educated Indian leaders of his time. Despite his global education, Ambedkar never distanced himself from the struggles of the oppressed. He turned his intellect into a weapon against caste oppression, tirelessly working to uplift marginalised communities through education, legal rights, and political representation. Dr Ambedkar's thoughts were rooted in human dignity, rationalism, and social justice. He believed that political independence was meaningless without social equality. He was also a sharp critic of the caste system and Hindu orthodoxy. His decision to embrace Buddhism in 1956, along with millions of his followers, was both a spiritual and political act – a rejection of caste-based discrimination and an embrace of a religion founded on compassion, reason, and equality. He has been posthumously awarded the Bharat Ratna, India's highest civilian award. However, till India becomes as he wanted it to be – free from injustices and treating all individuals equals his work remains unfinished. Dr Ambedkar was a visionary and saw that the work he started was not easy and would take decades, if not centuries, to complete. As India reflects on his legacy, Dr Ambedkar's words serve as a reminder and a warning: "However good a Constitution may be, if those who are implementing it are not good, it will prove to be bad." His vision was not just about drafting laws – it was about awakening the moral soul of a nation.

NCERT must withdraw Hindi titles for English and Math textbooks: Selvaperunthagai

Published - April 16, 2025 12:21 pm IST - CHENNAI

THE HINDU BUREAU

Tamil Nadu Congress Committee (TNCC) president K. Selvaperunthagai on Tuesday said the National Council for Educational Research and Training (NCERT), an autonomous organisation, has given Hindi titles for English textbooks meant for classes 6 and 7, and demanded that they be withdrawn immediately.

In a statement, he said the move comes at a time when States such as Tamil Nadu have expressed strong opposition to the three-language policy. “In such a situation, changing the names of textbooks in English to Hindi has caused strong opposition among the non-Hindi speaking States. The names of the English language textbooks for classes 6 and 7 were earlier Honeysuckle and Honeycomb. But this time

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Karnataka relaxes rule of 'minimum 6 years of age' for admission to class 1 for current academic year only

Announcing this in a news conference today, minister for school education Madhu Bangarappa said the children must complete UKG or an equivalent standard to enroll for class 1 this year in the state.



Rashmi Belur | DHNS

Last Updated : 16 April 2025, 15:55 IST



Karnataka Minister of Primary and Secondary Education Madhu Bangarappa. Credit: DH Photo

Bengaluru : The Karnataka government has decided to give exemption from the rule of 'minimum 6 years of age' for admission to class 1 in state schools only for this academic year.

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Considering the petitions from parents, and following the recommendation by the State Education Policy Commission, the state government has announced that for the 2025-26 academic year, minimum age for admission to class 1 is 5.5 years.

Also Read: [Karnataka: Class 2 girl lone student of this govt school]

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"This for adm

The previous BJP government had first changed the minimum age required to enroll in class 1 from 5.5 to 6 years in July 2022 citing that the move was to fall in line with Right to Education and National Education Policy. The then government had also pointed out that the age limit for admission to class 1 was made 6 years in around 21 states.

However, following protests from stakeholders as that order had come in middle of the academic year and lakhs of students were already in the system, the department of school education issued a circular again in November 2022 where it stated that the new rule will be applicable only from 2025-26.

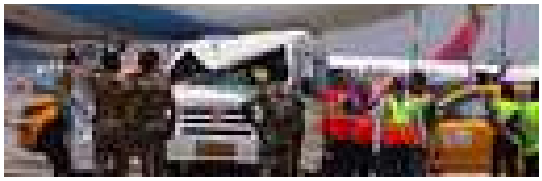
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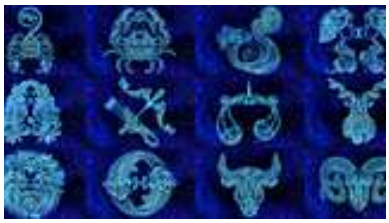
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JOURNALISM OF COURAGE

Confusion reigns after Karnataka relaxes minimum age for Class 1 admission to 5 years and 5 months

Karnataka's State Education Policy Commission, which recommended the temporary relaxation, has reaffirmed the importance of the six-year age limit, citing constitutional provisions, the National Education Policy 2020 and global practices.

By: Express News Service
Bengaluru | April 16, 2025 20:28 IST

NewsGuard

7 min read



Appealing to the parents, Madhu Bangarappa said, "Other states in the country also strictly follow the six-year norm for Class 1. (Express photo)

In a move that has caused confusion and anger among different school boards, the Karnataka government on Wednesday announced a one-time relaxation in the minimum age requirement for Class 1 admissions for 2025-26.

This comes after widespread parental requests and frustration as they had sought relaxation in the age restriction for their children who were admitted into preschool as per previous norms.

School Education Minister Madhu Bangarappa stated that children who have completed pre-primary education and are at least five years and five months old by June 1, 2025, will be eligible to enrol in Class 1.

The decision comes after extensive deliberation and follows the framework under the Right to Education Act 2009 and Compulsory Education Rules 2012, which mandate a minimum age of six years as of June 1 each academic year for Class 1 enrolment.

The State Education Policy Commission, tasked with reviewing the proposal, reaffirmed the importance of the six-year age limit, citing its alignment with constitutional provisions, the National Education Policy (NEP) 2020, and global educational practices that prioritise stress-free learning and mental development for young children.

However, acknowledging the frustration of parents and their children who have completed pre-primary education this year, the commission recommended a temporary relaxation for the upcoming academic year. “This is a one-time measure to accommodate children who are slightly below the six-year threshold but have completed pre-primary schooling,” the order stated.

Additionally, the government reiterated that as per an order dated June 26, 2024, the minimum age for LKG and UKG admissions will remain four years and five years, respectively, effective from 2025-2026.

Addressing the media, Bangarappa said, “The SEP (State Education Policy) initially recommended five years and nine months and the department officials also insisted on the same. However, we thought of the need to accommodate all the children with a minimum age of five years and five months into Class 1, as we had previously done during Siddaramaiah’s first term as chief minister. The relaxation applies to only state board-run schools. Starting from the 2026-2027 academic year, the six-year minimum age requirement will be strictly enforced.”

Appealing to the parents, Bangarappa said, “Other states in the country also strictly follow the six-year norm for Class 1. My request to parents henceforth is to follow the minimum age criteria of six years to enrol in Class 1 and ensure their children finish anganwadi, LKG and UKG at ages three, four and five, respectively. ”

CBSE and ICSE schools in a fix

However, CBSE- and ICSE-affiliated schools are not sure about whether to follow the state government’s norms of age relaxation or NEP guidelines that mandate the six-year minimum age for Class 1 admission. Private school management associations have expressed their displeasure at the government rolling back on the six-year age criterion, dubbing it unscientific.

D Shashikumar, president of the Associated Managements of Primary and Secondary Schools of Karnataka (KAMS), said in a statement, “The 6+ years entry age for Class 1, mandated by the NEP 2020 and the RTE Act 2009, is grounded in developmental science, ensuring cognitive and emotional readiness. Research confirms better self-regulation and academic sustainability for children starting at 6, with early starters showing no long-term gains but higher stress. Karnataka’s proactive compliance over three years, with most schools and parents adapting, reflects strong policy alignment. SATS and RTE systems enforce this age limit, making relaxations a legal and equitable violation.”

He added, “Unauthorised schools’ non-compliance risks undermining law-abiding institutions, parental efforts, and the NEP’s credibility. Any rollback, even by months, could spark inequity, legal challenges, and administrative chaos, eroding public trust. We urge the government to uphold the 6-year mandate, enforce it across all schools, and avoid retrospective changes. This ensures child-centric, equitable education, respects mass compliance, and safeguards policy integrity. Clear communication is vital to maintain fairness and legal standing under RTE norms, ensuring a future-proof education system.”

KAMS is also exploring legal options to challenge the government order relaxing the age norm.

M Srinivasan, president of the Managements of Independent CBSE Schools Association (MICSA), said, “CBSE schools are obligated to follow the board’s regulations, which align with NEP 2020 and mandate a minimum age of six for Class 1 admissions. We will steadfastly adhere to this directive.”

Srinivasan called the government’s decision to relax the age criterion a “grave disservice to the countless students and numerous schools that have complied over the past three years. It’s unfair to penalise those who followed the rules for the sake of a few who willfully ignored them. How often will the government dilute these standards? The fault lies solely with schools that knowingly violated the regulations.” He also pledged solidarity with KAMS in its legal fight against the relaxation.

Father Sunil Fernandes, principal of St Joseph’s Boys High School, Bengaluru, said, “The one-time measure is definitely a welcome step and offers a big relief to preschool students of 2022 who were in a fix. The state government has proactively addressed the ambiguity. Meanwhile, I believe the CBSE might direct the schools to follow the age criteria norms of the state given the relaxation that the state government has given. While some schools might accommodate students under the revised age criteria if they have vacancies, other schools including St Joseph’s are closed for Class 1 admissions.”

Dr Sagar Srinivas, a medical professional, whose son studies at National Public School, Jayanagar, heaved a sigh of relief. He told indianexpress.com, “We are grateful to the government for considering our request and delivering justice. We had asked the school to hold off the admission process for the affected parents until the state government gives its decision. Now that the relaxation is officially confirmed, the school management stated that they will get back to us after discussion.”

The controversy

Hundreds of parents in Bengaluru were up in arms against the government’s enforcement of the NEP 2020’s age criterion—that children must be at least six years old by June 1 of the academic year they enter Class 1. Parents argued that this decision, announced in November 2022, unfairly affected children who had already begun their pre-primary education under the previous system in the academic year 2021-22. They were particularly concerned about the psychological effects on children, who will see their peers progress while they are held back.

Earlier, the BJP government had relaxed the rules by allowing students under six years to proceed to Class 1, following protests from parents. The government had provided relaxation to students of the academic years 2023-24 and 2024-25. Later the government decided to postpone the implementation to the academic year

2025-26. However, parents who had enrolled their kids in preschool in 2022-23 are now crying foul, citing the introduction of the age criterion later in 2022.

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This article went live on April sixteenth, twenty twenty-five, at twenty-eight minutes past eight at night.

TAGS: Karnataka

One held as more than 4,000 pirated NCERT books seized in Delhi

The accused, a resident of Sector 16 in Rohini, allegedly purchased pirated books from multiple sources for resale in Delhi.

PTI

Last Updated : 16 April 2025, 17:47 IST

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New Delhi: Delhi Police has seized more than 4,000 pirated NCERT textbooks from Samaypur Badli in outer-north Delhi following a raid, and arrested one person in connection with the case, an official said on Wednesday.

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The accused has been identified as Arvind Gupta (33), a resident of Sector 16 in Rohini, who allegedly purchased pirated books from multiple sources for resale in Delhi, a senior police officer said.

Police arrested Gupta on April 12 following a raid at a shop in Samaypur Badli based on a tip-off that pirated books were stored and sold in the area, the officer said.

Also Read: NCERT textbooks to cost less from 2025, new books for classes 9-12 by 2026: Dharmendra Pradhan

"A total of 4,091 pirated NCERT books of different classes were seized. The accused stored and sold counterfeit books sourced from different printing presses in Delhi and nearby states," he said.

Gupta has been booked under Sections 63 and 65 of the Copyright Act, the officer added.

During interrogation, Gupta admitted to purchasing pirated books from multiple sources for resale in Delhi. A probe is underway to identify the supply chain and other persons involved in the racket, police said.

روزنامہ سہارا، 16 اپریل، 2025، پشٹھ نمبر - 05

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ماڈل ٹاؤن کے پرائیویٹ اسکول کے خلاف تحقیقات کی ہدایت، شکایات ملنے پر اسکولوں کو نوٹس بھیجے جارہے ہیں: ریکھا گپتا

نئی دھلی (ایس این بی)

راجدھانی کے نجی اسکولوں کی فیسوں میں اضافے کے معاملے پر سرکار سخت ہوگئی ہے۔ وزیراعلیٰ ریکھا گپتا نے منگل کو تمام اسکولوں کو خبردار کرتے ہوئے کہا کہ جو اسکول قواعد کو نظرانداز کرتے ہیں اور فیسوں میں اضافہ کرتے ہیں ان کے خلاف کارروائی کی جائے گی۔ جن اسکولوں کے خلاف شکایات موصول ہوئی ہیں ان کو نوٹس بھیجے جارہے ہیں۔ دراصل کئی اسکولوں کے والدین نے منگل کو وزیراعلیٰ ریکھا گپتا سے ملاقات کی اور شکایت کی۔ صحافیوں سے گفتگو کرتے ہوئے انہوں نے کہا کہ اسکولوں کو فیسوں میں اضافہ کرکے والدین کو بچوں کی رجسٹریشن ختم کرنے کی دھمکی دینے کا کوئی حق نہیں ہے۔ وزیراعلیٰ نے متنبہ کیا کہ جو سکول ایسی بے ضابطگیوں میں ملوث ہیں انہیں نتائج بھگتنے ہوں گے۔ کسی بھی اسکول کی انتظامیہ کو کسی والد یا بچے کو ہراساں کرنے اور انہیں اسکول سے نکالنے کی دھمکی دینے کا حق نہیں ہے۔ اس کے لیے اصول وضوابط ہیں۔ جس پر عمل کرنا ہر ایک کے لیے بہت ضروری ہے۔ وزیراعلیٰ نے کہا کہ جن اسکولوں کے خلاف فیسوں میں من مانی اضافے کی شکایات موصول ہوئی ہیں انہیں نوٹس جاری کردیے گئے ہیں۔ انہوں نے کہا کہ ان کی حکومت تعلیم میں شفافیت اور بچوں کے حقوق کے تحفظ کے لیے پرعزم ہے۔ جن اسکولوں کے خلاف شکایات موصول ہوئی ہیں ان سے جواب طلب کرلیا گیا ہے۔ جواب نہ ملنے کی صورت میں ان کے خلاف سخت کارروائی کی جائے گی۔ کسی بھی اسکول کو فیس کے لیے والدین کو ہراساں کرنے یا طلبہ کو غیر منصفانہ طریقے سے نکالنے کا حق نہیں ہے۔ انہوں نے بتایا کہ 'جن سموادُ پروگرام' سے خطاب کرتے ہوئے انہیں ماڈل ٹاؤن کے ایک نجی اسکول کے بارے میں شکایت موصول ہوئی اور خود والدین نے شکایت کی ہے کہ مذکورہ اسکول مبینہ طور پر فیسوں میں اضافہ کررہا ہے اور طلباء کو نکال رہا ہے۔ وزیراعلیٰ نے ماڈل ٹاؤن کے ایک افسر سے بات کی اور مذکورہ اسکول کی رجسٹریشن فوری طور پر منسوخ کرنے کی ہدایت کی۔ وزیراعلیٰ نے کہا کہ اسکول کے ایک طالب علم کے والدین نے الزام لگایا تھا کہ اسکول نے گزشتہ سال اچانک فیسوں میں اضافہ کردیا تھا۔ جب اس نے بڑھی ہوئی فیس دینے سے انکار کیا تو اسکول انتظامیہ نے ان کی بیٹی کو لائبریری میں بٹھادیا۔ انہوں نے اس معاملے کو سنجیدگی سے لیا ہے۔ اسکولوں کی طرف سے اس قسم کے رویے کو برداشت نہیں کیا جائے گا۔ افسر کو تحقیقات کرنے اور ضروری کارروائی کرنے کی ہدایت دی گئی ہے۔ انہوں نے کہا کہ ہماری پالیسی کسی بھی قسم کی ناانصافی، استحصال یا بے ضابطگی کو برداشت نہیں کرتا ہے۔ دہلی سرکار نے تعلیم میں شفافیت، مساوی مواقع اور بچوں کے حقوق کے تحفظ سے متعلق اپنی پالیسی پر زور دیا اور کہا کہ سرکار پوری طرح پابند ہے۔ وزیراعلیٰ ریکھا گپتا نے ایکس اسکول کی شکایت سوشل میڈیا پر شیئر کرتے ہوئے لکھا کہ انہیں ماڈل ٹاؤن میں واقع اسکول کے بارے میں معلومات ملی ہیں۔ کوئین میری اسکول کے خلاف شکایت موصول ہوئی ہے۔ اس کا نوٹس لیتے ہوئے افسران کو جانچ کی ہدایات دی گئی ہیں۔



ضابطہ کے خلاف فیس بڑھانے اور والدین کو ڈرانے دھمکانے والے اسکولوں کو بھگتنا پڑے گا خمیازہ

روزنامہ سہارا، 16 اپریل، 2025، پشٹھ نمبر - 05

YWS سرٹیفکیٹ بنانے پر روک غریب طلبا کو تعلیم سے وانچت کرنے جیسا قدم ہے۔

ای ڈبلیو ایس سرٹیفکیٹ بنانے پر پابندی غریب طلبا سے تعلیم چھیننے جیسا قدم

بی جے پی سرکار ریزرویشن کو ختم کرنا چاہتی ہے، دہلی کے غریب لوگوں پر کررہی ہے حملہ: دیویندر یادو

نئی دھلی (ایس این بی)

پردیش کانگریس صدر دیویندر یادو نے کہا کہ دہلی کی بی جے پی سرکار کی جانب سے دھوکہ دہی کے نام پر ای ڈبلیو ایس سرٹیفکیٹ بنانے پر پابندی غریب طلباء سے تعلیم چھیننے کا سیدھا قدم ہے۔ اگر کوئی دھوکہ دہی ہے تو محکمہ تعلیم اس کی پوری جانچ کرسکتا ہے۔ کانگریس ای ڈبلیو ایس سرٹیفکیٹ بنانے پر پابندی کی سختی سے مخالفت کرتی ہے کیونکہ بی جے پی کا یہ فیصلہ غریب مخالف ہے۔ دیویندر یادو نے کہا کہ ریکھا سرکار ایس سی/ایس ٹی/او بی سی ریزرویشن کو ختم کرنا چاہتی ہے، جبکہ بی جے پی سرکار نے ان کلاسوں کے طلباء کی بہتر تعلیم کے لیے اسکالرشپ اور بجٹ میں کٹوتی کرکے اپنے ارادوں کو واضح کردیا ہے۔ انہوں نے کہا کہ ڈبل انجن والی بی جے پی سرکار نے راجدھانی دہلی سمیت ملک میں اپنے سرمایہ دارانہ تحفظ کے قوانین کو لاگو کرنا شروع کردیا ہے۔ دیویندر یادو نے کہا کہ جھوٹے، فتنہ انگیز اور بے بنیاد وعدے کرکے دہلی میں اقتدار پر قبضہ کرنے کے بعد بی جے پی ایک ایک کرکے ایسے فیصلے لے رہی ہے جس سے غریبوں، محروموں، دلت اور معاشی طور پر کمزور لوگوں کی کمر ٹوٹ جاتی ہے۔ دہلی سرکار کی ریکھا گپتا نے فوری اثر سے دہلی میں ای ڈبلیو ایس اسکیم نافذ کی ہے۔ سرٹیفکیٹ جاری کرنے پر پابندی لگا کر، یہ دہلی کے نجی اسکولوں کو فائدہ پہنچانے کے لیے اٹھایا گیا قدم ہے۔

ای ڈبلیو ایس سرٹیفکیٹ بنانے پر کوئی پابندی نہیں

نااہل افراد کو سرٹیفکیٹ جاری کرنے کی تحقیقات کا دیا ہے حکم: سچدیوا

نئی دھلی (ایس این بی) ریاستی بی جے پی صدر وریندر سچدیوا نے عام آدمی پارٹی کے ریاستی کنوینر سورابھ بھاردواج کے اس بیان کی وضاحت کی ہے کہ وزیراعلیٰ ریکھا گپتا نے ای ڈبلیو ایس سرٹیفکیٹ بنانے پر کوئی پابندی نہیں لگائی ہے۔



انہوں نے الزام لگایا کہ اے اے پی لیڈر اپنے سابق اور موجودہ ایم ایل اے کو بچانے کے لیے اس طرح کے الزامات لگارہے ہیں۔ ای ڈبلیو ایس سرٹیفکیٹ ایک بڑا اسکینڈل ہے۔ راجدھانی کے معاشی طور پر کمزور لوگ اس کے فوائد حاصل کرتے رہیں گے۔ وزیراعلیٰ نے اس کے غلط استعمال کو روکنے کے لیے نئی گائیڈ لائن بنانے کی ہدایات دی ہیں۔ ریاستی صدر نے الزام لگایا ہے کہ دہلی کے لوگ اچھی طرح جانتے ہیں کہ آپ ایم ایل ایز اور لیڈروں کے دباؤ اور ملی بھگت سے 2015 سے 2024 کے درمیان ای ڈبلیو ایس سرٹیفکیٹ اور کاسٹ سرٹیفکیٹ جاری کرنے میں بڑے پیمانے پر دھوکہ دہی ہوئی ہے، اس بات کی جانچ کی جائے گی کہ کیا ای ڈبلیو ڈی سرٹیفکیٹ حاصل کرنے کے بعد نااہل لوگوں نے اسپتالوں اور دیگر سہولیات کا فائدہ اٹھایا ہے۔ بھاردواج کو خدشہ ہے کہ اگر تحقیقات کی گئی تو ان کے کئی ایم ایل اے تحقیقات کے دائرے میں آجائیں گے۔ ان کا کہنا ہے کہ وزیراعلیٰ کو شکایات موصول ہوئی تھیں اور اسی بنیاد پر فیصلہ کیا گیا ہے۔ تاکہ کوئی بھی ای ڈبلیو ایس سرٹیفکیٹ کا غلط استعمال نہ کرسکے۔

انہوں نے کہا کہ گزشتہ 2 ہفتوں میں بھی دہلی سرکار نے پرائیویٹ اسکولوں کی جانب سے من مانی فیسوں میں اضافے کے خلاف کوئی سخت فیصلہ نہیں لیا ہے۔ اسکولوں کی فیسوں میں اضافے سے والدین کو اپنے بچوں کو پڑھانا بہت مہنگا ہوجائے گا۔ دہلی سرکار اور بی جے پی کی ملی بھگت سے دہلی کے عوام کو لوٹا جارہا ہے۔ انہوں نے کہا کہ کانگریس پارٹی مطالبہ کرتی ہے کہ پرائیویٹ اسکولوں میں فیس میں اضافہ جلد از جلد واپس لیا جائے۔ اگر بی جے پی سرکار نے فیس کی واپسی کا اعلان نہیں کیا تو کانگریس پارٹی فیس میں اضافے کے خلاف احتجاج کرے گی۔ دیویندر یادو نے کہا کہ پرائیویٹ اسکولوں میں ای ڈبلیو ایس زمرے کے طلباء کے لیے 25 فیصد ریزرویشن ہے، جبکہ 10 فیصد نوجوانوں کو صرف ای ڈبلیو ایس سرٹیفکیٹ کی بنیاد پر ملازمت کے مواقع میں ریزرویشن ملتا ہے۔ بی جے پی نے اپنے منشور میں غریبوں کی بہتری اور نوجوانوں کو روزگار دینے جیسے وعدے کیے تھے لیکن وہ دہلی کے عوام کے خلاف فیصلے لے کر مسلسل دھوکہ دے رہی ہے۔

दैनिक जागरण, 17 अप्रैल, 2025, पृष्ठ न०-01

हजारों बच्चों की मौत के बाद टूटी नींद, अब स्कूलों में यातायात सुरक्षा की लगेगी क्लास

- स्कूली पाठ्यक्रम में यह होगा शामिल, नितिन गडकरी और धर्मेंद्र प्रधान ने अधिकारियों संग की बैठक
- बच्चों के प्रवेश-निकास के कड़े प्रोटोकाल बनाने व बसों-वैन को सुरक्षा मानकों से लैस करने के निर्देश



जागरण ब्यूरो, नई दिल्ली : बढ़ते सड़क हादसों और उनमें हर साल हो रही हजारों बच्चों की मौत पर सख्त रुख अपनाते हुए केंद्र सरकार ने देशभर के स्कूलों में यातायात सुरक्षा अभियान शुरू करने का एलान किया है। प्रत्येक स्कूल में यातायात सुरक्षा से जुड़ी विशेष कक्षाएं आयोजित कर बच्चों को यातायात से जुड़े नियमों के साथ बताया जाएगा कि सड़क पर किस तरह से इनका पालन करें। यातायात सुरक्षा को भी जल्द ही स्कूली पाठ्यक्रम में शामिल करने पर सहमति बनी है। वहीं, स्कूलों के आसपास के पूरे क्षेत्र को सेफ स्कूल जोन घोषित करने और स्कूली बसों व वैन को कड़े सुरक्षा मानकों से लैस करने के भी निर्देश दिए गए हैं।

सड़क हादसों से स्कूली बच्चों को बचाने के लिए केंद्रीय सड़क परिवहन मंत्री नितिन गडकरी और शिक्षा मंत्री धर्मेंद्र प्रधान की मौजूदगी में बुधवार को हुई अहम बैठक में यह फैसला लिया गया। गौरतलब है कि वर्ष 2023 में स्कूलों और शैक्षणिक संस्थानों के पास हुई सड़क दुर्घटनाओं में 11 हजार से ज्यादा लोगों की मौत हुई थी। इनमें करीब 10 हजार मौतें 18 वर्ष से कम उम्र के बच्चों की हुई थीं।

अधिकारियों का कहना था कि ज्यादातर स्कूलों में प्रवेश व निकास का एक ही मार्ग है। ऐसे में छुट्टी होने पर बच्चे अचानक से तेजी के साथ बाहर निकलते हैं, जिसमें वो हादसे का शिकार बन जाते हैं। इस दौरान सभी राज्यों से सुरक्षित स्कूल मुहिम शुरू करने को भी कहा गया।

जनसत्ता, 17 अप्रैल, 2025, पृष्ठ न० – 04

शुल्क वृद्धि पर सख्ती

छह सौ स्कूलों की जांच, दस को नोटिस

जनसत्ता संवाददाता
नई दिल्ली, 16 अप्रैल।

दिल्ली के निजी स्कूलों में मनमाने शुल्क बढ़ोतरी को लेकर अब सरकार ने कड़े कदम उठाए हैं। शिक्षा निदेशालय ने 600 स्कूलों की जांच की है और नियमों पालन न करने वाले 10 स्कूलों को कारण बताओ नोटिस जारी किया है।

दिल्ली सरकार के शिक्षा निदेशालय को राजधानी के विभिन्न हिस्सों से माता-पिता और छात्रों की कई शिकायतें प्राप्त हुई हैं, जिनमें निजी मान्यता प्राप्त गैर-सहायता प्राप्त स्कूलों द्वारा मनमाने, अनियमित और अत्यधिक शुल्क वृद्धि की बात कही गई है। शिक्षा निदेशालय ने अब तक 600 से ज्यादा निजी स्कूलों का आडिट पूरा कर लिया है और बाकी का काम तेजी से किया जा रहा है। साथ ही स्कूलों को बढ़े शुल्क वापस लेने के आदेश भी दिए हैं। इस बीच देखा जाए तो सभी शिकायतों को गंभीरता से लेते हुए शिक्षा निदेशालय ने जिला स्तरीय निरीक्षण समितियों का गठन करने के लिए औपचारिक आदेश जारी किए थे। संबंधित क्षेत्र के उप-मंडल मजिस्ट्रेट (एसडीएम) की अध्यक्षता में गठित प्रत्येक समिति में जिला/जोन के उप शिक्षा निदेशक (जिला/जोन), लेखा अधिकारी और सरकारी स्कूलों के प्रधानाचार्य को शामिल किया गया है। इन समितियों को दिल्ली के सभी निजी गैर-सहायता प्राप्त मान्यता प्राप्त स्कूलों का जमीनी निरीक्षण करने का जिम्मा सौंपा गया। इनमें वह स्कूल भी शामिल रहे जिनके खिलाफ शिक्षा निदेशालय को शिकायतें मिली हैं। 16 अप्रैल तक, दिल्ली भर में 600 से अधिक गैर-सहायता मान्यता प्राप्त निजी स्कूलों का निरीक्षण किया गया है।

शिक्षा निदेशालय ने जिला स्तरीय निरीक्षण समितियों का गठन करने के लिए औपचारिक आदेश जारी किए थे।

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हाई कोर्ट ने विद्यार्थियों से अमानवीय व्यवहार के लिए लगाई फटकार, कहा

ऐसे स्कूल को बंद कर देना चाहिए

नई दिल्ली, 16 अप्रैल (भाषा)।

दिल्ली हाई कोर्ट ने बुधवार को द्वारका स्थित दिल्ली पब्लिक स्कूल को फीस के लिए छात्रों को पुस्तकालय में बंद करने और कक्षाओं में भाग लेने की अनुमति नहीं देने जैसे अमानवीय व्यवहार के लिए फटकार लगाई और कहा कि ऐसा स्कूल बंद करने के लायक है।

न्यायमूर्ति सचिन दत्ता ने कहा कि छात्रों के साथ उन्हें वस्तु समझकर व्यवहार करने वाले स्कूल को बंद कर दिया जाना चाहिए। न्यायालय ने कहा कि यह सुनिश्चित करने के लिए कुछ सुरक्षा उपाय किए जाने चाहिए कि छात्रों को स्कूल द्वारा प्रताड़ित न किया जाए, जो संस्थान को केवल पैसा कमाने की मशीन के रूप में चला रहा है।

नाटकीय दृश्य के बीच कई छात्र अपनी स्कूल वर्दी में किताबों और बैग के साथ अदालती कार्यवाही के दौरान मौजूद थे। छात्रों के साथ उनके माता-पिता भी थे। न्यायाधीश ने कहा कि मुझे चिंता है, आपने छात्रों के साथ घटिया और अमानवीय व्यवहार किया। फीस का भुगतान करने में असमर्थता स्कूल को छात्रों के साथ इस तरह के अभद्र व्यवहार करने का लाइसेंस नहीं दे देती है।



ऐसे छात्रों के अभिभावकों ने आरोप लगाया कि स्कूल प्रशासन ने अनधिकृत शुल्क का भुगतान नहीं करने पर उनके बच्चों को परेशान किया। अदालत ने कहा कि जांच समिति की रपट से स्कूल में चिंताजनक स्थिति का पता चला है। एक छात्र द्वारा दायर याचिका पर सुनवाई करते हुए कोर्ट ने कहा कि छात्रों के साथ गुलामों जैसा व्यवहार करने वाले स्कूल को बंद कर देना चाहिए।

कोर्ट ने कहा कि छात्रों का उत्पीड़न रोकने के लिए कुछ सुरक्षा उपाय किए जाने की जरूरत है, क्योंकि स्कूल केवल पैसे कमाने की मशीन के तौर पर चलाए जा रहे हैं। इस बीच, न्यायालय ने जिला मजिस्ट्रेट (दक्षिण-पश्चिम) की अध्यक्षता वाली आठ सदस्यीय निरीक्षण समिति की निरीक्षण रपट का अवलोकन किया। इसने फीस वृद्धि विवाद के बीच छात्रों के खिलाफ कई भेदभावपूर्ण व्यवहारों की ओर इशारा किया था।

न्यायमूर्ति सचिन दत्ता ने कहा कि छात्रों के साथ उन्हें वस्तु समझकर व्यवहार करने वाले स्कूल को बंद कर दिया जाना चाहिए। न्यायालय ने कहा कि यह सुनिश्चित करने के लिए कुछ सुरक्षा उपाय किए जाने चाहिए कि छात्रों को स्कूल द्वारा प्रताड़ित न किया जाए, जो संस्थान को केवल पैसा कमाने की मशीन के रूप में चला रहा है।

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अमेरिकी उपराष्ट्रपति वेंस की 21 को पीएम मोदी से होगी मुलाकात



नई दिल्ली। अमेरिकी उपराष्ट्रपति जेडी वेंस और उनकी पत्नी उषा वेंस अगले सप्ताह की शुरुआत में भारत आएंगे। दोनों प्रधानमंत्री नरेंद्र मोदी से 21 अप्रैल को मुलाकात करेंगे। वेंस के प्रवक्ता के मुताबिक, वेंस 18 अप्रैल से 24 अप्रैल तक इटली व भारत की यात्रा करेंगे।

वेंस अपने तीन बच्चों इवान, विवेक और मीराबेल को भी साथ ला रहे हैं। उनका परिवार जयपुर व आगरा की भी यात्रा करेगा। पीएम मोदी से मुलाकात में वेंस की टैरिफ के मुद्दे और द्विपक्षीय व्यापार समझौते समेत भारत-अमेरिका रिश्तों के कई पहलुओं पर चर्चा होने की उम्मीद है। अमेरिकी राष्ट्रीय सुरक्षा सलाहकार माइकल वाल्ट्ज ने भी अगले सप्ताह के शुरू में भारत आने की योजना बनाई थी, लेकिन उनकी यात्रा स्थगित कर दी गई है। ब्यूरो

सरकारी स्कूलों में भी मिलेंगी एनसीईआरटी की किताबें, 9 से 12वीं तक की पुस्तकों के दाम घटे

सीमा शर्मा

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) की नई और पुरानी पाठ्य पुस्तकें अब सरकारी स्कूलों के काउंटर पर भी बिकेंगी। पहले चरण में चंडीगढ़, पुडुचेरी, गुजरात, सिक्किम, दादर-नगर हवेली, झारखंड, अरुणाचल प्रदेश, मेघालय के स्कूलों को 57 लाख से अधिक किताबें भेजी जा चुकी हैं।

वरिष्ठ अधिकारी ने बताया कि सरकारी स्कूलों के काउंटर पर किताबें उपलब्ध होने से विद्यार्थियों को आसानी होगी। नवोदय विद्यालय समेत कुछ राज्यों के सरकारी स्कूलों को पाठ्य पुस्तकें उपलब्ध करवाई गई हैं। इसके अलावा अभी तक 18 राज्यों को एनसीईआरटी की किताबों को छापने के अधिकार दिए गए हैं। अन्य राज्य भी इसके लिए संपर्क में हैं। सत्र 2025 में 15 करोड़ किताबें प्रकाशित होंगी। अभी तक सालाना तीन से पांच करोड़ किताबें प्रकाशित की जाती हैं।

विद्यार्थी इन पुस्तकों पर मांगें छूट : कक्षा नौवीं से 12वीं तक की एनसीईआरटी किताबों के दाम 20 फीसदी कम हो गए हैं। पहली से आठवीं कक्षा की हर किताब के दाम पहले ही 65 रुपये तय हैं, उसमें कोई बदलाव नहीं किया जाएगा।

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पहली से आठवीं कक्षा तक भाषा की किताबों के नाम राग व वाद्य यंत्रों पर

नई पुस्तकों में 21वीं सदी की जरूरतों के आधार पर विषय ज्ञान, भारतीय संस्कृति व डिजिटल कौशल को भी जोड़ा गया

सीमा शर्मा

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की नई पाठ्य पुस्तकें छात्रों को 21वीं सदी की जरूरतों के आधार पर विषय ज्ञान के साथ-साथ भारतीय संस्कृति, परंपराओं के अलावा संगीत से भी जोड़ेंगी। पहली से आठवीं कक्षा में भाषा की किताबों के नाम राग और वाद्य यंत्रों पर आधारित हैं।

पाठ्यपुस्तकों की विषय-वस्तु को राष्ट्रीय शिक्षा नीति (एनईपी)2020 और राष्ट्रीय करिकुलम फ्रेमवर्क के तहत तैयार किया गया है। इसमें भारतीय ज्ञान प्रणाली, सांस्कृतिक विरासत के तत्व भी शामिल हैं। यह लैंगिंग समानता, डिजिटल कौशल और पर्यावरण जैसे मूल्यों की शिक्षा देती है। पहली से पांचवीं कक्षा में भाषा की किताबों के नाम भारतीय वाद्य यंत्रों पर आधारित हैं। जबकि छठीं से आठवीं कक्षा तक की भाषा की किताबों के नाम विभिन्न प्रचलित रागों को दर्शाते हैं। इसका मकसद, स्कूली शिक्षा की पढ़ाई के साथ बच्चों को भारतीय परिपेक्ष्य से जोड़ना है।



स्कूल में बैठे बच्चे। फाइल

संविधान की प्रस्तावना पाठ्य पुस्तकों में शामिल

संविधान को कमजोर करने की विपक्ष की आलोचना को खारिज करने की पहल सरकार ने किताबों के माध्यम से की है। आजादी के बाद पहली बार एनसीईआरटी ने अपनी सभी नई पाठ्य पुस्तकों में 'संविधान' की प्रस्तावना और उद्देशिका को शामिल किया है। नई पाठ्य पुस्तक खोलते ही छात्र संविधान की प्रस्तावना पढ़ेंगे।

किताबों के माध्यम से वाद्ययंत्र और राग को जानेंगे छात

पहली व दूसरी कक्षा (फाउंडेशन श्रेणी)

किताब- नाम (वाद्य यंत्रों पर आधारित)

हिंदी - सारंगी (उत्तर भारत का हिंदोस्तानी शास्त्रीय संगीत से जुड़ा प्रसिद्ध वाद्ययंत्र है)

अंग्रेजी- मृदंग (दक्षिण भारत के कर्नाटक संगीत का प्रसिद्ध वाद्य यंत्र मृदंगम से लिया गया है)

उर्दू- शहनाई (उत्तर भारत का प्रसिद्ध वाद्ययंत्र है, जोकि शुभ मौके पर बजाया जाता है। इसकी पहचान बिस्मिल्लाह खां से होती है)

तीसरी, चौथी व पांचवीं कक्षा(प्रिपरेटरी)

अंग्रेजी- संतुर (कश्मीर का एक लोक वाद्ययंत्र है)

हिंदी-वीणा (दक्षिण भारत के तमिलनाडु के तंजावुर शहर से जुड़ा वाद्ययंत्र है। दक्षिण भारत के सभी राज्यों में प्रचलित है। कर्नाटक संगीत में भी मुख्य वाद्य में प्रयोग होता है)

उर्दू- सितार (उत्तर भारत के हिंदोस्तानी शास्त्रीय संगीत में प्रयोग होता है)

छठी, सातवीं, आठवीं कक्षा (मिडिल स्टेज)

हिंदी- मल्हार (राग मल्हार हिंदोस्तानी शास्त्रीय संगीत का एक प्रचलित राग है। यह एक बारिश के मौसम से जुड़ा राग है। संगीत सम्राट तानसेन ने इसकी बंदिश बनाई थी)

अंग्रेजी- पूर्वी (शाम ढलने पर गाया जाने वाला हिंदोस्तानी शास्त्रीय संगीत से जुड़ा राग है)

उर्दू- ख्याल (यह भी उत्तर भारत के हिंदोस्तानी राग से लिया गया है)

संस्कृत-दीपकम (तानसेन द्वारा गाया जाने वाले दीपक राग से लिया गया है)

अमर उजाला, 17 अप्रैल, 2025, पृष्ठ नं० - 06

दिल्ली विश्वविद्यालय के विभिन्न कार्यालयों में समर इंटर्नशिप कर सकेंगे छात्र

नई दिल्ली। डीयू छात्रों को ग्रीष्मकालीन अवकाश के दौरान एक बार फिर से अपने विभिन्न कार्यालयों में काम करने का अवसर देने जा रहा है। जून-जुलाई में होने वाली कुलपति समर इंटर्नशिप स्कीम 2025 के लिए छात्रों से आवेदन मांगे गए हैं। यूजी के प्रथम और द्वितीय वर्ष, पीजी के प्रथम वर्ष के छात्र इसके लिए आवेदन कर सकते हैं। आवेदन की अंतिम तिथि 30 अप्रैल है।

इंटर्नशिप में छात्रों को डीयू के प्रशासनिक कार्यालयों (कुलपति कार्यालय, साउथ कैंपस निदेशक कार्यालय, कुलसचिव कार्यालय, डीन स्टूडेंट वेलफेयर कार्यालय, परीक्षा शाखा समेत अन्य विभागों) में प्रति सप्ताह 20 घंटे काम करना होगा। दो माह के अवधि के एवज में 11025 रुपये स्टाइपेंड मिलेगा। बीते साल तक यह राशि 10500 थी। इंटर्नशिप पूरा करने पर छात्रों को डीयू डीन स्टूडेंट वेलफेयर की ओर से सर्टिफिकेट दिया जाएगा। डीयू ने स्पष्ट किया है कि जो छात्र बीती समर इंटर्नशिप व पार्ट टाइम स्कीम की इंटर्नशिप प्राप्त कर चुके हैं, वह इस बार आवेदन के योग्य नहीं है। 2022 में यह कुलपति इंटर्नशिप योजना की शुरूआत हुई थी। ब्यूरो

हिन्दुस्तान, 17 अप्रैल, 2025, ~~page~~ पृष्ठ नं०-04

एनसीईआरटी की नकली किताबें बेचते कारोबारी धरा

नई दिल्ली, प्र.सं.। बाहरी-उत्तरी जिला पुलिस ने समयपुर बादली में एनसीईआरटी की नकली किताबें बेचने वाले एक कारोबारी को गिरफ्तार किया। आरोपी अरविंद गुप्ता के पास से विभिन्न कक्षाओं की 4091 पुस्तकें बरामद की गई हैं।

पुलिस ने बताया कि आरोपी दिल्ली की अलग-अलग प्रिंटिंग प्रेस में एनसीईआरटी की नकली किताबें छपवाकर इसे बेचता था। आरोपी के खिलाफ कॉपी राइट एक्ट के तहत मामला दर्ज कर लिया है। पुलिस पूछताछ कर नेटवर्क का पता लगाने का प्रयास कर रही है। जिले के डीसीपी निधिन वालसन ने बताया कि 12 अप्रैल को उनकी टीम को सूचना मिली कि समयपुर बादली इलाके में एनसीईआरटी की फर्जी पुस्तकों को बेचा जा रहा है और इन किताबों को भारी मात्रा में भंडारण भी किया गया है। सूचना के आधार पर पुलिस की एक टीम को जांच में लगाया गया। इस दौरान पुलिस ने समयपुर बादली में छापेमारी कर फर्जी पुस्तकें बरामद कर रोहिणी सेक्टर-16 निवासी आरोपी को गिरफ्तार किया।

दैनिक जागरण, 17 अप्रैल, 2025, पृष्ठ नं० - 02

एनसीईआरटी की नकली किताबें बेचने वाला पकड़ा

- आरोपित से बरामद की गई एनसीईआरटी की 4,091 डुप्लीकेट किताबें
- पुलिस ने समयपुर बादली क्षेत्र से आरोपित को गुप्त सूचना के आधार पर पकड़ा
- दिल्ली व आसपास के राज्यों में प्रिंटिंग प्रेस में छप रही हैं डुप्लीकेट किताबें

जागरण संवाददाता, बाहरी दिल्ली समयपुर बादली क्षेत्र में एनसीईआरटी की डुप्लीकेट किताबें बेच रहे कारोबारी को बाहरी-उत्तरी जिले के एंटी आटो थेफ्ट स्क्वाड (एएटीएस) ने गिरफ्तार किया है। पुलिस ने आरोपित से अलग-अलग कक्षाओं की 4,091 पुस्तकें बरामद की हैं। आरोपित की पहचान 33 वर्षीय अरविंद गुप्ता के रूप में हुई है। जांच के दौरान पता चला कि दिल्ली और पड़ोसी राज्यों की अलग-अलग प्रिंटिंग प्रेस में एनसीईआरटी की डुप्लीकेट किताबें छप रहीं हैं। पुलिस आरोपित के खिलाफ कापीराइट एक्ट के तहत मामला दर्ज कर पूछताछ कर रही है।

बाहरी-उत्तरी जिले के पुलिस उपायुक्त निधिन वाल्सन ने बताया कि 12 अप्रैल को दोपहर में जिले की एएटीएस टीम को जानकारी मिली कि समयपुर बादली इलाके में एनसीईआरटी की डुप्लीकेट पुस्तकों को बेचने के अलावा भारी मात्रा में उनका भंडारण किया गया है। इससे सरकार को राजस्व का भी नुकसान हो रहा था। जानकारी मिलते ही आरोपित को पकड़ने के लिए तुरंत टीम का गठन किया गया। टीम ने समयपुर बादली इलाके में छापेमारी कर डुप्लीकेट पुस्तकें बरामद कीं। पूछताछ में आरोपित ने बताया कि वह रोहिणी सेक्टर-16 में रहता है। रिजल्ट आने के बाद अचानक एनसीईआरटी की किताबों की मांग बढ़ जाती है। कई बार किताबें नहीं भी मिलती हैं। इसका फायदा उठाकर ये लोग नकली किताबें छपवाकर मार्केट में बेच देते हैं। कई बार किताबों के लिए अतिरिक्त रकम भी वसूली जाती है।



बाहरी जिला पुलिस की गिरफ्त में एनसीईआरटी की नकली किताबें बेचने वाला आरोपित। उससे 4,091 पुस्तकें जब्त की गई हैं ● सौ: दिल्ली पुलिस

प्रिंटिंग प्रेस का लगा रहे पता

पुलिस आरोपित से पूछताछ कर इस बात का पता लगा रही है कि दिल्ली के कौन-कौन से प्रिंटिंग प्रेस में फर्जी किताबें छप रही हैं। इसके अलावा पड़ोसी राज्यों में कौन इनकी सप्लाई कर रहा है। अरविंद से पूछताछ कर दिल्ली में ऐसे और कारोबारियों की तलाश की जा रही है कि जो इसी तरह के धंधों में शामिल हैं। पुलिस अधिकारी का कहना जल्द ही इस मामले में शामिल और अन्य लोगों को गिरफ्तार किया जाएगा।

नवभारत टाइम्स, 17 अप्रैल, 2025, पृष्ठ न० -11

NCERT की किताबों के नाम वाद्य यंत्रों पर, विवाद

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AI Image



■ **नई दिल्ली :** NCERT ने फाउंडेशनल से लेकर मिडिल क्लासेज की भाषायी पाठ्यपुस्तकों के नाम भारतीय संगीत वाद्ययंत्रों और क्लासिकल रागों, जैसे मृदंग, वीणा, संतूर, मल्हार, पूर्वी, खयाल और दीपक के नाम पर रखा गया है। कुछ लोग सवाल उठा रहे हैं कि इंग्लिश के साथ-साथ गणित की पाठ्यपुस्तकों के नाम भी हिंदी और इंग्लिश मीडियम के लिए एक जैसे क्यों हैं?

NCERT का इस पर कहना है कि भारतीय शास्त्रीय संगीत से प्राप्त शब्दों का उपयोग सार्थक है। यह कदम NCERT के भाषा पाठ्यक्रम में बदलाव का हिस्सा है, जिसमें भाषा सीखने के लिए छात्र की रुचि को बढ़ावा देने और भारतीय संस्कृति को सम्मिलित रूप से शामिल करने का प्रयास किया जा रहा है।

NCERT के मुताबिक अभी तक जो फीडबैक आया है, उसमें नई किताबों को पहली बार 5 स्टार रेटिंग मिली है। इससे पहले इनकी 2 स्टार रेटिंग ही थी। कहा जा रहा है कि जो लोग इन किताबों के नामों को हिंदी या अंग्रेजी के नाम पर विरोध को हवा दे रहे हैं, यही लोग पहले भी शिक्षा नीति का विरोध कर रहे थे।

NCERT का कहना है कि भारत की समृद्ध संगीत विरासत के ये एलिमेंट (तत्व) देश की सभी भाषायी और सांस्कृतिक परंपराओं में समान हैं। यह दृष्टिकोण राष्ट्रीय शिक्षा नीति 2020 के विजन के साथ जुड़ा हुआ है, जो आनंदपूर्ण शिक्षा, सांस्कृतिक जुड़ाव और शिक्षा में कला और संगीत के एकीकरण पर जोर देता है। वास्तव में नई शिक्षा नीति यह मानती है कि कला और संगीत भाषायी बाधाओं से परे है और भाषा को सीखने में आने वाली सभी बाधाओं को दूर करते हैं। अंग्रेजी की किताबों में पहले ज्यादा पश्चिम की कहानी पढ़ाई जाती थी, लेकिन अब इनमें भारत की महान हस्तियों के बारे में छात्रों को पढ़ाया जाएगा। साथ ही NCERT ने सुनिश्चित किया है कि इन पुस्तकों का सभी 22 अनुसूचित भारतीय भाषाओं में अनुवाद किया जाए।

NCERT की कक्षा 1 और 2 की अंग्रेजी किताबें अब 'मृदंग' कहलाएंगी, जो मृदंगम से लिया गया है। NCERT के अधिकारी का कहना है कि यह बहुत हैरानी की बात है कि किताब का नाम 'गणित प्रकाश' रखने पर भी आपत्ति क्यों है?

The Indian Express, 17 April, 2025, Page no – 08

NCERT defends titles of English textbooks after Kerala minister slams Hindi names

ABHINAYA HARIGOVIND
NEW DELHI, APRIL 16

LANGUAGE TEXTBOOKS have been named after musical instruments and classical ragas because these elements of "India's rich musical heritage are common across all linguistic and cultural traditions", the NCERT said in response to Kerala Education Minister V Sivankutty's criticism of Hindi titles being given to English textbooks. Sivankutty had said Monday that NCERT's move was "against federal principles and Constitutional values", and it was



Kerala Education Minister V Sivankutty

"absolutely wrong" to alter English titles used for decades.

"Kerala... is committed to protecting linguistic diversity and giving priority to regional cultural freedom. The titles of the textbooks... shape the perception and imagination of children. English medium students deserve English titles. Education should not be an instrument of imposition but of empowerment and consensus," the CPI(M) leader said.

NCERT said that its language books were named after Indian musical instruments and classical ragas like Bansuri, Malhar, Sarangi, Mridang, Veena, Santoor, Poorvi, Khyal and Deepakam. "These elements of India's rich musical heritage are common across all linguistic and cultural traditions of the country... This approach aligns with the vision of the National Education Policy (NEP), 2020 emphasising joyful learning, cultural rootedness and the integration of arts and music into education." New books aligned with the NEP and the National Curriculum Framework for School Education (NCFSE) 2023 are being developed by NCERT.

The English book for class 6 (introduced last year) and the new one for class 7 are titled Poorvi. The previous class 7 English book was Honeycomb and the older class 6 book was Honeysuckle. The old class 4 English book was called Marigold and the new one is Santoor. The class 1 and 2 English textbooks are called Mridang..." "... the mathematics textbook titled Ganit Prakash draws from India's rich mathematical heritage," the NCERT said.

Millennium Post, 17 April, 2025, Page no- 02

Police bust pirated NCERT book racket

4,000+ fake NCERT books seized

PRAJYOT DEOGHARE

NEW DELHI: The Delhi Police's Anti-Auto Theft Squad has arrested an individual for a piracy racket of counterfeit NCERT books.

The accused has been identified as Arvind Gupta (33) son of Vishwanath Prasad resident of Sector 16, Rohini, Delhi.

According to the police, acting on a tip-off, the police recovered 4,091 pirated books and arrested one person in connection with the case.

On April 12, 2025, around 3:00 PM, officers received secret information regarding the presence of counterfeit NCERT books being sold in the SP Badli area of Delhi.

The information prompted the formation of a dedicated raiding team under the supervision of ACP Operations Dinesh Kumar.

The team was led by Inspector Pramod Tomar and comprised multiple officers, including SI Rohit Khasa and ASIs Narender, Sandeep, and Anil Malik.

The raid was conducted at a shop located in SP Badli, where the accused, Arvind Gupta, was found in possession of a large stock of pirated textbooks.

A total of 4,091 counterfeit NCERT books meant for different classes were recovered from the premises.

Following the seizure, a case was registered under the Copyright Act at the SP Badli Police Station, with an FIR dated April 15.

During interrogation, the accused, identified as Arvind Gupta, confessed to purchasing pirated books from various printing presses in Delhi and neighboring states for resale in the local market.

His involvement in the illegal supply chain of counterfeit educational materials is currently under further investigation.

The Outer North District Police emphasized that such illegal practices not only cause financial damage to the government but also undermine the integrity of the education system.

This successful operation underlines the Delhi Police's continued efforts to eliminate the circulation of pirated academic content in the region.

Authorities have confirmed that further inquiries are ongoing to trace the broader network involved in the distribution of counterfeit books across Delhi NCR.

The Indian Express, 17 April, 2025, Page no - 08

Maharashtra: Hindi as third language now mandatory in classes 1 to 5 under NEP 2020

PALLAVI SMART
MUMBAI, APRIL 16

STUDYING HINDI as a third language will now be mandatory for students in classes 1 to 5 in Marathi and English-medium schools across Maharashtra, as opposed to the prevailing practice of studying two languages. The three-language formula was brought for these classes as a part of the new curriculum implementation under the National Education Policy (NEP) 2020.

The state school education department Wednesday declared a phase-wise implementation of the new curriculum as per the NEP 2020 recommendations. The Government Resolution (GR) said other medium schools in Maharashtra are following three-language formula since English and Marathi are compulsory; and they also teach the language which is their medium of instruction. In English and Marathi medium schools, only two languages were taught.

The GR also declared the 5+3+3+4 structure as recommended under NEP 2020 wherein first five years (3 years of pre-primary and classes 1 and 2) will be foundational stage, classes 3 to 5 will be Preparatory, Classes 6 to 8 will be Middle school and final four years (Classes 9 to 12) will be Secondary Education. The school education department has declared the phase-wise implementation of this structure starting with Class 1 from academic year 2025-26. The three language formula too will be implemented starting with Class 1 from the academic year 2025-26.

As per the new curriculum, textbooks of state board will now be based on curriculum developed by NCERT along with modifications as per Maharashtra's local context, especially in social science and languages. Accordingly, Class 1 textbooks are being published by Balbharati, the state textbook bureau.

Rahul Rekhawar, Director of State Council for Educational Research and Training (SCERT), said, "The curriculum content for the first three years of pre-primary section... has to be implemented in association with the Women and Child Welfare department which regulates anganwadis..." Additionally, Maharashtra State Board schools will now have Holistic Progress Card (HPC) for students, Rekhawar said.

The Indian Express, 17, April, 2025,
Page no - 13

Ambedkar, the economist

Babasaheb's wisdom on financial discipline and real-value currency is more important than ever



ARJUN RAM MEGHWAL

BRAMBEDKAR'S wisdom has shaped and nurtured India's governance in a multidimensional manner. His contribution as an architect of the Constitution and a prominent voice of justice is widely acknowledged, but his legacy as India's earliest and sharpest economic thinker still remains elusive to many.

Long before India had its own Reserve Bank or a stable currency system, Babasaheb was writing about money, what gives it value, how it should be managed and why a country like India needs to control its own financial future. When he was 22 years old, Ambedkar arrived at Columbia University, New York, as the first Dalit student abroad. In 1915, he received an MA for his thesis, 'Ancient Indian Commerce'. The following year, he submitted a thesis for his PhD degree, 'The National Dividend of India: A Historic and Analytical Study'. Later on, this was enlarged and published as *The Evolution of Imperial Provincial Finance in India.*

On his return, in November 1918, Ambedkar was appointed professor of Political Economy at Sydenham College of Commerce and Economics in Bombay. In July 1920, he moved to London to further pursue his studies in Economics. He completed his MSc thesis, titled 'Provincial Decentralisation of Imperial Finance in British India' in June 1921. In 1923, he wrote a groundbreaking thesis titled 'The Problem of the Rupee: Its Origin and Its Solution'. These were not mere academic works. They emerged as a bedrock for India's financial and monetary system in the years to come.

These works were a deep dive into how a weak monetary system could weaken a nation. During his time at the LSE, he studied the Indian currency system not just as an academic subject but as a lived reality affecting millions back home. His thesis was the first serious attempt by an Indian scholar to explain how colonial monetary policies were weakening the Indian economy from within. He clearly explained the manner in which the relationship of the Indian rupee to the British pound was artificially manipulated by the colonial rulers, putting a crushing financial burden on the Indian economy.

Ambedkar questioned the very foundation of India's currency system. He offered solutions that were bold, practical and visionary, proposing that India adopt the gold exchange standard, a more stable and modern approach being followed by many developed countries at the time. This would tie the value of the rupee to a gold-backed currency like the British pound, bringing in more predictability and fairness in exchange rates. More importantly, he called for the creation of an Indian authority, something like a central bank, that would have full control over currency issuance, monetary policy and inflation management.

His thesis didn't stay confined to library shelves. In 1925, just two years after its publication, he was invited to present his views before the Hilton Young Commission. This commission was tasked with reviewing India's entire monetary framework, and Ambedkar offered it a well-researched economic roadmap. Nine years later, the RBI was established in 1934 through an act passed by the British government. This act had his intellectual fingerprints all over it. His doctoral thesis inspired the setting up of the Finance Commission of India and his works acted as a beacon in framing guidelines for the RBI Act, 1934.

Ambedkar believed that without sound economic planning, social justice would remain incomplete. For him, money was not just a technical issue, it was tied to human dignity, labour and opportunity. A weak economy, he believed, would always push the poor further into suffering. In all of this, his aim remained clear — to build an economy that protects the vulnerable and promotes fairness. He also supported state-led development and planned industrial growth.

During his time as labour member on the Viceroy's Executive Council, he introduced several pro-worker policies, such as regulated working hours, maternity benefits, and dispute resolution boards. He was instrumental in shaping the water, power and labour welfare policies. He was one of the founders of employment exchanges in our country. He also pushed for the better management of water resources through institutions in the form of the Central Water Commission, the Central Technical Power Board, the Damodar Valley Project, the Hirakud Dam Project and the Sone River Project, among others.

In an era of global financial uncertainties, Babasaheb's arguments about financial discipline and real-value currency are more important than ever. As we move toward a world of digital currencies, AI-driven financial decisions, and decentralised finance, Ambedkar's emphasis on transparency, control, and fairness remains our best guide. His concerns regarding what gives money value, who controls it, and how to protect the common citizen from financial shocks, still hold. His emphasis on how inflation disproportionately harms the poor, and his insistence that currency must be managed responsibly, still echo in today's policy debates. India's inflation-targeting framework, its resistance to reckless monetary expansion, and the emphasis on welfare-centric policies, financial inclusion and direct benefit transfers are all in line with Ambedkar's thinking.

Ambedkar was the mind behind some of India's earliest and most important economic ideas. His economic ideas were not just about numbers but also justice, dignity and self-reliance. The RBI and the Finance Commission and the creation of waterways infrastructure, in many ways, are living embodiments of that vision. Today, under the visionary leadership of Prime Minister Narendra Modi, the nation is on cusp of becoming the third-largest economy in the world. As India prepares for its next phase of economic growth to realise the goal of Viksit Bharat, adherence to the economic wisdom of Babasaheb is a fitting tribute to the noble soul.

The writer is Union Minister of State (I/C) for Law and Justice, Minister of State for Culture and Parliamentary Affairs, and Lok Sabha MP from Bikaner

The Pioneer, 17 April, 2025, Page no - 03

Delhi panels to inspect unaided recognised schools

RAJESH KUMAR ■ New Delhi

In a move aimed to crack whip on private unaided recognised school's decision on fee hikes, the Delhi government's Directorate of Education (DoE) has issued an order to set up District-level Inspection Committees under the Sub-Divisional Magistrate (SDM) concerned to conduct inspections of all such schools in the city, including those against which complaints were received by the Education Department.

In a statement, the DoE said it has received numerous complaints from parents and students across Delhi regarding arbitrary, irregular, and exorbitant fee hikes by several such schools. "The fee increases have placed an unjustified financial burden on families and have been carried out in violation of established regulatory norms," it said.

The DoE further stated that complaints have also been received regarding the malpractice of dummy schooling in various private unaided schools of Delhi. During the course of inspections, as many as 20 such schools were identified and strict action has been initiated as per DSEAR 1973 against such private unaided schools.

"Taking serious cognisance of these grievances, the Directorate has issued formal orders for the constitution of District-level Inspection Committees. Each committee is chaired by the Sub-Divisional Magistrate (SDM) of the respective area and includes Deputy Directors of Education (District/Zone), Accounts Officers, and Principals from Government Schools. These committees have been tasked with conducting on-ground inspections of all the private unaided recognised schools in Delhi including those against which complaints have been received in this Directorate," reads the statement.

This comes after several parents held a protest outside the Delhi Directorate of Education office on Wednesday, demanding an immediate rollback of hiked school fees and an intervention by authorities into the matter. On Tuesday several parents and students from Queen Mary School in Model Town raised serious allegations against the school administration, accusing it of unjustly collecting fees and expelling children when parents refused to comply during the chief minister's grievance forum-named 'Jan Samvad'. Responding swiftly, Delhi Chief Minister Rekha Gupta directed the Education

The fee increases have placed an unjustified financial burden on many families and have been carried out in violation of the established regulatory norms, noted Directorate of Education

Department officials to launch an immediate investigation and take strict action against those found guilty.

The Chief Minister Gupta said notices have been issued to schools over complaints of arbitrary fee hikes and asserted that her government was committed to transparency and protection of children's right to education.

As on April 16, 2025, more than 600 private recognised unaided schools have been inspected across Delhi. The inspection of remaining schools is being carried out and will be completed in an expeditious manner.

"Accordingly, in cases wherein the schools have been found to increase the fee in an arbitrary manner which leads to profiteering and commercialisation of schools, strict action is being initiated. Showcause notices are being issued to schools found guilty of non-compliance and further punitive steps, including withdrawal of recognition and takeover of school management, is being taken up on case-to-case basis. Further, the said schools have been directed to withdraw arbitrary fee hikes with immediate effect. Showcause notices under provision 24(3) of DSEAR 1973 has already been issued to more than 10 such private unaided schools," it said.

Further, it was found during inspection that many private unaided schools have not fulfilled their statutory obligations related to filing of fee statements and audited reports respectively under Section 17(3) and Section 180(3) of DSEAR 1973. Accordingly, action as applicable is being initiated against such schools.

Further, the DoE is committed to defend the rights of students on the issue of fee hike and related matters, as per statutory provisions and legal precedents before the Hon'ble Courts. It is worth mentioning that in a recent case, the Hon'ble HC has reprimanded DPS Dwarka for treating students with indignity and directed the school to refrain from confining the students in library, in line with the orders issued by the Department.

The Directorate reiterates that all private recognised unaided schools must comply with statutory regulations concerning fee hikes and ensure complete transparency in fee-related communication with parents.

The DoE stated that the inspections also aim to verify compliance with the provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. As per Rule 8 of the Delhi Right of Children to Free and Compulsory Education Rules, 2011 and subsequent orders issued by the Directorate, schools are obligated to provide free textbooks, uniforms, and writing materials to all students admitted under the EWS/DG/CWSN category.

"Non-compliance with these provisions is a serious violation and is being closely monitored during the inspection process. Schools failing to fulfill these statutory obligations are liable for appropriate action under the RTE Act, 2009, in addition to penalties under the Delhi School Education Act and Rules, 1973," it said.

In recent weeks, several prominent private schools in Delhi have come under fire from parents for allegedly raising fees without proper approvals, sparking protests and renewed concerns about the accessibility and affordability of private education in the city.

Schools such as Delhi Public School (DPS) Dwarka, Maharaja Agrasen Public School, Indraprastha International School, Birla Vidya Niketan, and others have faced backlash over steep hikes that parents claim were neither justified nor transparent.

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Nation

New textbook titles rooted in India's culture, says NCERT after criticism on Hindi names

The NCERT response came after Kerala General Education Minister V Sivankutty on Monday criticised NCERT's decision to use Hindi titles for English-medium textbooks.



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Kavita Bajeli-Datt

Updated on: 17 Apr 2025, 8:11 pm · 2 min read

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NEW DELHI: Facing criticism for renaming new textbooks in Hindi, the National Council of Educational Research and Training (NCERT) on Thursday said the books have been "thoughtfully named to convey rootedness in India's culture and knowledge systems."

cultural imposition that undermines India's linguistic diversity.

"The new NCERT textbooks have been thoughtfully named to convey rootedness in India's culture and knowledge systems. The names of the books are from Indian languages and not specifically Hindi," said an official NCERT statement shared with this paper.

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The English textbook for Grades 1 and 2 is titled 'Mridang', derived from Mridangam, a widely recognised percussion instrument associated with Carnatic music. The Grade 7 textbook, Poorvi, is named after a raga, traditionally sung at dusk, said the statement.

"Similarly, the Ganit Prakash mathematics textbook draws from India's rich mathematical heritage. The title has been chosen to attract children's curiosity about the rich mathematical heritage of the country," the statement added.

"Having Indian names for Mathematics or English language textbooks shall not only promote pride in Indian languages and culture but also generate curiosity about our rich cultural and scientific heritage," it said.

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NCERT's decision undermines federal principles and constitutional values.

The CPI-M leader called on the NCERT to review and withdraw this decision and urged all states to unite against such impositions. He emphasised that education should be a tool for empowerment and consensus, not for imposition.

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The NCERT rolled out new textbooks aligned with the National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023.

New textbooks were introduced for classes 1 and 2 in 2023, and books for classes 3 and 6 were rolled out last year. New textbooks are being released for classes 4, 5, 7, and 8 this year, and the rest will be rolled out next year.

The English textbooks for classes 6 and 7 are now titled Poorvi. Earlier, the class 7 English textbook was titled Honeycomb, and the class 6 English book title was Honeysuckle. This time, the class 4 English book is Santoor; earlier, it was Marigold.

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More than 4,000 pirated NCERT books seized in Delhi; one arrested

Delhi Police has seized more than 4,000 pirated NCERT textbooks from Samaypur Badli in outer-north Delhi following a raid, and arrested one person in connection with the case, an official said on Wednesday. The accused has been identified as Arvind Gupta (33), a resident of Sector 16 in Rohini, who allegedly purchased pirated books from multiple sources for resale in Delhi, a senior police officer said.

PTI
Updated On Apr 17, 2025 at 04:21 PM IST



Police arrested Gupta on April 12 following a raid at a shop in Samaypur Badli based on a tip-off that pirated books were stored and sold in the area, the officer said

New Delhi: Delhi Police has seized more than 4,000 pirated NCERT textbooks from Samaypur Badli in outer-north Delhi following a raid, and arrested one person in connection with the case, an official said on Wednesday. The accused has been identified as Arvind Gupta (33), a resident of Sector 16 in Rohini,

who allegedly purchased pirated books from multiple sources for resale in Delhi, a senior police officer said.

"A total of 4,091 pirated NCERT books of different classes were seized. The accused stored and sold counterfeit books sourced from different printing presses in Delhi and nearby states," he said.

Advt

Gupta has been booked under Sections 63 and 65 of the Copyright Act, the officer added.

During interrogation, Gupta admitted to purchasing pirated books from multiple sources for resale in Delhi. A probe is underway to identify the supply chain and other persons involved in the racket, police said.

Published On Apr 17, 2025 at 04:17 PM IST

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Apr 17, 2025

The National Council of Educational Research and Training (NCERT) has come under scrutiny following its decision to name language textbooks after Indian musical instruments and classical ragas.

This move has been positioned as a reflection of India's rich cultural heritage, intended to transcend linguistic and cultural boundaries. However, Kerala Education Minister V Sivankutty criticised the choice, arguing that naming English textbooks with Hindi titles undermines federal principles and disregards linguistic diversity. "Kerala, like other non-Hindi speaking states, is committed to

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The tradition of using culturally significant names for t to NCERT. This practice, grounded in the belief that terms derived from Indian classical music and other cultural eleme deep associations, is seen as a meaningful way to help children connect more strongly with their heritage.

"The naming of language and other textbooks has long been a tradition in NCERT, and the use of terms derived from Indian classical music is meaningful. These terms are neither translatable nor replaceable; they carry with them deep cultural and linguistic associations, helping children identify more strongly with their Indian heritage," NCERT said.

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Maharashtra okays new education policy, Hindi made compulsory third language

A major component of this plan is the introduction of Hindi as a compulsory third language for students in Classes 1 to 5 studying in Marathi and English medium schools.

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Ritvick Arun Bhalekar

Mumbai, UPDATED: Apr 17, 2025 10:32 IST

Edited By: Manisha Pandey

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- Hindi compulsory for Classes 1-5 in Marathi, English schools
- Phased rollout from Class 1 by 2025, all grades by 2028
- 80 per cent teachers to be trained in new methods by 2025

The Maharashtra government has announced a detailed plan to implement the National Education Policy (NEP) 2020, starting from the academic year 2025-26. A major component of this plan is the introduction of Hindi as a compulsory third language for students in Classes 1 to 5 studying in Marathi and English medium schools.

The new curriculum under NEP 2020 will follow a phased timeline, starting with Class 1 in 2025-26 academic year and expanding to all grades by 2028-29.

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As part of the language policy, Hindi will be introduced as a mandatory third language for early-grade students. To support this transition, the state government also plans to train 80% of teachers in new pedagogical methods and digital tools by 2025.

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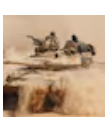
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Under the new policy, Maharashtra will adopt the 5+3+3+4 educational structure, with curriculum development handled locally by SCERT and Balbharati. The 5+3+3+4 educational structure, introduced by the NEP 2020 under new curriculam, divides school education into four stages: a foundational stage, a preparatory stage, a middle stage, and a secondary stage.

“This new policy restructures the previous 10+2+3 system into a 5+3+3+4 format, covering education from foundational to higher levels. The policy is being gradually implemented in the state. It is built on five pillars: Access, Equity, Quality, Affordability, and Accountability, and aligns with the Sustainable Development Goals (SDGs) to be achieved by 2030,” Deputy Secretary of the state education department Tushar Mahajan said in a notice.

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The notification said that the Maharashtra Government has formed several committees for phased implementation, including a State Steering Committee chaired by the Minister of School Education.

Published By: Manisha Pandey

Published On: Apr 17, 2025

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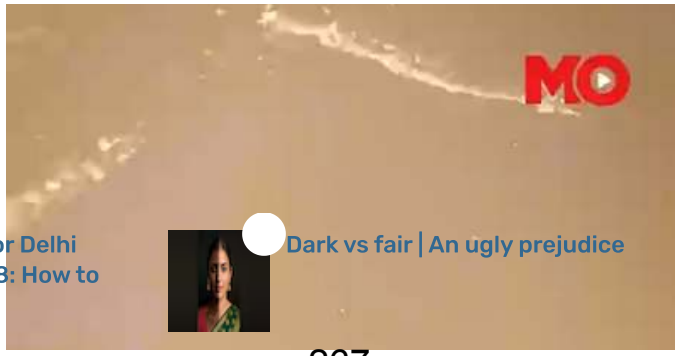
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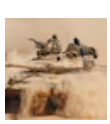
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News

Maha to implement NEP 2020 with Hindi as compulsory third language in classes 1 to 5 from 2025-26

The Maharashtra government has taken a policy decision to implement the National Education Policy (NEP) 2020 with Hindi as a compulsory third language from the academic year 2025-26.



Written by: IANS

Published on: 17 Apr 2025, 2:20 pm

The Maharashtra government has taken a policy decision to implement the National Education Policy (NEP) 2020 with Hindi as a compulsory third language from the academic year 2025-26.

The new curriculum under NEP 2020 will follow a phased timeline, starting with Class 1 in 2025-26 academic year and expanding to all grades by 2028-29.

According to the notification, other medium schools in Maharashtra are already following the three-language formula since English and Marathi are compulsory in the state; and they also teach the language which is their medium of instruction.

However, in English and Marathi medium schools, only two languages were taught.

In the case of Curriculum and Structure, the state government of Maharashtra will adopt the 5+3+3+4 model, with localised curriculum development by SCERT (State Council of Educational Research and Training) and Balbharati the state textbook bureau.

The SCERT has also prepared a bridge course for classes where students will be transitioning directly from the old to new curriculum.

The government aims to train 80 per cent of teachers in new pedagogical methods and digital tools by 2025.

“The 5+3+3+4 educational structure, introduced by the NEP 2020 under the new curriculum, divides school education into four stages: Foundational stage, preparatory stage, middle stage, and a secondary stage. “This new policy restructures the previous 10+2+3 system into a 5+3+3+4 format, covering education from foundational to higher levels. The policy is being gradually implemented in the state. It is built on five pillars: Access, Equity, Quality, Affordability, and Accountability, and aligns with the Sustainable Development Goals (SDGs) to be achieved by 2030,” Deputy Secretary of the state education department, Tushar Mahajan said in a notification.

According the notification, the government will launch the commencement of the 5+3+3+4 structure of school education, as recommended under NEP 2020 wherein first five years (3 years of pre-primary and classes 1 and 2) will be foundational stage, classes 3 to 5 will be Preparatory stage, Classes 6 to 8 will be covered under Middle school and final four years (Classes 9 to 12) will be Secondary Education.

The three language formula, too, will be implemented as per the prescribed phases, starting with Class 1 from the upcoming academic year.

Further, the textbooks of Maharashtra State Board will now be based on curriculum developed by the National Council of Educational Research

Hindustan Times

Karnataka relaxes minimum age for Class 1 admission to 5 years and 5 months

By HT News Desk

Apr 17, 2025 09:22 AM IST

Children who are 5 years and 5 months old as of June 1, 2025, and have completed UKG, will be considered eligible for admission into Class 1.

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The Karnataka government has urged parents to strictly follow the prescribed age limits for early education admissions, 4 years for LKG and 5 years for UKG, for the current academic year.



School Education and Literacy Minister Madhu Bangarappa said the relaxation applies only to students under the state board.(FILE)

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According to news agency ANI, this reminder comes even as the state has announced a one-time relaxation in the minimum age requirement for Class 1 admissions for the academic year 2025-26.

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(Also Read: Bengaluru hit by heavy pre-monsoon rains; waterlogging and traffic jams grip city as more rain looms)

Children who are 5 years and 5 months old as of June 1, 2025, and have completed UKG, will be considered eligible for admission into Class 1.

Clarifying the scope of this move, School Education and Literacy Minister Madhu Bangarappa said the relaxation applies only to students under the state board and is meant to ease the transition for this year. From the 2026-27 academic year, the standard minimum age of six years for Class 1 admissions will be reinstated and strictly followed.

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This temporary relaxation is aimed at accommodating students already in the pipeline while aligning gradually with the National Education Policy's guidelines on age-appropriate admissions.

(Also Read: Karnataka governor reserves Muslim quota bill for President's assent, says 'no religion-based quota under Constitution')

HT POLL

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Q. Which Indian city has the best quality of living?

Delhi

Mumbai

Bengaluru

Recently, the Karnataka government decided to stop distributing peanut chikki bars in government and aided schools under the midday meal programme. The move comes after concerns were raised about the nutritional value and safety of these snacks, which were provided as an alternative to eggs.

A directive issued on February 17 highlighted multiple issues related to the chikkis, including excessive levels of unsaturated fats and sugars, as well as challenges in storage and quality control. Reports from various districts indicated instances where chikkis were either expired or stored improperly, leading to possible health risks. A letter from the additional commissioner of school education in Dharwad also pointed out that some batches of chikkis did not meet the required food safety standards, increasing the likelihood of contamination.
(With agency inputs)

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Hindi as third language will now be mandatory in classes 1 to 5

The state school education department on Wednesday declared a phase-wise implementation plan of the new curriculum framework designed as per the NEP 2020 recommendations for school education.

Written by Pallavi Smart Follow
Mumbai | Updated: April 17, 2025 05:53 IST

NewsGuard

3 min read



While the new curriculum implementations will be done in phases at different stages, SCERT has also prepared bridge course for classes where students will be transitioning directly from old to new curriculum.

Studying Hindi as a third language will now be mandatory for students in classes 1 to 5 in Marathi and English-medium schools across Maharashtra, as opposed to the prevailing practice of studying two languages. The three-language formula has been brought for these classes in Maharashtra as a part of the new curriculum implementation under the National Education Policy (NEP) 2020.

The state school education department on Wednesday declared a phase-wise implementation plan of the new curriculum framework designed as per the NEP 2020 recommendations for school education. The Government Resolution (GR) declared in this regard clarifies that other medium schools in Maharashtra are already following three-language formula since English and Marathi are compulsory in the state; and they also teach

the language which is their medium of instruction. Whereas in English and Marathi medium schools, only two languages were taught.

The GR declares commencement of the 5+3+3+4 structure of school education, as recommended under NEP 2020 wherein first five years (3 years of pre-primary and classes 1 and 2) will be foundational stage, classes 3 to 5 will be Preparatory stage, Classes 6 to 8 will be covered under Middle school and final four years (Classes 9 to 12) will be Secondary Education. The school education department has declared the phase-wise implementation plan for the new structure starting with Class 1 from academic year 2025-26. The three language formula too will be implemented as per the prescribed phases, starting with Class 1 from the upcoming academic year.

Also Read | Marathi in the spotlight: Why language agitations and identity politics resurfaced in Maharashtra

As per the new curriculum framework, textbooks of Maharashtra State Board will now be based on curriculum developed by National Council of Educational Research and Training (NCERT) along with modifications as per Maharashtra's local context, especially in subjects like social science and languages. Accordingly, Class 1 textbooks are being published by Balbharati, the state textbook bureau.

Rahul Rekhawar, Director of State Council for Educational Research and Training (SCERT), said, "The curriculum content for the first three years of pre-primary section is already prepared. It has to be implemented in association with the Women and Child Welfare department which regulates anganwadis. SCERT is going to hold teacher training workshops for anganwadis to effectively implement the new curriculum for pre-primary."

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While the new curriculum implementations will be done in phases at different stages, SCERT has also prepared bridge course for classes where students will be transitioning directly from old to new curriculum.

Additionally, Maharashtra State Board schools will now have Holistic Progress Card (HPC) for students. Rekhawar explained, "NCERT has released a model HPC for different stages of school education. As opposed to mark-oriented report cards, the HPC will include various other behavioral and personality related observations of every student apart from evaluation of expected learning outcomes in different classes. Plan is to introduce HPC for Class 1 students from academic year 2025-26 as they start learning the new curriculum."

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This article went live on April sixteenth, twenty twenty-five, at zero minutes past eleven at night.

TAGS: Mumbai National Education Policy

Printed from
THE TIMES OF INDIA

Class 1: K’taka reduces min age to 5yrs 5mths for 2025-26 intake

TNN | Apr 17, 2025, 11.44 AM IST



Bengaluru: Following requests from parents, the state govt has relaxed the age criteria for class 1 admission for the academic year 2025-26. According to the new rule, children who are five years and five months old on June 1, 2025, and have completed UKG or equivalent level can enrol for class 1 in Karnataka schools following the state syllabus.

Parents had earlier sought a relaxation in the minimum age requirement of six years for admission to class 1.

Speaking at a press conference in Samagra Shikshana Karnataka on Wednesday, school education minister Madhu Bangarappa said the relaxation is applicable only for this year. From next year onwards, a child must be six years old by June 1 for class 1 admission.

Poll

Do you agree with the state's decision to relax the age criteria for class 1 admission?

No, it should remain at six years Yes, it's a positive change

The age-relaxation was based on a recommendation from the State Education Policy committee, the minister added.

"A child who has passed LKG or UKG and is five years and five months old, and a child who has completed three years in anganwadi and is five years and five months old, can be enrolled in class 1," Bangarappa explained, adding that this is applicable for state syllabus schools only.

"Only state schools are under my ambit. It is up to the boards concerned to issue an order in this regard," he said. If the state govt's decision is not followed by central board schools, then parents can flag it with the govt and a petition can be submitted to these boards, the minister further said.

"Do not treat your children like machines. Let them enjoy their childhood," he requested parents, asking them not to enrol their wards into schools before they reach the appropriate age.

In July 2022, the state govt had changed the minimum age required to enrol in class 1 from five years and five months to six years. Justifying the move, the school education department had then said it was in alignment with the Right to Education and National Education Policy.

However, parents and schools objected to it as admissions had already been completed for that academic year. Following protests, the department issued a circular in Nov 2022, stating that the new rule would be applicable only from 2025-26.However, those who had joined nursery (pre-KG, which is not prevalent in govt schools) in 2022-23 would not have met the age criteria in 2025-26. In view of this, parents approached the school education department, seeking exemption for the current batch.

Concerned parents pointed out that getting their children to repeat another year in kindergarten would not only translate into additional financial burden, but also result in emotional stress for the children as they would be unable to seek promotion.

|

जनसत्ता, 18 अप्रैल, 2025, पृष्ठ न० - 06

मनमानी के स्कूल

देश में शिक्षा के व्यवसायीकरण के बढ़ते दायरे का विद्रूप कई बार बेहद अफसोसनाक तस्वीर सामने कर देता है। निजी विद्यालयों में मनमानी इस कदर बढ़ती जा रही है कि वे विद्यार्थियों को केवल कमाई का जरिया समझने लगे हैं। ऐसा लगता है कि मुनाफाखोरी में लगे ये विद्यालय इस बात की बिल्कुल परवाह नहीं करते कि महंगाई के इस दौर में बच्चों को किसी तरह पाल रहे कुछ माता-पिता कैसे अतिरिक्त शुल्क का बोझ सहेंगे। हालांकि इनमें ज्यादातर शुल्कों का कोई मजबूत आधार नहीं होता है, लेकिन संबंधित सरकारी महकमे अपनी आंखें मूंद कर एक तरह से इसकी अनुमति ही देते हैं। नतीजतन मनमानी बढ़ती जाती है। तकलीफदेह यह है कि शुल्क वसूलने के क्रम में स्कूल प्रबंधन की ओर से कई बार ऐसे तौर-तरीके अपनाए जाते हैं, जो न केवल नियमों के विरुद्ध होते हैं, बल्कि उसके लिए मानवीयता के सारे तकाजों को ताक पर रख दिया जाता है। गौरतलब है कि देश की राजधानी के द्वारका इलाके में स्थित दिल्ली पब्लिक स्कूल में अनधिकृत शुल्क का भुगतान न करने पर कुछ बच्चों को पुस्तकालय में बंद कर दिया गया और उन्हें कक्षाओं में जाने से भी रोक दिया गया।

इस तरह के अमानवीय व्यवहार पर दिल्ली उच्च न्यायालय ने सही ही स्कूल प्रबंधन को फटकार लगाई और कहा कि छात्रों के साथ गुलामों जैसा व्यवहार करने वाले ऐसे स्कूल बंद करने लायक हैं। जबकि किसी भी वजह से स्कूलों में बच्चों को कोई भी शारीरिक दंड देने पर सख्त मनाही है और समय-समय पर अदालतें भी इसके खिलाफ निर्देश जारी करती रही हैं। किसी भी तरह के भेदभाव और सार्वजनिक प्रताड़ना से बच्चों को कोमल मन-मस्तिष्क को ठेस पहुंचती है और इससे लगे सदमे का असर लंबे समय तक बना रह सकता है। यह बाल अधिकारों का भी हनन है। दूसरी ओर माता-पिता स्वयं को अपमानित और प्रताड़ित महसूस करते हैं। ऐसी स्थिति में विद्यार्थियों का उत्पीड़न रोकने के लिए सुरक्षा उपाय होने चाहिए। मनमाने तरीके से शुल्क वसूलने के लिए विद्यालय द्वारा किसी भी तरह का भेदभाव हर हाल में अनुचित है। बच्चों को वस्तु समझ कर बर्ताव करने वाले स्कूलों पर सख्ती से लगाम लगाने की जरूरत है।

The Pioneer, 18 April, 2025, Page no - 07

Learning to learn and live

Beneath the surface-level diversity lies a profound truth: the core principles that govern human relationships are remarkably consistent. These shared values – truth, respect and fairness – form the bedrock of civil society





VINAYSHIL GAUTAM

The fundamentals of all personal dealings and individual relationships, all over the world, are remarkably similar. Anywhere in the world, truth is upheld as a cardinal principle, and everywhere in the world, a line is considered drawn between proper and improper. It has nothing to do with which religion one follows, what is the colour of one's skin, or what are one's social norms. Similarly, killing is considered wrong, and so is taking something that does not belong to you. The list can be multiplied, and in all cases, there is a universal value system that brooks no distinction on account of language, creed, or anything else.

Put simply, the unifying principles of humanity are many and have withstood the test of time through millennia, and no one has found it worth his time to negate or contradict these principles.

It, therefore, does not follow that there are no differences between one part of the globe or another, or for that matter, all humanity agrees on everything.

There are differences of belief in matters of religion, creed, and values of behaviour. In certain communities, polyandry is accepted. In others, monogamy is considered desirable.

The enforcement of these values is sometimes through written laws enforceable by courts and, in certain cases, by social practices and beliefs, none of which go to a court.

The varieties are many, and the practices often differ sharply. It is this that makes the processes of legislation important, and the norms must be known to hold credence.

This is the birth of a civil society that has taken the form of nation-states and various national and international legislations that make up the world order.

In reasonable reality towards this end, some important steps have been taken, and certain important steps are yet to be undertaken to complete the cycle of total cohesiveness of the civil variety. This may take time to emerge.

For the present, it is important to register that one must agree to accept differences as a natural and essential part of global existence. The nation-states present one type of governance, and within the nation-states, there can be differences in ethnicity, practices, and norms.

The seeming diversity within an otherwise unifying framework is the experience of many nation-states.

It is therefore essential to recognise that tolerance, communication, and respect for each other's practices are essential to cohesive collective living.

There are, even among nation-states, variations from monarchy and more, across relatively vast territories to small existences of island states.

There are many variations, and one must learn to agree to disagree and yet remain tolerant.

This takes one back to the fundamental beliefs of accepting mutual dignity as a human being and recognising that one must not inflict one's values on others.

What can be stated so simply can become comparatively complicated to practise, and these are the roots of much conflict which takes place even in civil states.

Understanding the anatomy of conflict, therefore, requires a need for a concurrent understanding of the practice of the principles of 'live and let live'.

Perhaps this should be made a part of each child's learning before the child grows into adulthood. The present stage of learning through different stages of school and colleges emphasises knowledge acquisition. There is nothing wrong with that. What is needed, however, is the recognition that one has to let others live to be able to live oneself peacefully and happily.

These are lifestyle learnings and not knowledge learnings. It is, therefore, necessary to keep re-examining the fundamentals of educational systems and values which make coexistence not only desirable but feasible.

Put simply, a recognition of individual identities is useful, but a recognition of the other person's right to that living is also a must. For the physically powerful, adopting a stance of dominance, assertion, and compulsion is easy.

There has to be self-restraint in recognising how this is a must if the other person also needs to have the same spaces for life as one wants for oneself.

The long and short of it is not just the development of the mind, not just the development of one's might, but also the development of one's patience, one's understanding, and how necessary it is to respect each other's identity.

A marriage, and a family, are the basic unit of the constitution of a civil society, and it is important to inculcate these values at the core of these institutions.

This can be best done by example and by reflection that the other person has the same right as one wants for oneself.

It is a happy truth that civilisational values have progressively advanced in that direction. That there are notable exceptions is understandable.

Perhaps dealing with it with patience and purpose is the way forward. It takes time but can be done with positive practices in the family and positive values in collective places like schools and elsewhere. The direction is non-negotiable, and the attempt is worth its effort.

(The writer is a well-known management consultant of international repute. The views are personal)

The Economic Times, 18 April, 2025, Page no – 02

SC Relief for 'Untainted Sacked Teachers', Tenure Extended Till Dec 31

COURT CONDITIONS Advertisements for fresh recruitment must be published on or before May 31; process should be completed by yearend

Our Political Bureau | PTI

New Delhi | Kolkata: In a major relief, the apex court has extended services of terminated teachers found untainted by CBI till December 31. A bench comprising CJI Sanjiv Khanna and justice Sanjay Kumar considered West Bengal's submissions that terminations adversely impacted teaching in various state-run and aided schools.

The order came on pleas of the state government, which moved the Supreme Court after the April 3 verdict. On Thursday, the SC bench took note of the state government submission that fresh recruitment will take time.



Teachers turn emotional in Kolkata on Thursday -ANI

CM'S APPEAL TO TEACHERS

I urge teachers to do their work. I am asking them not to worry. We will find a solution by this year: Mamata Banerjee

Taking note of submissions, SC said it will grant extension of service to untainted teachers only but it won't apply to Grade C and D employees of the state government-run and aided schools.

"We are inclined to accept the prayer in the present application in so far as it relates to assistant teachers for classes 9-10th and 11-12th subject to certain conditions," the CJI said. Listing out the conditions, he said advertisements for fresh recruitment should be published on or before May 31 and the entire process, including the examination, should be completed by December 31.

"This order will not accord any special rights or advantage to the aforesaid teachers in so far as fresh recruitment is concerned," the CJI added. SC asked the state government and its School Service Commission to file a compliance affidavit on or before May 31.

West Bengal CM Mamata Banerjee termed the order "a great relief" and said she will take further legal advice on the matter. "It is a great relief. We have got time till December. I will urge teachers to do their work. I am asking them not to worry. We will find a solution by this year."

Hindustan Times

Textbook renaming row: NCERT defends move as part of decolonisation

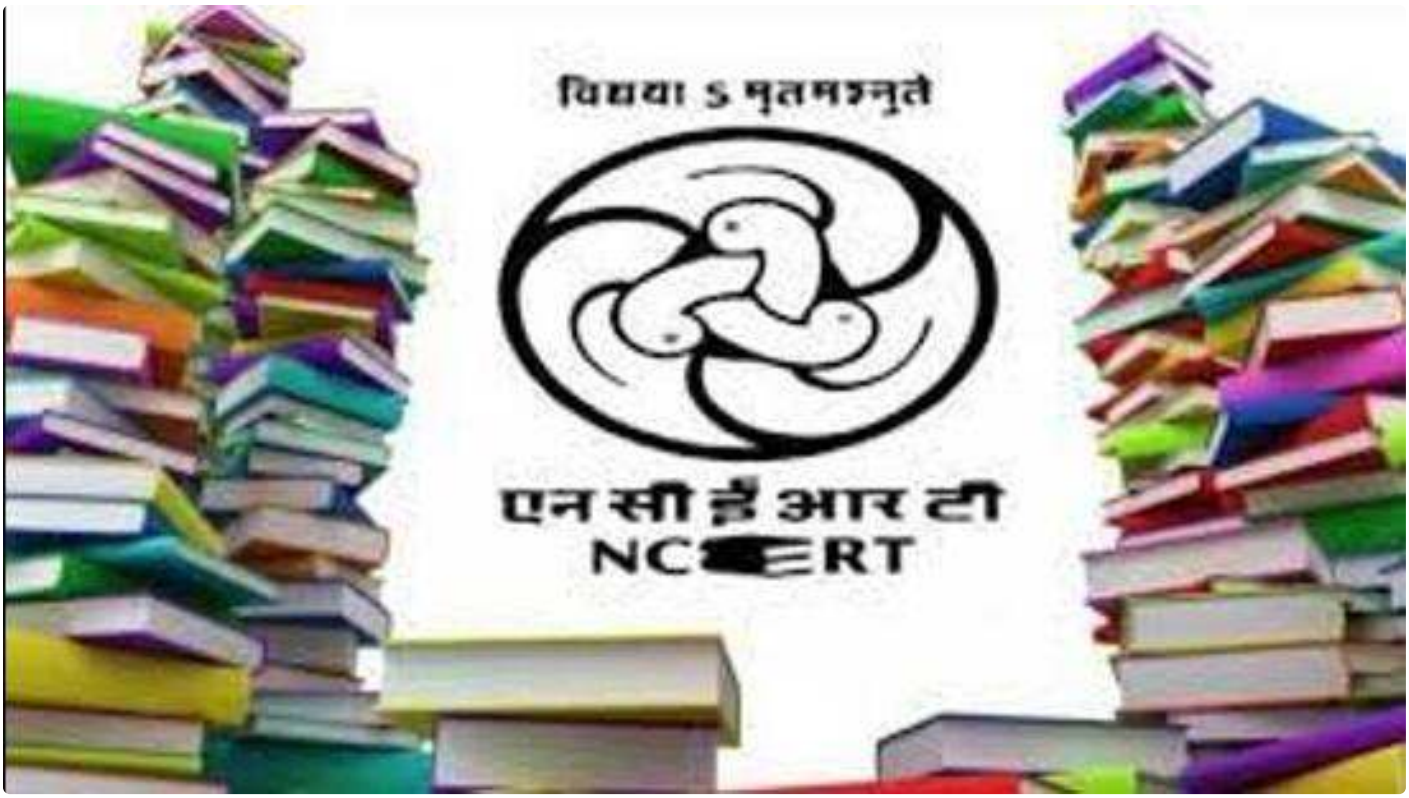
By Sanjay Maurya

Apr 18, 2025 04:34 PM IST

Kerala minister V Sivankutty criticised Hindi names of English-medium books.

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Facing criticism from southern states for giving Hindi titles to English textbooks, the National Council of Educational Research and Training (NCERT) on Friday defended the move, saying the modifications were inspired by musical instruments such as Santoor, Mridang, Tabla and Veena, and classical ragas (melodic patterns) like Poorvi "to instil a sense of Indian identity" in students.



An NCERT official said the new textbook titles have not been picked because of linguistic considerations. (HT PHOTO)

Earlier this week, Kerala general education minister V Sivankutty criticised NCERT's move to give Hindi titles to English-medium textbook and accused the Union government of cultural imposition and sabotaging the country's linguistic diversity. "The titles of the textbooks are not mere names; they shape the perception and imagination of children. English medium students deserve English titles. Education should not be an instrument of imposition but of empowerment and consensus," Sivankutty said on April 14.

BluSmart halts cab bookings in Bengaluru amidst SEBI probe into financial irregularities: Read more details!

In response to a questionnaire sent by HT, the NCERT said the new textbook titles are part of the pedagogical and philosophical vision of the National Education Policy (NEP) 2020, which calls for the promotion of Indian languages and Indian Knowledge Systems (IKS) in education. The modification in titles was part of a "long-awaited decolonisation of the education system" in line with India's intellectual traditions that resist the earlier stance steeped in colonialism, it added.

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The agency said that the naming of textbooks has nothing to do with linguistic considerations or promoting one language over another. “The NCERT develops and translates textbooks into Indian languages to make them inclusive and accessible to all learners from diverse linguistic backgrounds,” it added.

The NCERT introduced new textbooks as per the NEP 2020 and National Curriculum Framework 2023. New textbooks for classes 1 to 2 were launched in 2023 and 2024, and for classes 4 to 8 this year. The English books for classes 6 and 7 are now titled Poorvi, replacing Honeysuckle and Honeycomb.

HT POLL

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Q. Will JD Vance's visit to India strengthen India-US trade ties?

Yes

No

The new class 4 English book, titled Santoor, replaces Marigold. The mathematics book for classes 6 and 7 is titled Ganita Prakash. The physical education and well-being book of class 6 is titled Khel Yatra, and the vocational education one is titled Kaushal Bodh. The updated textbooks for classes 9 to 12 will be introduced in the 2026-27 academic session.

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The NCERT said that due consideration has been given to culturally resonant names such as Ganita Prakash, Kaushal Bodh, and Khel Yatra. “It is still mentioned that they are textbooks of particular subjects

imageries are suggested to Indian learners to help them relate to educational content holistically and culturally," it added.

The new textbooks are visually appealing, inclusive, culturally rooted, and pedagogically sound, the NCERT said, adding they blend vibrant visuals with stories promoting critical thinking, ethics, and patriotism by highlighting military heroes and civilisational ethos.

The agency said the demand for the NCERT textbooks has grown, with 27.5 million books sold in 2023-24 and 59.3 million in 2024-25. "...the numbers are most likely to rise as class 5 and 8 textbooks have been released for the current academic session," it said.

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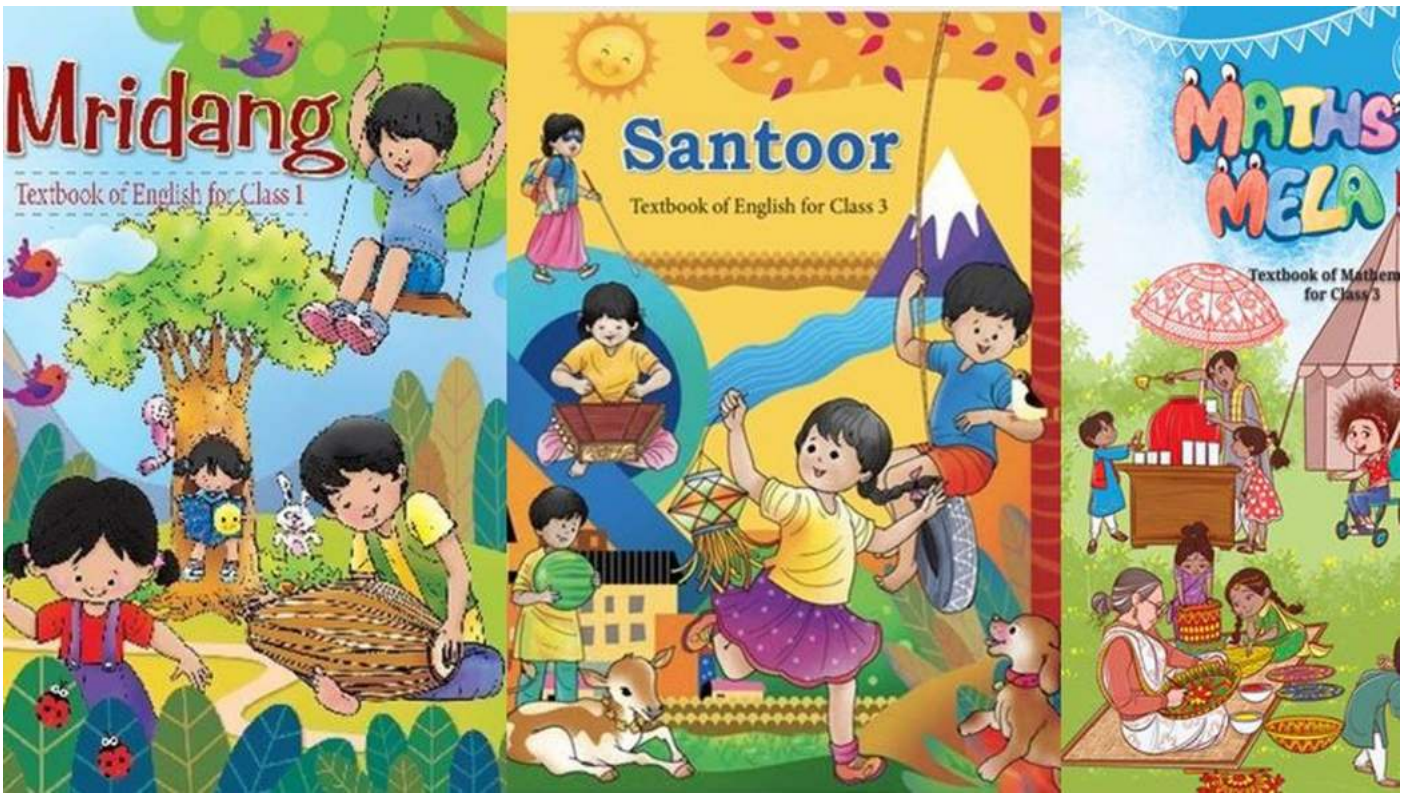
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NCERT insists all new school textbooks were ‘named thoughtfully’

The response from National Council of Education Research and Training comes after a controversy erupted over NCERT using Hindi titles for English language textbooks

Updated – April 18, 2025 11:37 pm IST – New Delhi:

THE HINDU BUREAU



The NCERT English textbook for Grades 1 and 2 is titled ‘Mridang’. The Grade 3 textbook for English is titled ‘Santoor,’ while the math textbook is titled ‘Maths Mela’. Photo: ncert.nic.in

The new NCERT textbooks have been thoughtfully named to convey rootedness in India’s culture and knowledge systems. The names of the books are from Indian languages and not specifically Hindi,

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THE TIMES OF INDIA

Karnataka relaxes age criteria for class 1 admission for 2025-26

TNN | Apr 18, 2025, 08.39 AM IST



BENGALURU: Following requests from parents, the state government has decided to relax the age criteria for class 1 admission for academic year 2025-26. With this, children who are 5.5 years and have completed UKG or equivalent can enrol for class 1 this year in the state.

Speaking at a press conference in Samagra Shikshana Karnataka on Wednesday, school education minister Madhu Bangarappa said this relaxation is only for this year.

From next year, a child has to be 6 years by June for class 1 admission. The decision has been taken based on the recommendation of the State Education Policy committee, this will be applicable to all state syllabus schools, said the minister.

It may be recalled that the govt first changed the minimum age required to enrol in class 1 from 5.5 to 6 years in July 2022. The school education department then said that the move was in alignment with Right to Education and National Education Policy. Around 21 states had made it so until then.

However, protests erupted from parents and schools as admissions were already completed for that academic year. Following protests, the department issued a circular again in November 2022, that the new rule will be applicable only from 2025-26. This gave enough time for children in lower kindergarten and upper kindergarten to move on.

However, those who had joined nursery class (many private schools offer a pre-KG, which is not prevalent in govt schools) in 2022-23, could not meet the age criteria in 2025-26.

With this, this group of parents approached the school education department seeking exemption for the current batch. Parents pointed out that the repetition was causing not just a financial burden on them but also emotional distress as the children are unable to get promoted.

Meanwhile the Associated Managements of Primary and Secondary Schools of Karnataka urged the government not to entertain their requests.

The department decided to pass the responsibility to the SEP committee, even while the parents demanded that decision be taken quickly as admissions were closing everywhere.

Key highlights:

- Karnataka's school education minister announced a one-time age relaxation for Class 1 admissions in 2025-26. Children aged 5.5 years who have completed UKG or its equivalent can now enrol.
- The minimum age for Class 1 was raised to 6 years in 2022 to align with NEP and RTE, but faced backlash. A revised rule deferred its implementation to 2025-26, yet many pre-KG students from 2022-23 remained ineligible.
- Affected parents cited emotional and financial strain due to repetition, pushing for relaxation. Despite opposition from school managements, the state accepted the SEP committee’s recommendation and granted a one-time exemption.

CBSE makes 50 hours of annual training mandatory for all school teachers

The CBSE has made it mandatory for all teachers in affiliated schools to complete 50 hours of professional training every year. The move aims to align teacher development with NEP 2020 and promote continuous learning.

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- CBSE mandates 50 hours CPD yearly for teachers
- Training aligns with NEP 2020, NPST guidelines
- Half of CPD hours via CBSE or govt institutes

In a significant move aimed at enhancing teaching standards, the Central Board of Secondary Education (CBSE) has made it compulsory for all educators in affiliated schools to complete 50 hours of Continuous Professional Development (CPD) each academic year.

As per two circulars issued by the Board on April 1, 2025, the updated training guidelines are aligned with the National Education Policy (NEP) 2020 and the National Professional Standards for Teachers (NPST). The revamped framework outlines three main areas of focus for training: Core Values and Ethics (12 hours), Knowledge and Practice (24 hours), and Professional Growth and Development (14 hours).

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CENTRAL BOARD OF SECONDARY EDUCATION

17.04.2025

PRESS RELEASE

CBSE announces Mandatory Training Framework and Annual Training Theme 'STEM Education' to enhance Educator Competence aligned with NEP 2020

New Delhi, April 2025 - The Training Unit of Central Board of Secondary Education (CBSE) has issued two major Notifications—TRG-3/2025 and TRG-2/2025, both dated 01 April 2025, detailing the mandatory professional development framework for Heads of Institutions and teachers in all CBSE-affiliated schools. These directives reinforce CBSE's commitment to the implementation of goals of the National Education Policy (NEP) 2020, and are aligned with the vision of the National Professional Standards for Teachers (NPST), which seek to establish benchmarks of quality and accountability in teacher development.

As part of the annual Continuous Professional Development (CPD) mandate, all teachers in CBSE-affiliated schools must undergo a minimum of 50 hours of training per year - 25 hours through CBSE or Government Regional Training Institutes and 25 hours through in-house or School Complex-based training, focussed on the following key standards as mentioned in NPST:

- **Core Values and Ethics** – 12 hours
- **Knowledge and Practice** – 24 hours
- **Professional Growth and Development** – 14 hours

This training structure is designed to support teachers' alignment with NPST benchmarks, ensuring quality teaching and improved student outcomes. This framework also takes into consideration the broad CPD guidelines suggested by the NCERT. The **CPD Guidelines** issued by the Board also acknowledges the activities that are academically inclined and are contributory to the teaching-learning processes. Evaluation duties performed by the teachers for Class X and XII Board Examinations, practical examiner's duty, other developmental tasks such as research projects, presentations, participation in CBSE Conferences, item development, e-content creation, CBP development, curriculum review, viewing DD PM e-Vidya Channel CBSE 15, etc. have been acknowledged as CPD hours as per the quantum notified in the said CPD Notification.

Further, in a forward-looking step aligned with India's growing knowledge economy, CBSE has declared **STEM Education** (Science, Technology, Engineering, and Mathematics) as the Annual Training Theme for 2025. The focus is on empowering teachers with strategies to integrate experiential, inquiry-based, and interdisciplinary approaches into classroom practice.

To support this, schools have been urged to organise **District Level Deliberations (DLDs) on STEM Education** with an aim to create localised learning communities where educators can collaboratively reflect on STEM pedagogy, share best practices, and drive grassroots-level innovation. Schools and teachers are strongly encouraged to participate actively in these deliberations to contextualize national goals within local realities.

All affiliated schools are instructed to ensure compliance with the guidelines set forth in these notifications.

CBSE reiterates its commitment to a future-ready education system by empowering educators, strengthening leadership, and making learning more meaningful and engaging. Heads of institutions are expected to act as change leaders, promoting a culture of continuous professional learning and innovation in their schools.

Complete notifications and resources are available at:
http://www.cbse.gov.in
https://cbseit.in/cbse/2022/ET/frmListing

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Educators are expected to complete at least half of the mandated hours through programmes offered by CBSE or government-run training institutes. The remaining hours can be fulfilled through in-house sessions, peer learning, or local collaborative initiatives.

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NCERT says new school textbook names 'rooted in India's culture', not just Hindi

Additionally, CBSE has broadened the scope of CPD by including activities such as participation in board examination duties, contributing to research, attending CBSE conferences, and developing digital content as valid components of the required training hours.

For the year 2025, the Board has chosen STEM (Science, Technology, Engineering, and Mathematics) education as the central theme for training. Schools have been encouraged to hold District Level Deliberations (DLDs) to spark innovation and conversation around STEM teaching, with a focus on hands-on, inquiry-driven, and interdisciplinary learning methods.

Heads of institutions have been urged to take a proactive role in nurturing a culture of continuous learning and professional growth among their staff. CBSE has emphasized that full compliance with the updated training norms is mandatory for all affiliated schools.

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Hindustan Times

Textbook renaming row: NCERT defends move as part of decolonisation

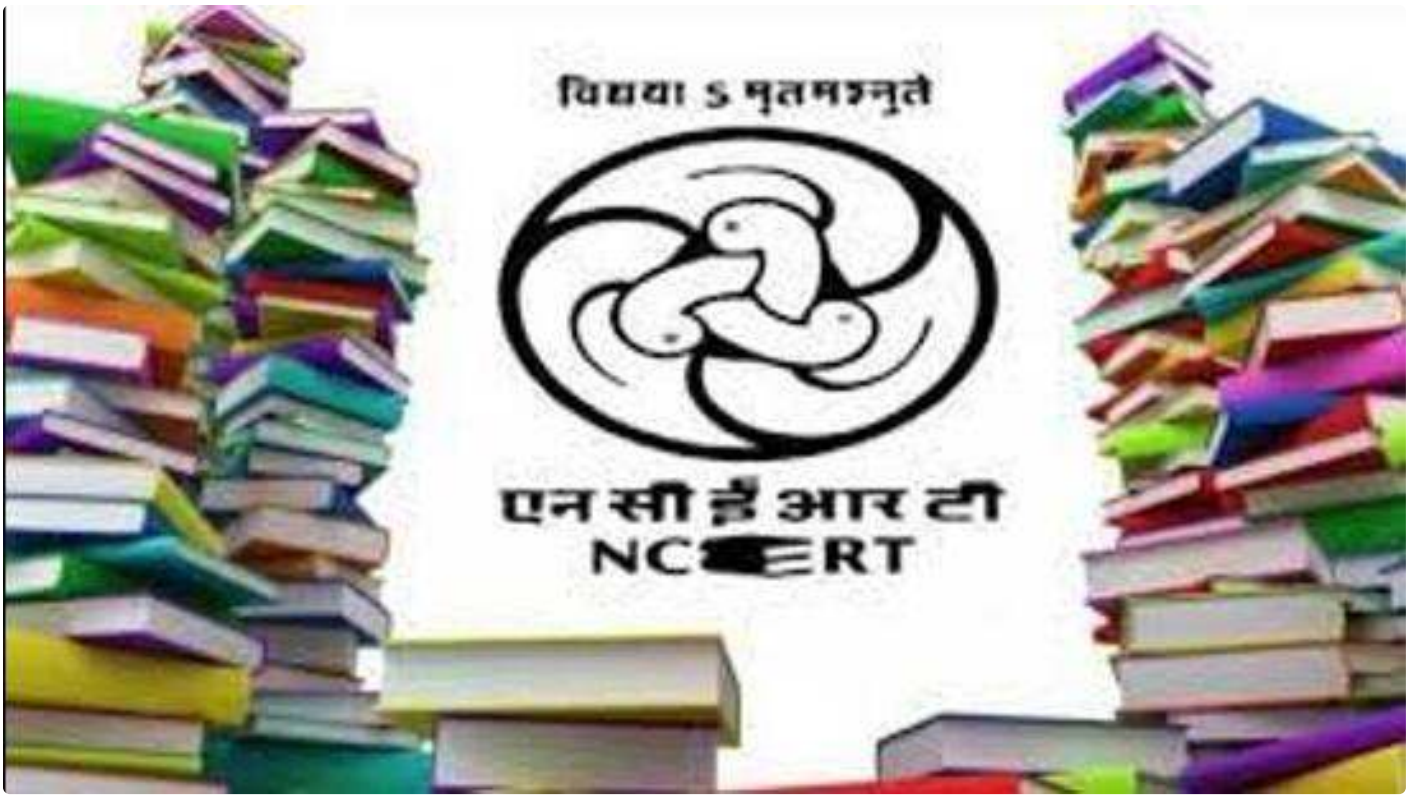
By Sanjay Maurya

Apr 18, 2025 04:34 PM IST

Kerala minister V Sivankutty criticised Hindi names of English-medium books.

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Facing criticism from southern states for giving Hindi titles to English textbooks, the National Council of Educational Research and Training (NCERT) on Friday defended the move, saying the modifications were inspired by musical instruments such as Santoor, Mridang, Tabla and Veena, and classical ragas (melodic patterns) like Poorvi "to instil a sense of Indian identity" in students.



An NCERT official said the new textbook titles have not been picked because of linguistic considerations. (HT PHOTO)

Earlier this week, Kerala general education minister V Sivankutty criticised NCERT's move to give Hindi titles to English-medium textbook and accused the Union government of cultural imposition and sabotaging the country's linguistic diversity. "The titles of the textbooks are not mere names; they shape the perception and imagination of children. English medium students deserve English titles. Education should not be an instrument of imposition but of empowerment and consensus," Sivankutty said on April 14.

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imageries are suggested to Indian learners to help them relate to educational content holistically and culturally," it added.

The new textbooks are visually appealing, inclusive, culturally rooted, and pedagogically sound, the NCERT said, adding they blend vibrant visuals with stories promoting critical thinking, ethics, and patriotism by highlighting military heroes and civilisational ethos.

The agency said the demand for the NCERT textbooks has grown, with 27.5 million books sold in 2023-24 and 59.3 million in 2024-25. "...the numbers are most likely to rise as class 5 and 8 textbooks have been released for the current academic session," it said.

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titles for NCERT books spark criticism over language policy

By News Desk

Posted on April 18, 2025



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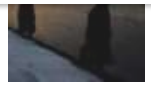


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TO TOP

The National Council of Educational Research and Training (NCERT) has stirred controversy by assigning Hindi names—written in Roman script—to several new English-medium textbooks, including English language books.

This marks a departure from the long-standing practice of aligning textbook titles


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These changes coincide with ongoing resistance in states like Tamil Nadu to the Centre's three-language policy, which critics view as an attempt to impose Hindi on non-Hindi-speaking regions.

Historically, NCERT used distinct titles for different languages. For example, the Class 6 mathematics book was named *Mathematics* in English, *Ganit* in Hindi, and *Riyazi* in Urdu. Now, both English and Hindi versions share the title *Ganita Prakash*.

The preface of the Class 6 English book—authored by NCERT Director Dinesh Prasad Saklani and academic coordinator Kirti Kapur—does not clarify the rationale behind choosing Hindi titles like *Poorvi*. It only mentions that the textbook incorporates elements from Indian

environmental awareness.

Interestingly, the naming convention hasn't been applied uniformly. The new Class 6 science textbook retains an English title—*Curiosity*—while its Hindi and Urdu versions are named *Jigyasa* and *Tajassus*.

The social science textbook is called *Exploring Society: India and Beyond* in

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NCERT began introducing textbooks under the National Education Policy (NEP) 2020 in 2023, starting with Classes 1 and 2. New books for Classes 3 and 6 followed in 2024, with releases for Classes 4, 5, 7, and 8 now underway.



RELATED ITEMS: EDUCATION POLICY, HINDI IMPOSITION, NCERT

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रोजनामा राष्ट्रीय सहारा, 18 अप्रैल, 2025, पृष्ठ न०-04

उर्दू हमारे देश की गंगा-जमुनी तहजीब का जीवंत प्रतीक है।



اردو ہمارے ملک کی گنگا جمنی تہذیب کی زندہ علامت

عبدالماجد نظامی

روبرو

سپریم کورٹ کے موقر جج صاحبان نے اپنے فیصلہ میں اردو زبان کے سلسلہ میں جو باتیں کہی ہیں، ان سے ہر تنگ نظر انسان کے ذہن کو وسعت دینے میں مدد ملے گی۔ آج کی فرقہ واریت میں کی سیاست کے ہنگاموں میں ہر وقت اردو کا رشتہ مسلمانوں سے جوڑ کر اس کے ساتھ بھی اسی قسم کا سوتیلا سلوک روا رکھنے کی کوشش کی جاتی ہے جس کا تجربہ ہندوستانی مسلمانوں کو اپنی زندگی کے تمام پہلوؤں میں ہوتا رہتا ہے۔ ایک تو اس کا ہی کوئی دستوری جواز نہیں ہے کہ مسلمانوں کے ساتھ اس قسم کا امتیازی سلوک برتا جائے کہ ان کی جان و مال اور عزت آبرو سب خطرہ میں پڑ جائیں۔ لیکن اس سے بھی زیادہ ناقابل فہم ایک طبقہ کی یہ کوشش ہے کہ اردو زبان کو خالص مسلمانوں کی زبان قرار دی جائے اور پھر اس کا رشتہ ہندوستان کی طویل تہذیبی وثقافتی تاریخ سے کاٹ کر اس کو مسلمانوں کی طرح اچھوت بنا دیا جائے۔ اس تناظر میں دیکھا جائے تو سپریم کورٹ کا یہ تبصرہ بالکل درست اور مبنی بر حقیقت ہے کہ ہندی کو ہندوؤں کی زبان باور کرانا اور اردو کو صرف مسلمانوں کی زبان ماننا حقیقت سے افسوسناک حد تک دور ہونا ہے۔ سپریم کورٹ کا یہ فیصلہ جس سیاق میں آیا ہے، اس کی تفصیل یہ ہے کہ مہاراشٹر کے آکولہ ضلع کے پٹور میونسپل کاؤنسل کی نئی عمارت کے سائن بورڈ پر اردو کے استعمال کے خلاف ایک اپیل دائر کی گئی تھی۔ سائن بورڈ پر پہلے مراٹھی اور پھر اردو میں ''میونسپل کاؤنسل، پٹور'' لکھا گیا تھا۔ یہ بات میونسپل کاؤنسل کی سابق رکن ورشا تائی کو پسند نہیں آئی۔ انہوں نے اپیل دائر کر دی اور یہ کہا کہ ریاست مہاراشٹر کی سرکاری زبان مراٹھی ہے، اس لیے اردو کا استعمال غلط ہے۔ یہ معاملہ ہائی کورٹ کے مرحلہ سے گزرتے ہوئے سپریم کورٹ تک پہنچا جہاں جسٹس سدھانشو دھولیا اور جسٹس دنود چندران کی بنچ نے یہ فیصلہ دیا کہ زبان کسی مذہب کی نمائندگی نہیں کرتی ہے۔ زبان کا تعلق کمیونٹی، علاقہ، عوام سے ہوتا ہے نہ کہ کسی مذہب سے۔ زبان تہذیب کا نام ہے۔ زبان ایک پیمانہ ہے جس سے کسی بھی کمیونٹی یا عوام کے تہذیبی سفر کا اندازہ کیا جاتا ہے۔ اردو زبان کا معاملہ بھی بالکل ویسا ہی ہے۔ جج صاحبان کے مطابق اردو زبان گنگا جمنی تہذیب یا ہندوستانی ثقافت کی بہترین علامت ہے۔ اس تہذیب کی خاص بات یہ ہے کہ شمالی اور وسطی ہندوستان کی وادیوں میں بسنے والے لوگوں کے مشترک ثقافتی اصول اس خطہ میں پروان چڑھے۔ گویا جج صاحبان کی باتوں میں یہ اشارہ موجود ہے کہ اردو زبان کو کسی مذہب سے جوڑ کر دیکھنا یا اس کی قیمت کم کرنا دراصل اردو کو اس کے اس تاریخی کردار سے محروم کرنے کی کوشش ہے جو اس زبان نے مشترک تہذیبی اثاثہ پیدا کرنے کی راہ میں ادا کیا ہے۔ اسی لیے سپریم کورٹ نے اس بات پر زور دے کر کہا کہ اردو زبان کسی دوسرے سیارہ سے آنے والی کوئی نامانوس مخلوق نہیں ہے بلکہ اس کی پیدائش اور پرورش و پرداخت اسی ملک میں ہوئی ہے۔ اسی زمین میں اردو نے ترقی کے تمام مدارج طے کیے اور شستگی کا ایسا مقام حاصل کیا کہ ہندوستانی شعراء کی پسندیدہ زبان بن گئی۔ کورٹ نے مزید یہ کہا کہ اردو کے خلاف تعصب کا مصدر یہ ہے کہ اس کے بارے میں ایک غلط فہمی پھیلی ہوئی ہے کہ یہ گویا ہندوستان کے باہر سے آئی ہوئی کوئی زبان ہے۔ لیکن حقیقت میں ایسا نہیں ہے اور جو لوگ ایسی رائے رکھتے ہیں، ان کی رائے غلط ہے۔ اردو بھی مراٹھی اور ہندی کی طرح انڈو-آرین زبان ہے۔ کورٹ نے وضاحت سے بتایا کہ اردو اور ہندی بنیادی طور پر ایک ہی زبان تھیں۔ اس لیے جب ہم اردو کو تنقید کا نشانہ بناتے ہیں تو ایک طرح سے ہم ہندی کو بھی اپنی تنقید کا ہدف بنا لیتے ہیں۔ سپریم کورٹ نے بتایا کہ یہ بات سچ ہے کہ اردو بنیادی طور پر نستعلیق میں اور ہندی دیوناگری میں لکھی جاتی ہے لیکن اس سے کوئی فرق نہیں پڑتا کیونکہ رسم الخط سے کوئی زبان نہیں بنتی ہے۔ جو چیزیں کسی زبان کو امتیاز عطا کرتی ہیں، وہ ہیں اس زبان کی تراکیب، گرامر اور گردان۔ ان تمام چیزوں میں ہندی اور اردو میں بڑی مشابہت پائی جاتی ہے۔ کورٹ نے اپنے فیصلہ میں اس سامراجی تاریخ کی طرف بھی اشارہ کیا اور بتایا کہ کس طرح استعماری قوت نے ہمارے ملک میں زبان کو عوام کے درمیان دوریاں پیدا کرنے کے لیے استعمال کیا تھا۔ یہ اسی استعماری تاریخ کا نتیجہ ہے کہ آج ہندی کو ہندوؤں کی زبان جبکہ اردو کو مسلموں کی زبان تصور کیا جاتا ہے۔ اس کے برعکس حقیقت حال یہ ہے کہ دونوں زبانیں اپنے تمام مراحل میں ایک ساتھ رہی ہیں۔ اسی کے ساتھ جج صاحبان نے اس پہلو کی جانب بھی توجہ دلائی کہ دونوں زبانوں کے بولنے والوں میں کچھ ایسے لوگ ضرور پائے جاتے ہیں جو اردو اور ہندی کو خالص بنانے کی فکر میں لگے رہتے ہیں جس کا نتیجہ یہ نکلا ہے کہ ہندی پر سنسکرت کا، اردو پر فارسی کا گہرا رنگ چڑھ گیا ہے ورنہ سچ تو یہی ہے کہ دونوں زبانیں ایک دوسرے سے الفاظ و تعبیرات مستعار لیتی رہی ہیں۔ سپریم کورٹ کے اس فیصلہ کی تمام تر تفصیلات اس لائق ہیں کہ انہیں حرف بہ حرف پڑھا جائے اور جن دماغوں کو فرقہ واریت کا مانجھ لیا ہو گیا ہے، انہیں تو بطور خاص اس کو ٹھیک سے اور ٹھہر ٹھہر کر ٹھنڈے دل اور کھلے دماغ کے ساتھ پڑھنا چاہیے تاکہ وہ اپنے خاص نظریاتی طرز فکر و ماحول سے باہر آ سکیں اور کثرت میں وحدت کی اس تاریخ کو زندہ کرنے میں اپنا کردار نبھا سکیں جس کی وجہ سے ہمارا ملک منارۂ نور صدیوں سے بنا رہا ہے اور آج اس تاریخ کو جب ختم کرنے کی سازشیں اور کوششیں ہو رہی ہیں تو یہ سمجھنا چاہیے کہ اردو دشمنی کہیں ہماری اپنی تہذیب و ثقافت کے خلاف ہی بے سود جنگ میں تبدیل نہ ہو جائے جس کے دوررس اور نہایت منفی نتائج رونما ہوں گے۔ اردو ایک شیریں زباں ہے جس میں ایک خاص قسم کی لطافت، تازگی اور دلکشی پائی جاتی ہے۔ اس زبان میں نفرت کی تعبیرات کے لیے کوئی جگہ نہیں ہے۔ یہ سرتاپا محبت والفت اور امن و آشتی کی پیامبر زبان ہے۔ جو لوگ اس خوبصورت زبان اور اس کی بے مثل تہذیب کے دامن پر اپنی تنگ نظری سے سیاہ دھبہ لگانا چاہتے ہیں، انہیں ہزار بار توبہ کرنا چاہیے کیونکہ یہ ایک ایسا گناہ ہے جس کی نحوست نسلوں اور صدیوں تک محسوس کی جائے گی۔ اب جبکہ سپریم کورٹ کی جانب سے فیصلہ صادر ہو چکا ہے تو اس پر بیجا سیاست کا راستہ ہمیشہ کے لیے بند ہونا چاہیے اور اردو کی ترویج و ترقی کے لیے جتنے ممکن اقدامات ہو سکتے ہیں ان کو بروئے کار لانا چاہیے تاکہ ملک کی گنگا جمنی تہذیب کو پروان چڑھانے میں اردو و ہندی اسی طرح مصروف عمل رہیں جیسا کہ تاریخ میں اس کا روشن کردار اس پہلو سے ہمیں دیکھنے کو ملا ہے۔ ایسا کرنا صرف اردو کی ہی خدمت نہیں قرار پائے گی بلکہ کثرت میں وحدت کے اصول کو مضبوط کر کے اس ملک کی تعمیر و ترقی میں بھی حصہ لینے کے مترادف سمجھا جائے گا اور اس سے بہتر حب الوطنی کا کوئی عنصر نہیں ہو سکتا۔ اردو زندہ رہے تابندہ رہے تاکہ اس کی شیریں بیانی سیاست کے زہر کے لیے تریاق بن کر اپنی خدمت انجام دیتی رہے۔

(مضمون نگار روزنامہ راشٹریہ سہارا کے گروپ ایڈیٹر ہیں)

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جسٹس سدھانشو دھولیا اور جسٹس دنود چندران کی بنچ نے یہ فیصلہ دیا کہ زبان کسی مذہب کی نمائندگی نہیں کرتی ہے۔ زبان کا تعلق کمیونٹی، علاقہ، عوام سے ہوتا ہے نہ کہ کسی مذہب سے۔ زبان تہذیب کا نام ہے۔ زبان ایک پیمانہ ہے جس سے کسی بھی کمیونٹی یا عوام کے تہذیبی سفر کا اندازہ کیا جاتا ہے۔ اردو زبان کا معاملہ بھی بالکل ویسا ہی ہے۔

रोजनामा राष्ट्रीय सहारा, 18 अप्रैल, 2025, पृष्ठ न०-05

सरकार ने फीस वृद्धि पर 11 स्कूलों को कारण बताओ नोटिस जारी किया।

سرکار نے 11 اسکولوں کو شوکاز نوٹس جاری کئے

فیس میں اضافے کے معاملہ پر سرکار سخت

نئی دہلی (ایس این بی) وزیر تعلیم آشیش سود نے راجدھانی کے پرائیویٹ اسکولوں میں فیسوں میں اضافے کے معاملے پر سختی کا مظاہرہ کرتے ہوئے کہا ہے کہ سرکار پھولوں کی تقریروں سے نہیں چلتی۔ انہوں نے پچھلی سرکار کو نشانہ بناتے ہوئے کہا کہ وہ بتائیں کہ انہوں نے گزشتہ 10 سالوں میں نجی اسکولوں کے خلاف کیا کارروائی کی ہے۔ پریس کانفرنس میں انہوں نے دعویٰ کیا کہ دہلی کی تاریخ میں پہلی بار ڈی ایم سطح پر ایک کمیٹی کو اسکول بھیج کر آڈٹ کرایا گیا ہے۔ عدالت کو سرکاری رپورٹ پر سخت رویہ اختیار کرتے ہوئے کہنا پڑا کہ جو اسکول ناانصافی کر رہے ہیں ان کو اختیار کیوں نہیں دیا جائے اور یہ ناانصافی بند کی جائے۔ عدالتی حکم نامے کی کاپی صحافیوں کو بھی فراہم کر دی گئی ہے۔ وزیر تعلیم نے کہا ہے کہ جو لوگ ڈی پی ایس دوارکا کے بارے میں تشویش کا اظہار کر رہے ہیں ان کی سرکار کے خلاف کیا کارروائی کی گئی ہے۔ وزیر نے الزام لگایا ہے کہ پچھلی سرکار کے وزراء رشوت لینے کے عوض اسکولوں کو فیسوں میں اضافے کی اجازت دیتے رہے۔ دیکھا سرکار نے پہلی بار ڈی ایم کے عدالتی اختیارات کا استعمال کرتے ہوئے یہ قدم اٹھایا ہے۔ آپ کے لیڈروں کو معلوم ہونا چاہیے کہ جنگ اس طرح لڑی جاتی ہے۔ آپ لیڈروں کو نشانہ بناتے ہوئے انہوں نے کہا کہ الزامات لگانا اور بھاگنا ان کی پرانی عادت ہے۔ سرکار نے ایک فہرست جاری کرتے ہوئے کہا کہ سرکار کی جانب سے 11 اسکولوں کو وجہ بتاؤ نوٹس جاری کیے گئے ہیں۔ گرین لینڈ پبلک اسکول کے علاوہ گیتا بال بھارتی سینئر سیکنڈری اسکول، سروج مونٹیسوری پبلک اسکول، دویک وہار-2، پونیت پبلک اسکول پیپل اسٹریٹ وشواس نگر، اروا چن بھارتی بھون اسکول، دویک وہار مشرقی دہلی میں واقع ہے۔ اسکولوں کے ناموں میں لوشار کانونینٹ پرشانت وہار، دی سرینجن اسکول، ماڈل ٹاؤن، کونٹز میری اسکول، گرو تیگ بہادر اسکول، بیر اماڈل اسکول جنک پوری اور سینٹ جارجیس شامل ہیں۔

दैनिक जागरण, 19 अप्रैल, 2025, पृष्ठ नं० - 07

मुरादाबाद की प्रेस में छपती थीं एनसीईआरटी की नकली पुस्तकें

- जांच के दायरे में दिल्ली के कई प्रिंटिंग प्रेस भी हैं, कार्रवाई के डर से भूमिगत हुए संचालक
- एनसीईआरटी की नकली पुस्तक छापने वाली प्रिंटिंग प्रेस संचालकों को ढूंढ रही है पुलिस

जागरण संवाददाता, बाहरी दिल्ली: दो दिन पहले समयपुर बादली क्षेत्र में मिलीं एनसीईआरटी की नकली पुस्तकों के प्रकाशन के तार उत्तर प्रदेश के मुरादाबाद के अलावा दिल्ली के यमुना पार क्षेत्र से जुड़ रहे हैं। पुलिस की जांच के दायरे में मुरादाबाद और यमुनापार इलाके की कुछ प्रिंटिंग प्रेस हैं। पुलिस जांच में सामने आया है कि समयपुर बादली से बरामद नकली पुस्तकों से कुछ की छपाई मुरादाबाद की प्रिंटिंग प्रेस में हुई है। दोनों ही जगहों के प्रिंटिंग प्रेस संचालक पुलिस के रडार पर हैं। पुलिस का कहना है कि इस गोरखधंधे में शामिल कुछ लोगों की पहचान कर ली है, जल्द गिरफ्तारी के प्रयास किए जा रहे हैं।

पुलिस अधिकारी ने बताया कि प्रिंटिंग प्रेस के संचालकों से पूछताछ का प्रयास किया जा रहा है। इनमें से कुछ के संचालक भूमिगत हो गए हैं, इसलिए उन पर शक और गहरा गया है। इन संदिग्ध लोगों को पुलिस हिरासत में लेने की कोशिश कर रही है। पुलिस अधिकारी का कहना है कि इन दोनों जगहों के अलावा भी कुछ संदिग्ध प्रिंटिंग प्रेस के बारे में जानकारी मिली है। पुलिस इन इनपुट पर भी काम कर रही है। अगले एक-दो दिन में इस रैकेट में शामिल लोगों के नाम सामने आने की उम्मीद है।

बाहरी-उत्तरी जिला के एंटी आटो थेफ्ट स्क्वाड (एएटीएस) ने 16 अप्रैल को समयपुर बादली क्षेत्र में छापा मारकर एनसीईआरटी की अलग-अलग कक्षाओं की 4,091 नकली पुस्तकें बरामद की थीं और इस संबंध में पुस्तक विक्रेता को गिरफ्तार किया था। पूछताछ के दौरान आरोपित ने बताया कि रिजल्ट आने के बाद अचानक एनसीईआरटी की किताबों की मांग बढ़ जाती है। कई बार किताबें नहीं भी मिलती हैं। इसका फायदा उठाकर यह लोग नकली किताबें छपवाकर मार्केट में बेच देते हैं। किताबों के लिए अतिरिक्त रकम भी वसूल ली जाती है।

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देश के लिए गर्व का पल : श्रीमद्भगवद् गीता और नाट्यशास्त्र यूनेस्को के स्मृतिकोष में दर्ज

जागरण ब्यूरो, नई दिल्ली : महाभारत में भगवान कृष्ण के उपदेश पर आधारित धर्मग्रंथ श्रीमद्भगवद् गीता और भारत की ललित कलाओं का मूलग्रंथ कहे जाने वाले भरत मुनि रचित नाट्यशास्त्र को यूनेस्को ने अपनी 'मेमोरी आफ वर्ल्ड रजिस्टर' में शामिल किया है। विश्व धरोहर दिवस पर यूनेस्को के स्मृतिकोष में दर्ज होने की घोषणा पर प्रधानमंत्री नरेन्द्र मोदी ने खुशी जाहिर की और दुनिया भर में रहने वाले हरेक भारतीय के लिए इसे गर्व का पल बताया। कहा कि दोनों महाग्रंथों को यूनेस्को के विश्व स्मृति रजिस्टर में शामिल किया जाना हमारे शाश्वत ज्ञान और समृद्ध संस्कृति की वैश्विक मान्यता है। उनकी अंतर्दृष्टि दुनिया को प्रेरित करती रहती है।

विश्व धरोहर दिवस पर मान्यता

- 74 पांडुलिपियों को यूनेस्को के कोष में स्थान, अब तक इस रजिस्टर में 570 पांडुलिपि शामिल
- पीएम मोदी ने कहा-दुनिया ने हमारे शाश्वत ज्ञान और समृद्ध संस्कृति को वैश्विक मान्यता प्रदान की
- ऋग्वेद जैसे भारतीय अभिलेख पहले से हैं इसमें शामिल



नाट्यशास्त्र (बाएं) एवं श्रीमद्भगवद् गीता की पांडुलिपियां ● एक्स/@जीएसएमओएफ

यूनेस्को के 'मेमोरी आफ वर्ल्ड रजिस्टर' का मकसद विश्व के महत्वपूर्ण दस्तावेजी विरासत को संरक्षित करना और उन्हें दुनिया के सामने लाना है। अब तक इस रजिस्टर में 72 देशों और चार अंतरराष्ट्रीय संगठनों से जुड़े शोधों व उपलब्धियों सहित 570 पांडुलिपियों को जगह दी जा चुकी है। यूनेस्को ने 74 पांडुलिपियों को विश्व धरोहर दिवस के दिन मेमोरी रजिस्टर में शामिल किया है। इस रजिस्टर में ऋग्वेद सहित देश के करीब दर्जनभर प्राचीन ग्रंथों व पांडुलिपियों को पहले से ही शामिल किया जा चुका है। यूनेस्को का "मेमोरी आफ द वर्ल्ड" रजिस्टर 1992 में स्थापित किया गया था। इसका मुख्य उद्देश्य दुनिया के दस्तावेजी विरासत को सुरक्षित करना और दस्तावेजी विरासत के महत्व के बारे में जागरूकता बढ़ाना है।

श्रीमद्भगवद् गीता व नाट्यशास्त्र को यूनेस्को की मेमोरी आफ द वर्ल्ड रजिस्टर में शामिल होने पर गृह मंत्री अमित शाह ने एक्स के जरिये खुशी जताई और कहा कि दुनिया भारत के ज्ञान को संजोकर रखती है। गीता व नाट्यशास्त्र को मिला यह सम्मान प्रत्येक भारतीयों का सम्मान है। ये शास्त्र भारत के प्राचीन ज्ञान को दर्शाते हैं। इसमें अनादि काल से ही दुनिया को मानवता के बेहतरी के लिए व जीवन को सुंदर बनाने का राह दिखाया जा रहा है। प्रधानमंत्री मोदी के नेतृत्व में भारत अपने सांस्कृतिक ज्ञान को वैश्विक कल्याण के लिए स्थापित करने के लिए निरंतर प्रयासरत है। यह इन प्रयासों को मिली बड़ी मान्यता है। केंद्रीय संस्कृति मंत्री गजेंद्र सिंह शेखावत ने इस पल को ऐतिहासिक क्षण बताया। उन्होंने एक्स पर इन दोनों ग्रंथों के चित्र भी साझा किए हैं।

क्या हैं दोनों महाग्रंथ

श्रीमद्भगवद् गीता : महाभारत के भीष्मपर्व में शामिल हिंदुओं के इस पवित्र ग्रंथ के 18 अध्यायों में 700 से अधिक श्लोक हैं। महाभारत के रणक्षेत्र में भगवान श्रीकृष्ण ने वीर योद्धा अर्जुन को जो उपदेश दिए हैं, वही 'श्रीमद्भगवद् गीता' है। इस प्राचीन हिंदू ग्रंथ को दुनिया भर में बड़ी श्रद्धा से देखा जाता है और देश-विदेश की अनेक भाषाओं में इसका अनुवाद भी किया गया है। यूनेस्को में गीता की 1875-76 की टीका को भेजा गया है। राजानकराम की लिखी यह पांडुलिपि शारदा लिपि में है।

नाट्यशास्त्र : भरत मुनि रचित यह प्राचीन ग्रंथ भारतीय कलाओं का मूल ग्रंथ माना जाता है। नाट्यशास्त्र में लिखा है कि बिना रस के शब्दों को भाव और अर्थ नहीं मिलते हैं। नाटक का मंचन अभिनय, रस, भाव, संगीत आदि के जरिये होता है जिससे भारतीय नाट्यकला, काव्य, नृत्य व संगीत आदि की रचना होती है। भरतनाट्यम जैसे शास्त्रीय नृत्य की उत्पत्ति इस ग्रंथ से हुई। इन रचनात्मक कलाओं के 36 हजार श्लोकों को मौखिक रूप से कंठस्थ किया जाता था। इसकी 1874-75 की हस्तलिखित पांडुलिपि को यूनेस्को में भेजा गया है।

राष्ट्रीय सहारा, 19 अप्रैल, 2025, पृष्ठ नं० - 01

गीता-नाट्यशास्त्र की पांडुलिपियां यूनेस्को विरासत में शामिल

■ दोनों उन 74 नए दस्तावेजी विरासत संग्रहों का हिस्सा बने जिन्हें विश्व स्मृति रजिस्टर में किया गया दर्ज

नई दिल्ली (भाषा)। भगवद् गीता और भरत मुनि के नाट्यशास्त्र की पांडुलिपियां उन 74 नए दस्तावेजी विरासत संग्रहों का हिस्सा है जिन्हें यूनेस्को के 'विश्व स्मृति रजिस्टर' में शामिल किया गया है। यूनेस्को के अनुसार, 72 देशों और चार अंतरराष्ट्रीय संगठनों की वैज्ञानिक क्रांति, इतिहास में महिलाओं के योगदान और बहुपक्षवाद की प्रमुख उपलब्धियों पर प्रविष्टियां रजिस्टर में शामिल की गईं। प्रधानमंत्री नरेन्द्र मोदी ने शुक्रवार को 'एक्स' पर एक पोस्ट में इसे '' दुनिया भर में हर भारतीय के लिए गर्व का क्षण'' बताया। उन्होंने कहा, ' गीता और नाट्यशास्त्र को यूनेस्को के विश्व स्मृति रजिस्टर में शामिल किया जाना हमारे शाश्वत ज्ञान और समृद्ध संस्कृति की वैश्विक मान्यता है। गीता और नाट्यशास्त्र ने सदियों से सभ्यता और चेतना को पोषित किया है। उनकी अंतर्दृष्टि दुनिया को प्रेरित करती रहती है।'

नाट्यशास्त्र को कलाओं का एक मौलिक ग्रन्थ माना जाता है। यूनेस्को ने 17 अप्रैल को अपने विश्व स्मृति रजिस्टर में 74 नए दस्तावेजी विरासत संग्रह जोड़े, जिससे कुल अंकित संग्रहों की संख्या 570 हो गई है।

दुनिया करती है भारत के ज्ञान का सम्मान



केंद्रीय गृह मंत्री अमित शाह ने भगवद् गीता और भरत मुनि के नाट्यशास्त्र को यूनेस्को के 'विश्व स्मृति रजिस्टर' में शामिल किए जाने की सराहना की तथा कहा कि प्रधानमंत्री के नेतृत्व में भारत ने अपने सांस्कृतिक ज्ञान को वैश्विक कल्याण के केंद्र में स्थापित करने के लिए निरंतर प्रयास किए हैं। दुनिया भारत के ज्ञान का सम्मान करती है। 'गीता और नाट्यशास्त्र को विश्व स्मृति रजिस्टर में शामिल किए जाने पर प्रत्येक भारतीय को बधाई।'

प्रत्येक भारतीय के लिए गौरव का क्षण



मुख्यमंत्री योगी आदित्यनाथ ने भगवद गीता और भरत मुनि के नाट्यशास्त्र की पांडुलिपियों को यूनेस्को के 'मेमोरी ऑफ द वर्ल्ड रजिस्टर' में शामिल किए जाने की सराहना की और इसे प्रत्येक भारतीय के लिए 'गर्व का क्षण' बताया। उन्होंने कहा, 'यह अभूतपूर्व सम्मान भारत की अनुपम आध्यात्मिक चेतना, अद्वितीय मेधा, शाश्वत ज्ञान-परम्परा, कालजयी कलात्मक प्रतिभा तथा समृद्ध सांस्कृतिक विरासत को वैश्विक मान्यता है।'

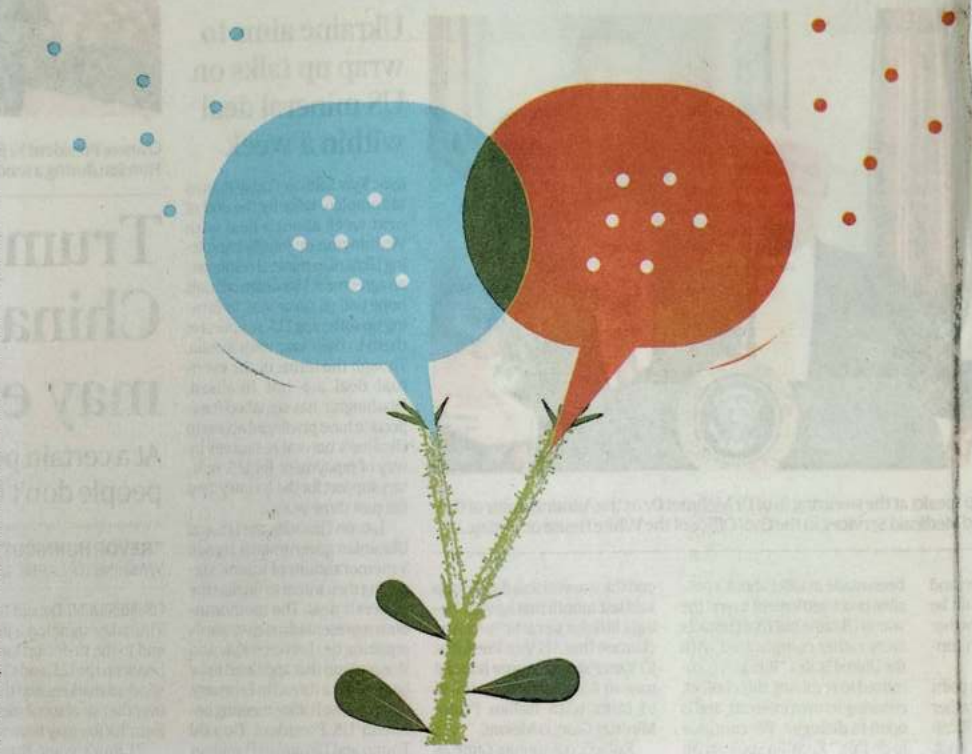
The Indian Express, 19 April, 2025, Page no – 11

Hindi & Urdu — a tale of twins

Whatever they become, wherever they go, they will always be identical at the genetic level



PEGGY MOHAN



C R Sasikumar

THE STORY OF the modern languages of North India goes back to a time just before the 12th century. Those were different times, when a ruling elite spoke and wrote in regional prakrits, and in their courts patronised literature in Sanskrit. Ordinary people spoke older local languages, linked in the east to tribal languages, and in the west to languages of the Indus Valley Civilisation that were still alive, unwritten and lost to the historical record. But all this while these small local languages were drinking in vocabulary from the prakrits, the way Hinglish is now absorbing English words and phrases. And around this time, people in towns were beginning to write, at first only lists and legal documents, but these give us our first glimpse of languages that look a lot like the ones we speak now.

The old order that spoke in prakrits and patronised Sanskrit literature was in distress, like a dinosaur about to topple over. And then, in the 12th century, in many parts of North India, a new competitor appeared. Turks from what is now Uzbekistan, who gave the final push to defeat the brittle kingdoms and install the sultanates.

When the Central Asians came, they spoke Uzbek, and those who were literate also knew Persian. They had no reason to support the old prakrits, and soon they began to invite new poets and songwriters into their courts, and give their languages the space and air they needed to flourish.

In the Delhi region, a new language had already emerged; let us call it "Dehlavi". It shared space in the larger region with other new languages, like Braj and Awadhi, but it had one immense advantage: Location. It was the vernacular language of the capital city. The new migrants, like all migrants throughout Indian history, preserved their "high" language, but abandoned their earlier vernacular. They kept Persian, but replaced Uzbek with Dehlavi for their daily conversations. They found it, liked it, and began to use it, with the odd Persian word thrown in. Some of Amir Khusro's verse gives us a glimpse of this language: *Khusro darya prem ka ulfi wa ki dhar,/ Jo utra so dub gaya, jo duba so par.* (Oh Khusro love's river, it has a contrary flow/ Who wades in will drown, who drowns will cross below.)

Dehlavi was a spoken language, but soon people began to write in it, though serious literature continued to be in Persian and Sanskrit. It was written both in the Persian script and in local scripts like Kaithi and Mahajani. In time, it started getting referred to as "Hindi". Not "Hindavi", what Khusro called all the local languages that were not Persian. It was Hindi, and everyone used it, old-timers and newcomers alike.

Centuries later, in Mughal times, during the reign of Aurangzeb, Jafar Zatalli, a poet from Narnaul, near Delhi, dreamed of writing for a larger audience. This was verse critical of the government, so it had to be in a language people understood: In "spoken Hindi". But he needed words. Up till this moment, he had been composing ghazals only in Persian. So Persian became the fount he dipped into for the new words he needed, and these were almost all nouns. The basic operating system of spoken Hindi was unchanged. *Agarche huma kudao karkartast,/ Bahindi-dashindi zuban/ Va lekin kisi ne bhali yeh kahi,/ Jise piyu chahe, suhagan wahi* (Though it may seem like rubbish/ This Hindi-Vindi language,/ As they rightly say:/ Whoever the lover loves, she becomes his wife.)

And in 1780, the poet Mus'hafi, writing in Lucknow, named this new language "Urdu".

Now that Urdu was a literary language, it began to drink in new nouns from Persian. Mirza Ghalib, writing in Delhi while it was occupied by the British, took this to such a high pitch that many, even other poets in the Delhi court, found it difficult to understand him. But the Urdu he spoke in, and wrote his letters to friends in, was a language we can recognise: *Insaf karo, likhun to kya likhun? Kuchh likh sakta hun?... Bas, itna hi hai ki ab tak ham-tum jite hain. Zyada is se na tum likhoge, na main likhunga* (Be reasonable, if I were to write, what could I write? Can I really write anything?... Only this much is true, that up to now you and I are still alive. More than that neither you, nor I, will write).

It was the British who, uncomfortable with the Persian words in Urdu, and in the old legal system they were still using, decided in 1900 to "purge" Urdu of its Persian words and substitute vocabulary from the language they admired: Sanskrit. And, the same year, the government passed an order in which a reference to "the Nagari and Persian characters", or the writing systems, was reworded as "the Hindi and Urdu languages". The division of Hindi and Urdu into two separate languages goes back precisely to that office memo, described in the press at that time as "inadvertent", and "a mistake".

It was the British who, uncomfortable with the Persian words in Urdu, and in the old legal system they were still using, decided in 1900 to 'purge' Urdu of its Persian words and substitute vocabulary from the language they admired: Sanskrit. And, the same year, the government passed an order in which a reference to 'the Nagari and Persian characters', or the writing systems, was reworded as 'the Hindi and Urdu languages'. The division of Hindi and Urdu into two separate languages goes back precisely to that office memo, described in the press at that time as 'inadvertent', and 'a mistake'.

What do you call two life forms that started out as a single embryo, but split into two? Identical twins. Not identical in terms of thoughts, choices or life story: It is often easy to tell identical twins apart. But whatever they become, and wherever they go, they will always be identical at the genetic level. Organ transplants between the two do not cause tissue rejection.

In linguistic terms, that is the basic grammar, and the basic sounds. All the nouns the two languages acquire in their journey through life, the different writing systems they adopt, have nothing to do with their genetics. Urdu has taken on a few consonants from Persian: *khe*, *ghain* and *qaaf*. But when we focus on these exotic sounds, we miss the more important fact that Urdu has retroflexion: *ṭ* and *Ṭ* and *ḍ* and *Ḍ* are separate sounds: *dAnt* (tooth) and *ḌANT* (scolding) are different words. And that is the final test of whether a language is Indian, because it traces back 70,000 years to the first people who came from Africa to settle here.

Can a language be more Indian than that?

The writer has taught Linguistics at Howard University, JNU and Ashoka University. She is the author, most recently, of Father Tongue, Motherland: The Birth of Languages in South Asia

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The Indian Express, 19 April, 2025, Page no – 10



THE ADOLESCENT AT HOME

Our young are facing mental health challenges that are not being addressed

GAURAV GOGOI

BEING A YOUNG person today is not simple. For many Indians, adolescence is no longer a carefree phase but a high-pressure journey marked by academic stress, social-media scrutiny, and emotional isolation. India is facing a silent mental-health crisis — one that is disproportionately impacting its youth.

According to the National Crime Records Bureau, over 40,000 student suicides have been reported in India in the past five years. Yet, mental health remains a neglected area in our public health agenda. The National Mental Health Survey (2016) found that one in 10 adolescents has a mental health disorder, but India allocates less than 0.5 per cent of its health budget to mental health services. With over 250 million people under the age of 20, this crisis demands immediate attention.

Covid deepened a growing crisis among young people. With schools closed and real-world social interactions cut off, most adolescents turned to digital platforms. While social media offered connection, it also intensified feelings of comparison, isolation, and performance anxiety. Teenagers, already navigating complex emotional terrains, were left more vulnerable than ever. The habits formed during lockdown have become entrenched.

The Netflix series *Adolescence* offers insights into the emotional struggles of today's youth, helping us better understand the cracks in our support systems and the damaging influence of online culture. An insidious aspect of the digital age is the rise of influencers promoting toxic masculinity — preaching dominance, emotional suppression, and hyper-aggression among young boys. It teaches boys to repress vulnerability and discourages them from seeking help, while fostering environments of misogyny. We must disrupt these narratives. Strength lies not in emotional suppression but in emotional honesty. We need to normalise conversations about mental health and build a culture that celebrates empathy, self-awareness, and resilience.

Addressing this crisis requires systemic and cultural reform. Mental-health support must be integrated into schools. Preventive counselling and emotional education should be standard. Schools must also teach digital literacy and emotional intelligence, equipping students to navigate online spaces safely.

Addressing this crisis requires systemic and cultural reform. Mental-health support must be integrated into schools. Preventive counselling and emotional education should be standard. Schools must also teach digital literacy and emotional intelligence, equipping students to navigate online spaces safely.

Changing the culture around mental health also requires reshaping the way we talk about masculinity. Tackling toxic masculinity must be a national priority — not just by revising textbooks, but by promoting healthier models of masculinity. But these cultural shifts will mean little without real investment. India must significantly boost its mental-health budget to strengthen infrastructure and expand access to care, particularly in rural and underserved areas. A lack of funding is no longer just an administrative gap; it's a life-threatening obstacle for young people.

Often, stigma around mental health begins at home, where conversations about feelings are dismissed or avoided. Parents and caregivers must be equipped to recognise signs of distress and approach mental health with the same urgency as physical health. From an early age, children should be encouraged to express emotions and develop emotional intelligence in environments that see vulnerability as strength, not weakness. Public figures — politicians, celebrities, influencers — also play a powerful role. By speaking openly about their experiences, they can help normalise mental health conversations and foster a culture of authenticity.

The youth are the future of our country. But what future can we promise them if we fail to protect their present? The weight of expectation, the fear of judgement, the suffocating silence around mental health — these are burdens no young person should carry. We are at a crossroads. We can continue to brush this crisis under the carpet or we can rise to the moment with courage and compassion. This is not just a policy issue — it's a human issue. And the cost of inaction is counted in lost potential, futures, and lives. India must choose empathy. India must choose to listen.

The writer is deputy leader of Congress in the Lok Sabha

The Pioneer, 19 April, 2025, Page no – 01

Manuscripts of Bhagvad Gita, Natyashastra added to UNESCO register

PIONEER NEWS SERVICE ■ New Delhi

Manuscripts of Bhagavad Gita and Bharat Muni's Natyashastra are among 74 new documentary heritage collections that have been added to the UNESCO's Memory of the World Register.

Prime Minister Narendra Modi, in a social media post on Friday, described the inscriptions as "a proud moment for every Indian across the world".

"The inclusion of the Gita and Natyashastra in UNESCO's Memory of the World Register is a global recognition of our timeless wisdom and rich culture. The Gita and Natyashastra have nurtured the (human) civilisation and consciousness for centuries. Their insights continue to inspire the world," he said.

Entries on scientific revolution, women's contribution to history and major milestones of multilateralism from 72 countries and four international organisations are included in the Register, according to United Nations Educational, Scientific and Cultural Organisation (UNESCO).

The Register consists of books, manuscripts, maps, photographs, sound or video recordings as a documentary heritage of humanity. The development comes on World Heritage Day on April 18.

Preserved at the Bhandarkar Oriental Research Institute and codified around the 2nd century BC, the Natyashastra is "an epitome of Natyaveda, an oral body of knowledge of performing art containing 36,000 verses known as the Gandharvaveda," the UNESCO said in its citation list about the new inscriptions.

Bharat Muni makes a "groundbreaking statement in Natyashastra, asserting that 'no meaning can blossom forth without rasa,' a profound contribution to world literature," it said.

> **The inclusion of the Gita and Natyashastra in UNESCO's Memory of the World Register is a global recognition of our timeless wisdom and rich culture**
>
> – NARENDRA MODI, PRIME MINISTER

The Natyashastra embodies a comprehensive set of rules that define natya (drama), abhinaya (performance), rasa (aesthetic experience), bhava (emotion), sangita (music), among others, thus articulating the character of Indian theatre, poetics, aesthetics, dance and music.

The Manuscript collection of Bhagavad Gita: Ancient samgraha grantha of Indian thought with worldwide readership and influence also now finds a place in the coveted UNESCO register.

"The Bhagavadgita, containing 700 verses in 18 Chapters, is embedded within the Bhismaparva of the epic Mahabharata. It takes the form of a dialogue between Krishna and Arjuna with armies lined up for the great war intended to free Arjuna of dejection (visada)," the citation read.

Bhagavad Gita is a central text in the continuous, cumulative ancient intellectual Indian tradition, synthesising various thought movements such as Vedic, Buddhist, Jain and Carvaka, it said.

"Due to its philosophical breadth and depth, the Bhagavad Gita has been read for centuries across the globe and translated into many languages," the UNESCO citation added. Union Home Minister Amit Shah hailed the development, and said that under Prime Minister Narendra Modi, Bharat has made incessant efforts to enshrine its cultural wisdom at the centre of global welfare. Shah also said that the world treasures Bharat's wisdom.

"Congratulations to every Indian on the grand occasion of the Gita and Natyashastra getting included in the UNESCO Register," he said in a social media post.

The Home Minister said the scriptures depict the ancient wisdom of Bharat that has showed light to humanity to make the world better and lives more beautiful since time immemorial.

"Under the leadership of PM Shri @narendramodi Ji, Bharat has made incessant efforts to enshrine our cultural wisdom at the centre of global welfare. This is a great recognition of these efforts," he said. Union Culture Minister Gajendra Singh Shekhawat also took to the social media, saying this was a "historic moment for Bharat's civilisational heritage". This global honour celebrates India's "eternal wisdom and artistic genius", the Minister said.

"These timeless works are more than literary treasures - they are philosophical and aesthetic foundations that have shaped Bharat's worldview and the way we think, feel, live, and express. With this, we now have 14 inscriptions from our country on this international register," he posted and shared some images of the two texts.

On Thursday, UNESCO added 74 new documentary heritage collections to its Memory of the World Register, bringing the total number of inscribed collections to 570, the world body said.

The Pioneer, 19 April, 2025, Page no – 02

Manuscripts...

Continued from >> P1

Collections are added to the register by a decision of UNESCO Executive Board, following the evaluation of nominations by an independent international advisory committee. Among the newly inscribed collections, 14 pertain to scientific documentary heritage.

Ithaf Al-Mahbub, submitted by Egypt, documents the Arab world's contributions to astronomy, planetary movement, celestial bodies, and astrological analysis during the first millennium of our era, UNESCO said.

The archives of Charles Darwin (United Kingdom), Friedrich Nietzsche (Germany), Wilhelm Conrad Roentgen (Germany) — which contain the very first recorded X-ray photographs — and Carlos Chagas (Brazil), a pioneer in disease research, have also been included.

Several collections document key moments in international cooperation, including the Geneva Conventions (1864-1949) and their protocols (1977-2005) (Switzerland), the Universal Declaration of Human Rights (United Nations), and the 1991 Windhoek Declaration (Namibia), a global reference for press freedom, the UNESCO said in the statement.

"Documentary heritage is an essential yet fragile element of the memory of the world. This is why UNESCO invests in safeguarding — such as the libraries of Chinguetti in Mauritania or the archives of Amadou Hampate Ba in Cote d'Ivoire — shares best practices and maintains this Register that records the broadest threads of human history," UNESCO Director-General Audrey Azoulay said.

Hindustan Times, 19 April, 2025, Page no - 10

{ RECOGNITION OF RICH CULTURE, SAYS PM MODI }

Gita, Natyashastra enter Unesco's Memory of the World Register

Vrinda Tulsian
letters@hindustantimes.com

NEW DELHI: Manuscripts of Bhagavad Gita and Bharat Muni's Natyashastra are among 74 new documentary heritage collections added to the UNESCO's Memory of the World Register this year, with Prime Minister Narendra Modi on Friday describing the inscriptions as "a proud moment for every Indian across the world".

"The inclusion of the Gita and Natyashastra in UNESCO's Memory of the World Register is a global recognition of our timeless wisdom and rich culture. The Gita and Natyashastra have nurtured civilisation, and consciousness for centuries. Their insights continue to inspire the world," Modi said in a post on X.

The development comes on World Heritage Day on April 18.

Launched in 1992, the Memory of the World register consists of books, manuscripts, maps, photographs, sound or video recordings as a documentary heritage of humanity. The UNESCO's initiative promotes the preservation of the valuable archive holdings and library collections all over the world, ensuring their wide dissemination. "The Manuscript Collection of Bhagavadgītā is an ancient Samgraha-grantha of Indian thought with world-wide readership and influence; Manuscript of the Natyaśāstra of Bharatamuni is a Seminal text of Indian Performing Art," the UNESCO said in its citation list about the new inscriptions.



Manuscripts of Bhagavad Gita and Natyashastra are among 74 documentary heritage collections to get Unesco tag.

The Bhagavad Gita, containing 700 verses in 18 chapters, is embedded in the Bhishmaparva of the epic Mahabharata. "It takes the form of a dialogue between Krishna and Arjuna with armies lined up for the great war intended to free Arjuna of dejection (visada)," the citation said.

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The Natyashastra embodies a comprehensive set of rules that define natya (drama), abhinaya (performance), rasa (aesthetic experience), bhava (emotion), sangita (music), among others, thus articulating the character of Indian theatre, poetics, aesthetics, dance and music.

Union culture and tourism minister Gajendra Singh Shekhawat termed the inscription a "historic moment" for the country's civilisational heritage. "...This global honour celebrates India's eternal wisdom & artistic genius. These timeless works are more than literary treasures—they are philosophical foundations that have shaped Bharat's world view and the way we think, feel, and express," Shekhawat posted on X.

Hindustan Times, 19 April, 2025, Page no - 16

In the defence of Urdu, the case for linguistic diversity

The Supreme Court decision in an appeal against municipal signboards in Urdu serves as an eye-opener for those who are blind to the Constitutional provisions related to the needs of a multilingual State

'Before us is a fellow citizen who has taken great pains to take this matter twice to the High Court and then twice again before this court. What the appellant thinks may also be the thinking of many of our fellow citizens. These need to be addressed.' With this meaningful observation, a division bench of the Supreme Court has decided an appeal challenging why the municipal committee of a small township in Maharashtra wrote its name on its office signboard, along with Marathi, in Urdu (*Varshati v State of Maharashtra, 2025*). The court's observation cited here reflects its annoyance and worry about the bias now widely prevailing in society against this beautiful and melodious language born and brought up on Indian soil and recognised by the Constitution as one of the country's principal languages.



Tahir Mahmood

The overzealous appellant in the case had left no stone unturned to ensure that her conspicuously unconstitutional thinking got the nod of a competent authority. Step by step, she agitated for it before the hierarchy of local bodies, the Bombay High Court's Nagpur Bench, and finally the nation's apex court. She tried to strengthen her case with reference to a new law enacted by the Maharashtra legislature during the pendency of her appeal in the Supreme Court, under whose direction the High Court reviewed its decision but stood by it. She then returned to the apex court for relief, as if heaven would fall if Urdu was allowed to remain on the signboard of the office of her township's municipality.

It was not the first time the court took up for decision a challenge to the legal tenability of the use of Urdu language for an official purpose. A Constitution bench of the court had once rejected an appeal against the declaration of Urdu as the second language in Uttar Pradesh (*Hindi Sahitya Sammelan v State of UP*, 2014). The judgment of Justice Sudhanshu Dhulia in the case under comment is eminently readable and an eye-opener for those elements in the society who are blinded by fanaticism to the abundantly clear constitutional provisions relating to the needs of a multilingual State which India has always been. He began it with an Algerian scholar's words, "When you learn a language, you don't just learn to speak and write a new language. You also learn to be open-minded, liberal, tolerant, kind, and considerate towards all mankind." Firmly holding that "Marathi and Urdu occupy the same position under Schedule VIII of the Constitution of India", he rejected the appeal.

The bias against Urdu had raised its ugly head in the last few decades of the pre-Constitution era. Mohammad Iqbal, creator of *Saare jahan se achha, Hindostan hamara* (Better than the whole world is our India), had lamented it in some of his poems of the late 1930s. It showed its face again during the framing of a Constitution for independent India, but the noble architects of that wonderful charter of governance adopted in 1950 did their best to nip it in the bud. First of all, the Constitution declares, under Part III on the citizens' inviolable fundamental rights, that any section of citizens residing in any part of India having a distinct language and script of its own shall have the right to conserve the same (Article 29). It then provides answers, in Part VIII, to all possible issues that may ever arise in the future in respect of the use of a chosen language as the so-called "official language." Here, the Constitution determines the status of Hindi and English as official languages of the Union, provides for periodical setting up of a Presidential Commission and a Parliamentary Committee to suggest updating of the law on the subject, and enables each of the states to adopt any number of "official" languages. Remarkably, under a separate provision in this Part, the Centre is authorised to ensure recognition of a minority language in any state for official use. Finally, Schedule VIII of the Constitution names various languages for recognition by the states for official purposes. While Urdu was listed in it from the very beginning, the Schedule has been repeatedly amended to include in it more local languages.



Under a provision in Part VIII of the Constitution, the Union government is authorised to ensure the recognition of a minority language for official use in any state. HT PHOTO

SCHEDULE VIII NAMES VARIOUS LANGUAGES FOR RECOGNITION BY THE STATES FOR OFFICIAL PURPOSES. WHILE URDU WAS LISTED IN IT FROM THE BEGINNING, IT HAS BEEN AMENDED REPEATEDLY TO INCLUDE MORE LOCAL LANGUAGES

In the case under comment, Justice Dhulia said, "The prejudice against Urdu stems from the misconception that Urdu is alien to India. This opinion, we are afraid, is incorrect as Urdu, like Marathi and Hindi, is an Indo-Aryan language. It is a language which was born in this land. Urdu developed and flourished in India due to the need for people belonging to different cultural milieus who wanted to exchange ideas and communicate amongst themselves. Over the centuries, it attained ever greater refinement and became the language of choice for many acclaimed poets."

The learned judge cited the glowing tributes to Urdu once paid by former Chief Justice of India and NHRC chairman MN Venkatachaliah, who said, "Urdu language conjures up and inspires deeply emotive sentiments and thoughts from the sublimity of the mystic to the romantic and the earthy, of perfumes of camaraderie, of music and life's wistfulness, and a whole range of human relationships. Its rich literature and lore is a treasure house of the noblest thoughts on life's mysteries." To these accolades, Dhulia added that Urdu remains "the finest specimen of *ganga-jamni tahzeeb* (interwoven cultural traditions) or the *Hindustani tahzeeb* (Indian culture), which is the composite cultural ethos of the plains of northern and central India." Concluding his judgment, the learned judge said, "We, the people of India, have taken great pain in resolving the language issue at the Centre, which is our unique achievement considering the linguistic diversity of the nation." But will this latest verdict of our apex court succeed in disciplining the jealous opponents of one of the sweetest languages of the country?

Tahir Mahmood is professor of law and former member of the Law Commission of India. The views expressed are personal

The Times of India, 19 April, 2025, Page no - 09

At Jamia, Up To 40% Online Learning Must

Defaulters Won't Be Allowed To Take End Term Exam

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File Photo



JAMIA'S SWITCH-HIT: Students must complete a minimum of 20% and up to 40% of their courses each semester via SWAYAM

New Delhi: A growing number of universities in Delhi are pushing students to complete parts of their curriculum across disciplines through govt-run online courses. This shift follows the 2021 University Grants Commission guidelines allowing institutions to offer up to 40% of any course through SWAYAM, a Massive Open Online Course platform.

Leading the charge is Jamia Millia Islamia, which has made SWAYAM courses compulsory. According to an official order, students who fail to complete the required SWAYAM component cannot sit for their final semester exams.

A notification issued last month stated the vice-chancellor, on behalf of Academic Council, has approved a draft policy for SWAYAM implementation beginning from the even semester of the 2024-25 academic session. A nine-member panel was formed to oversee the rollout.

Under the policy, students must complete a minimum of 20% and up to 40% of their courses each semester via SWAYAM, subject to approval by Board of Studies. In semesters with only two theory papers, at least one must be taken online.

"Only students who complete the SWAYAM course and submit at least 75% of the assignments and quizzes will be eligible to appear in final exams," the notification states. Eligibility will be verified by the SWAYAM nodal officer, it added.

Students barred from exams due to non-compliance must re-register for the same course in another semester. If they fail the end-semester exam conducted by the university's Controller of Examinations, they will get two more chances. Failure in all attempts means they must re-register for a course, with BoS approval.

To pass, students need at least 40% in both assessments and the final exam. The end-semester exam accounts for 70% of the grade, and 30% is based on assignments and quizzes uploaded on the portal. These exams will be held alongside regular university exams, and the marks will appear on the official marksheets.

While the policy helps universities cut down teaching load and tackle faculty shortages, students and teachers say it comes at a cost.

"As a final-semester Master's student, I'm shocked. We are a few weeks away from end-term exams, and many of us didn't even know about this policy being made mandatory. There was no formal communication by Centre. Now, this notice says we won't be allowed to sit for exams without 75% assignment submission on SWAYAM. That's absurd," said Sonakshi, who's studying media governance at Jamia.

"For students from marginalised sections, SWAYAM hasn't been effective. It's designed without understanding how students actually study, live or struggle. We've always rejected this top-down, one-size-fits-all model being pushed by govt. And now it's being used to decide whether we can sit for our exams. Universities are being turned into digital testing centres while student voices are completely ignored," she added.

Dr Majid Jamil, professor at Jamia's department of electrical engineering, said, "There's no substitute for classroom teaching. This will encourage absenteeism, as students will rely on online modules and skip physical classes."

The policy, he added, might allow universities to bypass the urgent issue of faculty shortage. "Instead of appointing permanent teachers, universities may start offloading courses to SWAYAM."

There was no immediate response from Jamia VC Mazhar Asif and Controller of Examination Pawan Kumar Sharma.

Other central universities in Delhi are also adopting the policy. At Jawaharlal Nehru University, SWAYAM is optional. "We are primarily a research university, with 70-80% students in PhD programmes. So, the SWAYAM model is adapted based on what suits our students," said B S Balaji, chairperson, Centre for E-Learning.

At Delhi University, the model has been discussed in Academic Council meetings but not formally adopted. Some colleges are informally offering SWAYAM modules as optional add-ons.

Teachers' groups have raised concerns over mandatory implementation. "SWAYAM was meant to be voluntary and supplementary. Forcing it on students reduces engagement and sidelines teachers," Pankaj Garg, a faculty member at DU, said, adding, "SWAYAM was never meant to replace classroom teaching. Handing over that responsibility to a platform undermines the role of teachers and jeopardises faculty recruitment."

Garg warned the lack of alignment between assessment styles and teaching methods risks turning students into passive consumers of content, rather than active participants.

Schools asked to formulate smartphone usage policy

New Delhi: Following a recent Delhi High Court judgment, the Delhi govt has directed schools to formulate policies regarding students' use of smartphones.

The high court has outlined guiding principles to strike a balance between the advantages and potential drawbacks of allowing students to use smartphones while in school.

Accordingly, the education department of the Delhi govt has instructed all heads of govt, govt-aided, and unaided recognised private schools in the city to develop and implement a school-level policy on this matter.

Recently, the Delhi High Court, in a significant ruling, has refused to ban children from bringing smartphones to school. The court clarified in its decision that the use of smartphones does not have a negative impact on teaching, discipline, or the overall educational environment in the classroom.

The judgment passed by Justice Anup Jairam Bhambhani came during the hearing of a petition filed by a student, which sought the issuance of guidelines regarding the use of mobile phones in schools. A minor student represented by Advocate Ashu Bidhuri stated that during the hearing, the parties involved, particularly the Kendriya Vidyalaya Sangathan (KVS), requested the court to establish guidelines for the use of smartphones in schools.

The court noted that as a policy, students should not be barred from carrying smartphones to school, but the use of smartphones must be regulated and monitored, it said. The policy should establish transparent, fair, and enforceable consequences for violation of the rules for the use of smartphones in school, ensuring consistent application without being excessively harsh.

Given the fast-paced advancement of technology, the policy should be regularly reviewed and revised to tackle emerging challenges.

During the proceedings, the court invited submissions, suggestions, and material from the National Commission for Protection of Child Rights, the Delhi Commission for Protection of Child Rights, and the Kendriya Vidyalaya Sangathan, who were present, to address the aforementioned issue. ANI

The Asian Age, 19 April, 2025, Page no - 01

Bhagavad Gita, Natyashastra inscribed in Unesco's register

AGE CORRESPONDENT
NEW DELHI, APRIL 18

Manuscripts of Bhagavad Gita and Bharat Muni's Natyashastra are among 74 new documentary heritage collections that have been added to Unesco's "Memory of the World Register". The development comes on World Heritage Day on April 18.

Hailing the move, Prime Minister Narendra Modi on Friday described the inscriptions on X as a proud moment for every Indian across the world.

"The inclusion of the Gita and Natyashastra in Unesco's "Memory of the World Register" is a global recognition of our timeless wisdom and rich culture. The Gita and Natyashastra have nurtured civilisation, and consciousness for centuries. Their insights continue to inspire the world," the PM said.

Union home minister Amit Shah on this occasion said that under PM Modi, Bharat has made incessant efforts to enshrine its cultural wisdom at the centre of global welfare. "Congratulations to every Indian on the grand occasion of the Gita and Natyashastra being included in the Unesco's Memory of the World Register," he wrote on X.

"Under the leadership of PM Shri @narendramodi Ji, Bharat has made incessant efforts to enshrine our cultural wisdom at the centre of global welfare. This is a great recognition of these efforts," he said.

Union culture minister Gajendra Singh Shekhawat also took to X on Friday saying this was a "historic moment for Bharat's civilisational heritage".

More on Page 3

The Asian Age, 19 April, 2025, Page no - 03

PM calls move 'global acceptance' of India's wisdom, rich culture

Gita, Natyashastra in Unesco world register

AGE CORRESPONDENT
NEW DELHI, APRIL 18



Manuscripts of Bhagavad Gita and Bharat Muni's Natyashastra are among 74 new documentary heritage collections that have been added to Unesco's Memory of the World Register. — PTI

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Union culture minister Gajendra Singh Shekhawat also took to X on Friday saying this was a "historic moment for Bharat's civilisational heritage". This global honour celebrates India's "eternal wisdom and artistic genius", the minister said. "These timeless works are more than literary treasures — they are philosophical and aesthetic foundations that have shaped Bharat's worldview and the way we think, feel, live, and express. With this, we now have 14 inscriptions from our country on this international register," he said.

Unesco's Memory of the World Register consists of books, manuscripts, maps, photos, sound or videos as a documentary heritage of humanity.

The Economic Times, 19 April, 2025, Page no - 02

Sena UBT, MNS Object to Hindi as 3rd Language in Maha Primary Wing

After deputy CM Pawar slams Hindi opposers, MNS leader asks him to 'first get an education'

Krishna Kumar

Mumbai: With Maharashtra Navnirman Sena (MNS) protesting the state's decision to make Hindi mandatory as a third language for primary wing students in Marathi and English-medium schools, Shiv Sena UBT has also voiced its opposition to the Fadnavis government's move.

Sena UBT said Hindi is already spoken in Maharashtra and if it has to be made mandatory, it should be done in southern or northeastern states.

"In Maharashtra, Marathi should be spoken first. Marathi is the state language; it is the number one language. It is our mother tongue. While it is mandatory to learn Marathi, it is not followed. This is only on paper," Shiv Sena UBT MP Sanjay Raut said.

Accepting that Hindi is most widely spoken in the country, Raut said: "Why are they making Hindi mandatory here? There is no need to teach us Hindi. This is the land where the sun has risen on Hindi films, the Hindi film industry thrives here, we all listen to Hindi songs, watch Hindi films. What (new) Hindi will you teach us? We are already speaking Hindi. Why are you forcing it here; force it in Tamil Nadu, Kerala, Telangana, Andhra Pradesh or northeast."

Slamming BJP leaders for not espousing the cause of Marathi, Raut asked why the state government was not making Marathi compulsory in international schools.

While it is mandatory to learn Marathi, it is not followed. This is only on paper: Raut

Deputy CM Ajit Pawar said: "If you live in Maharashtra, then you need to know Marathi. Those who don't have any work create such controversies. The Centre has given classical language status to Marathi. In Maharashtra, all three languages — Marathi, English, Hindi — should be learnt. Marathi will be number one in the state."

Hitting out at Pawar, MNS' Sandeep Deshpande said: "If Pawar feels that Hindi is a national language, then he should first get an education. He should be admitted in the first standard. Why should we learn Hindi which is a language of another state? Tomorrow, they may make it mandatory to learn Gujarati or Tamil."

The statesman, 19 April, 2025, Page no - 02

MCD attaches school property over tax default

STATESMAN NEWS SERVICE
NEW DELHI, 18 APRIL

The Municipal Corporation of Delhi (MCD) has attached the property of a school in the city for non-payment of property tax.

"The MCD has taken strict action against Satbhrawan Arya Girls Senior Secondary School, located on Padam Singh Road in the Karol Bagh zone, for non-payment of property tax. The property has been attached under Section 156A of the DMC Act in response to the school's persistent default since the financial year 2004-05," the civic body said on Friday.

The MCD further said that despite multiple opportunities and repeated notices issued under Sections 175, 123D, 153, 154(1), 156, and 446 of the DMC Act, the school management failed to clear its dues. "The department had even received a written commitment from the school to make a part payment of Rs 7.5 lakh, which was never honoured. To date, not a single rupee has been paid against the outstanding demand," it added.

As part of the enforcement action, the MCD said its officials have sealed the Chairman's office, Principal's office, and other administrative areas of the school premises, while ensuring that classrooms remain unaffected to avoid disruption of academic activities.



Reiterating its commitment to strict enforcement of property tax regulations, the civic body has urged all taxpayers to settle their dues in a timely and accurate manner.

Timely payment of taxes is essential for the delivery of civic services and infrastructure development across the city, it added.

AAP alleges misrepresentation of facts: The AAP, on Friday, accused Delhi Education Minister Ashish Sood of misrepresenting facts in the audit report of private schools regarding the alleged fee hike.

During a press conference, AAP Delhi State President Saurabh Bharadwaj said, "The Delhi government's education minister held a press conference yesterday and made certain statements that were untrue. He went so far as to manipulate high court proceedings to fit his narrative, which in itself amounts to contempt of court. One cannot misinterpret court proceedings and present them falsely as a criminal offence."

He claimed that the issue of harassment faced by children in a private school dates back to March 20, when students at the DPS Dwarka were being harassed.

The children, whose parents had not paid the increased fees, were confined to the library, not allowed to attend their classes. Even their access to toilets was monitored. This pattern continued for days, he alleged.

"Despite the DM's visit on the 3rd, and the report being submitted, there was no change at the school. The children continued to be kept in the library and denied their classes. Parents kept approaching the government but nothing was done," Bharadwaj claimed.

Millennium Post, 19 April, 2025, Page no – 01

UNESCO inscribes Bhagavad Gita and Natyashastra to Memory of World Register

MPOST BUREAU

NEW DELHI: UNESCO has inscribed 74 new documentary heritage collections to its prestigious Memory of the World Register, including two ancient Indian manuscripts of profound cultural significance – the Bhagavad Gita and Bharat Muni's Natyashastra.

The announcement came on World Heritage Day, April 18, as part of a diverse array of new additions from 72 countries and four international organisations, bringing the register's total to 570 inscribed collections.

Prime Minister Narendra Modi celebrated the recognition on social media, calling it "a proud moment for every Indian across the world."



Manuscripts of Bhagavad Gita and Bharat Muni's Natyashastra are among 74 new documentary heritage collections that have been added to UNESCO's Memory of the World Register PTI

TAKEAWAYS

- A total of 74 new documentary heritage collections from 72 countries and four international organisations have been added to the Memory of the World Register on World Heritage Day (April 18)
- Described by UNESCO as an "epitome of the Natyaveda," the Natyashastra was codified around the 2nd century BC and contains 36,000 verses on theatre, dance, music, and aesthetics

"The inclusion of the Gita and Natyashastra in UNESCO's Memory of the World Register is a global recognition of our timeless wisdom and rich culture.

Continued on Pg

Millennium, 19 April, 2025, Page no – 04

ing can blossom forth without rasa,' a profound contribution to world literature." The text provides comprehensive rules defining various aspects of Indian theatre, poetics, aesthetics, dance, and music.

The Bhagavad Gita manuscript collection, containing 700 verses across 18 chapters, is embedded within the Bhismaparva section of the Mahabharata epic. UNESCO describes it as "a dialogue between Krishna and Arjuna with armies lined up for the great war intended to free Arjuna of dejection (visada)."

"Due to its philosophical breadth and depth, the Bhagavadgita has been read for centuries across the globe and translated into many languages," the citation states, noting how it synthesises various thought movements, including Vedic, Buddhist, Jain, and Carvaka.

Union Culture Minister Gajendra Singh Shekhawat called this "a historic moment for Bharat's civilisational heritage" that celebrates India's "eternal wisdom and artistic genius." With these additions, India now has 14 inscriptions on the international register.

The new inscriptions span diverse categories, with fourteen pertaining to scientific documentary heritage.

Notable collections include Ithaf Al-Mahbub from Egypt documenting Arab contributions to astronomy, and archives of influential figures like Charles Darwin, Friedrich Nietzsche, and Wilhelm Conrad Roentgen, whose collection contains the first recorded X-ray photographs.

Several collections document key moments in international cooperation, including the Geneva Conventions (1864-1949), the Universal Declaration of Human Rights, and the 1991 Windhoek Declaration on press freedom.

UNESCO Director-General Audrey Azoulay highlighted the importance of preserving documentary heritage: "Documentary heritage is an essential yet fragile element of the memory of the world. This is why UNESCO invests in safeguarding... shares best practices and maintains this register that records the broadest threads of human history."

India's Permanent Delegation to UNESCO acknowledged the inscriptions and expressed gratitude to the organisation for recognising these ancient texts that have shaped Indian philosophical and artistic traditions for centuries.

UNESCO...

The Gita and Natyashastra have nurtured civilisation and consciousness for centuries. Their insights continue to inspire the world," Modi wrote on X.

The Natyashastra, preserved at the Bhandarkar Oriental Research Institute and codified around the 2nd century BC, is described by UNESCO as "an epitome of the Natyaveda, an oral body of knowledge of performing art containing 36,000 verses known as the Gandharvaveda."

UNESCO's citation notes Bharat Muni's "groundbreaking statement in Natyashastra, asserting that 'no mean-

Millennium Post, 19 April, 2025, Page no – 03

AFTER HIGH COURT RULING

Delhi govt directs all schools to draft own smartphone policies

OUR CORRESPONDENT

NEW DELHI: The Delhi High Court has opened the door to student smartphone use in schools, but with strings attached. In a landmark ruling, the court has held that smartphones cannot be entirely banned in schools, instead urging institutions to regulate their use through well-thought-out policies.

Following the judgment, the Directorate of Education (DoE) has issued a directive to all government, government-aided, and private recognised schools across the Capital, asking them to design and implement their own smartphone policies. These school-specific policies must be crafted in consultation with parents, educators, and digital experts to create a balanced approach that prioritises safety and learning without ignoring the realities of modern digital life.

"The Hon'ble court has drawn up guiding principles to balance the beneficial and deleterious effect of permitting the use of smartphones in the hands of students while attending the school," the circular dated April 17, 2025, reads.

Justice Anup Jairam Bhambhani, who passed the order during a petition seeking smartphone-use guidelines, made it clear that while phones can offer safety and connectivity, their classroom use should be strictly off-limits. He rejected the idea of a blanket prohibition, noting that smartphones, in themselves, do not disrupt teaching or discipline when responsibly handled.

Instead, the court outlined a practical framework, students should be allowed to carry phones but should deposit them at the start of the school day and collect them only when leaving. The use of phones during class hours or for entertainment purposes should not be permitted.

Cameras audio and video recording on school premises, especially in common areas and buses, are to be completely prohibited. Moreover, the court has urged schools to take a proactive approach by counselling students on the psychological risks of overusing smartphones, such as anxiety, reduced attention span, and exposure to cyberbullying.

Schools are now expected to draft clear, enforceable rules with proportionate consequences for misuse. Disciplinary actions may include temporary phone confiscation or short-term restrictions on carrying phones to school. The policy is not meant to be rigid. With technology evolving rapidly, schools must revisit and revise their guidelines regularly to meet new challenges. The judgment and the subsequent government directive mark a shift in how schools approach digital discipline, from prohibition to regulation, from control to conversation.

KEY POINTS

- The DoE has issued a directive to all government, government-aided, and private recognised schools across the Capital, asking them to design and implement their own smartphone policies
- These school-specific policies must be crafted in consultation with parents, educators, and digital experts to create a balanced approach that prioritizes safety and learning without ignoring the realities of modern digital life



The Hindu, 19 April, 2025, Page no - 01

NCERT insists new textbooks were 'named thoughtfully'

The Hindu Bureau
NEW DELHI

Responding to a row that erupted over the alleged use of Hindi titles for English books, the National Council of Educational Research and Training (NCERT) has stated that the new school textbooks have been thoughtfully named to convey rootedness in India's culture and knowledge systems. The NCERT added that the titles are from Indian languages and not specifically Hindi.

It said the chosen titles were selected for their cultural, linguistic, and pedagogical significance.

The Hindu, 19 April, 2025, Page no – 12

NCERT insists all new school textbooks were 'named thoughtfully'

Amid row over use of Hindi names for English textbooks, NCERT says the titles reflect diversity and unity; it adds that names were chosen for their cultural, linguistic, pedagogical significance

The Hindu Bureau
NEW DELHI

The new school textbooks have been thoughtfully named to convey rootedness in India's culture and knowledge systems and the titles are from Indian languages and not specifically Hindi, the National Council of Educational Research and Training (NCERT) has stated.

It was responding to the row that has erupted over the alleged use of Hindi titles for English books. The NCERT said the chosen titles were not indicative of a linguistic preference but were instead selected for their cultural, linguistic, and pedagogical significance.

The English textbook for Classes 1 and 2 is titled *Mridang*, which has been derived from Mridangam, a widely recognised percussion instrument associated with Carnatic music, it said.

The Class 3 English textbook is titled *Santoor*, a name of a musical instrument believed to have Persian origins, while the maths textbook is titled *Maths Mela*, which is an amalgamation of an English and a Hindi word. Similarly, the Class 3 Hindi textbook is titled *Veena*, while Urdu textbook is titled *Sitar*.



The titles are a reflection of India's diversity and unity, fostering a joyful learning experience for all students, says NCERT. FILE PHOTO

Titles such as *Santoor* are inspired by elements of India's musical heritage, which are ubiquitous across country's various linguistic and cultural traditions, the NCERT said. It added that the titles were reflective of India's diversity and unity, fostering a joyful and culturally contextualised learning experience for all students.

The English textbook for Classes 6 and 7 is *Poorvi*, while the Class 6 maths textbook is titled *Ganita Prakash*.

Similarly, the arts textbook for Class 6 is titled *Kriti-I*. The NCERT said *Kriti* is a Sanskrit common noun for creation or work, while *Poorvi* is the name of a raga, traditionally sung at dusk.

A. Saravanan, DMK spokesperson, had said, "In Tamil, we use the word *Kanak*, for maths, so it (*Ganita Prakash*) does not represent us. BJP is not the sole repository to ensure that we follow the same culture, same language..."

Earlier this week, Kerala's General Education Minister V. Sivankutty criticised the NCERT for using Hindi titles for English books.

In response, the NCERT said the title *Ganita Prakash* draws from India's rich mathematical heritage. "The title has been chosen to attract the curiosity of children about the rich mathematical heritage of the country," it said.

"Having Indian names for mathematics or English language textbooks shall not only promote pride in Indian languages and culture but also generate curiosity about our rich cultural and scientific heritage," it said.

Certain textbooks are named in English – for instance, the Class 8 English textbook is titled *Honeydew*, while the Class 9 English textbook is titled *Beehive*. The Class 10 English textbook is *First Flight*.

The NCERT has introduced new textbooks for Classes 1, 2, 3, and 6 aligned with the National Education Policy, 2020.

Hindustan Times, 19 April, 2025, Page no - 10

New textbook titles aim to instil Indian identity, says NCERT

Sanjay Maurya
letters@hindustantimes.com

NEW DELHI: Facing criticism from southern states for giving Hindi titles to English textbooks, the National Council of Educational Research and Training (NCERT) on Friday defended the move, saying the modifications were inspired by musical instruments such as Santoor, Mridang, Tabla and Veena, and classical ragas (melodic patterns) like Poorvi "to instil a sense of Indian identity" in students.

Earlier this week, Kerala general education minister V Sivankutty criticised NCERT's move to give Hindi titles to English-medium textbook and accused the Union government of cultural imposition and sabotaging the country's linguistic diversity. "The titles of the textbooks are not mere names; they shape the perception and imagination of children. English medium students deserve English titles. Education should not be an instrument of imposition but of empowerment and consensus," Sivankutty said on April 14.

In response to a questionnaire sent by HT, the NCERT said the new textbook titles are part of the pedagogical and philosophical vision of the National Education Policy (NEP) 2020, which calls for the promotion of Indian languages and Indian Knowledge Systems (in education. The modification was part of a "long-awaited decolonisation of the education system" in line with India's intellectual traditions that resist the earlier stance steeped in colonialism, it added.

The agency said that the naming of textbooks has nothing to do with linguistic considerations or promoting one language over another. "The NCERT develops and translates textbooks into Indian languages to make them inclusive and accessible to all learners from diverse linguistic backgrounds," it added.

EARLIER, KERALA MINISTER ACCUSED UNION GOVT OF CULTURAL IMPOSITION AND SABOTAGING THE COUNTRY'S LINGUISTIC DIVERSITY

The NCERT introduced new textbooks as per the NEP 2020 and National Curriculum Framework 2023. New textbooks for classes 1 to 2 were launched in 2023 and 2024, and for classes 4 to 8 this year. The English books for classes 6 and 7 are now titled Poorvi, replacing Honeysuckle and Honeycomb.

The new class 4 English book, titled Santoor, replaces Marigold. The mathematics book for classes 6 and 7 is titled Ganita Prakash. The physical education book of class 6 is titled Khel Yatra, and the vocational education one is titled Kaushal Bodh. The updated textbooks for classes 9 to 12 will be introduced in 2026-27 academic session.

The NCERT said that due consideration has been given to culturally resonant names such as Ganita Prakash, Kaushal Bodh, and Khel Yatra. "It is still mentioned they are textbooks of particular subjects. They are meaningful, intending to arouse interest, promote involvement, and connect with India's heritage. Ideas, values, and imageries are suggested to Indian learners to help them relate to educational content holistically," it added.

The new textbooks are visually appealing, inclusive, culturally rooted, the NCERT said, adding they blend vibrant visuals with stories promoting critical thinking, ethics, and patriotism by highlighting military heroes and civilisational ethos.

Hindustan Times

New textbook titles aim to instil Indian identity, says NCERT

By Sanjay Maurya

Apr 19, 2025 07:02 AM IST

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The NCERT said that due consideration has been given to culturally resonant names such as Ganita Prakash, Kaushal Bodh, and Khel Yatra. (Getty Images/iStockphoto)

Earlier this week, Kerala general education minister V Sivankutty criticised NCERT's move to give Hindi titles to English-medium textbook and accused the Union government of cultural imposition and sabotaging the country's linguistic diversity. "The titles of the textbooks are not mere names; they shape the perception and imagination of children. English medium students deserve English titles. Education should not be an instrument of imposition but of empowerment and consensus," Sivankutty said on April 14.

BluSmart halts cab bookings in Bengaluru amidst SEBI probe into financial irregularities: Read more details!

In response to a questionnaire sent by HT, the NCERT said the new textbook titles are part of the pedagogical and philosophical vision of the National Education Policy (NEP) 2020, which calls for the promotion of Indian languages and Indian Knowledge Systems (IKS) in education. The modification in titles was part of a "long-awaited decolonisation of the education system" in line with India's intellectual traditions that resist the earlier stance steeped in colonialism, it added.

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HT POLL

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Yes

No

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imageries are suggested to Indian learners to help them relate to educational content holistically and culturally," it added.

The new textbooks are visually appealing, inclusive, culturally rooted, and pedagogically sound, the NCERT said, adding they blend vibrant visuals with stories promoting critical thinking, ethics, and patriotism by highlighting military heroes and civilisational ethos.

The agency said the demand for the NCERT textbooks has grown, with 27.5 million books sold in 2023-24 and 59.3 million in 2024-25. "...the numbers are most likely to rise as class 5 and 8 textbooks have been released for the current academic session," it said.

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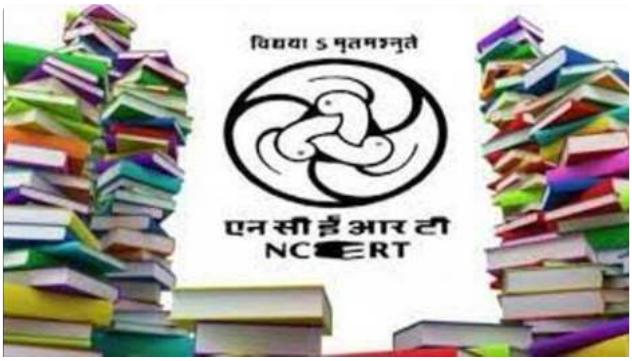
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NCERT textbook renaming row: Official defends move as part of decolonization

Story by Sanjay Maurya • 2d • 3 min read



An NCERT official said the new textbook titles have not been picked because of linguistic considerations.

Musical instruments and ragas (melodic framework) Santoor, Mridang, Tabla, Veena, and Poorvi inspired the modification of textbook titles to instil a sense of Indian identity in the young generation, a top National Council of Educational Research and Training (NCERT) official said on Friday amid criticism over the move in southern states.


The Hindu
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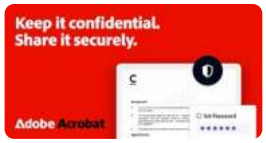
Kerala general education and employment minister V Sivankutty criticised Hindi names of English-medium books and accused the Union government of cultural imposition and sabotaging the country's linguistic diversity.

Tamil Nadu Congress chief K Selvaperunthagai demanded the immediate withdrawal of Hindi titles for English textbooks. "This cannot be accepted," said Selvaperunthagai.

The Congress is part of the ruling coalition in Tamil Nadu led by Dravida Munnetra Kazhagam (DMK), which has opposed the three-

language formula under the National Education Policy (NEP) and accused the Union government of trying to impose Hindi through it.

The NCERT official cited above said the new textbook titles have not been picked because of linguistic considerations but are part of the pedagogical and philosophical vision of the NEP, which calls for the promotion of Indian languages and knowledge systems. He said the modification in titles was part of a long-awaited decolonization of the education system in line with India's intellectual traditions, reversing the earlier ones steeped in colonialism.



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The official said that the naming of textbooks has nothing to do with promoting one language over another. "The NCERT develops and translates textbooks into Indian languages to make them inclusive and accessible to all learners from diverse linguistic backgrounds," said the official who did not want to be named.

The NCERT introduced new textbooks as per the NEP 2020 and National Curriculum Framework 2023. New textbooks for classes 1 to 2 were launched in 2023 and 2024, and for classes 4 to 8 this year. The English books for classes 6 and 7 are now titled Poorvi, replacing Honeysuckle and Honeycomb.

The new class 4 English book, titled Santoor, replaces Marigold. The mathematics book for classes 6 and 7 is titled Ganita Prakash. The physical education and well-being book of class 6 is titled Khel Yatra, and the vocational education one is titled Kaushal Bodh. The updated textbooks for classes 9 to 12 will be introduced in the 2026–27 academic session.


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The official cited above said that due consideration has been given to culturally resonant names such as Ganit Prakash, Kaushal Bodh, and Khel Yatra. "It is still mentioned that they are textbooks of particular subjects like mathematics, vocational studies, and physical education. They are indicative and meaningful, intending to arouse interest, promote involvement, and connect with India's heritage. Ideas, values, and imageries are suggested to Indian learners to help them relate to educational content holistically and culturally," the official said.

He added that the new textbooks are visually appealing, inclusive, culturally rooted, and pedagogically sound. The official said they blend vibrant visuals with stories promoting critical thinking, ethics, and patriotism by highlighting military heroes and civilisational ethos.

The official said the demand for the NCERT textbooks has grown, with 27.5 million books sold in 2023-24 and 59.3 million in 2024-25. "...the numbers are most likely to rise as class 5 and 8 textbooks have been released for the current academic session," he said.

The official added that NCERT is reshaping education to blend ancient and modern science, ensuring inclusiveness, excellence, and access. He said it aims to nurture curious, compassionate citizens, driving an educational renaissance rooted in the country's ethos.

NCERT says new school textbook names 'rooted in India's culture', not just Hindi

NCERT has responded to criticism over Hindi-sounding textbook titles, with an official response, saying names reflect Indian culture and diversity, not language bias.

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NCERT gives Hindi names to English textbooks, sparks language row

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In Short

- NCERT says textbook names reflect Indian culture, not just Hindi
- Book titles include Mridang, Poorvi, Ganita Prakash, Santoor
- Critics question inclusivity; NCERT maintains names are pedagogical choices

Responding to criticism over naming English-medium school textbooks with Hindi-sounding titles, the National Council of Educational Research and Training (NCERT) has clarified that the names were chosen to reflect India's cultural roots, not any one language.

In a public response, NCERT said the textbook names are from various Indian languages and were carefully selected for their cultural and educational value.

"The names of the books are from Indian languages and not specifically Hindi," the council stated.

BOOKS NAMED AFTER INDIAN MUSICAL AND CULTURAL THEMES

Examples cited include *Mridang*, the name of the English textbooks for Classes 1 and 2, named after *Mridangam*, "a widely recognised percussion instrument associated with Carnatic music."

The Class 3 English textbook is titled *Santoor*, referring to an instrument with Persian origins but widely played in Indian classical music. The maths book for the same class is titled *Maths Mela*, blending English and Hindi.

For Hindi and Urdu, the Class 3 textbooks are named *Veena* and *Sitar*, respectively -- both musical instruments with deep cultural associations.

Poorvi, the English textbook for Grades 6 and 7, "is named after a raga, traditionally sung at dusk."

The Class 6 math is called *Ganita Prakash*, while the arts book is *Kriti-I*, with *Kriti* meaning "creation" in Sanskrit.

NCERT said these names aim to "promote pride in Indian languages and culture".

POLITICAL CRITICISM OVER 'GANITA PRAKASH'

The new naming system has faced political pushback. DMK leader A Sarvanan argued in a TV debate that the term *Ganita* does not represent Tamil linguistic traditions, noting that *Kanak* is commonly used for maths in Tamil.

Earlier this week, Kerala Education Minister V Sivankutty also questioned the use of Hindi-rooted titles for English-medium books.

Addressing these concerns, NCERT clarified that *Ganita Prakash* was picked to highlight India's deep mathematical traditions. "The title has been chosen to attract the curiosity of children about

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Several NCERT textbooks continue to use English names. The Class 8 English textbook is titled *Honeydew*, the Class 9 book is *Beehive*, and the Class 10 book is *First Flight*.

The council maintained that the naming choices are part of an effort to connect students with "India's culture and knowledge systems", not enforce a language preference.

Published By: Roshni

Published On: Apr 19, 2025

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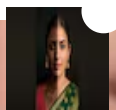
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Kerala Government Sends Letter To Centre Opposing Hindi Titles For NCERT Textbooks

V. Sivankutty has pointed out that the NCERT has proposed giving Hindi names to English textbooks as well.



File photo of Kerala Chief Minister Pinarayi Vijayan (ETV Bharat)

1 Min Read

By ETV Bharat English Team
Published : April 19, 2025 at 8:50 PM IST

Thiruvananthapuram: The Kerala government has strongly opposed the NCERT's decision to assign Hindi titles to school textbooks, including those in English medium, and has sent a letter to Union Education Minister Dharmendra Pradhan regarding the same.

Kerala Education Minister V. Sivankutty has pointed out that the National Council of Educational Research and Training (NCERT) has proposed giving Hindi names to English textbooks as well. Examples include: "Poorvi" for textbooks in Classes 6 and 7, "Mridang" for textbooks in Classes 3 and 4 and "Ganit Prakash" for the Class 6 mathematics textbook

integrity. "Kerala views this decision as an attempt at cultural homogenisation and a regressive step in the field of education," the Minister said.

He argued that naming textbooks is not merely an aesthetic choice, but an academic one that should consider the linguistic backgrounds of learners. "The justification that these names are derived from Indian classical music terms and hence culturally inclusive does not hold water," he said, adding because imposing names from one linguistic tradition in a multilingual country like India is inappropriate.

"Kerala, which has a rich tradition of linguistic and cultural diversity, considers this move a violation of federal principles and the spirit of cooperative education policy-making," the Minister added.

The letter demands that the Union Education Ministry intervene immediately and ensure that textbooks are not used as tools for linguistic dominance, but remain tools for learning and inclusivity. The minister concluded by stating that NCERT must be instructed to reconsider and withdraw this unilateral decision.

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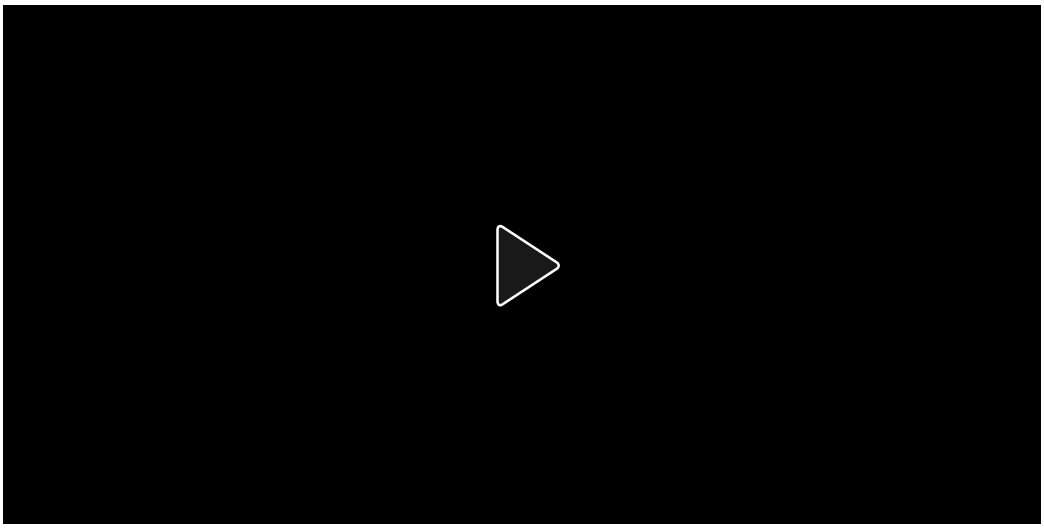
Kerala Minister V Sivankutty | Photo: MBI

Thiruvananthapuram: Kerala General Education Minister V Sivankutty on Saturday urged the Union Government to intervene in the National Council of Educational Research and Training's (NCERT) decision to assign Hindi titles to English-medium school textbooks, calling it a "disturbing departure" from established norms.

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In a letter addressed to Union Education Minister Dharmendra Pradhan, Sivankutty expressed “grave concern” over the move and alleged that it undermines the linguistic diversity of the country and the federal structure of the Constitution.

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“The decision to name English-medium textbooks in Hindi reflects a clear disregard for India's linguistic plurality. It is a unilateral move that contradicts the inclusive values upon which our education system is built,” he wrote.

The minister said textbooks have traditionally been titled in the language they are written in, and deviating from this practice erodes accessibility and comprehension for students, especially in non-Hindi-speaking regions like Kerala.

Sivankutty urged the Centre to take immediate corrective measures, warning that the NCERT’s decision could set a worrying precedent in the national education landscape.

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"It is disheartening that instead of celebrating and reflecting the cultural and linguistic diversity of India, NCERT appears to be taking steps that promote homogenisation through linguistic imposition," Sivankutty further charged.

Stating that naming of a textbook is not a mere artistic choice but a pedagogical one, he said that it must resonate with the linguistic background of its intended users.

"The rich musical heritage of our country is expressed in many tongues, and to reduce this variety to names drawn solely from one linguistic tradition is misleading and exclusionary," he said apparently referring to the proposed titles like Purvi (Classes 6 and 7 English), Mridang (Classes 1 and 2 English) and so on.

Kerala, as a state with a proud multilingual heritage and a vibrant tradition of education, views this development with serious concern, he said adding that imposing uniformity in the name of culture is not only unwarranted but also detrimental to the cause of education.

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"I urge the Ministry of Education to immediately intervene in this matter and direct NCERT to restore the practice of naming textbooks in accordance with the language in which they are published," he said.

"I look forward to your immediate attention to this issue and a corrective course of action from the Centre," Sivankutty added in the letter. PTI

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Hindi title for English textbooks: Kerala Minister writes to Centre seeking course correction

In the letter, the minister said Kerala government has "grave concern" over the NCERT's decision.

PTI

Last Updated : 19 April 2025, 20:57 IST

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Kerala General Education Minister V Sivankutty Credit: X/@VSivankuttyCPIM

Thiruvananthapuram: Kerala General Education Minister V Sivankutty on Saturday continued to criticise the NCERT's decision to use Hindi titles for English-medium textbooks and urged the Centre to intervene for a "corrective course of action" in the matter.

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Sivankutty sent a letter to union education minister Dharmendra Pradhan alleging that the move reflects a clear disregard for the linguistic diversity of our nation and undermines the spirit of federalism enshrined in our Constitution.

In the letter, the minister said Kerala government has "grave concern" over the NCERT's decision.

The decision to assign names in Hindi, even to English medium textbooks, marks a disturbing departure from the long-held practice of naming textbooks in the language in which they are written, he said.

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This unilateral move by NCERT contradicts the principles of inclusivity and linguistic plurality that are fundamental to our educational framework, he alleged in the letter.

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"It is disheartening that instead of celebrating and reflecting the cultural and linguistic diversity of India, NCERT appears to be taking steps that promote homogenisation through linguistic imposition," Sivankutty further charged.

Stating that naming of a textbook is not a mere artistic choice but a pedagogical one, he said that it must resonate with the linguistic background of its intended users.

"The rich musical heritage of our country is expressed in many tongues, and to reduce this variety to names

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Kerala, as a state with a proud multilingual heritage and a vibrant tradition of education, views this development with serious concern, he said adding that imposing uniformity in the name of culture is not

The state minister wanted the textbooks to remain as tools for learning, not instruments of linguistic dominance.

"I look forward to your immediate attention to this issue and a corrective course of action from the Centre," Sivankutty added in the letter.

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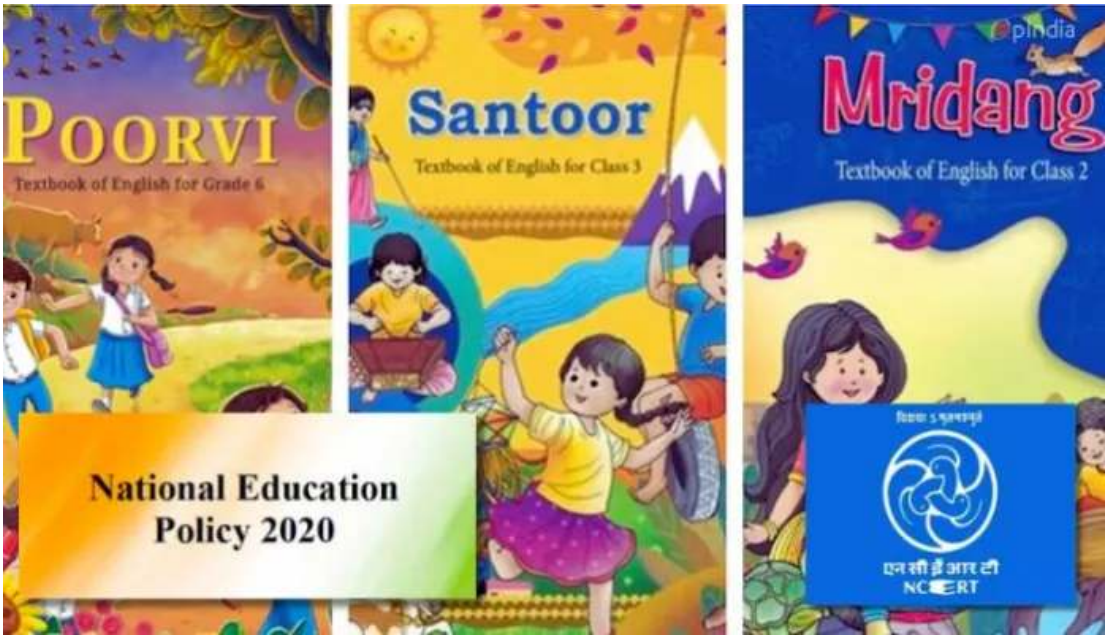
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Congress, DMK, and CPM stir language wars again, oppose names of NCERT English textbooks being changed: Debate over decolonisation

18 April, 2025

Shraddha Pandey



Amidst the ongoing controversy around the National Education Policy (NEP) 2020 and the false claims of Hindi imposition, a fresh row has erupted over the National Council of Educational Research and Training (NCERT), replacing the names of some English textbooks with Hindi ones. The Kerala government and others usually accuse the Central government of linguistic and cultural imposition, and have deemed NCERT's move to name its English-medium textbooks with Hindi titles as a continuation of the same.

Under the NEP 2020, the NCERT has changed the names of several textbooks including Class 6 English textbook, which has been renamed from Honeysuckle to Poorvi (eastern), Class 1 and 2 English textbooks have been renamed as Mridang (an Indian musical instrument), Class 3 English textbook has been named as Santoor (musical instrument). Meanwhile, the Class 6 mathematics book will now be known as Ganit Prakash, and Class 3's as Maths Mela.

Kerala government and Tamil Nadu Congress-DMK oppose NCERT textbook Hindi renaming, allege 'Hindi imposition'

Predictably, the NCERT's decision has outraged Kerala and Tamil Nadu governments, often at loggerheads with the Centre over the supposed issue of Hindi imposition.

The decision to give Hindi titles to English medium textbooks of NCERT is a grave illogicality, Kerala Minister for General Education and Employment V Sivankutty said while criticising the council for its decision to give Hindi names to English-medium books. He further accused the central government of "cultural imposition" and of "sabotaging the linguistic diversity of the country."

"It is absolutely wrong to change the English titles that have been used for decades to respect linguistic diversity and instil a sensitive approach in the minds of children and to shift the focus to Hindi titles like Mridang and Santoor," the state minister said on Monday.

"The titles in the textbooks are not just names; they shape the perception and imagination of children. English medium students deserve English titles," Sivankutty argued.

Minister Sivankutty demanded that the NCERT should review and withdraw this decision and that all states unite against such impositions. The minister opined that education should not be an instrument of imposition but of empowerment and consensus.

Similarly, Tamil Nadu Congress Committee (TNCC) president K. Selvaperunthagai also demanded that NCERT withdraw Hindi titles for English and Mathematics textbooks. Notably, Congress is a part of the DMK-led ruling coalition in Tamil Nadu.

Selvaperunthagai asserted that the NCERT's decision comes at a time when the Tamil Nadu government has already opposed the three-language policy, alleging an attempt at imposing Hindi on non-Hindi states.

"In such a situation, changing the names of textbooks in English to Hindi has caused strong opposition among the non-Hindi speaking States. The names of the English language textbooks for classes 6 and 7 were earlier Honeysuckle and Honeycomb. But this time, the names of the English books for two classes have been changed to 'Purvi' in Hindi. Furthermore, the textbooks have also been named 'Mruthang' and 'Santhoor' in Hindi. The name of the Mathematics textbook, which was 'Mathematics' in English, has been changed to 'Ganita Prakash'. This cannot be accepted in any way," he said.

Not Hindi imposition but decolonisation: NCERT clarifies rationale behind changing names of textbooks

As the politics around NCERT's decision to replace titles of English and Mathematics textbooks with Hindi intensified, NCERT clarified that the new Hindi titles assigned to English and Mathematics textbooks of certain classes is based not on linguistic favouritism, rather, it is a part of of the pedagogical and philosophical vision of the NEP, which calls for the promotion of Indian languages and knowledge systems. As per an NCERT official, the title modification is aimed at decolonising the education system, aligning it with India's intellectual traditions.

"The NCERT develops and translates textbooks into Indian languages to make them inclusive and accessible to all learners from diverse linguistic backgrounds," the NCERT official said.

The NCERT contends that names like Poorvi, Mridang, and Santoor carry deep cultural associations and are "neither translatable nor replaceable". This approach aligns with the NEP 2020's emphasis on integrating art and music into education as universal expressions transcending linguistic barriers.

Notably, the names like Poorvi, Santoor, Mridang, etc, indeed introduce students to India's rich cultural and musical heritage and come across as expressions of national unity. Rooted in classical music, these terms are not exclusive to

Hindi but are pan-Indian, surpassing linguistic confines. Such changes may help unite students across diverse linguistic regions by asserting shared cultural symbols and blur regional bounds in a positive sense. Using Roman script for these 'Hindi' names mitigates the allegations of linguistic hegemony by making titles accessible to students of all linguistic backgrounds without essentially requiring Hindi literacy.

As the NCERT official said, this move is aimed at decolonising the curriculum and promoting one that values native heritage. The NCERT, however, needs to clear all confusions and come up with a more elaborate clarification so that their efforts aimed to foster cultural unity may not be misinterpreted as linguistic chauvinism, especially in states like Tamil Nadu and Kerala, where language and regional pride are intermittently raked up for political gains.

Is Centre really imposing Hindi?

This, however, is not the first time that Tamil Nadu and Kerala have come at loggerheads with the Centre with the former advocating for regional autonomy and the latter pushing for a diverse yet unified national identity. Earlier this year, Tamil Nadu government had pushed the 'Hindi colonialism' narrative alleging that centre is imposing Hindi on Tamil and other non-Hindi speaking states, over the NEP's three-language policy even though it did not make Hindi compulsory. The policy does not require students to take up any one language, instead, it allows the states and learners to choose. The formula underlines that each Indian student must study three languages: a foreign language and two native including one regional.

The three-language formula was implemented as a consequence of an agreement reached by the chief ministers of numerous Indian states at their 1961 meeting. Rather than being a goal or limitation on language learning, it was framed to serve as a convenient starting point for the analysis of the nation's evolving body of knowledge and emotional integration. NEP 2020 has promoted the same as a means of fostering multilingualism and bolstering national unity. The aim is to provide students with the resources they need to communicate successfully across the country. Additionally, it seeks to promote acceptance of linguistic diversity and expose kids to a variety of cultures and languages in order to build national integration.

While the opposition's objection to the three-language policy came across more as political, the concerns around NCERT naming books with Hindi titles is not devoid of genuine concerns including those pertaining to pronounciations. In the foreword of the Class 6th English textbook Poorvi, NCERT Director Dinesh Saklani emphasises that the new book encapsulates elements of Indic knowledge systems, cultural heritage, and teaches values like gender equality, digital skills, etc, one wonders why can't at least English textbooks have English tiles.

Notably, reports say that not all NCERT textbooks have undergone title change. For example, the new science book for Class 6 has been renamed as Curiosity in English. Meanwhile, Hindi and Urdu versions are named Jigyasa and Tajassus. The social science book is named Exploring Society: India and Beyond in English and Samaj Ka Adhyayan: Bharat aur Uske Aage in Hindi. This suggests that the Central government or NCERT are not attempting to impose Hindi on non-Hindi states rather are intending to promote Indic expressions that foster national unity. However, NCERT needs to make the process more transparent, seek wider consultation to ensure that its efforts achieve their intended purpose of promoting cultural inclusivity and sensitivity through a culturally rich curriculum.

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Delhi-NCR schools flout RTE Act, detain students in Classes 6 and 7

Several parents complained that schools insist they either take a school leaving certificate or let the child repeat the class in the 6th or 7th grade

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Educationist Prof Anita Rampal, who was associated with the Faculty of Education in Delhi University. | Photo: ANI twitter

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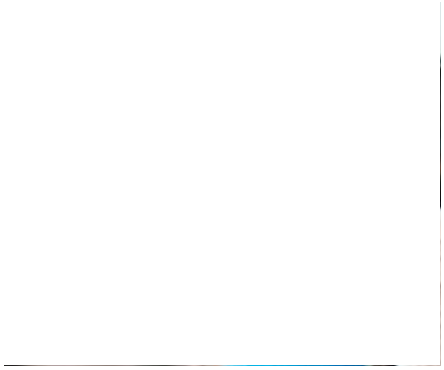
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Several prestigious schools of Delhi-NCR have allegedly held back students in Classes 6 and 7 in violation of the Right to Education Act of 2009, education activists and parents said.

The Department of School Education and Literacy under the Ministry of Education notified rules regarding 'Examination and Holding Back in Certain Cases' in December 2024 after the Right to Education (RTE) Act 2009 was amended in 2019.

"The amended rules allow schools to detain students in Classes 5 and 8 only, that too after giving them additional opportunity for re-examination within two months from the date of declaration of results," advocate and education activist Ashok Aggarwal told PTI.

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"Before the amendment, there was a no detention policy till Class 8. However, the government amended the Act and made a provision for detention at 5th and 8th grade. However, many private schools are dictating their terms to parents in violation of the Act."

Several parents complained that schools insist they either take a school leaving certificate or let the child repeat the class in the 6th or 7th grade.

"My son is in Class 6 and we have been told that if he does not clear the re-exam scheduled in May, he will not be promoted to the next class. But norms say that students cannot be detained in classes other than 5 and 8. My son couldn't score well due to bad health this year," a parent based in Gurgaon said on condition of anonymity.

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उद्धव ने कहा- क्यों थोपी जा रही हिंदी

राज्य ब्यूरो, मुंबई : शिवसेना (यूबीटी) प्रमुख उद्धव ठाकरे ने कहा है कि उनकी पार्टी महाराष्ट्र में हिंदी को अनिवार्य नहीं होने देगी। राकांपा (शरदचंद्र पवार) की नेता सुप्रिया सुले ने भी हिंदी की अनिवार्यता पर कहा है कि महाराष्ट्र में राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के जबरन क्रियान्वयन में मराठी को नजरअंदाज करना बर्दाश्त नहीं किया जाएगा। राज्य सरकार ने कक्षा एक से पांच तक के विद्यार्थियों के लिए हिंदी को अनिवार्य करते हुए इसे तीसरी भाषा बनाने का फैसला किया है।

शिवसेना (यूबीटी) की श्रमिक शाखा भारतीय कामगार सेना के एक कार्यक्रम में ठाकरे ने कहा कि उनकी पार्टी को हिंदी भाषा से कोई परहेज नहीं है, लेकिन उन्होंने पूछा कि इसे क्यों थोपा जा रहा है। दावा किया कि सत्तारूढ़ भाजपा का मिशन लोगों को एकजुट न होने देना और उन्हें लगातार दबाव में रखना है, जिससे वे अपनी चिंताओं में व्यस्त रहें।

उन्होंने कहा कि हम महाराष्ट्र में हिंदी को अनिवार्य नहीं बनाने देंगे। उनकी यह टिप्पणी महाराष्ट्र सरकार द्वारा राज्यभर के मराठी और अंग्रेजी माध्यम के स्कूलों में कक्षा एक से पांच तक हिंदी को अनिवार्य तीसरी भाषा बनाने के निर्णय पर के बीच आई है। उन्होंने कहा कि यदि आप प्यार से कहेंगे तो हम सब कुछ करेंगे, लेकिन यदि आप कुछ भी थोपेंगे तो हम उसका विरोध करेंगे। हिंदी सीखने के लिए यह दबाव क्यों। पूर्व मुख्यमंत्री ने बताया कि यह उनकी सरकार थी, जिसने राज्य में मराठी सीखना अनिवार्य बनाने का निर्णय लिया था। ठाकरे ने कहा कि यदि आप राज्य में रहना चाहते हैं तो आपको जय महाराष्ट्र कहना होगा। मुख्यमंत्री देवेंद्र फडणवीस नीत महायुति सरकार पर निशाना साधते हुए उन्होंने पूछा कि क्या राज्य सरकार उन लोगों के लिए काम कर रही है जो महाराष्ट्र और मराठी को खत्म करना चाहते हैं।



- कहा-यदि आप प्यार से कहेंगे तो हम सब कुछ करेंगे, लेकिन थोपने का विरोध करेंगे
- यदि महाराष्ट्र में एनईपी से मराठी भाषा को कोई नुकसान होता है, तो बर्दाश्त नहीं: सुप्रिया

दूसरी ओर पुणे में पत्रकारों से बात करते हुए बारामती की सांसद सुप्रिया सुले ने कहा कि महाराष्ट्र में सीबीएसई बोर्ड को अनिवार्य बनाने के शिक्षा मंत्री के बयान का विरोध करने वालों में मैं सबसे पहली थी। मौजूदा राज्य बोर्ड को सीबीएसई से बदलने की क्या जरूरत है। उन्होंने कहा कि भाषा के मुद्दे पर चर्चा करने से पहले हमें राज्य में बुनियादी शिक्षा ढांचे के बारे में बात करनी चाहिए। सरकार को नई शिक्षा नीति (एनईपी) को लागू करने में जल्दबाजी नहीं करनी चाहिए, क्योंकि इससे छात्रों पर प्रतिकूल प्रभाव पड़ेगा। सुले ने कहा कि यदि महाराष्ट्र में एनईपी के कार्यान्वयन से मराठी भाषा को नुकसान होता है, तो इसे बर्दाश्त नहीं किया जाएगा।

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विनाश की कगार पर विश्वविद्यालय

'विश्वविद्यालय अपनी स्वतंत्रता का त्याग नहीं करेगा, न अपने संवैधानिक अधिकारों को छोड़ेगा... इसके प्रशासन का विधान संघीय सरकार की शक्ति से परे है... और यह ज्ञान की खोज, उत्पादन और प्रसार के लिए समर्पित एक निजी संस्थान के तौर पर हमारे मूल्यों को खतरे में डालता है। कोई भी सरकार- चाहे कोई भी पार्टी सत्ता में हो- यह तय नहीं कर सकती कि निजी विश्वविद्यालय क्या पढ़ा सकते हैं, वे किसे प्रवेश दे सकते हैं, किसे काम पर रख सकते हैं, और वे किस क्षेत्र में अध्ययन और जांच कर सकते हैं।'

विश्वविद्यालय प्रशासन में कथित हस्तक्षेप के जवाब में किस भारतीय विश्वविद्यालय के कुलपति ने ऐसा कहा? इसका उत्तर है- 'किसी ने नहीं'।

ये शब्द हावर्ड विश्वविद्यालय (संयुक्त राज्य अमेरिका से भी पुराना) के अध्यक्ष एलन गार्बर के हैं। उन्होंने संयुक्त राज्य अमेरिका के राष्ट्रपति की अवहेलना की, जो मानते हैं कि वे पृथ्वी पर सबसे शक्तिशाली व्यक्ति हैं। डोनाल्ड ट्रंप ने हार्वर्ड विश्वविद्यालय को 2.2 अरब अमेरिकी डालर के अनुदान और छह करोड़ अमेरिकी डालर के अनुबंधों को रोक कर जवाबी कार्रवाई की, लेकिन विश्वविद्यालय ने झुकने से इनकार कर दिया। पिछले महीने कोलंबिया विश्वविद्यालय को 40 करोड़ अमेरिकी डालर की संघीय धनराशि देने से मना कर दिया गया, जिसके कारण उसे हार माननी पड़ी।

स्वायत्तता नहीं

विश्वविद्यालय अनुदान आयोग (यूजीसी) की वेबसाइट के अनुसार, 25 जनवरी, 2023 तक भारत में 1074 विश्वविद्यालय थे, जिसका ब्योरा इस प्रकार है:

राज्य विश्वविद्यालय- 460; मान्य विश्वविद्यालय- 128; केंद्रीय विश्वविद्यालय- 56; निजी विश्वविद्यालय- 430; कुल- 1074; इस संख्या में, आजादी से बहुत पहले, 1857 में स्थापित सबसे पुराने तीन विश्वविद्यालय शामिल हैं- कलकत्ता, मद्रास और बांबे। वैसे, यूजीसी और राज्यपाल-कुलपति के बीच मतभेदों के कारण, मद्रास विश्वविद्यालय अगस्त 2023 से बिना कुलपति के चल रहा है।

संसद द्वारा बनाए गए कानूनों और जिस तरह यूजीसी ने विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 को लागू किया है, उसके चलते भारतीय विश्वविद्यालयों को कोई स्वायत्तता नहीं मिल पाई है। यह अधिनियम 'विश्वविद्यालयों में मानकों के समन्वय और निर्धारण के लिए प्रावधान करने' के लिए बनाया गया था। धारा 12 में यूजीसी को विश्वविद्यालयों में शिक्षण, परीक्षा और शोध के मानक निर्धारित करने और रखरखाव के लिए विश्वविद्यालयों को 'अनुदान' आवंटित करने और वितरित करने का अधिकार दिया गया है। 1984 में, इसमें धारा 12ए जोड़ी गई और धारा 14 में संशोधन किया गया, जिसने यूजीसी की शक्तियों का व्यापक विस्तार हुआ। धन की शक्ति के कारण यूजीसी को विश्वविद्यालयों के हर कार्य में दखल देने में सक्षम बनाया है। इन शक्तियों का उपयोग करते हुए, यूजीसी ने ऐसे 'विनियम' बनाए, जिसके कारण व्यावहारिक रूप से विश्वविद्यालयों की स्वायत्तता खत्म हो गई है।



दूसरी नजर

पी चिदंबरम

क्या विश्वविद्यालयों पर व्यापक नियंत्रण से उच्च शिक्षा को कोई लाभ हुआ है? कोई भी भारतीय विश्वविद्यालय दुनिया के शीर्ष सौ विश्वविद्यालयों (क्यूएस द्वारा तैयार) में स्थान नहीं बना पाया है। सर्वोच्च 'रैंक' वाला भारतीय विश्वविद्यालय आइआइटी, बांबे है, जिसने 118वां स्थान प्राप्त किया है। संसद में एक जवाब में, सरकार ने खुलासा किया कि 21 अक्तूबर, 2024 तक, केवल केंद्रीय विश्वविद्यालयों में रिक्त शैक्षिक पदों की संख्या 5,182 थी।

यूजीसी 'सर्वोच्च' है

यूजीसी (और यूजीसी के माध्यम से वैचारिक रूप से पक्षपाती केंद्र सरकार) का नियंत्रण शिक्षकों की नियुक्ति, पाठ्यक्रम के डिजाइन, शोध के क्षेत्रों, परीक्षाओं के डिजाइन और संचालन आदि तक फैला हुआ है। यूजीसी के कुछ हस्तक्षेपकारी नियमों पर नजर डालें:

- सभी शिक्षकों और अन्य शैक्षणिक कर्मचारियों की योग्यता और नियुक्ति पर नियम;
- राष्ट्रीय पात्रता परीक्षा (नेट);
- राष्ट्रीय पात्रता और प्रवेश परीक्षा (नीट);
- संयुक्त प्रवेश परीक्षा (जेईई);
- सामान्य विश्वविद्यालय प्रवेश परीक्षा (सीयूईटी);
- सीखने के परिणाम-आधारित पाठ्यक्रम रूपरेखा (एलओसीएफ);
- चयन आधारित क्रेडिट प्रणाली (सीबीसीएस); और
- राष्ट्रीय संस्थागत रैंकिंग रूपरेखा (एनआइआरएफ)।

चूंकि कुलपति कुछ 'अवशिष्ट' शक्तियों का प्रयोग करते थे, इसलिए यूजीसी ने कुलपतियों के चयन और नियुक्ति को नियंत्रित करने का फैसला किया (देखें 'नए वायसराय', जनसत्ता, 12 जनवरी, 2025)। मेरे विचार में, राज्य और निजी विश्वविद्यालयों में शिक्षण और गैर-शिक्षण पदों के चयन और नियुक्ति में यूजीसी की कोई भूमिका नहीं है, खासकर कुलपति की नियुक्ति में। अगर इसकी अनुमति दी जाती है, तो यह विश्वविद्यालयों के राष्ट्रीयकरण की दिशा में अंतिम कदम होगा।

उच्च शिक्षा इसकी शिकार हुई है

क्या विश्वविद्यालयों पर व्यापक नियंत्रण से उच्च शिक्षा को कोई लाभ हुआ है? कोई भी भारतीय विश्वविद्यालय दुनिया के शीर्ष सौ विश्वविद्यालयों (क्यूएस द्वारा तैयार) में स्थान नहीं बना पाया है। सर्वोच्च 'रैंक' वाला भारतीय विश्वविद्यालय आइआइटी, बांबे है, जिसने 118वां स्थान प्राप्त किया है। संसद में एक जवाब में, सरकार ने खुलासा किया कि 21 अक्तूबर, 2024 तक, केवल केंद्रीय विश्वविद्यालयों में रिक्त शैक्षिक पदों की संख्या 5,182 थी। शिक्षा पर संसदीय स्थायी समिति ने पाया कि आइआइटी स्नातकों के 'प्लेसमेंट' में गिरावट आई है। 2021-22 और 2023-24 के बीच 'प्लेसमेंट' में दस फीसद से अधिक की गिरावट आई है। एनआइटी स्नातकों के 'प्लेसमेंट' में भी 10.77 फीसद की गिरावट आई है। डा सीवी रमन, विज्ञान के लिए नोबेल पुरस्कार (1930) पाने वाले एकमात्र भारतीय विश्वविद्यालय के उत्पाद थे।

भारतीय विश्वविद्यालय कई बीमारियों से ग्रस्त हैं: कोई धर्मादा निधि नहीं, पूर्व छात्रों को कम सहायता, अपर्याप्त अनुदान और शोध अनुबंध, शैक्षणिक स्वतंत्रता की कमी, विशेष रूप से यूजीसी द्वारा अत्यधिक विनियमन, कुलाधिपति (राज्यपाल) और प्रो चांसलर (आमतौर पर शिक्षामंत्री) द्वारा हस्तक्षेप, और राजनेताओं और नौकरशाहों द्वारा हस्तक्षेप। शैक्षणिक स्वतंत्रता की कमी को एक उदाहरण से स्पष्ट किया जा सकता है: अब तक दूरस्थ शिक्षा कार्यक्रम चलाने वाले विश्वविद्यालय विदेशी छात्रों सहित कहीं से भी छात्रों को दाखिला दे सकते थे। हाल ही में यूजीसी के एक विनियमन ने 'कैचमेंट एरिया' को राज्य के एक या दो जिलों तक सीमित कर दिया है, जहां विश्वविद्यालय स्थित है। विश्वविद्यालय में उत्कृष्टता प्राप्त करने के लिए कोई प्रोत्साहन नहीं है और छात्र के पास दूरस्थ शिक्षा प्राप्त करने के लिए विश्वविद्यालयों का कोई विकल्प नहीं है।

सबसे अधिक बुरी खबर यह है कि शैक्षणिक स्वतंत्रता के लिए जगह कम होती जा रही है। असहिष्णु समूहों ने जेएनयू, डीयू, जामिया मिल्लिया, एएमयू, जादवपुर, केंद्रीय विश्वविद्यालय, जम्मू सहित कई अन्य विश्वविद्यालयों (और उनके शिक्षकों और छात्रों) पर मौखिक और शारीरिक हमले किए गए हैं।

जब तक यूजीसी अधिनियम को निरस्त नहीं किया जाता, पुनः परिकल्पित नहीं किया जाता और पुनः लागू नहीं किया जाता, तब तक विश्वविद्यालय की स्वायत्तता एक दूर की कौड़ी ही साबित होगी। जब तक पूर्व छात्रों के समर्थन से धर्मादा निधि नहीं बनाई जाती, तब तक शैक्षणिक स्वतंत्रता भ्रामक बनी रहेगी। आत्मनिर्भर सार्वजनिक विश्वविद्यालयों के बजाय, धनी परिवारों और कारपोरेट्स (अपवादों के साथ) द्वारा प्रचारित और वित्तपोषित निजी विश्वविद्यालयों का प्रसार होगा। इरादा परोपकार का हो सकता है, लेकिन इसका नतीजा वाणिज्यिक होगा।

राष्ट्रीय सहारा, 20 अप्रैल, 2025, पृष्ठ न० - 08

मसला

शिक्षा बनाम सत्ता : हार्वर्ड की हुंकार



नृपेंद्र अभिषेक नृप

शिक्षा केवल ज्ञान का विस्तार नहीं, बल्कि विचारों की आजादी और अभिव्यक्ति की निर्भीकता का आधार होती है। जब विचारधाराएं सत्ता के गलियारों से निकल कर शिक्षण संस्थानों के प्रांगण में हस्तक्षेप करने लगें, तब यह केवल अकादमिक स्वतंत्रता का संकट नहीं, बल्कि लोकतंत्र की आत्मा पर भी प्रहार होता है।

अमेरिका के प्रतिष्ठित हार्वर्ड विश्वविद्यालय और ट्रंप प्रशासन के बीच उपजा टकराव इसी विमर्श की परिणति है-जहां एक ओर विश्वविद्यालय अपने बौद्धिक स्वतंत्रता और सामाजिक न्याय के मूल्यों पर अडिग खड़ा है, वहीं दूसरी ओर एक सत्ता प्रतिष्ठान है जो वैचारिक भिन्नता को सहन करने से इंकार करता है। इस प्रकरण की जड़ें गहरी हैं। ट्रंप प्रशासन के दौरान हार्वर्ड ने आव्रजन, नस्लभेद, जलवायु परिवर्तन और कोविड-19 नीति जैसे कई मुद्दों पर मुखर विरोध दर्ज कराया। नतीजतन, प्रशासनिक दबाव, अनुदानों में कटौती, और राजनीतिक हमले तेज होते गए। हार्वर्ड ने इसे अकादमिक स्वतंत्रता पर हमला माना और न्यायपालिका का रुख किया। इस संघर्ष में केवल एक विश्वविद्यालय की प्रतिष्ठा दांव पर नहीं थी, बल्कि यह सवाल भी था कि क्या शिक्षा की दुनिया राजनीति के हस्तक्षेप से बच पाएगी?

अमेरिका की राजनीति और शिक्षा प्रणाली के बीच हमेशा एक जटिल रिश्ता रहा है, लेकिन ट्रंप के राष्ट्रपति कार्यकाल (2016-20) में यह टकराव स्पष्ट और तीव्र रूप में सामने आया। इस टकराव का एक प्रतीकात्मक केंद्र बना-हार्वर्ड विश्वविद्यालय। एक ओर था शताब्दियों पुराना प्रतिष्ठित शिक्षण संस्थान, जो अकादमिक स्वतंत्रता, उदार विचार और बौद्धिक विविधता का प्रतिनिधित्व करता है, दूसरी ओर था ट्रंप प्रशासन, जो राष्ट्रवादी राजनीति, संरक्षणवाद और वैचारिक आग्रहों के लिए जाना गया। यह संघर्ष केवल दो संस्थानों के बीच नहीं था, बल्कि यह उस गहराते विभाजन की कहानी है, जो आधुनिक लोकतांत्रिक समाजों को प्रभावित कर रहा है।

ट्रंप प्रशासन की उच्च शिक्षा नीति का केंद्र था 'देशभक्ति शिक्षा' को बढ़ावा देना और 'वामपंथी प्रचार' को रोकना। ट्रंप ने बार-बार विश्वविद्यालयों को 'उदारवाद का गढ़' कह कर उनकी आलोचना की और फ्री स्पीच के नाम पर अक्सर घृणा और विभाजन को वैध ठहराने की कोशिश की। इस दौरान शिक्षा विभाग ने कई बार विश्वविद्यालयों के वित्तीय स्रोतों खासकर विदेशी फंडिंग पर प्रश्न चिह्न खड़े किए। हार्वर्ड को चीन से वित्तीय सहयोग को लेकर जांच का सामना करना पड़ा। यह राजनीतिक दबाव न केवल संस्थानों की स्वतंत्रता को प्रभावित करता है, बल्कि छात्रों और शोधकर्ताओं के लिए भय का वातावरण भी निर्मित करता है।

भारत जैसे देश, जहां शिक्षा व्यवस्था अक्सर राजनीतिक हस्तक्षेपों से प्रभावित होती है, हार्वर्ड बनाम ट्रंप प्रशासन की यह गाथा एक महत्त्वपूर्ण संदेश देती है। यह बताती है कि विश्वविद्यालयों की स्वायत्तता, उनकी बौद्धिक निर्भीकता और लोकतांत्रिक मूल्यों के प्रति प्रतिबद्धता कैसे सत्ता के दमनकारी रुझानों का मुकाबला कर सकती है। भारतीय विश्वविद्यालयों के लिए यह प्रेरणास्पद है कि वे केवल शिक्षण संस्थान न बनें, बल्कि समाज के विवेक और नैतिकता के प्रहरी भी बनें। जब शिक्षण संस्थान सत्ताधारी शक्तियों के दबाव में आ जाते हैं, तो लोकतंत्र की आत्मा खोने लगती है। आज जब वैश्विक स्तर पर दक्षिणपंथी विचारधाराएं पुनर्जीवित हो रही हैं, तब शिक्षा को राजनीति से बचा कर रखना एक चुनौती बन गया है। हार्वर्ड और अन्य विश्वविद्यालयों ने साबित किया है कि शिक्षा केवल सत्ता का उपकरण नहीं बन सकती। यह ज्ञान, संवाद और आलोचना का क्षेत्र है, और लोकतंत्र की रक्षा की पहली पंक्ति। जरूरी है कि सरकारें शिक्षा की स्वायत्तता को सम्मान दें, शोध की स्वतंत्रता को बाधित न करें और अकादमिक संस्थानों को वैचारिक प्रयोगशाला न बनाएं। विश्वविद्यालयों को भी चाहिए कि वे केवल विरोध न करें, बल्कि समाज में समावेशिता, संवेदना और सत्य के प्रति प्रतिबद्धता को मजबूती से पोषित करें। हार्वर्ड बनाम ट्रंप प्रशासन का यह अध्याय इस बात का प्रमाण है कि जब शिक्षा संस्थान अपने आदर्शों पर डटे रहते हैं, तो वे सत्ता से भी टकरा सकते हैं। यह संघर्ष इस बात का साक्षी है कि अकादमिक स्वतंत्रता केवल अधिकार नहीं, बल्कि जिम्मेदारी है, सत्य को खोजने, असहमति को पोषित करने और लोकतंत्र को जीवित रखने की जिम्मेदारी। आज जब पूरी दुनिया 'सच' को 'राष्ट्रहित' से, 'असहमति' को 'देशद्रोह' से और 'स्वतंत्रता' को 'आराजकता' से भ्रमित करने पर तुली है, तब हार्वर्ड जैसी संस्थाओं की भूमिका और भी निर्णायक हो जाती है। शिक्षा का काम सत्ता के इशारे पर चलना नहीं, बल्कि सत्य के मार्ग पर टिके रहना है, चाहे राह कितनी भी कठिन क्यों न हो।

भारतीय विश्वविद्यालयों के लिए यह प्रेरणास्पद है कि वे केवल शिक्षण संस्थान न बनें, बल्कि समाज के विवेक और नैतिकता के प्रहरी भी बनें। जब शिक्षण संस्थान सत्ताधारी शक्तियों के दबाव में आ जाते हैं, तो लोकतंत्र की आत्मा खोने लगती है। आज जब वैश्विक स्तर पर दक्षिणपंथी विचारधाराएं पुनर्जीवित हो रही हैं, तब शिक्षा को राजनीति से बचा कर रखना एक चुनौती बन गया है। हार्वर्ड और अन्य विश्वविद्यालयों ने साबित किया है कि शिक्षा केवल सत्ता का उपकरण नहीं बन सकती। यह ज्ञान, संवाद और आलोचना का क्षेत्र है, और लोकतंत्र की रक्षा की पहली पंक्ति। जरूरी है कि सरकारें शिक्षा की स्वायत्तता को सम्मान दें, शोध की स्वतंत्रता को बाधित न करें और अकादमिक संस्थानों को वैचारिक प्रयोगशाला न बनाएं। विश्वविद्यालयों को भी चाहिए कि वे केवल विरोध न करें, बल्कि समाज में समावेशिता, संवेदना और सत्य के प्रति प्रतिबद्धता को मजबूती से पोषित करें। हार्वर्ड बनाम ट्रंप प्रशासन का यह अध्याय इस बात का प्रमाण है कि जब शिक्षा संस्थान अपने आदर्शों पर डटे रहते हैं, तो वे सत्ता से भी टकरा सकते हैं। यह संघर्ष इस बात का साक्षी है कि अकादमिक स्वतंत्रता केवल अधिकार नहीं, बल्कि जिम्मेदारी है

राष्ट्रीय सहारा, 20 अप्रैल, 2025, पृष्ठ न० – 05

DELHI-NCR के स्कूलों में आरटीई अधिनियम का उल्लंघन

■ सहारा न्यूज ब्यूरो

नई दिल्ली।

दिल्ली-एनसीआर के कई प्रतिष्ठित स्कूलों ने शिक्षा के अधिकार अधिनियम 2009 का कथित तौर पर उल्लंघन करते हुए कक्षा छह और सात के छात्रों को अगली कक्षा में प्रोन्नत नही किया। शिक्षा कार्यकर्ताओं और अभिभावकों द्वारा इस बात का दावा किया गया है। शिक्षा मंत्रालय के तहत स्कूली शिक्षा और साक्षरता विभाग ने शिक्षा का अधिकार (आरटीई) अधिनियम 2009 में 2019 में संशोधन के बाद दिसम्बर 2024 में 'कुछ मामलों में परीक्षा और रोक' के संबंध में नियमों को अधिसूचित किया था।

शिक्षा मंत्रालय ने 16 दिसम्बर 2024 को बच्चों को मुफ्त और अनिवार्य शिक्षा का अधिकार (संशोधन) नियम, 2024 शीर्षक से एक गजट अधिसूचना प्रकाशित की थी, जिसमें कहा गया था कि यदि कोई बच्चा नियमित परीक्षा में कक्षा पांच या कक्षा आठ में प्रोन्नति मानदंडों को पूरा करने में विफल रहता है तो उसे वर्तमान कक्ष में ही रोका जा सकता है। अधिवक्ता और शिक्षा कार्यकर्ता अशोक अग्रवाल ने कहा कि संशोधित नियमों के अनुसार स्कूलों को कक्षा पांच और कक्षा आठ में ही विद्यार्थियों को रोकने की अनुमति है,

■ कक्षा छह और सात के छात्रों को रोका गया

■ कई अभिभातकों ने शिकायत की थी कि स्कूल इस बात पर जोर देते हैं कि वे या तो स्कूल छोड़ने का प्रमाण पत्र लें या फिर बच्चे को छठी या सातवीं कक्षा में दोबारा पढ़ने दें

वह भी उन्हें परिणाम घोषित होने की तिथि से दो महीने के भीतर पुनः परीक्षा के लिए अतिरिक्त अवसर दिए जाने के बाद।

अग्रवाल ने कहा कि संशोधन से पहले कक्षा आठ तक 'नो डिटेंशन पॉलिसी (वर्तमान कक्षा में प्रोन्नति देने की नीति)' थी। सरकार ने अधिनियम में संशोधन कर पांचवी और आठवी कक्षा में (आवश्यकता पड़ने पर) प्रोन्नति नही देने का प्रावधान कर दिया। कई निजी स्कूल अधिनियम का उल्लंघन करते हुए अभिभावकों पर अपनी शर्तें थोप रहे है। कई अभिभावकों ने शिकायत की कि स्कूल इस बात पर जोर देते है कि वे या तो स्कूल छोड़ने का प्रमाण पत्र लें या फिर बच्चे को छठी या सातवी कक्षा में दोबारा पढ़ने दें।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) के पूर्व अध्यक्ष अशोक गांगुली ने कहा कि न तो शिक्षा का अधिकार अधिनियम और न ही राष्ट्रीय शिक्षा नीति और राष्ट्रीय पाठ्यचर्या की रूपरेखा किसी भी स्कूल को कक्षा छह और सात में किसी छात्र को रोकने की अनुमति देती है। गांगुली ने सुझाव दिया कि संबंधित राज्य सरकारों और शिक्षा बोर्डों द्वारा निर्धारित प्रक्रियाओं के अभाव के कारण इस स्तर पर कक्षा पांच और कक्षा आठ में छात्रों को रोकने पर भी सवाल उठाया जा सकता है।

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ACROSS THE AISLE



P Chidambaram



People protest against US President Donald Trump's administration and against student visas being revoked, at Harvard University in Cambridge, Massachusetts, US

REUTERS

University education in peril

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"The University will not surrender its independence or relinquish its constitutional rights.....The administration's prescription goes beyond the power of the federal government.....And it threatens our values as a private institution devoted to the pursuit, production, and dissemination of knowledge. No government — regardless of which party is in power — should dictate what private universities can teach, whom they can admit and hire, and which areas of study and inquiry they can pursue."

Which Vice Chancellor of an Indian University said that in response to perceived interference in the administration of the University? The answer is "*none*".

Those were the words of Mr Alan Garber, President of Harvard University (older than the United States of America). He defied the President of the United States who believes he is the most powerful person on earth. Mr Trump retaliated by freezing $2.2 billion in grants and $60 million in contracts to Harvard University, but the University refused to yield. Last month, Columbia University was denied $400 million of federal funds and it buckled under.

No autonomy

According to the University Grants Commission (UGC) website, there are 1074 universities in India as on January 25, 2023, and the break-up is:

State Universities	460
Deemed to be Universities	128
Central Universities	56
Private Universities	430
Total	**1074**

This number includes the oldest three universities established in 1857 — in Calcutta, Madras and Bombay — long before Independence. By the way, because of differences with UGC and the Governor-Chancellor, the University of Madras has been without a Vice Chancellor since August 2023.

Indian universities enjoy no autonomy thanks to laws made by Parliament and the manner in which the UGC has worked the University Grants Commission Act, 1956. The Act was enacted to "make provision for the co-ordination and determination of *standards* in Universities". Section 12 authorised UGC to allocate and disburse "grants" to universities for the determination and maintenance of *standards* of teaching, examination and research in universities. In 1984, Section 12A was inserted and Section 14 was amended which vastly expanded the powers of UGC. The power of the purse has enabled the UGC to intrude into every function of universities. Using these powers, 'regulations' have been made by UGC that have practically obliterated the autonomy of a university.

UGC is 'big chief'

The control of the UGC (and through the UGC of an ideologically-biased central government) extends to appointments of teachers, design of curriculum, areas of research, design and conduct of examinations, etc. Look at some of UGC's intrusive regulations:

Regulations on qualifications and appointment of all teachers and other academic staff;

- the National Eligibility Test (NET);
- the National Eligibility and Entrance Examination (NEET);
- the Joint Entrance Examination (JEE);
- the Common University Entrance Test (CUET);
- the Learning Outcomes-based Curriculum Framework (LOCF);
- the Choice Based Credit System (CBCS); and
- the National Institutional Ranking Framework (NIRF).

Since Vice Chancellors exercised the few 'residual' powers, UGC decided to control the selection and appointment of Vice Chancellors (see *Vice Chancellors will become Viceroys, The Indian Express, January 12, 2025*). In my view, UGC has no role to play in the selection and appointment of teaching and non-teaching posts in State and private universities, especially the appointment of the Vice Chancellor. If allowed, it will be the penultimate step to the nationalisation of universities.

Casualty is higher education

Has the pervasive control of universities helped the cause of higher education? No Indian university ranks in the top 100 universities of the world (prepared by QS). The highest ranked Indian university is IIT, Bombay that took the 118th rank. In a reply in Parliament, the government disclosed that, as on October 21, 2024, the number of vacant teaching posts in *central* universities alone was 5,182. The Parliamentary Standing Committee on Education found that there was a decline in placements of IIT graduates. Between 2021-22 and 2023-24 there was a fall of over 10% in placements. Placement of NIT graduates also declined by 10.77%. Dr CV Raman was the lone product of an Indian university to have won the Nobel Prize for Science (1930).

Indian universities are affected by several maladies: no endowment funds, little alumni support, inadequate grants and research contracts, lack of academic freedom, over-regulation especially by the UGC, interference by the Chancellor (Governor) and the Pro-chancellor (usually the Minister of Education), and meddling by politicians and bureaucrats. The lack of academic freedom can be illustrated by one example: hitherto universities that run Distance Education programmes could enroll students from anywhere including foreign students. A recent UGC regulation limits the 'catchment area' to one or two districts of the State where the university is located. The university has no incentive to excel and the student has no choice of universities to pursue distance education. More bad news is that the space for academic freedom is shrinking. Intolerant groups have launched verbal and physical assaults on several universities, (and their teachers and students) including JNU, DU, Jamia Millia, AMU, Jadavpur, Central University, Jammu, and many others.

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The Indian Express, 20 April, 2025, Page no – 11

Across
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P CHIDAMBARAM
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University education in peril

"THE UNIVERSITY will not surrender its independence or relinquish its constitutional rights....The administration's prescription goes beyond the power of the federal government. ....And it threatens our values as a private institution devoted to the pursuit, production, and dissemination of knowledge. No government — regardless of which party is in power — should dictate what private universities can teach, whom they can admit and hire, and which areas of study and inquiry they can pursue."

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The Tribune, 20 April, 2025, Page no - 16

NCERT defends use of Indian names for English textbooks

TRIBUNE NEWS SERVICE

NEW DELHI, APRIL 19

Amid criticism from southern states over assigning Hindi names to English-medium textbooks, the National Council of Educational Research and Training (NCERT) has defended the move, saying the titles are inspired by Indian musical instruments such as the santoor, mridang, tabla and veena, as well as classical ragas like 'Poorvi', to instil a sense of Indian identity in students.

In an official statement, NCERT said, "The new NCERT textbooks have been thoughtfully named to convey rootedness in India's culture and knowledge systems. The names of the books are from Indian languages and not specifically Hindi."

The council added that using Indian names for mathematics or English language textbooks not only promotes pride in Indian languages and culture but also sparks curiosity about the country's rich cultural and scientific heritage.

The English textbook for Classes 1 and 2 is titled 'Mridang', derived from 'mridangam', a widely recognised percussion instrument associated with Carnatic music. The Class 7 English textbook is titled 'Poorvi', named after a raga traditionally sung at dusk.

Previously, the Class 6 mathematics textbook was titled 'Mathematics' in English, 'Ganit' in Hindi and 'Riyazi' in Urdu. Under the new framework, both English and Hindi versions are titled 'Ganita Prakash'.

"In a similar vein, the mathematics textbook titled 'Ganita Prakash' draws from India's rich mathematical heritage. The title has been chosen to attract the curiosity of children about the country's legacy in mathematics," NCERT said.

Last week, Kerala Minister for General Education and Employment V Sivankutty criticised NCERT's decision, accusing the Centre of "cultural imposition" and "sabotaging the linguistic diversity of the country".

The Asian Age, 20 April, 2025, Page no - 06

A Nobel laureate's sense of snow



Shashi Warrier

review

During a scorching Seoul summer, Kyungha, a writer and historian, subsists on water and rice and white *kimchi*, ordered online and delivered to her apartment. Troubled by migraines and digestive ailments, she refuses to leave her apartment for treatment. Instead, she works on her will, deciding the disposition of her property but unable to name an executor. She works on her suicide note, her letter of leavetaking, her inability to perfect it warding death away.

A message from a close friend and professional partner, a photographer, Inseon, wakes Kyungha from this existence. Inseon is in hospital recovering from a carpentry accident in which she's lost her fingers. She asks Kyungha to go to her house on the island of Jeju right away to save Inseon's pet budgie, and Kyungha, for whom the friendship is precious, does just that.

But winter has set in on the island: it is covered in snow, and a storm is gaining strength. Kyungha finds the bird motionless, and is unsure of whether it lives or not. But then, conditions are such that she has to stay, which she does. The bird, a budgie, begins to show signs of life.

It's worthwhile explaining a little of the history of the island. When Korea was divided, some years after World War II, its inhabitants had strong leftist leanings and protested against being included in the South. Government paramilitaries under the oversight of the US Army putting down the protests killed many thousands — estimates range between 14,000 and 30,000 — including women and children, even infants.

In Han Kang's writing, the snow in Jeju blankets the killings, which, however, still lurk below the surface, available to anyone persistent enough to dig. Some of the surreal quality to Han Kang's writing comes from a snowstorm that distorts the borders of reality and hallucination, permitting apparitions to drift in and out of the narrative that actually dissolves the distance between the hidden tragedies and atrocities of the past and the present.



WE DO NOT PART

HAN KANG

Penguin

pp. 384; ₹999

Kyungha has written about massacres: her last book was about one in the city of G. But this time it's up close and personal. Inseon's father survived because the prison he was in was overcrowded.

Inseon — or an apparition of her — turns up on Jeju Island in the midst of a terrible snowstorm, and as she and Kyungha explore Inseon's memories and her mother's notes, details of the horrors of 1948 begin to emerge. The fact of Inseon's father's survival comes up, for instance, as Inseon and Kyungha begin to explore Inseon's mother's notes. The unreason behind the killing echoes through the narrative: Inseon's uncle, imprisoned at about the same time as her father, is shot on a beach along with a group of people from another village, and children are shot in the name of 'extermination'. But there is also a fragile redemption in the form of a single candle flame leading to life, an icon of the friendship between Kyungha and Inseon.

Easily the best book I've read in the last couple of years.

Shashi Warrier has written fairy tales, thrillers, a semi-fictional biography, satires, and a love story. Teaching is his favourite pastime.

The Asian Age, 20 April, 2025, Page no - 02

Delhi-NCR schools flout rules; detain Class 6, 7 students

AGE CORRESPONDENT
NEW DELHI, APRIL 19

Several prestigious schools of Delhi-NCR have allegedly held back students in Classes 6 and 7 in violation of the Right to Education Act of 2009, education activists and parents said.

The department of school education and literacy under the ministry of education notified rules regarding 'examination and holding back in certain cases' in December 2024 after the Right to Education (RTE) Act 2009 was amended in 2019.

"The amended rules allow schools to detain students in Classes 5 and 8 only, that too after giving them additional opportunity for re-examination within two months from the date of declaration of results," advocate and education activist Ashok Aggarwal told a news agency.

"Before the amendment, there was a no-detention policy till Class 8. However, the government amended the act and made a provision for detention in Class 5 and 8. However, many private schools are dictating their terms to parents in violation of the act."

Several parents complained that schools insist they either take a school leaving certificate or let the child repeat Class 6 or 7.

"My son is in Class 6 and we have been told that if he does not clear the re-exam scheduled in May, he will not be promoted to the next class. But norms say that students cannot be detained in classes other than 5 and 8. My son couldn't score well due to bad health this year," a parent based in Gurgaon said on condition of anonymity.

Educationist Prof. Anita Rampal, who was associated with the faculty of education in Delhi University, expressed surprise at the blatant disregard for the act by public schools.

"If schools detain children in Classes 6 and 7, they are making a mockery of the RTE Act. I advise their parents to file complaints in the nearest district or session courts," she said.

Ashok Ganguly, former chairman of Central Board of Secondary Education (CBSE), said that neither the Right to Education Act nor the National Education Policy and the National Curriculum Framework allow any school to detain a student in Classes 6 and 7.

Textbook renaming: Sivankutty writes to Union Minister

He says decision to assign names in Hindi is a disturbing departure from the long-held practice of naming textbooks in the language in which they are written

Published - April 19, 2025 08:15 pm IST - Thiruvananthapuram

THE HINDU BUREAU

Minister for General Education V. Sivankutty has written to Union Education Minister Dharmendra Pradhan expressing strong objection to a recent decision of the National Council of Educational Research and Training (NCERT) to give Hindi names to school textbooks.

In the letter to the Union Minister on Saturday, Mr. Sivankutty expressed grave concern over the "clear disregard for the linguistic diversity of our nation." The decision to assign names in Hindi—even to English-medium textbooks—such as Purvi (classes 6 and 7 English), Mridang (classes 1 and 2 English)

Monday, April 21, 2025

दैनिक ट्रिब्यून The Tribune VOICE OF THE PEOPLE ਪੰਜਾਬੀ ਟ੍ਰਿਬਿਊਨ

NCERT defends use of Indian names for English textbooks

The English textbook for Classes 1 and 2 is titled 'Mridang', derived from 'mridangam', a widely recognised percussion instrument associated with Carnatic music

TRIBUNE NEWS SERVICE
New Delhi, Updated At : 05:59 AM Apr 20, 2025 IST

Amid criticism from southern states over assigning Hindi names to English-medium textbooks, the National Council of Educational Research and Training (NCERT) has defended the move, saying the titles are inspired by Indian musical instruments such as the santoor, mridang, tabla and veena, as well as classical ragas like 'Poorvi', to instil a sense of Indian identity in students.

In an official statement, NCERT said, "The new NCERT textbooks have been thoughtfully named to convey rootedness in India's culture and knowledge systems. The names of the books are from Indian languages and not specifically Hindi."

The council added that using Indian names for mathematics or English language textbooks not only promotes pride in Indian languages and culture but also sparks curiosity about the country's rich cultural and scientific heritage.

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"In a similar vein, the mathematics textbook titled 'Ganita Prakash' draws from India's rich mathematical heritage. The title has been chosen to attract the curiosity of children about the country's legacy in mathematics," NCERT said.

Last week, Kerala Minister for General Education and Employment V Sivankutty criticised NCERT's decision, accusing the Centre of "cultural imposition" and "sabotaging the linguistic diversity of the country".

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(https://www.khabarindia.in/wp-content/uploads/2023/12/NEP.jpg)

New Textbook Titles Aim To Instil Indian Identity, Says NCERT

0 (https://www.khabarindia.in/new-textbook-titles-aim-instil-indian-identity-says-ncert/#respond)

BY ARUNA SHARMA (HTTPS://WWW.KHABARINDIA.IN/AUTHOR/KINDIA/) ON APRIL 20, 2025
NATIONAL (HTTPS://WWW.KHABARINDIA.IN/CATEGORY/NATIONAL/)

(HT)

Facing criticism from southern states for giving Hindi titles to English textbooks, the National Council of Educational Research and Training (NCERT) on Friday defended the move, saying the modifications were inspired by musical instruments such as Santoor, Mridang, Tabla and Veena, and classical ragas (melodic patterns) like Poorvi “to instil a sense of Indian identity” in students.

Earlier this week, Kerala general education minister V Sivankutty criticised NCERT’s move to give Hindi titles to English-medium textbook and accused the Union government of cultural imposition and sabotaging the country’s linguistic diversity. “The titles of the textbooks are not mere names; they shape the perception and imagination of children. English medium students deserve English titles. Education should not be an instrument of imposition but of empowerment and consensus,” Sivankutty said on April 14.

In response to a questionnaire sent by HT, the NCERT said the new textbook titles are part of the pedagogical and philosophical vision of the National Education Policy (NEP) 2020, which calls for the promotion of Indian languages and Indian Knowledge Systems (in education. The modification was part of a “long-awaited decolonisation of the education system” in line with India’s intellectual traditions that resist the earlier stance steeped in colonialism, it added.

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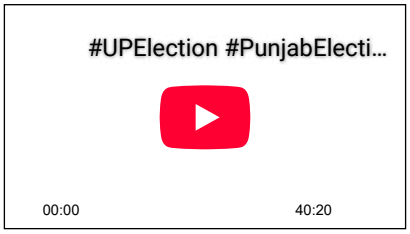
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The agency said that the naming of textbooks has nothing to do with linguistic considerations or promoting one language over another. “The NCERT develops and translates textbooks into Indian languages to make them inclusive and accessible to all learners from diverse linguistic backgrounds,” it added.

The NCERT introduced new textbooks as per the NEP 2020 and National Curriculum Framework 2023. New textbooks for classes 1 to 2 were launched in 2023 and 2024, and for classes 4 to 8 this year. The English books for classes 6 and 7 are now titled Poorvi, replacing Honeysuckle and Honeycomb.

The new class 4 English book, titled Santoor, replaces Marigold. The mathematics book for classes 6 and 7 is titled Ganita Prakash. The physical education book of class 6 is titled Khel Yatra, and the vocational education one is titled Kaushal Bodh. The updated textbooks for classes 9 to 12 will be introduced in 2026-27 academic session.

The NCERT said that due consideration has been given to culturally resonant names such as Ganita Prakash, Kaushal Bodh, and Khel Yatra. “It is still mentioned they are textbooks of particular subjects. They are meaningful, intending to arouse interest, promote involvement, and connect with India’s heritage. Ideas, values, and imageries are suggested to Indian learners to help them relate to educational content holistically,” it added.

The new textbooks are visually appealing, inclusive, culturally rooted, the NCERT said, adding they blend vibrant visuals with stories promoting critical thinking, ethics, and patriotism by highlighting military heroes and civilisational ethos.

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Marathi still mandatory in Maharashtra: Devendra Fadnavis on 3-language policy

The Maharashtra government announced plans to make Hindi a compulsory third language in Marathi and English medium schools in the state under the National Education Policy (NEP) 2020.

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Maharashtra Chief Minister Devendra Fadnavis. (File photo)

India Today News Desk

New Delhi, UPDATED: Apr 20, 2025 22:40 IST

Written By: Vivek Kumar


IIT Guwahati launches 4-year biomedical science programme, admissions begin soon


Dark vs fair | An ugly prejudice


Delhi man sigr delivery agent untouchability based

- Devendra Fadnavis says Hindi is not mandatory over Marathi
- 3-language policy under includes two Indian languages mandatory
- Opposition Mahayuti criticises 'Hindi imposition' by the BJP

Days after a political row erupted in Maharashtra over the state government order making **three languages mandatory under the National Education Policy (NEP)**, Chief Minister Devendra Fadnavis cleared the air on any speculations of "Hindi imposition", saying the language native to North India has not been made mandatory. He said that learning Marathi and three languages has been mandatory in educational institutions.

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Fadnavis lamented the excitement of learning English, which is a foreign language, as a choice before learning Hindi.

"The first thing to understand is that Hindi has not been made mandatory in place of Marathi, which remains compulsory. However, the New Education Policy offers an opportunity to learn three languages, and learning three languages is mandatory. According to the policy, two of these three languages must be Indian languages," *news agency ANI* quoted Fadnavis as saying.

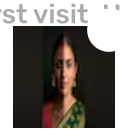
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Earlier this week, the Fadnavis government announced plans to make Hindi a compulsory third language in Marathi and English medium schools under the NEP 2020. The rule would apply to students from Grades 1 to 5 starting in the 2025-26 academic year.

However, the opposition did not approve of the plans, with **Maharashtra Navnirman Sena (MNS) chief Raj Thackeray** calling it "imposition" of a "state language".

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"The central government's Hindi-ization will not succeed here. If forced, a struggle is inevitable, and the government will be responsible. Marathi and every language deserve respect, not coercion," Thackeray had said.

Congress leader Vijay Wadettiwar also criticised the move, accusing the state and central governments of attacking Marathi identity.

Allaying the apprehensions, Fadnavis further said, "To say that Hindi is being imposed is incorrect. Marathi will remain mandatory in Maharashtra. I am often surprised that while we oppose an Indian language like Hindi, we praise and carry English on our shoulders. I find it curious why Indian languages feel distant to us while English feels closer. This is something that we need to think about".

The state government issued a detailed resolution on April 16, 2025, detailing the phased rollout of NEP 2020 based on the 5+3+3+4 structure. The changes will begin with Grade 1 in 2025-26 and extend to all grades by 2028-29. The curriculum will be developed by the State Council of Educational Research and Training (SCERT) and Balbharati. A key change is making Hindi mandatory as a third language, in line with the State Curriculum Framework 2024.

Published By: Vivek

Published On: Apr 20, 2025

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Kerala

Kerala minister Sivankutty writes to Centre, seeks intervention

Sivankutty said Kerala, as a state with a proud multilingual heritage and a vibrant tradition of education, views this development with serious concern.



Kerala General Education Minister V Sivankutty (File photo | Express)

Express News Service

Updated on: 20 Apr 2025, 7:51 am · 1 min read

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THIRUVANANTHAPURAM: General Education Minister V Sivankutty has written to the Centre against the decision of the National Council for Educational Research and Training (NCERT) to give Hindi names to English-medium textbooks.

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Constitution. "The decision to assign names in Hind such as Purvi (Classes 6 and 7 English), Mridang (Classes 1 and 2 English), Santur (Classes 3 and 4 English), and Ganitha Prakash (for both English and Hindi versions of the Class 6 Mathematics textbook), marks a disturbing departure from the long-held practice of naming textbooks in the language in which they are written," Sivankutty pointed out.

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The minister said the unilateral move by NCERT contradicts the principles of inclusivity and linguistic plurality that are fundamental to our educational framework. "It is disheartening that instead of celebrating and reflecting the cultural and linguistic diversity of India, NCERT appears to be taking steps that promote homogenisation through linguistic imposition," he said.

Sivankutty said Kerala, as a state with a proud multilingual heritage and a vibrant tradition of education, views this development with serious concern. Our classrooms celebrate diversity -- not just in thought, but also in language. Imposing uniformity in the name of culture is not only unwarranted but also detrimental to the cause of education.

Sivankutty urged the Union Ministry of Education to immediately intervene in this matter and direct NCERT to restore the practice of naming textbooks in accordance with the language in which they are published.

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NCERT V Sivankutty

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Education News

Chhattisgarh: Bridge Courses Mandatory in CBSE and NCERT Syllabus; Major Overhaul Under NEP 2020

CBSE and NCERT Syllabus Change: A bridge course has been made mandatory for students of classes 6 to 12 under the new education policy (NEP 2020).

• Apr 20, 2025 / 04:13 pm • Patrika Desk



CBSE Syllabus Change: A significant change has been implemented in the school curriculum in Chhattisgarh by CBSE and NCERT, effective from the 2025-26 academic session. Under the new education policy (NEP 2020), a bridge course has been made mandatory for students from classes 6 to 12.

This change aims to strengthen students' understanding, skills, and the connection between subjects. The bridge course intends to connect students with their previous class's learning, making it easier for them to grasp new concepts. This segment will particularly strengthen the foundation of studies in subjects like mathematics, science, language, and social science.

CBSE Syllabus Change: What is a Bridge Course?

The bridge course is a learning segment that provides students with an opportunity to revise and understand the fundamental subjects of the previous class after enrolling in a new class. It prepares children's mindset for the new curriculum.



Training Provided in CBSE Schools

Teachers in CBSE-affiliated schools are being provided training through both online and offline mediums regarding the new curriculum. Teachers are being instructed on how to integrate the bridge course into regular studies.

What Students Say

Students are also enthusiastic about the changing pattern. Students like Ramesh Sahu and Avinash Saxena stated that the bridge course will help them better understand difficult subjects. Meanwhile, teachers believe that it will provide additional support to weaker students.

NCERT Changes Book Formats

This year, changes have been made to the books for classes 3 and 6. The new books published by NCERT emphasize activity-based learning, life skills, and project work. Several innovative activities have been included in the class 6 science and social science books.

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As Maha adopts NEP, 'primary' deleted from education system

Abhishek Choudhari (Https://Timesofindia.Indiatimes.Com/Toireporter/Author-Abhishek-Choudhari-479217295.Cms) / Apr 20, 2025, 22:25 IST

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Nagpur: 'Primary school' and 'primary education' are words you will never hear again officially in Maharashtra, as the state moves ahead to implement National Education Policy (NEP) 2020.

On Wednesday, state education department advised all stakeholders to use corresponding terminology as mentioned in the NEP, under which the educational structure is divided into foundational, preparatory, middle, and secondary levels rather than the earlier primary, middle, etc. format.

The state govt also announced details of the phase-wise implementation of NEP starting from the 2025-26 academic session till 2028-29.

The school education department reiterated its position on language policy, saying the three-language formula is to be followed in Classes 1-5 as well. From Class 6 onwards, Maharashtra already has a policy in place wherein Marathi is compulsory till Class 10, though its implementation in non-state board schools has been a grey area.

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Veteran academic Ashok Gavhankar said, "Compulsory Marathi is fine, but even English must be made mandatory for all. Even if it's at a basic level, our Marathi medium students must be taught English till Class 10 at least, so that when they venture into the professional world, their foundation is already laid. We have to look at these things in a practical way."

The State Council for Educational Research and Training (SCERT), the body which will play a vital role in NEP implementation, has also been tasked with the preparation of a curriculum for schools, along with a bridge course for those classes where it will be implemented for the first time.

For textbook content, National Council for Educational Research and Training (NCERT) will be used as the benchmark, and changes will be made to the state books. The SCERT will prepare a framework for evaluation of students, for which holistic progress card pattern will be followed.

As per NEP, holistic progress card includes "self-assessment, peer assessment, and teacher assessment".

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जनसत्ता, 21 अप्रैल, 2025, पृष्ठ नं० - 06

संस्कृति का संरक्षण

दुनिया भर में अतीत की घटनाओं, समकालीन उपलब्धियों, सामाजिक-सांस्कृतिक ढांचों आदि के बारे में जितना भी जानना-समझना संभव हो सका है, उसका सबसे अहम जरिया उन संदर्भों का दस्तावेजीकरण है। यों हर दौर में किसी न किसी रूप में तत्कालीन संदर्भों को दर्ज और संरक्षित किया जाता रहा है। इसी क्रम में आज संयुक्त राष्ट्र शैक्षिक, वैज्ञानिक और सांस्कृतिक संगठन यानी यूनेस्को अपने 'मेमोरी आफ वर्ल्ड' यानी विश्व स्मृति रजिस्टर में उन अहम दस्तावेजों को शामिल किया जाता है, जिनका वैश्विक महत्त्व है और जो दुनिया भर के लोगों के लिए उपयोगी हैं। इस क्रम में विश्व धरोहर दिवस के मौके पर भारत के लिए एक बार फिर गर्व का क्षण सामने आया जब यूनेस्को ने भगवदगीता और भरत मुनि के नाट्यशास्त्र को विश्व स्मृति रजिस्टर में शामिल किया। इन ग्रंथों का महत्त्व स्वयंसिद्ध रहा है। अब इन्हें यूनेस्को की सूची में दर्ज किए जाने को दरअसल भारत की समृद्ध संस्कृति को वैश्विक स्तर पर मिल रही मान्यता के तौर पर देखा जा सकता है।

जाहिर है, यह भारत की सांस्कृतिक विरासत के लिए एक महत्त्वपूर्ण उपलब्धि है। भगवदगीता और नाट्यशास्त्र सहित अब हमारे देश के चौदह अभिलेखों को यूनेस्को के विश्व स्मृति रजिस्टर में शामिल किया जा चुका है। इस रजिस्टर में दुनिया के उन ऐतिहासिक दस्तावेजों, पांडुलिपियों, दुर्लभ पुस्तकों, चित्रों, फिल्मों, आडियो रिकार्डिंग आदि को शामिल किया जाता है, जिनका ऐतिहासिक, सांस्कृतिक और सामाजिक महत्त्व होता है। इस क्रम में भगवतगीता और नाट्यशास्त्र भी दुनिया की धरोहरों में दर्ज हो गए हैं और इससे अतीत के इन विरासती ग्रंथों को सुरक्षित रखने में भी मदद मिल सकेगी। गौरतलब है कि भगवदगीता एक प्रतिष्ठित धर्मग्रंथ और आध्यात्मिक मार्गदर्शक है। वहीं नाट्यशास्त्र में संगीत के साथ-साथ साहित्य की कई विधाओं और प्रदर्शन कलाओं को सूक्ष्मता से दर्शाया गया है। ये ग्रंथ भारत की बौद्धिक और सांस्कृतिक पहचान के प्रमुख स्तंभ रहे हैं। यूनेस्को की सूची में शामिल होने के बाद स्वाभाविक ही वैश्विक स्तर पर इन ग्रंथों के जरिए भारतीय संस्कृति और कलात्मक उत्कृष्टता को जानने-समझने में लोगों की रुचि बढ़ेगी।

जनसत्ता, 21 अप्रैल, 2025, पृष्ठ नं० - 01

साठ फीसद देशों के ही स्कूलों में भोजन व पेय पदार्थों संबंधी मानक लागू

जनसत्ता ब्यूरो
नई दिल्ली, 20 अप्रैल।

दुनियाभर में केवल 60 फीसद देशों में ही स्कूलों में भोजन और पेय पदार्थों को विनियमित करने वाले कानून और मानक लागू हैं। इनमें से भी केवल 29 फीसद देशों ने ही स्कूलों में खाद्य एवं पेय पदार्थों की बिक्री को प्रतिबंधित करने के उपाय किए हैं। स्कूलों में मोटापे को रोकने या कम करने पर केंद्रित कार्यक्रम भी कम ही हैं। यूनेस्को की 'ग्लोबल एजुकेशन रपट (जीईएम) में यह खुलासा हुआ है।

यह रपट 'लंदन स्कूल आफ हाइजीन एंड ट्रापिकल मेडिसिन' की अगुआई वाले 'स्कूल स्वास्थ्य एवं पोषण अनुसंधान कंसोर्टियम' के साथ साझेदारी में प्रकाशित की गई है। रपट के मुताबिक, यह अध्ययन 187 देशों में किया गया, जिनमें से केवल 93 देशों में ही स्कूलों में भोजन एवं पेय पदार्थों पर कानून, मानक या अनिवार्य निर्देश लागू हैं। इन 93 देशों में से भी केवल 29 फीसद ने ही स्कूलों में खाद्य और पेय पदार्थों की बिक्री को प्रतिबंधित करने के उपाय किए हैं। निम्न और मध्यम आय वाले 30 देशों में स्कूल-आधारित खाद्य व पोषण शिक्षा के सर्वेक्षण-आधारित मूल्यांकन से पता चला है कि खाद्य एवं पोषण शिक्षा का स्कूल प्रणाली के साथ एकीकरण, एक स्वतंत्र विषय या पूरे पाठ्यक्रम के बजाय, ज्यादातर पाठ्येतर या परियोजना-आधारित गतिविधियों के माध्यम से हुआ है।



रपट 'लंदन स्कूल आफ हाइजीन एंड ट्रापिकल मेडिसिन' की अगुआई वाले 'स्कूल स्वास्थ्य एवं पोषण अनुसंधान कंसोर्टियम' के साथ साझेदारी में प्रकाशित की गई है। रपट के मुताबिक, यह अध्ययन 187 देशों में किया गया, जिनमें से केवल 93 देशों में ही स्कूलों में भोजन एवं पेय पदार्थों पर कानून, मानक या अनिवार्य निर्देश लागू हैं।

रपट में कहा गया है कि 28 देशों में से केवल तीन में ही नियमित रूप से मूल्यांकन किया गया। इस मूल्यांकन में खाद्य पदार्थ एवं पोषण, ज्ञान, भोजन पद्धति, पोषण की स्थिति, आदतों और आहार के बारे में दृष्टिकोण व धारणाओं में परिवर्तन शामिल थे। रपट में कहा गया है कि अधिकतर स्कूलों में भोजन कार्यक्रमों में पोषण, स्वास्थ्य और सामाजिक सुरक्षा उद्देश्यों के साथ-साथ शिक्षा लक्ष्य भी होते हैं। हालांकि, ऐसे कार्यक्रम कम ही हैं, जो मोटापे को रोकने या कम करने पर केंद्रित हैं।

स्कूली भोजन प्रावधान पर केंद्रित एक अन्य सर्वेक्षण में पाया गया कि 72 फीसद देशों ने स्कूल परिसरों में खाद्य बिक्री पर कुछ सीमाएं लगाने की बात स्वीकार की है, जबकि 52 फीसद देशों ने स्कूल परिसरों में या उसके आसपास खाद्य पदार्थों की बिक्री पर राष्ट्रीय स्तर पर प्रतिबंध लगाए हैं।

रपट में कहा गया है कि उच्च आय वाले देशों में खाद्य प्रणाली परिवर्तन के साथ पोषण नीति जुड़ाव की समीक्षा ने इस बात को रेखांकित किया है कि अधिकांश नीतिगत कार्रवाई स्वस्थ विकल्प व्यवहार बदलाव के वास्ते संवाद पर केंद्रित थीं। जबकि, अधिकतर परिणाम खाद्य पदार्थों के 'लेबल', उत्पाद सुधार, स्कूलों में स्वस्थ भोजन प्रदान करने और खाद्य विज्ञापन को प्रतिबंधित करने पर केंद्रित रहे। अस्वास्थ्यकर भोजन या पेय पदार्थों की खपत को कम करने पर जोर नहीं दिया गया है। इसके अलावा नियामक और विधायी सुधारों के बजाय व्यक्तिगत जिम्मेदारी पर ज्यादा ध्यान दिए जाने को तवज्जो दी गई है।

The Asian Age, 21 April, 2025, Page no – 07

THE ASIAN AGE

21 APRIL 2025

Is America less desirable now for Indian students?

The trauma Indian students are suffering in the US with nearly three lakh students facing the threat of having to leave the country once their studies get over has the potential to affect the Indian outlook on Donald Trump's America. Lakhs of young people are now reshaping their dream of education in the US thanks to cancellations of existing visas and rejection of new applications and looking at more stable destinations in the UK, Europe and Australia.

The Indian dream of studying in America and staying on to get jobs and hoping to emulate dozens of CEOs of Indian origin heading major global US companies and joining the growing lists of dollar millionaires is dying. Students lawfully in the US being harassed, either for being seen as Palestinian sympathisers on social media or taken to task by border control for minor infractions like traffic offences.

The external affairs ministry is aware of the jeopardy students are being placed in as the US government cracks down on the student body and takes aim at universities, effecting funding cuts. More than one million foreign students attended American universities last year, accounting for 5.9 per cent of total US higher education population, and the largest share — 3,32,000 — came from India rather than China or South Korea. About half the international students now facing revocation of visa issues are Indian.

More than one million foreign students attended US universities last year, accounting for 5.9 per cent of total US higher education population, and the largest share came from India

With the likelihood of the Optional Practical Training (OPT) program route for staying on to find a job being shut and the Trump administration being bent upon taking on the universities as political revenge against the 'woke' liberals and the left, it does appear that America is being rapidly replaced as a destination for young Indians to work and live abroad while earning in dollar terms and enjoying the amenities of the first world.

America was always the desired destination of STEM students, and their society freely drew on international talent to fill high technology research and teaching jobs, even as the full tuition fees paid by them made American universities viable. Furthermore, the very image of the US will change in the young if there is no end to the current troubles that Indian students are facing. For, even in the Bush years of widespread global unpopularity because of the wars that were initiated abroad and fought by the US, the country had remained a draw for Indians.

The series of anti-immigrant moves made by the Trump administration following pledges made in poll time leading to mass deportations, which heap indignities on those being sent away including some to unbelievably harsh conditions in El Salvadorian jails, may have altered the image of the US in the eyes of the young worldwide. The demand for international admissions to American universities was down by nearly 12 per cent in the last year from March 2024 (among India students it is 28 per cent).

However, as exemplified in the US President's vengeful attitude and actions against Ivy League universities like Harvard, Princeton and Columbia, the administration does not seem to care, neither about the image hit nor the fact that international students pumped nearly $44 billion into the American economy and generated 3.78 lakh jobs last year, according to an association of international educators. Students may even find other countries to pursue their education in, but will America care if it ends up the loser?

The Hindu, 21 April, 2025, Page no – 06

Now, govt.'s language panel opposes move to make Hindi must in Maharashtra schools

In letter to CM Devendra Fadnavis, panel says forced decision unnecessary, introducing third language will increase burden of teachers, and policy should be implemented from higher secondary level

The Hindu Bureau
MUMBAI

The Maharashtra government-appointed Language Consultation Committee has opposed the State government's decision to make Hindi a compulsory third language from Classes 1 to 5. In a letter to Chief Minister Devendra Fadnavis, the committee headed by Laxmikant Deshmukh urged the State government to scrap the order.

Maharashtra's decision, part of the National Education Policy 2020, was announced on April 17 and mandates that Hindi be taught alongside Marathi and English.

"Primary school students should be taught in their mother tongue, and the three-language policy should be implemented from the higher secondary level only. The forced decision on Hindi language is unnecessary. At present, the quality of Marathi and English language in school education is poor as most of the schools have one or two teachers. Introducing a third language will increase the burden of the teachers and in the process the possibility of learning one language properly will decrease," stated the letter.



A poster put up by the Maharashtra Navnirman Sena led by Raj Thackeray near Shiv Sena Bhavan in Mumbai opposing the move to make Hindi a mandatory language for students in Maharashtra. PTI

If Hindi-speaking teachers are selected based on their speaking skills, the employment of Marathi teachers will be taken away, the letter said. "This will cause cognitive load on children's brains. As the English language has been made compulsory in Maharashtra since 2001 and is required for parental approval and higher education, the State government has adopted a policy of 'better English with better Marathi' as per the report of the Language Advisory Committee," it stated.

Many language scholars and linguists are of the opinion that hardly any State has suffered as much linguistic and cultural damage as Maharashtra due to Hindi. North Indians and south Indians do not learn each other's languages as third language due to extreme heterogeneity of language and script, it stated.

'An insult to Marathi'

However, in Maharashtra, Hindi is learnt and taught. If the people of north India do not learn Marathi as a third language, despite the linguistic similarity, and are not ready to speak Marathi in the State even as a migrant, then it is an insult to the Marathi language and its speakers to make Hindi mandatory by the government, it added.

If we don't want Maharashtra to suffer more in the linguistic and cultural field, the government should reconsider and cancel the decision to make Hindi language compulsory, the committee said.

The Hindu, 21 April, 2025, Page no - 02

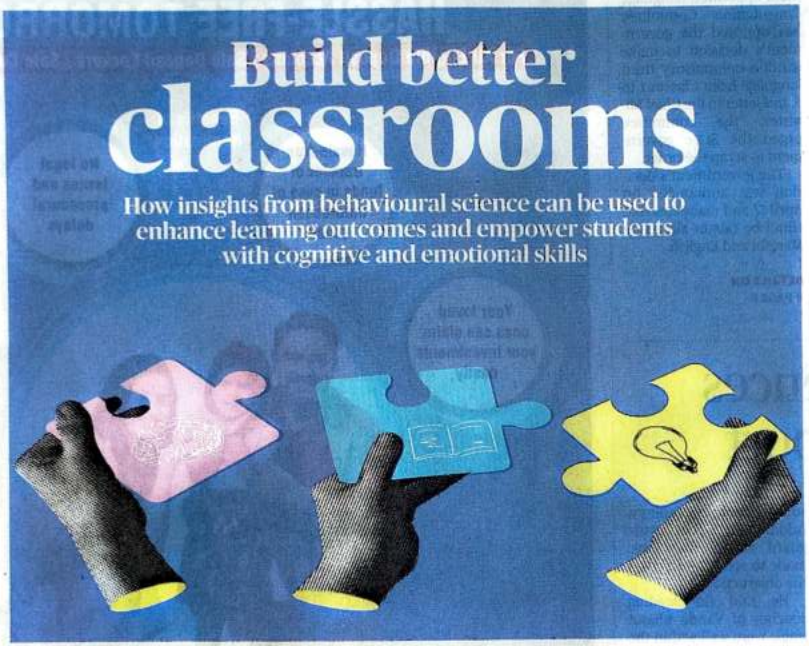
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Build better classrooms

How insights from behavioural science can be used to enhance learning outcomes and empower students with cognitive and emotional skills

Arvind Sahay



GETTY IMAGES/ISTOCKPHOTO

Understanding how students absorb, process, and retain information has never been more critical in an era of rapidly evolving learning environments and diminishing attention spans. Traditional teaching methods, rooted in rote memorisation and standardised assessment, often fail to engage students effectively. However, insights from behavioural science provide a fresh perspective on how learning can be optimised to create more dynamic, student-centred classrooms.

By applying principles from cognitive psychology, motivation theory, and decision science, educators can promote deeper learning experiences and improve student outcomes.

Processing information

Behavioural science highlights that learning is not merely a passive transfer of information but a complex interplay of cognitive processes, emotions, and environmental cues. One fundamental concept is cognitive load theory, which suggests that students have a limited capacity to process information at any given time. Overloading students with excessive content or poorly structured material leads to cognitive fatigue, reducing retention and comprehension. Rather, chunking or dividing lessons into smaller and more manageable chunks improves memory and comprehension. Similarly, spaced repetition, where information is revisited over time, has been shown to strengthen long-term retention, making it a far superior approach compared to last-minute cramming.

Another crucial factor in the learning process is motivation. Traditional education often relies on extrinsic motivators such as grades and rewards, but behavioural research suggests that intrinsic motivation – where students are driven by curiosity, autonomy, and mastery – yields more sustainable learning outcomes. The concept of self-determination theory explains that when students feel a sense of autonomy and competence in their learning, they engage more deeply.

Educators can cultivate this by designing classroom activities that provide choice, encourage problem-solving, and relate lessons to real-world applications. Furthermore, tapping into students' natural curiosity by framing lessons as challenges or puzzles enhances engagement, as it aligns with the brain's preference for resolving uncertainties.

Information presentation can also have a big impact on student engagement and retention in the classroom. The availability heuristic, a cognitive bias where people tend to rely on immediate examples that come to mind, suggests that relatable and vivid storytelling is far more effective than abstract theories.

When educators use narratives, case studies, and real-life applications, students are more likely to internalise concepts and recall them later. Additionally, incorporating active learning strategies, such as discussions, role-playing, and experiential learning leads to stronger cognitive connections than passive lecture-based approaches. Instead of being passive consumers of knowledge, research consistently demonstrates that students learn best when actively involved.

The classroom environment plays a subtle but powerful role in shaping student success. Behavioural science underscores the impact of nudges – small environmental or procedural changes that influence behaviour without restricting choices. For instance, structuring syllabi with clearly defined goals and providing regular formative feedback can guide students toward better academic habits. The way assessments are framed also matters; instead of high-stakes exams that induce anxiety, incorporating low-stakes, frequent quizzes has been found to reinforce learning while reducing stress. Even the physical layout of a classroom – arranging seating to encourage collaboration rather than isolation – can significantly impact student participation and engagement.

Engaged learners

Beyond academic learning, behavioural science offers valuable insights into bridging the employability gap. Employers today seek graduates who are not only knowledgeable but also adaptable, resilient, and capable of making sound decisions in uncertain environments. The field of decision science sheds light on how students can be trained to think critically and make better judgements.

Introducing scenario-based learning, where students are placed in complex real-world decision-making situations, prepares them for professional challenges. Encouraging reflection and metacognition – where students analyse their thinking patterns – can also foster better problem-solving skills and adaptability.

A well-designed curriculum infused with behavioural insights does more than impart knowledge; it transforms students into engaged learners and critical thinkers. The shift from conventional instruction to a more scientific, student-centric approach requires educators to rethink how they teach, assess, and support students. By leveraging behavioural science principles, universities and institutions can build better classrooms that not only enhance learning outcomes but also empower students with the cognitive and emotional skills necessary for lifelong success.

The writer is the Director, Management Development Institute (MDI), Gurgaon.

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Financial Express, 21 April, 2025, Page no - 07

Shaping the future of learning



● India can provide teachers for the world: Cambridge

FE BUREAU

LAST YEAR'S UNESCO report on teachers noted that there is a need for 44 million primary and secondary teachers worldwide by 2030. This includes a demand for seven out of 10 teachers at the secondary level, and a need to replace over half of the existing teachers leaving the profession.

Rod Smith, group MD of International Education at Cambridge University Press & Assessment, believes that as India develops into a centre of excellence in education, it can fulfil part of that need (of new teachers).

"We, at Cambridge, are dedicated to preparing students for a world that is changing quickly, as well as helping in teacher training," he told *FE* during the second annual South Asia Cambridge Schools Conference in New Delhi. "We are integrating AI to improve learning, providing digital tests to advance assessment, and supporting teachers with professional development. We are also working with educational institutions to develop new programmes as South Asia develops as a centre of excellence in education."

The conference brought together 400 educators, school leaders, and experts from India, Sri Lanka, Bhutan, Bangladesh, Nepal, and the Maldives. It featured panel discussions with speakers such as Mark Winterbottom (professor of Education, University of Cambridge), and Sanjay Jain (head of Google for Education, India), and topics of discussion included future career trajectories, digital high-stakes exams, as well as the employment of AI in the classroom.

Smith added that Cambridge International Education is setting up 1,000 schools across India, with a focus on smaller cities, and is involved in teacher training of 50,000 individuals from the international board. "Talent in India will not only lead the way for the country's national ambitions, but also help solve the skills issue in other countries," he said.

The Pioneer, 21 April, 2025, Page no-06

Editor's
TAKE

A testament to India's timeless Wisdom

Bhagavad Gita and Natyashastra join UNESCO's Memory of the World Register

In a momentous acknowledgment of India's civilisational brilliance, two of its most iconic works – the 'Bhagavad Gita' and 'Bharat Muni's Natyashastra' – have been inscribed into UNESCO's Memory of the World Register. The announcement has been widely celebrated across the nation, with Prime Minister Narendra Modi calling it "a proud moment for every Indian across the world."

The inclusion of the Gita and Natyashastra in UNESCO's Memory of the World Register is a global recognition of our timeless wisdom and rich culture. These works have nurtured civilisation and consciousness for centuries. Their insights continue to inspire the world," the Prime Minister wrote on X.

For ages Bhagavad Gita has been recognised as a one of the world's greatest insight into human values, philosophy of life and beyond. It is part of the great epic 'Mahabharata' and is based on Indian philosophy of 'Sankhya Yog'

This latest recognition takes India's total entries in UNESCO's prestigious register to 14, further cementing its place as a cradle of global knowledge, artistic genius, and spiritual heritage.

Shrimad Bhagavad Gita, a 700-verse conversation between Lord Krishna and Arjuna on the battlefield of Kurukshetra, transcends the bounds of religion and history. It speaks directly to the universal human condition – navigating dilemmas of duty, action, morality, and self-realisation.

Over millennia, the Gita has served as a guiding light for thinkers, freedom fighters, and spiritual seekers – from Mahatma Gandhi to Albert Einstein. Rooted in the philosophy of 'dharma', 'karma', and 'bhakti', the Gita encourages courage in action and clarity in thought, resonating with people across cultures and continents.

Equally deserving of global acclaim is Bharat Muni's Natyashastra, an ancient Sanskrit treatise believed to date back over 2,000 years. It forms the foundation of Indian classical dance, music, and theatre – laying down not only aesthetic principles but also a philosophy of expression, emotion, and cultural storytelling.

Union Minister of Culture and Tourism Gajendra Singh Shekhawat, who first announced the news, described it as "a historic moment for Bharat's civilisational heritage." He added, "These timeless works are more than literary treasures – they are philosophical and aesthetic foundations that have shaped Bharat's worldview and the way we think, feel, live, and express."

India's intellectual and philosophical tradition has long stood as a torchbearer for humanity. From the spiritual depths of the 'Upanishads' to the scientific temperament of Ayurveda and the artistic brilliance of classical literature, Indian thought has always emphasised harmony, introspection, and universal connection.

The inclusion of the 'Bhagavad Gita' and 'Natyashastra' in the UNESCO register is not just a cultural milestone – it's a reaffirmation of India's role as Vishwa Guru – the world's teacher. It reminds us that in the midst of modernity, ancient wisdom still offers answers to the most pressing questions of our time.

As these iconic works take their rightful place on the world stage, they carry with them the voice of an ancient civilisation – one that continues to inspire, enlighten, and uplift humanity.

Indeed it is a testament to India's vast pool of knowledge and insights into life itself. India aspires to reclaim its ancient status as the Vishwa Guru – a global teacher and guiding light for humanity. Rooted in a rich heritage of knowledge, philosophy, and spiritual wisdom, India has historically contributed profound insights in fields like mathematics, medicine, yoga, and ethics.

Today, as the world faces complex challenges – be it climate change, mental health, or technological disruption – India's holistic worldview, driven by the ethos of Vasudhaiva Kutumbakam (the world is one family), offers a balanced path forward.

By combining its timeless values with modern innovation, India stands poised to inspire and lead on the global stage once again. UNESCO's latest move has indeed recognised India's bid to be Vishwa Guru for the world as it has always been.

The Pioneer, 21 April, 2025, Page no - 04

Only 60 per cent countries regulate food in schools

PRESS TRUST OF INDIA ■ New Delhi

Only 60 per cent of countries have legislations and standards governing food and beverages in schools, according to the Global Education Monitoring Report by UNESCO.

The report has been published in partnership with the Research Consortium for School Health and Nutrition led by the London School of Hygiene and Tropical Medicine, which is the research initiative of the School Meals Coalition.

"Only 93 out of 187 countries have legislation, compulsory standards or guidance on school food and beverages. However, only 29 per cent of these 93 countries had measures restricting food and beverage marketing in schools and only 60 per cent have standards governing food and beverages," according to the Global Education Monitoring (GEM) Report.

The GEM team noted that a survey-based assessment of school-based food and nutrition education in 30 low- and middle-income countries found that integration within the school system was mostly through extracurricular or project-based activities rather than as a standalone subject or across the curriculum.

"In only three of 28 countries were assessments regularly conducted and used. The assessment information included changes in attitudes and perceptions about food and nutrition, knowledge, food practice, nutritional status, habits and diets," according to the report.

"Most school meal programmes have education goals, alongside nutrition, health and social protection objectives. However, fewer programmes focus on preventing or mitigating obesity," it read.

Another survey focused on school meal provision found that 72 per cent of countries reported some limitations on food marketing on school grounds and 52 per cent had national-level prohibitions on foods permitted on or near school grounds.

"A review of nutrition policy engagement with food system transformation in high-income countries highlighted that, while most policy actions focused on communication for healthy choice behaviour change, most outcomes in the food environment domain focused on food labelling, product reformulation, providing healthy food in schools and restricting food advertising," the GEM Report read.

"There was a lack of emphasis on reducing consumption of unhealthy food or drinks. There was an emphasis on individual responsibility instead of the food environment and on regulatory and legislative reforms," according to the report.

The Times of India, 21 April, 2025, Page no – 10

'Marginalisation Of English Is No Small Matter'

TN minister for school education argues Centre's curricular emphasis on Hindi and sidelining of English disadvantages non-Hindi-speaking students, and locks them into caste occupations

Anbil Mahesh Poyyamozhi



Tamil Nadu govt's refusal to adopt the three-language formula and implement National Education Policy (NEP) 2020 is neither an inward-looking fixation nor an act of defiance for its own sake. It is a deliberate stance against RSS's ideological agenda.

NEP 2020 – reportedly drafted by at least 15 RSS-affiliated individuals – carries an ideological flavour. It aims to confine Indian students within caste-based occupation framework, implying that only certain groups are entitled to higher professions, while others must remain under a subordinate status in the name of 'cultural tradition', essentially the varna system. In contrast, Dravidian ideology strives to empower every student with globally competitive skills across fields.

BJP's claim that NEP 2020's three-language policy doesn't impose Hindi is misleading. The original draft mandated Hindi. Nationwide dissent forced a partial retreat, echoing RSS's vision of "one nation, one language". The policy ostensibly promotes linguistic diversity. But given RSS chief's open opposition to English, coupled with Centre's silence on English in these debates, it is part of broader efforts to sideline English in governance and education.

Union education minister's suggestion – students learn their mother tongue, a foreign language, and another Indian language – appears neutral at first. However, as Hindi increasingly replaces English in govt functioning, students from non-Hindi-speaking regions face substantial hurdles.

Union home minister's admission that 70% of Cabinet documents are now in Hindi underscores this shift. A TN student studying Tamil, English, and Telugu under NEP 2020 may appear unaffected initially. Yet as English loses ground in national employment and higher education, they're forced to adopt Hindi simply to stay competitive.

With govt exams and bureaucratic processes increasingly proposed in Hindi, the three-language policy becomes an instrument of Hindi imposition. The systematic marginalisation of English is no small matter. BJP trumpets the three-language policy, but remains silent on the fact that fewer than 10% of Indians – mostly from relatively privileged backgrounds – are proficient in English.

Mastery of English isn't given parity in policy discussions. If the policy genuinely advocated three languages on equal footing, all three would be emphasised. BJP, RSS have persistently overlooked English, focusing solely on the 'third Indian language'. This approach effectively ensures only certain groups retain access to global opportunities, while the rest remain confined to lesser prospects.

TN's two-language policy – Tamil and English – safeguards cultural identity and ensures global competence alongside countries like China, South Korea, Japan in line with US, and Europe. Stalin, steeped in the legacy since Anna's 1960s protests against Hindi imposition, understands this as more than language policy; it is cultural domination wrapped in linguistic packaging.



NEP 2020's early vocational tracking threatens to confine children from marginalised communities to caste-bound trades. Lack of English proficiency heightens this risk, leaving them isolated from higher-paying jobs in an increasingly globalised and innovation-driven marketplace. For TN, which has successfully uplifted its citizens through education, such proposals run counter to the Dravidian model of inclusive growth.

NEP 2020's promises of flexibility, vocational training, and local-language instruction, are disquieting. By steering students prematurely toward "traditional" vocations in a highly stratified society, it perpetuates hereditary caste roles. Parents from disadvantaged backgrounds may push children into short-term, low-paying skill tracks instead of sustained schooling. These children face a life [illegible] into the same socio-economic rung as their ancestors.

In contrast, TN's policies provide free meals, a no-detention policy until Class 8, financial incentives for higher education, and measures to send teachers and students for foreign exposure, widening horizons and bolstering global competitiveness.

TN's two-language model (Tamil & English) has produced a raft of CEOs, scientists, and innovators. Its Gross Enrolment Ratio in higher education approached 50% by 2020, surpassing NEP 2020's 2035 targets. Why should such a successful framework bow to a policy that offers less? TN's refusal to adopt NEP 2020 is fundamentally about safeguarding social mobility and diversity, not a simplistic tug-of-war over language.

Centre's withholding Samagra Shiksha funds from TN, as reported in various media, highlights the use of financial pressure to coerce states into accepting NEP 2020. Centre appears willing to jeopardise the well-being of over 40L school children in TN to enforce compliance. When more than ₹2k cr is held hostage to force acceptance of a policy that can undermine equitable education, one must ask: Who benefits from NEP 2020?

Certainly not marginalised families relying on broad-based English literacy for their children's dreams. Not states that have successfully tailored their own bilingual policies. And not those who see India's linguistic plurality as a strategic asset. Centre's push to homogenise language use stands at odds with India's constitutional ethos.

Tamil Nadu refuses to relinquish its hard-earned educational gains, linguistic identity, and social aspirations to satisfy central edicts. It's for the rest of the nation to consider the far-reaching consequences of surrendering local autonomy in education.

The Times of India, 21 April, 2025, Page no - 12

Marathi mandatory, Hindi not replacing it: Fadnavis

▶Continued from P1

On Sunday, CM Devendra Fadnavis said he had not read the panel's letter but clarified that Hindi was not replacing Marathi. "Marathi is mandatory. But under NEP, it is mandatory to learn three languages, of which two need to be Indian languages. So when the language panel headed by the minister submitted their report, they opted for Hindi as we have the required strength of faculty to teach Hindi."

But, he clarified, if some schools want to teach another Indian language in place of Hindi and if there are at least 20 students opting for the same, a teacher can be provided; if not, teaching can probably take place online. And this could be especially considered for schools in areas bordering other states, he added.

However, the language committee has warned that the 3-language policy



LANGUAGE ROW

is "unscientific" and could place unnecessary pressure on young students. They suggested instead that a requirement for only two languages, including Marathi, be enforced until Class XII. The committee's letter said, "Ideally, SCERT (State Council of Educational Research and Training) Pune should have consulted the committee before making such decisions. If we were consulted, there would be no need to draft this letter. Our membership includes both professors and recognised experts in linguistics and language sciences. Post-consultation, we formally requested a repeal of this decision."

The letter, signed by panel chief Laxmikant Deshmukh and others, further said, "We ought to recommend that CBSE and ICSE schools commence Hindi instruction from the sixth standard onwards, not from the first, as has been proposed. Simply replicating the pattern of these schools for the state board is inappropriate."

Tracing the history of the state's language policy, it said the tri-language policy was adopted upon suggestions by the Kothari Commission for introducing Hindi from the fifth standard. "As both Marathi and Hindi use the Devanagari script, students transition comfortably between the two. But linguistic and child psychology experts find no compelling case for imposing Hindi from the first standard," it added, adding that policies in India have always promoted language learning at secondary and university levels.

IAF's MiG-29, Jaguar jets set for war games in UAE today

New Delhi: India has deployed MiG-29 and Jaguar fighter jets for the multi-nation 'Desert Flag' exercise at the UAE, with the IAF keeping up the momentum of taking part in such international air combat drills to further hone its war-fighting skills.

The Desert Flag-10 exercise, at the Al Dhafra air base from April 21 to May 8, will also witness the participation of air forces of the US, UK, Australia, Germany, France, Bahrain, Qatar, Saudi Arabia, South Korea and Turkey.

"The aim of the exercise is to undertake complex and diverse fighter engagements, with exchange of operational knowledge and best practices with some of the most capable air forces in the world," IAF spokesperson Wing Commander Jaideep Singh. "Participation in such exercises enhances mutual understanding, interoperability and strengthens military cooperation among the participating nations. IAF's participation underscores India's commitment to strengthening defence ties," he added. TNN

Hindustan Times

No compulsion to study Hindi: Maharashtra CM Fadnavis amid language row

By Shrinivas Deshpande

Apr 21, 2025 05:27 AM IST

Maharashtra CM Devendra Fadnavis said that the New Education Policy says two of the three languages to be taught to students must be Indian languages.

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Maharashtra chief minister Devendra Fadnavis on Sunday dismissed concerns over the "imposition" of the Hindi in the state, asserting that Marathi will continue to be compulsory.



The three-language formula under NEP 2020 makes it mandatory for every school student to study at least three languages. (PTI/File)

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"It is wrong to say that attempts are being made to impose Hindi. Marathi will be compulsory in Maharashtra. There will be no other compulsion," Fadnavis told reporters in Pune, hours after the language advisory committee of the state's Marathi Language Department appealed to him to revoke the government's decision mandating Hindi as a third language for students from class 1 to 5.

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Fadnavis said that the New Education Policy says two of the three languages to be taught to students must be Indian languages. "It is important to learn languages. The rule states that two of these three languages must be Indian. Marathi is already being made compulsory. You cannot take any other language, except Hindi, Tamil, Malayalam or Gujarati," he said.

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a rider that the number of students opting for another language must be at least 20 students only then they will be able to appoint a new teacher. If not then a virtual or alternate mode will be explored to teach students," he added.

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Delhi

Mumbai

Bengaluru

He said teachers are available for the Hindi language as per the recommendations. "In case of other (regional) languages, teachers are not available," he added.

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Earlier in the day, the state's language consultation committee chairman Lakshmikant Deshmukh said that the decision to make Hindi mandatory from class 1, along with Marathi and English, would burden students, the letter said. HT has seen the letter.

"No language has been made compulsory in the National Education Policy. On the contrary, the NEP states that education should be imparted through the mother tongue. Therefore, making Hindi mandatory as a third language is not right," the letter said.

A government resolution issued by the state government on April 17 said that made Hindi a compulsory third language for classes 1 to 5 from the 2026-27 academic year, adding that the new syllabus complying with the National Education Policy will be implemented from the current academic year.

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The three-language formula under NEP 2020 makes it mandatory for every school student to study at least three languages. The policy allows states, regions, and students to choose three languages, provided at least two are native Indian languages. But, the issue has led to intense debate with states like Tamil Nadu accusing the Centre of seeking to impose Hindi on non-Hindi speakers, and the BJP-led central government saying that the policy "upholds the principle of linguistic freedom" and "does not advocate the imposition of any language" on states.

Deshmukh's letter said that the State Council of Educational Research and Training (SCERT) failed to consult the language advisory committee before finalising the language policy.

The committee, comprising linguists, language scholars, and academicians, said that the compulsory introduction of Hindi at this level is educationally unsound, the letter said.

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Currently, the three-language formula applies only to secondary education. With this change, it will now begin at the primary level, bringing significant adjustments to the language curriculum particularly in Marathi-medium and English-medium schools.

"Starting Hindi as a third language from Class 1 is unnecessary and contradicts established educational and child psychology principles. Hence, as a Language Advisory Committee, we have formally requested the chief minister to reconsider this decision and withdraw the mandate to avoid overburdening students," Deshmukh said.

Copies of the letter have been sent to deputy chief ministers Eknath Shinde and Ajit Pawar, and minister for Marathi language Uday Samant, Deshmukh said.

The committee is currently working on implementing the three-language policy in central government offices and typically meets once every six months to review its projects, Deshmukh informed.

The opposition parties, particularly Shiv Sena (UBT) and the MNS, have alleged that Hindi is being imposed in Maharashtra after the state government gave its nod to implement the three-language formula under the NEP.

Hindi Marathi Education Policy Mahara

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Government Policies 1 Min Read

Govt's language consultation committee urges CM to revoke Hindi move in Maharashtra

The Maharashtra government's language consultation committee on Sunday urged Chief Minister Devendra Fadnavis to revoke the decision of making Hindi a mandatory third language for students of classes 1 to 5. The state government has given its nod to implement the three-language formula under the National Education Policy. Accordingly, it has made Hindi a must for students of classes 1 to 5 in English and Marathi-medium schools.

PTI
Updated On Apr 21, 2025 at 08:13 AM IST

Pune, The Maharashtra government's language consultation committee on Sunday urged Chief Minister Devendra Fadnavis to revoke the decision of making Hindi a mandatory third language for students of classes 1 to 5. The state government has given its nod to implement the three-language formula under the National Education Policy. Accordingly, it has made Hindi a must for students of classes 1 to 5 in English and Marathi-medium schools.



In a letter to the CM, the committee's chief Laxmikant Deshmukh claimed that the SCERT (State Council of Educational Research and Training) did not consider their thoughts and suggestions before making the Hindi push.

Advt

In a letter to the CM, the committee's chief Laxmikant Deshmukh claimed that the SCERT (State Council of Educational Research and Training) did not consider their thoughts and suggestions before making the Hindi push.

While the government has appointed a language consultation committee to advise it on language matters, the SCERT has not taken the panel into consideration, the letter said.

"No language has been made compulsory in the National Education Policy. On the contrary, the NEP states that education should be imparted through the mother tongue. Therefore, making Hindi mandatory as a third language is not right," the letter said.

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Hindi should not be made mandatory at any stage of education, it said. Instead, a policy should be adopted to use Hindi as little as possible, the letter said.

"It is not the language of employment, income, prestige or knowledge," the letter said, urging the chief minister to revoke the decision concerning Hindi.

Published On Apr 21, 2025 at 08:12 AM IST

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Maharashtra to implement NEP 2020 with Hindi as compulsory third language...

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Maharashtra education policy | National Education Policy | Hindi as third language | Devendra Fadnavis | State Council of Educational Research and Training | language consultation committee

Government Policies 2 Min Read

Maharashtra to implement NEP 2020 with Hindi as compulsory third language in classes 1 to 5 from 2025-26

As per a detailed government notification, Hindi will be a compulsory third language for students in Classes 1 to 5 studying in Marathi and English medium schools.

IANS

Updated On Apr 17, 2025 at 04:25 PM IST



The new curriculum under NEP 2020 will follow a phased timeline, starting with Class 1 in 2025-26 academic year and expanding to all grades by 2028-29

Mumbai: The Maharashtra government has taken a policy decision to implement the National Education Policy (NEP) 2020 with Hindi as a compulsory third language from the academic year 2025-26.

As per a detailed government notification, Hindi will be a compulsory third language for students in Classes 1 to 5 studying in Marathi and English medium schools.

The new curriculum under NEP 2020 will follow a phased timeline, starting with Class 1 in 2025-26 academic year and expanding to all

grades by 2028-29.

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According to the notification, other medium schools in Maharashtra are already following the three-language formula since English and Marathi are compulsory in the state; and they also teach the language which is their medium of instruction.

However, in English and Marathi medium schools, only two languages were taught.

In the case of Curriculum and Structure, the state government of Maharashtra will adopt the 5+3+3+4 model, with localised curriculum development by SCERT (State Council of Educational Research and Training) and Balbharati the state textbook bureau.

The SCERT has also prepared a bridge course for classes where students will be transitioning directly from the old to new curriculum.

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The government aims to train 80 per cent of teachers in new

pedagogical methods and digital tools by 2025.

"The 5+3+3+4 educational structure, introduced by the NEP 2020 under the new curriculum, divides school education into four stages: Foundational stage, preparatory stage, middle stage, and a secondary stage.

"This new policy restructures the previous 10+2+3 system into a 5+3+3+4 format, covering education from foundational to higher levels. The policy is being gradually implemented in the state. It is built on five pillars: Access, Equity, Quality, Affordability, and Accountability, and aligns with the Sustainable Development Goals (SDGs) to be achieved by 2030," Deputy Secretary of the state education department, Tushar Mahajan said in a notification.

Advt

According the notification, the government will launch the commencement of the 5+3+3+4 structure of school education, as recommended under NEP 2020 wherein first five years (3 years of pre-primary and classes 1 and 2) will be foundational stage, classes 3 to 5 will be Preparatory stage, Classes 6 to 8 will be covered under Middle school and final four years (Classes 9 to 12) will be Secondary Education.

The three language formula, too, will be implemented as per the prescribed phases, starting with Class 1 from the upcoming academic year.

Further, the textbooks of Maharashtra State Board will now be based on

curriculum developed by the National Council of Educational Research and Training (NCERT) along with modifications as per Maharashtra's local context, especially in subjects like Social Science and languages.

Accordingly, Class 1 textbooks are being published by Balbharati.

Published On Apr 17, 2025 at 04:23 PM IST

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Government Policies 1 Min Read

Kerala minister criticises NCERT's decision to use Hindi titles for English textbooks

Kerala General Education Minister V Sivankutty on Monday criticised the reported decision of NCERT to use Hindi titles for English-medium textbooks, describing it as a serious irrationality and a cultural imposition that undermines India's linguistic diversity. He argued that replacing long-standing English titles, which foster sensitivity and understanding among

students, with Hindi titles such as 'Mridangam' and 'Santoor' is inappropriate.

PTI
Updated On Apr 15, 2025 at 02:07 PM IST



This change, he contended, contradicts Kerala's commitment to preserving linguistic diversity and prioritising regional cultural autonomy

Thiruvananthapuram: Kerala General Education Minister V Sivankutty on Monday criticised the reported decision of NCERT to use Hindi titles for English-medium textbooks, describing it as a serious irrationality and a cultural imposition that undermines India's linguistic diversity. He argued that replacing long-standing English titles, which foster sensitivity and understanding among students, with Hindi titles such as 'Mridangam' and 'Santoor' is inappropriate.

Advt

This change, he contended, contradicts Kerala's commitment to preserving linguistic diversity and prioritising regional cultural autonomy.

The minister further stated that the National Council of Educational Research and Training's decision undermines federal principles and

constitutional values.

Textbook titles, he noted, are not merely labels; they shape students' perceptions and imagination. Therefore, English-medium students should have English titles in their textbooks, he said.

He called upon the NCERT to review and withdraw this decision and urged all states to unite against such impositions. Education, he emphasised, should be a tool for empowerment and consensus, not a tool for imposition.

Published On Apr 15, 2025 at 02:03 PM IST

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The Tribune, 22 April, 2025, Page no - 07

Education for sale: Middle class contradictions



AVIJIT PATHAK
SOCIOLOGIST

AS I come to know about the protests held recently by furious parents outside several private schools in the national capital over a steep hike in fees — from tuition charges to additional levies for air-conditioned classrooms, I reflect on the contradictions that characterise the life-trajectories of the upwardly mobile aspiring class.

Yes, I understand that they have solid reasons to be angry if the fancy private schools where they send their children for education increase the fees arbitrarily, refuse to initiate any negotiation with them and force them to buy overpriced uniforms, notebooks and non-NCERT textbooks.

I empathise with a parent when he says that it is exceedingly difficult for a single-income family to pay, say, Rs 50,000 extra per child annually.

Yet, I can't escape from asking a counter-question to these angry parents: Were they not aware that their decision to send their children to these fancy private schools was like giving their consent to the marketisation and commodification of education? And, isn't it a fact that many of us who belong to this class have never bothered to put pressure on the government so that our government-aided schools become truly well equipped to provide good quality education to our children?

In fact, every morning when I see them — doctors, lawyers, engineers, civil servants, professors and other professionals — waiting with their children for the air-conditioned school buses to pick them up, I see yet another harsh reality that characterises this highly unequal/asymmetrical country: malnourished children with torn clothes walking towards nearby municipality schools.

Seldom do these two worlds meet. In fact, we didn't want this merger. We didn't fight for a shared and well-functioning public domain. Instead, we began to separate ourselves from everything that is 'public'. From public transportation to our own private cars or from government hospitals to private nursing homes. We separated ourselves from the struggles of the poor, the subaltern and the lower middle class.

The result is the growing withdrawal of the state from all socially meaningful welfare practices. And hence, it looks somewhat hypocritical if we begin to cry that the annual tuition fee of a well-known private school in New Delhi is Rs 2 lakh, excluding additional charges like registration, development, exam fees and transportation.

It is like thinking that a fancy corporate hospital will charge less if you and I cry, and state the tales of our financial difficulties!

It is, indeed, a matter of concern that our public schools, colleges and universities are declining fast and there is a mushrooming growth of private enterprises. Possibly, my generation was somewhat lucky. Yes, I was a student of a Bengali-medium government school in West Bengal. Well, in our school, we didn't speak English fluently; we didn't possess what this generation values as appropriate 'cultural capital': a 'set of symbols and practices that distinguish one from everything that is 'ordinary'.



DECADENCE: Sending children to fancy private schools is like giving consent to commodification of education. PTI

> Isn't it a fact that many of us from the middle class have never bothered to put pressure on the government so that our govt-aided schools become truly well equipped to provide good quality education to our children?

And yet, I have no hesitation in saying that we found the company of reasonably good teachers and our academic skills were quite satisfactory. Moreover, in this government school, I experienced the ecstasy of diversity and plurality. My friends belonged to different castes, classes and religions. There was no segregation between the rich and the poor. In fact, those who are protesting against the fee hike in front of private schools will be surprised to know that when I was writing my board examination in 1974, the tuition fee was merely Rs 5 per month!

Possibly, the great vision of "common schools" that distinguished the recommendations of the Kothari Commission of Education, 1966, was still alive. India was poor; but then, the logic of market fundamentalism implicit in the neoliberal doctrine of 'efficiency' and 'growth' was not so distinctively visible. From government schools to inclusive and affordable public universities, our journey, even though not perfect, taught us that without some sort of socialist/welfare policies, India could not overcome the curse of inequality and exploitation and move towards a democratic and egalitarian nation.

However, in our times, the glitz of neoliberal market fundamentalism seems to have seduced people like us. No wonder, we do not demand anything substantial from the government. Instead, we have taken it for granted that almost everything — be it education, health and even fresh air - is a commodity. And, if you and I have the money, we can buy it.

This neoliberal faith in private solutions to public issues is so deep that we have forgotten to demand anything substantial from the government. Accept our contradictions. We want these education shops to reduce the price of packaged/commodified education.

However, we refuse to come to the street and demand from the government that the taxes we pay have to be used properly so that we could find at least affordable, inclusive and good quality public schools, public universities and public hospitals.

It is this indifference to our shared public concerns that has led to a situation in which we see the growing decline of all government-aided schools, colleges and universities. Take, for instance, my own school that once enchanted me. Today, as I visit this government school, I notice the all-pervading decay — empty classrooms, poor enrolment and demoralised teachers. And I see the love affair of the middle class with fancy private schools and branded coaching centres. The message is clear: Education is not your right; it is a commodity in the marketplace you have to buy; and if you don't have the required money, forget it!

Can people like us overcome these contradictions, come to the street, resist the ugly commodification of education and pressure the government to nurture affordable, inclusive and good quality public schools and universities?

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Pradhan directs NCERT to introduce road safety modules in curriculum of students of Class 1-12

PTI Last Updated: Apr 22, 2025, 06:05:00 PM IST

Synopsis
Dharmendra Pradhan directs NCERT to include road safety modules for classes 1-12. These modules will be age-appropriate and introduced as an elective in the academic year 2025-26. Nitin Gadkari highlights the high number of accidents and fatalities in India. The government will award those who help accident victims. Financial support will be provided to accident victims admitted to hospitals.



Union Education Minister Dharmendra Pradhan on Tuesday asked NCERT to include audio visual modules on road safety for age and class appropriate courses for students of Class 1 to 12, to sensitise students about the traffic rules. Addressing an event here, Pradhan further said modules should be introduced in this academic year(2025-26) as an elective subject.

"Road safety cannot be an optional subject...I am directing the Ministry of Education and NCERT to prepare audio visual modules on road safety for age and class appropriate courses for students of Class 1 to 12," he said. According to the minister, around 25 crore students are studying in schools in India.

Speaking at the event, Union Road Transport and Highways minister Nitin Gadkari said that India accounts for 5 lakh accidents, causing 1.8 lakh deaths and injury to 3 lakh people annually. The minister raised concerns that 10,000 deaths are of children below 18 years. Gadkari further said that the government has decided to provide an award of Rs 25,000 to those who will help accident victims.

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"We have taken a decision that any third person who is going to help accident victim, we will give him an award of Rs 25,000. Also, if any accident victim is admitted to any hospital, we will provide financial support of upto Rs 1.5 lakh for a maximum period of 7 days from date of the accident," he said.

Pradhan also suggested for incorporating courses on energy conservation awareness in schools.

Gadkari said the government has introduced several new rules, like mandatory wearing of rear seat belts, and these habits should be taught early in childhood. "I would request students to advise their parents against using mobile phones while driving, and encourage responsible behaviour on roads," he said.

Gadkari suggested that school infrastructure like entry and exit points must also be made safer, with lifts for children and elderly people.

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Ministry of Skill Development and Entrepreneurship

Union Minister Shri Jayant Chaudhary launches NSDC-PDEU Centre offering 40 skill courses at Gandhinagar in Gujarat

Online and hybrid courses in semiconductors, solar, and smart manufacturing to be offered at NSDC-PDEU Centre

Union Minister emphasizes the need for empowering universities to make them engines of national growth

Posted On: 21 APR 2025 6:45PM by PIB Delhi

Union Minister of State (Independent Charge) for Skill Development and Entrepreneurship & Minister of State, Ministry of Education Shri Jayant Chaudhary launched a Centre of Excellence (CoE) – jointly set up by National Skill Development Corporation (NSDC) and Pandit Deendayal Energy University (PDEU) – at Gandhinagar in Gujarat.



“Universities are not merely centres of academic learning—they are transformative bridges connecting young minds to the dynamic realities of the world. By equipping students with both technical expertise and a broad-based liberal education, they cultivate the ability to think critically, innovate fearlessly, and adapt with agility. Gujarat has emerged as a frontrunner in this journey, reshaping its higher education landscape through a strong focus on academic rigor, industry partnerships, and holistic development. And our universities are producing a generation that is not only employable but also imaginative, responsible, and deeply committed to the nation’s progress.”



Shri Jayant Chaudhary further emphasized the need for universities across India to realign with the evolving demands of industry and actively skill students in response. “We must empower our universities to become engines of innovation—not just to serve market needs, but to advance national growth. When universities lead innovation, it is driven by purpose—for the benefit of society and the nation at large.”

The Centre will be equipped with advanced manufacturing capabilities labs to provide specialised training. The centre will offer over 40 online and hybrid courses in sectors such as semiconductors manufacturing, renewable and non-renewables energy, digital edge, smart manufacturing, and more.

A Memorandum of Association (MoA) was signed earlier this month between NSDC and PDEU in this regard. These courses will cater to students from ITI, Diploma, undergraduate, and postgraduate programs. The curriculum is designed to equip learners from Tier-1, Tier-2 and Tier-3 institutes with hands-on experience in niche manufacturing skill sets across critical sectors, including energy, health, water and food.

Shri Ved Mani Tiwari, CEO of NSDC and MD of NSDC International, said, “At NSDC, our core mission is to make youth employable, and this collaboration will strengthen the skilling ecosystem. This collaboration will support the development of training infrastructure in smart manufacturing, along with Centres of Excellence focused on automotive, EV charging, renewable energy, and semiconductors. Training in the semiconductor domain is already underway, paving the way for youth to gain practical exposure in high-demand, future-oriented fields. Under the visionary leadership of Prime Minister Shri Narendra Modi, the NSDC is placing a strong emphasis on global certification programmes that enable Indian students to access world-class skills and compete confidently in the international job market. We are dedicated to making India’s youth employable, entrepreneurial, and future-ready.

"Through hybrid-mode training in renewable, non-renewable, and hydrogen energy technologies, India is equipping its youth to lead in the global energy revolution. This initiative ensures nationwide access, bridging gaps and empowering students across the country. It’s more than skill development—it’s nation building. These efforts boost youth employability while positioning India as a future global leader in the energy sector."

This CoE will serve as a hub for hands-on learning, R&D, and real-time industry engagement in semiconductors, advanced manufacturing, embedded systems, and VLSI design, directly addressing the talent needs of these sectors. It will act as a crucible for developing specialised skills aligned with the national priorities of sustainable development and energy security. Students will be trained to become “Energy Ambassadors for the Nation.”

PDEU Director General S Sundar Manoharan said, "Aligning seamlessly with the visionary leadership of Prime Minister Shri Narendra Modi and his mission to empower youth and advance skill development across India, PDEU is committed to empower countless individuals nationwide, with Centres of Excellence playing a vital role in realizing the goals of Aatmanirbhar Bharat and Viksit Bharat.”

Underscoring the Gujarat Government’s strategic investments in these centres, he noted their crucial contribution to national missions—particularly in the realm of semiconductors—cementing India’s position as a global innovation hub.

The NSDC will play a key role in the smooth functioning of the CoE and in the seamless delivery of programmes to students. It will periodically monitor project progress to ensure that students receive quality training and are prepared for future job roles.

The PDEU, which has been at the forefront of energy transition and skill development, will leverage its expertise in different verticals, including solar and wind energy, lithium and vanadium energy storage, carbon capture and smart hybrid grids to prepare students for careers in these fields. It will empower students with industry-standard manufacturing lines, including the "45 MW Solar PV Manufacturing Line" and the ATMP Semiconductor Packaging Line.

The partnership between NSDC and PDEU marks a transformative step towards building a future-ready workforce, which is crucial for India’s economic growth and technological leadership. It will play a vital role in Make-in-India Readiness movement and accelerate the progress of Aatmanirbhar Bharat.

****

Beena Yadav/Divyanshu Kumar

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Karnataka notifies school admission guidelines: From no interviews to 50% reservation for girls — Check key rules here

The Karnataka Education Department has updated admission regulations for private schools for 2025-26, mandating transparency and fairness. Key changes include public display of admission information, reserved seats for girls, and prohibition of interviews, with penalties for non-compliance.

Written By **Riya R Alex**

Published 22 Apr 2025, 01:57 PM IST

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New Karnataka admission guidelines aim for fairness and transparency in private schools.

The Department of School Education and Literacy, Karnataka, has revised key rules and regulations for the admission process in private unaided and aided schools for the academic year 2025-26, irrespective of the curriculum followed.

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Q. Do you believe technology like AI can help improve personal safety?

Yes, definitely

No, not really

Here are the rules and regulations issued by Karnataka's education department.

Public display of key details

Schools will be required to publicly display the admission schedule, the number of seats available per class, the medium of instruction, and the fee details on the school notice board. This information must also be posted on the school's website, the SATS portal, and the school prospectus.

Also Read | ICSE Results 2025, ISC Results 2025: Class 10, 12 students can check date, time ›

50% reservation for girls

The education department has reserved 50 per cent of the seats in co-educational institutions for female students. If there are fewer female applicants, these seats may be allotted to boys. Additionally, seats will be reserved for students from Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backwards Classes (OBC). Linguistic and religious minority institutions are exempted from this rule.

Fee structure

Schools are mandated to declare the total fee structure for the academic year. They are not permitted to collect charges other than the notified fee. Non-compliance may attract penalties.

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Interviews during the admission process

The directive does not allow schools to interview students or parents during admissions. Violation of this rule may result in punitive action.

Warning for CBSE and ICSE schools

Schools affiliated with the Central Board of Secondary Education (CBSE) and Indian Certificate of Secondary Education (ICSE) have been asked to conduct admissions according to the boards' by-laws and the state government's circulars. The department has warned of strict disciplinary action over non-compliance.

The revised rules aim to tackle rising commercialisation and discrimination during school admissions. The Karnataka Education Department has requested school managements to ensure a fair, inclusive, and transparent admission process for the upcoming academic year.

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First Published: 22 Apr 2025, 01:57 PM IST

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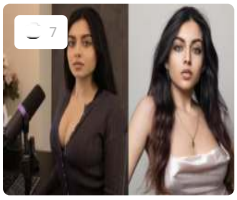
Education Minister Directs NCERT To Introduce Road Safety Modules In Curriculum Of Students Of Class 1-12

Union Education Minister Dharmendra Pradhan on Tuesday asked NCERT to include audio-visual modules on road safety for age and class-appropriate courses for students of Class 1 to 12, to sensitise students about the traffic rules.

| Last Updated: Apr 22, 2025, 09:48 PM IST | Source: PTI

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New Delhi: Union Education Minister Dharmendra Pradhan on Tuesday asked NCERT to include audio-visual modules on road safety for age and class-appropriate courses for students of Class 1 to 12, to sensitise students about the traffic rules. Addressing an event here, Pradhan further said modules should be introduced in this academic year (2025-26) as an elective subject.

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"Road safety cannot be an optional subject...I am directing the Ministry of Education and NCERT to prepare audio-visual modules on road safety for age and class-appropriate courses for students of Class 1 to 12," he said. According to the minister, around 25 crore students are studying in schools in India.

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Speaking at the event, Union Road Transport and Highways Minister Nitin Gadkari said that India accounts for 5 lakh accidents, causing 1.8 lakh deaths and injury to 3 lakh people annually. The minister raised concerns that 10,000 deaths are of children below 18 years.

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Gadkari further said that the government has decided to provide an award of Rs 25,000 to those who will help accident victims. "We have taken a decision that any third person who is going to help accident victim, we will give him an award of Rs 25,000. Also, if any accident victim is admitted to any hospital, we will provide financial support of up to Rs 1.5 lakh for a maximum period of 7 days from date of the accident," he said.

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Gadkari said the government has introduced several new rules, like mandatory wearing of rear seat belts, and these habits should be taught early in childhood. "I would request students to advise their parents against using mobile phones while driving, and encourage responsible behaviour on roads," he said.

Gadkari suggested that school infrastructure like entry and exit points must also be made safer, with lifts for children and elderly people.

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Maharashtra govt stays order to make Hindi mandatory for Classes 1 to 5

The implementation of the New Education Policy 2020 has triggered a major controversy in Maharashtra with the government facing a major backlash because of the three-language formula.

Mrityunjay Bose | DHNS

Last Updated : 22 April 2025, 18:17 IST

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A fresh government resolution (GR) would be issued in this matter. Credit: Pixabay

The implementation of the New Education Policy 2020 has triggered a major controversy in Maharashtra with the government facing a major backlash because of the three-language formula.

"Hindi is not compulsory, but optional under the three-language formula under NEP," state School Education Minister Dada Bhuse said.

"You can opt for any third language as per choice depending on the number of students," state Industries Minister Uday Samant said.

Also Read: **Will Modi govt back Fadnavis' position on Marathi, asks Stalin**

Maharashtra Navnirman Sena (MNS) President Raj Thackeray and Shiv Sena (UBT) head Uddhav Thackeray saying that they would not allow compulsory Hindi language to be implemented in schools.

Clarifying the government's stand on promoting the Hindi language, Bhuse said that nothing Marathi and Hindi is written in the Devanagari script.

"From Class 5, the Hindi language is already part of the curriculum. Hence, Hindi was introduced from Class 1, as it would be easy and convenient for students. Marathi and English are compulsory. So, if any students are asking for or opting for a third language other than Hindi, we will see how many students are requesting it and whether there is availability of teachers to teach the same," he said.

It may be mentioned, Language Consultation Committee's Chairperson Laxmikant Deshmukh had written to Chief Minister Devendra Fadnavis, urging him to reverse the decision. The opposition Maha Vikas Aghadi had slammed the MahaYuti for implementing the New Education Policy and making Hindi as a the third language from Class 1 from 2025-26 - through a government resolution on 17 April.

The GR said the policy would be implemented in 2026-27 for Class 2, 3, 4 and 6. While for Classes 5, 9 and 11, the policy would be implemented from 2027-28, and for Classes 8, 10 and 12 it would apply from 2028-29.

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Include audio-visual road safety modules for students of Class I to Class XII: Pradhan to NCERT

Dipak K Dash (Https://Timesofindia.Indiatimes.Com/Toireporter/Author-Dipak-K-Dash-479213512.Cms) / TNN / Updated: Apr 23, 2025, 02:11 IST

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Education Minister Dharmendra Pradhan has instructed NCERT and his ministry to incorporate audio-visual road safety modules for students from Class I to XII, starting this academic year, with credit points. Road Transport Minister Nitin Gadkari highlighted ... Read More



NEW DELHI: In a bid to educate future drivers and road users, education minister Dharmendra Pradhan (https://timesofindia.indiatimes.com/topic/dharmendra-pradhan) on Tuesday directed NCERT and his ministry to include audio-visual modules on road safety for students of Class I to Class XII. He said this should be made an elective module and students should get credit points.

"Road safety cannot be an optional subject...I am directing the education ministry and NCERT to prepare audio-visual modules on road safety for age and class appropriate courses for students. We should start this from the current academic year," he said at the launch of road safety learning module "Surakshit Safar" for school students. Road transport minister Nitin Gadkari (https://timesofindia.indiatimes.com/topic/nitin-gadkari) also attended the event.

Pradhan said around 25 crore students are studying in schools in India and they can play a key role in self education and creating awareness about road safety. He added that NCERT is developing some textbooks on road safety and this must be made a course curriculum.

Poll

Should road safety education be mandatory in all schools?

◯ No

◯ Yes

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Speaking at the event, Gadkari said India recorded five lakh crashes last year, which killed 1.8 lakh people and left over three lakh injured. He added that over 10,000 lives are lost around schools and educational institutions. He suggested that school entry and exit points should be made safer.

Gadkari added that the govt has introduced several rules such as mandatory wearing of rear seat belts, and these habits should be taught early in childhood. "I would request students to advise their parents against using mobile phones while driving, and encourage responsible behaviour on roads," he said.

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Maharashtra Minister Dada Bhuse (Photo/ANI)

"No language imposition under NEP 2020", says Maharashtra Minister Dada Bhuse

ANI | Updated: Apr 23, 2025 10:25 IST

ANI News Join our Whatsapp(https://whatsapp.com/channel/0029Va7q7004dTnMVl9H9r0o) channel

Mumbai (Maharashtra (/topic/maharashtra)) [India], April 23 (ANI): Maharashtra (/topic/maharashtra) Minister Dada Bhuse (/topic/dada-bhuse) addressed concerns surrounding the language policy under the National Education Policy

(/topic/national-education-policy) (NEP) 2020 on Wednesday. He firmly said that there is no provision to impose any particular language on students.

Speaking to mediapersons, Bhuse said, "In the New Education Policy 2020, there was no such provision to impose any language on the students. The central government is in favour of state governments giving importance to their culture and language."

On Maharashtra (/topic/maharashtra)'s approach, he clarified, "In Maharashtra (/topic/maharashtra), the Hindi language is taught from Class 5 onwards."

Earlier, State Education Minister Deepak Kesarkar clarified that Hindi will be taught from Classes 1 to 5 to provide students with a basic understanding of the language.

Kesarkar said the controversy stems from a misunderstanding, as Hindi was already a compulsory subject in Classes 5 to 7 under the previous framework."Hindi was already compulsory for Classes 5, 6, and 7. Now, that compulsion is being removed from class 6 onwards... Hindi will be taught only at the primary level -- from classes 1 to 5 -- to give students a basic grasp of the language, which is widely spoken across the country," he told ANI.

Kesarkar noted that both Hindi and Marathi share the Devanagari script, making it easier for students to learn. "Marathi and Hindi both use Devanagari script, so they already have some similarity... There has been a misunderstanding - the compulsion for Hindi was already there before... Now it's being relaxed," he said.

The minister also reiterated the government's efforts to promote Marathi. "Our government has taken major steps for Marathi -- granting it classical language status, building Marathi Bhawan, launching the Marathi International Council, and a Marathi encyclopedia. All this happened in the last 2.5 years under the leadership of Eknath Shinde and Devendra Fadnavis," he said.

Earlier in the day, Maharashtra (/topic/maharashtra) Chief Minister Devendra Fadnavis also defended the move, saying it was incorrect to say that Hindi was being imposed. He stressed that Marathi remains mandatory in the state and is not being replaced."It is incorrect to say Hindi is being imposed as Marathi will remain mandatory in Maharashtra (/topic/maharashtra). I am often surprised that while we oppose an Indian language like Hindi, we praise and carry English on our shoulders. I find it curious why Indian languages feel distant to us while English feels closer. This is something that we need to think about," Fadnavis said.

He explained that the new guidelines are in line with the National Education Policy (/topic/national-education-policy) (NEP) 2020, which mandates the learning of three languages, two of which must be Indian."The first thing to understand is that Hindi has not been made mandatory in place of Marathi; Marathi remains compulsory.

However, the New Education Policy (NEP) offers an opportunity to learn three languages, and learning three languages is mandatory. According to the policy, two of these three languages must be Indian languages," he added.

The Maharashtra (/topic/maharashtra) government has made it compulsory for students in state board schools to learn Hindi as a third language from Class 1, in addition to Marathi and English. Earlier, Rahul Ashok Rekhawar, Director of the State Council of Educational Research and Training (SCERT), Maharashtra (/topic/maharashtra), said that the decision was taken by the School Education Department on April 16.

Speaking to ANI, Rekhawar said, "On behalf of the Maharashtra (/topic/maharashtra) Government, the School Education Department has taken a decision in which teaching Hindi language along with Marathi and English has been made compulsory from Class 1 in all the schools of the state board. This decision has been made with all the appointments and their development in view, and the students will definitely benefit from it.

"He clarified that the decision is meant purely for educational reasons and is not linked to any political or community agenda. (ANI)

TAGS

Dada Bhuse (/topic/dada-bhuse/)

Maharashtra (/topic/maharashtra/)

NEP 2020 (/topic/nep-2020/)

National Education Policy (/topic/national-education-policy/)

NCERT to Introduce Road Safety Modules in Curriculum of Class 1-12 Students

Along with this, Union Education Minister Dharmendra Pradhan also suggested for incorporating courses on energy conservation awareness in schools.

Authored by: TN Education Desk Updated Apr 23, 2025, 14:40 IST



NCERT to Introduce Road Safety Modules in Curriculum of Class 1-12 Students Photo : iStock

Aiming to raise awareness about traffic rules, Union Education Minister Dharmendra Pradhan urged National Council of Educational Research and Training, NCERT to include audio-visual modules on road safety into course books. He said that it should be incorporated in syllabus for students in Classes 1 to 12. Speaking at an event, Pradhan also emphasized that these modules should be introduced as an elective subject in the upcoming academic year (2025-26).

"*Road safety cannot be an optional subject...I am directing t Ministry of Education and NCERT to prepare audio visual mo on road safety for age and class appropriate courses for stu of Class 1 to 12,*" he said.

Speaking at the event, Union Road Transport and Highways minister Nitin Gadkari said that India accounts for 5 lakh accidents, causing 1.8 lakh deaths and injury to 3 lakh peop

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annually. The minister raised concerns that 10,000 deaths are of children below 18 years. Gadkari further said that the government has decided to provide an award of Rs 25,000 to those who will help accident victims.

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"We have taken a decision that any third person who is going to help accident victim, we will give him an award of Rs 25,000. Also, if any accident victim is admitted to any hospital, we will provide financial support of upto Rs 1.5 lakh for a maximum period of 7 days from date of the accident," he said.



"I would request students to advise their parents against using mobile phones while driving, and encourage responsible behaviour on roads," he further said.

Gadkari suggested that school infrastructure like entry and exit points must also be made safer, with lifts for children and elderly people.

(With inputs from PTI)

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Include audio-visual road safety modules for students of Class I to Class XII: Pradhan to NCERT

TNN | Apr 23, 2025, 02.11 AM IST



NEW DELHI: In a bid to educate future drivers and road users, education minister Dharmendra Pradhan on Tuesday directed NCERT and his ministry to include audio-visual modules on road safety for students of Class I to Class XII. He said this should be made an elective module and students should get credit points. “Road safety cannot be an optional subject...I am directing the education ministry and NCERT to prepare audio-visual modules on road safety for age and class appropriate courses for students. We should start this from the current academic year,” he said at the launch of road safety learning module “Surakshit Safar” for school students. Road transport minister Nitin Gadkari also attended the event.

Pradhan said around 25 crore students are studying in schools in India and they can play a key role in self education and creating awareness about road safety. He added that NCERT is developing some textbooks on road safety and this must be made a course curriculum.

Poll

Should road safety education be mandatory in all schools?

No Yes

Speaking at the event, Gadkari said India recorded five lakh crashes last year, which killed 1.8 lakh people and left over three lakh injured. He added that over 10,000 lives are lost around schools and educational institutions. He suggested that school entry and exit points should be made safer.

Gadkari added that the govt has introduced several rules such as mandatory wearing of rear seat belts, and these habits should be taught early in childhood. “I would request students to advise their parents against using mobile phones while driving, and encourage responsible behaviour on roads,” he said.

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Dharmendra Pradhan asks NCERT to introduce road safety course in schools

The minister also said modules should be introduced this academic year (2025-26) as an elective subject. Pradhan also suggested incorporating courses on energy conservation awareness in schools.



DHNS

Last Updated : 23 April 2025, 05:28 IST

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Union Minister Dharmendra Pradhan Credit: PTI Photo

New Delhi: To sensitise students about the traffic rules, Union Education Minister Dharmendra Pradhan on Tuesday asked NCERT to include audio-visual modules on road safety for age- and class-appropriate courses for Class 1 to 12 students.

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The minister also said modules should be introduced this academic year (2025-26) as an elective subject. Pradhan also suggested incorporating courses on energy conservation awareness in schools.

Speaking at a road safety event, Road Transport Minister Gadkari said the government has introduced several new rules, like mandatory wearing of rear seat belts, and these habits should be taught early in childhood. "I would request students to advise their parents against using mobile phones while driving and encourage responsible behaviour
on roads," he said.

Gadkari suggested that school infrastructure, like entry and exit points, must also be made safer, with lifts for children and elderly people.

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The Union minister said the government has decided to give an award of Rs 25,000 to those who help accident victims.

"We have decided that any third person who helps an accident victim will be given an award of Rs 25,000. Also, if any accident victim is admitted to any hospital, we will provide financial support of up to Rs 1.5 lakh for a maximum of 7 days from the date of the accident," he said.

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No language imposition under NEP 2020: Education minister

By **Dheeraj Bengrut**

Apr 24, 2025 06:28 AM IST

State school education minister Dada Bhuse on Wednesday said that the government resolution mentioning Hindi as mandatory will be withdrawn, and a new resolution will be issued soon

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The Maharashtra government, which had made the Hindi language mandatory in schools from Class 1, now seems to have softened its stance. After facing widespread criticism over its decision, the state government was forced to retract its decision. State school education minister Dada Bhuse on Wednesday said that the government resolution mentioning Hindi as mandatory will be withdrawn, and a new resolution will be issued soon.



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"The new government resolution will omit the term "mandatory" in reference to Hindi," he said. Bhuse said that the National Education Policy (NEP) 2020 promotes a three-language policy, requiring two of the three languages taught to be Indian and there is no provision to impose any particular language on students.

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The minister said that in a recent steering committee meeting, Hindi was proposed as the third language in the school curriculum, but this was misinterpreted in the government order which used the term "mandatory", causing confusion.

The minister reiterated that Marathi remains a compulsory subject in schools across Maharashtra. Furthermore, even in schools with other mediums of instruction, Marathi is now a required subject, and teachers appointed to teach it must hold degrees in Marathi.

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Delhi govt studies dropout causes, PM POSHAN impact under RTE

PTI | Apr 24, 2025, 06.55 PM IST



NEW DELHI: A study is underway into reasons for student dropout and how to improve the overall quality of school education, a Delhi government official has said. The State Council of Educational Research and Training (SCERT) is conducting multiple research projects. One of the key areas being examined is the impact of Right to Education (RTE) entitlements with a focus on the PM Poshan scheme, according to an SCERT official.
The Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) scheme, which provides hot meals to students in government and government-aided schools, is linked to reducing school dropout rates.

The studies will also explore the relevance of teachers in the digital age, which is increasingly shaped by artificial intelligence, the official said.
Another important focus is the evaluation of the leadership training programmes for the school heads conducted by SCERT. The research will assess whether school heads are actively analysing enrolment, attendance, and dropout data to make informed decisions that contribute to better school performance, he said.

Another study is underway to develop effective methods to measure and enhance teacher performance, the official added. The data for these projects will be collected from various stakeholders, including school heads, teachers, students, and parents.

Field investigators from SCERT and District Institutes of Education and Training (DIETs) will visit randomly

selected schools across Delhi for data collection.

The official said that the stakeholders have been instructed to submit their reports by May 10.

अमर उजाला, 25 अप्रैल, 2025, पृष्ठ नं० - 01

यूजीसी रेगुलेशन लागू, नहीं माने तो विश्वविद्यालयों पर लगेगा प्रतिबंध

तमिलनाडु जैसे राज्यों की अब नहीं चलेगी मनमानी, 85% हाजिरी की अनिवार्यता भी समाप्त

सीमा शर्मा

नई दिल्ली। यूजीसी रेगुलेशन-2025 देशभर में लागू कर दिया गया है। केंद्र सरकार ने राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के तहत तैयार यूजीसी रेगुलेशन-2025 (स्नातक पूर्व और स्नातकोत्तर उपाधि प्रदान करने के लिए अनुदेश के न्यूनतम मापदंड) की अधिसूचना बृहस्पतिवार को जारी कर दी।

सभी विश्वविद्यालयों में अब नए यूजीसी रेगुलेशन के आधार पर दाखिला, सेमेस्टर, पढ़ाई, क्रेडिट समेत अन्य मानक लागू होंगे। अब



12वीं के बाद विद्यार्थी स्नातक पाठ्यक्रम के लिए किसी भी संकाय में दाखिला ले सकेंगे। कला, विज्ञान या कॉमर्स में स्नातक की पढ़ाई के लिए विद्यार्थियों का 12वीं कक्षा में संबंधित विषय में पास होना अनिवार्य नहीं रहेगा। विद्यार्थी सीयूईटी यूजी या विश्वविद्यालय की प्रवेश परीक्षा में शामिल होकर उसकी मेरिट के आधार पर पसंद का संकाय चुन सकेंगे। नियमित पाठ्यक्रम के विषयों के साथ वे रोजगारपरक विषय भी ले सकते हैं। उन्हें कोई भी विषय या डिग्री चुनने का विकल्प मिलेगा।

मूल्यांकन अब लिखित परीक्षा, सेमिनार, प्रेजेंटेशन, क्लास परफॉर्मेंस, फील्डवर्क के आधार पर होगा। प्रोजेक्टस में मूल्यांकन, पाठ्यक्रम की जानकारी देना जरूरी है। अब 85 फीसदी हाजिरी की अनिवार्यता समाप्त हो गई है।

छात्र तय करेंगे डिग्री का समय

2025 से बौद्धिक क्षमता के आधार पर छात्रों को डिग्री पूरी करने का मौका होगा। पहले व दूसरे सेमेस्टर में प्रदर्शन मूल्यांकन के बाद विकल्प मिलेगा। मेधावी छात्रों के लिए 10 फीसदी सीट और दीक्षांत समारोह से पहले डिग्री मिलेगी। तीन साल की छह सेमेस्टर की डिग्री पांच सेमेस्टर में कर सकेंगे। चार वर्ष की 8 सेमेस्टर की डिग्री छह या सात सेमेस्टर में पूरी होगी।

■ धीमी गति वाले छात्रों को तीन, चार वर्षीय डिग्री में अधिकतम दो सेमेस्टर में कोर्स पूरा करना होगा। अभी तक 2 या 3 विषयों में फेल छात्रों की मार्कशीट में दोबारा परीक्षा में शामिल होना लिखा रहता था, पर अब यह नहीं लिखा होगा।

■ छात्र ने लेवल 4 या 12वीं की पढ़ाई (रेगुलर व ओपन स्कूल) की होगी, तो वह अंडरग्रेजुएट प्रोग्राम या फिर इंटीग्रेटेड अंडरग्रेजुएट या पोस्टग्रेजुएट डिग्री प्रोग्राम में दाखिला ले सकता है।

■ छात्र यूजी में किसी भी स्ट्रीम में दाखिला ले सकते हैं। उससे पहले उन्हें सीयूईटी यूजी या संबंधित विवि की प्रवेश परीक्षा पास करनी होगी।

ये हैं प्रमुख बदलाव

■ कोई भी छात्र यूजी और पीजी प्रोग्राम में अलग-अलग दो डिग्री प्रोग्राम की पढ़ाई कर सकेगा। ■ यूजी व पीजी प्रोग्राम में छात्र अलग-अलग दो-दो डिग्री प्रोग्राम की पढ़ाई कर सकेंगे। लेकिन,करिकुलम एंड क्रेडिट फ्रेमवर्क यूजीसी का और दो शैक्षणिक कार्यक्रम में पढ़ाई की मानक पूरे होने पर।

■ तीन वर्ष की यूजी के बाद पीजी दो साल तो चार वर्ष (ऑनर्स और रिसर्च) वालों के लिए पीजी एक साल का होगा।

नवभारत टाइम्स, 25 अप्रैल, 2025, पृष्ठ न० – 06

स्कूल ड्रॉपआउट की वजह जानने के लिए हो रही स्टडी

■ NBT रिपोर्ट, नई दिल्ली: दिल्ली सरकार पढ़ाई के बीच मे स्कूल छोड़ने वाले स्टूडेंट्स पर स्टडी कर रही है। इसमे देखा जाएगा कि किन वजहो से बच्चे बीच मे पढ़ाई छोड़ रहे है ताकि सुधार लाया जा सके। राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद (SCERT) इस पर काम कर रहा है।

IIM में ट्रेनिंग का क्या असर?: इन्फॉर्मेशन टेक्नॉलजी, आर्टिफिशियल इंटेलिजेंस, डिजिटल एजुकेशन के दौर मे टीचर्स की जरूरत, स्कूलो के हेड्स को IIM में दी जा रही ट्रेनिंग के असर और टीचर्स की परफॉर्मेंस बढ़ाने के तरीको पर रिसर्च स्टडी करवाई जा रही है। पिछले कुछ सालो से सरकारी स्कूलो के प्रिंसिपल्स को SCERT IIM मे ट्रेनिंग करवा रहा है ताकि स्कूलों का बेहतर संचालन हो सके। पिछली सरकार का मानना था कि वर्ल्ड क्लास एजुकेशन के लिए ऐसी ट्रेनिंग जरूरी है। अब SCERT इसकी समीक्षा करने के लिए रिसर्च स्टडी करेगी। स्कूल हेड, टीचर्स, पैरेंट्स और स्टूडेंट्स सभी से फीडबैक और डेटा लिया जाएगा।

किन क्लासों में ड्रॉपआउट सबसे ज्यादा?: यह भी पता लगाया जाएगा कि किन क्लासो मे सबसे ज्यादा ड्रॉपआउट की समस्या आ रही है। बच्चों की अटेंडेंस के सिस्टम की भी समीक्षा की जाएगी। जिस स्कूलो का रिजल्ट कुछ खराब है, उन पर भी ध्यान देने की योजना है। यह देखा जाएगा कि इन स्कूलों के रिजल्ट और ड्रॉपआउट दर मे क्या संबंध है।

नवभारत टाइम्स, 25 अप्रैल, 2025, पृष्ठ न० – 07

NCERT की किताबों के लिए भटक रहे पैरंट्स

काउंसिल ने कहा कि मई-जून तक सभी क्लास की किताबों की कमी होगी दूर

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■ **नई दिल्ली :** नए सेशन 2025-26 की शुरुआत का एक महीना होने को है, मगर दिल्ली में एनसीईआरटी (नैशनल काउंसिल ऑफ एजुकेशनल रिसर्च एंड ट्रेनिंग) की किताबों की कमी नजर आ रही है। पैरंट्स को अपने बच्चों को किताबों के लिए एक दुकान से दूसरी दुकान में भटकना पड़ रहा है। पिछले साल भी इस दिक्कत से उन्हें जूझना पड़ा था। देशभर से कुछ किताबों नहीं मिलने की शिकायतें आ रही हैं। एनसीईआरटी का कहना है कि क्लास 5 और 8 की किताबें 15 मई से 15 जून तक पर्याप्त संख्या में बाजार में आ जाएंगी। किताबें 15 मई से मिलनी शुरू होंगी। वहीं, क्लास 4 और 7 की किताबें आ चुकी हैं, इनमें जो किताबें बचीं हैं, वो एक-दो दिन में मार्केट में होंगी। ये नई किताबें हैं और नैशनल करिकुलम फ्रेमवर्क पर आधारित हैं।

> बाजार मे एक दुकान से दूसरे दुकान लगाना पड़ रहा चक्कर

इस बार क्लास 4, 5, 7 और 8 के लिए नई किताबें आनी हैं और एनसीईआरटी ने सीबीएसई को लिखा है कि इन किताबों के लिए बारे में पैरंट्स और स्टूडेंट्स को जानकारी दी जाए। रोहिणी में रहने वाली दिव्या सिंह कहती हैं, मेरी बेटी क्लास 8 में है। टीचर्स ने कहा है कि एनसीईआरटी की नई किताबें खरीदनी होगी, मगर हमने कई दुकानों में पूछ लिया, अभी नहीं आई हैं। ऐसे में स्कूल ने प्राइवेट पब्लिकेशन की महंगी-महंगी किताबें थमा दी हैं, अब तक 8 हजार रुपये का खर्चा हुआ है। एनसीईआरटी की किताबें तो सस्ती होती हैं। वो आएंगी, तो उन्हें भी खरीदना पड़ेगा। लक्ष्मी नगर में रहने वाले एक अभिभावक अश्विन शर्मा कहते हैं, यह समझ से बाहर है कि एक ओर एनसीईआरटी की किताबों पर जोर दिया जाता है, दूसरी तरफ ये किताबें वक्त पर आती ही नहीं। बच्चे रोज कहते हैं कि टीचर किताबें मांग रही हैं, तो महंगी किताबें खरीदनी पड़ती है। स्कूलों का बिजनेस फल-फूल रहा है, बढ़ावा तो दे ही रहा है। स्कूल ने जो दुकान बताई है, वो भी नहीं

AI Image



है किताबें अभी आई ही नहीं हैं। दरिगांगज में भी पूछवा दिया। जब सेशन अप्रैल में शुरू होता है, तो किताबें तो मार्च में ही बाजार में आ जानी चाहिए।

किताबें छपने में देरी : पुस्तक विक्रेता हितकारी संघ के सेक्रेटरी रमेश वशिष्ठ कहते हैं, किताबों की कमी हर साल की दिक्कत हो गई है, जबकि मार्च पहले हफ्ते तक किताबें बाजार में होनी चाहिए, क्योंकि 15 मार्च तक स्कूल खुल जाते हैं। मार्केट में चार दिन पहले क्लास 4 और 7 की किताबें आई हैं, मैथ्स की किताब अब भी नहीं है। क्लास 5 और 8 की किताबें मिल नहीं रही हैं, क्योंकि अब तक प्रिंट ही नहीं हुई हैं। हमारे पुस्तक विक्रेता भी हमें इसकी शिकायत कर रहे हैं। दरअसल, इस बार एनसीईआरटी ने अगस्त में टेंडर दिया था और इस बार एक अजीब शर्त रखी कि जिनके पास 2000 मॉडल और इससे बाद की तीन मशीनें हैं, उनसे ही किताबें प्रिंट करवाई जाएगी। दिल्ली-एनसीआर में ऐसे सिर्फ 12 प्रिंटर्स मिले, जबकि संख्या करीब 120 हैं। इसी वजह से किताबें छपने में देरी हो रही है। दूसरा, इस बार एनसीईआरटी ने चार ऑनलाइन वेंडर्स को किताबें ऑनलाइन बेचने को दी हैं मगर वो ऑफलाइन बेच रहे हैं। किताबों की जमाखोरी हो रही है। एनसीईआरटी के एक अधिकारी के मुताबिक, एनसीईआरटी क्लास 4 और 7 के लिए नैशनल करिकलम फ्रेमवर्क- स्कूल एजुकेशन के तहत तैयार नई किताबों को लेकर आ रहा है, इसलिए कुछ देरी है। नए करिकुलम के लिए तैयार करने के लए ब्रिज कोर्स एनसीईआरटी पोर्टल पर अपलोड कर दिया गया है। एनसीईआरटी की डिजिटल किताबें पोर्टल, पीएम ई विद्या और नैशनल डिजिटल लाइब्रेरी पर मौजूद हैं, फ्री में डाउनलोड की जा सकती हैं।

राष्ट्रीय सहारा, 25 अप्रैल, 2025, पृष्ठ न० – 02

पुस्तकें कभी समाप्त नहीं हो सकतीं : डा. संध्या

नई दिल्ली (एसएनबी)। साहित्य अकादमी द्वारा बृहस्पतिवार को विश्व पुस्तक दिवस के अवसर पर 'तकनीक और पुस्तकें : पठन और लेखन का भविष्य' विषय पर परिसंवाद का आयोजन रवींद्र भवन स्थित अपने सभाकक्ष में किया। कार्यक्रम के आरंभ में अकादमी के सचिव डॉ. के श्रीनिवासराव ने वक्ताओं का स्वागत अंग्रवस्त्र एवं पुस्तक भेंट करके किया। उन्होंने अपने स्वागत वक्तव्य में कहा कि सोशल मीडिया ने लेखक और पाठक के बीच की दूरी को समाप्त कर दिया है। कार्यक्रम की अध्यक्षता संगीत नाटक अकादमी की अध्यक्ष डॉ. संध्या पुरेचा ने की। उन्होंने कहा कि पुस्तकें कभी समाप्त नहीं हो सकती। युवा पीढ़ी को आज इंटरनेट के माध्यम से अपनी पसंद की पुस्तक पढ़ने को

■ किताबें कागज से चलकर स्क्रीन पर आ गई हैं : उषा मुजू

आसानी से मिल जाती है चाहें वह विश्व के किसी कोने में भी हो। उन्होंने इस बात पर बल दिया कि हम किताबे पढ़ें, लिखें, उन पर सवाल करें, विद्वानों के साथ समय व्यतीत करें।

अपने वक्तव्य में पत्रकार जय प्रकाश पांडेय ने कहा कि जब तकनीक नहीं थी तब भी शब्दों का चलन था। उस समय वाचिक शब्द का बोलबाला था फिर धीरे-धीरे लिपि विकसित हुई। प्रकाशक एवं संपादक सुश्री मेरु गोखले ने टिकटॉक से बुकटॉक की बात की। उन्होंने कहा तकनीक से प्रयोग करते रहना चाहिए। उन्होंने यह भी कहा कि आज विश्व के 90 प्रतिशत लेखकों को संपादक नहीं मिलते और अपनी कृति बिना संपादन के प्रकाशित करना पड़ता है। इस आवश्यकता हो ध्यान में रखते हुए उन्होंने एक ऐप बनाया है जो संपादन का कार्य आसानी से करता है।

कार्यक्रम में चित्रकार प्रेम सिंह ने पठन और लेखन के भविष्य पर बात की। उन्होंने कहा कि पुस्तकें हमेशा रहने वाली वस्तु है। नृत्यांगना सुश्री सिंधु मिश्रा ने अपने वक्तव्य में उल्लेख किया कि आज सभी कलाओं में श्रोताओं का अभाव है। सूचना क्षेत्र से जुड़ी सुश्री उषा मुजू मुंशी ने पावर प्वाइंट प्रस्तुति के माध्यम से अपनी बात रखते हुए कहा कि किताबें कागज से चलकर स्क्रीन पर आ गई हैं, अब कहानियों केवल पन्नों पर बिखरी नहीं रहतीं।

The Tribune, 25 April, 2025, Page no – 09

SC allows UGC to notify draft rules on ragging, harassment, caste bias

TRIBUNE NEWS SERVICE

NEW DELHI, APRIL 24

The Supreme Court on Thursday permitted the University Grants Commission (UGC) to notify the draft regulations 2025 to deal with ragging, sexual harassment and discrimination on the basis of caste, gender and disability among other biases in institutions of higher learning.

A Bench of Justice Surya Kant and Justice N Kotiswar Singh took note of a March 24 verdict, which considered the cases of suicides among students and constituted a national task force to address the mental health concerns of students to prevent such incidents. "In light of this, we deem it appropriate to clarify that UGC may proceed with the finalisation of the draft regulations 2025 and may notify the same," it said.

50 STUDENTS ENDED LIVES IN TOP INSTITUTES

- A PIL filed in 2019 had sought strict compliance of the 2012 UGC Regulations, but no substantial hearing took place
- Petitioners alleged that since 2004, over 50 students ended lives in top institutes following alleged discrimination
- The PIL was filed by mothers of Rohith Vemula and Payal Tadvi, who died by suicide in 2016 due to alleged caste discrimination in their institutes



The regulations as held by this court on March 24 in the case of Amit Kumar operate in addition to the task force's recommendations, it said while hearing a PIL by Radhika Vemula and Abeda Salim Tadvi, mothers of Rohith Vemula and Payal Tadvi, who died by suicide in 2016 due to alleged caste discrimination.

As Solicitor General Tushar Mehta said a meeting was underway to finalise the draft regulations, the Bench allowed the UGC, which regulates higher education in India, to notify draft regulations to ensure no caste-based discrimination happened in the central, state, private and deemed universities.

The PIL seeking strict compliance of the 2012 UGC Regulations was filed in 2019, but no substantial hearing had taken place. The petitioners alleged that since 2004 over 50 students, mostly from SC/ST communities, ended their lives in IITs and other institutions following alleged discrimination.

Final hearing on Godhra train burning pleas begins on May 6

NEW DELHI, APRIL 24

The Supreme Court will commence final hearing on May 6 on the appeals filed by the Gujarat Government and several other convicts in the 2002 Godhra train burning case.

A Bench led by Justice JK Maheshwari today asked senior advocate Sanjay Hegde, representing one of the convicts, to file a revised compilation of his submissions on charges against them, findings of courts below and his arguments supported by materials on record by May 3.

It asked the counsel for other convicts and the Gujarat Government to file revised preliminary compilation on similar lines. "Hearing of this matter would require at least two weeks. First, we will take it up on May 6 and 7 for the whole day and no other cases will be taken on these dates unless specifically asked by this court," the Bench said.

On February 27, 2002, as many as 59 persons were killed when the S-6 coach of the Sabarmati Express was burnt at Gujarat's Godhra, triggering riots in the state.

Several appeals have been filed in the Supreme Court challenging the October 2017 verdict of the Gujarat High Court, which had upheld the conviction of several convicts and commuted the death penalties of 11 people to life term. — TNS

Millennium, 25 April, 2025, Page no – 07

Ethics Before Excellence

In an era of rising injustice and moral erosion, ethical education must be urgently integrated into curricula to nurture responsible, compassionate Indian citizens

Universal ethical values such as compassion, love, fairness, and respect for human rights, which have guided us through the ages, appear to be under threat in today's 'advanced' world. We witness an increase in systemic injustice, violations of human rights, corruption in public offices, corporate scams, cybercrimes, and what-not — not to mention ruthless anthropogenic activity leading to irreversible damage to the environment. Have we conveniently ignored Aristotelian 'virtue' in our rapacious quest for 'excellence'?

What would we pass on to our posterity? A legacy and a culture nurtured by ethical values? Or self-serving, perfidious formulae to achieve material gains at the cost of human well-being? These are pertinent questions to be addressed — if only we do not want to re-enact Hobbes's 'state of nature' where life was 'nasty, short, and brutal'.

Here comes the relevance of ethics — the foundation for the existence of any society. How best we can ensure ethical values and practices to address dilemmas in personal, professional, and societal contexts is the challenge today.

A study by Torney-Purta et al. (2001), *IEA Civic Education Study, Amsterdam, Netherlands*, underscores that new global realities call for a major reconsideration by educators and policymakers of how young people are being prepared to participate in democratic societies in the early 21st century, in order to preserve democratic values and institutions.

Ethical education in India has hardly received the required primacy over academic excellence, for it has always been understood more as a principle than a practical pedagogic pursuit. The NEP 2020 emphasised the importance of fostering ethical values in education, aiming to cultivate well-rounded individuals with strong moral foundations. Though it seeks to integrate ethical values across all levels of education — from curriculum design to teacher training and assessment — there appears to be neither a structured framework nor a detailed roadmap to translate the intent into action.

On the other hand, ethical education in the US and EU is on a much more advanced level, integrated into the basic structure of education at all levels, supported by federal as well as state initiatives. In K-12 schools (School Education), it is imparted through different pedagogic programs. The 'Character Education' program promotes the "Six Pillars of Character" — trustworthiness, respect, responsibility, fairness, caring, and citizenship — in assemblies and classroom discussions.

'Social and Emotional Learning' (SEL) programs in states like California, Illinois, and New York focus on emotional intelligence and ethical decision-making.



Ethics is the foundation for the existence of any society, and it should not be neglected by any education system

'Civics and Citizenship Education' programs in states like Arizona and Florida teach democratic values, justice, and civic responsibility, with courses on subjects like fairness, equity, and the rule of law, and it is compulsory for students to pass the tests. 'Digital Citizenship' education programs teach digital ethics, focusing on responsible online behaviour, data privacy, etc.

In the higher education system of the US, standalone dedicated courses are offered not only in STEM streams but also in professional programs like business and law. For instance, a Business Ethics course teaches corporate responsibility and ethical decision-making, whereas a Medical Ethics course focuses on patients' rights, informed consent, and end-of-life care.

Many centres like the Markkula Centre for Applied Ethics (Santa Clara University) are integrating ethics across different disciplines. Under the 'Every Student Succeeds Act' (ESSA), the US Department of Education assists Character Education through grants and programs which encourage SEL and a positive school atmosphere. In California and New Jersey, SEL or civics education is even made mandatory.

Extracurricular and Community-Based Ethical Education is imparted through the engagement of students in community service projects and participation in groups like Model United Nations, Debate Clubs, or Ethics Bowl — to learn empathy, civic responsibility, and discuss global ethical dilemmas. Presently, in view of growing concerns about AI and misinformation, schools in the US have also incorporated AI ethics and media literacy into the curricula.

According to *ETHIKA, State of the Art Report, 2015*, in six European countries — i.e., Austria, Croatia, Germany, Italy, Slovenia, and Spain — though ethics and values education is not uniform, ethical themes and values such as willingness to help and support others, tolerance, multiculturalism, friendship, etc., were included at the pre-primary and kindergarten levels within different educational approaches and aligned with institutional guidelines. Support is provided to teachers in this regard by both public and private institutions in teaching skills and techniques.

While Germany has a dedicated subject exclusively for ethics and ethical education at the primary and secondary levels, other countries incorporate them as part of broader subjects such as Civic and Social Values, Citizen and Homeland Culture, or Religious Education. Additionally, NGOs and independent institutions provide content or courses dedicated to ethical education, philosophy with children, dialogue, and reflective and critical thinking.

However, both the US and the EU have their own challenges. In the former, decentralised policies, cultural debates, resource disparities, polarisation, and academic pressures seem to impede the desired levels of success; while in the latter, isolationist and racist movements, and cultural, ideological, or religious differences often pose challenges. Nevertheless, ethical education has been institutionalised and integrated into the education system at all levels with active cooperation from all stakeholders.

A recent policy paper on *Ethics and Values Education in Schools and Kindergartens* — by the European Union, authored by Thomas Pfeil, Harry Underwood, et al. — underscores the need to inherently integrate ethics and values within school and education systems as a unified structure to address unprecedented challenges like migration and refugee crises, youth unemployment, the rise of populism and dominant identities, and digitalisation. The aim should be to stimulate ethical reflection, awareness, responsibility, and compassion in children so that critical thinking and reflection can foster ethical decision-making in contrast to prejudice, discrimination, and unethical attitudes.

According to Steve Johnson, Director of Alternative Education at Santa Clara University, California, character education programs are a giant mutual-improvement process involving students, teachers, administrators, parents, and other stakeholders — and if integrated into the content and processes of instruction, schools can become models of ethical thought and values.

In India, exclusive programs on ethical education hardly exist. Except for some professional courses in higher education, ethical education is not really a part and parcel of the general education system with a dedicated curriculum on ethics. Severe dearth of teachers, the increasing trend of meritocracy, commercialisation of education, and social inequalities are serious issues that make ethical education difficult either to pursue or enforce.

However, the policy decision through the NEP holds promise for the future, provided these issues are addressed earnestly. Although it is difficult to replicate the successful examples from advanced countries, we can still make a difference in our own right. We need adequate financial and institutional support to integrate ethical education into the education system at all stages and ensure an ecosystem with synergy among educational institutions, civil society organisations, and stakeholders.

In a multicultural, pluralistic society like India, adherence to ethical values cutting across social and religious identities is the key to the unity and strength of the nation. Hence, the importance of ethical education.

Views expressed are personal

The Indian Express, 25 April, 2025, Page no - 11

Uproar over rising fee in private schools in Delhi has revived a question: How can education be made accessible without compromising on quality?

Targeting private schools won't help

The demand for good government schools should not be an argument against private schools. Reform requires taking on vested interests in government



MANISH SABHARWAL

IN 1959, A wonderful essay by Ram Manohar Lohia suggested that powerful people have caste, wealth, and English education. The logical antidote to the problem posed by Lohia was improving India's free K-12 school education. But this opportunity has been sabotaged by flailing government schools; the share of India's children attending a government school has now declined to 45 per cent. This number is 85 per cent in the US, 90 per cent in the UK, and 95 per cent in Japan. Policymakers redirecting the anger at free government schools to self-funded private schools through higher regulatory cholesterol must proceed with caution — the most expensive school is no school.

Good K-12 schools not only represent our best bet for improving social mobility but are also imperative in the new world of education, skills, work, and jobs. In the old world of education, Google knew everything. In the new world, AI is learning everything. In the old world of skills, the objective was to prepare, in the new world, the objective is to repair and upgrade. In the old world of work, employment was a *lifetime contract. In the new world, employment is a* short, intense, and taxicab relationship. In the old world of jobs, policymakers and educators could predict where jobs would be in the next decade; in the new world, all market predictions seem to have the efficacy of palm reading. More importantly, in the new world of work, dangerous, dirty, repetitive, and uncomplicated jobs will increasingly be done by software and machines.

The low student enrolment share of government schools was choice, not fate. It was a blind spot for the central and state governments in the first 45 years after Independence, and the next 35 years were lost to tactical changes like smaller class sizes, higher teacher salaries, and higher teacher qualifications. This second miss is a warning against the overselling of randomised control trials by economists — they offer solutions that are often correct but rarely scalable, generalisable, or replicable. Some of the tactical changes were necessary but insufficient without systematic reform of governance and teacher performance management.

Performance management is often equated with teacher attendance, yet a teacher needs to be evaluated on outputs (skills and scores) and inputs (competence and classroom management). Scores can be measured based on continuous assessments or end-of-year exams. Skills and concepts are harder in a world where soft skills — being curious, courageous, confident, risk-taking, collaborative and communicative — are also hard skills. Judging teacher competence involves evaluating student interaction, knowledge, planning capacity, communication, feedback abilities, collaboration, and a drive towards excellence. Classroom management needs assessment through observation of teaching and learning (teaching often occurs without learning), classroom setup, instructional differentiation (for process, product, and learning styles), and communication (clarity, questioning, and responsiveness).

Governance is mainly about controlling resources, but it should also be about learning, planning, design, responsiveness to students, parent involvement, teacher management, integrity, faculty growth planning, feedback capability (both formal and informal), role modelling, and fair decision-making. Currently, government school governance confuses school buildings with building schools; almost 4 lakh of our 15 lakh schools have fewer than 50 students (70 per cent of schools in Rajasthan, Karnataka, J&K and Uttarakhand). China has a similar number of students to India, but it has 30 per cent of our schools. State governments must consolidate schools (this will reduce the teacher shortage and multi-grade teaching), dump opaque transfer policies (in a system where tenure and compensation are off the table, location is a potent tool for performance management), grant budget flexibility and delegate funds, functions and functionaries away from state capitals.

Excellence in government schools requires substantive performance management. In other words, a fear of falling and hope of rising, rather than the current box-ticking best captured by the Tamil aphorism, *Naan adducha maadri addikyeren, nee arrara maadri aru* ('I will pretend as if I am beating you, you pretend as if you are crying'). Bureaucrats and incompetent teachers, benefiting from the status quo of government schools, insist that progress requires more patience, time, and money. But the current system will fail our children just like Indian socialism failed its poor.

> The notion that the failure of government schools can be overcome by higher regulatory cholesterol for private schools ignores rising costs, The cynical confiscation of capacity from private entrepreneurs (RTE takes away 25 per cent) feels like a policy surrender to a tragedy where poor people are paying money to avoid something that is free.

My yearning for better government schools is not an argument against private schools (I attended one). Without this market response to demand, the post-1947 policy errors in primary education would have been catastrophic for India's human capital, the software industry, and corporate India. The notion that the failure of government schools can be overcome by higher regulatory cholesterol for private schools ignores rising costs, including higher teacher salaries, skyrocketing construction costs, and increasing land prices. The cynical confiscation of capacity from private entrepreneurs (RTE takes away 25 per cent) feels like a policy surrender to a tragedy where poor people are paying money to avoid something that is free. It should, instead, be a catalyst for adding quality to what is free.

The challenges of government schools are hardly unique to India or new; Abraham Lincoln filled out an election form describing his education as "defective". But it's time to take on the vested interests in government schools that steal the future of our young. Children have only one chance to grow up.

The writer is co-founder of Teamlease Services

Remake the government school

Only a quality public education system can offer an alternative to elite schools with exorbitant fees



ANITA RAMPAL

APRIL HAS BEEN a tumultuous month. School results have been declared; large numbers were detained in government schools, especially in Class XI, to stop them from doing badly in Class XII and tarnishing the record of schools. Poor families are in despair about what lies ahead. Having tried, often unsuccessfully, to help girls get admitted to the National Institute of Open Schooling, I know the problems — the distances to the centres for enrolment, practical sessions and examinations — which poor families cannot handle. This year, elite schools have held back children in Classes VI and VII; the Right to Education (RTE) Act (recently amended) bans detention in elementary school, except in Classes V and VIII. Parents complained but no action seems to have been taken.

For those promoted to the next class, the new quarterly fee slips have brought shocks. Upper middle-class parents are protesting on the streets against the fee hikes by private schools. Students of Delhi Public School, Dwarka, whose guardians questioned the increased fee, were harassed, even barred from using the canteen and meeting friends. The Delhi High Court stepped in, saying the school was working "like a money-making machine", and forbade discrimination. But discrimination is writ large in our system.

> Governments compromise with quality, offer poor schools to the poor. A few tokenistic 'model' schools have been set up. This has given way to the commercial market, with a more deeply stratified private system — ranging from exorbitant fee-charging international schools to 'low-cost' private schools 'for the poor'.

In this medley, the Delhi Police are set to make an entry, with "a knock on the door" at the home of any child who may have dropped out of a government school. The Delhi government has directed the automatic sharing of data on school dropouts every six months with the Delhi Police. Dataveillance and data privacy are major issues in the realm of children's rights that need legal redress. As per a report ("Delhi Police to check on govt school dropouts, for 'counselling, career'", IE, April 22), the new government discussed with Delhi Police the list of dropouts and the formation of anti-drug clubs. Last year, 85 per cent of those involved in crimes were first-timers; the police will track down the dropouts "who are doing nothing" and "counsel" them towards a better career.

We know the import of a "knock on the door" by the police; more so in the case of poor Muslim or Dalit children. It is worrying when seemingly noble intentions essentialise "dropouts" as potential criminals or drug pushers.

Schools label and normalise the sifting of our children by calling them "dropouts", when in fact they are "pushed out" by the system. Children do not decide to drop out of their own volition. They are not included with dignity and care in the process of schooling, with respect for their knowledge, in their own languages. Alienated by the content of their lessons and overwhelmed with routines that make little sense, they are humiliated by being called "slow learners". This can happen to any child, whether from an educated family or a first-generation learner. When children from privileged families find their school lessons uninteresting, or feel demotivated, the system tries to make sure that they do not "drop out" — at times in ways that are questionable. We have questioned why official data on "dropouts" states the reason as "children being disinterested in studies", rather than accepting that "children find their studies uninteresting". Moreover, those deprived of support and resources at home are also those who unjustly do not get good schools, good teachers and an enriching learning environment.

The Constitution calls for equity and social justice, with free education for all, to nurture democracy. The RTE Act came 60 years later. RTE is, however, not being implemented in full measure. It is contradicted by the National Education Policy (NEP), 2020, which upholds standardised tests that detain children in Classes V and VIII. RTE originally mandated school-based continuous assessment as part of learning, and no centralised testing till Class VIII. The NEP envisages pushing half the children into vocational education courses at an early age. Increased funding has been directed to a few exemplar schools, central support to the public system in states is decreasing and better-performing states are being penalised for not consenting to the requirements of the NEP.

How many of us from the educated middle classes have protested for free public schools for every child? Most countries we wish to be in competition with have long established good-quality public education systems. Indeed, how many of us have demanded the dismantling of a highly unequal stratified government school system? Governments compromise with quality and equity, offer poor schools to the poor with inadequate resources and teachers. Alongside this, a few tokenistic "model" schools have been set up. This has given way to the commercial market, with a more deeply stratified private system — ranging from exorbitant fee charging international schools to "low-cost" private schools "for the poor". This could end up creating differences among children: On the one hand, students will graduate from elite schools with a knowledge of Science, Mathematics and English, while on the other, the not so well-heeled will have to make do with vocational skills. Children in government schools want shared spaces to learn about and from each other. All children should share similar kinds of schools so that poor children can improve their understanding and learn to fight for their rights. The government is not listening to those in government schools.

The writer is professor, DU and former chairperson, NCERT primary textbook development committees

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THE TIMES OF INDIA

Private schools flout CBSE guidelines on NCERT books

Apr 25, 2025, 09.10 PM IST



Patna: Despite clear guidelines from the Central Board of Secondary Education (CBSE), private schools in Patna continue to use textbooks from private publishers rather than those from the National Council of Educational Research and Training (NCERT).

The CBSE amended its Affiliation Bylaws in Aug 2024, making NCERT textbooks mandatory for classes IX to XII and strongly advising their use for classes I to VIII. Supplementary material is allowed, but NCERT books should form the core of instruction.

However, in reality, most private schools in the state capital ignore these directives. Schools often instruct students to purchase specific publishers' books, sometimes organising sales camps on campus at the start of the academic year.

"I never studied from NCERT books till Class VIII. We started using them only in Class IX, but we still refer to private publishers' books," said Ankita, a Class XI student from a prominent school chain.

Akhilesh, a parent, said, "My son's school never used NCERT books below Class IX. Every year, a private publisher's camp is set up inside the campus for students to buy the required material," he said.

A teacher from a reputed girls' school in Patliputra confirmed the trend. "Hardly any school uses NCERT books for Classes I to VIII. Even for senior classes, private publishers' books are recommended," the teacher said.

He added, "NCERT must improve paper quality, illustrations and provide more detailed content. Until then, private books, though costly, remain necessary despite the burden on parents."

रोजनामा राष्ट्रीय सहारा, 25 अप्रैल, 25, पृष्ठ नं० – 08

शिक्षा निदेशालय ने सभी स्कूल प्रिंसिपलों को गर्मी के मद्देनजर स्कूलों में बाहरी गतिविधियों पर प्रतिबंध लगाने के निर्देश जारी किए हैं।

گرمی کے مدنظر اسکولوں میں باہری سرگرمیوں پر پابندی

ڈائریکٹوریٹ آف ایجوکیشن نے تمام اسکولوں کے سربراہوں کو جاری کیں ہدایات



نئی دھلی (ایس این بی)

دہلی میں بڑھتے ہوئے درجۂ حرارت کو دیکھتے ہوئے دہلی کے تمام اسکولوں میں بچوں کی کسی بھی طرح کی اسکول سے باہری سرگرمیوں پر پابندی لگادی گئی ہے۔ اس سلسلے میں ڈائریکٹوریٹ آف ایجوکیشن نے اسکولوں کے سربراہوں کو ہدایات جاری کردی ہیں۔

ڈائریکٹوریٹ آف ایجوکیشن نے اسکولوں کو جاری کردہ اپنی ہدایات میں کہا ہے کہ طلبا کو دوپہر کی شفٹ کے دوران اسکولوں میں جمع ہونے کی اجازت نہ دی جائے۔ کھلے حصہ میں کلاسز نہیں ہوں گی۔ موسم کی صورت حال بہتر ہونے تک تمام باہری سرگرمیاں محدود ہیں۔

ہدایت میں یہ بھی کہا گیا ہے کہ طلبا کے لیے پینے کے صاف پانی کی مناسب فراہمی ہر وقت یقینی ہونی چاہیے۔ آر او سسٹم اور واٹر کولر کو مناسب ترتیب سے برقرار رکھا جانا چاہیے۔ اسکولوں کو اس بات کو یقینی بنانا چاہیے کہ تمام کلاس روم ہوادار اور فعال پنکھے سے لیس ہوں۔ طے شدہ پانی کے وقفوں کو کلاس روم کے معمولات میں ضم کیا جانا چاہیے۔ تمام راہداریوں میں فائر فائٹنگ آگ بجھانے والے آلات نصب کیے جائیں۔ ہدایات میں یہ بھی کہا گیا ہے کہ طالب علموں کو اپنے سر ڈھانپنے کی اہمیت سے آگاہ کریں (چھتری، ٹوپی، تولیے یا دیگر کا استعمال کرتے ہوئے)، جب براہ راست سورج کی روشنی میں، خاص طور پر دن کے وقت اسکول جانے اور جانے کے دوران۔ گرمی سے متعلق بیماری کے کسی بھی معاملے کو فوری طور پر حل کیا جانا چاہیے۔ ابتدائی طبی امداد کٹس میں علامات ظاہر کرنے والے طلبا کے لیے اورل ری ہائیڈریشن سلوشن (او آر ایس) شامل ہونا چاہیے۔ جاری ہدایات میں مزید کہا گیا ہے کہ گرمی سے متعلقہ بیماری کے تمام معاملوں کی اطلاع قریبی صحت کی سہولت یا اسپتال کو دی جائے۔ دیگر تمام موجودہ حفاظتی اقدامات اور حفظان صحت کے حالات کو مستقل طور پر برقرار رکھا جانا چاہیے۔ ڈائریکٹوریٹ نے تمام ڈپٹی ڈائریکٹرز آف ایجوکیشن (ڈی ڈی ای) کو ہدایت کی ہے کہ وہ ان ہدایات پر سختی سے عمل درآمد کو یقینی بنائیں۔

The Hindu, 26 April, 2025, Page no – 08

Teaching children to eat well must begin in school



Pawan Agarwal

is Founder-CEO, Food Future Foundation and former CEO, Food Safety and Standards Authority of India (FSSAI)

Last month, world leaders gathered in Paris for the Nutrition for Growth (N4G) Summit. It was also a time for the United Nations General Assembly (UNGA) to announce the extension of the United Nations Decade of Action on Nutrition, from its original timeframe of 2016-25, to 2030. This extension seeks to sustain the global momentum to end all forms of malnutrition and align efforts more closely with the 2030 Agenda for Sustainable Development.

This could be a turning point in nutrition not only to accelerate progress but also to shift the focus beyond food access – to understanding what people eat, how they eat, and why they eat, especially when it comes to children. Nutrition is not just a health concern. It is intricately connected to education, equity and environmental sustainability.

So far, global nutrition efforts have rightly focused on the first 1,000 days of life – from conception to two years of age – as a critical window to prevent malnutrition. But we now know that the next 4,000 days matter just as much. This includes the period of adolescent growth spurt – a time of rapid physical, emotional, and behavioural changes and offering a second window of opportunity to overcome early childhood deficits.

Good nutrition during this phase can help children catch up on growth and set the foundation for long-term health. But to do that, we must shift our focus from just feeding children to teaching them how to eat well.

A side event at the Paris summit – "Learn to Eat Well: Bio-diverse Diets and Youth as Agents of Change" – made this point loud and clear. It signals a global shift in thinking: that food and nutrition education must begin in schools, go beyond counting calories, and help children make choices that are good for themselves and the planet.

A changing world

Today, children are growing up in a world where food is everywhere – ordered with a tap, delivered to the door, and heavily marketed. Choosing what to eat has become increasingly complex.

Most children lack the knowledge and the skills to make healthy choices. Their diets are often shaped by habits, peer influence, or advertising rather than nutrition or tradition. As a result, many children skip breakfast, eat too few fruits and vegetables, and consume too much sugar and processed food.

Food literacy is no longer a luxury; the focus must shift from just feeding children to teaching them how to eat well

Importance of dietary diversity

A key casualty is dietary diversity – eating a variety of foods to get all the nutrients the body needs. The UN recently adopted Minimum Dietary Diversity as a global indicator under Sustainable Development Goal 2 (End Hunger). It simply asks: did a child eat at least five of 10 food groups in the last 24 hours?

Sadly, in many places – including both cities and villages in India – most children do not. Their diets lack variety, which harms their health and reflects deeper problems in our food systems and education.

Poor diets are linked to malnutrition, childhood obesity, chronic diseases such as diabetes, and mental health issues. Research shows that almost 70% preventable adult diseases begin with habits formed in childhood – especially eating habits. This highlights the urgent need to start early, and schools are the best place to build healthy habits.

Yet, food and nutrition education is missing in most classrooms or is out-dated and not linked to real life. The absence of a proper curriculum and age-appropriate learning resources make it even harder to teach children how to eat well. Teachers often lack the training and the tools to teach it well. Without structured guidance, schools struggle to deliver meaningful food and nutrition education.

This is why we need a structured and age-appropriate curriculum that goes beyond food groups and includes lifestyle habits and environmental awareness. It should start early – at the preschool level – and grow with the child until at least the middle stage, helping them connect the dots between food, health, identity, and sustainability.

Such a curriculum could cover everything from how the human body works and the importance of diverse foods in our diets, to how food systems affect the environment. A central part of this must be promoting bio-diverse diets – ones that include a variety of local, seasonal, and culturally familiar foods. These diets provide better nutrition, support local farmers, reduce environmental impact, and preserve traditional food knowledge.

It must be a part of school life

Teaching children to eat well should not be limited to one-off awareness sessions or occasional activities. It needs to be woven into school life. This means having weekly lessons with age-appropriate, well-designed learning materials, supported by healthier school canteens, kitchen gardens, simple cooking sessions, and student-led campaigns. These real-life experiences help children build lasting knowledge, habits, and values around food, health, and well-being.

Around the world, schools are already showing what is possible – students growing vegetables, cooking simple meals, reading food labels, and learning how their food choices affect their health and the planet.

In India, the National Education Policy and the School Health and Wellness Programme have created room for such integrated learning. But we need a clearer structure, comprehensive curriculum, at least one dedicated weekly session all through the academic year, appropriate learning resources, and properly trained teachers.

Children must be seen not only as learners but also as key influencers. With the right knowledge and tools, they can influence their families, friends, and even their communities – whether by asking for better school meals, reducing food waste, or spreading awareness about healthy eating. In the end, learning to eat well is not just about food. It is about helping children to care for their health, understand their culture, respect the planet, and grow into thoughtful, responsible citizens. In a world facing the dual burdens of under-nutrition and overconsumption, climate change and cultural loss, food literacy is no longer a luxury – it is essential.

If we want to raise a generation that is healthier, more compassionate, and better prepared for the future, we must start by making learning to eat well a part of every child's education – starting today.

Hindustan Times, 26 April, 2025, Page no – 06

{ 52ND NATIONAL PROGRESSIVE SCHOOLS CONFERENCE }

Educators urged to embrace peace curriculum in schools

Varun Bhandari
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NEW DELHI: Speakers at the 52nd annual conference of the National Progressive Schools' Conference (NPSC) on Friday underscored the need for peace, stability, and conflict-resolution, focusing on school environments and the role of effective communication.

Titled "Conflict Management and Peace Education in Schools," the two-day event opened with panel discussions and masterclasses on understanding school conflicts and navigating them through dialogue.

HT Media Ltd Chairperson and Editorial Director Shobhana Bhartia, the chief guest, unveiled a 260-page book, "Conflict Resolution and Peace Building in Schools", featuring essays and artwork on peace education.

Highlighting the role of educators, she said their contribution to peace, social justice, and global citizenship has never been more urgent. "Educators will have to act as anchors of stability expanding their role beyond the transmission of facts and figures to become architects of critical thinking and adaptability in the next generation," she said.

Drawing on her work with former United Nations secretary general Kofi Annan's UN Alliance of Civilisations, Bhartia noted how history education tended to overemphasise Western narratives. "Even then, we flagged how global south perspectives were being sidelined," she said, calling for reforms such as conflict-resolution labs, digital safety modules, and an interconnected curriculum.

On religious education, she said, "We recommended that texts be non-accusatory and involve interfaith efforts to rethink how religion is taught to the young."

She also warned against the dangers of echo chambers and ideological rigidity: "We have all become too quick to take a position and then defend it no matter what."

NPSC chairperson Asha Prabhakar said schools must not only teach academics but also instil values and life skills. "Rising conflict in schools signals a gap in how we nurture understanding and empathy," she said.

Edward Vickers, professor at Kyushu University and Unesco chair, cited the pandemic to highlight the risks of unchecked tech reliance. A UNESCO report, An Ed Tech Tragedy, found increased digital use worsened inequality.

Established in 1973, the NPSC is a 51-year-old association that brings together senior secondary schools from across the country.

Today, it includes 250 leading private schools under its umbrella, all affiliated with the Central Board of Secondary Education (CBSE).

The Indian EXPRESS
JOURNALISM OF COURAGE

Why Class 5, Class 8 schoolchildren study without requisite textbooks?

The NCERT has introduced revised textbooks for Classes 4, 5, 7 and 8, for the current academic year based on the National Curriculum Framework for School Education (NCF-SE) 2023.

By: Express News Service
New Delhi | April 26, 2025 16:13 IST

NewsGuard

3 min read



This marks the second consecutive year that the rollout of new textbooks based on the updated National Curriculum Framework of School Education (NCF-SE) 2023 is getting delayed. (File Photo)

A month after the new academic session began, lakhs of students in Classes 5 and 8 are still awaiting their textbooks, as the National Council of Educational Research and Training (NCERT) is yet to complete printing.

The NCERT has introduced revised textbooks for Classes 4, 5, 7, and 8, for the current academic year based on the National Curriculum Framework for School Education (NCF-SE) 2023. Though the new textbooks for Classes 4 and 7 for this academic year were also delayed, the Council has made them available for free download through its portal and for purchase on Amazon.

For Class 5, textbooks for Hindi, English, Urdu, Mathematics, Arts, The World Around Us, and Physical Education & Well-being are expected by June 15. Similarly, Class 8 textbooks across all major subjects are scheduled for release by June 20.

This marks the second consecutive year that the rollout of new textbooks based on the updated National Curriculum Framework of School Education (NCF-SE) 2023 is getting delayed.

New Class 7 textbooks, developed in line with the National Education Policy (NEP) 2020 and National Curriculum Framework for School Education (NCF-SE) 2023, are now accessible online.

These include titles like Poorvi (English), Ganita Prakash (Mathematics), Malhar (Hindi), Deepakam (Sanskrit), Curiosity (Science), Kaushal Bodh (Vocational Education), Exploring Society India and Beyond (Social Science), Khel Yatra (Physical Education and Well-being), and Khayal (Urdu).

According to the timeline issued by the Central Board of Secondary Education (CBSE), textbooks for Classes 4 and 7 were to be available between April 10 and 20. However, for Classes 5 and 8, students will have to wait until June.

In the interim, students in Classes 5 and 8 have begun their sessions with a 'bridge programme' — a series of subject-wise activities developed by NCERT to ease the transition to the new curriculum. The programme, which spans 30 days for Class 5 and 45 days for Class 8, uses material provided online.

New textbooks aligning with NCF-SE 2023 are being developed across all classes. NCERT had introduced textbooks for Classes 1 and 2 in 2023, and for Classes 3 and 6 in 2024.

Schools, in the meantime, are making use of PowerPoint presentations, worksheets, digital study materials, and bridge programmes to tackle the delay in textbooks for Classes 4, 5, 7, and 8.

A private school principal said, "Once the books are made available in the market, it will be a relief to the students. Thankfully, we had anticipated the delay, like last year, so teachers have been able to adjust accordingly."

A parent of a Class 7 student in Delhi shared that teachers had been asking students to take printouts of the online material, which has become a hassle for many families.

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This article went live on April twenty-sixth, twenty twenty-five, at thirteen minutes past four in the evening.

TAGS: NCERT

राष्ट्रीय सहारा, 27 अप्रैल 2025, पृष्ठ संख्या -1

अब एक साथ कर सकेंगे दो यूजी व दो पीजी कोर्स

■ राकेश नाथ

नई दिल्ली। एसएनबी



■ विवि के यूजी-पीजी में साल में दो बार दाखिले किए जा सकेंगे

■ पहला जुलाई-अगस्त में दूसरे दाखिले जनवरी फरवरी में होंगे

■ यूजीसी ने जारी किया नोटिफिकेशन

देशभर के विश्वविद्यालयों के अंडरग्रेजुएट और पोस्ट ग्रेजुएट कोर्सेज में अब साल में दो बार दाखिले किए जा सकेंगे। इसी के साथ छात्र अब एक साल दो अंडरग्रेजुएट कोर्स या फिर दो पोस्ट ग्रेजुएट कोर्स एक साथ कर सकेंगे। विश्वविद्यालयों में यह दाखिले साल में पहली बार जुलाई-अगस्त और दूसरी बार जनवरी और फरवरी में हो सकेंगे। साथ ही विश्वविद्यालय के कोर्सेज में मल्टीपल एंट्री और एक्जिट की सुविधा में लागू होगी। विश्वविद्यालयों में अंडरग्रेजुएट और पोस्ट ग्रेजुएट दाखिले को लेकर रेगुलेशन 2025 का नोटिफिकेशन जारी कर दिया। यूजीसी ने विश्वविद्यालयों को इस रेगुलेशन को लागू करने को कहा है।

यूजीसी ने राष्ट्रीय शिक्षा नीति की सिफारिशों को ध्यान में रखते हुए इन रेगुलेशंस को तैयार किया है। बता दें कि दिल्ली विश्वविद्यालय समेत देशभर के विश्वविद्यालयों के रेगुलर कोर्सेज में साल में एक बार ही दाखिले होते हैं। अब यूजीसी द्वारा दाखिले के नए रेगुलेशन लागू होने के बाद डीयू समेत देशभर के विश्वविद्यालयों में साल में दो बार दाखिले हो सकेंगे। इन नियमों में विश्वविद्यालयों को अपनी उच्च इकाइयां मसलन कार्यकारी और विद्वत परिषदों में पारित करना होगा। विश्वविद्यालयों में जब दो बार दाखिले होंगे तो इसको लेकर विश्वविद्यालयों को छात्रों के दाखिले की सीटों को भी निश्चित करना होगा। इन रेगुलेशन के अनुसार छात्र वोकेशनल एजुकेशन से जनरल एजुकेशन में जा सकता है और जनरल से वोकेशनल एजुकेशन में शिफ्ट कर सकता है। अंडरग्रेजुएट कोर्स करने पर छात्र को यूजी सर्टिफिकेट मिलेगा। दो साल का कोर्स करने पर डिप्लोमा मिलेगा। साथ ही तीसरे साल का कोर्स पूरा करने पर तीन साल की डिग्री और चार साल का कोर्स करने पर चार साल की डिग्री मिलेगी।

27 April 2025, The Tribune, Page No- 7

Dhankhar supports Guv Ravi, hails NEP

TRIBUNE NEWS SERVICE

NEW DELHI, APRIL 25

Days after criticising the Supreme Court for setting deadlines for the President to decide on bills referred by Governors, Vice President Jagdeep Dhankhar on Friday defended Tamil Nadu Governor RN Ravi, asserting that he is acting in accordance with his constitutional duties.

Speaking at the inaugural session of the Conference of Vice-Chancellors of State, Central, and Private Universities of Tamil Nadu in Udhagamandalam, Dhankhar emphasised the Governor's constitutional role. He said, "The Governor is doing this conference because it is his constitutional ordainment. He has taken oath under the Indian Constitution under Article 159. The oath he has taken as Governor is to preserve, protect, and defend the Constitution and the law. By his oath, he is further enjoined to devote to the service and well-being of people of Tamil Nadu."

The Vice President also said that by organising events like conference of Vice-Chancellors Ravi is vindicating his oath.

Speaking on National Education Policy (NEP), he said that the policy aligns with our civilisation ethos.

"The most significant aspect of the NEP is that it allows students to learn in their mother tongue. Even medicine and engineering in local languages, which could not be entertained at one point of time, even in dreams, it is getting shape on the ground," Dhankar said. He also praised India's diverse legacy of multiple languages.

The Hindu, 27 April, 2025, Page no – 09

NCERT compresses three subjects into one book for Class 7

Maitri Porecha
NEW DELHI

The new social science textbook for Class 7 published by the National Council of Educational Research and Training (NCERT) has shrunk what were earlier three separate books for history, geography, and social and political life. Students in Classes 4 and 7 are getting new textbooks for the academic year 2025-26.

Class 7 students will get a single social science text, titled *Exploring Society - India and Beyond (Part 1)*. The new book replaces three earlier books: *Our Pasts - II* for History, *Social and Political Life* (a new subject, earlier introduced in middle school, which replaces civics), and *Our Environment* for Geography.

A senior official involved with formulation of new textbooks told *The Hindu* the NCERT was likely to release the second part of the book, titled *Exploring Society - India and Beyond (Part 2)*, for Class 7 in upcoming months. "Part 1 only covers six months' worth of social science study for Class 7, and Part 2 is being envisioned for the next six months."

The new book is structured around 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".

Part 1 timeline

While the previous Class 7 history textbook started its account at the 7th century AD, Part 1 of the new textbook covers the earlier period from 1900 BCE to 300 BCE and culminates with the period between the 6th and 9th century AD. The text also features many Sanskrit terms along with diacritics, the marks used over letters to encourage the correct pronunciation of Sanskrit words.



The new book is titled *Exploring Society - India and Beyond (Part 1)*; second part is likely to be released soon: FILE PHOTO

While the old textbook mentions Persian chronicler Minhaj-I-Siraaj, Mughal Emperor Babur, and the 14th century poet who used the terms "Hindustan" and "Hind", the new textbook mentions the origins of Bharat, and India.

Some of these changes follow from the revisions made to Class 6 textbooks last year. The old Class 6 history textbook had covered the kingdoms of ancient India in detail, but this content was left out of the new Class 6 textbook and has now been included in the Class 7 text instead. The new Class 7 textbook's history content deals in detail with ancient India and ends with the fall of the Gupta Empire between the 5th and 6th century AD. The old Class 7 textbook only had one chapter dedicated to select Indian dynasties, between the 7th and 12th century AD and did not have as much in-depth content on the Mauryan, Gupta and other regional Indian empires as the new text does.

No sultans, Mughals

The older Class 7 textbook also covered the rise of the Delhi Sultanate between the 12th and 15th centuries, as the Rajput dynasty gave way to the onslaught of early Turkish rulers, the Khiljis, Tughlaqs, Sayyids, and Lodis, and later in the 16th century, to the Mughals.

Because Part 1 of the new textbook ends at the Gupta Empire, students will not be introduced to the rise of the Delhi Sultanate and the Mughals at least in the first half of Class 7. It remains to be seen whether these chapters of the consequent historical timeline will be included in Part 2 of the new Class 7 textbook.

Ancient kingdoms

The new consolidated book's second theme on the "Tapestry of the past" has four chapters dedicated to history. The fourth chapter, "New beginnings: cities and states", begins with a quote from Kautilya's *Arthashastra* and a picture of the Rajgir ruins from the Magadha empire. It introduces the concept of the Janapadas and Mahajanapadas, including Gandhara, Kuru, Matsya, Avanti, Chedi, Kosala, Magadha and so on, dating back to the end of the 2nd millennium BCE. There is also a mention of the Varna-Jati system that emerged from Vedic texts.

The fifth chapter, "The rise of empires", mentions Pataliputra, the rise of Magadha, the Mauryas, the Greek Invasion, and the reign of Ashoka.

Mughals, Delhi Sultanate completely dropped from new NCERT textbooks

NCERT officials said these are only the first part of the book and the second part is expected in the coming months.

Press Trust of India | Posted by Veena Nair | Published: 27th April 2025 6:26 pm IST



NCERT

New Delhi: All references to Mughals and Delhi Sultanate have been dropped from class 7 NCERT textbooks, while chapter on Indian dynasties, 'sacred geography,' references to Maha Kumbh, and government initiatives like Make in India and Beti Bachao, Beti Padhao are among the new additions.

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The new textbooks released this week have been designed in line with the new National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023, which emphasise incorporating Indian traditions, philosophies, knowledge systems, and local context into school education.

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While NCERT had previously trimmed sections on the Mughals and Delhi Sultanate — including detailed account of dynasties like Tughlaqs, Khaljis, Mamluks, and Lodis and a two-page table on Mughal emperors' achievements as part of its syllabus rationalisation during the COVID-19 pandemic in 2022–23, the new textbook has now removed all references to them.

ALSO READ

NCERT drops references to Babri Masjid in Class 12 textbooks

The book now has all-new chapters with no mention of the Mughals and the Delhi Sultanate throughout.

The Social Science textbook “Exploring Society: Ir ond” has new chapters on ancient Indian dynasties like the Magadha, Maury , and Sātavāhanas with a focus on “Indian ethos.”

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Another new edition in the book is a chapter called “How the Land Becomes Sacred” that focuses on places considered sacred and pilgrimages across India and outside for religions like Islam, Christianity, Judaism, Zoroastrianism, Hinduism, Buddhism and Sikhism.

The chapter introduces concepts like “sacred geography” detailing networks of such places as 12 jyotirlingas, the char dham yatra, and the “Shakti pithas.” The chapter also details such places as river confluences, mountains, and forests, which are revered.

The text includes a quote from Jawaharlal Nehru, who described India as a land of pilgrimages — from the icy peaks of Badrinath and Amarnath to the southern tip at Kanyakumari.

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The textbook claims that while the varna-jati system initially provided societal stability, it later became rigid, particularly under British rule, leading to inequalities.

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References to government initiatives like Make in India, Beti Bachao Beti Padhao and the Atal Tunnel have been included in the new textbook.

The book also has a chapter on the Constitution of India, which mentions that there was a time when people were not allowed to fly the national flag at their homes.

“This changed in 2004 when a citizen felt it was his right to express pride in his country and challenged the rule in court. The Supreme Court agreed, saying that flying the flag is part of the Fundamental Right to Freedom of Expression. We can now fly the tricolour with pride, keeping in mind that it should never be dishonoured,” the chapter read.

In English textbook “Poorvi,” out of 15 stories, poems, and narrative pieces, nine are by Indian writers or feature content and characters that are Indian, including works by Rabindranath Tagore, APJ Abdul Kalam, and Ruskin Bond.

The earlier textbook called “Honeycomb” had 17 stories, poems, and other writings, including four by Indian writers.

p of NCERT textbooks has been met with criticism from opposition parties, which equate the revamp with “saffronisation.”

NCERT Director Dinesh Prasad Saklani had in an interview to PTI last year claimed, “teaching about riots can make young children negative citizens.”

Tags Mughals NCERT textbooks

THE ECONOMIC TIMES | News
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New NCERT textbooks: Mughals, Delhi Sultanate dropped; 'sacred geography', Maha Kumbh added

PTI Last Updated: Apr 27, 2025, 06:39:00 PM IST

Synopsis
Class 7 NCERT textbooks have undergone significant revisions, omitting references to the Mughals and Delhi Sultanate while introducing chapters on ancient Indian dynasties and 'sacred geography.' The updated curriculum, aligned with the NEP and NCFSE 2023, incorporates Indian traditions and knowledge systems.



All references to **Mughals** and **Delhi Sultanate** have been dropped from class 7 **NCERT textbooks**, while chapter on **Indian dynasties**, '**sacred geography**,' references to **Maha Kumbh**, and government initiatives like Make in India and Beti Bachao, Beti padhao are among the new additions. The new textbooks released this week have been designed in line with the new **National Education Policy** (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023, which emphasise incorporating Indian traditions, philosophies, knowledge systems, and local context into school education.

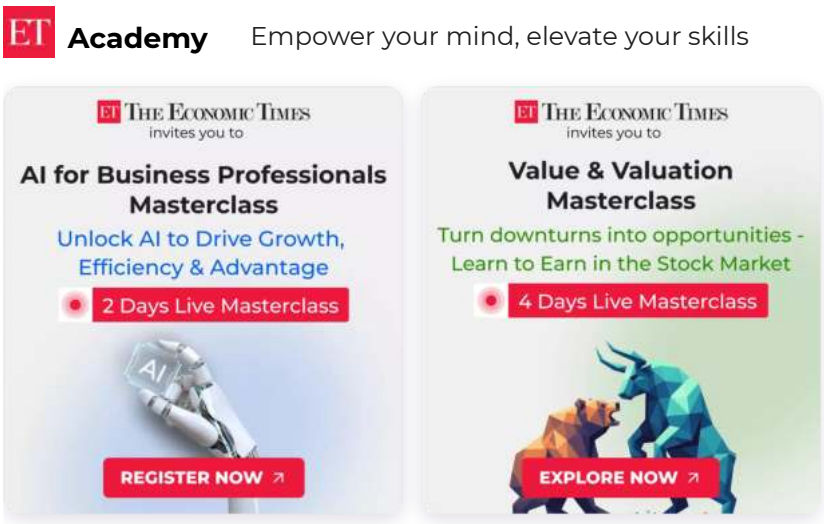
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New NCERT textbooks: Mughals, Delhi Sultanate dropped; Maha Kumbh added

The new textbooks released this week have been designed in line with the new National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023

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References to government initiatives like Make in India, Beti Bachao Beti Padhao and the Atal Tunnel, have been included in the new textbook. (Photo: Shutterstock)

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Prime Minister Narendra Modi (Photo/ANI)

"Dr Kasturirangan played major role in formulating new National Education Policy": PM Modi

ANI | Updated: Apr 27, 2025 22:39 IST

ANI News — Join our Whatsapp(https://whatsapp.com/channel/0029Va7q7004dTnMVl9H9r0o) channel

New Delhi [India], April 27 (ANI): Remembering the contributions of the former ISRO chairman, Prime Minister Narendra Modi on Sunday said Dr Krishnaswamy Kasturirangan (/topic/kasturirangan) played a major role in formulating the new National Education Policy of the country.

"There was one more special facet to his personality, which the younger generation can learn from. He always accorded importance to innovation. The vision of learning, knowing and doing something new is very inspiring. Dr. K. Kasturirangan (/topic/kasturirangan) also played a major role in formulating the new National Education Policy of the country. Dr. Kasturirangan (/topic/kasturirangan) came up with the idea of forward looking education according to the modern needs of the 21st century. His selfless service to the country and contribution to nation-building will always be remembered," PM Modi (/topic/pm-modi) said in the 121st Episode of 'Mann ki Baat'.

Former ISRO chairman Krishnaswamy Kasturirangan (/topic/kasturirangan) passed away in Bengaluru at the age of 84 on April 25.

In a post on X consoling his demise, PM Modi (/topic/pm-modi) highlighted Dr Kasturirangan (/topic/kasturirangan)'s instrumental role in advancing India's space programme.

PM said on X, "He served ISRO with great diligence, steering India's space programme to new heights, for which we also received global recognition. His leadership also witnessed ambitious satellite launches and focused on innovation."

"During his nearly decade-long tenure at ISRO, Dr. Kasturirangan (/topic/kasturirangan) was instrumental in the development of the Polar Satellite Launch Vehicle (PSLV), which went on to become the country's most reliable satellite launch system.

From 2003 to 2009, he served as a member of the Rajya Sabha while also holding the position of Director at the National Institute of Advanced Studies, Bengaluru.A recipient of Padma Shri, Padma Bhushan, and Padma Vibhushan, Dr K Kasturirangan (/topic/kasturirangan) served as the chairman of ISRO for nine years from 1994 to 2003. He had also served as a member of the Rajya Sabha (2003-09) and a member of the Planning Commission of India. He played a key role in shaping India's education policy as the chairman of the committee that drafted the National Education Policy 2020. (ANI)

TAGS

PM Modi (/topic/pm-modi/)

Kasturirangan (/topic/kasturirangan/)

nep (/topic/nep/)

national education policy (/topic/national-education-policy/)

राष्ट्रीय सहारा, 28 अप्रैल 2025, पृष्ठ संख्या 1

NCERT की नई किताबों से मुगल सल्तनत हटा, महाकुंभ जुड़ा

■ नई दिल्ली (भाषा)।

कक्षा सात की एनसीईआरटी की पाठ्यपुस्तकों से मुगलों और दिल्ली सल्तनत के सभी संदर्भ हटा दिए गए है जबकि भारतीय राजवंशों, महाकुंभ के संदर्भ और 'मेक इन इंडिया' और 'बेटी बचाओ, बेटी पढ़ाओ' जैसी सरकारी पहलों को नए अध्यायों में शामिल किया गया है।

इस सप्ताह जारी की गई नई पाठ्यपुस्तकें नई राष्ट्रीय शिक्षा नीति (एनईपी) और स्कूल शिक्षा के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा (एनसीएफएसई) 2023 के अनुरूप तैयार की गई है, जो स्कूली शिक्षा में भारतीय परंपराओं, दर्शन, ज्ञान प्रणालियों और स्थानीय संदर्भ को शामिल करने पर जोर देती है। संपर्क करने पर एनसीईआरटी के अधिकारियों ने कहा कि ये किताबों का सिर्फ पहला भाग है और दूसरा भाग आगामी महीनों में आने की उम्मीद है। हालांकि, उन्होंने इस बात पर कोई टिप्पणी नही की कि हटाए गए हिस्से किताब के दूसरे भाग में बरकरार रखे जाएंगे या नही।



■ कक्षा सात की पाठ्य पुस्तकों में किया गया बदलाव

■ राष्ट्रीय शिक्षा नीति के तहत 2023 के नए पाठ्क्रम तैयार

एनसीईआरटी ने पहले मुगलों और दिल्ली सल्तनत से जुड़े पाठों को छोटा कर दिया था, जिसमे तुगलक, खिलजी, मामलुक और लोदी जैसे राजवंशों का विस्तृत विवरण और मुगल सम्राटों की उपलब्धियों पर दो-पृष्ठ की तालिका शामिल थी। ये कवायद 2022-23 में कोविड-19 महामारी के मद्देनजर पाठ्यक्रम को युक्तिसंगत बनाने के हिस्से के रूप में की गई थी, हालांकि, नई पाठ्यपुस्तक में अब उनके सभी संदर्भों को हटा दिया है। सामाजिक विज्ञान की पाठ्यपुस्तक 'समाज का अध्ययन : भारत और उसके आगे" में प्राचीन भारतीय राजवंशों जैसे मगध, मौर्य, शुंग और सातवाहन पर नए अध्याय है, जिनका ध्यान "भारतीय लोकाचार" पर है।

पुस्तक में एक और नया संस्करण "भूमि कैसे पवित्र बनती है" नामक अध्याय है, जो इस्लाम, ईसाई, यहूदी, पारसी, हिंदू, बौद्ध और सिख जैसे धर्मों के लिए भारत और बाहर पवित्र माने जाने वाले स्थानों और तीर्थस्थलों पर केंद्रित है। अध्याय में 'पवित्र भूगोल' जैसी अवधारणाओं का परिचय दिया गया है, जिसमें 12 ज्योतिर्लिंग, चार धाम यात्रा और शक्ति पीठ जैसे स्थानों का विवरण दिया गया है। पाठ में जवाहरलाल नेहरू का एक उद्धरण शामिल है, जिन्होंने भारत को तीर्थस्थलों की भूमि के रूप में वर्णित किया है। पाठ्यपुस्तक में दावा किया गया है।

हिन्दुस्तान, पृष्ठ संख्या 1, 12

एनसीईआरटी की नई किताबों से मुगल हटे, महाकुम्भ जुड़ा

नई दिल्ली, एजेंसी। एनसीईआरटी ने सातवीं कक्षा की पाठ्यपुस्तक में बड़ा बदलाव किया है। अब छात्रों को मुगल और दिल्ली सल्तनत का इतिहास नहीं पढ़ाया जाएगा। इसकी जगह महाकुम्भ, मेक इन इंडिया सहित कई अन्य नए अध्याय शामिल किए गए हैं।

इस सप्ताह जारी नई पाठ्यपुस्तकें नई राष्ट्रीय शिक्षा नीति (एनईपी) और स्कूल शिक्षा के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा 2023 के अनुरूप तैयार की गई हैं। सामाजिक विज्ञान की नई किताब 'समाज का अध्ययन : भारत और उसके आगे' में प्राचीन भारतीय राजवंशों जैसे मगध, मौर्य, शुंग और सात वाहन पर नए अध्याय होंगे, जिनका ध्यान भारतीय लोकाचार पर है। इसके अलावा भूगोल, मेक इन इंडिया और बेटी बचाओ, बेटी पढ़ाओ जैसी सरकारी पहल पर केंद्रित नए अध्याय शामिल किए गए हैं।

■ सातवीं कक्षा की किताब में कई बदलाव किए गए

■ मेक इन इंडिया, राजवंशों पर केंद्रित अध्याय जोड़े

अधिकारियों ने बताया कि यह पाठ्यपुस्तक का पहला भाग है, दूसरा भाग आगामी महीनों में आने की उम्मीद है। हालांकि, उन्होंने इस बात पर कोई टिप्पणी नहीं की कि हटाए गए हिस्से किताब के दूसरे भाग में बरकरार रखे जाएंगे या नहीं। एनसीईआरटी ने पहले मुगलों और दिल्ली सल्तनत से जुड़े पाठों को छोटा कर दिया था।

संबंधित खबर P12

नेहरू का एनसीईआरटी की नई किताब में भी जिक्र

नई दिल्ली, एजेंसी। एनसीईआरटी की नई किताब में जवाहरलाल नेहरू का का भी जिक्र है। पाठ में एक उद्धरण शामिल है, जिसमें नेहरू ने भारत को तीर्थस्थलों की भूमि के रूप में वर्णित किया है।

एनसीईआरटी की सातवीं कक्षा के पाठ्य पुस्तक में कई बदलाव किए गए हैं। 'भूमि कैसे पवित्र बनती है' नामक अध्याय है, जो इस्लाम, ईसाई, यहूदी, पारसी, हिंदू, बौद्ध और सिख जैसे धर्मों के लिए भारत और बाहर पवित्र माने जाने वाले स्थानों और तीर्थस्थलों पर केंद्रित है। अध्याय में 'पवित्र भूगोल' जैसी अवधारणाओं का परिचय दिया गया है, जिसमें 12 ज्योतिर्लिंग, चार धाम यात्रा और शक्ति पीठ जैसे स्थानों का विवरण दिया गया है।

वर्ण-जाति व्यवस्था से असमानताएं का दावा: पाठ्यपुस्तक में दावा किया गया है कि वर्ण-जाति व्यवस्था ने शुरू में सामाजिक स्थिरता प्रदान की, लेकिन बाद में यह कठोर हो गई। ब्रिटिश शासन के तहत जिससे कई असमानताएं पैदा हुईं।

महाकुम्भ की व्यापकता का भी उल्लेख

इस साल की शुरुआत में उत्तर प्रदेश के प्रयागराज में आयोजित महाकुम्भ मेले का भी पुस्तक में उल्लेख है। इसमें बताया गया है कि कैसे लगभग 66 करोड़ लोगों ने महाकुम्भ में भाग लिया। हालांकि, भगदड़ की घटना का कोई उल्लेख नहीं है जिसमें 30 तीर्थयात्री मारे गए और कई घायल हो गए। नई पाठ्यपुस्तक में 'मेक इन इंडिया', 'बेटी बचाओ, बेटी पढ़ाओ' और 'अटल सुरंग' जैसी सरकारी पहल का संदर्भ भी शामिल किया गया है। पुस्तक में भारत के संविधान पर भी एक अध्याय है, जिसमें उल्लेख किया गया है कि एक समय था जब लोगों को अपने घरों में राष्ट्रीय ध्वज फहराने की अनुमति नहीं थी।

दैनिक जागरण - पृष्ठ संख्या 1

एनसीईआरटी पाठ्यपुस्तकों से मुगल व दिल्ली सल्तनत का पाठ हटाया गया

नई दिल्ली, प्रेट्र: कक्षा सात की एनसीईआरटी की पाठ्यपुस्तकों से मुगलों और दिल्ली सल्तनत के सभी संदर्भ हटा दिए गए हैं, जबकि भारतीय राजवंशों, पवित्र भूगोल, प्रयागराज महाकुंभ, मेक इन इंडिया व बेटी बचाओ, बेटी पढ़ाओ जैसी सरकारी पहलों को शामिल किया गया है। इस सप्ताह जारी नई पाठ्यपुस्तकें राष्ट्रीय शिक्षा नीति और स्कूली शिक्षा के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा के अनुरूप तैयार की गई हैं। नई शिक्षा नीति और पाठ्यचर्या रूपरेखा में स्कूली शिक्षा में भारतीय परंपराओं, दर्शन, ज्ञान प्रणालियों और स्थानीय संदर्भ को शामिल करने पर जोर दिया गया है।

एनसीईआरटी के अधिकारियों ने कहा कि यह किताब का सिर्फ पहला भाग है। दूसरा भाग आगामी महीनों में आने की उम्मीद है। हालांकि, उन्होंने इसपर कोई टिप्पणी नहीं की कि हटाए गए हिस्से को किताब के दूसरे भाग में रखा जाएगा या नहीं।

- कक्षा सात की नई किताबों में ज्योतिर्लिंग, शक्तिपीठ, महाकुंभ का संदर्भ जोड़ा गया
- मगध, मौर्य, शुंग और सातवाहन जैसे प्राचीन राजवंशों पर नए अध्याय जोड़े गए

वर्ष 2022-23 में कोरोना महामारी के दौरान पाठ्यक्रम को युक्तिसंगत बनाने के लिए एनसीईआरटी ने मुगलों और दिल्ली सल्तनत पर पाठ को छोटा कर दिया था। अब नई पाठ्यपुस्तक में उनके सभी संदर्भों को हटा दिया गया है। सामाजिक विज्ञान की पाठ्यपुस्तक 'एक्सप्लोरिंग सोसाइटी : इंडिया एंड बियांड' में प्राचीन भारतीय राजवंशों जैसे मगध, मौर्य, शुंग और सातवाहन पर नए अध्याय जोड़े गए हैं, जिनमें 'भारतीय लोकाचार' पर ध्यान केंद्रित किया गया है।

पुस्तक में 'भूमि कैसे पवित्र बनती है' नामक अध्याय है, जो इस्लाम, ईसाई, यहूदी, पारसी, हिंदू, बौद्ध और सिख जैसे धर्मों के लिए भारत व देश से बाहर पवित्र माने जाने वाले स्थानों व तीर्थस्थलों पर केंद्रित है। अध्याय 'पवित्र भूगोल' में 12 ज्योतिर्लिंग, चार धाम यात्रा व शक्तिपीठ जैसे स्थानों का विवरण है। अध्याय में नदी संगम, पहाड़ व जंगल जैसे स्थानों का भी विवरण है, जो पूजनीय हैं। इस पाठ में जवाहरलाल नेहरू का एक उद्धरण शामिल है, जिसमें उन्होंने बद्रीनाथ, अमरनाथ की बर्फीली चोटियों से कन्याकुमारी के दक्षिणी छोर तक भारत को तीर्थों की भूमि बताया है।

इस वर्ष प्रयागराज में आयोजित महाकुंभ मेले का भी किताब में जिक्र है और बताया गया है कि कैसे करीब 66 करोड़ लोगों ने इसमें हिस्सा लिया था। किताब में भारत के संविधान पर भी एक अध्याय है, जिसमें बताया गया है कि एक समय लोगों को अपने घरों पर राष्ट्रीय ध्वज फहराने की अनुमति नहीं थी।

जनसत्ता, 28 अप्रैल 2025, पृष्ठ संख्या 1,-8

एनसीईआरटी ने सातवीं के पाठ्यक्रम में किया बदलाव

पाठ्यपुस्तकों से मुगल सल्तनत बाहर, महाकुंभ को जोड़ा गया

जनसत्ता संवाददाता
नई दिल्ली, 27 अप्रैल।

कक्षा सात की एनसीईआरटी की पाठ्यपुस्तकों से मुगलों और दिल्ली सल्तनत के सभी संदर्भ हटा दिए गए हैं जबकि भारतीय राजवंशों, महाकुंभ के संदर्भ और 'मेक इन इंडिया' और 'बेटी बचाओ, बेटी पढ़ाओ' जैसी सरकारी पहलों को नए अध्यायों में शामिल किया गया है।

इस सप्ताह जारी की गई नई पाठ्यपुस्तकें नई राष्ट्रीय शिक्षा नीति (एनईपी) और स्कूल शिक्षा के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा (एनसीएफएसई) 2023 के अनुरूप तैयार की गई हैं, जो स्कूली शिक्षा में भारतीय परंपराओं, दर्शन, ज्ञान प्रणालियों और स्थानीय संदर्भ को शामिल करने पर जोर देती हैं।



एनसीईआरटी के अधिकारियों ने कहा कि ये किताबों का सिर्फ पहला भाग है और दूसरा भाग आगामी महीनों में आने की उम्मीद है। हालांकि, उन्होंने इस बात पर कोई टिप्पणी नहीं की कि हटाए गए हिस्से किताब के दूसरे भाग में बरकरार रखे जाएंगे या नहीं। एनसीईआरटी ने पहले मुगलों और दिल्ली सल्तनत से जुड़े पाठों को छोटा कर दिया था, जिसमें तुगलक, खिलजी, मामलुक और लोदी जैसे राजवंशों का विस्तृत विवरण और मुगल सम्राटों की उपलब्धियों पर दो-पृष्ठ की तालिका शामिल थी।

यह कवायद 2022-23 में कोविड-19 महामारी के मद्देनजर पाठ्यक्रम को युक्तिसंगत बनाने के हिस्से के रूप में की गई थी, हालांकि, नई पाठ्यपुस्तक में अब उनके सभी संदर्भों को हटा दिया है। सामाजिक विज्ञान की पाठ्यपुस्तक 'समाज का अध्ययन : भारत और उसके आगे' में प्राचीन भारतीय राजवंशों जैसे मगध, मौर्य, शुंग और सातवाहन पर नए अध्याय हैं, जिनका बाकी पेज ८ पर

पाठ्यपुस्तकों से मुगल सल्तनत बाहर, महाकुंभ को जोड़ा गया

ध्यान 'भारतीय लोकाचार' पर है। पुस्तक में एक और नया संस्करण 'भूमि कैसे पवित्र बनती है' नामक अध्याय है, जो इस्लाम, ईसाई, यहूदी, पारसी, हिंदू, बौद्ध और सिख जैसे धर्मों के लिए भारत और बाहर पवित्र माने जाने वाले स्थानों और तीर्थस्थलों पर केंद्रित है।

अध्याय में 'पवित्र भूगोल' जैसी अवधारणाओं का परिचय दिया गया है, जिसमें 12 ज्योतिर्लिंग, चार धाम यात्रा और शक्ति पीठ जैसे स्थानों का विवरण दिया गया है।

पाठ में जवाहरलाल नेहरू का एक उद्धरण शामिल है, जिन्होंने भारत को तीर्थस्थलों की भूमि के रूप में वर्णित किया है।पाठ्यपुस्तक में दावा किया गया है कि वर्ण-जाति व्यवस्था ने शुरू में सामाजिक स्थिरता प्रदान की, लेकिन बाद में यह कठोर हो गई, खासकर ब्रिटिश शासन के तहत, जिससे असमानताएं पैदा हुईं। इस साल की शुरुआत में प्रयागराज में आयोजित महाकुंभ मेले का भी पुस्तक में उल्लेख है और बताया गया है कि कैसे लगभग 66 करोड़ लोगों ने इसमें भाग लिया।

हालांकि, भगदड़ की घटना का कोई उल्लेख नहीं है जिसमें 30 तीर्थयात्री मारे गए और कई घायल हो गए। नई पाठ्यपुस्तक में 'मेक इन इंडिया', 'बेटी बचाओ, बेटी पढ़ाओ' और 'अटल सुरंग' जैसी सरकारी पहलों का संदर्भ शामिल किया गया है। पुस्तक में भारत के संविधान पर भी एक अध्याय है, जिसमें उल्लेख किया गया है कि एक समय था जब लोगों को अपने घरों में राष्ट्रीय ध्वज फहराने की अनुमति नहीं थी।

एनसीईआरटी : कक्षा सात की किताब से मुगल बाहर, महाकुंभ शामिल

बदलाव...भारतीय राजवंश के साथ ही मेक इन इंडिया सहित बेटी बचाओ-बेटी पढ़ाओ जैसी पहलों को भी जोड़ा गया

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) ने कक्षा सात की इतिहास की पुस्तक से मुगल और दिल्ली सल्तनत के सभी संदर्भ हटा दिए हैं, जबकि भारतीय राजवंशों पर अध्याय, महाकुंभ के संदर्भ सहित मेक इन इंडिया, अटल सुरंग और बेटी बचाओ- बेटी पढ़ाओ जैसी सरकारी पहलों को शामिल किया है।

इस सप्ताह जारी नई पाठ्यपुस्तकों को नई राष्ट्रीय शिक्षा नीति (एनईपी) और स्कूली शिक्षा के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा (एनसीएफएसई)-2023 के हिसाब से तैयार किया गया है। यह स्कूली शिक्षा में भारतीय परंपराओं, दर्शन, ज्ञान प्रणालियों और स्थानीय संदर्भ को शामिल करने पर जोर देती है। एनसीईआरटी के अधिकारियों ने बताया कि यह पुस्तक का केवल पहला भाग है, आने वाले महीनों में दूसरा भाग आने की उम्मीद है। हालांकि, उन्होंने इस पर कोई टिप्पणी नहीं की कि हटाए गए हिस्से पुस्तक के दूसरे भाग में बरकरार रहेंगे या नहीं। पुस्तक में अब सभी नए अध्याय हैं, जिनमें मुगलों और दिल्ली सल्तनत का कोई उल्लेख नहीं है। ब्यूरो

राजवंशों पर नए अध्याय

सामाजिक विज्ञान की पाठ्यपुस्तक 'समाज को खोज: भारत और उससे परे' में प्राचीन भारतीय राजवंशों जैसे मगध, मौर्य, शुंग और सातवाहन पर नए अध्याय हैं। पुस्तक में एक और 'भूमि कैसे पवित्र बनती है' नामक नया अध्याय है, जो इस्लाम, ईसाई, यहूदी, पारसी, हिंदू, बौद्ध और सिख धर्म के लिए भारत के साथ ही अन्य जगहों में भी पवित्र माने जाने वाले तीर्थस्थलों पर केंद्रित है। अध्याय में 'पवित्र भूगोल' जैसी अवधारणाओं का परिचय दिया गया है, जिसमें 12 ज्योतिर्लिंग, चार धाम यात्रा और शक्ति पीठ जैसे स्थानों के नेटवर्क का विवरण है। अध्याय में नदी संगम, पहाड़ और जंगल जैसे स्थानों का भी विवरण दिया गया है, जो पूजनीय हैं।



जवाहरलाल नेहरू का एक उद्धरण भी शामिल

पाठ्यपुस्तक में जवाहरलाल नेहरू का एक उद्धरण शामिल है, जिन्होंने भारत को तीर्थों (बद्रीनाथ और अमरनाथ की बर्फीली चोटियों से लेकर कन्याकुमारी के दक्षिणी सिरे तक) की भूमि के रूप में वर्णित किया है। पाठ्यपुस्तक का दावा है कि वर्ण-जाति व्यवस्था ने शुरू में सामाजिक स्थिरता प्रदान की, लेकिन बाद में यह कठोर हो गई, खासकर ब्रिटिश शासन के तहत, जिससे असमानताएं पैदा हुईं।

भारत के संविधान पर भी है एक अध्याय

पुस्तक में भारत के संविधान पर भी एक अध्याय है, जिसमें उल्लेख है कि एक समय था जब लोगों को अपने घरों में राष्ट्रीय ध्वज फहराने की अनुमति नहीं थी। यह 2004 में बदल गया जब एक नागरिक ने महसूस किया कि अपने देश पर गर्व करना उसका अधिकार है। उसने इस नियम को अदालत में चुनौती दी। सर्वोच्च न्यायालय ने इस पर सहमति जताते हुए कहा कि झंडा फहराना अभिव्यक्ति की स्वतंत्रता के मौलिक अधिकार का हिस्सा है। अब हम तिरंगे को गर्व के साथ फहरा सकते हैं, इस बात को ध्यान में रखते हुए कि इसका कभी अपमान नहीं होना चाहिए।

महाकुंभ : 66 करोड़ लोगों के पहुंचने का जिक्र

इस साल की शुरुआत में प्रयागराज में आयोजित महाकुंभ मेले का भी पुस्तक में उल्लेख किया गया है। इसमें बताया गया है कि कैसे देश और दुनिया भर से 66 करोड़ लोगों ने इसमें भाग लिया।

← अमर उजाला - पृष्ठ -1

नवभारत टाइम्स, 28 अप्रैल, 2025, पृष्ठ नं० – 01

मुगल बाहर, महाकुंभ की एंट्री... NCERT की 7वीं की किताब में हुआ बदलाव

■ NBT रिपोर्ट, नई दिल्ली

नैशनल काउंसिल ऑफ एजुकेशनल रिसर्च एंड ट्रेनिंग (NCERT) ने 7वीं की सोशल साइंस किताब जारी कर दी। इसमें से मुगल काल और दिल्ली सल्तनत से जुड़े चैप्टर हटा दिए गए हैं। अब भारतीय राजवंश, महाकुंभ, मेक इन इंडिया और बेटी बचाओ, बेटी पढ़ाओ जैसी योजनाओं के बारे में पढ़ाया जाएगा।

NCERT के एक वरिष्ठ अधिकारी का कहना है कि जितनी भी नई किताबें आ रही हैं, उनको राष्ट्रीय शिक्षा नीति 2020 और नैशनल करिकुलम फ्रेमवर्क (NCF) 2023 के आधार पर तैयार किया जा रहा है। 7वीं क्लास की सोशल साइंस की बात है तो अभी एक ही पार्ट आया है और दूसरा पार्ट आना बाकी है। 7वीं की सोशल साइंस की 3 किताबें होती थी, लेकिन अब सोशल साइंस की एक ही किताब है, जिसके दो पार्ट हैं। दूसरे पार्ट का इंतजार किए बिना इस तरह की तुलना ठीक नहीं है। ▸▸ पेज 3

AI Image



नई किताब में मगध, मौर्य, शुंग जैसे राजवंश

कोविड महामारी के दौरान **NCERT** की किताबों के कंटेंट को कम किया गया था। तब मुगल शासकों के बारे में पढ़ाए जाने वाले कंटेंट हटाए गए थे। हाल ही में आई सोशल साइंस की नई किताब **Exploring Society: India and Beyond** में मगध, मौर्य, शुंग और सातवाहन जैसे प्राचीन भारतीय राजवंशों पर नए चैप्टर हैं।



The Indian Express, 28 April 2025, Page No - 6

New NCERT Class 7 book focus: Indian culture, sacred geography

ABHINAYA HARIGOVIND
NEW DELHI, APRIL 27

FROM REFERENCES to government initiatives like Make in India, Beti Bachao Beti Padhao, and the Atal Tunnel to a new chapter explaining how land becomes sacred through pilgrimages such as the Char Dham Yatra, visits to Shakti Pithas and Jyotirlingas, and sacred sites across religions – the new NCERT Class 7 English and Social Science textbooks reflect a deeper emphasis on Indian culture, heritage, and traditions.

The content of the new English textbook – 'Poorvi' – and Social Science textbook – 'Exploring Society: India and Beyond' – aligns with the National Education Policy (NEP) 2020's vision of education being "strongly rooted in the Indian and local context and ethos."

Out of 15 stories, poems, and narrative pieces in the English textbook, nine are by Indian writers or feature content and characters that are Indian, including works by Rabindranath Tagore, APJ Abdul Kalam, and Ruskin Bond. The book also includes pieces on mountaineer Arunima Sinha, the national war memorial, and a comic on warrior queen Rani Abbakka from Karnataka.

For comparison, the old class 7 English textbook, which was first published in 2006-07 based on the National Curriculum Framework 2005, had 17 stories, poems, and other writing, including four by Indian writers.

The Social Science textbook features a dedicated chapter titled 'How the Land Becomes Sacred' that focuses on sacred places and pilgrimages across India and outside for religions like Islam, Christianity, Judaism, and Zoroastrianism, Hinduism, Buddhism, Sikhism, and pilgrimages in the Jain tradition

It references the Kumbh Mela and the "estimated 660 million people who participated" in it. The chapter introduces concepts like 'sacred geography' – networks of sacred places including 12 jyotirlingas, the char dham yatra, and the 'Shakti pithas'.

The chapter also references sacred traditions beyond India.

Asked about the objective behind including a chapter on sacred places in the geography section of the textbook, Michel Danino, head of the NCERT committee for social science, directed this newspaper to the NCERT. NCERT Director Dinesh Saklani did not provide an immediate response.

Unlike the previous structure where history, geography, and civics were split across three different textbooks, the new Exploring Society integrates these disciplines.

Part one, released this month, also covers janapadas and mahajanapadas, the varna-jati system, ancient dynasties like the Mauryas and Guptas, an introduction to the Constitution, and types of governments.

The Times of India, 28 ~~Aug~~ April 2025, Page No- 1, 20

Indian rulers in, Mughals out of Std 7 textbooks

Manash.Gohain
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New Delhi: All references to Mughals and the Delhi Sultanate have been removed from Class VII NCERT social science textbook. NCERT officials indicated that the released book — 'Exploring Society: India and Beyond' — only represents the first part of the revised syllabus, with the second part expected in the coming months. However, they refrained from commenting on whether the omitted content would be part of the yet-to-be-released second part.

In the English textbook 'Poorvi', out of 15 stories, poems and narratives, 9 are by Indian writers or feature Indian themes, with contributions from figures like Rabindranath Tagore, APJ Abdul Kalam and Ruskin Bond.

▶Continued on P 20

Revisions aim at including Indian traditions into school curriculum

▶Continued from P 1

This marks a shift from the previous textbook 'Honeycomb', which had only four Indian writers among its 17 authors.

The new books, which were released this week, introduce a variety of changes, including addition of chapters on Indian dynasties, "sacred geography", govt initiatives and other cultural aspects, aligning with the vision outlined in the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE) 2023.

These revisions aim at incorporating Indian traditions, philosophies and local knowledge systems into the school curriculum.

The move follows earlier efforts during the Covid-19 pandemic to streamline the syllabus, where sections on Mughals and the Delhi Sultanate, including detailed accounts of dynasties like those of Tughlaq, Khalji, Mamluk, and Lodi, were trimmed. In the most recent update, all references to these historical periods have been completely removed from the social science textbook.

Instead, the revised social science textbook 'Exploring Society: India and Beyond' introduces fresh chapters on ancient Indian dynasties such as the Magadha, Maurya, Shunga, and Satavahanas, with a strong emphasis on "Indian ethos". One notable addition is a chapter titled 'How the Land Becomes Sacred', which explores the significance of sacred places across India and the world, touching on major pilgrimage sites associated with various religions, including Hinduism, Islam, Christianity, Judaism, Zoroastrianism, Buddhism and Sikhism.

CULTURAL TOUCH

The chapter delves into concepts like "sacred geography", describing networks of revered locations such as the 12 jyotirlingas, the Char Dham Yatra, and the shakti pithas, as well as sacred mountains, rivers, and forests. A quote from Jawaharlal Nehru about India being a land of pilgrimages further underscores this theme.

The revised curriculum also discusses the 'varna-jati' system, noting its role in providing societal stability initially, but highlighting how it became rigid over time, particularly under British colonial rule, leading to inequalities.

In addition, the Maha Kumbh Mela, which attracted around 660 million people in Prayagraj this year, is mentioned, though the tragic stampede that resulted in the loss of 30 lives is not referenced. The book also introduces content related to modern-day India, including references to govt initiatives like 'Make in India', 'Beti Bachao Beti Padhao' and the Atal Tunnel.

A chapter on the Constitution emphasises the importance of national flag, recounting a landmark moment in 2004 when a citizen challenged the restriction on flying the national flag at home. SC's ruling affirmed that flying the tricolour is part of Fundamental Right to Freedom of Expression.

Millennium Post, 28 April 2025, Page No - 6

SACRED GEOGRAPHY, MAHA KUMBH ADDED

References to Mughals, Delhi Sultanate dropped from new NCERT textbooks

MPOST BUREAU

NEW DELHI: All references to Mughals and Delhi Sultanate have been dropped from class 7 NCERT textbooks, while chapters on Indian dynasties, 'sacred geography,' references to Maha Kumbh, and government initiatives like Make in India and Beti Bachao, Beti padhao are among the new additions.

The new textbooks released this week have been designed in line with the new National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023, which emphasise incorporating Indian traditions, philosophies, knowledge systems, and local context into school education.

When contacted, NCERT officials said these are only first part of the book and second part is expected in coming months. They, however, did not comment on whether the dropped portions will be retained in the second part of the book.

While NCERT had previously trimmed sections on the Mughals and Delhi Sultanate — including detailed account of dynasties like Tughlaqs, Khaljis, Mamluks, and Lodis and a two-page table on Mughal emperors' achievements as part of its syllabus rationalisation during the COVID-19 pandemic in 2022–23, the new textbook has now removed all references to them.

The book now has all new chapters with no mention of Mughals and Delhi Sultanate throughout.

The Social Science textbook "Exploring Society: India and Beyond" has new chapters on ancient Indian dynasties like the Magadha, Mauryas, Shungas, and Sātavāhanas with a focus on "Indian ethos."



REPRESENTATIVE PIC

Highlights

- The new textbooks released this week have been designed in line with the new NEP and the NCFSE 2023
- NCERT officials said these are only first part of the book and second part is expected in coming months. They, however, did not comment on whether the dropped portions will be retained in the second part of the book

Another new edition in the book is a chapter called "How the Land Becomes Sacred" that focuses on places considered sacred and pilgrimages across India and outside for religions like Islam, Christianity, Judaism, and Zoroastrianism, Hinduism, Buddhism and Sikhism.

The chapter introduces concepts like "sacred geography" detailing networks of such places as 12 jyotirlingas, the char dham yatra, and the "Shakti pithas." The chapter also details such places as river confluences, mountains, and forests, which are revered.

The text includes a quote from Jawaharlal Nehru, who described India as a land of pilgrimages — from the icy peaks of Badrinath and Amarnath to the southern tip at Kanyakumari.

The textbook claims that while the varna-jati system initially provided societal stability, it later became rigid, particularly under British rule, leading to inequalities.

The Maha Kumbh mela held in Prayagraj earlier this year also finds mention in the book and states that how around 660 million people participated in it. There is no mention of the stampede in which 30 pilgrims died and several injured.

References to government initiatives like Make in India, Beti Bachao Beti Padhao and the Atal Tunnel, have been included in the new textbook.

Asian Age, Page No - 2, 28 April 2025

New NCERT books: Mughals, Delhi Sultanate dropped, Kumbh added

AGE CORRESPONDENT
NEW DELHI, APRIL 27

All references to the Mughals and the Delhi Sultanate have been dropped from Class 7 NCERT textbooks, while chapters on Indian dynasties, 'sacred geography', references to Maha Kumbh, and government initiatives like Make in India and Beti Bachao, Beti Padhao are among the new additions.

The new textbooks released this week have been designed in line with the new National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023, which emphasise incorporating Indian traditions, philosophies, knowledge systems, and local context into school education.

When contacted, NCERT officials said this are only the first part of the book, and the second part is expected in the coming months. They, however, did not comment on whether the dropped portions will be retained in the second part of the book.

While NCERT had previously trimmed sections on the Mughals and Delhi Sultanate — including a detailed account of dynasties like the Tughlaqs, Khaljis, Mamluks, and Lodis and a two-page table on Mughal emperors' achievements as part of its syllabus rationalisation during the Covid-19 pandemic in 2022-23 — the new textbook has now removed all references to them.

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The Pioneer, 28 April, 2025, Page No - 1, 2

Out with Mughals, in with Maha Kumbh: NCERT overhauls school textbooks

DEEPAK KUMAR JHA ■ New Delhi

Massive overhauling of the NCERT text books for the current session of class seven has incorporated chapters on Government's socio-economic initiatives like `Make in India', Beti Bachao, Beti Padhao, Atal Tunnel.

While it has done away with the references to Mughals and Delhi Sultanate, new chapters on Indian dynasties, geographical aspects and Maha Kumbh are among the new additions to the new textbooks released as per the guidelines of new National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE),

The Social Science textbook "Exploring Society: India and Beyond" has new chapters on ancient Indian dynasties like the Magadha, Mauryas, Shungas, and Satavahanas with a focus on "Indian ethos." Another new edition in the book is a chapter called "How the Land Becomes Sacred" that focuses on places considered sacred and pilgrimages across India and outside for religions like Islam, Christianity, Judaism, and Zoroastrianism, Hinduism, Buddhism and Sikhism.

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NCERT officials said the latest book released is only the first part of the text book which has newer items as designed by NEP while the second part of the book shall be in coming months

The text includes a quote from Jawaharlal Nehru, who described India as a land of pilgrimages - from the icy peaks of Badrinath and Amarnath to the southern tip at Kanyakumari. The book also talks about the varna-jati system which resulted to inequalities during the colonial era. The just concluded Maha Kumbh in Prayagraj mentions that about 65 crore people from the across the world took a holy dip.

NCERT officials said the latest book released is only the first part of the text book which has newer items as designed by NEP while the second part of the book for class seven shall be released during the next couple of months.

Officials however could not specify whether the chapters on medieval India would be retained in the second part of yet to be released book.

Its not the first time but NCERT had previously trimmed sections on the Mughals and Delhi Sultanate — including detailed account of dynasties like Tughlaqs, Khaljis, Mamluks, and Lodis and a two-page table on Mughal emperors' achievements as part of its syllabus rationalisation during the COVID-19 pandemic in 2022-23. But this time new textbook has removed all references to them.

Further a chapter on the movement of allowing individuals to fly the national flag at their homes has also been introduced.

Continued on >> P2

Out with Mughals, in with Maha Kumbh...

Continued from >> P1

"This changed in 2004 when a citizen felt it was his right to express pride in his country and challenged the rule in court. The Supreme Court agreed, saying that flying the flag is part of the Fundamental Right to Freedom of Expression.

We can now fly the tricolour with pride, keeping in mind that it should never be dishonoured," read the chapter on Constitution.

A senior Ministry of Education said the new NCERT textbooks are being revised in accordance with the new NEP and the textbooks will be developed in accordance with the National Curriculum Framework (NCF). The new textbooks are already being introduced in phase wise from 2024-25 academic session.

Financial Express, 28 April 2025, Page No-7

Raising citizens, not just students

Our classrooms must speak, now



ASHOK PANDEY

AS INDIA ENGAGES in intense civic debates — from the separation of powers between the judiciary and Parliament to the Waqf Bill, and the evolving dynamics of Centre-state relations — one space remains conspicuously silent: our classrooms.

Schoolteachers, expected to remain neutral, often hesitate to bring current affairs into their teaching, particularly when the issues are politically sensitive. Yet this silence comes at a cost. In a democracy, classrooms are not just venues for academic instruction — they are sites of civic formation. They shape how young people understand power, justice, dissent, and responsibility — the very pillars of a just and sustainable society.

Why this matters now

Today's India is vibrant, yet the rise of noisy debates, declining civic literacy, and the erosion of civil discourse pose real threats to our democratic values. In this context, teachers have an indispensable — yet largely unacknowledged — role to play. Not as activists or partisans, but as facilitators of democratic inquiry and ethical reflection.

The civic role of teachers

Teaching is, at its core, a civic act. Every question posed, every discussion encouraged, every silence held shapes a student's understanding of the world and their place within it. This doesn't require teachers to express personal views. Rather, it calls on them to create space for students to develop their own — guided by evidence, constitutional values, and respectful dialogue.

Consider the recent debate on the separation of powers stemming from a Supreme Court judgment under Article 142 of the Constitution. A teacher may ask: "Why does our Constitution mandate a separation of powers? How do checks and balances protect democracy?" The goal is not to provide answers but to frame the inquiry — to illuminate the issue, to enable thoughtful engagement.

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Teaching & neutrality

There are principled, practical ways to engage civic issues without crossing boundaries of neutrality:

1. Anchor in the Constitution: Use the Preamble, fundamental rights, and duties as a moral compass to guide inquiry.

2. Frame civic questions, not partisan ones: Shift the discourse from "Who is right?" to "What does this mean for our democracy?"

3. Encourage research: Guide students to explore primary sources — court rulings, verified journalism, legislative texts — and assess them critically.

4. Create safe, respectful environments: We must equip teachers with frameworks and institutional support to facilitate civic inquiry without fear of misinterpretation.



ILLUSTRATION: SHYAM KUMAR PRASAD

The National Education Policy (NEP) 2020, in section 4.23, explicitly emphasises the promotion of constitutional values, including fundamental duties, human rights, and responsibilities of citizenship. Embedding this into classroom discourse is not just desirable, but policy-aligned, nationally-mandated.

Challenges and courage

Teachers risk being misunderstood, misquoted, or caught in political crossfire. Yet their quiet courage in nurturing civil discourse is essential to the long-term vitality of our democracy. The NEP envisions a citizen who is "ethical, rational, and prepared for democratic participation." That vision cannot be realised without educators who embody and foster those very ideals.

As Amartya Sen reminds us in *The Argumentative Indian*: "The argumentative tradition is not just a historical curiosity; it is of profound contemporary relevance." To nurture young citizens through civic dialogue is not to defy Indian tradition — it is to live up to it. A teacher is not just a subject-matter expert, but a citizen of conscience — one who facilitates truth-seeking, nurtures empathy, and builds the habits of democratic life. In every classroom that privileges reflection over reaction, dialogue over dogma, and curiosity over conformity, we keep the spirit of the Republic alive.

The author is an educationist, author, and chairperson of the Council for Global Citizenship Education (GCF). Views are personal

Hindustan Times, 28 April, 2025, Page no - 12

{ JENS-FREDERIK NIELSEN } PRIME MINISTER, GREENLAND

It is important that we make plans for our future cooperation in these times

On his visit to Demark to meet the Danish PM, in the context of Trump's statements on Greenland



Cosmos to classrooms, the impact of Kasturirangan

With the many roles he played in India's space missions, including the success of Mangalyaan, K Kasturirangan will be remembered as the man who took India closer to the stars. What is less well known is that his quiet brilliance also shone in another direction. His most enduring legacy may lie not in the cosmos but in the classrooms of India, where his work through the National Education Policy (NEP) 2020 continues to shape the lives of millions.

As chairperson of the NEP drafting committee, Kasturirangan recognised that the key to India's growth lay in empowering its youngest minds with the foundational skills necessary for a prosperous nation. NEP laid the groundwork for a future where foundational literacy and numeracy (FLN) are not aspirational but guaranteed for every child.

The impact of his work, particularly through initiatives like the National Initiative for Proficiency with Reading with Understanding and Numeracy (NIPUN) Mission, is already being felt across India. He may have laid the foundation for a developed India built on the knowledge and capabilities of those who are children now. Kasturirangan's deep commitment to education was apparent long before his role as the chief architect of NEP 2020. In 2008 he was appointed chairman of the Karnataka Knowledge Commission. In that role and as a board member of institutions such as IIT Roorkee, IIT Madras, and IISc Bangalore, Kasturirangan was instrumental in shaping curricula and guiding strategic decisions in India's higher education system.



Ashish Dhawan



Bikkrama Daulet Singh

By the time Kasturirangan took the helm of the NEP committee in 2017, India was at a critical juncture. The education system had made significant strides in enrolment, but quality remained a massive concern. His core insight was simple yet profound: "Children who learn to read, read to learn." If students don't achieve the first milestone of reading and numeracy by Grade 3, they fall behind not just in school but in life. This would have profound implications for their ability to engage in higher-level learning and, ultimately, for their success in life.

FLN eventually became a movement across the country. Over 15 states have launched FLN missions and programmes, and NISHTHA FLN (a programme that aims to improve teacher training and education quality) has been adopted by 90% of states and Union Territories. It even made it to the G20 Summit in 2023 where Prime Minister Narendra Modi highlighted NIPUN Bharat and G20 took up FLN as an international priority. Green shoots from the FLN drive are beginning to show in survey data. According to the latest Annual Status of Education (Rural) Report (ASER), literacy levels in government schools have gone up from 20.9% (2018) to 23.4% (2024) and numeracy from 20.9% (2018) to 27.6% (2024) at the national level — the highest ever outcomes at a Grade 3 level. Another NEP breakthrough has been recognising the importance of strong early years and play-based learning for children in the 3-6 years age group. This has been institutionalised in the form of Balvatika (pre-primary) and Vidya Pravesh (transitioning from pre-primary to primary) programmes, a total of 72% of students were covered under Vidya Pravesh by 2023.

Another cornerstone of NEP 2020 is the creation of large, integrated school complexes — a move away from fragmented, under-resourced institutions toward more cohesive, resource-efficient hubs. The PM SHRI (Prime Minister Schools for Rising India) scheme, launched in 2022, represents a major step forward in implementation, where 14,500 schools are meant to be transformed into model institutions. These schools are meant not only to embody NEP's pedagogical ideals but also to serve as demonstration and anchor schools within their clusters.

The National Curriculum Framework was also revamped under Kasturirangan's leadership for a better fit with NEP 2020 goals. It restructures schooling into four stages — foundational, preparatory, middle, and secondary — aligning curriculum and pedagogy with child development milestones. It also shifts focus from rote memorisation to building core skills like critical thinking, problem-solving, and the application of knowledge; emphasises FLN, experiential learning, and a reform of assessment methods to measure conceptual understanding rather than just exam performance.

Kasturirangan may no longer be with us. But his legacy lives on through the transformative changes he initiated in India's education system. His work continues to push Indian education toward greater inclusivity and innovation, ensuring that every child has the opportunity to learn, grow, and thrive in a rapidly evolving world.

Ashish Dhawan is founder-CEO and Bikkrama Daulet Singh is operating partner, The Convergence Foundation. The views expressed are personal

Hindustan Times, 28 April, 2025, Page no – 09

Parts on Mughals, Delhi Sultanate deleted from Class 7 NCERT books

Press Trust of India
letters@hindustantimes.com

NEW DELHI: All references to Mughals and the Delhi Sultanate have been dropped, while chapters on Indian dynasties, "sacred geography", references to the Maha Kumbh and government initiatives like Make in India and Beti Bachao, Beti Padhao have been added to Class 7 NCERT textbooks released for the 2025-2026 academic year.

The new textbooks, released this week, have been designed in line with the National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023, which emphasise incorporating Indian traditions, philosophies, knowledge systems, and local context into school education.

According to NCERT officials, the additions are part of the first part of the book and a second part is expected in coming months. They did not comment on whether the dropped portions will be retained in the second part of the book.

While NCERT had previously trimmed sections on the Mughals and Delhi Sultanate as part of its syllabus rationalisation during the COVID-19 pandemic, the new textbook has removed all references to them.

The Social Science textbook "Exploring Society: India and Beyond" has new chapters on ancient Indian dynasties like the Magadha, Mauryas, Shungas, and Sātavāhanas with a focus on "Indian ethos."

Another new edition is a chapter called "How the Land Becomes Sacred", which introduces concepts like "sacred geography" detailing networks of religious places like 12 Jyotirlingas and the Char Dham Yatra.

The Maha Kumbh mela held in Prayagraj earlier this year also finds mention in the book. References to government initiatives like Make in India, Beti Bachao Beti Padhao and the Atal Tunnel, have also been included.

रोजनामा राष्ट्रीय सहारा, 28 अप्रैल, 2025, पृष्ठ न० - 01

एनसीईआरटी पुस्तक से मुगल और दिल्ली साम्राज्य अध्याय

NCERT کی کتاب سے مغل اور دہلی سلطنت کا باب ختم

نئی دھلی، (ایجنسیاں)

دہلی کی نیشنل کونسل آف ایجوکیشنل ریسرچ اینڈ ٹریننگ (این سی ای آر ٹی) کی 7ویں کلاس کی نئی کتاب سے مغل اور دہلی سلطنت کے باب کو ہٹا دیا گیا ہے۔ کووڈ-19 وبائی امراض کے دوران، این سی ای آر ٹی نے 23-2022 میں مغل اور دہلی سلطنت پر مبنی حصوں کو پہلے ہی کم کر دیا تھا، لیکن اب نئی نصابی کتاب سے انہیں مکمل طور پر ہٹانے کا فیصلہ کیا ہے۔ ان تبدیلیوں کے تحت نئے ابواب ہندوستانی خاندانوں، مقدس جغرافیہ، مہا کمبھ اور سرکاری اسکیموں پر زور دیتے ہیں۔ نئی نصابی کتاب میں شامل 'مقدس جغرافیہ' کے عنوان سے باب میں ملک کے مقدس مقامات اور تیرتھ یاتراؤں کے بارے میں تفصیل سے بتایا گیا ہے۔ اس میں 12 جیوتر لنگ، چار دھام یاترا اور شکتی پیٹھوں کا ذکر ہے۔ پریاگ راج میں ہونے والے مہا کمبھ کا بھی ذکر ہے، جس میں 66 کروڑ لوگوں نے حصہ لیا تھا، حالانکہ بھگدڑ میں 30 افراد کی ہلاکت کا ذکر نہیں کیا گیا ہے۔ کتاب میں 'میک ان انڈیا'، 'بیٹی بچاؤ-بیٹی پڑھاؤ' اور 'ڈیجیٹل انڈیا' جیسی سرکاری اسکیمیں بھی شامل ہیں۔ آئین کے ایک باب میں کہا گیا ہے کہ پہلے لوگ گھروں پر قومی پرچم نہیں لہرا سکتے تھے، لیکن 2004 میں ایک شہری کی جانب سے اسے آزادی اظہار کا حق قرار دیتے ہوئے سپریم کورٹ میں چیلنج کرنے کے بعد ضابطہ کو تبدیل کر دیا گیا۔ انگریزی کی کتاب 'پوروی' میں 15 کہانیوں، نظموں اور مضامین میں سے 9 ہندوستانی مصنفین یا ہندوستانی سیاق و سباق پر مبنی ہیں، جن میں رابندر ناتھ ٹیگور، اے پی جے عبدالکلام اور رسکن بانڈ شامل ہیں۔ این سی ای آر ٹی حکام کے مطابق یہ نصابی کتاب کا پہلا حصہ ہے اور دوسرا حصہ آنے والے مہینوں میں جاری کیا جائے گا، حالانکہ انہوں نے اس کی تصدیق نہیں کی کہ پہلے ہٹائے گئے حصوں کو دوبارہ شامل کیا جائے گا یا نہیں۔



7ویں کلاس کی نصابی کتاب میں مہا کمبھ شامل، لیکن بھگدڑ میں ہلاکتوں کا ذکر نہیں

ADVERTISEMENT



Ancient Indian empires make way to NCERT's new Class VII textbook

The NCERT's new Class 7 social science textbook has introduced chapters on ancient Indian empires like the Mauryas, Cholas and Pandayas, Shungas, Kushanas and Satvahanas, under the theme 'Tapestry of the Past'. Unlike the previous years, when history, geography and...

TRIBUNE NEWS SERVICE
New Delhi, Updated At : 03:30 AM Apr 28, 2025 IST

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The National Council of Educational Research and Training (NCERT) has dropped the Preamble to the Constitution from several Classes III and VI textbooks. - File photo

The NCERT's new Class 7 social science textbook has introduced chapters on ancient Indian empires like the Mauryas, Cholas and Pandayas, Shungas, Kushanas and Satvahanas, under the theme 'Tapestry of the Past'.

Unlike the previous years, when history, geography and civics were split in three textbooks, the new Class 7 social science text, titled Exploring Society - India and Beyond (Part 1), integrates the three books.

The previous Class 7 history textbook included chapters on Delhi Sultans and the Mughal Empire, but the new Part I of the book does not include these. The history portion in Part I ends with the Gupta Empire, it is yet to be seen whether Delhi Sultans and Mughals will feature in the Part II, expected to be released later.

The new NCERT textbook has been revamped under the National Curriculum Framework (NCF). In Chapter 8 of the next textbook, there would also be a reference to the 2025 Maha Kumbh organised in Prayagraj.

The book also includes a separate chapter on the Indian Constitution. The chapter introduces students to the shaping of the Constitution, with anecdotes of its makers and includes a section of the Preamble.

Each chapter begins with an inspiring quotation from a renowned person or text. On the first page of every chapter, students can find a QR code leading them to interesting videos, puzzles, games and stories related to the content of the chapter.

NCERT Director Dinesh Prasad Saklani writes in the book's foreword: "The text integrates values rooted in the Indian cultural context that we desire our students to develop and introduces global perspectives in an age-appropriate manner."

The Arunachal Times

Mughals dropped from new NCERT text book

April 28, 2025

NEW DELHI, 27 Apr: All references to Mughals and Delhi Sultanate have been dropped from Class 7 NCERT textbooks, while chapters on Indian dynasties, 'sacred geography,' references to Maha Kumbh, and government initiatives like Make in India and Beti Bachao, Beti Padhao are among the new additions.

The new textbooks, released this week, have been designed in line with the new National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023, which emphasise incorporating Indian traditions, philosophies, knowledge systems, and local context into school education.

When contacted, NCERT officials said these are only first part of the book and the second part is expected in the coming months. They, however, did not comment on whether the dropped portions will be retained in the second part of the book.

While the NCERT had previously trimmed sections on the Mughals and the Delhi Sultanate – including detailed account of dynasties like Tughlaqs, Khaljis, Mamluks, and Lodis and a two-page table on Mughal emperors' achievements – as part of its syllabus rationalisation during the Covid-19 pandemic in 2022-23, the new textbook has now removed all references to them.

The book now has all new chapters with no mention of Mughals and Delhi Sultanate throughout.

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The text includes a quote from Jawaharlal Nehru, who described India as a land of pilgrimages – from the icy peaks of Badrinath and Amarnath to the southern tip in Kanyakumari.

The textbook claims that, while the varna-jati system initially provided societal stability, it later became rigid, particularly under the British rule, leading to inequalities.

The Maha Kumbh Mela held in Prayagraj earlier this year also finds mention in the book and states that how around 660 million people participated in it. There is no mention of the stampede in which 30 pilgrims died and several injured.

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"This changed in 2004 when a citizen felt it was his right to express pride in his country and challenged the rule in court. The Supreme Court agreed, saying that flying the flag is part of the Fundamental Right

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The earlier textbook called 'Honeycomb' had 17 stories, poems, and other writings, including four by Indian writers.

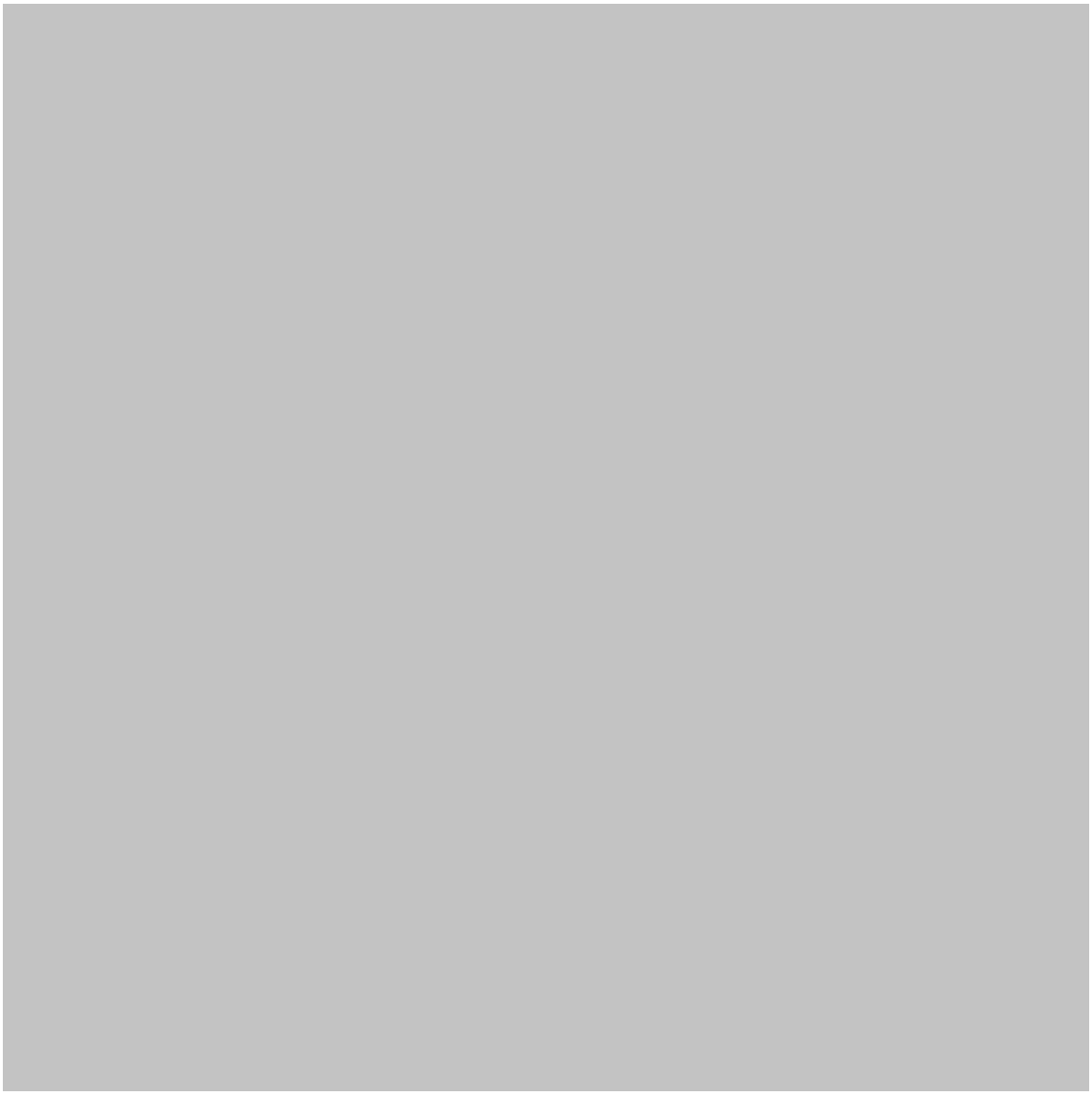
The revamp of NCERT textbooks has been met with criticism from opposition parties which equate the revamp with "saffronisation."

NCERT Director Dinesh Prasad Saklani had in an interview to PTI last year claimed that "teaching about riots can make young children negative citizens." (PTI)

INDIA

NCERT's new Class 7 books rewrite history: No Mughals, more Indian ethos, govt schemes

By ***Agencies*** *1:06 am April 28, 2025* *0* *0*



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PTI

NCERT class 7 books remove Delhi Sultanate and Mughals chapters, add focus on Indian ethos

These updates have been made in line with the National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023.

Curated by Mansi Jha

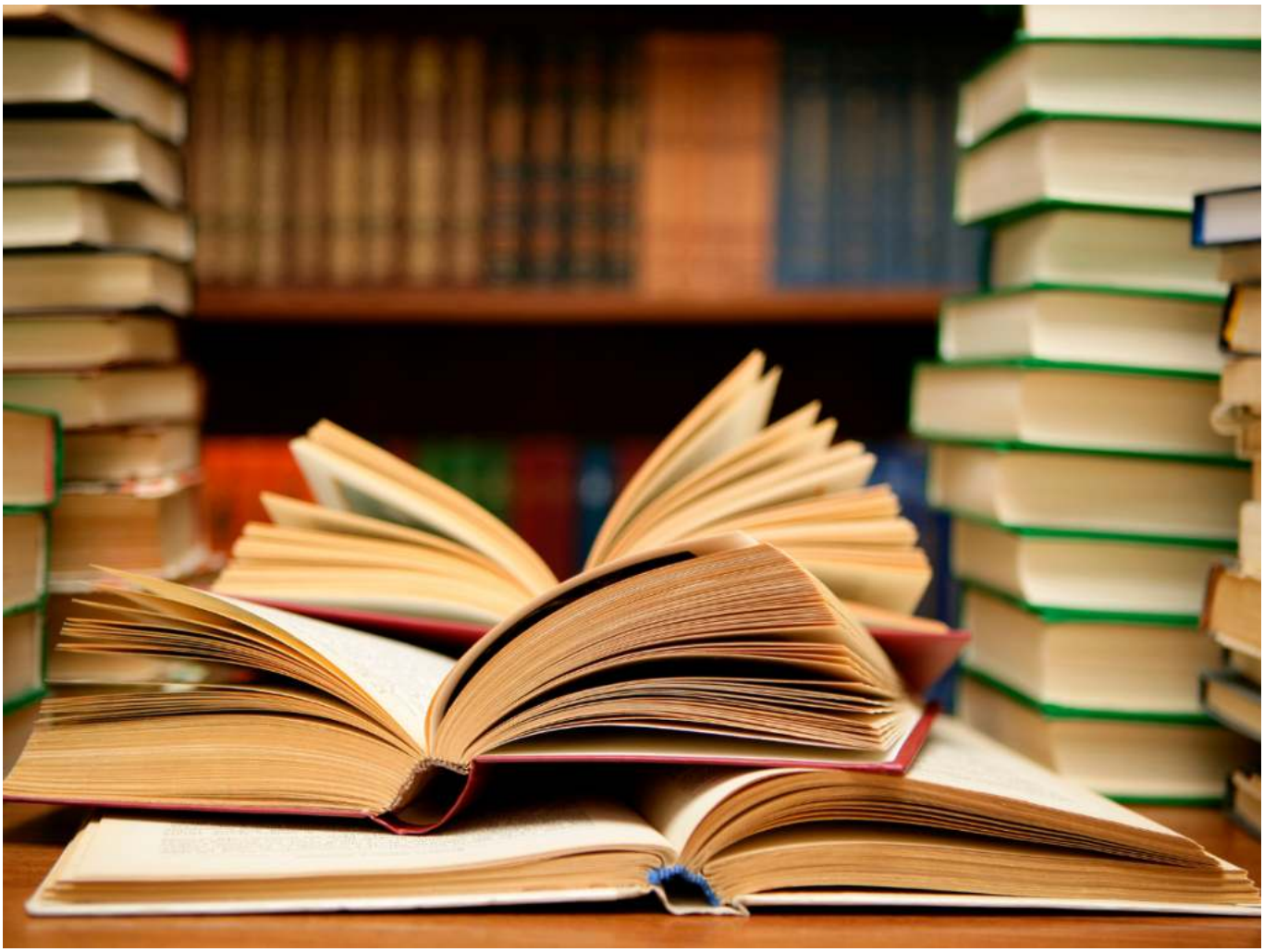


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Apr 28, 2025

As part of a significant revision to the Class 7 syllabus, the National Council of Educational Research and Training (NCERT) has eliminated all material concerning the Mughals and the Delhi Sultanate. New chapters highlighting dynasties that represent ‘Indian ethos’, mentions of the Maha Kumbh, and key government initiatives have been introduced instead.

These updates have been made in line with the National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023. Both frameworks encourage the promotion of Indian philosophies, traditions, and local heritage within school education.

Earlier, during the pandemic, NCERT had reduced material on medieval rulers such as the Tughlaqs, Khaljis, Mamluks, and Lodis, and shortened sections on the achievements of Mughal emperors. This is the first time, however, that references to both the Mughals and the Delhi Sultanate have been completely taken out, according to reports from PTI.

The revised Social Science book, Exploring Society: India and Beyond, now includes sections on ancient Indian dynasties like the Magadha, Mauryas, Shungas, and Sātavāhanas, with an emphasis on reflecting Indian cultural values.

A newly introduced chapter, titled How the Land Becomes Sacred, explores sacred sites and pilgrimage destinations both within India and abroad, connected to religions including Hinduism, Buddhism, Sikhism, Islam, Christianity, Judaism, and Zoroastrianism. It features significant locations such as the 12 jyotirlingas, the Char Dham pilgrimage, and the Shakti pithas, portraying them as elements of a "sacred geography".

The textbook also features a quote from Jawaharlal Nehru describing India as a land of pilgrimages.

One section mentions the “varna-jati system”, describing how it once maintained social stability but later grew rigid under colonial rule, resulting in social inequalities.

The revised text also refers to the scale of the Maha Kumbh, stating that 660 million people attended. However, it does not mention the tragic stampede that caused multiple deaths and injuries.

In the past, individuals were not permitted to display the national flag at their homes. This changed in 2004, when a citizen asserted his right to express pride in the nation and challenged the restriction in court. The Supreme Court ruled in his favour, recognising that flying the national flag forms part of the Fundamental Right to Freedom of Expression. Today, citizens are free to fly the tricolour with pride, provided it is treated with due respect.

NCERT officials stated that the material released so far is only the first part of the textbook, and a second part will be published later. They declined to confirm whether the sections that have been dropped will return in future editions.

Previously, NCERT Director Dinesh Prasad Saklani remarked that teaching about violent events could lead to "negative citizens", a view he expressed in an interview with PTI. As part of earlier revisions, references to the 2002 Gujarat riots were also removed from textbooks.

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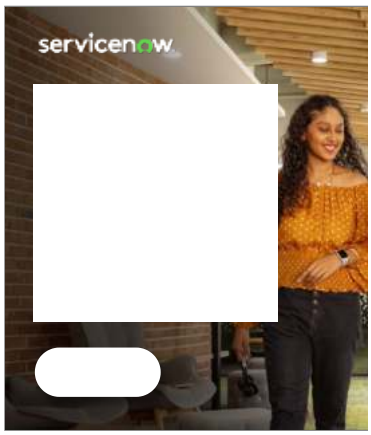
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New NCERT textbooks ditch Mughals, Delhi Sultanate; add 'sacred geography', Maha Kumbh

Previously, NCERT had trimmed sections on the Mughals and Delhi Sultanate during its syllabus rationalisation drive in 2022-23, cutting detailed accounts of the Tughlaqs, Khaljis, Mamluks, Lodis, and a two-page table on Mughal emperors.

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Released this week, the revamped books align with the National Education Policy (NEP) and the 2023 National Curriculum Framework for School Education (NCFSE)

Business Today Desk

Apr 28, 2025, Updated Apr 28, 2025 3:51 PM IST

The Mughals and Delhi Sultanate have vanished from the new Class 7 NCERT textbooks, replaced by chapters on ancient Indian dynasties, "sacred geography," and references to government initiatives like Make in India and Beti Bachao, Beti Padhao.

Released this week, the revamped books align with the National Education Policy (NEP) and the 2023 National Curriculum Framework for School Education (NCFSE), both aimed at embedding Indian traditions, philosophies, and local contexts into school education.

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Previously, NCERT had trimmed sections on the Mughals and Delhi Sultanate during its syllabus rationalisation drive in 2022-23, cutting detailed accounts of the Tughlaqs, Khaljis, Mamluks, Lodis, and a two-page table on Mughal emperors. The new Social Science textbook, however, goes a step further — removing all references to these dynasties altogether.

Titled "Exploring Society: India and Beyond," the book introduces new chapters spotlighting ancient Indian dynasties like the Magadha, Mauryas, Shungas and Satavahanas, with an emphasis on "Indian ethos."

A chapter titled "How the Land Becomes Sacred" explores pilgrimages across religions — Islam, Christianity, Judaism, Zoroastrianism, Hinduism, Buddhism, and Sikhism — highlighting networks of sacred sites like the 12 jyotirlingas, the char dham yatra, and the Shakti pithas. Revered natural sites like river confluences, mountains, and forests are also detailed. The chapter features a quote from Jawaharlal Nehru describing India as a land of pilgrimages, stretching from Badrinath and Amarnath to Kanyakumari.

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The textbook presents the varna-jati system as initially a stabilizing social structure that became rigid under British colonial rule, leading to inequalities.

The Maha Kumbh Mela held in Prayagraj earlier this year is mentioned, celebrating the participation of around 660 million people — though there is no reference to the stampede that resulted in 30 deaths.

Government programs like Make in India, Beti Bachao Beti Padhao, and the Atal Tunnel project also find mention in the curriculum.

In a chapter on the Constitution of India, students learn about a time when flying the national flag at home was restricted. "This changed in 2004 when a citizen felt it was his right to express pride in his country and challenged the rule in court. The Supreme Court agreed, saying that flying the flag is part of the Fundamental Right to Freedom of Expression. We can now fly the tricolour with pride, keeping in mind that it should never be dishonoured," the chapter states.

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Meanwhile, the new English textbook "Poorvi" features 15 literary pieces, nine of which are by Indian writers or focus on Indian characters and settings, including works by Rabindranath Tagore, APJ Abdul Kalam, and Ruskin Bond. The earlier textbook "Honeycomb" had 17 pieces, with only four by Indian writers.

The textbook overhaul has drawn criticism from opposition parties, who allege "saffronisation" of education. Last year, NCERT Director Dinesh Prasad Saklani, however, defended the move, saying "teaching about riots can make young children negative citizens."

(With inputs from PTI)

The Indian EXPRESS
JOURNALISM OF COURAGE

Teacher education in India needs much more than a one-size-fits-all formula

NCTE should reintroduce and promote the B.El.Ed programme to train teachers. It should also encourage teacher education institutions to come up with their own curriculum



New schools mostly start with elementary levels and the B.El.Ed. graduates with their subject expertise and leadership acumen can fulfil the demands of the ever-increasing need for teachers. (File)



ANAMIKA

Apr 28, 2025 14:02 IST
First published on: Apr 28, 2025 at 13:47 IST

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Teacher education in India is at a crossroads. The National Council of Teacher Education (NCTE) has proposed changes in the duration of teacher education programmes, structure, curriculum and rules in the Draft NCTE (Recognition Norms and Procedure) Regulations 2025. The major recommendations are to discontinue the Bachelor of Elementary Education Programme (B.El.Ed) from the next academic year and reintroduce the one-year Bachelor of Education (B.Ed), the one-year Master of Education (M.Ed), and the Master of Education (part-time) teacher education. It also dropped M.A. in Education from the eligibility criteria for teaching the teacher education programmes and made an M.Ed. with Ph.D. in Education the only eligibility criterion.

Aimed at implementing the National Education Policy 2020 (NEP-2020), the draft regulation needs to be seen in light of the changes, demands, and supply of teachers in the school education sector. According to the latest UDISE (Unified District Information System for Education) 2023-2024 Report, there are 1.1 lakh single-teacher schools out of 14.72 lakh schools in India. According to the Right to Education Act, 2009, a minimum of two teachers per school is mandatory to ensure quality school education.

Undoubtedly, India needs more teachers at the school level. There is also an increase in demand for international curricula. This is reflected in the growing number of International Baccalaureate (IB) and International General Certificate of Secondary Education (IGCSE) schools in recent times. A report in the Financial Express in December 2023 mentioned that between 2019 and 2023, India witnessed a 31 per cent surge in International Baccalaureate schools. Currently, there are 166 IB schools in India, and Cambridge International's website indicates 733 Cambridge curriculum schools to date, and the number is increasing.

There is, therefore, a need for more teachers who can teach not only in CBSE schools but also ICSE, IGCSE, and IB board schools, where the focus is on inquiry-based learning, collaboration, and international mindedness. While many professions will likely be hit by the arrival of Artificial Intelligence (AI), the demand for teachers wouldn't face a slump. The latest report on the Future of Jobs 2025 by the World Economic Forum predicted the largest growth in jobs in the care sector, including teaching professionals.

Do the draft regulations meet the pressing needs of the changing school education landscape in India by bringing back old programmes to produce more teachers in the same timespan? The two programmes will add to the existing repertoire of choices for aspiring teachers and teacher

educators who either cannot afford the two-year fee due to a lack of resources or decide to become a teacher later in professional life.

STORY CONTINUES BELOW THIS AD

The revival of old teacher education programmes suggests that discontinuing a much sought-after four-year B.El.Ed programme is unwarranted. Instead, the NCTE should widen the scope of the B.El.Ed. programme by encouraging multidisciplinary co-educational institutions to offer it so that male candidates can pursue this course. Every year, many male students inquire about the programme and show willingness to become elementary school teachers. Furthermore, the B.El.Ed programme is in sync with the NEP (2020) and fits well into the 5+3+3+4 structure as they are prepared to cater to the learning needs of early years till the grade eight level.

A fine blend of teacher education and subject expertise, this programme equips participants to understand the nuances of how children learn. The curriculum, grounded in the national ethos, begins with an introduction to the Indian Constitution that serves as a moral compass for every teacher.

New schools mostly start with elementary levels and the B.El.Ed. graduates with their subject expertise and leadership acumen can fulfil the demands of the ever-increasing need for teachers. Hence, the NCTE should revisit its decision and allow multidisciplinary institutions to not only continue with the B.El.Ed. programme but also encourage interested higher education institutions to start it from the 2026-2027 academic session, so that there is no scarcity of well-trained teachers.

With the draft Regulations 2025, the NCTE has taken upon itself the responsibility to develop a curriculum, and all the teacher education programmes will have to adhere to that. They will have the freedom to determine up to 30 per cent of the curriculum to cater to local and institutional

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New NCERT Social Science Textbook Replaces Three Books, References to Mughals Not in Part 1

The Wire Staff
Apr 28, 2025

The book also has chapters on holy relevance of major places of pilgrimage from all religions, including a section on the Kumbh Mela.



Representative image of a textbook. Photo: Pixabay

New Delhi: The new Social Science textbook for Class 7 published by the National Council of Educational Research and Training (NCERT) has replaced three separate books for History, Geography, and Social and Political Life, which were earlier part of the syllabus.

As a result, the size of the book has shrunk.

The new class 7 book is titled Exploring Society – India and Beyond (Part 1). The new book replaces earlier three books: Our Pasts – II for

While the Part 2 of the book is expected to be released in upcoming months, the Part 1 of the book doesn't have any reference to the rise of the Delhi sultanate and the Mughal empire. It is yet to be seen if Part 2 of the textbook contains these references.

It is expected that the students will be reading the Part 1 of Exploring Society – India and Beyond for the first half of the 2025-26 academic session, before Part 2 of the book is released.

The new book has several chapters on kingdoms of ancient India such as the Gupta empire, dynasties including Shungas, Satavahanas, and Chedis and also mentions the prophecies of the Vishnu Purana about the Gupta Empire, Nalanda University, Kalidasa, Aryabhata, and Varahamihira.

The eighth chapter in the book, "How the Land becomes Sacred", begins with a quote from the Bhagavata Purana and delves into the holy relevance of major places of pilgrimage from all religions, including a section on the Kumbh Mela.

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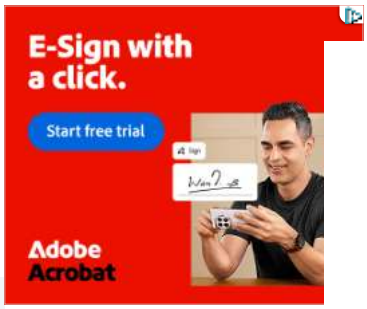
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NCERT Textbooks Revised: Mughal Empire, Delhi Sultanate Omitted; Focus Shifts to Ancient India and Cultural Events



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New Delhi, 28th April 2025: In a significant NCERT textbook revision, the National Council of Educational Research and Training (NCERT) has released updated Class 7 books, omitting references to the Mughal Empire and Delhi Sultanate. The new editions highlight ancient Indian dynasties, government initiatives, and cultural events such as the Maha Kumbh Mela.

The changes are aligned with the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) 2023. However, they have sparked political controversy, with opposition parties accusing the government of "saffronising" education and erasing Islamic contributions.

The newly introduced social science textbook, Exploring Society: India and Beyond, emphasizes dynasties such as Magadh, Maurya, Shunga, and Satavahana. It also incorporates contemporary government schemes like Make in India and Beti Bachao Beti Padhao, alongside infrastructure projects including the Atal Tunnel.

A new chapter, How the Land Becomes Sacred, discusses major pilgrimage sites across different religions, featuring the 12 Jyotirlingas, Shakti Peethas, and Char Dham Yatra. The chapter includes a quote from Jawaharlal Nehru describing India as a "land of sacred sites."

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NCERT Director Dinesh Prasad Saklani, who had earlier suggested that teaching about riots could promote "negative citizenship," said the revisions are part of a phased curriculum update. Officials stated this is the first of two releases, with the second expected later this year. However, they did not clarify whether content on rulers such as the Tughlaq, Khilji, and Lodi dynasties—previously removed during the 2022–23 curriculum rationalization—would be restored.

In addition, the revised English textbook Puravi now features works by Indian authors like Rabindranath Tagore, APJ Abdul Kalam, and Ruskin Bond, with nine out of fifteen pieces rooted in Indian contexts. A chapter on the Constitution highlights the 2004 Supreme Court ruling affirming citizens' right to hoist the national flag at home, linking it to freedom of expression.

Critics, including opposition leaders and academics, argue that the curriculum changes amount to a politically motivated revision of history. They also pointed out that while the textbook mentions the upcoming 2025 Maha Kumbh Mela in Prayagraj—citing an expected participation of 66 crore devotees—it omits any reference to the 2013 stampede that killed 30 pilgrims.

As of now, NCERT has not responded to questions regarding the omissions or the broader criticisms surrounding the latest textbook updates.

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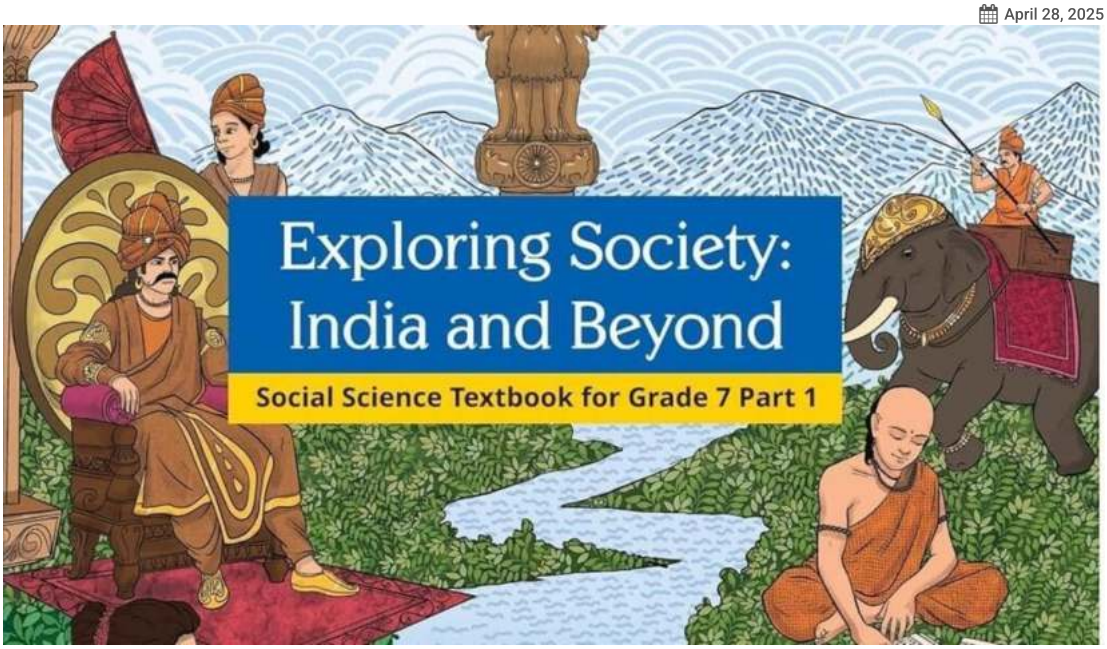
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EDUCATION

NCERT removes Mughals, Delhi Sultanate content from class 7 books, adds Maha Kumbh

Maktoob Staff

April 28, 2025



The National Council of Educational Research and Training (NCERT) has reportedly revised its Class 7 history textbooks by removing references to the Mughals and the Delhi Sultanate, and introducing content on dynasties reflecting the "Indian ethos," along with references to the Maha Kumbh and Union government initiatives.

This is the first time all content related to the Mughals and the Delhi Sultanate has been completely removed, although earlier, during the Covid-19 pandemic's 'syllabus rationalisation' exercise, detailed accounts of dynasties like the Tughlaqs, Khaljis, Mamluks, and Lodis, along with a two-page table on Mughal emperors' achievements, had only been trimmed.

The changes are aligned with the new National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023, both of which emphasize integrating Indian traditions, philosophies, knowledge systems, and local contexts into school education, stressing content that is "rooted in the Indian and local context and ethos."

Sanjeev Sanyal, who many considered as "Hindutva propagandist masquerading as a historian," was part of the textbook development team.

In the foreword of the textbook, NCERT Director Dinesh Prasad Saklani wrote, "The text integrates the values we desire our students to develop, is rooted in the Indian cultural context, and introduces global perspectives in an age-appropriate manner."

The Social Science Textbook, "Exploring Society: India and Beyond," has introduced new chapters on ancient Indian dynasties such as the Magadha, Mauryas, Shungas, and Sātavāhanas, with an emphasis on promoting the "Indian ethos."

A new chapter titled "How the Land Becomes Sacred" has been introduced in the textbook. It covers sacred and pilgrimage sites across India and beyond for religions such as Islam, Christianity, Judaism, Zoroastrianism, Hinduism, Buddhism, and Sikhism.

The chapter highlights places like the 12 Jyotirlingas, the Char Dham Yatra, the Shakti Pithas, and revered river confluences, mountains, and forests, presenting them as part of a “sacred geography,” according to a PTI report.

It also features a quote from India’s first prime minister, Jawaharlal Nehru, describing the country as a land of pilgrimages.

The new textbook claims that the “varna-jati system” initially contributed to social stability but later became rigid, particularly under British rule, resulting in social inequalities.

“The varna-jāti system has had a deep impact on Indian society, and generations of scholars have studied its countless aspects. There is a broad agreement that the system was significantly different (more flexible, in particular) in earlier periods and became more rigid with the passage of time, in particular during the British rule in India. Let us also keep in mind that while varna-jäti has been an important mechanism at work in Indian society, it is not the only one; there have been many others, some of which we will explore later, especially in the theme ‘Our Cultural Heritage and Knowledge Traditions’,” reads the book.

The textbook notes that 660 million people participated in the Maha Kumbh, but failed to mention the tragic stampede that resulted in 30 deaths and numerous injuries.

Further, it weaves in several Sanskrit terms throughout the different chapters, such as janapada (meaning “where the people have settled”), samrāj (“supreme ruler”), adhirāja (“overlord”), and rājādhirāja (“king of kings”).

The NCERT’s syllabus rationalisation in its textbooks has faced criticism from opposition parties, who have described the revamp as “saffronisation” aimed at aligning with the ruling party’s “agenda.”

P J James is the General Secretary of the Communist Party of India (Marxist-Leninist) Red Star took to X stating, “NCERT’s Islamophobic move to erase chapters on Mughal history from class 12 textbooks is part of NEP’s saffronisation of education. It smacks of neo-Nazi glorification associated with “new history writing” or “historical revisionism” now widespread among neofascist circles in EU!”

Earlier, the NCERT faced criticism from southern states for giving Hindi titles to English textbooks, with the National Council of Educational Research and Training (NCERT) being accused of disregarding regional linguistic diversity.

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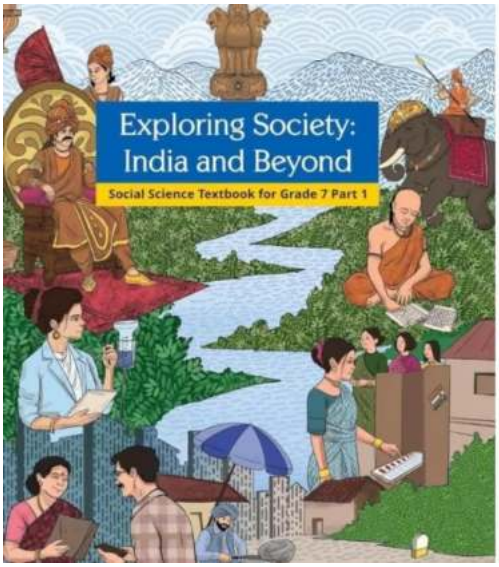
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NCERT drops all portions on Mughals, Delhi Sultanate from Class 7 books, adds Maha Kumbh – Here's how internet reacted

The latest NCERT textbook revisions sparked mixed online reactions, with some criticising them as erasing history and others praising them as a necessary correction.

Written by **FE Online**

April 28, 2025 15:56 IST





These changes align with the New Education Policy (NEP) and the National Curriculum Framework (NCFSE) 2023, which emphasise Indian traditions, philosophies and knowledge systems.

The NCERT has removed all references to the Mughals and the Delhi Sultanate from its Class 7 Social Science textbooks, introducing instead new chapters on ancient Indian dynasties such as the Magadha, Mauryas, Shungas and Satavahanas,

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focusing on “Indian ethos.” A new chapter on sacred pilgrimage sites, titled “How the Land Becomes Sacred,” also highlights jyotirlingas, Char Dham yatra, Shakti pithas and sacred geographies.

These changes align with the New Education Policy (NEP) and the National Curriculum Framework (NCFSE) 2023, which emphasise Indian traditions, philosophies and knowledge systems.

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The revised textbook portrays the varna-jati system as initially providing social stability but notes it became rigid under British rule. It also discusses the Maha Kumbh’s massive participation without mentioning the 2013 stampede tragedy.

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A new entry describes the 2004 Supreme Court ruling allowing citizens to fly the national flag as part of the Fundamental Right to Freedom of Expression. “This changed in 2004 when a citizen felt it was his right to express pride in his country and challenged the rule in court. The Supreme Court agreed, saying that flying the flag is part of the Fundamental Right to Freedom of Expression. We can now fly the tricolour with pride, keeping in mind that it should never be dishonoured,” the chapter read.

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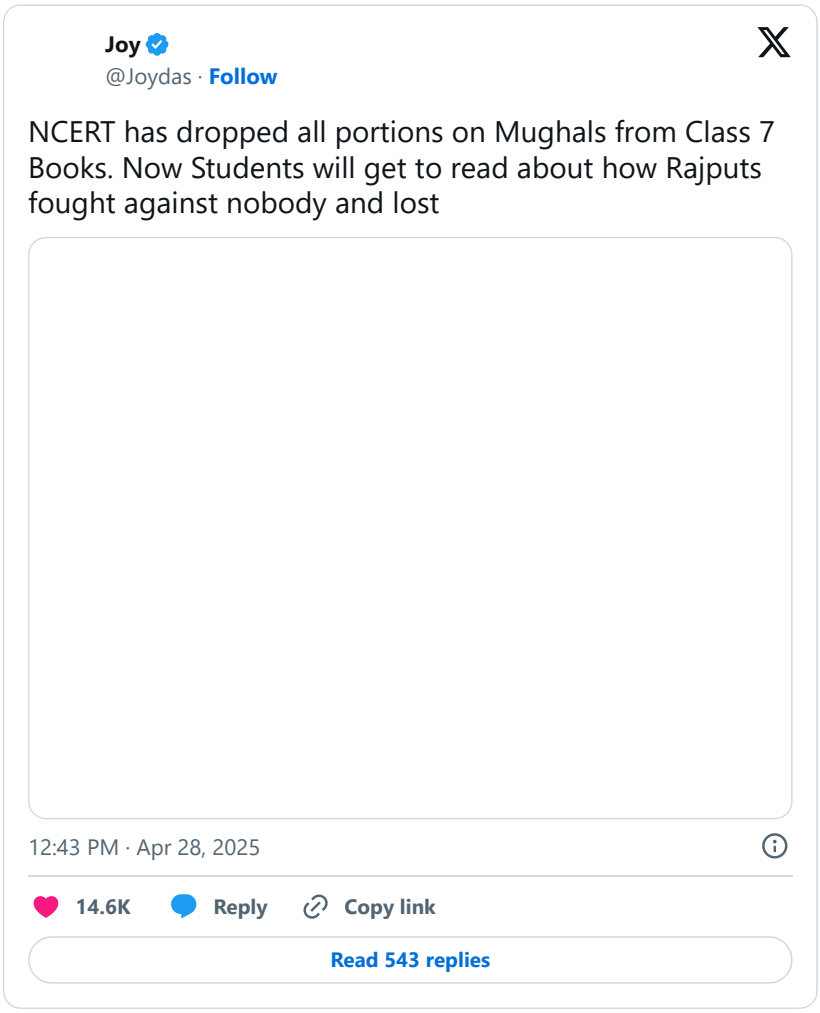
More changes expected

NCERT officials stated this is just the first part of the revised book, with more changes expected. However, the deletions have sparked criticism from opposition parties, accusing NCERT of “saffronisation” of the curriculum. NCERT Director Dinesh Prasad Saklani defended the rationalisation, stating that teaching about riots could negatively influence young students. Notably, NCERT had removed portions refering to the Gujarat communal pogrom of 2002.

Internet reacts to new changes in NCERT

The latest revisions in NCERT textbooks have triggered mixed reactions online. While many criticised the move as targeting specific historical narratives, others welcomed it as a long-overdue correction.

“NCERT has dropped all portions on Mughals from Class 7 Books. Now Students will get to read about how Rajputs fought against nobody and lost,” one user posted. “NCERT had removed Delhi Sultanate and Mughals chapters from class 7 history books. Another controversial move. Trimming was sufficient- removal is extremes,” another added.



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Nifty Oil & Gas	11205.95 AD Ratio: 0.88	26.40 0.24%
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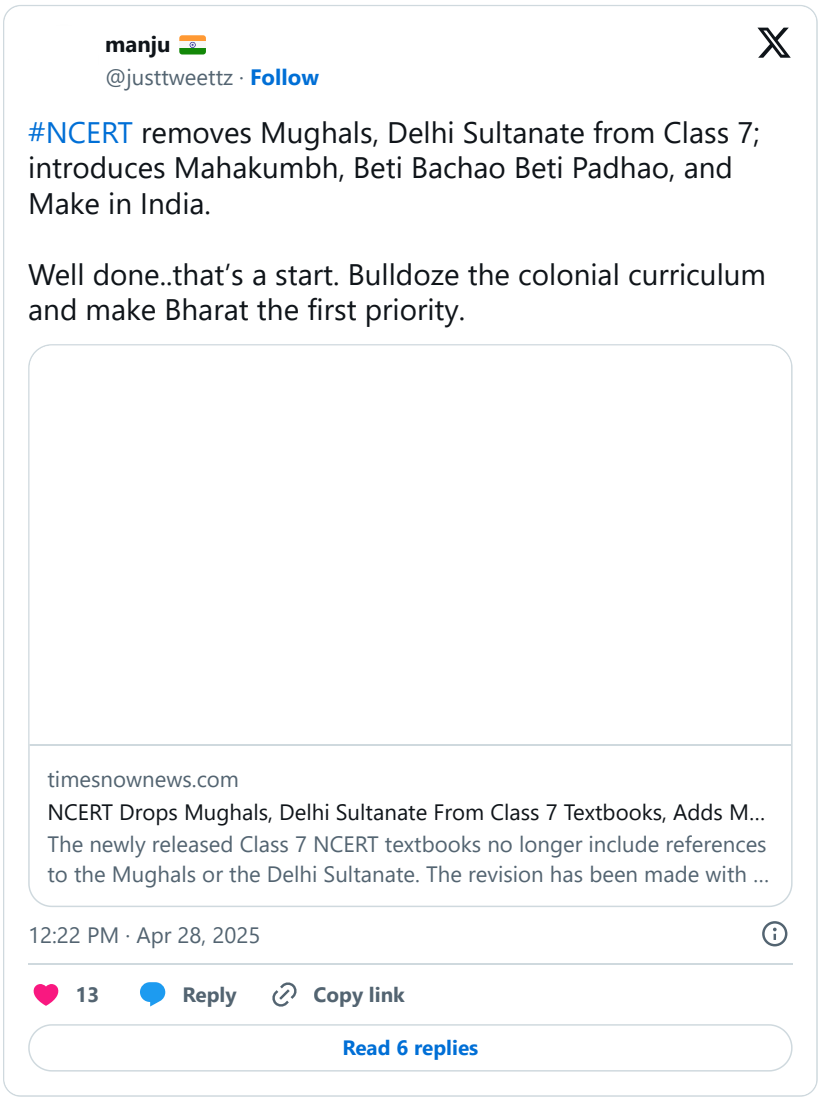
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Many users also hailed the decision and said, “NCERT removes Mughals, Delhi Sultanate from Class 7; introduces Mahakumbh, Beti Bachao Beti Padhao, and Make in India. A much needed move by NCERT...!!” “Well done..that’s a start. Bulldoze the colonial curriculum and make Bharat the first priority,” fourth netizen commented.

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अमर उजाला, 21 अप्रैल, 2025, पृष्ठ न० – 15

एनसीईआरटी की किताबों से मुगलकाल को नहीं, दोहराव को हटाया : मजूमदार

कोलकाता। केंद्रीय मंत्री और पश्चिम बंगाल भाजपा अध्यक्ष सुकांत मजूमदार ने सोमवार को कहा कि एनसीईआरटी की किताबों से मुगल काल को बाहर नहीं किया गया है, बल्कि केवल दोहराव वाली सामग्री को संपादित किया गया है।



मजूमदार ने इस बात पर जोर दिया कि मुगलकाल भारतीय इतिहास का एक महत्वपूर्ण हिस्सा है, लेकिन इसे अन्य ऐतिहासिक युगों की कीमत पर महिमामंडित नहीं किया जाना चाहिए। इसलिए जो दोहराव था, उसे हटाया गया है। उन्होंने कहा, जिस तरह मुगलकाल इतिहास का अहम हिस्सा है, उसी तरह का महत्व दूसरे युग को भी दिया जाना चाहिए, जो भारत का स्वर्णिम काल था। मजूमदार ने मुगलकाल को भारतीय इतिहास का सबसे काला दौर बताया। इससे पहले रक्षा मंत्री राजनाथ सिंह ने हाल ही में छत्रपति संभाजी नगर में एक जनसभा में भारतीय इतिहास की पाठ्यपुस्तकों में मुगल शासक औरंगजेब का महिमामंडन होने की बात कही थी। उन्होंने कहा था कि इस तरह के चित्रण ऐतिहासिक तथ्यों को तोड़-मरोड़ कर पेश करते हैं और विवादास्पद विरासत वाले शासकों की प्रशंसा करते हैं। ब्यूरो

राष्ट्रीय सहारा, 21 अप्रैल, 2025, पृष्ठ नं० – 08

ऐतिहासिक संशोधन

नये पाठ्यक्रम के लिए जारी की गई एनसीआरटी की पाठ्यपुस्तकों में नई राष्ट्रीय शिक्षा नीति व स्कूली के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा 2023 के तौर पर तैयार की गई हैं। इनमें मुगलों व दिल्ली सल्तनत के सभी संदर्भ गायब हैं। अब से पहले तक तुगलक, खिलजी, लोदी आदि का विस्तृत वर्णन व मुगलों की उपलब्धियां पाठ्यक्रम में जारी थीं, जबकि अब भारतीय राजवंशों, महाकुंभ, मेक इन इंडिया व बेटी बचाओ-बेटी पढ़ाओ जैसी सरकारी योजनाओं का जिक्र है। भारतीय परंपराओं, दर्शन, ज्ञान प्रणाली व स्थानीय संदर्भों को शामिल किया गया है। इतिहासकार व विद्वान सरकार के इस निर्णय को भारत के इतिहास को तोड़ने-मरोड़ने वाला ठहराते हुए काफी आलोचना कर चुके हैं। इन बदलावों को राजनीतिक रूप से पक्षपाती व शैक्षणिक रूप से अक्षम कहना गलत नहीं है। प्राचीन हिन्दू इतिहास व वैदिककाल को मुगल इतिहास पर तवज्जो देना, सोची-समझी रणनीति है। ये संशोधन न सिर्फ इतिहास को विकृत करने की चेष्टा है बल्कि इतिहास के मिथ्याकरण को महिमामंडित करना भी है। इतिहास सिर्फ इतिहास होता है। उसे अपनी विचारधारा के अनुरूप पक्ष या खिलाफ के खांचों में विभक्त कर नहीं परखा जा सकता। अतीत में हुई पूर्वजों की सफलताएं-असफलताएं सीख देने वाली हो सकती हैं। उनके विषय में विमर्श या उस वक्त की जटिलताओं को समझने की जरूरत है। न कि ऐतिहासिक अखंडता को छिन्न-भिन्न करते हुए पूर्वाग्रहीत विचारधारा को प्रस्तुत करने का प्रयास उचित कहा जा सकता है। छात्रों को दिया जाने वाला ऐतिहासिक ज्ञान गूढ व सटीक होना चाहिए। जिस पर किसी तरह का राजनीतिक प्रभाव न हो। न ही उसे बढ़ा-चढ़ा कर पेश किया जाए। न दुराव-छिपाव का प्रयास हो। क्योंकि यह छात्रों को दिग्भ्रमित ज्यादा करेगा। हम धर्मनिरपेक्ष राष्ट्र हैं, इसका खास ख्याल रखे जाने की जरूरत है। बेहतर हो कि इतिहासकार, शिक्षाविद, विशेषज्ञों व अनुभवी विचारकों को संतुलित व पूर्वाग्रहों से मुक्त होकर पाठ्यक्रम तैयार करने दिया जाए। निःसंदेह भारतीय संस्कृति और प्राचीन सभ्यता से छात्रों को परिचित कराना जरूरी है। विदेशी आक्रमणकारियों या शासकों का गुणगान किए बगैर भी संतुलित तरीके से यह संशोधन संभव हो सकता है।



The Pioneer, 29 April, 2025, Page no – 03

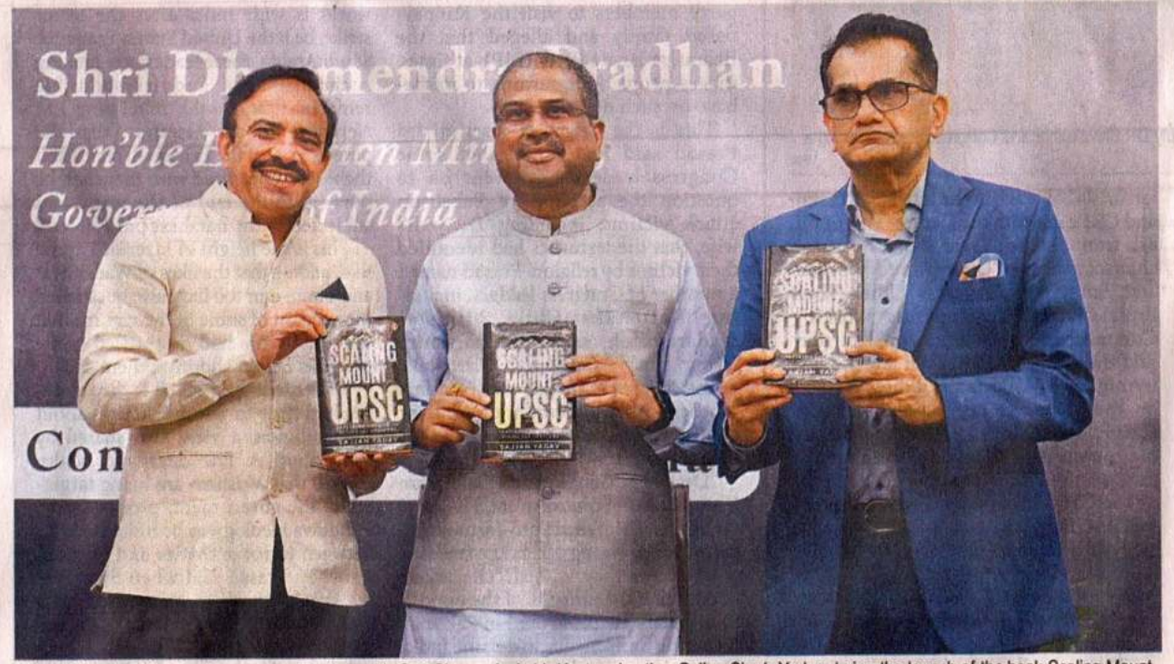
Dharmendra Pradhan launches book of success stories of young IAS officers

VAISHNAVI MISHRA ■ New Delhi

Union Education Minister Dharmendra Pradhan launched the book titled 'Scaling Mount UPSC: Inspiring Stories of Young IAS Officers', on Monday, which is written by Additional Secretary at Department of Expenditure of Ministry of Finance and talks about inspiring success stories of seven IAS officers across the years. Former NITI Aayog CEO Amitabh Kant, who is currently serving as G20 sherpa, was also present.

The books talks about the range of UPSC success stories including; a visually impaired girl Anjali Sharma, the son of a beekeeper from Kashmir Waseem Ahmad Bhat, an economically challenged 21 year old who had just got rejected by both IIT and NDA Satyam Gandhi, a mother of a 2-year-old Minnu , the ward of a servant to an IAS officer Bharat Singh, a privileged US based IITian, who chose to give up a cushy job and pursue the UPSC Lavish and lastly Shruti Sharma, who fetched 1st rank in 2021 UPSC exam.

Among all the mentioned IAS officers in the books, two were present in the event. One was visually impaired IAS Anjali Sharma, who secured AIR 185 in 2021 UPSC civil service exams and is currently posted as assistant secretary at Ministry of Micro, Small and Medium Enterprises. Waseem Ahmad Bhat, from Anantnag in South Kashmir, who secured All India Rank 7 in the UPSC Civil Services Examination 2022 was also present in the event. The education minister facilitated them with momentum. The parents of IAS Bharat Singh were present on his place and were honored by the education minister.



Union Education Minister Dharmendra Pradhan with G20 Sherpa Amitabh Kant and author Sajjan Singh Yadav during the launch of the book Scaling Mount UPSC: Inspiring Stories of Young IAS Officers at the Constitution Club of India in New Delhi on Monday RANJAN DIMRI

While addressing the UPSC aspirants, Pradhan said, "One should always keep their catalyst alive to keep themselves going on as everyday is an exam in itself, and one has to pass each one in order to crack the civil service exam. Apart from that, the world is changing very fast with the evolution of AI and fast paced change in geopolitical scenarios and we have to keep up pace with it, in order to fulfill the dream of 'Viksit Bharat' till 2047." Mentioning the recent Pahalgam attack in his address, he said, "When the darkness looms over the country after the incidents like the Pahalgam one, Bureaucrats like Waseem become the source of light in the society."

Talking about the utility of the book for UPSC aspirants, Kant said, "As you will turn the pages of the book, you will find encouragement in the journeys of seven heroes and heroines and the book is a call to action for every UPSC aspirant to remind them that no dream is too big to achieve, if you have the courage to peruse."

Yadav is a 1995 batch IAS officer of the AGMUT (Arunachal Pradesh-Goa-Mizoram and Union Territories) Cadre. He is also the author of the national bestseller India's Vaccine Growth Story: From Cowpox to Vaccine Maitri, which has been translated into 16 Indian languages as well as Spanish. He holds a Doctorate in Public Health from the London School of Hygiene and Tropical Medicine (LSHTM), a Master's degree in Public Policy from the University of Minnesota, USA, and an MBA from the University of Delhi.

Yadav has served in senior leadership roles in both the Government of India and various state governments, bringing over three decades of rich and diverse administrative experience.

He has been honored with multiple prestigious awards, including the National e-Governance Award (2017-18) and the President of India Medal for excellence in Census Operations.

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THE TIMES OF INDIA

NCERT textbook shows Indian rhino with 2 horns, sparks row

Apr 29, 2025, 11.52 PM IST



Morigaon: One-horned rhino grazes at Pobitora wildlife sanctuary, in Morigaon district, Wednesday, March 1, 2023. (PTI Photo) (PTI03_01_2023_000247B)

Guwahati: The new NCERT mathematics textbook for Class 4 has sparked a controversy due to an incorrect illustration showing two horns on an Indian rhinoceros. The issue has drawn attention from academics, wildlife specialists and the public in Assam, prompting the state's education department to address the matter.

Talking to the media, education minister Ranoj Pegu said, "I have not seen the NCERT book, but I have directed SCERT to check the textbook, and if such a picture has been published, they will inform the NCERT to correct it. We know that there are different types of rhinos. Of them, the Indian rhino has one horn. Rhinos with two horns can be found in Africa."

Assam's state animal is the one-horned rhinoceros, locally known as ‘gor'.

In Chapter 4, titled ‘Thousands Around Us', the text discusses the Indian rhinoceros. Under ‘Did you know?', it states: "The Indian rhinoceros is found in the foothills of the Himalayas in Northeast India. Floods and the medicinal value of their horns have led to a reduction in their population. In the early 1900s, their population was driven to near extinction with as few as 200 rhinoceroses. But with recent conservation measures, there are now around 4,000 (four thousand) rhinoceroses." The illustration contains significant inaccuracies about the species.

Aaranyak's secretary general and CEO, Bibhab Kumar Talukdar, a distinguished rhino conservation biologist, expressed concern about the inaccurate information. He highlighted that the term ‘greater one-horned' explicitly indicates a single-horned species, and the inclusion of an African rhino image raises questions about NCERT's

quality control. He noted that these rhinos inhabit the Brahmaputra Valley's floodplain ecosystem alongside the Eastern Himalayan foothills.

Talukdar cautioned that referencing medicinal properties of rhino horns could encourage poaching. As a recognised rhino expert, he emphasised that Assam's floods are natural and essential for the ecosystem. He pointed out that despite regular flooding since the 1950s, rhino populations have increased significantly, citing Kaziranga's growth from 366 rhinos in 1966 to approximately 2,613 currently. He expressed concern about NCERT's choice of authors for educational materials.

The error attracted criticism on social media platforms. A user named Udoy Bhaskar Borah posted on X: "In the recently published NCERT Class 4 Math textbook, an Indian rhino is shown to have two horns (Pg 45). Such mistakes are not acceptable in an NCERT textbook."

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Nation

NCERT textbook carries inaccurate picture, misleading facts about Indian rhino

Conservationist Bibhav Kumar Talukdar, Secretary General and CEO of Assam-based wildlife NGO Aaranyak, called the misinformation "worrying."



NCERT has come under fire for wrongly depicting the Indian rhinoceros with two horns in a Class 4 mathematics textbook. (Photo | ANI)

Prasanta Mazumdar

Updated on: 29 Apr 2025, 7:40 pm · 2 min read

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GUWAHATI: The National Council of Educational Research and Training (NCERT) has drawn flak by wrongly depicting the Indian rhinoceros in the Class 4 maths textbook.

Conservationists and wildlife experts say the textbook not only carries an inaccurate illustration but also features misleading facts.

At the centre of the controversy is a “Did you know” section in the “1000s Around Us” chapter. Alongside the erroneous illustration, the statement reads: “The Indian rhinoceros is found in the foothills of the Himalayas in Northeast India. Floods and the medicinal value of their horns have led to a reduction in their population. In the early 1900s, their population was driven to near extinction with as little as 200 rhinoceroses. But with recent conservation measures, there are now around 4000 (four thousand) rhinoceroses.”

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The errors have sparked criticism from several quarters.

“In the recently published NCERT Class 4 Math textbook, an Indian rhino is shown to have two horns (Pg 45). Such mistakes are not acceptable in an NCERT textbook,” an X user, Udoy Bhaskar Borah, wrote.

Conservationist Bibhav Kumar Talukdar, Secretary General and CEO of Assam-based wildlife NGO Aaranyak, called the misinformation “worrying.”

“Greater one-horned rhino itself reflects it is a one-horned rhino. Further, greater one-horned rhinos are also found in the floodplain ecosystem of Brahmaputra valley in Assam, besides the foothills of Eastern Himalayas,” he said.

He added that stating rhino horn has medicinal value could provoke many to seek it for such purposes, potentially leading to increased rhino poaching. Talukdar also reminded the author and NCERT that floods in Assam are a natural phenomenon and essential for the floodplain ecosystem.

Environmental activist and animal lover Apurba Ballav Goswami said, “The world knows the Assam rhinos have one horn. It is unfortunate that children are being misinformed.”

In response to the outrage, Assam’s Education Minister Ranoj Pegu has instructed the State Council of Educational Research and Training (SCERT) to investigate the matter.

“I have not seen the NCERT textbook. I have directed the SCERT to look into the matter. If it is indeed erroneous, the SCERT will inform the NCERT,” Pegu told the media.

“We know Indian rhinos have one horn while African and Sumatran rhinos have two horns,” he added.

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NCERT textbook | Indian rhino

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Hindustan Times

Delhi cabinet approves draft bill to regulate fees in private, government schools

By HT News Desk

Apr 29, 2025 06:33 PM IST

Earlier this month, hundreds of parents protested outside the DoE office, demanding immediate rollback of recent fee hikes.

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The Delhi Cabinet has approved the draft bill to regulate fees in private and government schools in the national capital, said chief minister Rekha Gupta on Tuesday.



Parents of private schools protest against an alleged fee hike in front of the Directorate of Education office at Delhi Vidhan Sabha in New Delhi on April 16.((Arvind Yadav/HT Photo))

The Delhi government has taken a "bold and historic" step by approving the Delhi School Education Transparency in Fixation and Regulation of Fees Bill, 2025, Rekha Gupta said while addressing a press conference, reported PTI.

BluSmart halts cab bookings in Bengaluru amidst SEBI probe into financial irregularities: Read more details!

She also said that the action has been taken as there was “panic” among parents and alleged “harassment” of students in the name of fee hike.

"The previous governments in Delhi made no provision to prevent fee hike. There was no guideline to help government prevent fee hike by private schools," PTI quoted Rekha Gupta as saying.

The big move comes weeks after many parents across Delhi protested outside the Directorate of Education’s office, demanding immediate rollback of fee hikes. Following the protests, the DoE on April 16 announced that it has initiated action against unaided private schools found to be illegally hiking fees, including proceedings for de-recognition and possible takeover of school managements.

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What Delhi education minister said

On the approval of the draft bill, Delhi's education minister Ashish Sood told news agency PTI that it will be reviewed on 18 provisions before implementation and that school fees will be hiked in three years.

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VIDEO | Delhi: On Cabinet approving draft Bill to regulate fees in private, government schools, Education Minister Ashish Sood (@ashishsood_bjp) says, "The bill will be presented and passed soon. Parents, teachers, and management will be regulating the fees, we will be reviewing Show more

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"The bill will be presented and passed soon. Parents, teachers, and management will be regulating the fees, we will be reviewing it on 18 provisions, and implementing it. The fees will be hiked in three years. Schools violating it will be taken over," he said.

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He also said that the Bill proposes formation of a three-tier committees to regulate fee hikes.

After protests and mounting complaints by parents and students across the national capital, the Delhi government initiated a crackdown on schools that were accused of illegally imposing arbitrary and exorbitant fee hikes.

The hikes put a burden on the parents' pockets, prompting them to demonstrate with placards that read "Stop fee hike, parents are not ATMs" and "Education is the right of every child".

(With PTI inputs)

Rekha Gupta Delhi School Delhi Ca | Get Current Updates onIndia News,Weather Today,Latest News,Pahalgam Attack Live Updates

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Delhi sees chaos as rain, thunderstorms cause waterlogging, flight delays

By **Jasjeev Gandhiok**, New Delhi

May 02, 2025 09:40 AM IST

An intense thunderstorm in Delhi resulted in waterlogging, traffic snarls, and four fatalities due to a fallen tree.

An intense thunderstorm hit the national Capital in the early hours of Friday, leading to widespread waterlogging in the city, traffic snarls and loss of life. Four people were killed while one got injured after a tree fell on a tubewell room in a farm in Kharkhari village in Dwarka, police said on Friday morning.

राष्ट्रीय सहारा, 30 अप्रैल, 2025, पृष्ठ नं० - 01

स्कूली फीस में मनमानी पर अब कसेगी नकेल



- दिल्ली सरकार बनाएगी कानून, दस लाख तक के जुर्माने का प्रावधान
- सरकार ने दी स्कूल फीस विनियमित करने वाले विधेयक को मंजूरी

नई दिल्ली (एसएनबी)। दिल्ली के मंत्रिमंडल ने राष्ट्रीय राजधानी के निजी और सरकारी स्कूलों में फीस को विनियमित करने के प्रावधान वाले विधेयक को मंगलवार को मंजूरी दे दी। इस फैसले से हर साल मनमाने ढंग से फीस बढ़ाने का मुद्दा उठाने वाले अभिभावकों को बड़ी राहत मिलेगी। मुख्यमंत्री रेखा गुप्ता ने कहा कि सरकार के निर्देशों का पालन नहीं करने पर स्कूलों पर एक लाख रुपए से लेकर 10 लाख रुपए तक का कठोर जुर्माना लगाया जाएगा। गुप्ता ने इस कदम को साहसिक व ऐतिहासिक करार देते हुए कहा कि भाजपा सरकार दिल्ली स्कूल शिक्षा पारदर्शिता निर्धारण एवं शुल्क विनियमन विधेयक-2025 को पारित करने के लिए तत्काल दिल्ली विधानसभा का सत्र बुलाएगी।

शिक्षा मंत्री आशीष सूद के साथ मौजूद मुख्यमंत्री ने कहा कि पिछले दिनों इस मुद्दे पर व्यापक रूप से चर्चा हुई और कुछ स्कूलों की गतिविधियों व फीस वृद्धि के नाम पर छात्रों के 'उत्पीड़न की शिकायतों के कारण अभिभावकों में घबराहट थी। उन्होंने कहा, दिल्ली की पिछली सरकारों ने फीस वृद्धि को रोकने के लिए कोई प्रावधान नहीं किया। निजी स्कूलों द्वारा फीस वृद्धि को रोकने में सरकार की मदद करने के लिए कोई दिशानिर्देश नहीं था। सूद ने कहा कि विधेयक में स्कूल, जिला व राज्य स्तर पर तीन स्तरीय समितियों के गठन का प्रस्ताव है। इससे स्कूल फीस निर्धारित करने की प्रक्रिया में बहुत जरूरी पारदर्शिता व संरचना आएगी और अभिभावकों को अनियमित बढ़ोतरी से बचाया जा सकेगा। उन्होंने कहा कि पूरी प्रक्रिया समयबद्ध होगी, ताकि अभिभावकों को किसी तरह की परेशानी न हो।

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शिक्षा को आधुनिक बनाने के लिए काम कर रही सरकार : मोदी

नई दिल्ली (एसएनबी)। प्रधानमंत्री नरेन्द्र मोदी ने मंगलवार को कहा कि देश के भविष्य के लिए युवाओं को तैयार करने में शिक्षा प्रणाली एक अहम भूमिका निभाती है और सरकार इसे आधुनिक बनाने की दिशा में काम कर रही है।

प्रधानमंत्री मोदी ने यहां भारत मंडपम में 'युग्म' नवाचार सम्मेलन को संबोधित करते हुए कहा कि विचार (आइडिया) की 'प्रोटोटाइप' से 'प्रोडक्ट' तक की यात्रा कम से कम समय में पूरी होना जरूरी है। एआई, क्वांटम कंप्यूटिंग, एडवांस्ड एनालिटिक्स, अंतरिक्ष तकनीक, स्वास्थ्य तकनीक और सिथेटिक जीव विज्ञान को लगातार बढ़ावा देने की आवश्यकता पर बल देते हुए मोदी ने कृत्रिम बुद्धिमत्ता (एआई) के विकास और अपनाने में भारत की अग्रणी स्थिति पर प्रकाश डाला। उन्होंने कहा, ''किसी भी देश का भविष्य उसकी युवा पीढ़ी पर निर्भर होता है, इसलिए यह जरूरी है कि हम अपने युवाओं के भविष्य के लिए और उन्हें भारत के उज्ज्वल भविष्य के लिए तैयार करें।''

प्रधानमंत्री ने कहा कि इसमें बड़ी भूमिका देश की शिक्षा प्रणाली की भी होती है, इसलिए हम देश की शिक्षा प्रणाली को 21वीं सदी की जरूरतों के मुताबिक आधुनिक बना रहे है। उन्होंने कहा, ''हमने विकसित भारत के लक्ष्य के लिए अगले 25 वर्षों की समयसीमा तय की है। हमारे पास समय सीमित है, लक्ष्य बड़े है। इसलिए जरूरी है कि हमारे विचार (आइडिया) की 'प्रोटोटाइप' से 'प्रोडक्ट' तक की यात्रा भी कम से कम समय में पूरी हो।''



मोदी ने कहा कि प्रयोगशाला से बाजार की दूरी कम करके अनुसंधान के परिणाम लोगों तक तेजी से पहुंचते है और अनुसंधानकर्ताओं को प्रोत्साहन मिलता है। उन्होंने कहा, ''इससे अनुसंधान, नवाचार और मूल्य संवर्धन के चक्र में तेजी आती है।'' प्रधानमंत्री ने एक मजबूत अनुसंधान तंत्र की जरूरत बताई और शिक्षण संस्थानों, निवेशकों एवं उद्योग से अनुसंधानकर्ताओं का समर्थन करने को कहा। विश्व के सबसे लंबे 'हाइपरलूप' परीक्षण ट्रैक, भारतीय रेलवे के सहयोग से आईआईटी मद्रास में विकसित 422 मीटर लंबे 'हाइपरलूप' के चालू होने जैसे मील के पत्थरों का हवाला देते हुए प्रधानमंत्री ने नैनो-स्केल पर प्रकाश को नियंत्रित करने के लिए आईआईएससी बेंगलोर के वैज्ञानिकों द्वारा विकसित नैनो प्रौद्योगिकी और आणविक फिल्म में 16,000 से अधिक चालन अवस्थाओं में डेटा को संग्रहीत और संसाधित करने में सक्षम 'ब्रेन ऑन ए चिप' प्रौद्योगिकी जैसी अभूतपूर्व उपलब्धियों की सराहना की। उन्होंने कुछ सप्ताह पहले ही भारत की पहली स्वदेश निर्मित एमआरआई मशीन के विकास को रेखांकित किया।

■ कहा, आइडिया की 'प्रोटोटाइप' से 'प्रोडक्ट' तक की यात्रा कम से कम समय में पूरी होना जरूरी

प्रधानमंत्री ने कहा, ''हमारे शास्त्रों में कहा गया है- परं परोपकारार्थं यो जीवति स जीवति अर्थात जो दूसरों की सेवा और परोपकार के लिए जीवन समर्पित करता है, वही वास्तविक जीवन जीता है।'' उन्होंने कहा कि पीएम ई-विद्या और दीक्षा मंचों के तहत 'वन नेशन, वन डिजिटल एजुकेशन इंफ्रास्ट्रक्चर' का निर्माण किया गया है जिसका इस्तेमाल देश की 30 से ज्यादा भाषाओं और 7 विदेशी भाषाओं में पाठ्य पुस्तक तैयार करने के लिए हो रहा है। मोदी ने कहा कि 'नेशनल क्रेडिट फ्रेमवर्क' के जरिए छात्रों के लिए अलग-अलग विषयों को एक साथ पढ़ना आसान हो गया है, यानी भारत के विद्यार्थियों को अब आधुनिक शिक्षा मिलनी शुरू हुई है, उनके कॅरियर के लिए नए रास्ते बन रहे है। मोदी ने यह भी कहा कि अनुसंधान और विकास (आर एंड डी) पर 2013-14 में सकल व्यय केवल 60,000 करोड़ रुपये था, जिसे अब सवा लाख करोड़ रुपये तक बढा दिया गया है। उन्होंने कहा, ''भारतीय विश्वविद्यालयों के परिसर ऐसे केंद्र बनकर उभर रहे है जहां युवाशक्ति सफल नवाचार कर रही है।'' उन्होंने सम्मेलन में कहा, ''आज यहां सरकार, शिक्षा, विज्ञान और अनुसंधान से जुड़े भिन्न-भिन्न क्षेत्र के लोग इतनी बड़ी संख्या में उपस्थित है। इस एकजुटता को ही 'युग्म' कहते है। एक ऐसा युग्म जिसमें विकसित भारत की भविष्य की तकनीक से जुड़े हितधारक एक साथ जुड़े है, एक साथ जुटे हैं।''

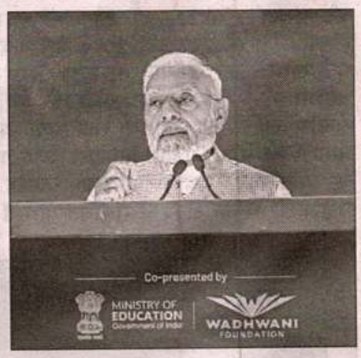
जनसत्ता, 30 अप्रैल, 2025, पृष्ठ नं० - 08

शिक्षा प्रणाली को आधुनिक बनाने की दिशा में काम कर रही सरकार : मोदी

जनसत्ता ब्यूरो
नई दिल्ली, 29 अप्रैल।

प्रधानमंत्री नरेंद्र मोदी ने मंगलवार को कहा कि देश के भविष्य के लिए युवाओं को तैयार करने में शिक्षा प्रणाली एक अहम भूमिका निभाती है और सरकार इसे आधुनिक बनाने की दिशा में काम कर रही है। प्रधानमंत्री मोदी ने भारत मंडपम में 'युग्म' नवाचार सम्मेलन को संबोधित करते हुए कहा कि विचार (आइडिया) की 'प्रोटोटाइप' से 'प्रोडक्ट' तक की यात्रा कम से कम समय में पूरी होना जरूरी है। एआइ, क्वांटम कंप्यूटिंग, एडवांस्ड एनालिटिक्स, अंतरिक्ष तकनीक, स्वास्थ्य तकनीक और सिंथेटिक जीव विज्ञान को लगातार बढ़ावा देने की आवश्यकता पर बल देते हुए मोदी ने कृत्रिम बुद्धिमत्ता (एआइ) के विकास और अपनाने में भारत की अग्रणी स्थिति पर प्रकाश डाला।

मोदी ने कहा कि किसी भी देश का भविष्य उसकी युवा पीढ़ी पर निर्भर होता है, इसलिए यह जरूरी है कि हम अपने युवाओं के भविष्य के लिए और उन्हें भारत के उज्ज्वल भविष्य के लिए तैयार करें। प्रधानमंत्री ने कहा कि इसमें बड़ी भूमिका देश की शिक्षा प्रणाली की भी होती है, इसलिए हम देश की शिक्षा प्रणाली को 21वीं सदी की जरूरतों के मुताबिक आधुनिक बना रहे हैं। उन्होंने कहा कि हमने विकसित भारत के लक्ष्य के लिए 25 वर्षों की समयसीमा तय की है। हमारे पास समय सीमित है, लक्ष्य बड़े हैं। इसलिए जरूरी है कि हमारे विचार (आइडिया) की 'प्रोटोटाइप' से 'प्रोडक्ट' तक की यात्रा भी कम से कम समय में पूरी हो। मोदी ने कहा कि प्रयोगशाला से बाजार की दूरी कम करके अनुसंधान के परिणाम लोगों तक तेजी से पहुंचते हैं और अनुसंधानकर्ताओं को प्रोत्साहन मिलता है।



प्रधानमंत्री ने भारत मंडपम में 'युग्म' नवाचार सम्मेलन को संबोधित करते हुए कहा कि विचार (आइडिया) की 'प्रोटोटाइप' से 'प्रोडक्ट' तक की यात्रा कम से कम समय में पूरी होना जरूरी।

उन्होंने कहा कि इससे अनुसंधान, नवाचार और मूल्य संवर्धन के चक्र में तेजी आती है। प्रधानमंत्री ने एक मजबूत अनुसंधान तंत्र की जरूरत बताई और शिक्षण संस्थानों, निवेशकों एवं उद्योग से अनुसंधानकर्ताओं का समर्थन करने को कहा। उन्होंने कुछ सप्ताह पहले ही भारत की पहली स्वदेश निर्मित एमआरआइ मशीन के विकास को रेखांकित किया। प्रधानमंत्री ने कहा कि हमारे शास्त्रों में कहा गया है- 'परम परोपकारार्थं यो जीवति स जीवति' अर्थात जो दूसरों की सेवा और परोपकार के लिए जीवन समर्पित करता है, वही वास्तविक जीवन जीता है। उन्होंने कहा कि पीएम ई-विद्या और दीक्षा मंचों के तहत 'वन नेशन, वन डिजिटल एजुकेशन इंफ्रास्ट्रक्चर' का निर्माण किया गया है।

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यूपी के हर स्कूल में प्रार्थना के दौरान कस्तूरीरंगन के बारे में बताने के निर्देश

लखनऊ (एसएनबी)। उत्तर प्रदेश सरकार ने प्रदेश के हर विद्यालय में प्रार्थना सभा के दौरान शिक्षकों को भारतीय अंतरिक्ष अनुसंधान संगठन (इसरो) के पूर्व अध्यक्ष और राष्ट्रीय शिक्षा नीति (2020) के प्रमुख शिल्पकार डॉ. के. कस्तूरीरंगन के बारे में बताने और उनका चित्र लगाने का निर्देश दिया है। डॉ. कस्तूरीरंगन ने भारत को अंतरिक्ष विज्ञान के क्षेत्र में वैश्विक स्तर पर स्थापित किया, साथ ही शिक्षा के क्षेत्र में ऐतिहासिक परिवर्तन लाने का कार्य भी उनकी उपलब्धियों में से एक है।

■ 2020 के राष्ट्रीय शिक्षा नीति के प्रमुख शिल्पकार रहे हैं पूर्व इसरो प्रमुख

बयान के अनुसार, डॉ. के. कस्तूरीरंगन के निधन के बाद योगी सरकार ने 28 अप्रैल से प्रदेश के सभी परिषदीय एवं कस्तूरबा गांधी बालिका विद्यालयों में डॉ. कस्तूरीरंगन के जीवन, वैज्ञानिक उपलब्धियों और शिक्षा सुधार में योगदान की जानकारी प्रार्थना सभा में देने सम्बन्धी निर्देश जारी किया है। निर्देश के मुताबिक, डॉ. कस्तूरीरंगन का चित्र विद्यालयों में प्रदर्शित किया जाएगा और विद्यार्थियों को उनके जीवन मूल्यों को अपनाने के लिए प्रेरित किया जाएगा। बयान में बताया गया कि डॉ. कस्तूरीरंगन का जीवन बताता है कि साधारण पृष्ठभूमि से भी असाधारण ऊंचाइयों तक पहुंचा जा सकता है। उत्तर प्रदेश सरकार के बेसिक शिक्षा राज्य मंत्री (स्वतंत्र प्रभार) संदीप सिंह के हवाले से बयान में बताया गया कि महान वैज्ञानिक और राष्ट्रीय शिक्षा नीति 2020 के प्रमुख शिल्पकार डॉ. के. कस्तूरीरंगन जी के निधन से देश ने एक अद्वितीय शिक्षा चिंतक और राष्ट्र निर्माता को खोया है। सिंह ने कहा, "उनका (डॉ. कस्तूरीरंगन का) जीवन हम सभी के लिए प्रेरणा स्रोत है। योगी सरकार संकल्पित है कि परिषदीय विद्यालयों के छात्र-छात्राओं को उनके आदर्शों से परिचित कराते हुए उनमें वैज्ञानिक सोच, नवाचार और राष्ट्र सेवा की भावना विकसित की जाएगी।"

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युवा देश का भविष्य, उनकी जरूरतों के मुताबिक आधुनिक बना रहे शिक्षा : मोदी

युग्म सम्मेलन : पीएम ने कहा-नई शिक्षा नीति वैश्विक मानकों को ध्यान में रखकर की गई तैयार

नई दिल्ली। प्रधानमंत्री नरेंद्र मोदी ने कहा कि टैलेंट, टेंपरामेंट और टेक्नोलॉजी की तिकड़ी भारत के भविष्य को बदलकर रख देगी। इसलिए हमने बच्चों को शुरुआत से ही आधुनिक तकनीक से रू-ब-रू कराने के लिए अटल टिंकरिंग लैब जैसी पहल की है। किसी भी देश का भविष्य उसकी युवा पीढ़ी पर निर्भर होता है। इसलिए जरूरी है कि अपने युवाओं को उनके और देश के उज्ज्वल भविष्य के लिए तैयार किया जाए। इसमें देश की शिक्षा प्रणाली की अहम भूमिका है। इसी को ध्यान में रखकर सरकार शिक्षा प्रणाली को 21वीं सदी की जरूरतों के मुताबिक आधुनिक बना रही है।

प्रधानमंत्री मोदी ने मंगलवार को युग्म सम्मेलन को संबोधित करते हुए कहा कि देश में लागू की गई नई राष्ट्रीय शिक्षा नीति को वैश्विक मानकों को ध्यान में रखकर तैयार किया गया है। इसके बाद से भारतीय शिक्षा प्रणाली में बड़ा बदलाव देख भी रहे हैं। पीएम ई-विद्या, और दीक्षा प्लैटफॉर्म के तहत वन नेशन, वन डिजिटल एजुकेशन इंफ्रास्ट्रक्चर का निर्माण किया गया है। यह एआई आधारित है और इसका इस्तेमाल देश की 30 से ज्यादा भाषाओं और सात विदेशी भाषाओं में पाठ्यपुस्तकें तैयार करने के लिए किया जा रहा है। ब्यूरो

प्रधानमंत्री ने कहा कि उनकी सरकार का लक्ष्य एआई को भारत के लिए कारगर (मेक एआई वर्क फॉर इंडिया) बनाना है। पीएम ने कहा कि अनुसंधान एवं विकास (आरएंडडी) पर 2013-14 में सकल व्यय केवल 60,000 करोड़ रुपये था, जिसे अब सवा लाख करोड़ रुपये तक बढ़ा दिया गया है। उन्होंने कहा, हमने विकसित भारत के लक्ष्य के लिए अगले 25 वर्ष की समयसीमा तय की है। हमारे पास समय सीमित है, लक्ष्य बड़े हैं। इसलिए जरूरी है कि हमारे विचार की प्रोटोटाइप से प्रोडक्ट तक की यात्रा भी कम से कम समय में पूरी हो।

हमारे पास समय सीमित और लक्ष्य बड़े हैं



दिल्ली में भारत मंडपम में युग्म सम्मेलन के दौरान पीएम मोदी को स्मृति चिह्न दिया गया। एजेंसी

नवाचार को आगे बढ़ा रही युवा शक्ति : बड़ी संख्या में सरकार, शिक्षा, विज्ञान और अनुसंधान से जुड़े विभिन्न क्षेत्र के लोगों को संबोधित करते हुए प्रधानमंत्री ने कहा कि इस एकजुटता को ही युग्म कहते हैं। ऐसा युग्म जिसमें विकसित भारत की भविष्य की तकनीक से जुड़े हितधारक एक साथ जुड़े हैं, एक साथ जुटे हैं। उन्होंने कहा, भारतीय विश्वविद्यालयों के परिसर ऐसे केंद्र बनकर उभर रहे हैं जहां युवाशक्ति सफल नवाचार कर रही है।

कॅरिअर के नए रास्ते खुल रहे

प्रधानमंत्री ने कहा कि भारत के छात्रों को अब आधुनिक शिक्षा मिलनी शुरू हुई है, करियर के लिए नए रास्ते बन रहे हैं। भारत ने जिन लक्ष्यों को तय किया है, उसे निरंतर गति देने के लिए देश के रिसर्च इकोसिस्टम को मजबूती देना आवश्यक है। इस मौके पर विज्ञान एवं प्रौद्योगिकी के क्षेत्र में अहम योगदान के लिए उन्होंने वाधवानी फाउंडेशन की सराहना भी की। रोमेश वाधवानी की यह संस्था स्कूली शिक्षा, आंगनवाड़ी से जुड़ी टेक्नोलॉजी और एग्री टेक में भी काफी काम कर रही है।

भारत अब दूसरों के लिए प्रेरणा बन रहा : जितेंद्र : सम्मेलन में केंद्रीय विज्ञान एवं प्रौद्योगिकी मंत्री जितेंद्र सिंह ने कहा कि पीएम मोदी के नेतृत्व में पिछले 11 वर्षों के दौरान भारत ने विज्ञान के क्षेत्र में वैश्विक नेता के तौर पर खुद को स्थापित करने की दिशा में मजबूती से कदम बढ़ाया है। उन्होंने कहा, तस्वीर पूरी तरह बदल चुकी है और भारत अब सफल प्रयोग कर रहा है।

विकसित भारत के लिए अहम साबित होंगी नई पहल : शिक्षा मंत्री धर्मेंद्र प्रधान ने अगले पांच वर्षों में स्कूलों में 50,000 नई अटल टिंकरिंग लैब खोलने की पीएम मोदी की घोषणा का स्वागत किया। साथ ही इस बात को रेखांकित किया शोध और नवाचार को बढ़ावा देने वाली ऐसी नई पहल 2047 तक विकसित भारत के लक्ष्य को प्राप्त करने के लिए महत्वपूर्ण साबित होंगी।

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शिक्षक-सुविधाएं बढ़ें, तो स्कूल आएं बच्चे



उत्तर प्रदेश में 'ऑपरेशन कायाकल्प' समेत कई योजनाएं चल रही हैं, पर शिक्षक व सुविधाओं की कमी से बच्चे सरकारी स्कूलों की ओर आकर्षित नहीं हो पा रहे।

विजय त्रिपाठी | मुद्दा

उत्तर प्रदेश के सरकारी स्कूलों को चलाने के लिए दो तरह की अघोषित नीतियां हैं। पहली नीति के तहत स्मार्ट क्लास चल रही हैं, इंटरनेट व टेक्नोलॉजी का खूब इस्तेमाल हो रहा है। दूसरी ओर स्कूल हैं, बच्चे भी हैं, पर पढ़ाने वाले ही नहीं हैं। बिना शिक्षक के स्कूल दूरस्थ और अति पिछड़े इलाकों में ही नहीं, बल्कि राजधानी में बेसिक शिक्षा निदेशालय की चमचमाती इमारत के चार-छह किलोमीटर के दायरे में भी मिल जाएंगे। राजधानी लखनऊ में ही ऐसे कई स्कूल हैं, जहां की इमारत छहाऊ है या जहां बिजली की ही पुख्ता व्यवस्था नहीं है।

यों तो बदहाल स्कूलों के कायाकल्प के लिए शिक्षा विभाग ऑपरेशन कायाकल्प समेत कई योजनाएं चला रहा है। कहीं पब्लिक प्राइवेट पार्टनरशिप (पीपीपी) से, तो कहीं सरकारी योजनाओं से संसाधनों को पूरा करने की कवायद चल रही है। 18 हजार से अधिक स्कूलों में स्मार्ट क्लास, आईसीटी लैब, दीक्षा एप आदि अत्याधुनिक संसाधनों से पढ़ाई शुरू कराई जा रही है, तो लर्निंग बाई



डुइंग कार्यक्रम से उनका कौशल विकास किया जा रहा है, लेकिन ये तस्वीर का एकतरफा रुख है। शहरी और ग्रामीण क्षेत्र के स्कूलों में विषमता की इस खाई को पाटे बिना इन विद्यालयों को चलाने का लक्ष्य पूरा नहीं होगा।

प्राथमिक स्कूलों का हाल ऐसे समझिए कि बेसिक शिक्षा विभाग के परिषदीय स्कूलों में सात साल से शिक्षकों की भर्ती ही नहीं हुई है। 2018 में दो बार शिक्षकों की भर्ती का विज्ञापन निकाला गया। भर्ती होते-होते तीन साल गुजर गए। 2021 के बाद कोई भर्ती ही नहीं की गई, अदालतों के कई बार टोका-टाकी के बावजूद। हर साल पांच से छह हजार शिक्षक सेवानिवृत्त हो रहे हैं। कुछ शिक्षकों का असामयिक निधन हो जाता है। हास्यस्पद बात यह है कि इसके बाद भी विभाग की ओर से यह दावा किया जा रहा है कि विद्यालयों में शिक्षकों की कोई कमी नहीं है, जबकि विभागीय सूत्रों के अनुसार ही प्रदेश के 600 से अधिक विद्यालयों में शिक्षक नहीं हैं। यहां जुगाड़ से काम चलाया जा रहा है यानी आसपास के शिक्षकों को अटैच करके या फिर शिक्षामित्र व अनुदेशक की तैनाती के जरिये।

स्थानांतरण या समायोजन की दोषपूर्ण नीतियों के कारण शहरी क्षेत्र के करीब 19 फीसदी स्कूलों में एक भी शिक्षक नहीं है। 12 फीसदी स्कूल शिक्षामित्रों के भरोसे हैं और ये भी शिक्षकविहीन विद्यालयों की श्रेणी में आते हैं। 50 बच्चों से कम संख्या वाले करीब 27 हजार स्कूलों पर बंदी का खतरा रहा है। इन्हें बंद करने की कोशिश भी हो चुकी है, लेकिन विरोध के कारण फैसला टालना पड़ा।

4,000 से अधिक विद्यालय एकल शिक्षक वाले हैं। अगर कभी शिक्षक बीमार या अनुपस्थित हो गया, तो फिर बच्चों की स्कूल आने के बाद भी छुट्टी। यह विसंगति सिर्फ ग्रामीण ही नहीं, शहरी क्षेत्र में भी कई स्कूल ऐसे हैं, जहां बच्चों की संख्या 100-200 है, लेकिन शिक्षक एक ही है। उलटबांसी यह कि जहां पर बच्चे कम हैं, वहां पांच-पांच, छह-छह शिक्षक तैनात हैं। इसका सबसे बड़ा कारण है कि कई साल से शहरी क्षेत्र में शिक्षकों की तैनाती व तबादला करके नियुक्ति या तैनाती न किया जाना।

इसके लिए विभाग की ओर से फाइलें, तो कई बार चलीं, लेकिन कहीं न कहीं निजी स्कूलों के दबाव में यह कवायद अंजाम तक नहीं पहुंची। 2024 में भी इसके लिए प्रयास शुरू हुए थे, लेकिन प्रमुख सचिव के तबादले के बाद यह मामला ठंडे बस्ते में चला गया है। इसकी वजह से शहरी क्षेत्र में भी सरकारी स्कूलों की स्थिति लगातार खराब हो रही है और निजी स्कूल तेजी से फलफूल रहे हैं। ऐसा भी नहीं है कि सिर्फ शिक्षकों की कमी से पढ़ाई-लिखाई चौपट है। संसाधनों का भी रोना है। प्रदेश के 70 से 80 हजार विद्यालयों में फर्नीचर न होने से खुले में क्लास लगानी पड़ती है। बारिश और ठंड की स्थिति में कैसे पढ़ाई होती होगी, अंदाजा लगाया जा सकता है। प्रदेश सरकार ने अब जाकर कहीं 2,000 करोड़ का भारी भरकम बजट डेस्क-बेंच आदि फर्नीचर स्कूलों को उपलब्ध कराने के लिए आवंटित किया है।

इतना ही नहीं, ग्रामीण क्षेत्र के 1,400 से अधिक स्कूलों में अब भी बिजली की व्यवस्था नहीं है। कई जगह बिजली की व्यवस्था है, तो पंखे आदि की सुविधा नहीं है। ऐसे में काफी बच्चे या तो गर्मी में जूझते हुए या फिर खुले में पेड़ के नीचे बैठकर पढ़ाई करते हैं। जरूरी सुविधाएं न होने का असर विद्यालयों में बच्चों के नामांकन पर भी पड़ने लगा है। स्कूल चलो अभियान जोरदार तरीके से चलाने के बावजूद बच्चों की संख्या बढ़ने के बजाय घटने लगी है। सत्र 2023-24 में स्कूलों में दाखिल बच्चों की संख्या 1.92 करोड़ थी, सत्र 2024-25 में घटकर 1.52 करोड़ आ गई है। संख्या घटने से रोकने के लिए कक्षा एक में बच्चों के प्रवेश के लिए छह साल की निर्धारित आयु सीमा में ढील देने की विभाग को घोषणा करनी पड़ी। 60 से अधिक विद्यालय अब भी ऐसे हैं, जहां एक भी बच्चे का दाखिला नहीं हो सका है। यहां पर एक भी बच्चे का नामांकन नहीं है। इसलिए प्रदेश के परिषदीय विद्यालयों की स्थिति सुधारने के लिए अब भी बहुत काम करना बाकी है।

The Pioneer, 30 April, 2025, Page no – 04

Government working on education system: PM

PIONEER NEWS SERVICE ■ New Delhi

Education system plays a key role in preparing youth for the country's future and the government is working on modernising it, Prime Minister Narendra Modi said on Tuesday.

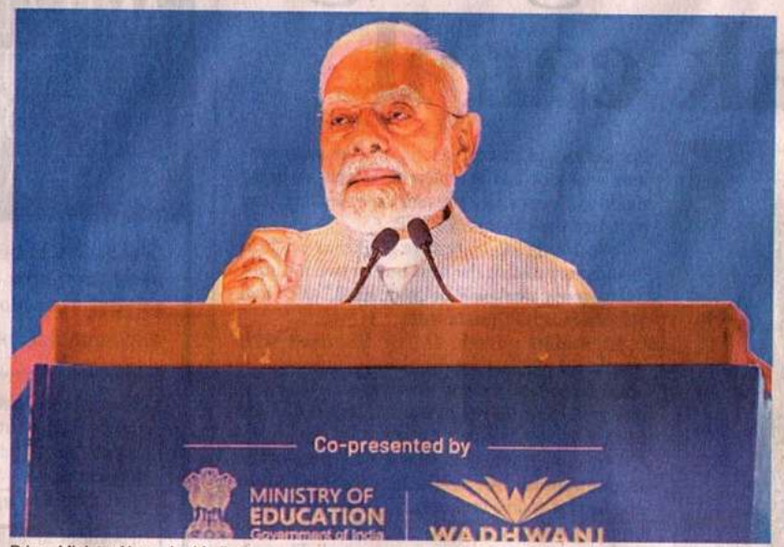
Addressing the YUGM Innovation Conclave at Bharat Mandapam here, Modi asserted that it is crucial that the journey from idea to prototype to product is completed in the shortest time possible.

Emphasising the need to consistently promote AI, quantum computing, advanced analytics, space tech, health tech, and synthetic biology, Modi highlighted India's leading position in AI development and adoption.

"The education system plays a crucial role in this preparation and underscored efforts to modernise India's education system to meet 21st-century needs. The introduction of the New National Education Policy is designed with global education standards in mind," he said while noting the significant changes it has brought to the Indian education system.

Underscoring the importance of meeting the goal of a developed India within the next 25 years, the prime minister said, "it is crucial that the journey from idea to prototype to product is completed in the shortest time possible".

He stressed that reducing the distance from lab to market ensures faster delivery of research outcomes to the people, motivates researchers, and provides tangible incentives for their work.



Prime Minister Narendra Modi PTI

"This accelerates the cycle of research, innovation, and value addition," he said.

The prime minister called for a robust research ecosystem, urging academic institutions, investors, and industry to support and guide researchers.

The youth today excels not only in research and development but have become ready, emphasising the transformative contributions of India's young generation to research across various sectors," he said.

Citing milestones like the commissioning of the world's longest hyperloop test track, a 422-metre hyperloop developed at IIT Madras in collaboration with Indian Railways, the Prime Minister lauded groundbreaking achievements such as nanotechnology developed by scientists at IISc Bangalore to control light at the nanoscale and the "brain on a chip" technology, capable of storing and processing data across over 16,000 conduction states in a molecular film.

He further highlighted the development of India's first indigenous MRI machine just weeks ago.

Quoting the scriptures in Sanskrit meaning true life is lived in service and selflessness, Modi remarked that science and technology should also serve as mediums for service.

He remarked on the development of the National Curriculum Framework, Learning Teaching Material, and new textbooks for classes one to seven.

The prime minister highlighted the creation of AI-based and scalable digital education infrastructure platform - 'One Nation, One Digital Education Infrastructure' under PM e-Vidya and DIKSHA platforms, enabling the preparation of textbooks in over 30 Indian languages and seven foreign languages.

"The National Credit Framework has made it easier for students to study diverse subjects simultaneously, providing modern education and opening new career paths," he said. He stressed upon the importance of strengthening India's research ecosystem to achieve national goals, highlighting the doubling of gross expenditure on Research and Development from ₹60,000 crore in 2013-14 to over ₹1.25 lakh crore, the establishment of state-of-the-art research parks, and the creation of Research and Development Cells in nearly 6,000 higher education institutions.

He underscored that leading global universities are also opening campuses in India, promoting academic exchange, research collaboration, and cross-cultural learning opportunities for Indian students. "The trinity of Talent, Temperament and Technology will transform India's future", stressed the prime minister, highlighting initiatives such as Atal Tinkering Labs, with 10,000 labs already operational, and the announcement of 50,000 more in this year's budget to provide early exposure to children," he said.

YUGM (a Sanskrit word meaning confluence) is a first-of-its-kind strategic conclave convening leaders from government, academia, industry, and the innovation ecosystem.

The day-long conclave aims to catalyse large-scale private investment in India's innovation ecosystem and accelerate research-to-commercialisation pipelines in frontier tech. The conclave will also include high-level roundtables and panel discussions involving government officials, top industry and academic leaders; action-oriented dialogue on enabling fast-track translation of research into impact; a deep tech startup showcase

Featuring cutting-edge innovations from across India; and exclusive networking opportunities across sectors to spark collaborations and partnerships.

The Hindu, 30 April, 2025, Page no – 05

NCERT under fire over rhino illustration, text errors in Class 4 book

Rahul Karmakar
GUWAHATI

Assam Education Minister Ranoj Pegu said the SCERT has been asked to look into the matter

The National Council of Educational Research and Training (NCERT) has drawn flak for passing off an African rhino as the one-horned Indian rhinoceros in the Class 4 mathematics textbook.

Netizens, educationists, and wildlife experts in Assam said the NCERT used an erroneous text alongside the faulty illustration of the rhino in the 'Did you know?' section of the '1000s Around Us' chapter of the textbook. The section also features the 'Thousand Pillars Temple' and a brief account of India.

The text accompanying the illustration of a two-horned rhino reads: "The Indian rhinoceros is found in the foothills of the Himalayas in Northeast India. Floods and medicinal value of their horns have led to a reduction in their population. In the early 1900s, their population was driven to near extinction with as little as 200 rhinoceroses. But with recent conservation measures, there are now around 4,000 rhinoceroses."

Faulty information

The faulty information – apart from the African rhinos, the Sumatran rhino is the only two-horned species in Asia – generated a range of reactions from ridicule to outrage.

"In the recently published NCERT Class 4 Math textbook, an Indian rhino is shown to have two horns (Page no. 45). Such mistakes are not acceptable in an NCERT textbook," Udoy Bhaskar Borah, an X user, wrote.

'Normalising poaching'

Bibhab Kumar Talukdar, the Assam-based chair of the Asian Rhino Specialist Group of IUCN's Species Survival Commission, said the misinformation in an NCERT textbook was worrying.

"The name of the one-horned rhino should have made it clear that it has one horn. These rhinos are also largely found in the floodplains ecosystem of Assam, besides the foothills of the Himalayas," he said.

He said the NCERT's biggest folly was mentioning the medicinal value of the rhino horn, which could normalise poaching in the minds of children. "Further, the NCERT should note that foods in Assam are a natural phenomenon and essential for the floodplains ecosystem," he added.

Assam Education Minister Ranoj Pegu said he has instructed the State Council of Educational Research and Training (SCERT) to examine the matter. "I have not seen the NCERT textbook. If it is indeed erroneous, the SCERT will inform the NCERT," he said.

The Indian Express, 30 April, 2025, Page no - 03

In push for financial aid for children of construction workers, govt sets deadline for schools

EXPRESS NEWS SERVICE
NEW DELHI, APRIL 29

According to the latest circular, the DoE has directed schools to enter the data of wards of eligible construction workers by May 30

IN A move set to benefit thousands of families, the Delhi government has directed all heads of government schools to upload student data by May 30 for the disbursal of up to Rs 12,000 in financial aid for the children of registered construction workers.

The assistance — part of a long-running welfare initiative — is being provided under Section 22(1)(e) of the Building and Other Construction Workers Act 1996 and Rule 281 of the Delhi Building and Other Construction Workers (BOCW) Rules 2002.

The Delhi BOCW Welfare Board, in coordination with the Directorate of Education (DoE), is overseeing the disbursal for the academic year 2024–25.

As per a circular dated April 25, the board shared the eligible workers' data with the DoE. It also underlines the aid to be given to students of different classes — Rs 500 per month for students of Classes 1 to 8, Rs 700 per month for Class 9 or 10 students, and Rs 1,000 per month for Class 11 or 12 students.

Previously, there have been several issues in implementing the financial assistance scheme. Due to a lack of a robust verification mechanism, eligible beneficiaries were left out, and sometimes, ineligible workers were included.

There was no clear grievance redressal mechanism, and the process was delayed because it was not time-bound, as highlighted in a Delhi High Court petition filed by State Nirman and Building Kamgar Union last year.

The DoE has proposed a standard operating procedure wherein a timeline has been set for school heads to enter the children's data, complete verification, and release funds (by August 1).

According to the latest circular, the DoE has directed them to enter the data of wards of eligible construction workers by May 30. It has instructed the schools not to ask students or parents for any other documents other than the passbook or registration card (for construction workers).

Certain additional features have also been included in the data entry module to check if the name of the cardholder tallies with the school record or if the student is repeating the same class, among other things.

"In the process of data entry, due care should be exercised to ensure accurate information or data of eligible students to avoid payment to non-eligible students," read the circular.

It added that the school head would be responsible for the "non-inclusion of eligible students" and the "inclusion of ineligible students" under the scheme.

The Indian Express, 30 April, 2025, Page no - 01

Delhi Cabinet approves draft Bill to regulate fees in private schools

GAYATHRI MANI
NEW DELHI, APRIL 29

SCHOOLS IN Delhi will not be allowed to increase fees without clearance from government-mandated committees, according to a draft Bill passed by the Delhi Cabinet on Tuesday.

The Cabinet approved the draft of the Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, 2025 to regulate fees in private and government-aided private schools.

The move follows sustained protests by parents against fee hikes over the past several months in schools across the city.

Addressing a press conference, Delhi Chief Minister Rekha Gupta said, "We have passed a draft Bill in the Cabinet meeting, applicable to all 1,677 aided and unaided private schools, to fix guidelines and procedures for fee hikes." She said schools found violating the guidelines will face a penalty of up to Rs 10 lakh.

According to the draft Bill,

CONTINUED ON PAGE 2

The Indian Express, 30 April, 2025, Page no - 02

Delhi Cabinet approves draft Bill to regulate fees in private schools

committees will be formed at three levels to address fee hike issues.

The Chief Minister said the school-level fee regulation committee will comprise six members from a school, including the principal and three teachers; five parents/guardians and a nominee from the Directorate of Education. These five parents (two women and a parent from reserved category) will be selected by the Parent Teacher Association through a draw of lot. This committee will be responsible for decisions related to fee hikes or any other related issues at the school-level.

The district-level committee will have seven members, and will hear appeals from schools or parents against decisions made by the school-level committee. This committee will review appeals regarding fee determination at the district level and submit its report within 30-45 days. If the appellant is not satisfied with the district committee's decision, the matter will be sent to the state-level committee, said Education Minister Ashish Sood.

The state-level committee will be the final appellate authority, which will make decisions binding for three academic years. This committee will review decisions made by the district-level committees and issue final rulings.

Sources said the factors for determination of fee will be the location of the school, education standard of the school as prescribed by the government, the infrastructure and facilities provided by the school, expenditure on maintenance determined by the government, excess funds generated from NRIs or as part of charity, salary of teachers as well as revenue surplus.

"The school-level committees will be formed by July 31 to discuss the fee hikes for the next academic year. They have to submit a report within 30 days and if they don't submit the report, the district-level committee will have to speak to parents and give its report... If the parents do not agree with the committee's proposal, it will be sent to the state-level committee, which will review and give its decision... Even after approval from the state-level committee, if at least 15 per cent of the parents are against the fee-hike proposal, they can file an appeal," Sood said.

The issue of school fee hikes in Delhi has been brought before the courts several times. In April 2024, the Delhi High Court stayed an order passed by the Delhi government which said that schools built on land granted by it will have to seek its nod before raising fees.

Chief Minister Gupta said the decision to bring in the Bill was because of complaints and panic among parents due to fee hikes. "Several parents complained that the school administrations were pressuring their children in school over fees. We sent District Magistrates to conduct a detailed study, understand how the fees were hiked in schools, and what the procedures were to regulate fees. We found that no previous government took any steps to regulate fee hikes," she said.

The government also examined laws on fees regulation passed by states like Haryana and Maharashtra.

The Directorate of Education had said earlier this month that it has initiated a probe against private unaided schools that are "illegally hiking" fees, and the action would include de-recognition and possible takeover of school managements.

"This Bill is going to be a lifeline for parents because now they will have decision-making power. Once this law is enacted, by October, parents will be able to decide clearly whether to keep their children in the same school or explore other options. They will no longer need to beg for assistance or solutions," Gupta said.

Sood said schools cannot take any coercive steps against students, such as making them sit in a library instead of attending classes. "Schools violating this will be slapped with a fine of Rs 50,000 per student complaint. The fine will be doubled if the school does not submit it within 20 days. All these processes are time-bound... If the school does not take a decision in the given time period, it will automatically go to district and state level committees...," he said.

The CM Office said that as of April 28, inspections have been conducted in 970 schools in Delhi, and notices have been issued to over 150 schools for complaints regarding fee hikes.

Millennium Post, 30 April, 2025, Page no - 07

Govt working on modernising education system to meet 21st century needs: PM Modi

OUR CORRESPONDENT

NEW DELHI: Education system plays a key role in preparing youth for the country's future and the government is working on modernising it, Prime Minister Narendra Modi said on Tuesday.

Addressing the YUGM Innovation Conclave at Bharat Mandapam here, Modi asserted that it is crucial that the journey from idea to prototype to product is completed in the shortest time possible.

Emphasising the need to consistently promote AI, quantum computing, advanced analytics, space tech, health tech, and synthetic biology, Modi highlighted India's leading position in AI development and adoption.



Prime Minister Narendra Modi at the YUGM Innovation Conclave at Bharat Mandapam, in New Delhi PTI

"The education system plays a crucial role in this preparation and underscored efforts to modernize India's education system to meet 21st-century needs. The introduction of the New National Education Policy is designed with global education standards in mind," he said while noting the significant changes it has brought to the Indian education system.

Underscoring the importance of meeting the goal of a developed India within the next 25 years, the prime minister said, "it is crucial that the journey from idea to prototype to product is completed in the shortest time possible".

He stressed that reducing the distance from lab to market ensures faster delivery of research outcomes to the people, motivates researchers, and provides tangible incentives for their work.

"This accelerates the cycle of research, innovation, and value addition," he said.

The prime minister called for a robust research ecosystem, urging academic institutions, investors, and industry to support and guide researchers.

The youth today excels not only in research and development but have become ready, emphasising the transformative contributions of India's young generation to research across various sectors," he said.

Citing milestones like the commissioning of the world's longest hyperloop test track, a 422-metre hyperloop developed at IIT Madras in collaboration with Indian Railways, the PM lauded groundbreaking achievements such as nanotechnology developed by scientists at IISc Bangalore to control light at the nano-scale and the "brain on a chip" technology, capable of storing and processing data across over 16,000 conduction states in a molecular film.

The Hindu , 30 April , 2025 , Page no - 02

Cabinet clears draft Bill to regulate fees in pvt. schools

Bill introduces penalties to regulate 'arbitrary' fee hikes by Delhi schools, mandates school, district, and State-level review; AAP criticises it for limiting parents' ability to raise concerns

The Hindu Bureau
NEW DELHI

The Delhi Cabinet on Tuesday approved a draft Bill to regulate fees in private schools in the national capital, Chief Minister Rekha Gupta and Education Minister Ashish Sood announced, amid growing complaints from parents about "arbitrary" fee hikes. The Bill, aimed at preventing arbitrary fee increases starting next academic session, stipulates the formation of three committees – at the school, district, and State levels – to regulate hikes. Schools found increasing fees without approval will face penalties ranging from ₹1 lakh to ₹10 lakh.

This development follows recent protests by parents of students in various private schools, alleging unjustified fee hikes. In Delhi Public School (DPS), Dwarka, which was at the centre of the controversy, fee defaulters were reportedly made to sit in the library and denied entry to classrooms. The government has included penalties for such "coercive action".



Public outcry: Parents of students protesting against 'unjustified' fee hikes in various private schools across the Capital. FILE PHOTO

The Delhi School Education (Transparency in Fixation and Regulation of Fees) Draft Bill, 2025, aims to ensure transparency and regulation in the process of increasing fees. It includes a provision for fines of ₹50,000 per student for "coercive" practices such as isolating defaulters, Mr. Sood said. The earlier Delhi School Education Act, 1973 did not contain such clauses.

"Parents have been constantly struggling with fee hikes. We cracked down on it and sent DM-led committees to schools. The Delhi government has now undertaken the historic passing of a Bill that will regulate fee hikes in 1,677 schools, whether private, aided, or unaided," Ms. Gupta said.

Three-level checks

A school-level committee will include a management representative, principal, three teachers, five parents selected by lottery, and a nominee of the Directorate of Education (DoE).

The district-level Fee Appellate Committee will include DoE officials, a chartered accountant, an accounts official, two teacher representatives, and two parent representatives. If over 15% of parents are dissatisfied with the school-level decision, they may escalate their complaint to the district-level committee.

At the State level, a Revision Committee comprising officials, an eminent education expert, a chartered accountant, and representatives from schools and parents will serve as the final appellate body. Its decisions will be binding for three academic years.

"By October, decisions on school fees will be made, ensuring parents have clarity before the next session. No school will be able to raise fees arbitrarily," said Mr. Sood.

AAP slams BJP

The Aam Aadmi Party (AAP) criticised the move, claiming it enables collusion with schools and makes it difficult for parents to file complaints unless they have support from 15% of the parent body.

"Have you rolled back fees at even one school? Have you penalised DPS Dwarka? Not one rollback. You've pushed everything to next year," said AAP's Saurabh Bharadwaj.

Cabinet drafts bill to regulate school fees

Alok KN Mishra and Varun Bhandari
htreporters@hindustantimes.com

NEW DELHI: The Delhi Cabinet on Tuesday approved the draft of the Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill 2025—a legislation that chief minister Rekha Gupta called a "bold and historic" attempt to curb in arbitrary fee hikes by private schools.

The proposed law, a copy of which was accessed by HT, will be applicable to all 1,677 private unaided schools in Delhi and introduces three major reforms in the city's fee regulation regime.

First, it envisages a three-tier fee regulation structure involving committees at the school, district, and state levels, which will institutionalise parental participation in the process.

Each school will now have a School-Level Fee Regulation Committee comprising parents, giving them direct decision-making power. District- and state-level committees will handle appeals and ensure fairness," Gupta said.

The second reform introduces stiff penalties for non-compliance. Schools found violating the provisions—such as raising fees without approval—can be fined between ₹1 lakh and ₹10 lakh. Repeat offenders could lose government recognition altogether.

"For too long, private schools raised fees at will. This bill ends that. No one will be allowed to act arbitrarily anymore," Gupta said.

According to Section 15 of the draft bill, the Director (Education) will be empowered to recover penalties through measures such as the attachment and sale of school property, appointment of a receiver, or any other mode prescribed by the government.

The third reform spells out the parameters that must be considered while determining fees. These include the school's location, quality of infrastructure, academic performance, and need for funds. Section 8 lays down the parameters, which include the school's location, infrastructure, academic standards, and necessary administrative expenditures. Officials said this will help bring consistency and transparency to a process often criticised for being opaque.

Education minister Ashish Sood said that under the draft law, no school will be allowed to hike fees without prior approval from the government. "Section 14 empowers the Director of Education to inspect records, accounts, and documents of any school and take necessary action," he said.

The move comes weeks after widespread protests by parents across Delhi over steep and unregulated fee hikes. In response, the Directorate of Education launched proceedings on April 16 against several unaided private schools, with de-recognition and even takeover under consideration in some cases.

Gupta said the bill would give parents clarity and confidence. "They will no longer have to plead for answers or relief. This law will empower them to make informed choices about their children's education, with fee structures finalised well before the academic year begins," she said.

Under the proposed implementation schedule, schools will have to form their School-Level Committees by July 15 and submit their fee proposals by July 31. The district-level committees will decide on these by September 15. If no objections are raised, the fee proposals will be escalated for review to the district panel by September 30. "Parents will know the fees by October and have time to consider their options," Gupta added.

She also accused earlier governments of using parent concerns for political mileage without real action. "Many parents were used for political interests in the past. This bill ends that and puts real power in their hands," she said.

Sood also targeted the previous Aam Aadmi Party (AAP) government, saying it failed to enact any concrete law on fee regulation. "States like Haryana, Maharashtra, Rajasthan and Uttar Pradesh passed fee laws, but Delhi's earlier governments—including the AAP—did nothing except hold press conferences," he said. "They prioritised optics over reforms."

The bill, Sood said, draws from similar legislation in other states and Supreme Court rulings, but adapts them to Delhi's context. "The power to regulate fees now clearly rests with the government. Schools cannot act unilaterally anymore."

The draft bill is expected to be introduced in a special session of the Delhi assembly. Once passed, it will replace the Delhi School Education Act of 1973, which did not clearly outline how private school fees should be fixed or regulated. "That Act only required schools to notify fee increases. It lacked any timeline, process, or oversight mechanism. This bill fixes that gap," said Gupta.

The AAP, meanwhile, criticised the bill, alleging that it restricts parental rights. "It makes it nearly impossible for parents to file complaints unless 15% of them submit a joint application. This will suppress their voice," said AAP's Delhi president Saurabh Bharadwaj.

Delhi BJP chief Virendra Sachdeva dismissed the allegations, saying previous governments avoided fee regulation due to their "nexus with the education mafia."



Bill will provide 'clarity' on fees: Parents, schools

Varun Bhandari
htreporters@hindustantimes.com

NEW DELHI: Parents across the Capital and school principals on Tuesday welcomed the Delhi government's Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, 2025, saying it would provide much-needed clarity on the issue of unauthorised fee hikes.

In a press conference on the day, Delhi education minister Ashish Sood said that schools will not be allowed to increase fees "arbitrarily" hereon and that all decisions on fee hikes will be taken in consultation with parents, while the government retains the authority to regulate fees.

Minakshi Kushwaha, principal of Birla Vidya Niketan, Pushp Vihar, said: "To align with NEP 2020... needs investment, so schools hiking fee is not with bad intention and we hope that this bill will simplify the process."

Mallika Preman, principal, Tagore International School, also welcomed the bill. "The implementation of the bill should benefit all the stakeholders," she said.

Richa Sharma, principal, Ramjas School RK Puram said that the school appreciated the Delhi government's intent to ensure transparency, but called for a balanced approach. "The bill must consider rising operational costs and allow autonomy for quality education while protecting the interests of parents. Dialogue is key to consensus," she said.

Sudha Acharya, principal of ITL Public School, Dwarka, said that given how fee hikes were being perceived among the public, the bill will increase awareness and participation of parents. "Inclusion of women and one member of backward group in the committee is welcome," she said.

Parents said the government's decision signals a positive and proactive step on their demands.

Neetu Takroo, whose ward studies in Maharaja Agrasen Public School, Pitampura, said: "Introduction of women's participation in school-level fee regulation committee is a welcome move."

Aparajita Gautam, president, Delhi Parents Association, said this has been a longstanding demand and that it was a positive step towards addressing it. "The induction of members, especially parents, into the school-level committee will be a crucial move, as many issues can be solved with increased participation," she said.

However, some parents remained sceptical, due to an array of factors.

Mahesh Mishra, whose child is a student of DPS Dwarka, said most schools in the city did not have democratically elected parent-teacher associations (PTAs). "Without this crucial representation, the first-level committee proposed in the bill—tasked with reviewing fee structures—will be biased in favour of school management," he said.

Nitin Gupta, whose ward studies in Srijan Public School, Model Town, said the ground reality was different and most private schools were blatantly violating guidelines issued by the directorate of education (DoE).

"In recent days, dozens of schools have been served notices, but no concrete action has been taken. Mere notices or minor penalties have no effect unless they are strictly enforced. Most schools consider these directives mere formalities and continue to defy them," he said.

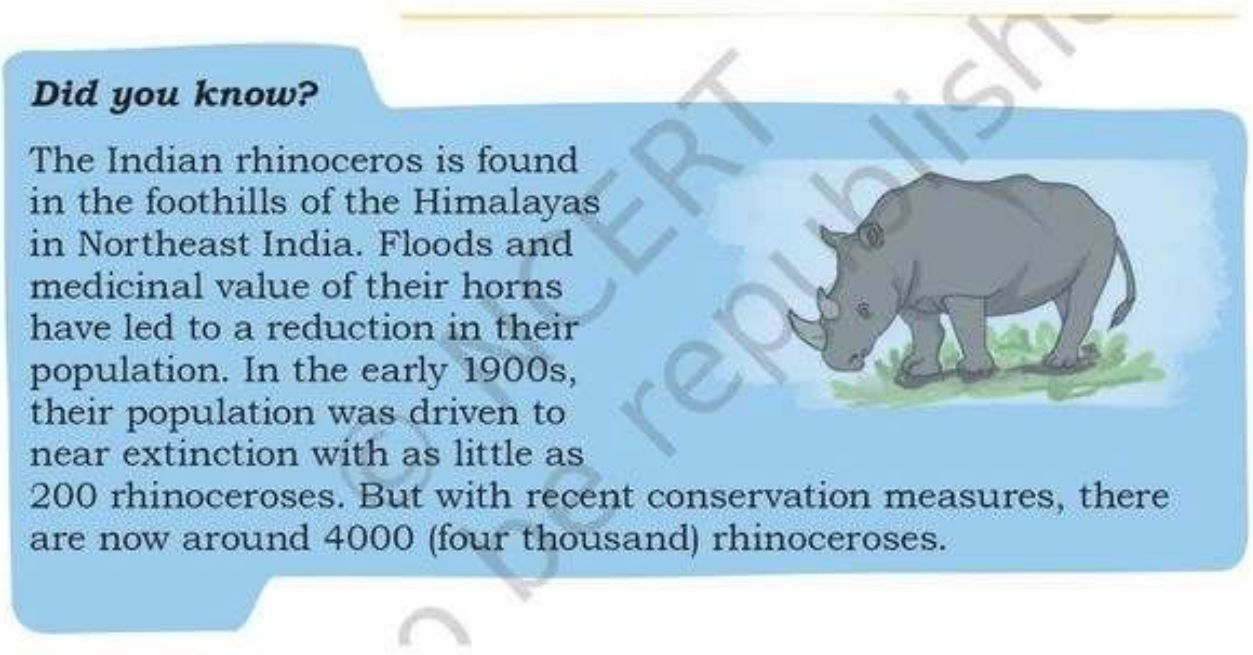
Sameer Bhalla, parent of a DPS Rohini student, said that the initial impression of the bill does not resolve the issue of fees already paid and harassment faced by students over the past few months. "The government should state what actions they have taken against defaulting schools," he said.

Supreme Court lawyer and education activist Ashok Agrawal said that the bill is going to open the floodgates for litigation. "Initial impression of the bill is that it is complicated and has room for causing more confusion," he said.

NCERT Draws Flak For Depicting Assam Rhino As Two-horned Rhino

G Plus News (Apr 30, 2025)

Assam



Wrong depiction of the Assam rhino. | Credit: @UdoyB on X

GUWAHATI: The National Council of Educational Research and Training (NCERT) has come under criticism in Assam for an error in its Class 4 mathematics textbook, where an African rhinoceros has been incorrectly shown as the Indian one-horned rhinoceros. The mistake appears in the “Did You Know?” section of the chapter “1,000s Around Us”.

ALSO READ: Assam Police Refutes Claim Of Army Convoy Attack Near Guwahati

The textbook page features a two-horned rhino illustration accompanied by a paragraph that describes the greater one-horned rhinoceros found in the foothills of the Himalayas and the floodplains of Assam. However, the image used is that of an African species, which, along with the Sumatran rhino, is one of the few with two horns. The text further claims that rhino horn has medicinal value and attributes population decline to poaching and floods.

The depiction has sparked reactions across Assam from netizens, wildlife experts, and educators. Wildlife biologist Bibhab Kumar Talukdar, chair of the Asian Rhino Specialist Group under the IUCN’s Species Survival Commission, reportedly termed the error “worrying”. He said the name “greater one-horned rhinoceros” should

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Meanwhile, Assam Education Minister Ranoj Pegu responded by instructing the State Council of Educational Research and Training (SCERT) to examine the matter. “I have not seen the NCERT textbook. If it is indeed erroneous, the SCERT will inform the NCERT,” he reportedly said.

NCERT is yet to release an official statement regarding the controversy.

Assam NCERT Rhino

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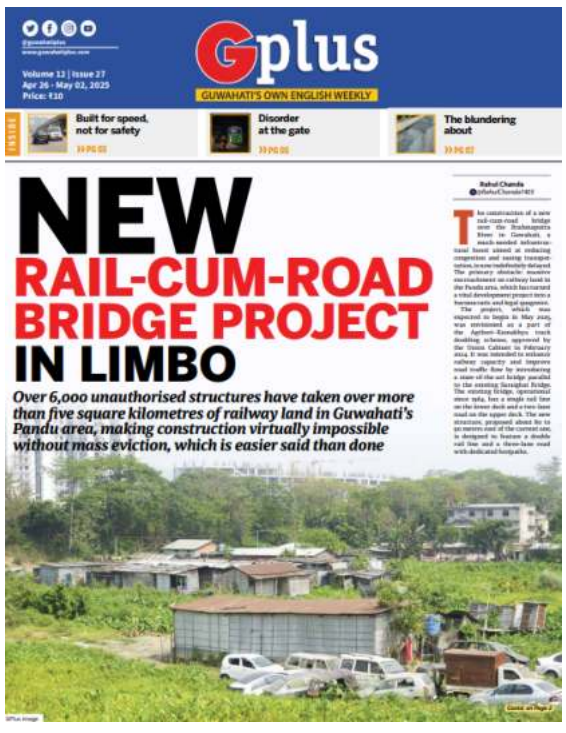
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Nation

NCERT textbook carries inaccurate picture, misleading facts about Indian rhino

Conservationist Bibhav Kumar Talukdar, Secretary General and CEO of Assam-based wildlife NGO Aaranyak, called the misinformation "worrying."



NCERT has come under fire for wrongly depicting the Indian rhinoceros with two horns in a Class 4 mathematics textbook. (Photo | ANI)

Prasanta Mazumdar

Updated on: 29 Apr 2025, 7:40 pm · 2 min read

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GUWAHATI: The National Council of Educational Research and Training (NCERT) has drawn flak by wrongly depicting the Indian rhinoceros in the Class 4 maths textbook.

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Around Us" chapter. Alongside the erroneous illustration, the statement reads: "The Indian rhinoceros is found in the foothills of the Himalayas in Northeast India. Floods and the medicinal value of their horns have led to a reduction in their population. In the early 1900s, their population was driven to near extinction with as little as 200 rhinoceroses. But with recent conservation measures, there are now around 4000 (four thousand) rhinoceroses."

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The errors have sparked criticism from several quarters.

"In the recently published NCERT Class 4 Math textbook, an Indian rhino is shown to have two horns (Pg 45). Such mistakes are not acceptable in an NCERT textbook," an X user, Udoy Bhaskar Borah, wrote.

Conservationist Bibhav Kumar Talukdar, Secretary General and CEO of Assam-based wildlife NGO Aaranyak, called the misinformation "worrying."

"Greater one-horned rhino itself reflects it is a one-horned rhino. Further, greater one-horned rhinos are also found in the floodplain ecosystem of Brahmaputra valley in Assam, besides the foothills of Eastern Himalayas," he said.

He added that stating rhino horn has medicinal value could provoke many to seek it for such purposes, potentially leading to increased rhino poaching. Talukdar also reminded the author and NCERT that floods in Assam are a natural phenomenon and essential for the floodplain ecosystem.

Environmental activist and animal lover Apurba Ballav Goswami said, "The world knows the Assam rhinos have one horn. It is unfortunate that children are being misinformed."

In response to the outrage, Assam's Education Minister Ranoj Pegu has instructed the State Council of Educational Research and Training (SCERT) to investigate the matter.

"I have not seen the NCERT textbook. I have directed the SCERT to look into the matter. If it is indeed erroneous, the SCERT will inform the NCERT," Pegu told the media.

"We know Indian rhinos have one horn while African and Sumatran rhinos have two horns," he added.

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