EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWSCLIPPINGS FROM DAILY NEWSPAPERS

August 2024

विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

LIBRARY AND DOCUMENTATION DIVISION
NATIONAL INSTITUTE OF EDUCATION
National Council of Educational Research & Training
Sri Aurobindo Marg, NewDelhi-110016
Phone: 011-26592317 E-mail:library-nie@ncert.nic.in

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 August 2024.

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

(Dr.Akash)
Head, LDD
NCERT,NewDelhi

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KERALA TRAGEDY

Govt school students, teachers assist survivors in relief camps

WAYANAD (KERALA), JULY 31

Students from a Government Higher Secondary School at Meppadi here are tirelessly volunteering in the relief camps, working diligently to assist survivors of the massive landslides which hit the high-range district with food and supplies.

School teachers are also playing a crucial role, motivating and supporting the students, many of whom are part of the NSS and NCC programmes, in their efforts.

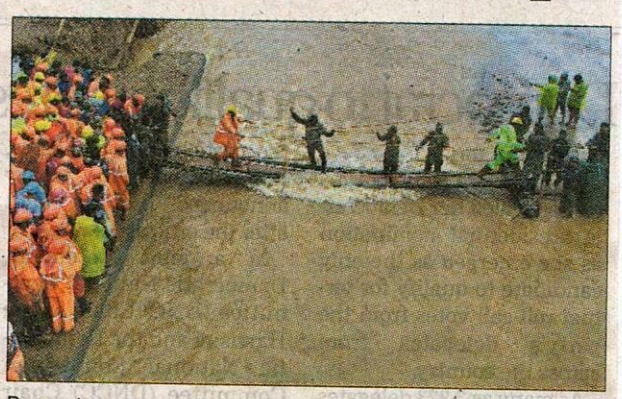
Despite the immense struggles and losses these survivors have faced, the selfless efforts of the students are highly commendable.

They are not only providing physical assistance but also offering emotional support, helping survivors cope both mentally and physically.

"The people residing here are our friends and their families. We are deeply saddened by this incident, but I am happy to help," Aldriya, a student volunteer,. Ananthamegha, another student, emphasised, "As NCC volunteers, we are committed to working hand in hand here. It's not just the NSS and NCC; other students from our school are also volunteering." Melbin, a student of GHSS, added, "We are helping the people by sorting the clothes that have arrived for them." Mini, a teacher at GHSS Meppadi, said they were doing all that they could for the people and were praying for Wayanad.

"This is a tragedy. We are all sad. All are not allowed here, there are restrictions here. It's a lot of emotional drama. We are consoling them, giving love and affection. How to rehabilitate them? It's a very, very difficult situation to overcome.

"We are doing what we can. It's very little, but we are doing what we can. Students are sorting the clothes and helping them. We lost a few students, we don't know where they are (not traceable). There are six rooms in higher secondary and more rooms in high school. Maybe around 1,000 people are here in this camp. We are praying for them. Everyone in the world is praying for Kerala, Wayanad," she said. — PTI



Rescue teams cross a temporary bridge in Wayanad, Kerala. REUTERS

राष्ट्रीय सहारा, 02 अगस्त 2024, पेज नं-5

स्कूल बंद होने की सूचना देरी से मिली

बैरंग लौटे स्कूली बच्चे व परिजन

■ राकेश नाथ

नई दिल्ली। एसएनबी



दिल्ली में भारी बारिश और जलभराव को लेकर दिल्ली सरकार के देर रात स्कूल बंद करने का फैसला लिए जाने का असर बृहस्पतिवार को देखने को मिला। बुधवार देर रात शिक्षा निदेशालय ने स्कूल बंद होने का सर्कुलर जारी किया। इसका नतीजा यह हुआ कि कई बच्चों को पता नहीं चला कि आज स्कूल बंद है। लिहाजा वह तैयार होकर अपने अभिभावकों के साथ स्कूल के लिए निकल गए। जब स्कूल पहुंचे तो पता चला कि स्कूल बंद है और फिर बच्चों व परिजनों को बैरंग लौटना पड़ा।

■ सुबह पता चला कि बंद करना है स्कूल

■ स्कूलों ने सुबह आनन-फानन में व्हाट्सऐप पर पेरेंट्स को दी सूचना

गौरतलब है कि बच्चों, शिक्षकों और प्रबंधन से जुड़े लोगों को सुबह स्कूल पहुंचना होता है, इसलिए वह रात में जल्दी सो गए। सुबह पता चला कि स्कूल बंद है। ऐसे में सुबह 5 से 6 बजे के बीच स्कूलों ने व्हाट्सऐप ग्रुप पर अभिभावकों और शिक्षकों को स्कूल बंद होने की सूचना जारी की। एक स्कूल के प्राचार्य ने बताया कि मुझे भी सुबह ही पता चला कि स्कूल बंद है। हमने तुरंत सुबह-सुबह वाट्सऐप ग्रुप पर स्कूल बंद होने के संदेश डाला, लेकिन सुबह के समय सभी अभिभावक, जिन्हें अपने बच्चों को लेकर खुद जाना होता है, व्हाट्सऐप पर संदेश देखने से चूक गए और अपने बच्चों को लेकर स्कूल पहुंच गए। कुछ अभिभावक जब स्कूल के लिए निकले तो उनके रिश्तेदारों ने बताया कि स्कूल बंद होने का संदेश आया है। उन्हें आधे रास्ते से वापस घर लौटना पड़ा, लेकिन बहुत से अभिभावकों को पता नहीं लगा कि स्कूल बंद है और वह स्कूल के दरवाजे तक पहुंचकर वापस लौटे। शिक्षा निदेशालय के देर रात सर्कुलर जारी करने के चलते यह स्थिति हुई।

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It's time for schooling in concert decorum

SUMIT PAUL

Music with dinner is an insult both to the cook and the violinist. — **GK Chesterton**

YEARS ago, in Lahore, I asked legendary ghazal maestro Mehdi Hassan, '*Aap ko kaun si baat sab se naagavaar guzarti hai?*' (What gets your goat?). Smiling, he said, '*Jab kisi hotel ya restaurant mein koi mutrib meri ghazalein gaa raha ho aur bajaay usey sun-ne ke, log luqme todne mein mashghool hon*' (When a singer is singing my ghazals at a hotel or restaurant and instead of listening to him, people are relishing their meals).

I could empathise with Mehdi sahab's angst at a swanky restaurant in Pune that had elite diners. The alfresco arrangement had an artiste singing ghazals of Mehdi, Ghulam Ali and Jagjit Singh. Hardly anyone was attentive to the poor singer. Some would patronisingly say *wah*, *wah* or *kya khoob* and that's it.

This reminded me of an incident narrated by great Urdu poet Ahmad Faraz. He had gone to a fine restaurant in London, mostly patronised by Indians, Pakistanis and Bangladeshis. He sat in a secluded corner, far from the stage where an up-and-coming singer was singing a ghazal, penned by Faraz and famously sung by Ghulam Abbas. Nobody was listening to him. It was an insult to the artistes. Faraz left and never patronised the restaurant again.

'Eating and listening to Western classics don't go hand in hand. You either eat or listen to Beethoven's celestial symphonies. One can't eat the cake and have it too,' wrote Kishore Chatterjee, a connoisseur of Western classical music. The same can be said about all genres of performing arts. You can't carry eatables to operas in Europe. Theatres in Vienna prohibit eating during a show. True appreciation of art and artistes depends upon the connoisseurs' complete attention. You can't admire Mozart while having popcorn nonchalantly.

Multiplexes serve costly meals during the screening of movies. You can eat and watch in a lying state. Do you go there to watch a movie, sleep or gorge on a sumptuous spread? If you eat groundnuts while watching Ritwik Ghatak's *Meghe Dhaka Tara* or Cecil B DeMille's *The Ten Commandments*, you are not being respectful to the directors and the actors.

It's like caviar to the general, as Shakespeare said. Eccentric genius Firaq Gorakhpuri rightly ordered the audience to sit through his poetry-reading session without eating or going out to relieve themselves.

Vilayat Khan, Ravi Shankar, Hariprasad Chaurasia and other maestros would request the audience to not clap during the concert. They found it a plebeian and boisterous gesture, distracting them from their soulful renditions. It's time all are schooled in concert decorum.

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nvolving the community in educatio

Muktangan has created a joyful learning environment in educationally underserved communitie



TRYSTS AND TURNS

JULIO RIBEIRO



POSITIVITY: Teachers are demonstrating how learning can be fun. MUKTANGAN EDUCATION TRUST

LIZABETH Mehta is an Englishwoman married to my good friend Sunil Mehta, the scion of the family which Paragon Textiles, known for r Fabrics. They met in Eng-, where Sunil had been sent is father for studies.

izabeth, or 'Liz' as she is d by her husband and his ds, is an educationist by pro-on. During the years she t in India with Sunil, she e to the conclusion that "the r purpose of education was eate a population of healthy, tive, collaborative problem-rs who care about humanity respect for its diverse cul-". She harboured a dream, h is presently taking flight.

en the textile industry in nbai ground to a halt as a lt of a prolonged strike d by labour leader Datta ant, almost all mill owners shop and either sold their on which the mills were or utilised the space for r businesses.

nil always exhibited a al' conscience. I had met at the board meetings of a known NGO in our city, the y Home and School for the , where 200 indigent blind nts from kindergarten to X were housed, fed and nt to read and write using le. Sunil was a big contribu-the funds required to run residential school built on leased by the government.

's passion for education was fect match for Sunil's inter-n lifting the unfortunate from poverty and want. He ed over a few rooms in his to Liz to plan and draw up eprint for improving the quality of life of slum-dwellers living in the vicinity of his former mill — through the medium of education. Sunil contributed to Liz's venture by taking over the 'business' part of the newly conceived joint venture. The financing of the venture was left to him.

In March 2003, Muktangan, as the venture was christened, started its first pre-school and recruited seven women from the educationally underserved communities as teachers. These women were not highly qualified nor did they possess the teaching experience required, but they had been motivated by Liz and her dedicated group of teachers to make a difference. They developed a passion for learning that gave wings to the entire initiative. Liz titled the new model 'Education for the community, by the community'. The team, which now included these seven newly enlisted teachers under training, lobbied for a municipal school to be set up and run by Muktangan with its unique pedagogy, based on the belief that it was possible to create a joyful learning environment for students and teachers in educationally underserved communities.

> Muktangan tries its utmost to choose and train teachers from the local community.

The first school was taken over from the municipality in the public-private partnership mode with the support of the community and the municipal commissioner. The spectacular success of this school, defined by the enthusiasm of the parents and their wards, led the Mumbai municipality to ask Muktangan to take over six more municipal schools in the vicinity. The entire project was predicated on the belief that ordinary men and women, empowered with the right beliefs and skills, can drive extraordinary outcomes for children in their aspiring communities.

Liz told me that the key component of the Muktangan model is the 'Integrated School and Teacher Education Programme'. Learning, she says, is a process which occurs through experience and reflection. She proceeded to assert that children were not passive receivers of information but also active contributors in the classroom.

The children who joined the KG class in Muktangan's first school in 2003 passed out 11 years later. No municipal school in the city had secured the level of success in the SSC (Staff Selection Commission) examination that Muktangan delivered. This level has been maintained every year since then.

A boy who passed out from the SSC batch of 2023-24 stated that in a Muktangan-run school, the children were not taught what to learn but how to learn.

Muktangan tries its utmost to choose and train its teachers from the local community. Sneha Sawant is a proud Muktangan-developed teacher. In 2006, a decade after she had passed Class XII exams in the Marathi medium, she was employed as a pantry-staff member by Liz's team. Sneha was fascinated by the fact that all teachers were from the community to wh she belonged. She decided become a teacher herself. M tangan gave her that oppor nity, which she grabbed w both hands. She is a teach educator now. In 2019, attended a Global Forum Early Care and Education Macau, the former Portugu colony now under China.

In its quest to foster ongo learning environments in low-c mainstream schools, Muktang has recently forged strategic p nerships with the Zila Parish Nanded, (a district of Maharash bordering Telangana) to reva pre-school education in anganwadis in rural areas. M tangan has also signed an M with the Dehu Road Cantonm Board, near Pune, to transform government schools cater mainly to the children of migra workers settled in the area.

I have been associated w Muktangan almost from inception. Sunil asked me serve on its board and I imme ately accepted. It was here tha met Anil Swarup of the UP ca of the IAS after he superannu ed. Anil had been Secretary the Education Department, G ernment of India. As a prac tioner of true service to the pe ple, he was always ready to lea from men and women who we doing selfless service for t needy and the dispossessed.

Anil's desire to learn from ot ers brought him to Muktangan doorstep. This is what he had say after he found out what I and Sunil were really doin "Muktangan, where childr flourish, is a free *aangan*. What pleasure it was to meet th 'young' couple that is tran forming how education a teaching can be delivered in municipal school. They a demonstrating how learning ca be fun. Truly inspiring."

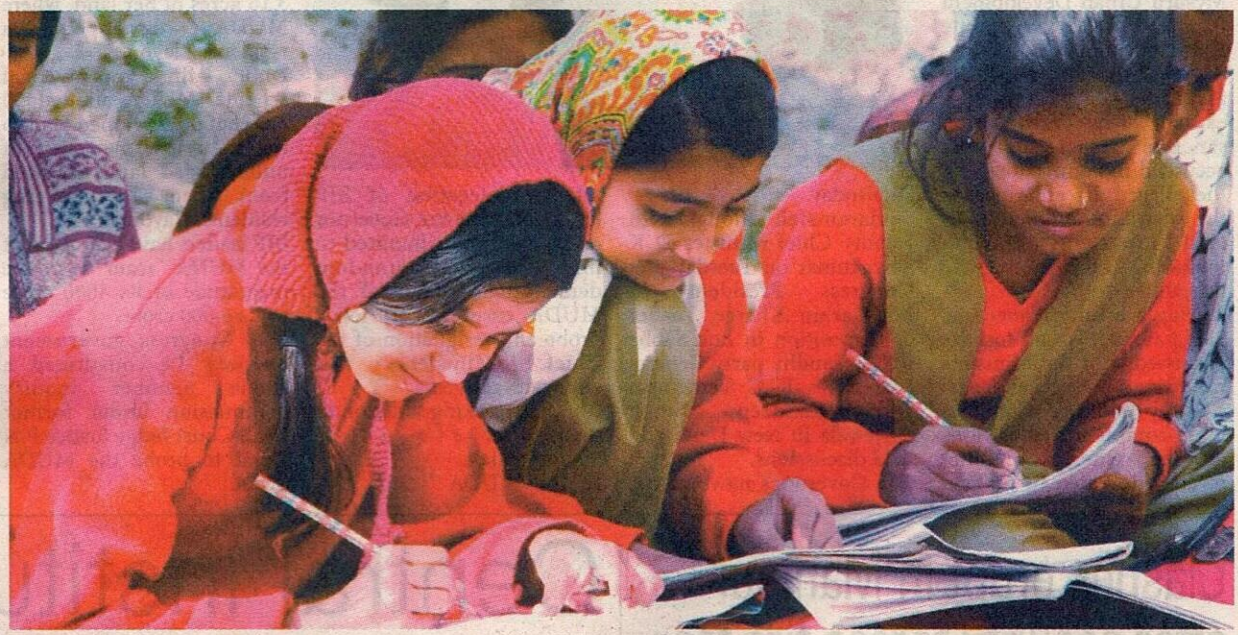
My article touches on somethin that has always interested me — positive contribution to progress b citizens like you and me. The wo they do has to be done witho expectation of any reward. On then does it deserve a mention.

The evolution of learning



VINAYSHIL **GAUTAM**

Learning is a complex phenomenon with multiple layers. It needs judgement, sensitivity, foresight and a strong will to absorb new ideas



The real world can be tricky to negotiate. This is because a lot of early childhood learning needs substantive modification when it comes to real life. Illustratively, a child is taught many principles which are simply impracticable as he grows up. Typically, a child will be told never to do something without informing their parents, whereas in real life this is neither feasible nor practicable.

The truth is, that childhood learning is about basics; one learns to modify or calibrate it as one goes along. It has to do with a child's mind and establishing certain principles that life experiences may define or modify. Consider the case of teaching a child about parallel lines. The child is taught that parallel lines are lines that never meet. That's good enough for his purposes. As one matures and gains a few years, the child transitioning into adulthood learns that parallel lines do meet, but they meet at 'infinity'. Similar examples can be cited elsewhere. However, more to the point is a simple proposition, namely that learning has to do with the capacity and capability of the learner.

The same principle can undergo several modifications or even alterations. As one emerges into adulthood, one learns many other intricacies about life, and several of them can only be re-learned only through experience. Here is the need to sharpen a person's capacity for continuous learning and absorption. Typically, the adult, as he goes through life, meets different types of people, and there is a clear need to coexist with several others. One's judgment becomes a crucible for deciding what the truth is and where one has to steer clear or walk through it.

This is what adult learning is about, and it is a lifelong necessity that is felt at each stage.Sometimes strange situations can occur, especially if one learns through aphorisms/proverbs/ folk sayings, and even the wisdom of elders.

An illustration of this could make the point clear. In Sanskrit, there is a saying "Satyam brooyat, priyam brooyat, na brooyat satyama priyam". "Broadly translated, it means, speak the truth, but speak it pleasantly. If a truth is bitter, it need not be spoken". Whether this is desirable or not is a moot point. What is more, is that other sayings can be found to be very different than the one quoted above. For example, there is another Sanskrit statement "Satyameva jayate" "A free translation into English would be that "truth alone triumphs". The two statements are clearly in two different contexts and mean two different things.

There is an element of contradiction between the two. It is here that adult learning acquires a special veneer of its own. What that special something is a matter of experience and exposure. Some people who repeatedly emphasised in their childhood that they must always tell the truth get so much in the habit of only telling the truth that they become offensive in conversations. This is not because of their ill intention, but their style itself became 'offensive'. Such offensive behaviour can have a heavy price. After all, tact is something that is not an optional extra, it is essential to life.Being tactful does not end up lying or being untruthful. It only trains a person to be sensitive to another person's feelings and sentiments.

> AS ONE EMERGES INTO ADULTHOOD, ONE LEARNS MANY OTHER INTRICACIES ABOUT LIFE, AND SEVERAL OF THEM CAN ONLY BE RE-LEARNED THROUGH EXPERIENCE

It also raises the importance of recognizing that all inputs contribute to better and improved behaviour. Creating a situation in which everyone gains and a better environment is established is essential. If bluntness causes hurt rather than improvement, it could lead to deterioration of quality of life, which cannot be the objective of any action.

The obvious conclusion is that learning is a complex phenomenon with multiple layers. It needs judgement sensitivity, and foresight. In the absence of any of the above relationships, they can become compromised. After all, if the relationship itself is lost, one might ask: what is the input about?

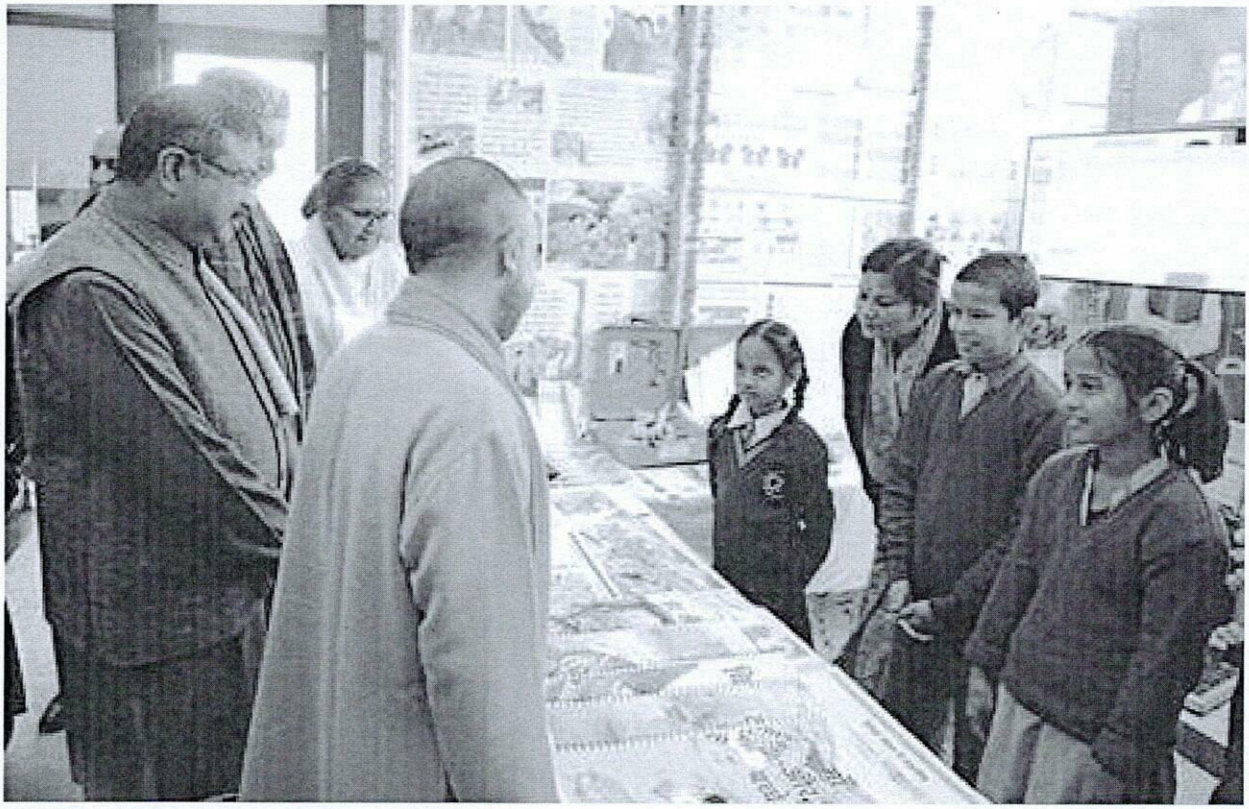
This issue is fundamental to the act of living. This is so because man is a gregarious animal, and the act of living requires a collective experience. Learning therefore is a lifelong exercise requiring continuous involvement and the capability to evolve. External inputs to learning are of course critical, but internalization of the same is the core. Unfortunately, whereas much attention has been paid to teaching, an equal amount of attention is due to the ways of the learning process. There are indeed definite limits to the capacity to learn and methods of learning.

This is something that needs to be more widely recognized than before, especially since it does not seem to be integrated into the larger theories of learning. Indeed, one needs to pay attention to also when and how a revision of the learning process becomes seminal.

To sum up, it is important to recognize the continuous nature of learning and one's central role in keeping that learning alive. A teacher can only help the process but cannot substitute a learner's learning.

(The writer is a well-known management consultant of international repute. The views expressed are personal)

PM SHRI Schools Launched In UP For Educational Infrastructure Boost



The event, held in Lucknow, saw participation from 928 locations virtually, and the dignitaries took the opportunity to explore an exhibition organized by school children.

Expressing gratitude to Prime Minister Narendra Modi, Minister acknowledged the government's commitment to providing world-class education by focusing on school infrastructure. The upgradation and modernization of over 1000 schools under the PM-SHRI initiative in the state align with this vision.

Pradhan praised Chief Minister Yogi Adityanath for promptly implementing the recommendations of the National Education Policy (NEP) 2020 in the state over the last three years. The PM SHRI scheme covers 928 government schools in the first phase, including 81 Kendriya/Jawahar Navodaya Vidyalayas. Pradhan emphasized the global potential of NEP 2020 as a philosophical document.

Highlighting the significance of Uttar Pradesh in realizing the goal of "Viksit Bharat by 2047," Pradhan said that nearly 20% of the country's 26 crore students hail from the state. He praised the success of

students from the state's Navodaya Vidyala in competitive exams like IIT, Government Medical Colleges, and NIT without any coaching.

Yogi Adityanath announced that 1753 schools have been selected for upgradation as PM SHRI Schools across the state. The improvements include Baalvatika, smart classrooms, science laboratories, digital libraries, and sports facilities, aiming to create integrated campuses for holistic school education.

PM SHRI School, a centrally sponsored initiative by the Government of India, aims to establish over 14,500 schools under Central Government/State/UT Government/local bodies, including KVS and NVS. The program strives to create an inclusive and nurturing learning environment with comprehensive facilities for every student.

By Manish Poswal

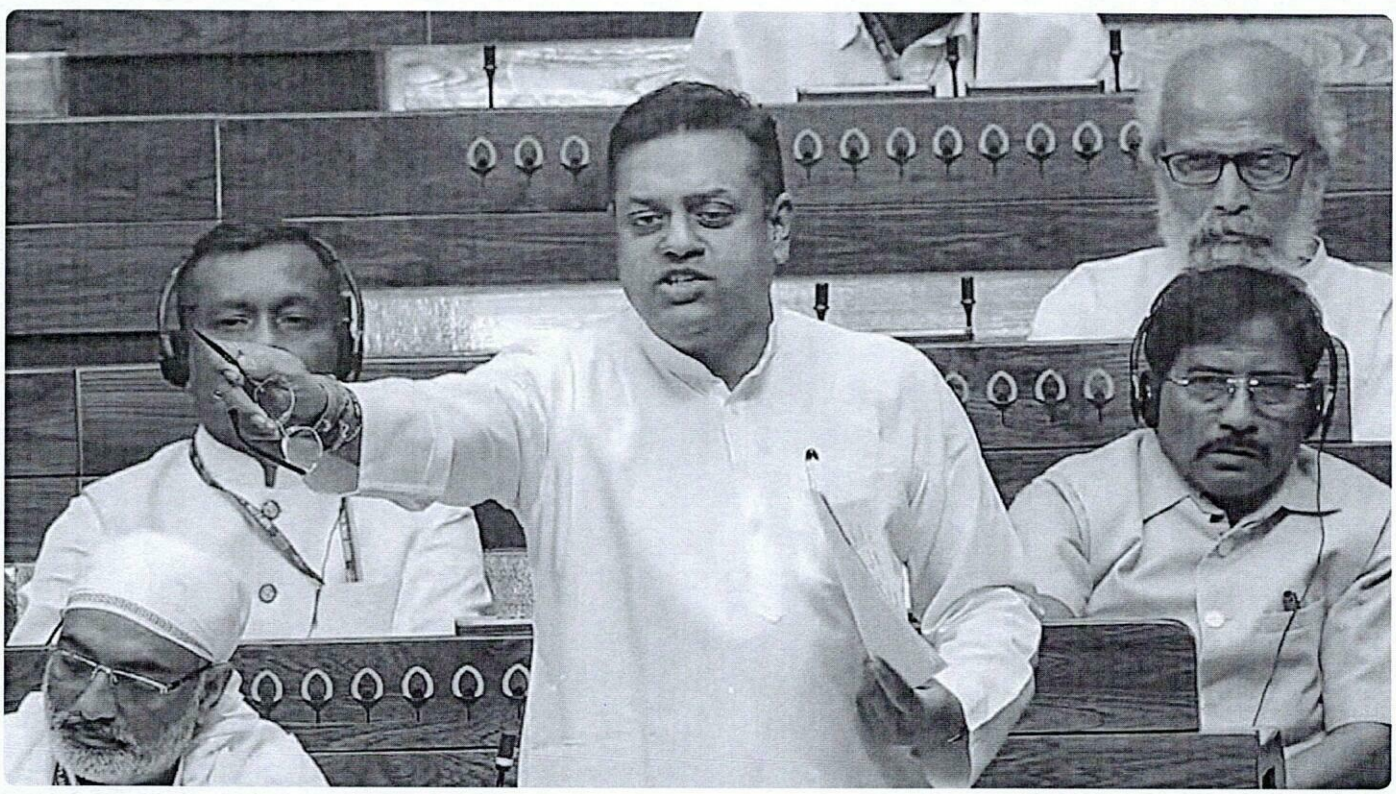
Opposition Attacks Government Over Paper Leaks, NCERT Textbooks Revision In Lok Sabha

4 Min Read

By PTI

Published : 18 hours ago

The Opposition led by Congress launched a scathing attack on the Narendra Modi-led government in the Lok Sabha on Thursday over paper leaks in the country and revision of NCERT textbooks. The BJP lauded the National Education Policy 2020 and stressed that the Union Budget had given an emphasis on skilling and innovation.



JP MP Sambit Patra speaks in Lok Sabha during the Monsoon Session of Parliament, in New Delhi on Thursday (ANI)

New Delhi: The Opposition on Thursday accused the government of posing a threat to children's intellectual integrity by bringing revision in textbooks, with Congress MP Mohammad Jawed asserting that the Mughals ruled for about 330 years and they cannot be removed from history by just deleting their names.

Sparks flew between the treasury and opposition benches as the debate on the demands for grants for the Education Ministry took place in the Lok Sabha. While the opposition members cornered the government on issues such as paper leaks and revision of NCERT textbooks, the BJP hailed the National Education Policy 2020 and asserted the special focus in the Union Budget on skilling, entrepreneurship, innovation and employment will help India become a developed nation and a solution provider to the world.

Participating in the debate, Jawed accused the BJP of getting power by flaring anti-Muslim, anti-Dalit, anti-poor and anti-student sentiments. He also claimed that if there were no Muslims in this country, the BJP could not have opened its account.

"They should save education in the country. Just by removing the name of Mughals will not make any difference. Mughals were here for 330 years, they are not going to be removed just because you remove the name," he said.

The Kishanganj MP said the Muslims have as much intelligence as anybody else. "...we can contribute as much as anybody else. I appeal you should not discriminate."

Slamming the government on the issue of paper leak, Jawed said, "Outside Parliament, test paper are getting leaked and inside Parliament, the roof is leaking... This is the Modi sarkar."

TMC MP Pratima Mondal hit out at the government over "deletion of chapters on significant Muslim rulers" and omitting reference to 2002 Gujarat riots from NCERT curriculum, and said textbooks revision under the current government poses a threat to children's intellectual integrity.

"The systematic revision of textbooks under the current government poses a threat to our children's intellectual integrity," she said. Mondal recalled that in 2018, the then Minister of State for Education Satya Pal Singh declared Darwin's theory of evolution "scientifically wrong".

"Darwin's theory was removed from Class 9 and 10 syllabi. By 2022-23, it was removed from textbooks. Millions of students now lack formal education on a foundational theory of modern biology," she said.

"Deleting chapters on significant Muslim rulers and their contribution from the NCERT curriculum, omitting reference to events like the 2022 Gujarat riots, altering narratives around Gandhi's assassination and promoting mythological theories over scientific ones, have been widely criticised by academicians," Mondal said. These changes are leading to intellectual stagnation and political manipulation of students, the TMC MP said.

BJP's Puri MP Sambit Patra accused the opposition parties of shedding crocodile tears in the name of reservation and claimed quotas for Scheduled Castes and Scheduled Tribes were ended in Jamia Millia Islamia and Aligarh Muslim University during the Congress regime.

"The Congress will have to answer (for this)," Patra said. The Puri MP said there was a significant increase in the budget allocation for the sector.

The Union Budget for 2024-25 provided Rs 1.48 lakh crore for education, employment and skilling. The main reason for giving importance to skilling, entrepreneurship and innovation is that "India wants to go towards Viksit Bharat, we want to create the talent basket, we want to be a skill hub, we want to be a solution provider to the globe", he said.

BJP MP Tejasavi Surya lauded the government for the provisions in the budget for youths and said there has been significant development on the education front in the 10 years of the Modi-led government. He said that due to the lack of quality education, the quality of human resources that the country produced over last so many years is painfully low and inadequate.

He also said that while Leader of Opposition Rahul Gandhi has accused the BJP and the government of being against Dalits, tribals and OBCs, it was Congress-led governments that did not implement the Mandal Commission report for 10 years.

"If there is any party which is anti-SC, ST, OBC, it is the Congress," he said. Surya also said that the National Education Policy has addressed many challenges and stressed that the emphasis on providing education in mother tongue will help many.

Congress MP Anto Antony said education is in a "deep crisis", alleging an atmosphere of fear is forcing students to flee the country. "Today, education in India is in a deep crisis, it is facing several problems and this year's budget has no proposal or vision to

address these concerns. India cannot boast of a single university in world's top 100. This should have been a matter of deep concern for a country with the largest population," Antony said.

Abdussamad Samadani, the Indian Union Muslim League (IUML) MP from Kerala's Ponnani, accused the government of following a polarisation policy in education.

He claimed that the government had scrapped certain parts in some history books and said such actions were condemnable. Samajwadi Party MP Priya Saroj said the paper leak incidents had serious implications on the students and the government should strictly punish people involved in such activities.

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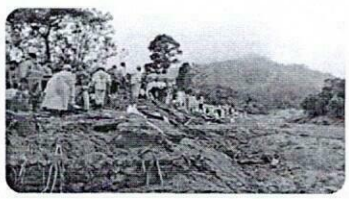
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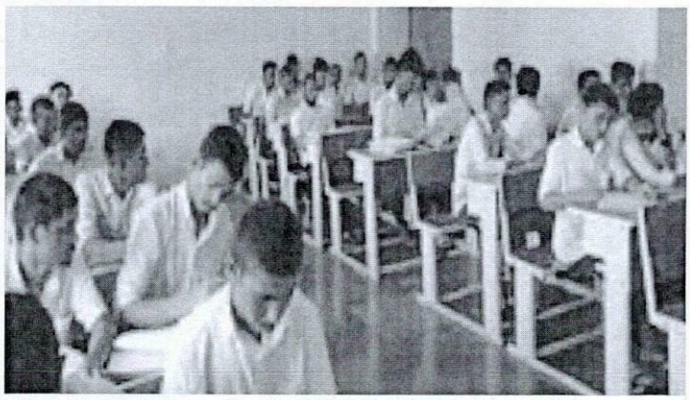


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Cumulative Credits for Classes 9-12, Creating Question Banks, Test Paper Design: NCERT Report to MoE on School Reforms

Reported By: Vatsala Shrangi News18.com Last Updated: AUGUST 02, 2024, 02:36 IST New Delhi, India



The recommendations are part of school reforms proposed under the new National Education Policy (NEP) and the National Curriculum Framework- for School Education (NCF-SE). Representational image

At the end of class 12, students will have credits for various projects and activities, done throughout the secondary stage in their holistic progress card. This will also be linked to their APAAR ID (a unique identification number being allotted to students in the school system to store their credentials in a digital format) and Digi locker, which they can use at any time in the future

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A "cumulative credit system" that will account for students' performance in classes 9, 10, and 11 in class 12, the final stage of secondary school, a question paper design to serve as a blueprint for exams, and setting up a question bank for the senior classes — these are some of the major recommendations made by PARAKH, a constituent body under the National Council for Educational Research and Training (NCERT) in a report submitted to the union ministry of education (MoE) on establishing "equivalence across school boards" in the country.

The recommendations are part of school reforms proposed under the new National Education Policy (NEP) and the National Curriculum Framework- for School Education (NCF-SE).

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The report recommends an assessment framework for students in the secondary stage (classes 9 to 12) that allows both formative and summative methods to give a holistic view of their progress. Formative assessment will consist of activities such as project work, presentations, group discussions, etc. Summative assessment means term-end assessment consisting of long answers, MCQs, short, and very short answers.

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This means that the performance of students in each of the senior classes in different weightages for each will account for the class 12 result, which is the final stage of school education — class 9 (15%), class 10 (20%), class 11 (25%), and class 12 (40%).

WHAT IS THE CUMULATIVE CREDIT SYSTEM?

"The weightage of formative and summative marks will be adjusted progressively from classes 9 to 12, increasing the emphasis on summative assessment as the classes advance. Class 9 features a weightage of 70% formative and 30% summative, class 10 there is an equal weightage of 50% for both aspects, in class 11 the distribution is 40% formative and 60% summative while in class 12, there will be a ratio of 30% formative and 70% summative. Consequently, the cumulative marks at the end of secondary stage (class 12) will comprise of 15% for class 9, 20% for class 10, 25% for class 11, and 40% for class 12," the report stated.

Currently, the ratio for external and internal assessment is 80:20, which will change once the new assessment scheme is brought in.

"This assessment framework will ensure a balanced mix of formative (ongoing) and summative (end-term) assessments, providing a holistic assessment of students' capabilities and readiness for higher education or professional paths," the analysis said.

The report was submitted to the MoE last month in a meeting chaired by Sanjay Kumar, secretary, School Education and Literacy department, and has been accepted in principle by the government.

News18 had on July 18 reported that PARAKH has proposed a 'Cumulative Credit System' to assess the performance of students from classes 9 to 12, including their board exams, for holistic progress monitoring. Last month, the standard-setting body met state education boards for deliberations on the same, upon which each board is to prepare their own roadmap to implement the system of assessment for these senior classes.

The Centre has been focused on standardising all the school education boards in line with the NEP. One of the crucial mandates of PARAKH is to ensure an equivalence of academic standards among learners across all school boards. In India, which has a population of approximately 1.42 billion, around 30% are below the age of 15 (Statista 2024), as per the study.

The report also suggested that the school boards emphasise digital literacy and incorporate comprehensive ICT training within the curriculum in affiliated schools. Besides, boards are required to make career counselling mandatory for the schools affiliated with them or promote a teacher-as-a-counselor model.

"They should ensure that the schools have a career counselor to provide support in respect of future career guidance, job placement assistance, academic and personal counselling and the mental and social well-being of the learner," it said.

STATE BOARDS TO PREPARE QUESTION BANKS FOR CLASSES 9, 11

Under the cumulative system, state boards are being told to prepare a question bank, which will have rubrics for assessment for transparency. The boards will also devise a blueprint, using which the teachers of classes 9 and 11 will prepare question papers for the year-end examinations from the question bank provided, while in classes 10 and 12 there will be board exams.

At the end of class 12, students will have credits for various projects and activities, done throughout the secondary stage in their holistic progress card. This will also be linked to their APAAR ID (a unique identification number being allotted to students in the school system to store their credentials in a digital format) and Digi locker, which they can use at any time in the future.

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Currently, there are 69 different school boards in India, including state, central, and international ones with approximately 14.8 lakh schools affiliated to these boards catering to around 26.5 crore learners. The study excludes Sanskrit boards, madrasas, and technical boards.

The research analyses the current state of school boards in India across various categories and is aligned with the NCF-SE.

The assessment body conducted multiple regional workshops with the school boards to address the challenges of quality and standardisation. In these workshops, question paper templates (QPT) and an equivalence questionnaire (EQQ) were used to data on academic and administrative standings.

The report assesses equivalence across school boards on three parameters — board establishment, functioning, and membership; provision of facilities, opportunities and resources to learners; and learner assessment and evaluation.

It puts together insights on the current level of equivalence in assessment, curriculum, administration, infrastructure, and inclusiveness, which is based on data voluntarily reported by different boards of school education through equivalence questionnaires (EEQ) and question paper templates (QPTs) developed by PARAKH.

18,000 QUESTION PAPERS ANALYSED ACROSS 10 SCHOOL BOARDS AS PILOT

The insights are based on a pilot study conducted by the standard-setting body on question paper analysis across 10 school education boards last year. The outcomes of the pilot study were shared among the stakeholders upon which a series of regional meetings with the school boards were held between June and August 2023. The pilot study involved the selection of question papers from any three years between 2018 and 2022, excluding the Covid-19 pandemic.

The pilot study comprises of analysis of around 18,000 class 10 question papers across four subject areas — language, mathematics, science, and social studies. Based on the feedback received and its analysis, significant modifications to the template were made. Some of the improvements based on these changes include the inclusion of map and diagram-based questions to add to the reading comprehension-based questions.

The final analysis included an assessment of 10,305 questions across 32 school boards that participated in the study. The extensive analysis of a large number of questions from diverse school boards provided insights into the variability of key question paper characteristics across boards, it said.

VARIATIONS IN SUBJECTS OFFERED BY DIFFERENT SCHOOL BOARDS

Data given in the report shows that in class 10, 38.89% of the school boards have Art/Craft as a compulsory subject in their curriculum while 61.11% of the boards provide Physical Education/Sports/ Yoga as a compulsory subject. 90% per cent of the boards offer skill education as an optional subject in class 10, whereas 9.52% of the boards have made the curricular area compulsory.

Given the figures, the report highlights that the NCF-SE 2023 states that in classes 9 and 10 learners will be given exposure to six vocations (two from each form of work) spread over two years. Thus, making different curricular areas interdependent.

Also, it observed that 40.74% of the boards allow one supplementary/compartment board exam to class 10 students while 29.63% allow two supplementary/compartment board exams. Nearly 22% of the boards allow more than two supplementary/compartment board exams for their learners. However, there are 7.41% of boards do not allow any such option to its students.

"These discrepancies between the boards amount to inequality amongst the learners of the same country and needs to be addressed," the report stated.

Only 39% of the boards reviewed teacher performance in their affiliated schools. Notably, only 21% of boards indicated that they were involved in development of teaching aids.

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Meanwhile, very few boards taught coding, application development and audio-video production. Given the growth in technology, it is imperative that skill courses like cloud computing, AI, machine learning, data science and block technology, among others are inculcated for better future employability of the learners, it said.

The report highlighted that even as the NCF-SE envisages on-demand examinations, data shows that 93% of the boards do not have any provision for the same, which is why high stakes are attributed to year-end board exams by learners. On-demand exams mean students can appear for board exams in subjects they have completed or feel ready for.

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In terms of infrastructure, about 39% of the boards indicated that their affiliated schools do not have any books in their libraries which is a matter of concern, the report said. Only 18% of the boards have 200 or fewer books in their affiliated schools.

It was also observed that most school boards lack inclusivity. Only 36% of the boards implemented the 25% reservation policy for learners from the EWS category in their private schools. "This statistic was considered significantly below the expected norm," it said.

WHAT QPT ANALYSIS FOUND

The study found that some of the boards place a significant emphasis on remember/recall-based questions in different subject domains. "A high percentage of recall-based questions highlight the shortcomings in assessment procedures as outlined by the NEP 2020 and the NCF-SE 2023, especially the prevalence of rote or memory-based learning and assessment. It was observed that a few boards lacked creative questions for languages, which underscores the said point," the report stated.

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The findings reveal a significant variation among boards in their approach to question types. About 25% of the boards place more than 50% emphasis on Long Answer questions. One of the boards places more than 60% of their marks on MCQs. Around 12% of the boards emphasise Short Answer questions by more than 50%. Only about 6% of the boards place more than 50% emphasis on Very Short questions.

According to the report, for a couple of school boards, the subject matter experts deemed more than 85% of the questions in languages to be of medium difficulty level, while a few school boards had close to 67% difficult items paired with about 33% easy difficulty level items. "This highlights the stark disparity in the level of difficulty of the question papers resulting in a glaring dissonance in the marks received by learners across boards," it said.

About the Author

VATSALA SHRANGI *Vatsala Shrangi, Assistant Editor at News18, reports on the HRD, Ministry of Road, Transport and Highways, and social sector. She has covered the Delh...Read More*

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Opp targets govt over paper leaks and NCERT textbook revisions in Lok Sabha

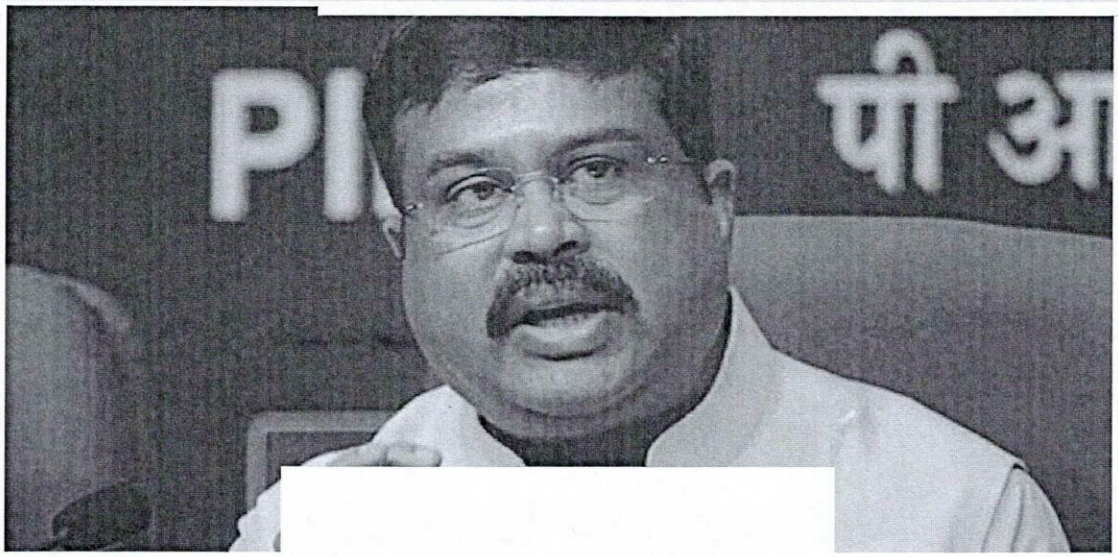
Education Minister says govt did not discriminate between its citizens

By: Express News Service
New Delhi | August 2, 2024 03:14 IST

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Education Minister Dharmendra Pradhan

The Opposition parties on Thursday accused the Central government of posing a threat to children's intellectual integrity by revising textbooks, with Congress MP and Whip in the House Mohammad Jawed stating that the Mughals ruled for more than 300 years and cannot be removed from history by just deleting their names.

Heated exchange of words took place between the members of Treasury and Opposition benches during the debate on the demand for grants for the Education Ministry in the Lower House. In his reply, Union Education Minister Dharmendra Pradhan said the Opposition should not create fear among the Muslim community over an alleged lack of equal opportunities for minorities and told the House that the government did not discriminate between its citizens.

In their speeches, the BJP members spoke about the National Education Policy-2020 and said that focus in the Union Budget on skilling, entrepreneurship, innovation and employment will help the country become a developed nation and a solution provider to the world.

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anti-Muslim, and anti-student sentiments. The Kishanganj MP said the Muslim community has contributed "as much as anybody else". On the issue of paper leaks, the MP said, "Outside Parliament, test papers are getting leaked and inside Parliament, the roof is leaking..."

TMC MP Pratima Mondal hit out at the government over "deletion of chapters on significant Muslim rulers" and omitting reference to 2002 Gujarat riots from the NCERT curriculum. She said such revisions pose a threat to "children's intellectual integrity".



Mondal also said that in 2018, how the then Minister of State for Education Satya Pal Singh had declared Charles Darwin's theory of evolution "scientifically wrong".

BJP member from Puri Sambit Patra accused the Opposition parties of "shedding crocodile tears" in the name of reservation and claimed that quotas for Scheduled Castes and Scheduled Tribes during the Congress regime ended up in Jamia Millia Islamia and Aligarh Muslim University. "The Congress will have to answer," said Patra, also claiming that there was a significant increase in the budget allocation for the education sector.

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Praising the government for the provisions in the Budget for youths, BJP MP Tejasavi Surya said there has been significant developments in the education sector in the 10 years. He said that while Leader of Opposition in Lok Sabha Rahul Gandhi has accused the BJP and the government of being against Dalits, tribals and OBCs, it was Congress-led governments that didn't implement the Mandal Commission report for 10 years. "If any party is anti-SC, ST, OBC, it is the Congress," he said.

Pradhan said the Opposition should not create fear among the Muslim community over an alleged lack of equal opportunities, and that the government did not

Pradhan quoted some data to show that Muslims and other minority groups were being given equal opportunities in education. The Union minister said: "Don't spread fear among Muslims, this will not last long."

Pradhan noted that the transition ratio from class 5 to 6 among Muslim students stood at 89.2, which was close to the national average of 93.2. "The Aligarh Muslim University was set up in 1875 and no female vice-chancellor was appointed in all these years. It happened during our tenure that a woman professor who studied at the same university was appointed as vice-chancellor and it was done on the basis of merit," he said.

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"Earlier, they would say that you appoint people with RSS (Rashtriya Swayamsevak Sangh) affiliation... She is not from RSS... If a Muslim woman progresses on the basis of merit, we should be proud," Pradhan said, adding that the higher education Gross Enrolment Ratio (GER) rose by 32 per cent in 2021-22 over 2014-15.



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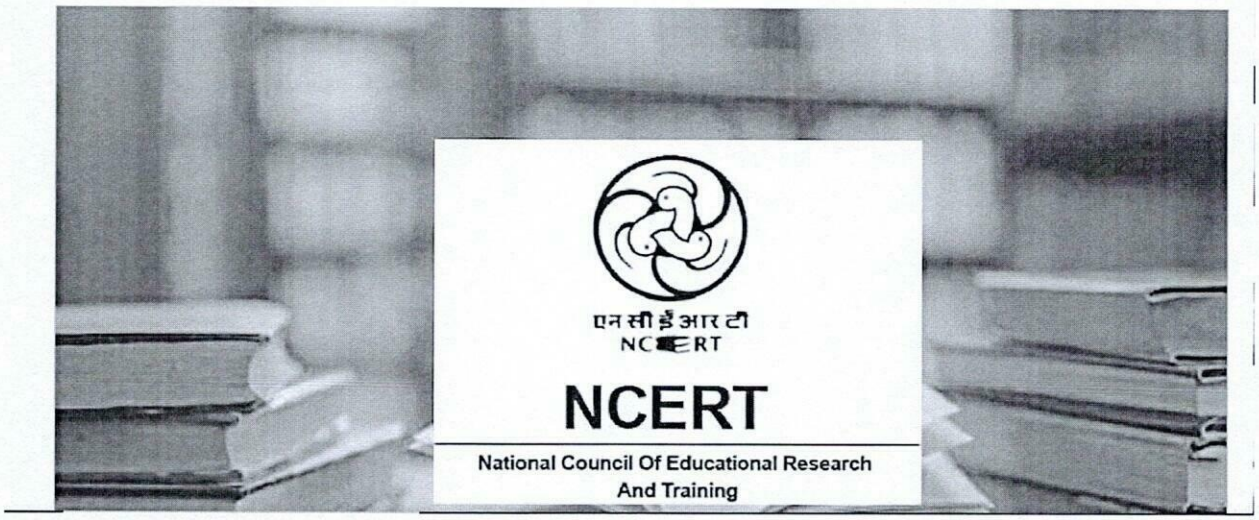
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"The transition ratio from upper primary to secondary school, which refers to students moving from classes 8 to 9, the national average is 88.8 and among Muslims it is 82.2," he said, adding that the need was to encourage competency-based education and the new NEP — a step forward. "The NEP is not just a 60-page policy document. It is a philosophical element for the reconstruction of India...," he said.

'Mughals were here for 330 years...': Congress MP criticises NCERT syllabus revisions by centre in Lok Sabha

In addition to the syllabus amendments, opposition members challenged the government on the National Education Policy (NEP) 2020

Business Today Desk
Updated Aug 02, 2024, 12:58 PM IST



During the ongoing monsoon session of Parliament in the Lok Sabha, opposition parties clashed with the ruling Bharatiya Janata Party (BJP) over recent amendments to the National Council of Educational Research and Training (NCERT) syllabus.

The arguments erupted during a debate around the demand for grants for the education ministry, which subsequently passed through a voice vote without amendments.

Asaduddin Owaisi, Member of Parliament for the All India Majlis-E-Ittehadul Muslimeen (AIMIM), strongly criticised the BJP-led central government for altering existing textbooks.

He said, "A direct connection can be drawn between government policies and the continued educational backwardness of Muslims. Both in higher education and schooling, Muslims seek formal education, but due to government apathy, they experience higher dropout rates than other communities."

Congress MP Mohammad Jawed echoed Owaisi's sentiments, arguing that simply removing references to Mughal history from textbooks will not erase their significant presence in India.

"Mughals were here for 330 years; they won't disappear just because you delete their names," he remarked, emphasising the historical impact of Muslim contributions to India.

He also criticised the government over recent paper leak controversies, stating, "Outside Parliament, test papers are getting leaked, and inside Parliament, the roof is leaking."

In addition to the syllabus amendments, opposition members challenged the government on the National Education Policy (NEP) 2020.

Union Education Minister Dharmendra Pradhan defended the NEP, asserting that it is grounded in principles of accountability, affordability, accessibility, equity, and quality. He highlighted a significant increase in funding for education since 2013-14, with spending on higher education rising by 63% and on primary education by 40%. Pradhan emphasized that the NEP represents a philosophical framework aimed at rebuilding India and fostering global brotherhood.

Responding to criticisms regarding the NCERT syllabus changes, Pradhan remarked, "Western influence in the Indian education system has to be removed."

He asserted that the nation embraces the NEP and is not merely a document but a tool for addressing global challenges.

BJP MP Sambit Patra accused the opposition, particularly the Congress, of hypocrisy concerning reservations, stating that quotas for Scheduled Castes (SC) and Scheduled Tribes (ST) were eliminated during previous Congress administrations at institutions like Jamia Millia Islamia and Aligarh Muslim University. "The Congress will have to answer for this," Patra said, while highlighting the government's allocation of ₹1.48 lakh crore to education. BT

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Opposition attacks govt over paper leaks, NCERT textbooks revision i LS

The Opposition on Thursday accused the government of posing a threat to children's intellectual integrity by bringing revision in textbooks, with Congress MP Mohammad asserting that the Mughals ruled for about 330 years and they cannot be removed fro history by just deleting their names.

PTI
Updated On Aug 2, 2024 at 01:37 PM IST

New Delhi, The Opposition on Thursday accused the government of posing a threat to children's intellectual integrity by bringing revision in textbooks, with Congress MP Mohammad Jawed asserting that the



Sparks flew between the treasury and opposition benches as the debate on the demands for grants for the Education Ministry took place in the Lok Sabha.

the debate on the demands for grants for the Education Ministry took place in the Lok Sabha.

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While the opposition members cornered the government on issues such as paper leaks and revision of NCERT textbooks, the BJP hailed the National Education Policy 2020 and asserted the special focus in the Union Budget on skilling, entrepreneurship, innovation and employment will help India become a developed nation and a solution provider to the world.

Participating in the debate, Jawed accused the BJP of getting power by flaring anti-Muslim, anti-Dalit, anti-poor and anti-student sentiments. He also claimed that if there were no Muslims in this country, the BJP could not have opened its account.

"They should save education in the country. Just by removing the name of Mughals will not make any difference. Mughals were here for 330 years, they are not going to be removed just because you remove the name," he said.

The Kishanganj MP said the Muslims have as much intelligence as anybody else. "...we can contribute as much as anybody else. I appeal you should not discriminate."

Slamming the government on the issue of paper leak, Jawed said, "Outside Parliament, test paper are getting leaked and inside Parliament, the roof is leaking... This is the Modi sarkar."

TMC MP Pratima Mondal hit out at the government over "deletion of chapters on significant Muslim rulers" and omitting reference to 2002 Gujarat riots from NCERT curriculum, and said textbooks revision under the current government poses a threat to children's intellectual integrity.

"The systematic revision of textbooks under the current government poses a threat to our children's intellectual integrity," she said.

Mondal recalled that in 2018, the then Minister of State for Education Satya Pal Singh declared Darwin's theory of evolution "scientifically wrong".

"Darwin's theory was removed from Class 9 and 10 syllabi. By 2022-23, it was removed from textbooks. Millions of students now lack formal education on a foundational theory of modern biology," she said.

"Deleting chapters on significant Muslim rulers and their contribution from the NCERT curriculum, omitting reference to events like the 2022 Gujarat riots, altering narratives around Gandhi's assassination and promoting mythological theories over scientific ones, have been widely criticised by academicians," Mondal said.

These changes are leading to intellectual stagnation and political manipulation of students, the TMC MP said.

BJP's Puri MP Sambit Patra accused the opposition parties of shedding crocodile tears in the name of reservation and claimed quotas for

allocation for the sector.

The Union Budget for 2024-25 provided Rs 1.48 lakh crore for education, employment and skilling. The main reason for giving importance to skilling, entrepreneurship and innovation is that "India wants to go towards Viksit Bharat, we want to create the talent basket, we want to be a skill hub, we want to be a solution provider to the globe", he said.

BJP MP Tejasavi Surya lauded the government for the provisions in the budget for youths and said there has been significant development on the education front in the 10 years of the Modi-led government.

He said that due to the lack of quality education, the quality of human resources that the country produced over last so many years is painfully low and inadequate.

He also said that while Leader of Opposition Rahul Gandhi has accused the BJP and the government of being against Dalits, tribals and OBCs, it was Congress-led governments that did not implement the Mandal Commission report for 10 years.

"If there is any party which is anti-SC, ST, OBC, it is the Congress," he said.

Surya also said that the National Education Policy has addressed many challenges and stressed that the emphasis on providing education in

and this year's budget has no proposal or vision to address these concerns. India cannot boast of a single university in world's top 100. This should have been a matter of deep concern for a country with the largest population," Antony said.

Abdussamad Samadani, the Indian Union Muslim League (IUML) MP from Kerala's Ponnani, accused the government of following a polarisation policy in education.

He claimed that the government had scrapped certain parts in some history books and said such actions were condemnable.

Samajwadi Party MP Priya Saroj said the paper leak incidents had serious implications on the students and the government should strictly punish people involved in such activities. PTI ASK AO RR GJS NAB AS AS

Published On Aug 2, 2024 at 01:27 PM IST

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Opposition targets government over NCERT textbooks revision, NEP in Lok Sabha

By Vrinda Tulsian

Aug 02, 2024 11:38 AM IST

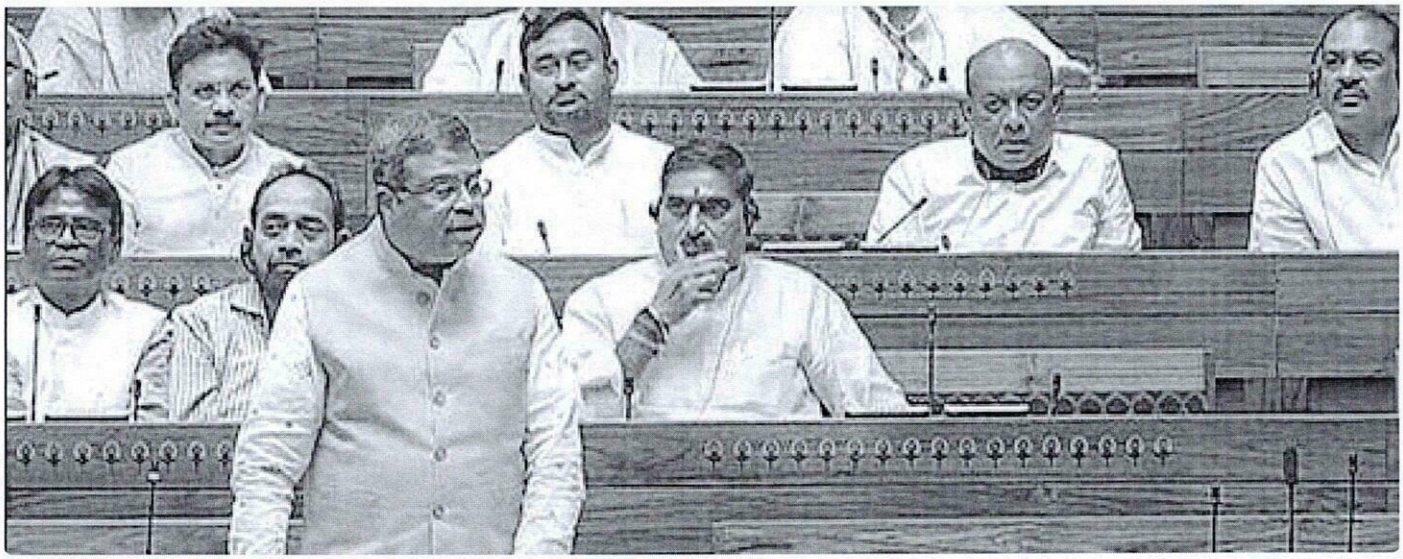
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The discussion took place during the debate on the demand for grants for the education ministry in Lok Sabha which was later passed through voice vote without any changes

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The ongoing monsoon session of the Parliament in Lok Sabha witnessed a heated debate between the Opposition parties and ruling dispensation over the recent changes made to the National Council of Educational Research and Training (NCERT) syllabus.



Union education minister Dharmendra Pradhan speaks in the Lok Sabha during the Monsoon session of Parliament. (PTI photo)

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The discussion took place during the debate on the demand for grants for the education ministry in Lok Sabha which was later passed through voice vote without any changes.

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The All India Majlis-E-Ittehadul Muslimeen (AIMIM) MP Asaduddin Owaisi questioned the Bharatiya Janata Party (BJP)-led central government for fudging with the existing textbooks.

Owaisi said.

Also Read: NCERT releases textbook 'rooted in Indian context'

Congress MP and Whip in the House Mohammad Jawed also reiterated that Mughals' historical presence cannot be erased merely by removing their names from textbooks.

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"Mughals were here for 330 years, they are not going to be removed just because you remove the name," Jawed said.

"If there were no Muslims in this country, the BJP could not have opened its account", he added.

He continued his verbal tirade asking BJP to not discriminate and criticised the government over the recent cases of paper leaks.

government on the National Education Policy 2020 (NEP) too.

Reacting to the opposition party MPs' comments, Union education minister Dharmendra Pradhan defended the NEP, saying that it is based on principles of accountability, affordability, accessibility, equitability, and quality.

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He highlighted the expansion in spending on higher education by 63% and primary education by 40% since 2013-14.

Pradhan also noted that the new education pattern includes a 5+3+3+4 system and said that there has been an increase in female teachers from 36 lakh to 48 lakh.

Addressing the controversy over the NCERT syllabus, Pradhan said, "Western influence in the Indian education system has to be removed?", he said.

"The National Education Policy is not just a 60-page policy document. It is a philosophical element for the rebuilding of India, enhancing brotherhood in the world, and solving global problems. The entire nation unanimously accepts it today", Pradhan said.

Echoing similar sentiments, BJP MP Sambit Patra accused opposition parties of hypocrisy regarding reservations and claimed that quotas for Scheduled Castes (SC) and Scheduled Tribes (ST) were removed from Jamia Millia Islamia and Aligarh Muslim University during Congress rule.

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"The Congress will have to answer (for this)," Patra said.

He highlighted an increase in the budget allocation for education to ₹1.48 lakh crore, emphasising the government's commitment to becoming a global solution provider through skills and innovation.

Trinamool Congress (TMC) MP Pratima Mondal also questioned the government for omitting chapters on significant Muslim rulers.

"The systematic revision of textbooks under the current government poses a threat to our children's intellectual integrity," Mondal said.

She also referenced the 2018 removal of Darwin's theory of evolution from the curriculum, noting that it had been entirely excluded from textbooks by 2022-23.

"Deleting chapters on Muslim rules, Gujarat riots, have been widely criticised by academicians... these changes are leading to intellectual stagnation, political manipulation, and are targeting the intellect of Indian students", she added.

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The Asian Age, 02 August 2024, Page No. - 3

Opp. attacks Modi govt over NCERT textbooks revision

AGE CORRESPONDENT
NEW DELHI, AUG. 1

Opposition in Lok Sabha on Thursday took on the education ministry for changing history and removing Darwin's theory of evolution from textbooks. TMC MP, Pratima Mondal said that such removal of and change of history would lead to "intellectual stagnation" and "political manipulation" of Indian students.

"The systematic revision of school textbooks under the current government poses a threat to our children's education and intellectual integrity," said Ms Mondal while participating in a debate in Lok Sabha on the demands for grants for the education ministry.

"Deleting chapters on significant Muslim rulers and their contribution from the NCERT curriculum, omitting reference to events like the 2022 Gujarat riots, altering narratives around Gandhi's assassination and promoting mythological theories over scientific ones, have been widely criticised by academicians," said the MP from Jaynagar. She said that these changes are leading to intellectual stagnation and political manipulation of Indian students.

'DELETING CHAPTERS on Muslim rulers from the NCERT curriculum, omitting reference to events like the 2022 Gujarat riots have been widely criticised by academicians,' said the MP from Jaynagar

Replying to the debate, education minister Dharmendra Pradhan said that the government doesn't discriminate with Muslims. He said that Modi government appointed Naima Khatoon as the first female vice-chancellor of the Aligarh Muslim University. He said that she had studied in the same university and was selected on the basis of her qualification. "She is not from RSS," said the minister.

He alleged that it was Opposition which was spreading fear among the minorities. Mr Pradhan said that in 2013-14 the budget on education was ₹4.3 lakh crores. "Today this is ₹9.19 lakh crores," he said.

नवभारत टाईम्स, 03 अगस्त 2024, पेज नं - 7

NCERT किताबों पर स्कूलों में भेदभाव, तो होगा ऐक्शन

विस, नई दिल्ली : सभी प्राइवेट स्कूलों को हिदायत दी गई है कि वो किसी भी स्टूडेंट को एनसीईआरटी की किताबें लाने पर प्रताड़ित ना करें। राष्ट्रीय बाल अधिकार संरक्षण आयोग (एनसीपीसीआर) ने इसे लेकर शिक्षा निदेशालय को कहा है कि वो राइट टु एजुकेशन (आरटीआई) की सिफारिशों का पालन करवाएं। सभी प्राइवेट स्कूलों को ये दिशानिर्देश वेबसाइट पर प्रदर्शित करने हैं।

Mon, Aug 05

- **BRS condemns torture of Dalit woman in Telangana police station**

Mon, Aug 05



NATIONAL / WORLD





Rajya Sabha MP Satnam Sandhu praises Centre's emphasis on Sikhism in education curriculum

- Sat, Aug 03 2024 06:16:57 PM





New Delhi/Chandigarh, Aug 3 (IANS): Nominated Rajya Sabha MP Satnam Singh Sandhu has praised the Union Education Ministry for placing its emphasis on the icons of Sikhism and Punjab in the school education curriculum.

Sandhu recently raised the issue of introducing school students to icons of Sikhism, stories of freedom fighters, and the cultural heritage of Punjab through textbooks in the House during the ongoing Monsoon Session of the Parliament.

Sandhu sought details from the Education Ministry on the steps taken by the Centre to introduce school students to the icons of Sikhism, popularise stories or biographies of freedom fighters from Punjab among them, and highlight the cultural heritage of Punjab among the students.

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ı response, Minister of State for Education, Jayant Chaudhary, informed that chapters on vɛ
re part of the curriculum in the National Council of Educational Research and Training (NCEF

:hapters on Baba Guru Nanak, Sikhs, Maharaja Ranjit Singh, the Singh Sabha Movement, Lala Lajpat Rai, Jallianwala Bagh, and Bhagat Singh are
art of the NCERT curriculum, the Minister said.

:xpressing his appreciation for the emphasis placed on Sikhism and Punjab in the education curriculum as informed by the Ministry of Education
ı its reply, Satnam Singh on Saturday expressed hope for more stories to be included in the textbooks in the future.

It is a matter of pleasure that the Union Ministry of Education has placed this emphasis on the icons of Sikhism and Punjab. Besides narrating he story of these heroes who dedicated their lives to society and the nation, the emphasis also highlights the affection of the Union government nd Prime Minister Narendra Modi towards Sikhism and Punjab.

I am elated with these steps and expect a few more stories to be narrated through textbooks in time to come. Also, we should not forget that chool education is a subject in the State List," said Sandhu, who founded the Chandigarh Group of Colleges at Landran in Mohali in 2001 before ounding the Chandigarh University in 2012.

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The Times of India, 05 August 2024, Page No. - ET4

New NCERT class VI textbook aims to promote India-centric education as per NEP 2020, NCF-SE

Post Covid-19, the NCERT has updated textbooks of social science and other subjects

Rajlakshmi.Ghosh
@timesofindia.com

The NCERT's new class VI social science textbook titled 'Exploring Society India and Beyond' has selected five main themes which has helped to combine in a single theme, inputs from several disciplines — whether history, geography, political science or economics. While experts claim that the major shifts in the content of the textbook will disrupt students' understanding of these subjects, the NCERT reasons that the book is aligned with NEP 2020 and the National Curriculum Framework School Education (NCF-SE) that propound a new philosophy of education.

A senior NCERT official, on condition of anonymity, explains it is important to understand the underlying ethos behind the textbook and the radically new approach of the syllabus the textbook is trying to implement. "The revised NCERT textbook has a completely different approach based on the NCF-SE, with less textual content (so as to discourage rote learning), more relevance to the child's environment, engaging visuals and pedagogical activities, a stimulating design, rootedness in India, and, above all, an introduction to critical thinking by constantly guiding the child towards reflection on the core ideas, in preference to absorbing masses of data," the official says.

As to the relevance of certain historical facts, for instance the textbook's emphasis on the importance of the Sarasvati river in the early Indian civilisation while referring to the Harappan civilisation as the 'Sindhu-Sarasvati' civilisation, or for that matter, the focus on India's own prime meridian Madhya-Rekha which seems to predate the Greenwich Meridian of Europe, the source elaborates, "The textbook, with reference to Indian civilisation under Theme B: *Tapestry of the Past*, focuses on giving students an understanding about India and how different archaeological excavations have provided us with evidence about its initial growth on the banks of river Sindhu and the river Sarasvati. It is often overlooked that river Sarasvati in its early form flowed just 20-21 miles to the east of river Sindhu. Therefore, it is natural that many of the Harappan cities were settled on the banks of both these rivers. Hence,

The previous textbook was based on a different syllabus and framed on the basis of NCF 2005

the book has rightly referred to the Harappan civilisation also as the Sindhu-Sarasvati civilisation." The concept of Madhya-Rekha passing through the city Ujjaini is a civilisational and cultural fact since at least the times of the Maurya-Gupta period. "The book recognises this fact which naturally predates the conceptions of the Greenwich Prime Meridian which came about in late Medieval Europe at the time of geographical exploration. Therefore, it is important to inform the students about it. It may be pointed out here that one of the aims of the NEP 2020 and the NCFSE is to make our education more holistic and India-centric," he adds.

Different syllabus

As to what accounts for truncating the portion on the ancient Indian kingdoms, considering it has been claimed that the new book has removed four chapters from the previous textbook which comprised the kingdoms of Ashoka and Chandragupta Maurya, including Chanakya's role as well as the Gupta, Pallava, and Chalukya dynasties, and Kalidasa's works, and the fact that King Ashoka is mentioned only once in the new textbook's timeline, the official reiterates that the new social science textbook for class VI has been developed based on a new syllabus which flows from the NCF-SE 2023. "This textbook in social sciences follows an integrated approach. Therefore, the names of the chapters are different and need not be compared with the previous textbook which was based on a different syllabus and framed on the basis of NCF 2005," the source claims. Referring to modifications in the textbook post the pandemic and talk of rationalisation of the syllabus to lighten students' academic load, the official says, that post Covid-19, in view of changes in data related to political-social, economic and technological aspects, the NCERT has updated social science textbooks and some of the textbooks in other subject areas. "This was not rationalisation, but updation," he says, adding further that updating helps in avoiding confusion among students with regard to latest developments and enhances their comprehension. This in effect, reduces their academic burden.



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Interconnection between disciplines

With the textbook rolling three separate subjects of History, Geography and Civics into one, questions of how it can promote students' perception of the social sciences becomes pertinent. "We have used the term Political Science in place of Civics. The textbook on social science also contains content drawn from Economics. This is a deliberate design which not only makes the overall load much lighter but demonstrates in every chapter the interconnections between all those disciplines. Multidisciplinarity is one of the NCF-SE's objectives and this is best achieved by keeping them all in a single book," the official adds.

The Hindu, 05 August 2024, Page No.-17

Supplemental support

The next wave of AI-powered learning tools can not only reinforce a teacher's classroom activities but also elevate how students learn

Nina Huntemann

With an estimated 40% of its population under 25 years, India has immense potential to shape its economic future. Combined with a significant investment in education, the nation's prospects for continued growth are vast. We have already seen quality elementary education made universal through the Right to Education Act, boosting overall literacy levels from 61% in 2001 to 76% in 2022. Over 90% of the urban youth between six and 17 years attended school in 2021, and currently higher education enrolment has soared to 43 million students, up nearly two million in just one year.



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Intense debates

Now, with the advent of AI, we are entering an era with the potential to build on such gains and further improve learning outcomes provided that we navigate it with care. There is no doubt that the rise of Generative AI tools such as OpenAI's ChatGPT and Google Gemini has shaken the world of education. Their emergence has prompted intense debates among teachers, administrators, and students about whether they should be deployed to support learning inside and outside the classroom and, if so, under what guidelines.

As the debate continues, student adoption of GenAI has been swift. A recent global student survey shows that 44% of Indian undergraduates have used GenAI for their university studies and, of those who do, 60% input a question one or more times a day. However, while adoption is broad, students are aware of the limitations of current GenAI tools. The same study found that, of the 44%, 28% are concerned about receiving inaccurate or incorrect information, while 49% of all Indian students surveyed said they would like to see the involvement of human expertise in generating answers.

These findings show that excitement for the technology's possibilities must be weighed against its limitations. Rapid advancements are underway and, as large language models (LLMs) verticalise for education, the next wave of AI-powered learning tools can both serve as an invaluable supplement to a teacher's classroom activities and elevate how students learn. So, what might we expect from GenAI-powered learning tools that get it right, and how will they truly personalise learning?

Way forward

First, students could have a learning assistant that anticipates their needs and adapts to their strengths and weaknesses. The promise of adaptive learning has been unfulfilled for decades in part because creating on-demand variations of learning materials for each individual student was too costly. GenAI tools for learning –when fine-tuned and evaluated rigorously to align with education outcomes – can respond instantaneously and in a more natural, back-and-forth conversational interface with students.

Conversational AI, designed for learning, can recognise the type of question a student is struggling with and provides the most relevant and effective response. For example, discerning when a procedural question needs to be broken down step-by-step or when a conceptual question could be illustrated with a real-world example. Conversational AI can encourage more active engagement by suggesting prompts that students might ask to deepen their learning. Guiding students to create useful follow-up prompts will also teach them how to interact with GenAI systems.

By integrating learning analytics that measure how students are learning, an AI learning assistant can also help students improve their study habits and up-level their learning such as finding the optimal time of day to learn and generating just-in-time learning aids such as practice problems personalised to individual need. AI's immediate feedback capabilities can correct errors in the moment, provide adaptive hints to help students get unstuck, and encourage them to push through difficult concepts.

Such innovations will support students on their individualised learning journey. However, in order to deliver on the promise of AI-enabled personalised learning, the next generation of GenAI models for education need to be fine-tuned on high-quality educational content and evaluated by both human subject-matter experts and students themselves.

As the application of AI in education emerges, the teacher's role remains critical. A student's unique developmental path cannot be facilitated solely by algorithms and large language models. However, when AI tools are deployed thoughtfully and strategically, they can deliver a personalised learning experience that adapts to students' pace and needs, offering supplemental support when and where most needed.

With more students enrolling for higher education, It is imperative to find the best way to help learners succeed. The synergy between human and artificial intelligence offers a promising path that leverages the best of both sides to help learners fulfil their potential in a rapidly changing world.

The writer is a former tenured professor at Suffolk University, Boston, and is currently the Chief Academic Officer at Chegg Inc.

The Times of India, 05 August 2024, Page No. - ET3

NCERT proposes inclusion of class IX to XI m and vocational training in class XII board

Shehwaaz.Khan
@timesofindia.com



According to the latest proposal made by the NCERT, students' performance will be assessed right from class IX to class XII in the final board results, while there would be more emphasis on skill subjects ranging from Data Management, Coding to Music and Craft. The report revealed how 90% of boards have retained vocational and skill-based subjects in the optional category, which has prompted NCERT to include them as mandatory subjects in the boards.

A report submitted in July 2024 to the Ministry of Education by PARAKH, a regulatory centre set up by NCERT has given suggestions on standardising school board education across the country. The report titled 'Establishing Equivalence Across Education Boards' has proposed that marks earned by a student in class IX, X, and XI exams should be integrated into class XII board results to align evaluation across all the educational boards. The report, which has been developed after discussion with 32 boards in the past year, has also suggested that vocational and skill-based subjects such as Data Management, Coding, Application Development, AI and Music, Arts and Crafts, among others, should be mandatorily offered by the educational boards to promote holistic learning as recommended in NEP 2020. The report has also recommended the need to assess teachers' performance and enhancement of school infrastructure.

The new directive will support inter-board mobility and multiple entry and exit points

Weightage of marks

Class XII results should factor in class IX performance with the weightage of 15%, class X performance with 20%, and class XII with 25%. The remaining 40% marks in the overall results should consider the marks scored in class XII. PARAKH, in the report, suggested that the class XII evaluation should be based on the formative assessment and summative assessment. The formative assessment will be based on the holistic development of the students based on self-reflection, student portfolio, teacher assessment, execution of projects, and group discussions, while the summative assessment will be based on term-end exams. The report suggests that final scores should be distributed as follows: in class IX, 70% from formative assessments and 30% from summative assessments; in class X, 50% from each; in class XI, 40% from formative and 60% from summative assessments; and in class XII, 30% from formative and 70% from summative assessments.

Credit-based learning

The assessment design for classes IX to XII will assign a weightage in terms of credits for each unit of content. Learners from classes IX and X must earn 32 subject-specific credits (out of 40 credits) and those from classes IX and XII must earn 36 subject-specific credits (out of 44 credits). The remaining credits can be earned through online learning courses such as MOOCs and research or community-based projects.

Speaking to *Education Times*, Indrani Bhaduri, CEO, PARAKH and head, Educational Survey Division, says that the credit system will standardise assessment and help students who plan to migrate from one board to another. "These credits earned by the student will be included in the board result," says Bhaduri.

The new directive will support inter-board mobility and multiple entry and exit points. To ensure this, boards must develop a system of credit accumulation and transfer. This should include an academic mechanism for credit allocation mapped to the National Curriculum Framework (NCF) along with the development of an Academic Bank of Credit (ABC) to ensure that credits are transferred across school boards in case of inter-board migration and/or across various entry/exit points, the report suggested. "NCERT PARAKH is in talks with different boards to standardise the assessment and achieve equivalen-

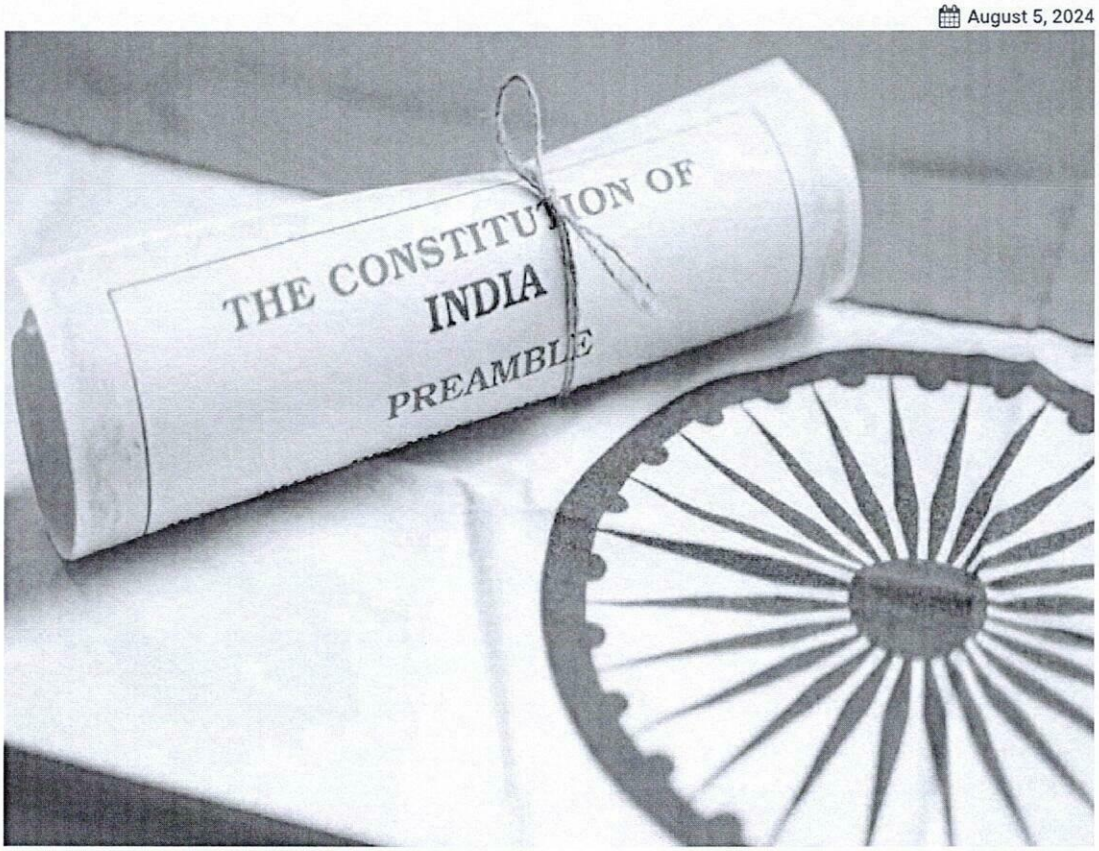
ce of the board been asked t to streamline tion of the st cess, which a tency-based NEP 2020. Di for accessibi and setting u who prepare amline the ex the pipeline, first round of ready taken harashtra, B and Uttarakh rounds will coming mont

EDUCATION

NCERT drops Preamble to Constitution from Class 3 and Class 6 textbooks

Maktoob Staff

August 5, 2024



The National Council of Educational Research and Training has dropped the Preamble to the Constitution from all Class 3 textbooks and retained it only in two Class 6 textbooks for the ongoing school year.

In the old textbooks for Class 6, the Preamble was printed in the Hindi textbook *Durva*, the English book *HoneySuckle*, the science textbook, and all three social science books – *Our Pasts-I, Social and Political Life-I* and *The Earth Our Habitat*. However, in the revised versions, the Preamble is printed only in the science textbook *Curiosity* and the Hindi textbook *Malhar*.

According to *The Telegraph*, In the updated social science textbook *Exploring Society: India and Beyond*, the Preamble was replaced with a section on fundamental rights and fundamental duties

The newspaper reported that these revisions are changes to the National Education Policy introduced in 2020 by the National Democratic Alliance government.

दैनिक जागरण, 06 अगस्त 2024, पेज नं - 08

वीडियो गेम अधिक खेलने के कारण बच्चों की हड्डियां हो रहीं कमजोर

राज्य ब्यूरो, जागरण • नई दिल्ली : खेलकूद सिर्फ पेशेवर खिलाड़ी और एथलीट बनने के लिए ही जरूरी नहीं है, बल्कि हड्डियों और मांसपेशियों के विकास और मजबूती के लिए भी जरूरी है। खेलकूद के जिस उम्र में हड्डियों का विकास होता है उस उम्र में कई बच्चे भी हड्डियों के कमजोर होने की बीमारी के साथ ही ओपीडी में इलाज के लिए पहुंचते हैं। आरएमएल अस्पताल में राष्ट्रीय अस्थि दिवस के मद्देनजर आयोजित कार्यक्रम में डाक्टरों ने यह जानकारी दी। डाक्टर बताते हैं कि मोबाइल व वीडियो गेम में अधिक सक्रियता और आउट डोर खेल से दूरी बच्चों में हड्डियों के कमजोर और घुटने टेढ़े होने की बीमारी का कारण बन रही है।



- घुटने टेढ़े होने की समस्या के साथ ओपीडी में इलाज के लिए पहुंचते हैं कई बच्चे
- आउटडोर खेल में कम सक्रियता व विटामिन डी की कमी बन रही इसका कारण

ये लक्षण हों तो डाक्टर से संपर्क करना है जरूरी

- जिन बच्चों के सिर की खोपड़ी मुलायम रह जाए।
- दांत देर से निकलें या टेढ़े हों।
- पेट फूला रहता हो।
- जिन बच्चों की कलाई चौड़ी होती है।
- जिन बच्चों के घुटने चलने व खेलने के दौरान आपस में टकराते हों तो यह घुटना टेढ़ा होने का लक्षण हो सकता है।

अस्पताल के आर्थोपेडिक के विभागाध्यक्ष डा. राहुल खरे ने बताया कि छोटी उम्र में हड्डियों व मांसपेशियों का विकास होता रहता है। यह प्रक्रिया 25 वर्ष की उम्र तक जारी रहती है। इसके बाद हड्डियों के मजबूत होने की प्रक्रिया बंद हो जाती है।

महिलाओं में मेनोपाज के बाद हड्डियां कमजोर होनी शुरू हो जाती हैं। इस वजह से महिलाएं आस्टियोपोरोसिस से अधिक पीड़ित होती हैं। पुरुषों को ज्यादातर यह बीमारी 65 वर्ष के बाद होती है। इन सबके बीच ओपीडी में हर दिन पांच से छह ऐसे बच्चे देखे जाते हैं जिनके घुटने टेढ़े होते हैं। इसका कारण यह है कि बच्चों का खेलकूद कम हो गया है।

बच्चे मोबाइल पर गेम या वीडियो देखने में अधिक समय देते हैं। बाहर खेलने के लिए नहीं निकल पाते। इस वजह से विटामिन डी की भी कमी होती है। इसका असर हड्डियों के विकास पर पड़ता है और धीरे-धीरे घुटने टेढ़े होने लगते हैं। जल्दी इलाज नहीं करने पर बाद में सर्जरी की नौबत आ जाती है। ऐसी बीमारियों से बचाव के लिए खानपान में नियमित रूप से दूध, पर्याप्त प्रोटीन व कैल्शियम युक्त भोजन जरूरी है।

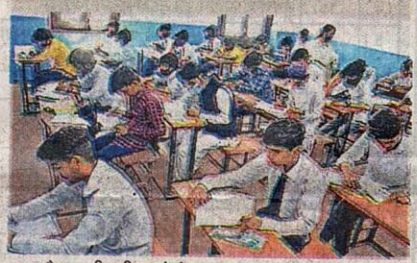
दैनिक जागरण, 06 अगस्त 2024, पेज नं - 08

सुनिश्चित हो परीक्षाओं की शुचिता



सुरेंद्र किशोर

भर्ती परीक्षाओं के साथ-साथ स्कूल-कालेज की परीक्षाओं में भी कदाचार रोकने की दिशा में ठोस कदम जरूरी हैं



आम है स्कूली परीक्षाओं में नकल ● फाइल

प्रश्नपत्र लीक होने के सिलसिले को रोकने के लिए केंद्र सरकार के साथ आठ राज्य सरकारों ने भी इससे संबंधित कानून बनाए हैं। हाल में बिहार सरकार ने भी बिहार लोक परीक्षा (अनुचित साधन निवारण) विधेयक पारित किया है। यह सराहनीय और समयानुकूल है। सामान्य और भर्ती परीक्षाओं में कदाचार की समस्या देशव्यापी है। यह जरूरी था कि केंद्र सरकार के साथ राज्य सरकारें भी इसे रोकने की दिशा में ठोस कदम उठातीं। भर्ती परीक्षाओं के अलावा सामान्य परीक्षाओं में भी कदाचार रोकने की दिशा में ठोस काम होना चाहिए, तभी नए कानून कारगर हो पाएंगे। यह संयोग नहीं है कि नीट में प्रश्नपत्र लीक के केंद्र हजारीबाग और पटना रहे।

बिहार के प्रश्नपत्र लीक रोधी कानून में भी दस साल तक की सजा और एक करोड़ रुपये के जुर्माने का प्रविधान किया गया है। इससे कानून का उल्लंघन करने वालों में अधिक भय पैदा होगा। इससे पहले बिहार में 1981 में नकल विरोधी कानून बना था। उसके तहत छह महीने की जेल और दो हजार रुपये के जुर्माने का प्रविधान था। वह कानून तनिक भी करगर साबित नहीं हुआ। बिहार ने जो नया कानून बनाया है, उसके तहत दायर मुकदमों की जांच डीएसपी स्तर के अधिकारी करेंगे। पुराने कानून में ऐसा प्रविधान नहीं था। बिहार सरकार पेपरलीक कांड की जांच बिहार पुलिस के अलावा किसी अन्य एजेंसी से करा सकेगी। बिहार का यह कानून जिन संस्थाओं की प्रतियोगी परीक्षाओं पर लागू होगा, उनमें बिहार लोक सेवा आयोग, बिहार राज्य विश्वविद्यालय सेवा आयोग, बिहार कर्मचारी चयन आयोग, बिहार पुलिस अवर सेवा आयोग, केंद्रीय सिपाही चयन परिषद, बिहार तकनीकी सेवा आयोग शामिल हैं। यह सब ठीक है, लेकिन प्रश्न है कि क्या स्कूल-कालेज और विश्वविद्यालय स्तर की परीक्षाओं को कदाचारमुक्त किए बिना भर्ती परीक्षाओं में जारी कदाचार को पूर्णतः रोका जा सकता है? यह सवाल बिहार के सामने ही नहीं, सभी राज्यों के समक्ष है। आखिर आज देश के कितने राज्यों के विद्यालयों और विश्वविद्यालयों में गुणवत्तापूर्ण शिक्षा-परीक्षा हो पा रही है? शिक्षा-परीक्षा को सुधारे बिना भर्ती परीक्षाओं के लिए कितने सुशिक्षित उम्मीदवार मिल पाएंगे? इसलिए अगले कदम के तहत राज्य सरकारों को वहां जारी गंदगी की भी सफाई के लिए कारगर कदम उठाने होंगे। इस दिशा में अब तक जो भी कदम उठाए गए, वे विफल ही रहे हैं। समय-समय पर अनेक राज्यों में सच्ची परीक्षा और सच्ची पढ़ाई की कोशिशें हुईं, लेकिन निहित स्वार्थी तत्वों ने उन्हें विफल कर दिया। वे तत्व आज भी कमजोर नहीं हुए हैं। यह उम्मीद की जाती है कि सरकारें हर स्तर की परीक्षाओं को कदाचार से मुक्ति के लिए अपनी कठोर इच्छाशक्ति का इस्तेमाल करें।

उत्तर भारत के कई राज्यों और खासकर बिहार की शिक्षा-परीक्षा में गिरावट की शुरुआत पहले ही हो चुकी थी, लेकिन 1995 तक बिहार में उसकी हालत ऐसी दयनीय हो चुकी थी कि कई राज्य सरकारों ने बिहार इंटर काउंसिल द्वारा जारी प्रमाणपत्रों को मानने से ही इन्कार कर दिया था। कई मामलों में जाली अंक पत्र और प्रमाण पत्र भी जारी होने लगे थे। उस स्थिति से ऊबकर पटना हाई कोर्ट में लोकहित याचिका दायर की गई। हाई कोर्ट ने आदेश दिया कि जिलाधिकारी और प्रमंडलीय आयुक्त कदाचारमुक्त परीक्षाएं आयोजित कराने के लिए जिम्मेदार होंगे। इसके चलते 1996 में बिहार में मैट्रिक और इंटर की कदाचारमुक्त परीक्षाएं हुईं। 1996 की इंटर साइंस की परीक्षा में सिर्फ 15 प्रतिशत परीक्षार्थी ही उत्तीर्ण हो सके थे। पटना जिले में मैट्रिक परीक्षा में सिर्फ 16 प्रतिशत परीक्षार्थी ही सफल हो सके। कमोबेश ऐसा ही परिणाम अन्य जिलों में रहा। नतीजतन कालेजों में एडमिशन के लिए विद्यार्थियों का अकाल सा हो गया। शिक्षा माफिया के पांव उखाड़ना इतना आसान काम नहीं था। उन्हें शासन से अघोषित रूप से यह आश्वासन मिल गया कि अब आगे की परीक्षाओं में कड़ाई नहीं होगी। इस मोर्चे पर शिक्षा माफिया ही अंततः जीत गया और दोगुने उत्साह से परीक्षाओं में कदाचार करने लगा। यह दुर्भाग्यपूर्ण है कि आज बिहार में शिक्षा-परीक्षा का हाल वैसा ही हो गया है, जैसा 1995 में था। होना तो यह चाहिए था कि परीक्षा में कड़ाई जारी रहती। शिक्षा-परीक्षा में सुधार के लिए यह जरूरी था, पर जिन्हें एक समय शिक्षा मंत्री ने शिक्षा माफिया करार दिया था, उन्हीं लोगों ने ऐसी जुगत भिड़ाई कि दोबारा कदाचार शुरू हो गया। 1996 की कड़ाई के बाद के वर्षों में कदाचार की ऐसी छूट मिली कि एक दफा तो जो छात्र बिहार की बोर्ड परीक्षा में पूरे राज्य में प्रथम आया था, वह दिल्ली में ऊंची कक्षा में नामांकन के बाद एक सेमेस्टर भी पास तक नहीं कर सका।

देश भर में शिक्षा क्षेत्र एक ऐसा 'उद्योग' बन गया है, जिसमें कोई घाटा नहीं होता। इस उद्योग में सिर्फ आधुनिक तकनीक के साथ-साथ उच्चस्तर के जनसंपर्क की आवश्यकता होती है। इस उद्योग से जुड़े एक 'कारखाने' का जिक्र अपनी पुस्तक 'इंटर काउंसिल एक हकीकत' में दिवंगत प्रोफेसर नागेश्वर प्रसाद शर्मा ने किया है। उस अल्पज्ञात कारखाने यानी कालेज के इंटरमीडिएट के परीक्षार्थियों का जब एक खास साल का रिजल्ट देखा गया तो पता चला कि उसके कुल 477 में से 461 परीक्षार्थियों ने प्रथम श्रेणी में परीक्षा पास की। जब इस मामले की जांच हुई तो पाया गया कि वास्तव में सिर्फ तीन छात्रों को ही प्रथम श्रेणी मिली थी। आज देश के तमाम शिक्षा संस्थान ऐसे हैं, जो मात्र शिक्षा के कारखाने बनकर रह गए हैं और जो 'घटिया माल' का ही अधिक उत्पादन करते हैं। अपवाद को छोड़कर इनके संचालकों को उन तमाम लोगों का प्रत्यक्ष और परोक्ष संरक्षण हासिल होता है, जिन पर कदाचारमुक्त शिक्षा और परीक्षा उपलब्ध कराने की संवैधानिक जिम्मेदारी है।

(लेखक वरिष्ठ स्तंभकार हैं)
response@jagran.com

The Tribune, 06 August 2024, Page No. - 19

NCERT drops Preamble from Classes 3, 6 books

TRIBUNE NEWS SERVICE

NEW DELHI, AUGUST 5

The National Council of Educational Research and Training (NCERT) has dropped the Preamble to the Constitution from several Classes III and VI textbooks.

Earlier, the Preamble was published in the first few pages of the books of both grades. While Preamble has been omitted from all Class III textbooks, for Class VI, it has been published only in the science book 'Curiosity', and the Hindi book 'Malhar'.

This year, the NCERT has published just one book on environmental studies in place of three for Class VI. The social science textbook of Class VI does not have the Preamble, however, it does mention fundamental rights and fundamental duties.

While the new English textbook for Class VI, 'Poorvi', has the national anthem and the Sanskrit textbook, 'Deepakam', has both the national anthem and the national song, but the Preamble is absent in both.

The NCERT has not officially released any statement on the dropping of Preamble from the books. The move has invited sharp reactions from Congress. Congress spokesperson Dr Shama Mohammad wrote on X: "The Preamble to the Constitution has been dropped from several Class III and Class VI textbooks issued by the NCERT this year. The BJP govt has launched a full-scale assault to destroy India's Constitution. All parents must come together and object to this blatant attempt to erase our history!"

The NCERT had earlier removed all mentions of Babri Masjid demolition, replacing it as the "three-domed structure [that] was built at the site of Shri Ram's birthplace" in the Class 12 political science book.

Meanwhile, Professor Ranjana Arora, Head of the Department of Curriculum Studies and Development at NCERT, said the allegations regarding the removal of the Preamble from the NCERT textbooks did not have a sound basis. "For the first time, the NCERT is giving great importance to various facets of the Indian Constitution- Preamble, fundamental duties, fundamental rights and the national anthem. All these are being placed in various textbooks of various stages," she said.

"The understanding that only the Preamble reflects the Constitution and constitutional values is flawed and narrow. Why should children not acquire constitutional values from fundamental duties, fundamental rights and national anthem along with Preamble? We give equal importance to all of these for the holistic development of children following the vision of NEP-2020," Ranjana added.

ASSAULT TO DESTROY CONSTITUTION

"The Preamble to the Constitution has been dropped from several Class III and VI textbooks issued by the NCERT this year. The BJP govt has launched a full-scale assault to destroy India's Constitution. Dr Shama Mohammad, CONG

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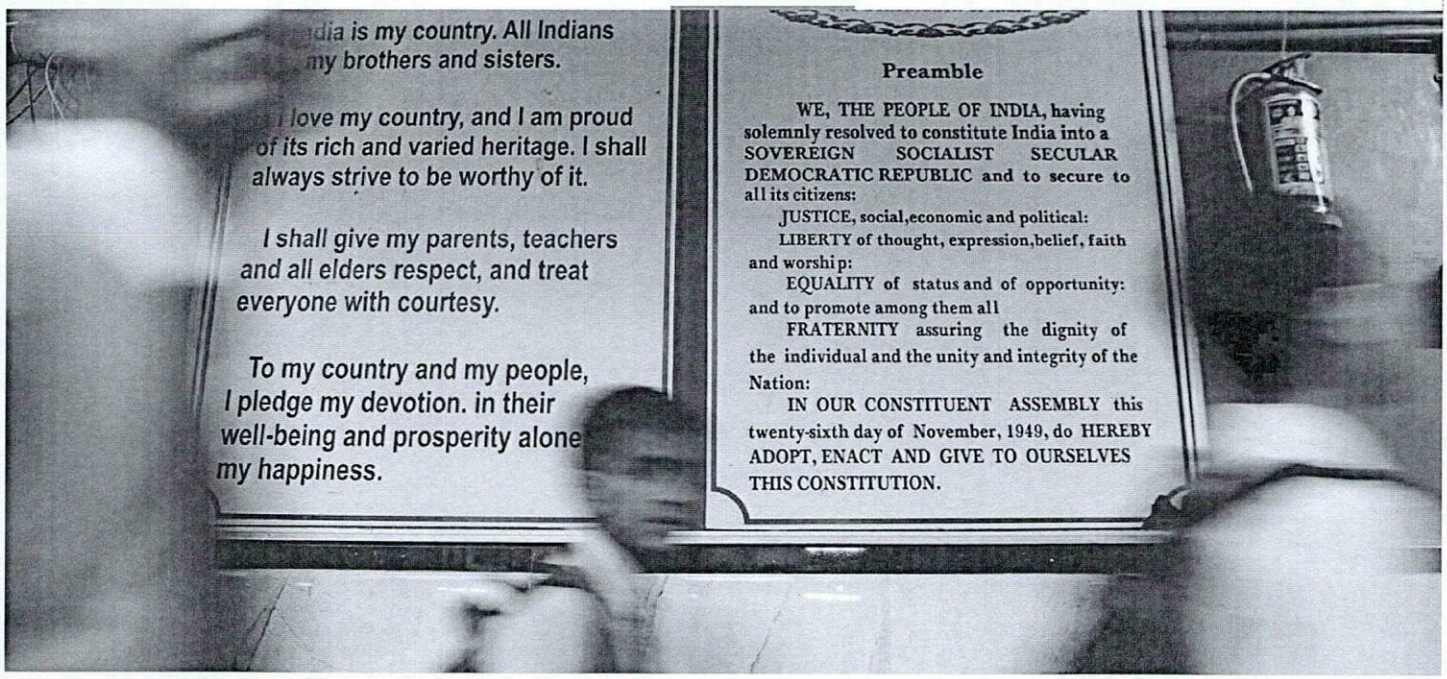
POLITICS OF EDUCATION

NCERT drops Preamble from Class 3 and Class 6 textbooks: Report

The move was in line with changes to the National Education Policy introduced in 2020 by the National Democratic Alliance government.

Scroll Staff
Yesterday · 02:03 pm
Updated Yesterday · 02:31 pm

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Students walk past a board showing the preamble of India's Constitution at the Air India Modern School in Mumbai on January 27, 2020. | Indranil Mukherjee/ AFP

The National Council of Educational Research and Training has dropped the Preamble to the Constitution from all Class 3 textbooks and retained it only in two Class 6 textbooks for the ongoing school year, reported *The Telegraph.*

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In the old textbooks for Class 6, the Preamble was printed in the Hindi textbook *Durva*, the English book *HoneySuckle*, the science textbook and all three social science books – *Our Pasts-I, Social and Political Life-I* and *The Earth Our Habitat,* reported the newspaper.

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However, in the revised versions, the Preamble is printed only in the science textbook *Curiosity* and the Hindi textbook *Malhar.*

The National Council of Educational Research and Training has also updated its social science textbook. Instead of three books on the subject last year, it has published only one book, *Exploring Society: India and Beyond,* for the ongoing school term.

The book has replaced the Preamble with a section on fundamental rights and fundamental duties, reported *The Telegraph.*

According to the newspaper, the revised English textbook, *Poorvi*, features the national anthem while the Sanskrit textbook *Deepakam* features both the national anthem and the national song.

These revisions are in accordance with changes to the National Education Policy introduced in 2020 by the National Democratic Alliance government, the newspaper reported.

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The National Council for Educational Research and Training has made other sweeping changes to schoolbooks as part of these revisions.

For example, it has removed all mentions of Ayodhya's Babri Masjid by name the new Class 12 textbook for political science. It now refers to it instead as a "three-domed structure [that] was built at the site of Shri Ram's birthplace".

Sections on Mughal rule in India and the nationwide Emergency imposed in 1975 have also been excised from textbooks.

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NCERT dismisses claims of Preamble removal from textbooks

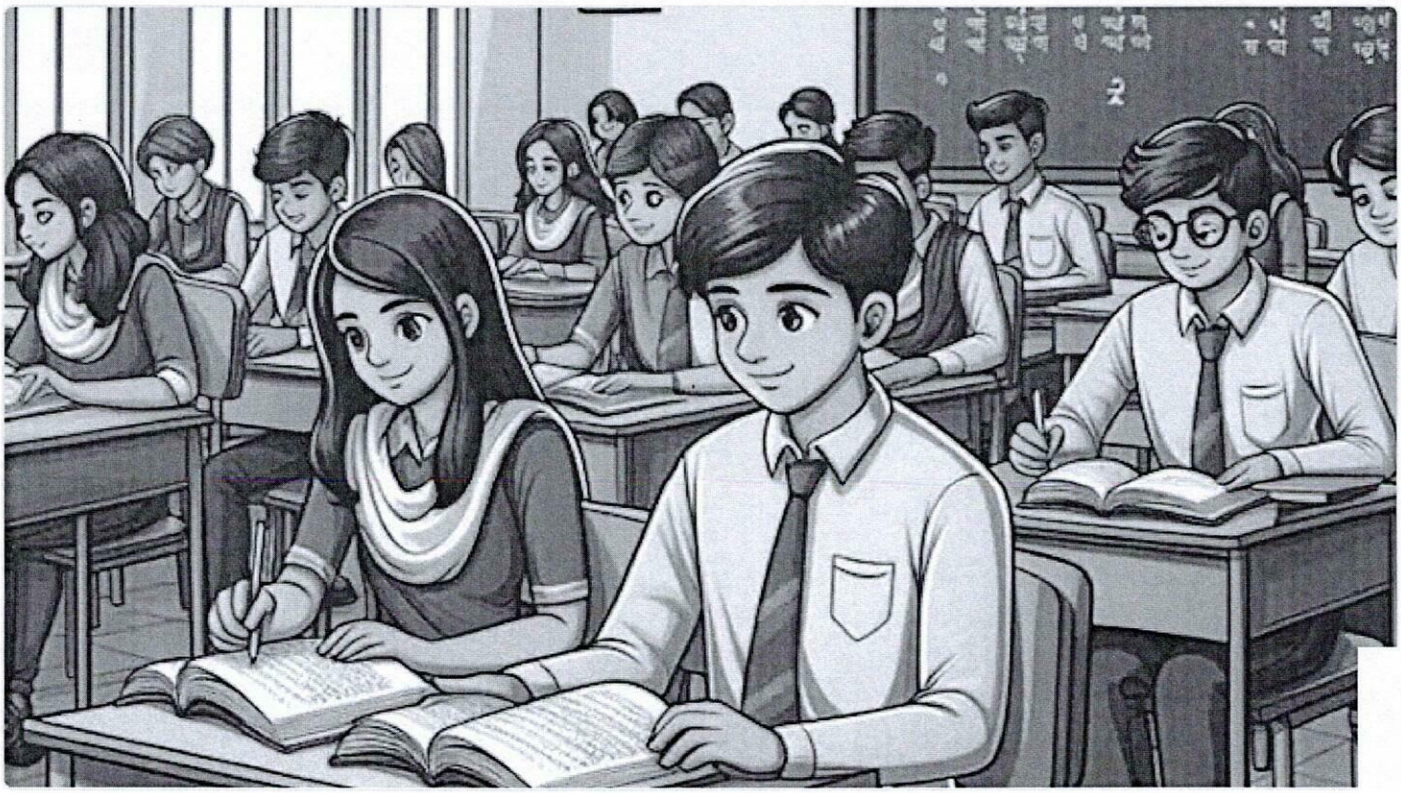
The National Council of Educational Research and Training (NCERT) has refuted claims tha the Preamble was removed from classes 3 and 6 textbooks, emphasising its ongoing focu on constitutional elements in its revised curriculum.

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NCERT dismisses claims of preamble removal from textbooks

India Today Education Desk
New Delhi, UPDATED: Aug 6, 2024 12:49 IST

In Short

- NCERT says claims of Preamble removal lack basis, focuses on constitutional values
- Textbook revisions follow NEP 2020, with updates for classes 3 and 6 included
- NCERT promotes constitutional values through various elements, not just Preamble

The National Council of Educational Research and Training, NCERT, has addressed recent allegations that the Preamble to the Constitution was omitted from several Class 3 and Class 6 textbooks this year. The NCERT clarified that these claims lack a solid foundation, emphasising that the organisation is now focusing on various aspects of the Indian Constitution, including the Preamble, Fundamental Duties, Fundamental Rights, and the National Anthem, as part of a new educational approach.

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These remarks followed several media reports, suggesting that the Preamble was excluded from some textbooks, particularly those covering languages and environmental studies (EVS). NCERT noted that revisions to textbooks were implemented following the introduction of the latest National Education Policy (NEP) 2020.

This year, new books for classes 3 and 6 have been published in line with the

The allegations regarding the removal of the Preamble from the NCERT textbooks do not have a sound basis.

For the first time NCERT is giving great importance to various facets of the Indian Constitution- Preamble, Fundamental Duties, Fundamental Rights and the National Anthem.â€œ — NCERT (@ncert) August 5, 2024



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Historically, the Preamble appeared in the initial pages of several Class VI textbooks, including 'Durva' (Hindi), 'Honey Suckle' (English), and various EVS books. However, the new English textbook 'Poorvi' and the Sanskrit text 'Deepakam' now feature the national anthem and national song but not the Preamble. The previous Sanskrit book, 'Ruchira,' also did not include the Preamble.

In response to these concerns, NCERT emphasised that its educational materials are designed to provide a well-rounded understanding of constitutional values.

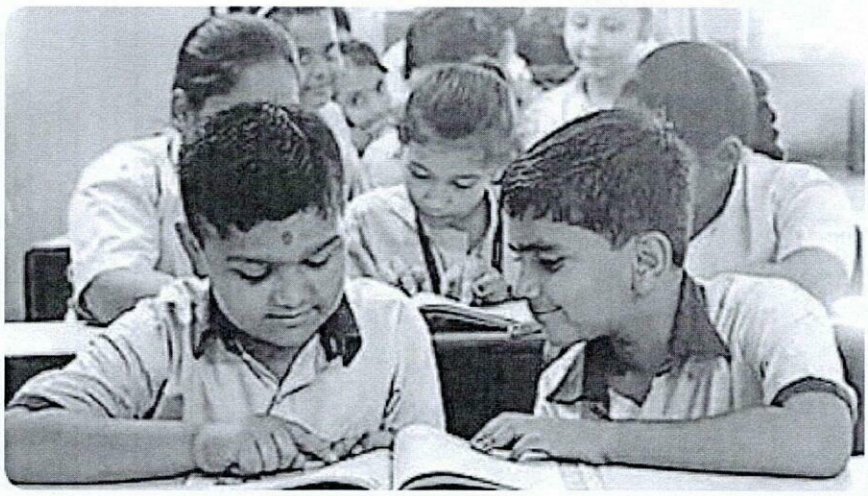
According to Professor Ranjana Arora, Head of the Department of Curriculum Studies and Development at NCERT, the belief that only the Preamble reflects constitutional values is misguided. The NCERT aims to impart constitutional values

Allegations of removing preamble from textbooks is baseless: Prof Ranjana Arora, NCERT

TOI Education / Aug 6, 2024, 16:30 IST

NCERT revised its curriculum by removing the Preamble to the Indian Constitution from several Class 3 and Class 6 textbooks, including subjects like languages and environmental studies. NCERT officials clarified that they aim to instill constitutional values through Fundamental Duties, Rights, and the National Anthem, aligning with NEP-2020's goals for holistic child development.

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NEW DELHI: The National Council of Educational Research and Training (NCERT) has made notable adjustments to its curriculum for the current academic year by removing the Preamble to the Indian Constitution from several Class 3 and Class 6 textbooks. This change affects textbooks in subjects such as languages and environmental studies.

For Class 3, the Preamble has been excluded from textbooks for Hindi, English, Mathematics, and "World Around Us," which replaces the former Environmental Studies (EVS) subject.

Previously, the Preamble was featured in the introductory pages of these books, serving as an initial exposure to the core values of the Indian Constitution.

In Class 6, the Preamble is no longer present in the new English textbook "Poorvi" and the Sanskrit textbook "Deepakam." The environmental studies content has been reduced from three textbooks to one. However, the Preamble remains in the Hindi textbook "Malhar" and the science textbook "Curiosity."

NCERT's response on the issue

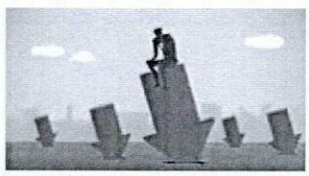
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In response to concerns about these changes, NCERT stated in an official tweet that their educational materials aim to provide a thorough understanding of constitutional values. Professor Ranjana Arora, Head of the Department of Curriculum Studies and Development at NCERT, stated in the official statement, "The notion that only the Preamble reflects constitutional values is false. We intend to impart these values in a variety of ways, in line with the NEP-2020's vision for holistic child development.

NCERT has responded to the controversy surrounding the removal of the Preamble from textbooks, claiming that the claims lack substance. NCERT tweeted, "For the first time, NCERT is emphasising various aspects of the Indian Constitution, including the Preamble, Fundamental Duties, Fundamental Rights, and the National Anthem, across different textbooks and stages." The assumption that only the Preamble expresses constitutional values is flawed. Children can also learn these values from Fundamental

New For You



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Duties, Fundamental Rights, and the National Anthem, all of which are equally important for holistic development under NEP-2020.

Check the official statement below-

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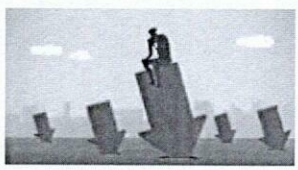
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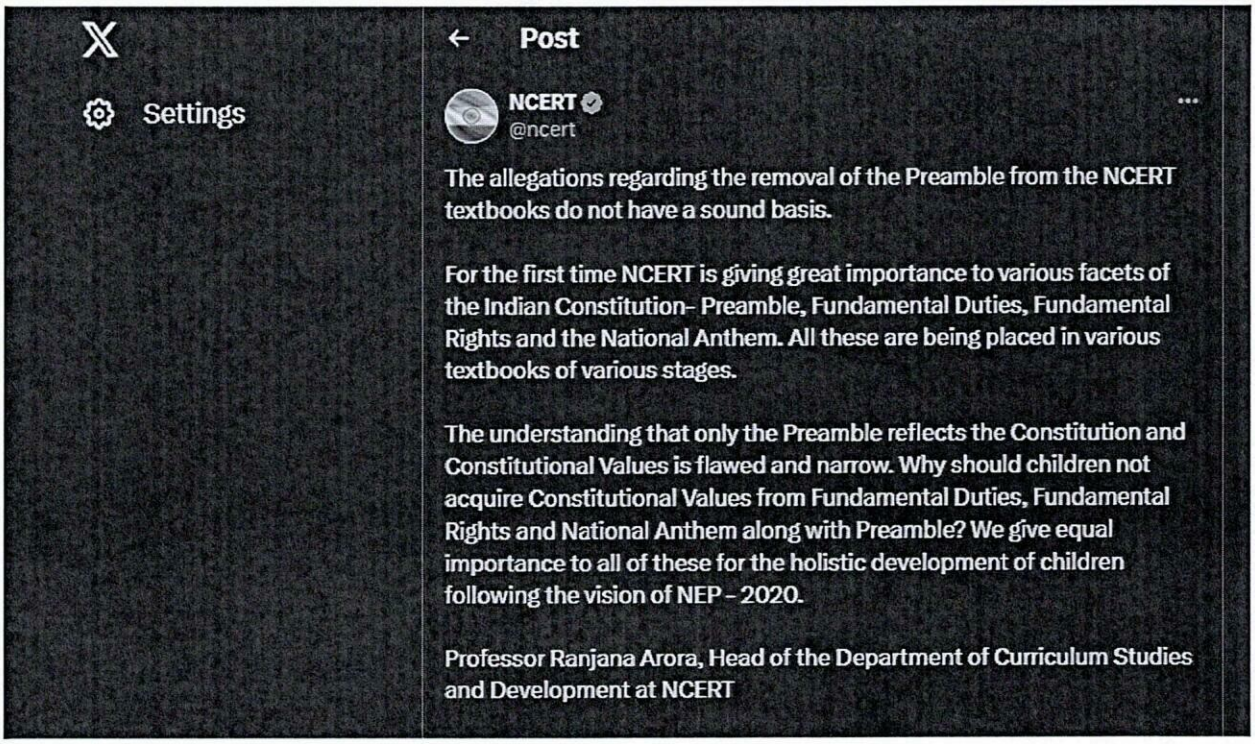
With UK asylum tricky, Sheikh Hasina looks at other options

What changes have been made to NCERT textbooks?

For textbooks of class 3: The Preamble has been removed from all new textbooks, including those for Hindi, English, Mathematics, and "World Around Us." Previously, it was included in the old EVS book "Looking Around" and the Hindi book "Rimjhim 3."

For textbooks of class 6: In the updated textbooks aligned with the NEP-2020, the Preamble remains in the Science book "Curiosity" and the Hindi book "Malhar." It has been omitted from the Social Science book "Exploring Society: India and Beyond," which instead covers fundamental rights and duties. The previous editions included the Preamble in the English book "Honey Suckle," the Science book, the Hindi book "Durva," and all three Social Science books.

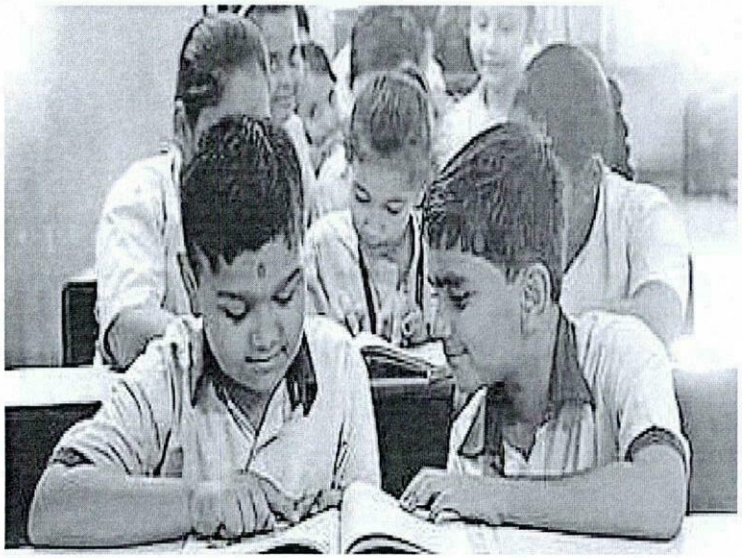
The new English textbook "Poorvi" includes the National Anthem, while the Sanskrit textbook "Deepakam" features both the National Anthem and the National Song, but not the Preamble. The earlier Sanskrit book "Ruchira" also did not include the Preamble.


Settings
Post
NCERT
@ncert
The allegations regarding the removal of the Preamble from the NCERT textbooks do not have a sound basis.
For the first time NCERT is giving great importance to various facets of the Indian Constitution- Preamble, Fundamental Duties, Fundamental Rights and the National Anthem. All these are being placed in various textbooks of various stages.
The understanding that only the Preamble reflects the Constitution and Constitutional Values is flawed and narrow. Why should children not acquire Constitutional Values from Fundamental Duties, Fundamental Rights and National Anthem along with Preamble? We give equal importance to all of these for the holistic development of children following the vision of NEP - 2020.
Professor Ranjana Arora, Head of the Department of Curriculum Studies and Development at NCERT

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Allegations of removing preamble from textbooks is baseless: Prof Ranjana Arora, NCERT

TOI Education | Aug 6, 2024, 04.30 PM IST



NEW DELHI: The National Council of Educational Research and Training (NCERT) has made notable adjustments to its curriculum for the current academic year by removing the Preamble to the Indian Constitution from several Class 3 and Class 6 textbooks. This change affects textbooks in subjects such as languages and environmental studies.

For Class 3, the Preamble has been excluded from textbooks for Hindi, English, Mathematics, and "World Around Us," which replaces the former Environmental Studies (EVS) subject. Previously, the Preamble was featured in the introductory pages of these books, serving as an initial exposure to the core values of the Indian Constitution.

In Class 6, the Preamble is no longer present in the new English textbook "Poorvi" and the Sanskrit textbook "Deepakam." The environmental studies content has been reduced from three textbooks to one. However, the Preamble remains in the Hindi textbook "Malhar" and the science textbook "Curiosity."

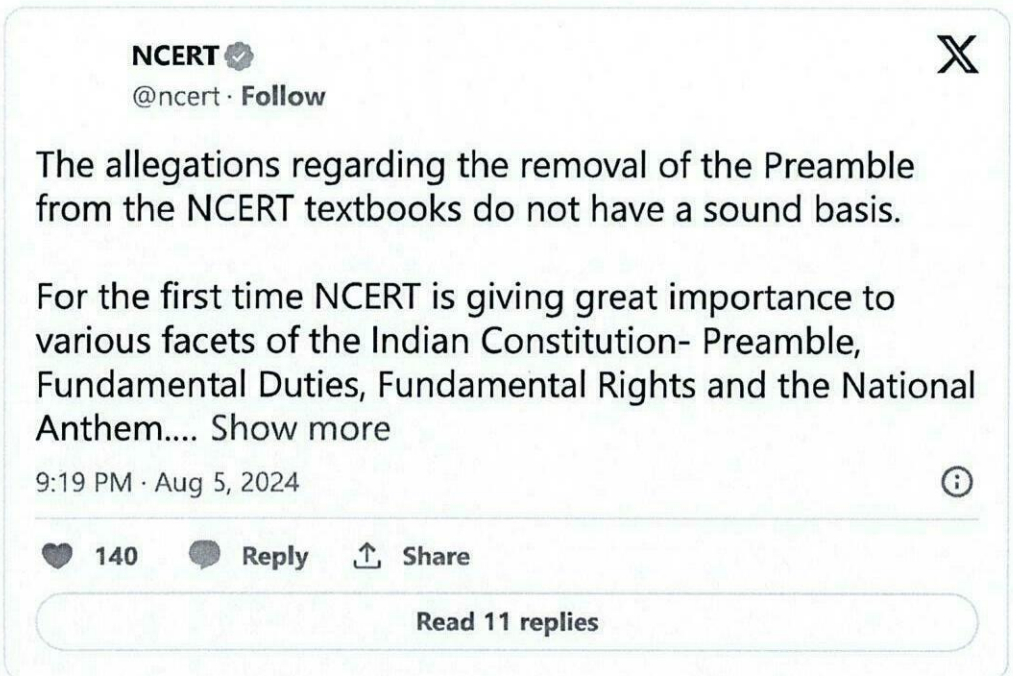
NCERT's response on the issue

In response to concerns about these changes, NCERT stated in an official tweet that their educational materials aim to provide a thorough understanding of constitutional values. Professor Ranjana Arora, Head of the

Department of Curriculum Studies and Development at NCERT, stated in the official statement, "The notion that only the Preamble reflects constitutional values is false. We intend to impart these values in a variety of ways, in line with the NEP-2020's vision for holistic child development.

NCERT has responded to the controversy surrounding the removal of the Preamble from textbooks, claiming that the claims lack substance. NCERT tweeted, "For the first time, NCERT is emphasising various aspects of the Indian Constitution, including the Preamble, Fundamental Duties, Fundamental Rights, and the National Anthem, across different textbooks and stages." The assumption that only the Preamble expresses constitutional values is flawed. Children can also learn these values from Fundamental Duties, Fundamental Rights, and the National Anthem, all of which are equally important for holistic development under NEP-2020.

Check the official statement below-



What changes have been made to NCERT textbooks?

For textbooks of class 3: The Preamble has been removed from all new textbooks, including those for Hindi, English, Mathematics, and "World Around Us." Previously, it was included in the old EVS book "Looking Around" and the Hindi book "Rimjhim 3."

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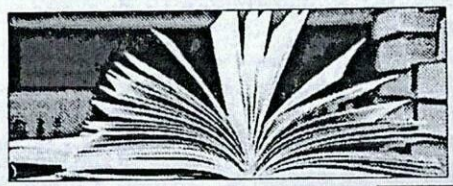
निदेशक सकलानी के आश्वासन के बाद भी **परेशानी** इस साल कक्षा तीन और छह की पुस्तकों में किया बदलाव

एनसीईआरटी उपलब्ध नहीं करा पाई छठी की सभी किताबें

सुशील राघव
नई दिल्ली, 6 अगस्त।

राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) के निदेशक दिनेश प्रसाद सकलानी की ओर से 10 जुलाई को आश्वासन दिया गया था कि परिषद कक्षा छह की सभी किताबें जुलाई में ही उपलब्ध कर देगी। लेकिन अगस्त का पहला सप्ताह बीत जाने के बाद भी सभी किताबें उपलब्ध नहीं हो पाई हैं।

दूसरी ओर, छठी कक्षा के विद्यार्थियों के अभिभावक अपने बच्चों के भविष्य को लेकर चिंतित हैं। एनसीईआरटी की ओर से 10 जुलाई को जारी एक स्पष्टीकरण में बताया गया था कि कक्षा छह की सभी पाठ्यपुस्तकें जुलाई में उपलब्ध करा दी जाएंगी लेकिन स्थिति यह है कि अगस्त के पहले सप्ताह में पहुंचने के बाद भी गणित की किताब अभी



सूत्रों के मुताबिक, यह किताब भी कम से कम 20 दिन में तो आने वाली नहीं है। इससे विद्यार्थियों को परेशानी हो रही है क्योंकि उन्हें बिना किताबों के ही परीक्षाएं देनी पड़ी हैं।

भी उपलब्ध नहीं हो पाई है। इतना ही नहीं महत्त्वपूर्ण विषय गणित की पीडीएफ भी एनसीईआरटी की वेबसाइट पर उपलब्ध नहीं है।

सूत्रों के मुताबिक, यह किताब भी कम से कम 20 दिन में तो आने वाली नहीं है। इससे विद्यार्थियों को परेशानी हो रही है क्योंकि उन्हें बिना किताबों के ही परीक्षाएं देनी पड़ी हैं। दक्षिण दिल्ली में रहने वाले अनिल सिंह ने बताया कि उनकी बेटी कक्षा छह में पढ़ती है। कई महीनों से कभी एक तो कभी दो किताबें मिल रही हैं। गणित की किताब तो अब तक नहीं मिली है। अनिल कहते हैं कि गणित महत्त्वपूर्ण विषय है और बिना पाठ्यपुस्तक के बच्चे इस विषय में पीछे रह जाएंगे जिसका उनके भविष्य पर प्रतिकूल असर पड़ेगा। अनिल ने बताया कि बच्चों की परीक्षाएं खत्म भी हो गईं लेकिन किताबें कब आएंगी ये तो शायद केंद्रीय शिक्षा मंत्री को भी नहीं पता। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) और एनसीईआरटी ने नए राष्ट्रीय पाठ्यचर्या ढांचे (एनसीएफ) के तहत इस साल कक्षा तीन और छह की पुस्तकों में बदलाव किया है।

सीबीएसई ने मार्च में ही इस संबंध में सूचना दी थी। इस संबंध में एनसीईआरटी के निदेशक सकलानी ने भी तीन अप्रैल को देश के सभी राज्यों के शिक्षा सचिवों को पत्र लिखा था। इसमें कक्षा तीन की पुस्तकें अप्रैल के अंतिम सप्ताह और कक्षा छह की पुस्तकें मध्य मई, 2024 तक उपलब्ध होने की बात कही गई थी। इस पत्र में सकलानी ने यह भी कहा था कि बाकी कक्षाओं के लिए पुस्तकें पर्याप्त संख्या में उपलब्ध हैं।

वहीं, केंद्रीय शिक्षा मंत्री धर्मेंद्र ने चार जुलाई को स्कूल शिक्षा एवं साक्षरता सचिव, एनसीईआरटी के निदेशक और सीबीएसई के अध्यक्ष के साथ पाठ्यपुस्तक के विकास की प्रगति की विस्तृत समीक्षा की। शैक्षणिक वर्ष 2024-25 के लिए कक्षा तीन और छह में नई और आकर्षक पाठ्यपुस्तकें पेश की जाएंगी। पाठ्यपुस्तक विकास कार्य अंतिम चरण में है तथा कक्षा तीन और छह के लिए नौ पाठ्यपुस्तकें पहले से ही उपलब्ध हैं। शेष आठ बहुत जल्द उपलब्ध हो जाएंगी।

NCERT पुस्तकों से संविधान की प्रस्तावना हटाने के आरोप निराधार

नई दिल्ली (एसएनबी)। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने इस आरोप को मंगलवार को निराधार करार दिया कि संविधान की प्रस्तावना को एनसीईआरटी की पाठ्यपुस्तकों से हटा दिया गया है। उन्होंने आरोप लगाया कि शिक्षा जैसे विषय को भी अपनी 'झूठ की राजनीति' के लिए इस्तेमाल करना और इसके लिए बच्चों का सहारा लेना कांग्रेस पार्टी की घृणित मानसिकता को दर्शाता है।

प्रधान ने आरोप लगाया कि कांग्रेस शुरू से ही भारत के विकास और शिक्षा व्यवस्था से नफरत रखती है। उन्होंने कहा कि बच्चों के भविष्य के साथ खिलवाड़ करने वाले और भारतीय शिक्षा प्रणाली को बकवास बताने वालों को झूठ फैलाने से पहले सच जानने की कोशिश करनी चाहिए। शिक्षा मंत्री ने उन खबरों के बीच यह टिप्पणी की है, जिनमें दावा किया गया है कि राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की कुछ पाठ्यपुस्तकों से संविधान की प्रस्तावना को हटा दिया गया है। एनसीईआरटी में पाठ्यचर्या अध्ययन और विकास विभाग की प्रमुख रंजना अरोड़ा ने सोमवार को स्पष्ट किया था कि आरोप सही नहीं है।

प्रधान ने 'एक्स' पर एक पोस्ट में कहा, 'एनसीईआरटी पाठ्यपुस्तकों से संविधान की प्रस्तावना को हटाने के आरोप निराधार है। राष्ट्रीय शिक्षा नीति के अंतर्गत पहली बार एनसीईआरटी ने पाठ्यपुस्तकों में भारत के संविधान के विभिन्न पहलुओं -प्रस्तावना, मौलिक कर्तव्य, मौलिक अधिकार, राष्ट्रगान को उचित महत्व व सम्मान देने का काम किया है।' उन्होंने कहा, 'लेकिन शिक्षा जैसे विषय को भी अपनी झूठ की राजनीति के लिए इस्तेमाल करना और इसके लिए बच्चों का सहारा लेना, कांग्रेस पार्टी की घृणित मानसिकता को दिखाता है। मैकाले की विचारधारा से प्रेरित कांग्रेस शुरू से ही भारत के विकास और शिक्षा व्यवस्था से घृणा रखती है।'



केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने आरोप लगाया कि कांग्रेस शुरू से ही भारत के विकास और शिक्षा व्यवस्था से नफरत रखती है

'एनसीईआरटी की किताबों से संविधान की प्रस्तावना हटाने के आरोप निराधार'

जनसत्ता ब्यूरो
नई दिल्ली, 6 अगस्त।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने इस आरोप को मंगलवार को निराधार करार दिया कि संविधान की प्रस्तावना को एनसीईआरटी की पाठ्यपुस्तकों से हटा दिया गया है।

उन्होंने आरोप लगाया कि शिक्षा जैसे विषय को भी अपनी 'झूठ की राजनीति' के लिए इस्तेमाल करना और इसके लिए बच्चों का सहारा लेना कांग्रेस पार्टी की घृणित मानसिकता को दर्शाता है। प्रधान ने आरोप लगाया कि कांग्रेस शुरू से ही भारत के विकास और शिक्षा व्यवस्था से नफरत रखती है। उन्होंने कहा कि बच्चों के भविष्य के साथ खिलवाड़ करने वाले और भारतीय शिक्षा प्रणाली को बकवास बताने वालों को झूठ फैलाने से पहले सच जानने की कोशिश करनी चाहिए।

NCERT किताबों को लेकर कांग्रेस पर बरसे शिक्षा मंत्री

■ विशेष संवाददाता, नई दिल्ली

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने मंगलवार को कहा कि राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (NCERT) पाठ्यपुस्तकों से संविधान की प्रस्तावना को हटाने के आरोपों का कोई आधार नहीं है। उन्होंने आरोप लगाया कि शिक्षा जैसे विषय को भी अपनी 'झूठ की राजनीति' के लिए इस्तेमाल करना और इसके लिए बच्चों का सहारा लेना कांग्रेस पार्टी की घृणित मानसिकता को दर्शाता है।

बच्चों के भविष्य के साथ खिलवाड़ करने वाले और भारतीय शिक्षा व्यवस्था को बकवास बताने वालों को झूठ फैलाने से पहले सच जानने की कोशिश करनी चाहिए। शिक्षा मंत्री प्रधान ने उन खबरों के बीच यह टिप्पणी की है, जिनमें दावा किया गया है कि NCERT की कुछ पाठ्यपुस्तकों से संविधान की प्रस्तावना को हटा दिया गया है।

शिक्षा मंत्री ने कहा कि राष्ट्रीय शिक्षा नीति के अंतर्गत पहली बार एनसीईआरटी ने पाठ्यपुस्तकों में भारत के संविधान के विभिन्न पहलुओं- प्रस्तावना, मौलिक कर्तव्य, मौलिक अधिकार, राष्ट्रगान को उचित महत्व और सम्मान देने का काम किया है। बच्चों के समग्र विकास के लिए शिक्षा नीति के दृष्टिकोण का पालन करते हुए इन सभी पहलुओं को विभिन्न चरणों की पाठ्यपुस्तकों में रखा जा रहा है।



केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान।

छठी क्लास की 10 में से 9 किताबें जारी

NCERT ने छठी क्लास की 10 में से 9 पुस्तकें जारी कर दी है। केवल मैथ्स की किताब आनी बाकी है। एक सीनियर अधिकारी का कहना है कि मैथ्स की किताब भी तैयार है और अगले कुछ दिनों में जारी कर दी जाएगी। NCERT की किताबों की कोई कमी नहीं है और वेबसाइट पर भी किताबें अपलोड कर दी गई है। क्लास 3 की सारी किताबें पहली ही आ चुकी हैं। नई किताबों में कंटेंट को कम किया गया है और ग्राफिक्स, पिक्चर का भी ज्यादा इस्तेमाल किया गया है, ताकि स्टूडेंट्स चैप्टर को आसानी से समझ सकें।

संविधान की प्रस्तावना हटाने के आरोप निराधार : प्रधान



बोले, शिक्षा जैसे विषय पर राजनीति कर रही कांग्रेस

नई दिल्ली, एजेंसी। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने एनसीईआरटी की पाठ्यपुस्तकों से संविधान की प्रस्तावना को हटाने के आरोप को मंगलवार को निराधार बताया है। उन्होंने आरोप लगाया कि शिक्षा जैसे विषय को भी अपनी झूठ की राजनीति के लिए इस्तेमाल करना और इसके लिए बच्चों का सहारा लेना कांग्रेस पार्टी की घृणित मानसिकता को दर्शाता है।

प्रधान ने कहा कि बच्चों के भविष्य के साथ खिलवाड़ करने वाले और भारतीय शिक्षा प्रणाली को बकवास बताने वालों को झूठ फैलाने से पहले सच जानने की कोशिश करनी चाहिए। शिक्षा मंत्री ने यह टिप्पणी उन खबरों के बीच की है, जिनमें दावा किया गया है कि राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की कुछ पाठ्यपुस्तकों से संविधान की प्रस्तावना को हटा दिया गया है।

कांग्रेस पर बिफरे प्रधान, बोले बच्चों के नाम पर राजनीति करना बंद करे

- कहा, एनसीईआरटी की पाठ्य पुस्तकों से संविधान की प्रस्तावना हटाने का आरोप निराधार
- नई पाठ्य पुस्तकों से संविधान की प्रस्तावना हटाने का कांग्रेस ने लगाया है आरोप

जागरण ब्यूरो, नई दिल्ली : एनसीईआरटी की नई पाठ्य पुस्तकों से संविधान की प्रस्तावना को हटाने के कांग्रेस के आरोपों को केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने निराधार व झूठा बताया है। उन्होंने कहा कि शिक्षा जैसे विषय को भी अपनी झूठ की राजनीति के लिए इस्तेमाल करना और बच्चों का सहारा लेना कांग्रेस पार्टी की घृणित मानसिकता को दर्शाता है। उन्हें तुरंत ही बच्चों के नाम पर अपनी गंदी राजनीति को बंद कर देना चाहिए।

शिक्षा मंत्री प्रधान ने मंगलवार को कांग्रेस पर यह पलटवार तब किया, जब कांग्रेस ओर से एनसीईआरटी की एनईपी के तहत तैयार तीसरी और छठवीं की नई पाठ्य पुस्तकों से संविधान की प्रस्तावना को हटाने का आरोप लगाया जा रहा है। कांग्रेस प्रवक्ता डा. शमा मोहम्मद ने इस मुद्दे पर 'एक्स' के जरिये अभिभावकों से खड़े होने की अपील भी की है। इस बीच केंद्रीय शिक्षा मंत्री प्रधान ने कहा कि एनईपी के तहत पहली बार एनसीईआरटी की पाठ्यपुस्तकों में भारत के संविधान के विभिन्न



धर्मेंद्र प्रधान ● फाइल फोटो

पहलुओं, जिसमें प्रस्तावना, मौलिक कर्तव्य, मौलिक अधिकार, राष्ट्रगान को उचित महत्व और सम्मान देने का काम किया गया है। बच्चों के समग्र विकास के लिए एनईपी के दृष्टिकोण का पालन करते हुए इन सभी पहलुओं को बच्चों की उचित उम्र को ध्यान में रखते हुए विभिन्न चरणों की पाठ्य पुस्तकों में रखा जा रहा है। उन्होंने कहा कि बच्चों के भविष्य के साथ खिलवाड़ करने वाले और भारतीय शिक्षा व्यवस्था को बकवास बताने वालों को झूठ फैलाने से पहले सच जानने की कोशिश करनी चाहिए।

कांग्रेस पार्टी को लेकर प्रधान की नाराजगी यहीं नहीं थमीं, बल्कि उन्होंने कहा कि मैकाले की विचारधारा से प्रेरित कांग्रेस शुरू से ही भारत के विकास और शिक्षा व्यवस्था से घृणा रखती है। यह तर्क कि केवल संविधान की प्रस्तावना ही संवैधानिक मूल्यों का प्रतिबिंब है, कांग्रेस की संविधान की समझ को उजागर करता है। कांग्रेस पार्टी का पाप का घड़ा भर चुका है। उन्होंने बगैर राहुल गांधी का नाम लिए कहा कि आजकल जो 'झूठे संविधान प्रेमी' बनकर घूम रहे हैं और संविधान की प्रति लहरा रहे हैं, इनके पूर्वजों ने ही बार-बार संविधान की मूल भावना की हत्या करने का काम किया था।

प्रधान ने कहा कि यदि कांग्रेस पार्टी में थोड़ी भी शर्म और आत्मग्लानि बची हो तो वह पहले संविधान, संवैधानिक मूल्यों और एनईपी को समझे।

Pradhan: NCERT deleting Preamble from books a lie

NEW DELHI, AUGUST 6

Union Education Minister Dharmendra Pradhan on Tuesday said the allegations of removing the Preamble to the Constitution from NCERT textbooks were baseless as he accused the Congress of playing politics in the name of children. He said it was for the first time, under the National Education Policy that the NCERT had given due importance to various aspects of the Constitution like Preamble and fundamental duties in textbooks. — TNS

Cong allegation of no Preamble in textbooks politics of lies: Pradhan

TIMES NEWS NETWORK

New Delhi: Union education minister Dharmendra Pradhan refuted the allegation that the Preamble to the Constitution has been removed from NCERT textbooks, calling it baseless. He accused Congress of engaging in the "politics of lies" and claimed that their actions demonstrate a disgusting mentality.

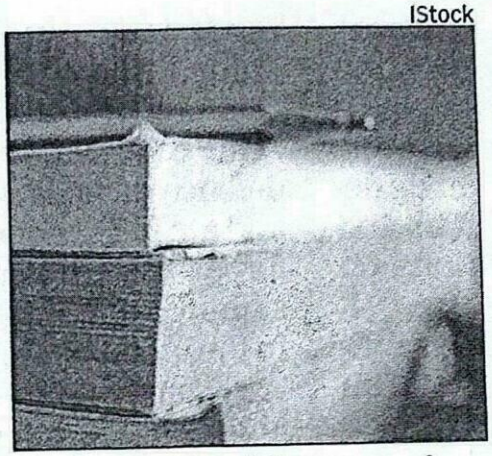
Pradhan asserted that Congress has consistently opposed India's development and education system, and urged those who criticise Indian education system to seek the truth before spreading misinformation.

NCERT has made changes to its curriculum for current academic year, removing the Preamble to the Constitution from some Class 3 & 6 textbooks across subjects. The Preamble, which previously served as an introduction to core values of the Constitution, has been excluded from textbooks for Hindi, English, Mathematics, and "World Around Us" in Class 3, as well as from new English textbook and Sanskrit textbook in Class 6. However, the Preamble remains in Hindi textbook and science textbook.

Ranjana Arora, head of the department of curriculum studies and development at NCERT, clarified that the allegation was untrue. She said, "The allegation has no basis. For the first time, under National Education Policy, NCERT has given due importance and respect to various aspects of the Constitution, Preamble, fundamental duties, fundamental rights, national anthem, in textbooks."

Pradhan argued that Congress's understanding of the Constitution is exposed by their belief that only the Preamble reflects constitutional values. He accused Congress of repeatedly violating the basic spirit of the Constitution and urged them to comprehend the Constitution, constitutional values, and the National Education Policy before engaging in petty politics involving the nation's children.

IStock



Pradhan accused Congress of violating the basic spirit of the Constitution and urged it to comprehend the statute, constitutional values, and NEP before engaging in petty politics

The Tribune
ESTABLISHED IN 1881

Preamble row

Omission from textbooks an affront to Constitution

THE National Council of Educational Research and Training (NCERT) is no stranger to controversy. From time to time, it is in the spotlight for what is perceived to be a pick-and-choose policy when it comes to including, excluding or pruning references to contemporary events — such as the Babri Masjid demolition and the Gujarat riots — and historical personalities such as the Mughal rulers. The latest row — certainly an avoidable one — is about the reported omission of the Preamble to the Constitution from several Class III and Class VI textbooks.

The very thought of making short shrift of the Preamble, whose significance and sanctity cannot be overemphasised, is revolting. Veritably the Constitution in a nutshell, it articulates the solemn resolve of the people to secure to all Indian citizens justice, liberty, equality and fraternity. The Preamble is in no way less important than fundamental duties and rights, the national anthem and the national song. All these elements have an identity and essence of their own and none can take one another's place.

Both the NCERT as well as Union Education Minister Dharmendra Pradhan have claimed that the allegations about the omission are baseless. However, instead of giving an evidence-based explanation, the minister has chosen to tear into the Congress, saying that the Opposition party's 'politics of lies' has laid bare its 'disgusting mentality'. The constitutional values enshrined in the Preamble are not the preserve of any political party. Nor should any party or government delude itself into believing that it can afford to sideline this sacred document. It is a no-brainer that the Preamble must be given pride of place in various textbooks for languages, science and social and environmental studies. Failure to do course correction would be a great disservice not only to our Constitution — which will complete 75 years of adoption by the Constituent Assembly later this year — but also to Indian democracy.

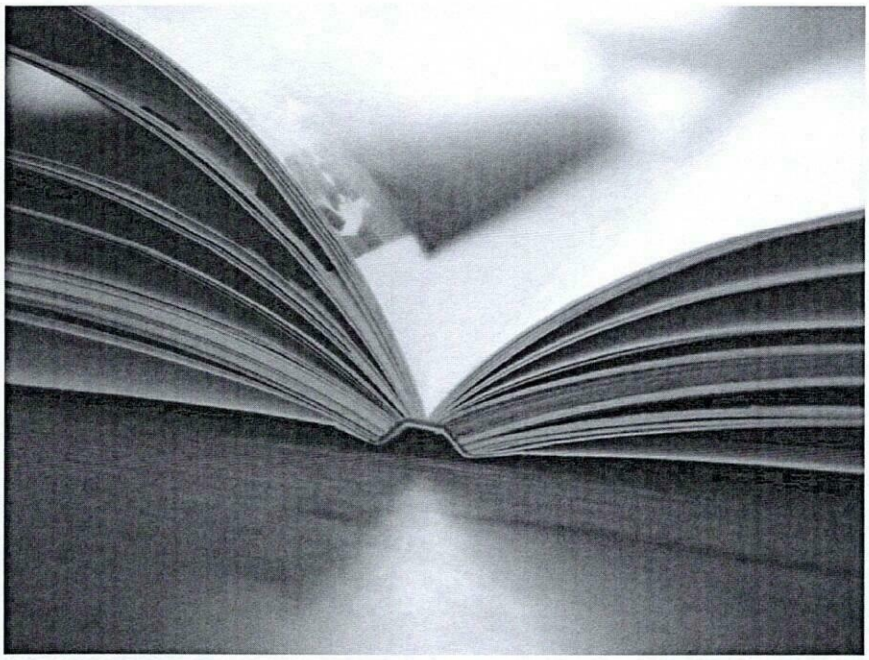
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EDUCATION

Preamble Dropped from Some NCERT Textbooks

The Wire Staff
21 hours ago 5 min read

The new class three textbooks for Hindi, English, Mathematics, and 'World Around Us' (which replaces Environmental Studies or EVS) don't include the Preamble, unlike the previous EVS and Hindi books which included it.



Representative image of a textbook. Photo: Pixabay

New Delhi: The National Council of Educational Research and Training (NCERT) has introduced changes to its textbooks for classes three and six, sparking debate over the omission of the Preamble to the Constitution from certain books, *The Hindu* reported.

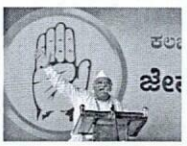
While the Preamble is included in some textbooks, such as the class six Science and Hindi books, it is noticeably absent from others, including the class six Social Science book and several class three textbooks. The fundamental rights and fundamental duties of citizens are mentioned in the class six Social Science book.



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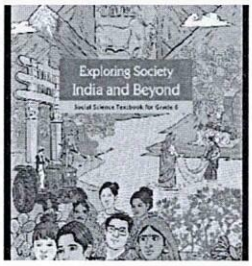
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The new class three textbooks for Hindi, English, Mathematics, and 'World Around Us' (which replaces Environmental Studies or EVS) don't include the Preamble, unlike the previous EVS and Hindi books which included it.



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With New Class 6 Textbook, NCERT Legitimises Hindu...

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NCERT's head of curriculum studies and development, Professor Ranjana Arora, defended the changes, stating that the Preamble is not the sole reflection of Constitutional values. She emphasised the importance of fundamental duties, rights, and the National Anthem in shaping children's understanding of the Constitution, aligning with the National Education Policy (NEP) 2020's vision of holistic development.

"For the first time, NCERT is giving great importance to various facets of the Indian Constitution — Preamble, fundamental duties, fundamental rights, and the National Anthem. All these are being placed in various textbooks of various stages," Arora was quoted as saying by *The Hindu*.

She added: "The understanding that only the Preamble reflects the Constitution and Constitutional values is flawed and narrow. Why should children not acquire Constitutional values from the fundamental duties, fundamental rights, and the National Anthem, along with the Preamble? We give equal importance to all of these for the holistic development of children following the vision of NEP 2020," Professor Arora said.

अमर उजाला, 08 अगस्त 2024, पेज संख्या- 13

एनसीईआरटी की किताबों से संविधान की प्रस्तावना नहीं हटाई गई : प्रधान

नई दिल्ली। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने कांग्रेस अध्यक्ष मल्लिकार्जुन खरगे के आरोपों का खंडन करते हुए कहा, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की छठी कक्षा की पाठ्यपुस्तकों में संविधान की प्रस्तावना है और उसे हटाया नहीं गया है। प्रधान ने कहा, अभी 7 कक्षाओं की किताबें आई हैं। पहले प्रस्तावना हुआ करती थी इनमें, जिसके बारे में नेता प्रतिपक्ष जिक्र कर रहे थे। अभी तक जो नई पाठ्य पुस्तकें आई हैं कक्षा 6 की, उनमें भी प्रस्तावना है। ब्यूरो



हिन्दुस्तान, 08 अगस्त 2024, पेज संख्या - 4

किताबों के संसार में पहले दिन युवाओं की भीड़ उमड़ी

पुस्तक मेला

नई दिल्ली, प्रमुख संवाददाता। प्रगति मैदान में बुधवार दिन में दिल्ली पुस्तक मेले की शुरुआत की गई। पांच दिनों तक चलने वाले मेले में साहित्य की किताबों के अलावा स्टेशनरी और कॉरपोरेट गिफ्ट मेले का भी आयोजन किया जा रहा है। इस 28वें संस्करण की थीम भारतीय पुस्तकों का वैश्विक प्रभाव रखा गया है।

उद्घाटन अवसर पर आईटीपीओ के कार्यकारी निदेशक सीए रजत अग्रवाल ने कहा कि पुस्तक मेले का आईटीपीओ के लिए विशेष स्थान है, क्योंकि यह युवाओं को देश के भविष्य से जोड़ता है। उन्होंने आईटीपीओ टीम से कहा कि वे मेले में आने वाले छात्रों से फीडबैक भी लें, ताकि भविष्य में इस आयोजन को और बेहतर व सार्थक बनाया जा सके।

पुस्तक मेले में 90 से अधिक प्रकाशक हिस्सा ले रहे हैं। इसमें प्रकाशन विभाग, सूचना मंत्रालय भारत सरकार, साहित्य अकादेमी, गीता प्रेस, रूपा पब्लिकेशन आदि प्रमुख हैं। 11 अगस्त तक प्रतिदिन सुबह दस से शाम सात बजे तक चलेगा। सुप्रीम कोर्ट मेट्रो स्टेशन से गेट नंबर दस से इसमें प्रवेश किया जा सकता है।



नई दिल्ली के प्रगति मैदान में चल रहे पुस्तक मेले में बुधवार को बड़ी संख्या में लोग पहुंचे। ● सोनू मेहता

दैनिक जागरण, 08 अगस्त 2024, पेज संख्या 14

अब बच्चे पढ़ेंगे चंद्रयान सहित देश पर गर्व करने वाली कहानियां

अरविंद पांडेय • जागरण

- तीसरी और छठी के लिए एनईपी के तहत तैयार नई पाठ्य पुस्तकें की गईं जारी
- इसी सत्र से इन किताबों को पढ़ सकेंगे बच्चे, अन्य कक्षाओं की किताबें भी जल्द



नई दिल्ली: बच्चों को पढ़ाई के दबाव से निकालने और उन्हें खेल-खेल में पढ़ाने का जो सपना नई राष्ट्रीय शिक्षा नीति (एनईपी) के जरिये देखा गया था, अब वह आकार लेने लगा है। स्कूली शिक्षा के स्तर पर तीसरी और छठवीं कक्षा के लिए एनईपी के तहत नई पाठ्य पुस्तकें बाजार में उतार दी गई हैं। जिसमें बच्चों को चंद्रयान अभियान से जुड़ी रोचक कहानी से लेकर देश पर गर्व करने वाली कविताएं, जीवन मूल्यों और पारिवारिक जुड़ाव को बढ़ाने वाले पाठ के साथ भारत को अच्छी तरह से जानने-समझने वाली विषय वस्तु पढ़ने को मिलेगी।

एनईपी के तहत हालांकि अभी सिर्फ तीसरी व छठवीं कक्षा की पाठ्य पुस्तकें ही तैयार होकर आई हैं। बाकी अन्य कक्षाओं की पाठ्य पुस्तकें भी चरणबद्ध तरीके से अगले दो वर्षों में लाई जानी हैं। एनसीईआरटी की मानें तो इनमें से सभी किताबों को तैयार करने का काम अंतिम चरण में चल रहा है। इस बीच, जिन दो कक्षाओं की पाठ्य पुस्तकें सामने आई हैं, उसमें तीसरी कक्षा के गणित विषय की पाठ्य पुस्तक सबसे रोचक है। जिसका नाम 'गणित मेला' दिया गया है। वह बच्चों के कौतूहल को ठीक वैसे ही बढ़ाने वाली है, जैसे मेले में बच्चे हर खिलौने को देखकर इतराने लगते हैं। इनमें वैसे तो 14 पाठ हैं, लेकिन प्रत्येक पाठ का नाम रोचक है। पहले पाठ का नाम है ' नाम में क्या है' तो वहीं अन्य पाठों के नाम दोहरा शतक, नानी मां के साथ छुट्टियां, कुछ लेना कुछ देना, सूरजकुंड मेला जैसे हैं। इतना ही नहीं, तीसरी कक्षा के बच्चों को चंद्रयान मिशन की कहानी को जिस अंदाज में परोसा गया है, वह बच्चों के मन-मस्तिष्क पर सदैव के लिए छप जाने वाली है।

शिक्षा मंत्रालय के अनुसार, एनसीईआरटी की तीसरी और छठवीं कक्षा की सभी पाठ्य पुस्तकें बाजार में आ गई हैं।

भारत को क्यों इंडिया नाम दिया गया

भारत और इंडिया नाम को लेकर अब अक्सर राजनीति होती रहती है। ऐसे में छठवीं कक्षा के सामाजिक विज्ञान की नई पाठ्य पुस्तक में एनसीईआरटी ने 'इंडिया, दैट इज भारत' नाम से एक पाठ रखा गया है। इसमें बताया गया है कि देश का प्राचीन नाम क्या था। साथ ही देश का इंडिया नाम कैसे विदेशी लोगों ने रखा। इसके साथ ही इनमें देश की संस्कृति और इसके इतिहास की भी पूरी जानकारी दी गई है।

पंजाब, बंगाल सहित चार राज्यों ने अब तक लागू नहीं किया है आरटीई कानून

- बच्चों की शिक्षा से जुड़े सवाल पर केंद्र ने रास में दी जानकारी
- अपील, बच्चों के हितों को ध्यान में रखते हुए इसे जल्द करें लागू

जागरण ब्यूरो, नई दिल्ली : छह से चौदह साल की उम्र के सभी बच्चों को नजदीक के स्कूल में निश्शुल्क व अनिवार्य शिक्षा मुहैया कराने से जुड़े आरटीई (राइट टू एजुकेशन) कानून को लागू हुए वैसे तो करीब 15 साल होने को है, लेकिन अभी भी पंजाब, बंगाल, केरल और तेलंगाना ऐसे राज्य हैं, जिन्होंने इस कानून को नहीं अपनाया है। केंद्र सरकार ने बुधवार को राज्यसभा में एक सवाल के जवाब में यह जानकारी दी। केंद्र ने राज्यों से अपील की है कि वह बच्चों के हितों को ध्यान में रखते हुए इसे जल्द लागू करें।

राज्यसभा में प्रश्नकाल के दौरान आरटीई को लेकर आम आप और कांग्रेस की ओर से सवाल पूछे गए थे। इस सवाल का जवाब पहले शिक्षा राज्य मंत्री जयंत चौधरी ने दिया और बताया कि सभी बच्चों को हर हाल में स्कूली शिक्षा से जोड़ने के लिए सरकार प्रतिबद्ध है। इसके लिए उसने आरटीई कानून भी बनाया है, लेकिन पंजाब, बंगाल, तेलंगाना और केरल इसे लागू नहीं कर रहे हैं। कांग्रेस सांसद प्रमोद तिवारी ने पूरक प्रश्न किया। जिसका जवाब केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने दिया। कहा कि स्कूली शिक्षा का नामांकन दर प्राथमिक स्तर पर तो शत प्रतिशत है। लेकिन जैसे-जैसे यह बड़ी कक्षाओं की ओर बढ़ता है, उनमें गिरावट आने लगती है। इस दौरान स्कूलों में मनमानी फीस पर भी सदस्यों ने सवाल किया। जिसे सरकार ने राज्य का विषय बताते हुए इससे संबंधित विषय को राज्यों के सामने रखने का सुझाव दिया।

दैनिक जागरण, 08 अगस्त 2024, पेज संख्या 11,

पाठ्य पुस्तकों से संविधान की प्रस्तावना हटाने के मुद्दे पर रास में तीखी बहस

जागरण ब्यूरो, नई दिल्ली : लोकसभा चुनाव के दौरान संविधान एक मुद्दा बना था। कांग्रेस अभी भी किसी न किसी तरह इसे हवा देने की कोशिश में है। एनसीईआरटी की नई पाठ्य पुस्तकों से संविधान की प्रस्तावना हटाने के मुद्दे पर एक दिन पहले ही केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने स्पष्ट किया था यह गलत जानकारी फैलाई जा रही है। लेकिन, बुधवार को राज्यसभा में विपक्ष के नेता मल्लिकार्जुन खरगे ने इसे फिर से उठाया और कहा कि पाठ्य पुस्तकों में प्रस्तावना को फिर से जगह दी जाए। हालांकि, उनके इन आरोपों का सदन के नेता व भाजपा अध्यक्ष जेपी नड्डा ने जवाब दिया। कहा कि सुनी सुनाई बात पर सवाल उठाने के स्थान पर तथ्यों पर बात करनी चाहिए। संविधान का जितना आदर मोदी सरकार ने किया है, उतना किसी ने नहीं किया। कांग्रेस ने तो संविधान पर 1975 में डाका डाला।



मानसून सत्र के दौरान राज्यसभा में बोलते स्वास्थ्य मंत्री जेपी नड्डा ● एएनआइ

कांग्रेस अध्यक्ष खरगे ने लगाया इसे हटाने का आरोप, नड्डा ने किया खारिज , कहा, सुनी सुनाई बात की जगह तथ्यों पर बात करनी चाहिए

19 बार चुनी हुई सरकारों को गिराने का काम किया है। इस दौरान सदन में जमकर शोर-शराबा हुआ।

राज्यसभा में इस विवाद की शुरुआत सदन की कार्यवाही शुरू होते ही हो गई। खरगे ने पाठ्य पुस्तकों से संविधान का प्रस्ताव हटाने के आरोपों के साथ ही बाबासाहब की प्रतिमा हटाने और आरएसएस को लेकर भी तीखी टिप्पणी की। नड्डा ने अपनी बारी में इस पर जवाब दिया और कहा कि आरएसएस एक राष्ट्रवादी संगठन है। आपकी सरकार ने तो दो बार प्रतिबंध लगाने की कोशिश की। मीसा के तहत लोगों को जेल में डाला, लेकिन संघ हर बार उतना ही मजबूत होकर निकला। इस बीच, सभापति ने खरगे से उनके आरोपों का आधार जानना चाहा तो उन्होंने कहा कि हमें ऐसी जानकारी मिली है। इस पर सभापति ने कड़ी आपत्ति जताई और कहा कि बगैर प्रमाण के इस तरह के आरोप लगाना ठीक नहीं है। सदन में जब प्रश्नकाल से पहले केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान पहुंचे। तो उन्होंने बताया कि एनसीईआरटी की नई पाठ्य पुस्तकों में संविधान की प्रस्तावना के साथ कोई छेड़छाड़ नहीं की गई है।

हिन्दुस्तान, 08 अगस्त 2024, पेज संख्या - 15

एनसीईआरटी की किताबों से संविधान प्रस्तावना हटाई

आरोप

नई दिल्ली, वि.सं.। राज्यसभा में विपक्ष के नेता मल्लिकार्जुन खरगे ने बुधवार को सरकार पर एनसीईआरटी की कुछ पाठ्यपुस्तकों से संविधान की प्रस्तावना को हटाए जाने का आरोप लगाया। उन्होंने सरकार से इस मामले में स्पष्टीकरण की मांग की। वहीं, सरकार ने खरगे के आरोपों का खंडन करते हुए कहा कि नेता प्रतिपक्ष ने जो विषय उठाया उसमें कोई तथ्य नहीं हैं।

शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा कि अभी कक्षा सात तक की किताबें आई हैं। पहले प्रस्तावना हुआ करती थी। जिसके बारे में नेता प्रतिपक्ष जिक्र कर रहे थे। अभी जो नई पाठ्य पुस्तक कक्षा छह की आई हैं, उसमें भी प्रस्तावना है। न केवल प्रस्तावना, बल्कि उसके साथ मौलिक अधिकार, मौलिक कर्तव्य, राष्ट्रगान भी है। ये भी संविधान की प्रस्तावना और उसके मूल्यों का प्रतिनिधित्व करते हैं।

शिक्षा मंत्री के जवाब के बाद भी खरगे ने कहा कि कक्षा तीन और कक्षा छह की पाठ्य पुस्तकों से संविधान की प्रस्तावना को हटा दिया गया है।

नवभारत टाइम्स, 08 अगस्त 2024, पेज संख्या - 9

NCERT की किताबों पर राज्यसभा में हुआ हंगामा

■ विशेष संवाददाता, नई दिल्ली

राज्यसभा में विपक्ष के नेता मल्लिकार्जुन खरगे ने बुधवार को नैशनल काउंसिल ऑफ एजुकेशनल रिसर्च एंड ट्रेनिंग (NCERT) की कुछ किताबों से संविधान की प्रस्तावना को हटाए जाने का आरोप लगाया। साथ ही केंद्र सरकार से इस मामले में स्पष्टीकरण की मांग भी की। विपक्ष के नेता ने इसे गंभीर मामला बताया। इस दौरान सदन में हंगामा भी देखने को मिला। सत्ता पक्ष और विपक्ष दोनों ओर से हंगामा हुआ।





खरगे (ऊपर) के आरोपों पर शिक्षा मंत्री प्रधान (नीचे) ने दिया जवाब

इसके बाद सदन के नेता जे. पी. नड्डा ने खरगे के आरोपों को बेबुनियाद बताते हुए कहा कि पीएम नरेंद्र मोदी के नेतृत्व में चलने वाली सरकार ने जितना संविधान को सम्मान देकर आगे बढ़ाना तय किया है, उतना किसी सरकार ने नहीं किया। सरकार संविधान की रक्षा के लिए प्रतिबद्ध है। नड्डा ने कहा कि संविधान की प्रस्तावना के साथ छेड़छाड़ करने का सवाल ही नहीं उठता। उन्होंने आपातकाल का जिक्र करते हुए कहा कि संविधान के ऊपर डाका तो 25 जून 1975 को डाला गया था और संविधान की धज्जियां उड़ा दी गई थीं।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा कि NCERT ने किताबों में भारत के संविधान के विभिन्न पहलुओं- प्रस्तावना, मौलिक कर्तव्य, मौलिक अधिकार, राष्ट्रगान को उचित महत्व और सम्मान दिया है। अभी तक कक्षा छह की जो नई किताबें आई है, उनमें भी प्रस्तावना है। न केवल प्रस्तावना बल्कि उसके साथ मौलिक अधिकार, मौलिक कर्तव्य, राष्ट्रगान है और ये भी संविधान की प्रस्तावना और उसके मूल्यों का प्रतिनिधित्व करते है। इन सारे विषयों को रखा गया है।

इससे पहले विपक्ष के नेता खरगे ने इस मुद्दे को शून्यकाल में उठाया और अखबारों में छपी खबरों का हवाला देते हुए दावा किया कि NCERT की कुछ किताबों से संविधान की प्रस्तावना को हटा दिया गया है। इसमें किसी भी प्रकार का बदलाव देश को लोगों को स्वीकार नहीं होगा। बाद में प्रधान ने मीडिया से बात करते हुए कहा कि विपक्ष के नेता ने कुछ ऐसे मुद्दे उठाए है जो तथ्यों से परे है। एक अखबार की खबर का हवाला देते हुए आरोप लगाया गया कि किताबों में शामिल प्रस्तावना को छठी कक्षा की पुस्तक से हटा दिया गया है। यह साफ किया गया है कि छठी कक्षा के लिए NCERT की नई पुस्तकों में प्रस्तावना, मौलिक कर्तव्य, मौलिक अधिकार और राष्ट्रगान जैसी सब चीजें है। शिक्षा मंत्री ने कहा कि कांग्रेस हताश है। उसने संविधान का सबसे अधिक अपमान किया है और अब वह झूठ फैला रही है।

राष्ट्रीय सहारा, 08 अगस्त, 2024, पेज संख्या -7

गुरुवार, 08-08-2024- पृष्ठ सं. (7) राष्ट्रीय सहारा

खरगे का NCERT की पुस्तकों से संविधान की प्रस्तावना हटाने का आरोप

नई दिल्ली (भाषा)। राज्यसभा में विपक्ष के नेता मल्लिकार्जुन खरगे ने बुधवार को सरकार पर राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की कुछ पाठ्यपुस्तकों से संविधान की प्रस्तावना को हटाए जाने का आरोप लगाया और सरकार से इस मामले में स्पष्टीकरण की मांग की। हालांकि, सरकार ने उनके आरोपों का खंडन करते हुए कहा कि नेता प्रतिपक्ष ने जो विषय उठाया उसमें कोई तथ्य नहीं है।

■ सरकार ने आरोपों का किया खंडन

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा, 'अभी सात कक्षाओं की किताब आई है। पहले प्रस्तावना हुआ करती थी इनमें, जिसके बारे में नेता प्रतिपक्ष जिक्र कर रहे थे। अभी तक जो नई पाठ्य पुस्तक आयी हैं कक्षा छह की, उसमें भी प्रस्तावना है। न केवल प्रस्तावना बल्कि उसके साथ मौलिक अधिकार, मौलिक कर्तव्य, राष्ट्रगान...ये भी संविधान की प्रस्तावना और उसके मूल्यों का प्रतिनिधित्व करते हैं। इन सारे विषयों को रखा गया और वह जो विषय रख रहे थे उसमें तथ्य नहीं था। केंद्रीय मंत्री के जवाब के बाद भी खरगे ने कहा कि कक्षा तीन और कक्षा छह की पाठ्य पुस्तकों से संविधान की प्रस्तावना को हटा दिया गया है। उनके आपत्ति जताने पर सभापति जगदीप धनखड़ ने कहा कि संबंधित मंत्री ने सदन में बयान दिया है और वह अगर गलत होगा तो यह विशेषाधिकार का मामला होगा। इससे पहले, खरगे ने इस मुद्दे को शून्यकाल में उठाया और अखबारों में छपी खबरों का हवाला देते हुए दावा किया कि एनसीईआरटी की कुछ पाठ्यपुस्तकों से संविधान की प्रस्तावना को हटा दिया गया है।

उन्होंने इसे 'बहुत महत्वपूर्ण' मुद्दा बताते हुए कहा कि प्रस्तावना हमारे संविधान की मूल आत्मा और संविधान तथा लोकतंत्र का मूलभूत आधार है। उन्होंने सरकार को चेतावनी देते हुए कहा कि इसमें किसी भी प्रकार का बदलाव देश को लोगों को स्वीकार नहीं होगा। उन्होंने कहा कि सांप्रदायिक विचारधारा को देश के लोगों पर थोपने के लिए सरकार पाठ्यक्रम के साथ छेड़छाड़ कर रही है। उन्होंने कहा, एनसीईआरटी ने यह जो कदम उठाया है, ठीक नहीं है। मैं सरकार से मांग करता हूं कि पाठ्यक्रमों में हुए बदलाव को लेकर एक विस्तृत तथ्य सदन के सामने रखें। इस मुद्दे पर सरकार स्पष्टीकरण दे और संविधान के बारे में अपना कदम वापस ले।

The Hindu, 08 August 2024, Page No- 10

Centre is tampering with the NCERT curriculum, trying to communalise it, says Kharge

The Hindu Bureau
NEW DELHI

Opposition and Treasury benches sparred over National Council of Educational Research and Training (NCERT) textbooks after the Leader of the Opposition in Rajya Sabha, Mallikarjun Kharge, accused the government of "tampering with" the curriculum and trying to impose a communal ideology.

While the Congress president flagged recent reports that the Preamble to the Constitution has been dropped from certain textbooks, Education Minister Dharmendra Pradhan denied it.


Mallikarjun Kharge

Speaking during Zero Hour in the Rajya Sabha, Mr. Kharge accused the government of wilfully dropping the Preamble.

He also stressed the need to retain it and quoted Constituent Assembly debates to bolster his point.

"Political democracy cannot last unless there lies at the base of it social democracy. What does social democracy mean? It means a way of life which recognises liberty, equality, and fraternity as the principles of life," he quoted from the debates.

The House erupted when Mr. Kharge said that the government shifted the statues of Gandhiji and Dr. Ambedkar in the Parliament complex after unsatisfactory results in the 2024 Lok Sabha election. "The RSS and BJP are trying to impose their communal ideology on people by tampering with curriculum. And the step taken by NCERT is not right," he said amid protests from the ruling side.

The Treasury benches strongly protested against Mr. Kharge's charge.

Financial Express, of August, 2024, Page No-20

Preamble still in NCERT textbooks, says Pradhan

UNION EDUCATION MINISTER Dharmendra Pradhan on Wednesday said the Preamble to the Constitution is very well there in NCERT textbooks of Class VI as he refuted charges made in this regard by Congress president Mallikarjun Kharge.

Earlier, Opposition Congress party raised in the Rajya Sabha the issue of dropping Preamble from certain NCERT textbooks, saying that this was an attempt to impose communal ideology on the country — a claim which Union minister JP Nadda countered, saying that the government was committed to protecting the Constitution.

During Zero Hour, Leader of the Opposition and Congress president Kharge said Preamble, which is the soul and foundation of the Indian Constitution, used to be published in NCERT textbooks.

Soon after Zero Hour, Pradhan said Kharge has made certain remarks on NCERT books of the education department. "I want to humbly put the facts in the House," he said.

—PTI

The Indian Express, 08 August 2024, Page No-8

Preamble removed from NCERT textbooks, says Cong; Nadda, Pradhan reject charge

DIVYA A
NEW DELHI, AUGUST 7

THE OPPOSITION and Treasury benches entered into a war of words Wednesday after Leader of Opposition in Rajya Sabha Mallikarjun Kharge raised the issue of "dropping of Preamble to the Constitution from certain NCERT textbooks", a charge rejected by Leader of the House JP Nadda.

During Zero Hour, Kharge said this was an "attempt to impose communal ideology on the country" as the Preamble — the soul and foundation of the Constitution — used to be published in NCERT school textbooks. Kharge's charge pertains to new Class 3 and Class 6 textbooks released by NCERT based on the new national curriculum framework for school education. Earlier, old textbooks for Class 6 for Hindi, English and social sciences had the Preamble in the beginning, which the new books don't. However, the Preamble is there in science textbooks, while others have either the Fundamental Duties and Fundamental Rights and even the national anthem in the beginning.

"Political democracy cannot last unless there lies at the base of it social democracy. What does social democracy mean? It means a way of life which recognizes liberty, equality and fraternity as the principles of life," he said, quoting from a debate in November 1948 in the Constituent Assembly.

"RSS and BJP are trying to impose their communal ideology on people by tampering with the curriculum. And the step taken by NCERT is not right," he said, triggering protests from the Treasury benches.

Kharge demanded that the government give a clarification on the issue, present facts before the House and withdraw the move to drop Preamble from textbooks.

"Undoubtedly, all of us are committed to the Constitution and any perception to the contrary will hurt all of us," Rajya Sabha Chairperson Jagdeep Dhankhar said.

Union Health Minister Nadda said that even though he has not seen the NCERT textbook but can state with authority that there is no question of any needling of the Constitution. "Word by word, letter by letter, this government under the dynamic leadership of (Prime Minister Narendra) Modi is committed (to the Constitution)," he said.

Launching a counter attack on the Congress, he said that in fact the Congress had imposed the Emergency and dismissed over 90 elected governments in states in violation of the Constitution.

Later in the House, Union Education Minister Dharmendra Pradhan dismissed Kharge's charge and said the Preamble is "very well there in NCERT textbooks of Class VI." "In the new textbooks, besides the Preamble to the Constitution, the fundamental duties, fundamental rights, national anthem and core values of the Constitution have also been included," he said.

The Times of India, 08 August 2024, Page No - 16

'New schoolbooks have Preamble': Govt trashes Cong charge

TIMES NEWS NETWORK

New Delhi: In Rajya Sabha Wednesday, Congress raised concerns about the removal of the Preamble from certain NCERT textbooks, alleging an attempt to impose a communal ideology on the nation. Union minister J P Nadda refuted the claim, asserting govt's commitment to safeguarding the Constitution.

In response to a separate question by Congress on the Right to Education (RTE), Union education minister Dharmendra Pradhan appealed to state govts to implement the provision mandating 25% of seats for children from economically weaker sections in private unaided schools. He said states like Punjab, Kerala, Telangana and Bengal have not implemented this provision. He emphasised that education is a concurrent subject and central and state govts should strive to provide school education up to class XII for all.

Leader of opposition Mallikarjun Kharge emphasised the importance of educating citizens, especially younger generations, about the foundational principles and values of Indian democracy and



Union minister Nadda said he had not reviewed NCERT books or the changes personally, but he could confidently affirm there was no intention to undermine the Constitution

the Constitution, as well as sacrifices made by freedom fighters. "RSS and BJP are trying to impose their communal ideology on people by tampering with curriculum. And the step taken by NCERT is not right," he said.

Leader of the House Nadda stated that while he had not personally reviewed the NCERT textbooks or the changes, he could confidently affirm there was no intention to undermine the Constitution. Following Zero Hour, Pradhan informed the House, "In the new textbooks of class VI, there is preamble. There is also fundamental duties, fundamental rights and national anthem."

The Times of India, 08 August 2024, Page No- 13

Padmanabhan to receive first Vigyan Ratna award

TIMES NEWS NETWORK

New Delhi: Celebrated biochemist Govindarajan Padmanabhan was selected for the first 'Vigyan Ratna' award, the top-most science award in the country, while Isro's Chandrayaan-3 team was selected for the first 'Vigyan Team' award with the govt on Wednesday announcing 33 names for the 'Rashtriya Vigyan Puraskar' 2024 under four categories.

Padma Bhushan awardee Padmanabhan is an honorary professor at IISc, Bengaluru.

The list of 33 awardees include 18 'Vigyan Yuva: Shanti Swarup Bhatnagar' award for young scientists and 13 'Vigyan Shri' awards. The awards will be presented by President Droupadi Murmu in Rashtrapati Bhavan on National Space Day August 23.

'Vigyan Ratna' will be awarded to recognise lifetime achievements and contributions in a given field of science and technology, whereas 'Vigyan Shri' will be given to recognise distinguished contributions. 'Vigyan Yuva' award is meant to recognise and encourage young scientists while 'Vigyan Team' award will be given to a team comprising three or more scientists who have made an exceptional contribution.

The govt had instituted 'Rashtriya Vigyan Puraskar' in Jan by rationalising all science awards in the country on the lines of Padma awards where the awardees will be given a medallion and 'sanad' (citation). Unlike earlier science awards, Rashtriya Vigyan Puraskar will not have a cash component.

RASHTRIYA VIGYAN PURASKAR - 2024

Vigyan Ratna | Govindarajan Padmanabhan (Biological Sciences)

Vigyan Shri
Anandharamakrishnan C (Agricultural Science), Avesh Kumar Tyagi (Atomic Energy), Umesh Varshney (Biological Sciences), Jayant Bhalchandra Udgaonkar (Biological, Sciences), Syed Wajih Ahmad Naqvi (Earth Science), Bhim Singh Engineering Sciences), Adimurthi Adi (Mathematics and Computer Science), Rahul Mukherjee (Mathematics and Computer Science), Sanjay Behari (Medicine), Lakshmanan Muthusamy (Physics), Naba Kumar Mondal (Physics), Annapurni Subramaniam (Space Science and Technology), Rohit Srivastava (Technology and Innovation)



Vigyan Yuva | Krishna Murthy S L (Agricultural Science), Swarup Kumar Parida (Agricultural Science), Radhakrishnan Mahalakshmi (Biological Sciences), Aravind Penmatsa (Biological Sciences), Vivek Polshettiwar (Chemistry), Vishal Rai (Chemistry), Roxy Mathew Koll (Earth Science), Abhilash (Engineering Sciences), Radha Krishna Ganti (Engineering Sciences), Purabi Saikia (Environmental Science), Bappi Paul (Environmental Science), Mahesh Ramesh Kakde (Mathematics and Computer Science), Jitendra Kumar Sahu (Medicine), Pragya Dhruv Yadav (Medicine), Urbasi Sinha (Physics), Digendranath Swain (Space Science and Technology), Prashant Kumar (Space Science and Technology), Prabhu Rajagopal (Technology and Innovation)

Vigyan Team | Isro team Chandrayaan 3 (Space Science and Technology)

The Tribune, 08 August 2024, Page No- 15

Kharge raises issue of dropping Preamble from NCERT books

Nadda refutes charge, says govt committed to protecting Constitution

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, AUGUST 7

JP Nadda, Leader of the House, and Mallikarjun Kharge, Leader of the Opposition, in Rajya Sabha, today engaged in a spat during Zero Hour in Upper House after the latter raised the issue of dropping Preamble to the Constitution from select NCERT textbooks.

Countering the claim, Nadda stated that the Centre was committed to protecting the Constitution in letter and in spirit.

Kharge slammed the BJP and the RSS claiming they are meddling in school curriculum. He also referred to shifting of statues of Mahatma Gandhi and BR Ambedkar in the Parliament complex.

"The BJP and the RSS are trying to impose their communal ideology on people by tampering with curriculum. The step taken by NCERT is not right," Kharge said, displaying newspaper clippings of the report on the NCERT issue.

Refuting the charges of the Opposition, Nadda said though he hasn't seen the textbooks, there was no question of fiddling with the Preamble to the Constitution.

"Word by word, letter by letter, this government under the dynamic leadership of Prime Minister Narendra Modi is committed to the Constitution," he said.

Nadda brought up the excesses meted out to the people during the Emergency.

Hitting back further, Nadda said: "I want to remind everyone that the Constitution was attacked on 25 June 1975 (Emergency), and more than 90 times they dismissed the elected government. Your government put 1.25 lakh people in jail for two years."

He said though the Congress Government tried to ban RSS twice, it emerged stronger. "It is nationalist organisation and was connected to the grassroots. Preamble has been protected and will always be protected," Nadda said.

Union Minister Dharmendra Pradhan said even new NCERT books carry Preamble.

"In new textbooks, besides Preamble of the Constitution, fundamental duties, fundamental rights, National Anthem and core values of the Constitution have been included," he said.

Later on X, Kharge posted, "When 140 crore Indians shattered Modi ji's dream of the slogan '400 Paar' in the 2024 Lok Sabha elections, the Modi Government in its frustration is bent on tampering with the Constitution through the backdoor by fiddling with children's textbooks."

BJP, RSS MEDDLING IN SCHOOL CURRICULUM: LoP IN RS

Mallikarjun Kharge, Leader of the Opposition in Rajya Sabha, slammed the BJP and the RSS claiming that they are meddling in school curriculum.



Mallikarjun Kharge

राष्ट्रीय सहारा, 09 अगस्त 2024, पेज नं - 5

केवल दिल्ली सरकार शिक्षा पर खर्च कर रही कुल बजट का 25 प्रतिशत हिस्सा : आतिशी

नई दिल्ली (एसएनबी)। शिक्षा मंत्री आतिशी ने दिल्ली की शिक्षा व्यवस्था को लेकर अपनी सरकार की जमकर पीठ थपथपाई। संवाददाता सम्मेलन में उन्होंने दावा किया कि देश में दिल्ली की केजरीवाल सरकार एक ऐसी सरकार है, जो अपने कुल बजट का 25 फीसद पैसा शिक्षा पर खर्च करती है। दिल्ली में उनकी सरकार बनते ही शिक्षा क्षेत्र में एक क्रांति शुरू हो गई थी। उन्होंने दावा किया है कि आजादी के बाद से 2014 तक दिल्ली में लगभग 24 हजार क्लास रूम थे, जबकि केजरीवाल सरकार ने 10 साल के कार्यकाल में 22711 नए क्लास रूम बनवाए हैं। सरकारी स्कूल आज निजी स्कूलों से बेहतर हो गए हैं।

- केजरीवाल सरकार ने 10 साल के कार्यकाल में 22711 नए क्लास रूम बनवाए
- आज निजी स्कूलों से बेहतर हो गए हैं सरकारी स्कूल
- 14 नए स्कूलों का निर्माण कार्य चल रहा है

शिक्षा मंत्री आतिशी ने कहा कि दिल्ली में नए-नए स्कूल बन रहे हैं। मौजूदा समय में 14 नए स्कूलों का निर्माण कार्य चल रहा है। केजरीवाल की यह शिक्षा क्रांति अभी रुकी नहीं है। इसी से परेशान होकर भाजपा ने अरविंद केजरीवाल के खिलाफ झूठी साजिश रची है, जिसके तहत उन्हें तहत जेल में डाल दिया गया है। उन्होंने कहा कि देश के सभी राज्यों में शिक्षा की स्थिति बदहाल है। स्कूलों में कमरे नहीं है। अध्यापक नहीं हैं। बड़ी संख्या में स्कूलों में बिजली की व्यवस्था नहीं है। दिल्ली की सत्ता में आने से पहले सरकारी स्कूलों में कक्षाओं, बोर्ड, बिजली आपूर्ति और शौचालयों की गंभीर समस्या थी। आज दिल्ली सरकार के सभी स्कूल वर्ल्ड क्लास हो गए हैं। बच्चों को अच्छी शिक्षा मिल रही है और बोर्ड परीक्षाओं का रिजल्ट सबसे बेहतर रहे हैं।

उन्होंने कहा कि केजरीवाल सरकार बनने से पहले एक-एक क्लास रूम में 100 से अधिक बच्चे पढ़ते थे। ऐसे में अध्यापकों के लिए पढ़ा पाना बेहद मुश्किल था। नए क्लास रूम बनने से पढ़ाई का स्तर सुधरा है। नए स्कूलों का इंफ्रास्ट्रक्चर निजी स्कूलों से काफी बेहतर हुआ है, अच्छे डेस्क हैं, अच्छी लैब हैं और खेल सुविधाएं भी काफी बेहतर हुई हैं। केंद्र सरकार को यह बात अच्छी नहीं लग रही है, इसीलिए वह दिल्ली के कामों में रोड़ा अटका रही है। उन्होंने कहा कि अरविंद केजरीवाल दिल्ली के लोगों के लिए लगातार काम कर रहे हैं।

The Indian Express, 09 August 2024, Page No. - 10



President Droupadi Murmu receives a Royal Guard of Honour at Government House in Wellington, New Zealand, Thursday. *PTI*

Education is a vehicle for social change: Murmu in New Zealand

DIVYA A
NEW DELHI, AUGUST 8

MAKING A special mention of inclusivity and innovation in New Zealand's educational system, President Droupadi Murmu Thursday said education remains one of the top service exports of New Zealand.

She was addressing New Zealand International Education Conference in Wellington, where India is the 'Country of Honour' this year.

On the second leg of her three-nation visit, Murmu arrived in New Zealand Wednesday, where she was received by Governor General Dame Cindy Kiro with a traditional 'Maori Powhiri' ceremony and accorded Royal Guard of Honour Thursday morning.

The leaders discussed cooperation across various sectors, read a statement from Rashtrapati Bhavan, adding they agreed on the need to continue efforts to widen the scope of India-New Zealand economic relationship through trade and businesses.

At the education conference, the President also mentioned the NEP implemented in India recently, adding that many Indian students are gaining access to quality education at institutions across New Zealand.

"In 21st-century India, our education system plays a significant role. The country has produced leaders in diverse fields, who are contributing to India but also around the world," she said.

Highlighting importance of education, Murmu said: "Education has always been close to my heart. I have seen and experienced first-hand the transformative power of education. Education is not just an individual endeavour, but also a vehicle for social change and nation building." Around 8,000 Indian students are pursuing various courses in the country, making it the second largest group of international students there.

New Zealand PM Christopher Luxon later called on President Murmu, and the two held discussions on issues ranging from deepening of cultural ties to commitment for regional and global security. The President remarked that the two countries have been working together to address challenges such as climate change, and international peace and security.

"A boost to India-New Zealand partnership! President Droupadi Murmu @rashtrapatibhvn held discussions with PM @chrisluxonmp of New Zealand. Both sides reaffirmed their commitment to enhancing bilateral ties, especially in education, trade and culture," the MEA posted on X.

Governor General Kiro and President Murmu also share a common interest and experience in the field of education, said the President's office. "President Murmu said there is a renewed momentum in our bilateral relations, generated by high-level contacts and increased engagement across a range of sectors. Governor General Dame Kiro hailed President Murmu for her commitment and initiatives for upliftment of all sections of society," it said.

WITH PTI INPUTS

Times of India, 09 August 2024, Page No.- 15

Odisha plans India's 1st univ for the blind

Hemanta.Pradhan
@timesofindia.com

We are planning to set up a campus to provide education to students from Class IX onwards from India and abroad, said an Odisha govt official

Bhubaneswar: India's first international university for the blind will come up in Odisha, providing education and technical courses, officials said on Thursday.

India has over 50 lakh blind people and Odisha is home to over 5.21 lakh, including 2 lakh young population. "We need a comprehensive and exclusive university for them to cater to their education and training needs," said Sannyashai Behera, a blind deputy secretary of Social Security and Empowerment of Persons with Disabilities (SSEPD) department.

Named after Bhima Bhoi, a blind poet and 19th century social reformer, the university will have a centre of excellence on technology, besides schools for higher education.

A delegation from Japan's University of Tsukuba, a famous special school for the blind, met SSEPD officials on Thursday. "We will soon send a proposal to CM Mohan Charan Majhi for approval. The Japan delegation will also meet him on Friday," said Behera.

The plan includes accessible residential facilities with an advanced digital lab on the varsity campus.

SSEPD principal secretary Bishnupada Sethi said, "We are planning to set up a campus to provide education to students from Class IX onwards from India and abroad. We will provide vocational courses like acupuncture and physiotherapy, besides policy research."

New NCERT class VI textbook aims to promote India-centric education as per NEP 2020, NCF-SE

Post Covid-19, due to changes in data related to political-social, economic and technological aspects, the NCERT has updated textbooks of social science and other subjects

Share

Rajlakshmi Ghosh | Posted August 08, 2024 08:17 AM



The NCERT's new class VI social science textbook titled 'Exploring Society India and Beyond' has selected five main themes which has helped to combine in a single theme, inputs from several disciplines — whether history, geography, political science or economics. While experts claim that the major shifts in the content of the textbook will disrupt students' understanding of these subjects, the NCERT reasons that the book is aligned with the National Education Policy (NEP) 2020 and the National Curriculum Framework School Education (NCF-SE) that propound a whole new philosophy of education.

A senior NCERT official, on condition of anonymity, explains it is important to understand the underlying ethos behind the textbook and the radically new approach of the syllabus and pedagogy that the textbook is trying to implement. "The revised NCERT textbook is a completely different approach based on the NCF-SE, with less textual content (so as to discourage rote learning), more relevance to the child's environment, engaging visuals and pedagogical activities,

a stimulating design, rootedness in India, and, above all, an introduction to critical thinking by constantly guiding the child towards reflection on the core ideas, in preference to absorbing masses of data," the official says.

Holistic view

elaborates, "The textbook, with reference to Indian civilisation under Theme B: *Tapestry of the Past,* focuses on giving students an understanding about India and how different archaeological excavations have provided us with evidence about its initial growth on the banks of river Sindhu and the river Sarasvati. It is often overlooked that river Sarasvati in its early form flowed just 20-21 miles to the east of river Sindhu. Therefore, it is natural that many of the Harappan cities were settled on the banks of both these rivers. Therefore, the book has rightly referred to the Harappan civilisation also as the Sindhu-Sarasvati Civilisation."

"The concept of *Madhya-Rekha* passing through the city Ujjaini is a civilisational and cultural fact since at least the times of the Maurya-Gupta period. The book recognises this fact which naturally predates the conceptions of the Greenwich Prime Meridian which came about in late Medieval Europe at the time of geographical exploration. Therefore, it is pertinent to inform the students about it. It may be pointed out here that one of the aims of the NEP 2020 and the NCFSE is to make our education more holistic and India-centric," he adds.

Different syllabus

As to what accounts for truncating the portion on the ancient Indian kingdoms, considering it has been claimed that the new book has removed four chapters from the previous textbook which comprised the kingdoms of Ashoka and Chandragupta Maurya, including Chanakya's role as well as the Gupta, Pallava, and Chalukya dynasties, and Kalidasa's works, and the fact that King Ashoka is mentioned only once in the new textbook's timeline, the official reiterates that the new social science textbook for class VI has been developed based on a new syllabus which flows from the NCF-SE 2023. The chapters covered in this textbook are based on five themes, namely: *1) India and the World: Land and People 2) Tapestry of the Past 3) Our Cultural Heritage and Knowledge Traditions 4) Governance and Democracy 5) Economic Life Around Us.* "This textbook in social sciences follows an integrated approach. Therefore, the names of the chapters are different and need not be compared with the previous textbook which was based on a different syllabus and framed on the basis of NCF 2005," the source claims.

The textbook while incorporating sections from the Vedas, excludes references to the caste system and the barring of women and shudras from studying the Vedic scriptures unlike the earlier textbook. The chapter, according to the official, has given a basic introduction to the Vedas under Theme C*: Our Cultural Heritage and Knowledge Traditions*. "The purpose here is not to study the Vedic society or the Vedic text in detail. The aspect of caste system and different social strata of Indian society including its gender aspect have been referred to at relevant places in the other chapters though not in detail. In the middle stage, the syllabus spans across grades VI, VII and VIII. Many such issues will be dealt with in the other grades," he clarifies.

Referring to modifications in the textbook post the pandemic and talk of rationalisation of the syllabus to lighten students' academic load, the official says, that post Covid-19, in view of changes in data related to political-social, economic and technological aspects, the NCERT has updated social science textbooks and some of the textbooks in other subject areas. "This was not rationalisation, but updation," he says, pointing out that updating helps in avoiding confusion among students with regard to latest developments and enhances their comprehension. This in effect, reduces their academic burden.

Interconnection between disciplines

With the textbook rolling three separate subjects of history, geography and civics into one, questions of how it can promote students' perception of the social sciences becomes pertinent. "We have used the term political science in place of civics. The textbook on social science also contains content drawn from economics. This is a deliberate design which not only makes the overall load much lighter but demonstrates in every chapter the interconnections between all those disciplines. Multidisciplinarity is one of the NCF-SE's objectives and this is best achieved by keeping them all in a single book," says the official.

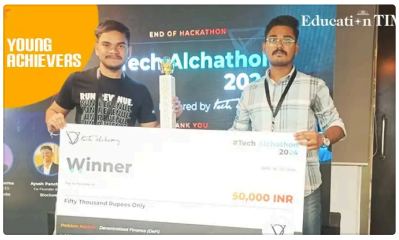
On the topic of world history and how far is the textbook aligned, he says that in the new content of the textbook, world history is brought in briefly here and there, but not yet as a core subject. "This will happen gradually from grade VII onwards, all the way to grade X. The syllabi for those grades are broadly prepared but still under revision and refinement," he adds.

More recently, to familiarise teachers with the textbook's new pedagogical approach, the NCERT conducted training for the key resource persons of Navodaya Vidyalaya Samiti (NVS) wherein around 600 teachers from across the country participated on July 24-25 in online mode. To make it more inclusive, the Council urged Kendriya Vidyalaya (KV) and CBSE school teachers to join the sessions on YouTube. This exercise was also conducted for all the other NCERT class VI textbooks.

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The Tribune, 10 August 2024, Page No.- DT1

Indian epics, mythology captivate young readers at Delhi Book Fair

ANSHITA MEHRA
TRIBUNE NEWS SERVICE

NEW DELHI, AUGUST 9

The ongoing Delhi Book Fair is witnessing a remarkable resurgence in the popularity of Hindu mythology and Indian epics, with publishers reporting a significant uptick in interest, especially among the youth.

Under the theme "Global Influence of Indian Books", the fair showcases a diverse collection of mythological fiction and spiritual literature that has captivated the attention of young readers, many of whom are eager to explore the rich tapestry of India's ancient narratives.

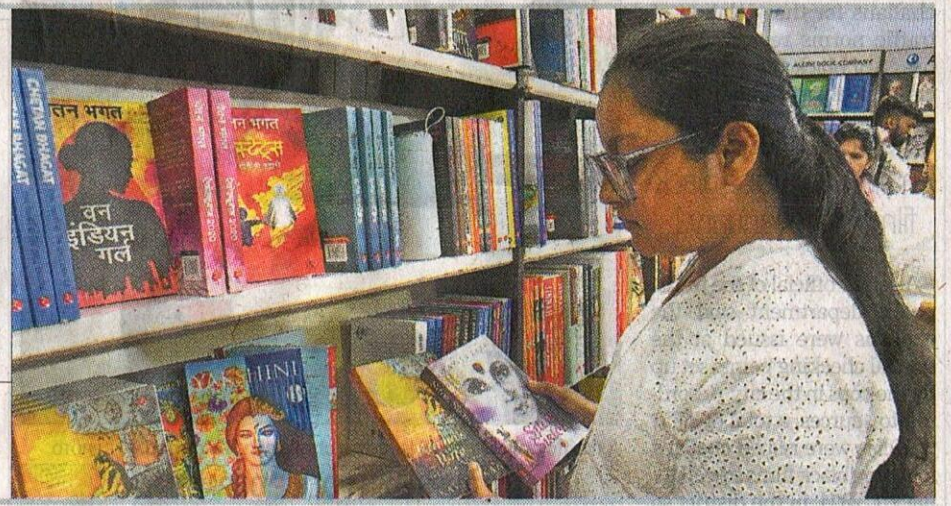
Pankaj, a sales executive at Rupa Publications, shared insights into the growing demand for mythological fiction, particularly those that shed light on lesser-known characters from Indian epics. "There's an author we publish, Kavita Kane, who writes mythological fiction, focusing especially on the women characters of the epics. All her books are bestsellers," he said.

"Her first book, *Karna's Wife*, introduced readers to characters they might not have known much about. Following its success, there has been a surge in similar themes, with more authors exploring the untold stories of figures like Ganga and Draupadi," he added.

Beyond fiction, there's also a noticeable increase in the readership of classical texts like the Bhagavad Gita, Mahabharata and other sacred writings. Pankaj observed, "Overall, there is a high surge in sales of mythological books. It's not just limited to fiction; people are reading more of the Bhagavad Gita, Mahabharata, Puranas and even the Sunderkand and Chalisas. People who once only engaged with the Bhagavad Gita and Ramayana are now broadening their interests to other mythological texts, driven by a curiosity to learn more about the mythological history of our country."

SURGE IN SALE OF MYTHOLOGICAL BOOKS

> "There is a high surge in sales of mythological books. It's not just limited to fiction; people are reading more of the Bhagavad Gita, Mahabharata, Puranas and even the Sunderkand."
> – Pankaj, A SALES EXECUTIVE



A visitor browses through mythological books at the Delhi Book Fair on Friday.
TRIBUNE PHOTO: MANAS RANJAN BHUI

Echoing this trend, Pappu Solanki, a sales representative from Jaico Publishing House, highlighted the popularity of spiritual author Eknath Easwaran's works. "Easwaran's books, like *Essence of the Bhagavad Gita*, *The Upanishads* and *Bhagavad Gita for Daily Living*, are particularly popular among our readers. These texts, which bridge the gap between ancient wisdom and contemporary spirituality, resonate with readers who are seeking a deeper understanding of Hinduism's central religious concepts," Solanki said.

Solanki also observed a growing interest in stories centred around deities and mythological figures. "Books on Krishna, Ganesha and other Gods are in high demand. People even request stories about Radha and Rukmini — characters they may know by name but want to explore more deeply," he added.

In addition to offerings for adult readers, the fair also caters to younger audiences.

CONTINUED ON PAGE 3

Preamble in NCERT books: Jairam Ramesh submits privilege notice against Pradhan for 'misleading' RS

NEW DELHI: Senior Congress leader Jairam Ramesh has submitted a notice to initiate privilege proceedings in the Rajya Sabha against Education Minister Dharmendra Pradhan for "misleading" the House over the issue of alleged dropping of the Preamble to the Constitution from certain NCERT textbooks.

In his letter to Rajya Sabha Chairman Jagdeep Dhankhar, Ramesh said that on August 7, 2024, Leader of the Opposition Mallikarjun Kharge raised the matter regarding "omitting the Preamble to the Constitution of India in the textbooks by NCERT for children of Class 3 and 6".

"In response thereto, Dharmendra Pradhan, Minister of Education, subsequently (at 12 Noon) inter alia stated 'abhi bhi kaksha 6 ki jo pathyapustak aayi hai, usme bhi preamble hai (the textbook for Class 6 that has come out also contains the preamble)'," Ramesh said.

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Preamble in NCERT books: Jairam Ramesh submits privilege notice against Pradhan for 'misleading' RS

Omission of the Preamble to the Constitution in the textbooks of school children is a "grave affront" to the very concept of generating awareness among youth of this country about the spirit of the Constitution of India, Ramesh said.



Union Minister Dharmendra Pradhan speaks in the Lok Sabha during the first day of the Parliament session. File Photo | PTI

PTI

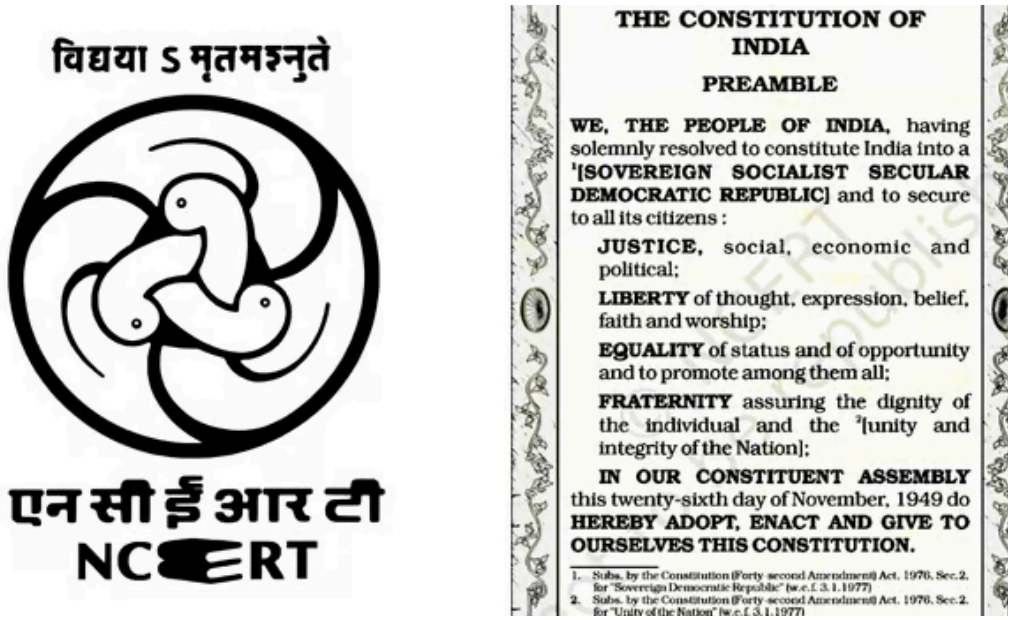
Updated on: 09 Aug 2024, 10:24 am · 3 min read

NEW DELHI: Senior Congress leader Jairam Ramesh has submitted a notice to initiate privilege proceedings in the Rajya Sabha against Education Minister Dharmendra Pradhan for "misleading" the House over the issue of alleged dropping of the Preamble to the Constitution from certain NCERT textbooks.

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subsequently (at 12 Noon) inter alia stated 'abhi bhi kaksha 6 ki jo pathyapustak aayi hai, usme bhi preamble hai (the textbook for Class 6 that has come out also contains the preamble)'," Ramesh said.

This assertion by Pradhan is factually "incorrect and misleading", Ramesh said in his letter to Dhankhar dated August 8.



NCERT faces criticism for omitting Preamble to Constitution from Class III and VI textbooks

"In support of my contention, I enclose herewith copies of textbook for Class 3 titled 'Looking Around' (Environmental Studies), November, 2022 edition, textbook in Hindi titled "Rimjhim-3' November, 2022 edition and textbook of Class 6 titled 'Honeysuckle', December 2022 Edition.

In these textbooks, the Preamble to the Constitution had been incorporated as was done in the earlier editions of the textbooks," the Congress leader said.

On the other hand, in the textbook for students of Class 3 titled 'Our Wondrous World', June 2024 edition, textbook in Hindi titled 'Veena', June 2024 edition and the textbook for students of Class 6 titled 'Poorvi' June 2024 edition, the Preamble to the Constitution has been omitted, he claimed.

The relevant extracts from Rajya Sabha Debates dated 7 August 2024 as well as from the textbooks referred to above are enclosed for reference," he said in his letter.



Congress raises dropping of Preamble from NCERT textbooks, Nadda says govt committed to Constitution

Omission of the Preamble to the Constitution in the textbooks of school children is a "grave affront" to the very concept of generating awareness among youth of this country about the spirit of the Constitution of India, Ramesh said.

"It was this point which the hon'ble Leader of the Opposition had contended while raising the matter during Zero Hour on 7 August, 2024.

The contentions made by Dharmendra Pradhan contesting the assertions made by me in the House in this regard as already stated are misleading," Ramesh said.

It is well established that "misleading and misrepresentation of facts" on the floor of the House constitutes breach of privilege and contempt of the House, he said.

"I, therefore, request you to initiate privilege proceedings against Dharmendra Pradhan in this regard," Ramesh said.

Education Minister Pradhan on Wednesday has said the Preamble to the Constitution is in the NCERT textbooks of Class 6 as he refuted charges made in this regard by Congress president Mallikarjun Kharge.

AIMIM chief Owaisi flays NCERT over textbook revisions

Earlier, the Congress party had raised the issue in Rajya Sabha, saying dropping the Preamble from textbooks was an attempt to impose communal ideology on the country - a claim which Union Minister J P Nadda countered, saying the government was committed to protecting the Constitution.

The minister informed the House that till now textbooks for up to class 7 have been published.

"Leader of the Opposition was saying that earlier there used to be Preamble (in the textbooks).

In the new textbooks of Class 6, there is Preamble.

Not only Preamble, there is Fundamental Duties, Fundamental Rights, and National Anthem (in the books).

These also represent core values of the Constitution and they are in the books.

What he said was not a fact," Pradhan had said.

Ramesh has given the notice of privilege motion under Rule 187 of the Rules of Procedure and Conduct of Business in the Rajya Sabha against Pradhan.

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Delhi govt to carry out regular checks to ensure use of NCERT books in schools

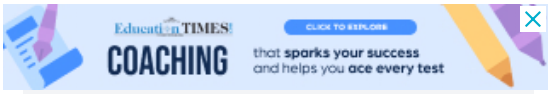
Prescribing NCERT books will ease parents' financial burden and ensure equitable education among students, say experts

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Priyadarshini Gupta | Posted August 10, 2024 09:00 AM



To bring uniformity in education and ease the financial burden on parents, the Delhi Education Department (DelE) has issued a directive to all recognised private schools, prohibiting textbooks for elementary classes that are not prescribed by the National Council of Educational Research and Training (NCERT) or the State Council of Educational Research and Training (SCERT). The mandate ensures compliance with the Right to Education (RTE) Act 2009. The government will also monitor schools to keep a check on the use of non-NCERT books in schools, usually expensive books, and guides by private publishers.



Sudha Acharya, former chairperson, NPSC, and principal of ITL Public School says, "There have been incidents in the past where private schools were discriminating against children belonging to unprivileged sections of the society. Schools were asking such children to bring NCERT books while the others were told to follow books from private publications. Schools cannot discriminate against students like this. This led the National Commission for Protection of Child Rights (NCPCR) to write to the states asking them to issue directions making it clear that if any school forces the children to study textbooks for elementary classes other than those prescribed by NCERT or respective the SCERTs, it will be construed as a violation of Right to Education Act 2009."

Advocating for the use of NCERT books in all schools, Acharya says, “NCERT and SCERT books have been written by renowned educationists and practitioners. They consider factors such as knowledge, skill, values, and holistic wellness while writing the books. NCERT/SCERT books should be followed in all schools to standardise teaching-learning practices. Moreover, NCERT books are more affordable compared to those from private publishers. This affordability makes NCERT books a cost-effective choice for students and parents, ensuring that educational resources are accessible to a wider audience. The use of NCERT books can help alleviate the financial burden on families, promoting equitable access to education.”

She adds that while private publications are teacher friendly, NCERT/ SCERT books are student friendly and can be followed by them, making a positive impact on curriculum and learning practices.

Special initiatives by NCERT

Acharya highlights initiatives such as the development of a touch/talking pen for visually challenged students and the availability of NCERT audio books. “NCERT is developing touch/talking pen, and the project is named ‘*Kitab ek Padhe anek’*. Private publication will never be able adequately address the needs of children with special needs. Teachers can further innovate teaching based on social, cultural, and regional backgrounds of children to enhance learning experiences,” she says.

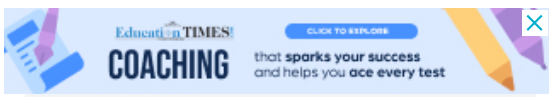
Regular inspections

Sandeep Bhardwaj, district secretary, Government School Teachers Association, says, “Many times, private schools compromise the quality of education to earn profit. The directive will help bring uniformity to the education system, and all its stakeholders will benefit from it if implemented properly. Although the DelE has issued the directive earlier too, this time it will be carrying out regular inspections in private schools to ensure its proper implementation. It will be ensured that teachers adhere to the prescribed curriculum. We will be meeting the DelE director to discuss measures in this regard.”

Aprajita Gautam, president, Delhi Parents Association (DPA), says, “The government directive appears to be more of a symbolic gesture than an effective policy.” Highlighting the lack of enforcement and oversight from the education department, she adds that this is not the first time such an order has been issued. A similar directive was passed on January 18, 2021, but no substantial action was taken even after receiving written complaints from parents. “The Delhi High Court in 2019 had mandated that all schools under the Delhi government should follow textbooks prescribed by CBSE and published by NCERT/SCERT/CBSE. It is, therefore, the state’s responsibility to ensure compliance and prevent the use of private publishers’ books in schools,” she says.

Challenge perception

“There is a prevailing notion that NCERT books are outdated, benefitting those who profit from private publishers' books. The directive aims to challenge this perception and promote the use of standardised educational materials,” says Gautam. Students are often compelled to buy books from private publishers recommended by schools, leading to unnecessary financial burdens on parents. She adds, “The directive would hardly affect the private schools as many of them may choose to ignore the directive, continuing to use private publishers’ books.”



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Removal of Preamble from NCERT Textbooks Exposes Modi's Govt Diabolical Design Against Constitution



S.N. Sahu
10/Aug/2024 · 5 min read

Repeated fiddling with the Preamble by the Modi regime has shocked the nation. Its restoration will constitute a small step in the defence of the constitution for which people came forward and made it an electoral issue in the recently concluded 18th general elections.



Illustration: Pariplab Chakraborty

The removal of the Preamble to the constitution of India from some NCERT books for school children is indicative of the intent of the Modi regime not to sensitise the students of tender age about the guiding purpose and principles of the constitution.

Such a decision is a travesty of celebration of Constitution Day on November 26 every year, from 2015 onwards, to commemorate its adoption and enactment by the Constituent Assembly on that day in 1949.

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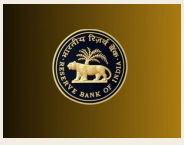
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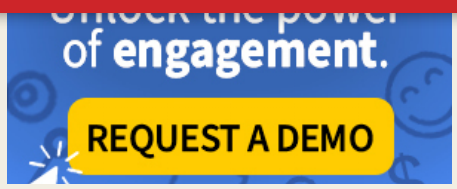
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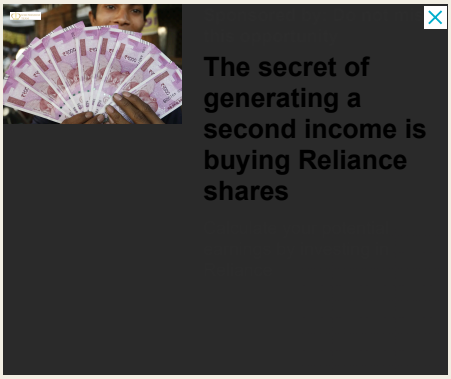
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Instances of tinkering with the Preamble



Repeated fiddling with the Preamble by the Modi regime has shocked the nation. For instance, on the occasion of the 66th Republic Day celebrations in 2015, the Modi government issued the text of the Preamble as an advertisement to several newspapers across the country and very tragically the words 'secular' and 'socialist' were missing from it.

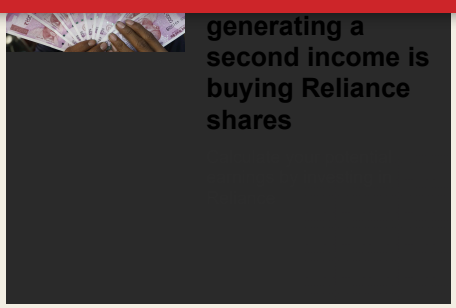
Paradoxically, a quote from Modi: "There is only one holy book for the Indian government, and that is the constitution. The government of India works according to the constitution," formed part of the ad. It may be mentioned that the words 'socialist' and 'secular' formed part of the Preamble in 1976 when the 42nd constitutional amendment added those two words to it. The altered Preamble read, "We, the people of India, having solemnly resolved to constitute India into a sovereign socialist secular democratic republic…"



The Preamble to the Indian Constitution. Photo: Wikipedia Commons

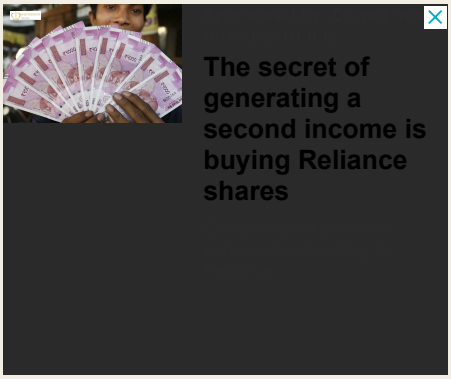
The photograph which was published in the ad that year instead of representing India's religious pluralism had images of people indicating

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Then Union minister Ravi Shankar Prasad was on record saying, “There was no harm” in debating whether the Preamble should have the words secular and ‘socialist’.

The same lapse of omitting the words ‘secular’ and ‘socialist’ from the Preamble was committed when copies of the constitution were circulated to members of parliament at the time of the inauguration of the new parliament building in September 2023. When then Congress leader in Lok Sabha Adhir Ranjan Chowdhury charged that the copy of the constitution distributed to MPs to mark the first sitting in the new parliament did not have the words ‘Socialist and Secular’ in its Preamble, Union law minister Arjun Ram Meghwal played down the issue, saying the members might have been given a copy of the original constitution.



Chowdhury, however, stated, “They may say they have given us the original version. I think there is a deliberate design.”

But when the issue of saving the constitution became a huge electoral issue during the recently conducted general elections, Union home minister Amit Shah, not known for his articulations adhering to the ideal of secularism, held by the Supreme Court as the basic structure of the constitution, made a statement that even the word ‘secular’ would not be removed from the Preamble on Modi assuming the office of Prime Minister after BJP got 400 plus Lok Sabha seats.

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Such flip-flops on secularism by top BJP leaders preceded the omission of the Preamble altogether from some NCERT books. It clearly shows that the Modi regime is not serious about the percolation of constitutional morality to school children when they are at a tender age pursuing education.

Reading of the Preamble during the anti-CAA movement

The country-wide agitation against the Citizenship Amendment Act witnessed people reading out the Preamble in public places to make it clear to the powers that be that they are equal citizens regardless of their faiths and languages. That collective reading gave an enormous boost to uphold the constitutional vision of India and the idea of citizenship without any religious creed determining it.

Such an inclusive idea of citizenship stood in sharp contrast to CAA which mandated the granting of Indian citizenship to Hindus, Christians, Buddhists, Jains and Parsis of only Pakistan, Bangladesh and Afghanistan on the ground that they were persecuted in those countries on account of their faiths. It excluded Muslims of those countries who also suffered persecution and very strangely Hindus of Sri Lanka are never covered by the scope of that Act.



File image of anti-CAA protests in 2020. Photo: Ismat Ara/The Wire

The reading of the Preamble by people in hugely attended mass gatherings across the country underlined the guiding values of the constitution upholding liberty, equality and fraternity. Every word of it

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In fact, the distribution of the photocopies of the Preamble to people and its reading became part of the mass movement against CAA. It is worth noting that the ringing words in the Preamble such as secular, democratic, socialist, justice, liberty, dignity and fraternity acquired new urgency and reminded the people that the framers of the constitution, representing "We the people" had the lofty vision to make India inclusive, pluralistic, liberal and accommodative.

The constitution of India often wrongly described as lawyers' paradise became the fulcrum of people's movement in defence of their rights as equal citizens. Now the utter fiasco of the Modi regime to secure the rights and entitlements of those deprived and excluded on the grounds of caste or religion has been amply demonstrated to the entire nation. As people read the Preamble, they expressed their resolve to reclaim the ideals of the constitution often trampled upon by the powers that be.

Recent protests in Bangladesh for free and fair elections and lessons for India

The recent mass protests of people in Bangladesh were against the Sheikh Hasina government on the grounds, among others, that it was not formed on the basis of free and fair elections. The University Teachers Network (NTU) of that country issued a statement for a new constitution which should be anti-communal and anti-discriminatory and have robust provisions for the conduct of free and fair elections. All such demands bear significance for our country.

The reports of Vote for Democracy and Association for Democratic Reforms, apart from raising many questions about the impartial functioning of the Election Commission of India, alleged that the mandate of the people has been stolen to form the government headed by Prime Minister Modi.

In such a grave situation there is a demand for restoring the integrity and purity of the electoral process in India. Any failure to do so in this regard would exacerbate the situation and intensify people's anger. The situation cannot be salvaged by removing the Preamble from the children's books. Its restoration will constitute a small step in defence of the constitution for which people have come forward and made it an electoral issue in the recently concluded 18th general elections.

S.N. Sahu served as Officer on Special Duty to the President of India K. R. Narayanan.

Suggested Reads

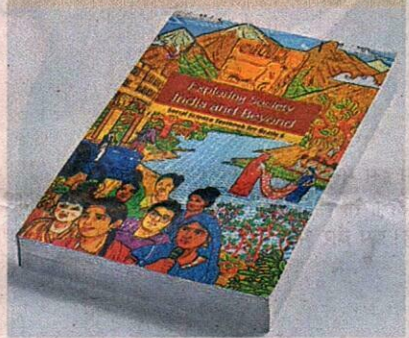
दैनिक जागरण, 12 अगस्त 2024, पेज नं - 8

जमीन पर उतरती नई शिक्षा नीति



बद्री नारायण

नई शिक्षा नीति तभी साकार रूप ले सकेगी जब उसके अनुरूप पाठ्यपुस्तकें उपलब्ध होंगी



एनसीईआरटी द्वारा तैयार कक्षा छह की पुस्तक ● फाइल

राष्ट्रीय शिक्षा नीति-2020 के लागू होने के बाद उसके क्रियान्वयन पर शिक्षा मंत्रालय, विश्वविद्यालय अनुदान आयोग, राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) तथा शिक्षा से जुड़ी अन्य संस्थाएं लगातार काम कर रही हैं। इस प्रक्रिया में सबसे बड़ी चुनौती है कि इस नई शिक्षा नीति के आत्मा को कैसे ज्ञान सृजन एवं शिक्षण में उतारा जाए? हमें समझना होगा कि नई शिक्षा नीति मात्र एक ढांचागत परिवर्तन ही नहीं है, बल्कि यह ज्ञान के नवनिर्माण की एक सतत प्रक्रिया है। यह भारतीय शिक्षा व्यवस्था में आधारभूत परिवर्तन को आगे बढ़ाने वाली नीति है। नई शिक्षा नीति का पूर्ण क्रियान्वयन तभी संभव हो पाएगा जब इस पर आधारित नई पाठ्यपुस्तकें जल्द से जल्द तैयार हों। देखा जाए तो नई शिक्षा नीति के दर्शन एवं आत्मा में आजादी के बाद बनीं अनेक राष्ट्रीय शिक्षा नीतियों की निरंतरता दिखाई पड़ती है। इसमें राधाकृष्णन कमेटी एवं डीएस कोठारी कमेटी तथा शिक्षा क्षेत्र में हुए अन्य विमर्शों की छवियां भी दिखाई पड़ती हैं। इसमें अपनी जमीन, अपनी मातृभाषा, अपनी अस्मिता एवं राष्ट्रीयता की छवियां दिखाई एवं उनकी ध्वनियां भी सुनाई पड़ती हैं।

यह जानना सुखद है कि राष्ट्रीय शिक्षा नीति-2020 के तहत एनसीईआरटी पाठ्यपुस्तक निर्माण के कार्य में लगी है। ये पाठ्यपुस्तक छप कर आनी भी शुरू हो गई हैं। अभी हाल में कक्षा छह के विद्यार्थियों के लिए एनसीईआरटी द्वारा विकसित एवं प्रकाशित पुस्तक 'एक्सप्लोरिंग सोसायटीः इंडिया एंड बियोंड' देखने को मिली। इसका हिंदी संस्करण भी शायद कुछ दिनों में आ जाए। यह पाठ्यपुस्तक बहुत रचनात्मक ढंग से छात्रों में विश्लेषणात्मक, वर्णनात्मक एवं वृत्तांत क्षमता विकसित करने वाली है। सामाजिक ज्ञान को अपने आसपास के उदाहरणों से सरल भाषा में छात्रों में प्रवाहित करने का बहुत सुंदर प्रयास करती दिखती है। विद्यार्थियों में सामाजिक विज्ञान की चेतना जगाने की यह प्रक्रिया बहुत ही रोचक दिखाई पड़ती है। इसके अलावा इस पाठ्यपुस्तक में अनेक प्रेरणादायी उद्धरणों एवं रचनात्मक अभ्यासों को अत्यंत तारतम्यता से प्रस्तुत किया गया है। इसमें ऐसे-ऐसे चित्र दिए गए हैं जो किशोर मन को गहराई से छूते हैं। इस प्रकार से छात्रों में सामाजिक विज्ञान से जुड़े ज्ञान को प्रवाहित करने की कोशिश की गई है। साथ ही छात्रों को महत्वपूर्ण तथ्यों और विश्लेषणों की ओर आकर्षक ढंग से बार-बार ध्यान दिलाने की कोशिश की गई है।

भारतीय समाज की विविधता में एकता का भाव इस पाठ्यपुस्तक की एक विशेषता है। इसमें देश की इस विविधता को बनाए रखने पर खासा जोर दिया गया है। इस पाठ्यपुस्तक में शुरू से अंत तक सभी अध्यायों में संवाद के जरिये ज्ञान प्रवाहित करने की रचनात्मक कोशिशें दिखाई पड़ती हैं। भारतीय संस्कृति एवं ज्ञान परंपरा को भी अत्यंत निरपेक्ष एवं ज्ञानपरक ढंग से इस पाठ्यपुस्तक में प्रस्तुत किया गया है। इसे पढ़ते हुए सामाजिक विज्ञान के क्षेत्र में 'एक में अनेक' रचने का भाव दिखाई पड़ता है। यह जानना रोचक है कि इस पाठ्यपुस्तक की शुरुआत भारतीय संविधान के मुख्य तत्वों से होती है। यह पाठ्यपुस्तक छात्रों में भारतीय संविधान के मूल आत्मा को प्रवाहित करने का सफल प्रयास करती दिखती है। अत्यंत सरल ढंग से इस पाठ्यपुस्तक में दो पृष्ठों में संविधान में बताए गए मौलिक अधिकारों एवं मौलिक कर्तव्यों को प्रस्तुत किया गया है। 'गवर्नेंस एवं डेमोक्रेसी' नामक पाठ में जमीन से जुड़ी अनेक केस स्टडी, प्रेरक व्यक्तित्वों एवं घटनाओं के उदाहरण प्रस्तुत किए गए हैं। इन उदाहरणों से यह बताने की कोशिश की गई है कि किस प्रकार भारत में पंचायती राज की व्यवस्था ने हाशिये पर बसे अनेक समूहों में भी नेतृत्व विकसित करने में बड़ी भूमिका निभाई है। इससे आजादी के बाद अनेक आदिवासी एवं सीमांत समूहों, पिछड़ों, अत्यंत पिछड़ों, ट्रांसजेंडर एवं सामाजिक परिवर्तन में लगे तमाम प्रेरक व्यक्तित्वों का एक बड़ा नेतृत्वकारी वर्ग विकसित हुआ है।

इस पाठ्यपुस्तक में परिवार एवं समुदाय पर भी एक अत्यंत उपयोगी पाठ दिया गया है, जिसमें बहुत ही सरलता एवं ग्राह्यपरकता के साथ भारतीय परिवार व्यवस्था को सहजतापूर्वक समझाया गया है। उम्मीद है कि इससे छात्रों में अपने परिवार एवं आसपास के समुदायों के साथ आत्मिक एवं ज्ञानात्मक संबंध विकसित हो पाएगा। इस पाठ्यपुस्तक की शुरुआत में विद्यार्थियों के नाम एक छोटा पत्र लिखा गया है, जिसमें इस पाठ्यपुस्तक को कैसे पढ़ें, इसे कैसे समझें, इसके बारे में काफी सरल ढंग से बताया गया है।

जाहिर है, यह एक नवोन्मेषी प्रयास है, जिससे छात्रों को इस पाठ्यपुस्तक से निर्मित होने वाले ज्ञान की संरचना एवं उसका ढंग आसानी से समझ में आ सकता है। यह एक प्रकार से एक 'मास्टर की' की तरह है जिससे यह पुस्तक छात्रों एवं शिक्षकों के लिए खुलती जाती है। इसके अंत में एक क्यूआर कोड भी दिया गया है, जिससे छात्र सामाजिक विज्ञान से जुड़े अत्यंत रोचक ज्ञानपरक वीडियो, पहेली, खेल एवं कहानी देख पाएंगे। इन सबके कारण यह पाठ्यपुस्तक 'नए समय की पाठ्यपुस्तक' के रूप में हमारे सामने आती है। यूं तो एनसीईआरटी हमारे देश की स्कूली शिक्षा व्यवस्था में अपने बेहतर पाठ्यपुस्तक निर्माण के लिए हमेशा प्रशंसित होती रही है, किंतु राष्ट्रीय शिक्षा नीति-2020 के तहत पाठ्यपुस्तक निर्माण का उसका यह प्रयास बेहद सराहनीय है। हमारे शिक्षकों एवं विद्यार्थियों के लिए यह एक नया अनुभव बनकर सामने आया है। उम्मीद है, इसका सबको लाभ मिलेगा।

(लेखक जीबी पंत सामाजिक विज्ञान संस्थान, प्रयागराज के निदेशक हैं)

response@jagran.com

हिन्दुस्तान, 12 अगस्त 2024, पेज नं - 07

रिपोर्ट | विदेश मंत्रालय के आंकड़ों से खुलासा, यूरोप, अमेरिका में अक्तूबर-नवंबर में भी दाखिले होते हैं इसलिए वर्ष के आखिर तक संख्या और बढ़ने का अनुमान

उच्च शिक्षा के लिए विदेश जाने वाले छात्र पांच वर्षों में दोगुने हुए

■ मदन जैड़ा

नई दिल्ली। उच्च शिक्षा के लिए विदेश जाने वाले छात्रों की संख्या तेजी से बढ़ रही है। पिछले पांच वर्षों में यह संख्या दोगुनी हो गई है। विदेश मंत्रालय के आंकड़ों के अनुसार, वर्ष 2024 में 108 देशों में पढ़ रहे भारतीय छात्रों की संख्या 13,35,878 पहुंच गई थी। जबकि कोरोना काल से पहले 2019 में विदेशों में पढ़ रहे छात्रों की संख्या 6,75,541 दर्ज की गई थी।

विदेश मंत्रालय के सूत्रों की मानें तो संख्या इससे भी ज्यादा हो सकती है क्योंकि कई देशों से आंकड़े उपलब्ध नहीं हो पा रहे हैं। दूसरे, 2024 के आंकड़े अभी पहले छह महीनों के ही हैं।

चार देशों में दस लाख से ज्यादा छात्र : यूरोप, अमेरिका में अक्तूबर-नवंबर में भी दाखिले होते हैं इसलिए वर्ष के आखिर तक यह संख्या और बढ़ने का अनुमान है। विदेश में पढ़ रहे छात्रों के आंकड़े देखें तो 10.71 लाख छात्र चार देशों कनाडा, अमेरिका, ब्रिटेन और ऑस्ट्रेलिया में पढ़ रहे हैं। जबकि पांच अन्य देशों जर्मनी, यूएई, रुस, चेक गणराज्य तथा जार्जिया में 1.25 लाख छात्र पढ़ रहे हैं।

बेहतर करियर, नागरिकता के आसान नियम जैसे कारण युवाओं को लुभा रहे

कनाडा पहली पसंद

उच्च शिक्षा हासिल करने के लिए कनाडा छात्रों की पहली पसंद बना हुआ है। वहां इस समय 4.27 लाख भारतीय छात्र पढ़ रहे हैं। जबकि 2019 में उनकी संख्या 2,18,520 थी। यहां भी छात्रों की संख्या में करीब-करीब दोगुने का इजाफा हुआ है। कनाडा में पढ़ाई के दौरान ही रोजगार की संभावनाएं सबसे ज्यादा होती हैं।



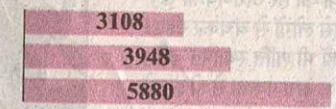
अमेरिका को दूसरी वरीयता

मंत्रालय के आंकड़े बताते हैं अमेरिका छात्रों के लिए दूसरा पसंदीदा देश है। वहां अभी 3,37,630 छात्र पढ़ रहे हैं। वर्ष 2019 में यह संख्या 1,93,124 थी। यहां महत्वपूर्ण है कि पिछले साल अमेरिका में पढ़ रहे छात्रों की संख्या 3,51,106 तक पहुंच गई थी। अमेरिका उच्च शिक्षा के लिए सर्वोत्तम है तथा करियर के लिहाज से सर्वाधिक मौके हैं।

ब्रिटेन जाने वालों की संख्या तीन गुना बढ़ी

संख्या के हिसाब से ब्रिटेन भारतीय छात्रों की तीसरी पसंद है। वहां 1.85 लाख भारतीय छात्र पढ़ाई कर रहे हैं। पर कोविड काल से पहले के आंकड़े देखें तो ब्रिटेन जाने वाले छात्रों की संख्या में तीन गुना से अधिक बढ़ोतरी हुई है। 2019 में 58,780 छात्र ब्रिटेन में पढ़ रहे थे। ब्रिटेन में मास्टर कोर्स एक साल का होना प्रमुख आकर्षण है।

विदेश में पढ़ाई पर खर्च बढ़ा



खर्च करोड़ रुपये में (अनुमानित), स्रोत: इंडियन स्टूडेंट मोबिलिटी रिपोर्ट 2023)

The Hindu, 12 August 2024, Page No.- 12

NCERT removes cartoon on coalition politics, says it cast 'India in negative light'

The Hindu Bureau
NEW DELHI

The National Council of Educational Research and Training (NCERT) has removed a political cartoon from the Class 12 political science textbook, *Politics in India since Independence,* saying "it shows India in a negative light".

The cartoon in Chapter 8 – Recent Developments in Indian Politics – depicted political leaders from 1990 onwards and posed questions on the survival of their respective governments.

The cartoon by Ravishankar, originally published in the *India Today* magazine, had on display former Prime Ministers V.P. Singh (1990), Chandra Shekhar (1990), P.V. Narasimha Rao (1991), H.D. Deve Gowda (1996), I.K. Gujral (1997), and A.B. Vajpayee (1998) and a string of questions on the survival of their coalition governments and democracy.

The cartoon depicted leaders from 1990 onwards, posing questions on survival of their governments

Change made in April

The cartoon depicted the long phase of coalition politics in India from the National Front led by V.P. Singh in 1989, the United Front in 1996-97, and the BJP-led coalition in 1998 to the National Democratic Alliance (NDA) in 1999, and the United Progressive Alliance in 2004 and 2009.

This trend changed in 2014 when the BJP won a full majority in the Lok Sabha and led an NDA government.

However, a decade later, India yet again has a coalition government at the Centre post the 2024 Lok Sabha election.

The document published by the NCERT depicting the changes dates back to April, prior to the 2024 election and the formation of the NDA coalition government led by Prime Minister Narendra Modi in which the BJP does not have a majority on its own.

The illustration has been replaced with two students conversing with each other.

One student questions, "Does that mean that we will always have coalitions? Or can the national parties consolidate their positions again?" The other answers, "I am not worried about whether it is a single party or a coalition government. I am more worried about what they do. Does a coalition government involve more compromises? Can we not have bold and imaginative policies in a coalition?"

The Times of India, 12 August 2024, Page No.-ET1

NCERT introduces 'Kitab Ek Padhe Anek' project to enhance learning for visually challenged students

The books will be ready by the next academic session

Priyadarshini.Gupta
@timesofindia.com

The National Council of Educational Research and Training (NCERT) is developing a touch/talking pen project called 'Kitab Ek Padhe Anek' aimed at making educational content accessible to all learners, including those with visual impairment or special needs.

The ongoing project, which is being developed by the Central Institute of Educational Technology (CIET), a constituent of NCERT, includes the creation of interactive textbooks with touchpoints. These touchpoints provide audio descriptions of illustrations or other content when a talking pen is placed on them. The initiative is different from audiobooks launched in 2020, as it involves interactive elements within the regular physical books.

Subjects covered

The project which began in May has so far covered subjects such as Hindi, English, and Mathematics for classes I and II. It plans to extend to class V and will gradually cover other subjects as well. The NCERT aims to have these books ready by the next academic session which will be made available to all students across the country.

A primary teacher in a Delhi school and a participant in the project, says, "A few teachers have been attending workshops being held in batches for this project. I was part of the second batch of teachers which consisted of 25 teachers from across Delhi. We were briefed about the project's goals and given a demonstration as to how the talking pen will function with the help of a demo book. The team has completed making the touchpoints, and now the audio will be prepared for the respective content."



Interactive textbooks with touchpoints are being developed

Sudha Acharya, NPSC chairman and principal of ITL Public School, says, "These books will be a boon for the visually challenged children. The interactive nature of the talking pen will allow students to explore the material at their own pace without relying solely on teachers' assistance. The books which will be child friendly, will help students develop a sense of independence and confidence in their learning journey. The talking pen will make learning more engaging for the children. The initiative will also be a valuable aid for teachers as it will allow them to give quality education to all their students."

दैनिक जागरण, 12 अगस्त 2024, पेज नं- 8

जमीन पर उतरती नई शिक्षा नीति

राष्ट्रीय शिक्षा नीति-2020 के लागू होने के बाद उसके क्रियान्वयन पर शिक्षा मंत्रालय, विश्वविद्यालय अनुदान आयोग, राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) तथा शिक्षा से जुड़ी अन्य संस्थाएं लगातार काम कर रही हैं। इस प्रक्रिया में सबसे बड़ी चुनौती है कि इस नई शिक्षा नीति के आत्मा को कैसे ज्ञान सृजन एवं शिक्षण में उतारा जाए? हमें समझना होगा कि नई शिक्षा नीति मात्र एक ढांचागत परिवर्तन ही नहीं है, बल्कि यह ज्ञान के नवनिर्माण की एक सतत प्रक्रिया है। यह भारतीय शिक्षा व्यवस्था में आधारभूत परिवर्तन को आगे बढ़ाने वाली नीति है। नई शिक्षा नीति का पूर्ण क्रियान्वयन तभी संभव हो पाएगा जब इस पर आधारित नई पाठ्यपुस्तकें जल्द से जल्द तैयार हों। देखा जाए तो नई शिक्षा नीति के दर्शन एवं आत्मा में आजादी के बाद बनी अनेक राष्ट्रीय शिक्षा नीतियों की निरंतरता दिखाई पड़ती है। इसमें राधाकृष्णन कमेटी एवं डीएस कोठारी कमेटी तथा शिक्षा क्षेत्र में हुए अन्य विमर्शों की छवियां भी दिखाई पड़ती हैं। इसमें अपनी जमीन, अपनी मातृभाषा, अपनी अस्मिता एवं राष्ट्रीयता की छवियां दिखाई एवं उनकी ध्वनियां भी सुनाई पड़ती हैं।

यह जानना सुखद है कि राष्ट्रीय शिक्षा नीति-2020 के तहत एनसीईआरटी पाठ्यपुस्तक निर्माण के कार्य में लगी है। ये पाठ्यपुस्तक छप कर आनी भी शुरू हो गई हैं। अभी हाल में कक्षा छह के विद्यार्थियों के लिए एनसीईआरटी द्वारा विकसित एवं प्रकाशित पुस्तक 'एक्सप्लोरिंग सोसायटी: इंडिया एंड बियोंड' देखने को मिली। इसका हिंदी संस्करण भी शायद कुछ दिनों में आ जाए। यह पाठ्यपुस्तक बहुत रचनात्मक ढंग से छात्रों में विश्लेषणात्मक, वर्णनात्मक एवं वृत्तांत क्षमता विकसित करने वाली है। सामाजिक ज्ञान को अपने आसपास के उदाहरणों से सरल भाषा में छात्रों में प्रवाहित करने का बहुत सुंदर प्रयास करती दिखती है। विद्यार्थियों में सामाजिक विज्ञान की चेतना जगाने की यह प्रक्रिया बहुत ही रोचक दिखाई पड़ती है। इसके अलावा इस पाठ्यपुस्तक में अनेक प्रेरणादायी उद्धरणों एवं रचनात्मक अभ्यासों को अत्यंत तारतम्यता से प्रस्तुत किया गया है। इसमें ऐसे-ऐसे चित्र दिए गए हैं जो किशोर मन को गहराई से छूते हैं। इस प्रकार से छात्रों में सामाजिक विज्ञान से जुड़े ज्ञान को प्रवाहित करने की कोशिश की गई है। साथ ही छात्रों को महत्वपूर्ण तथ्यों और विश्लेषणों की ओर आकर्षक ढंग से बार-बार ध्यान दिलाने की कोशिश की गई है।



कटी नारायण

नई शिक्षा नीति तभी साकार रूप ले सकेगी जब उसके अनुरूप पाठ्यपुस्तकें उपलब्ध होंगी



एनसीईआरटी द्वारा तैयार कक्षा छह की पुस्तक • फाइल

भारतीय समाज की विविधता में एकता का भाव इस पाठ्यपुस्तक की एक विशेषता है। इसमें देश की इस विविधता को बनाए रखने पर खासा जोर दिया गया है। इस पाठ्यपुस्तक में शुरू से अंत तक सभी अध्यायों में संवाद के जरिये ज्ञान प्रवाहित करने की रचनात्मक कोशिशें दिखाई पड़ती हैं। भारतीय संस्कृति एवं ज्ञान परंपरा को भी अत्यंत निरपेक्ष एवं ज्ञानपरक ढंग से इस पाठ्यपुस्तक में प्रस्तुत किया गया है। इसे पढ़ते हुए सामाजिक विज्ञान के क्षेत्र में 'एक में अनेक' रचने का भाव दिखाई पड़ता है। यह जानना रोचक है कि इस पाठ्यपुस्तक की शुरुआत भारतीय संविधान के मुख्य तत्वों से होती है। यह पाठ्यपुस्तक छात्रों में भारतीय संविधान के मूल आत्मा को प्रवाहित करने का सफल प्रयास करती दिखती है। अत्यंत सरल ढंग से इस पाठ्यपुस्तक में दो पृष्ठों में संविधान में बताए गए मौलिक अधिकारों एवं मौलिक कर्तव्यों को प्रस्तुत किया गया है। 'गवर्नेंस एवं डेमोक्रेसी' नामक पाठ में जमीन से जुड़ी अनेक केस स्टडी, प्रेरक व्यक्तित्वों एवं घटनाओं के उदाहरण प्रस्तुत किए गए हैं। इन उदाहरणों से यह बताने की कोशिश की गई है कि किस प्रकार भारत में पंचायती राज की व्यवस्था ने हाशिये पर बसे अनेक समूहों में भी नेतृत्व विकसित करने में बड़ी भूमिका निभाई है। इससे आजादी के बाद अनेक आदिवासी एवं सीमांत समूहों, पिछड़ों, अत्यंत पिछड़ों, ट्रांसजेंडर एवं सामाजिक परिवर्तन में लगे तमाम प्रेरक व्यक्तित्वों का एक बड़ा नेतृत्वकारी वर्ग विकसित हुआ है।

इस पाठ्यपुस्तक में परिवार एवं समुदाय पर भी एक अत्यंत उपयोगी पाठ दिया गया है, जिसमें बहुत ही सरलता एवं ग्राह्यपरकता के साथ भारतीय परिवार व्यवस्था को सहजतापूर्वक समझाया गया है। उम्मीद है कि इससे छात्रों में अपने परिवार एवं आसपास के समुदायों के साथ आत्मिक एवं ज्ञानात्मक संबंध विकसित हो पाएगा। इस पाठ्यपुस्तक की शुरुआत में विद्यार्थियों के नाम एक छोटा पत्र लिखा गया है, जिसमें इस पाठ्यपुस्तक को कैसे पढ़ें, इसे कैसे समझें, इसके बारे में काफी सरल ढंग से बताया गया है।

जाहिर है, यह एक नवोन्मेषी प्रयास है, जिससे छात्रों को इस पाठ्यपुस्तक से निर्मित होने वाले ज्ञान की संरचना एवं उसका ढंग आसानी से समझ में आ सकता है। यह एक प्रकार से एक 'मास्टर की' की तरह है जिससे यह पुस्तक छात्रों एवं शिक्षकों के लिए खुलती जाती है। इसके अंत में एक क्यूआर कोड भी दिया गया है, जिससे छात्र सामाजिक विज्ञान से जुड़े अत्यंत रोचक ज्ञानपरक वीडियो, पहेली, खेल एवं कहानी देख पाएंगे। इन सबके कारण यह पाठ्यपुस्तक 'नए समय की पाठ्यपुस्तक' के रूप में हमारे सामने आती है। यूं तो एनसीईआरटी हमारे देश की स्कूली शिक्षा व्यवस्था में अपने बेहतर पाठ्यपुस्तक निर्माण के लिए हमेशा प्रशंसित होती रही है, किंतु राष्ट्रीय शिक्षा नीति-2020 के तहत पाठ्यपुस्तक निर्माण का उसका यह प्रयास बेहद सराहनीय है। हमारे शिक्षकों एवं विद्यार्थियों के लिए यह एक नया अनुभव बनकर सामने आया है। उम्मीद है, इसका सबको लाभ मिलेगा।

(लेखक जीबी पंत सामाजिक विज्ञान संस्थान, प्रयागराज के निदेशक हैं)
response@jagran.com

दैनिक जागरण, 13 अगस्त 2024, पेज नं - 1

आइआइटी मद्रास फिर अव्वल, दिल्ली चौथे स्थान पर

एनआइएफआर रैंकिंग

जागरण ब्यूरो, नई दिल्ली : देशभर के उच्च शिक्षण संस्थानों में बेहतर प्रदर्शन करते हुए आइआइटी मद्रास ने लगातार छठे साल ओवरआल कैटेगरी में शीर्ष स्थान प्राप्त किया। भारतीय विज्ञान संस्थान (आइआइएससी) बेंगलुरु ने भी प्रदर्शन उम्दा रखते हुए इस कैटेगरी में दूसरा स्थान हासिल किया। तीसरा स्थान आइआइटी बांबे और चौथे स्थान आइआइटी दिल्ली ने पाया। आइआइटी दिल्ली इस बार एक पायदान खिसका, पिछली बार उसका स्थान तीसरा था। पांचवें नबंर पर आइआइटी कानपुर रहा।

उच्च शिक्षण संस्थानों की ओवरआल कैटेगरी के टाप-10 में सात आइआइटी हैं। आइआइटी के अलावा तीन अन्य संस्थान आइआइएसी बेंगलुरु, एम्स नई दिल्ली और जेएनयू हैं। आइआइटी मद्रास ने इंजीनियरिंग कैटेगरी में लगातार नौवें साल शीर्ष स्थान पाया। सर्वश्रेष्ठ विश्वविद्यालय की बात करें तो आइआइएससी बेंगलुरु इस कैटेगरी में लगातार नौवें साल नंबर-वन रहा।

- आइआइटी दिल्ली एक स्थान नीचे खिसका, एम्स दिल्ली सातवें व जेएनयू 10वें पायदान पर
- एम्स दिल्ली सर्वश्रेष्ठ मेडिकल कालेज, हिंदू कालेज सर्वश्रेष्ठ कालेज तो मिरांडा हाउस नंबर-2 पर



नई दिल्ली में प्रमाणपत्र वितरित करते शिक्षा मंत्री धर्मेंद्र प्रधान और शिक्षा राज्य मंत्री सुकांत मजूमदार ● प्रेट्र

कालेज कैटेगरी

1. हिंदू कालेज, दिल्ली
2. मिरांडा हाउस, दिल्ली
3. सेंट स्टीफन कालेज, दिल्ली
4. राम कृष्ण मिशन कालेज, कोलकाता
5. आत्माराम सनातन धर्म कालेज, दिल्ली

मेडिकल कालेज

1. एम्स, नई दिल्ली, 2. पीजीआइएमई, चंडीगढ़, 3. सीएमसी, वेल्लोर

प्रमुख श्रेणियों के शीर्ष संस्थान

इंजीनियरिंग

1. आइआइटी, मद्रास
2. आइआइटी, दिल्ली
3. आइआइटी, बांबे
4. आइआइटी, कानपुर
5. आइआइटी, खड़गपुर

मैनेजमेंट

1. आइआइएम, अहमदाबाद
2. आइआइएम, बेंगलुरु
3. आइआइएम, कोझीकोड
4. आइआइटी, दिल्ली
5. आइआइएम, कलकत्ता

इनोवेशन

1. आइआइटी, बांबे
2. आइआइटी, मद्रास
3. आइआइटी, हैदराबाद
4. आइआइएससी, बेंगलुरु
5. आइआइटी, कानपुर

ला कैटेगरी

1. नेशनल ला स्कूल आफ इंडिया यूनिवर्सिटी, बेंगलुरु
2. नेशनल ला यूनिवर्सिटी, दिल्ली
3. नालसार यूनिवर्सिटी आफ ला, हैदराबाद

उच्च शिक्षण संस्थानों की ओवरआल कैटेगरी में एम्स 7वें स्थान पर >> पेज 3

संबंधित >> जागरण सिटी

दैनिक जागरण, 13 अगस्त 2024, पेज नं - 03

उच्च शिक्षण संस्थानों की ओवरआल कैटेगरी में एम्स सातवें स्थान पर

प्रथम पृष्ठ से आगे

उच्च शिक्षण संस्थानों के बीच शैक्षणिक प्रतिस्पर्धा बनाए रखने के लिए शुरू की गई नेशनल इंस्टीट्यूशनल रैंकिंग फ्रेमवर्क (एनआइआरएफ) के नौवें संस्करण को शिक्षा मंत्रालय ने सोमवार को जारी किया। देशभर के उच्च शिक्षण संस्थानों की 16 कैटेगरी में रैंकिंग जारी की गई। इस बार तीन नई कैटेगरी भी शामिल की गई हैं, जिसमें ओपन यूनिवर्सिटी, स्किल यूनिवर्सिटी और स्टेट यूनिवर्सिटी कैटेगरी हैं। उच्च शिक्षण संस्थानों की ओवरआल कैटेगरी में छठे स्थान पर आइआइटी खड़गपुर, सातवें स्थान पर एम्स दिल्ली, आठवें स्थान पर आइआइटी रुड़की, नौवें स्थान पर आइआइटी गुवाहाटी व 10वें स्थान पर जेएनयू दिल्ली रहे।

सर्वश्रेष्ठ विश्वविद्यालय की श्रेणी में आइआइएससी बेंगलुरु के बाद जेएनयू ने दूसरा स्थान है। तीसरे पर जामिया मिलिया इस्लामिया दिल्ली, चौथे पर मणिपाल हायर एजुकेशन मणिपाल, पांचवें पर बीएचयू वाराणसी, छठे पर दिल्ली विश्वविद्यालय रहे। इस बार उच्च शिक्षण संस्थानों की इंडिया रैंकिंग के लिए कुल 6,517 संस्थानों ने 10 हजार से अधिक आवेदन किए थे। वैसे देश में इस समय 58 हजार उच्च शिक्षण संस्थान हैं। उच्च शिक्षण संस्थानों की यह रैंकिंग उनके प्रदर्शन यानी छात्रों की संख्या, शिक्षकों की संख्या, इंफ्रास्ट्रक्चर, कोर्सों का संचालन, इनोवेशन, शोध पत्रों के प्रकाशन जैसे करीब सौ मानकों के आधार पर निर्धारित की जाती है। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने रैंकिंग जारी करते हुए कहा कि उच्च शिक्षण संस्थानों को अब रैंकिंग फ्रेमवर्क में आना ही होगा। नई राष्ट्रीय शिक्षा नीति के तहत संस्थानों को दुनिया के मुकाबले खड़ा होने के लिए यह आवश्यक भी है। उन्होंने रैंकिंग जारी करने में हुई देरी का भी जिक्र किया। अमूमन यह रैंकिंग उच्च शिक्षण संस्थानों में प्रवेश शुरू होने से पहले जून में जारी की जाती थी। फिलहाल प्रवेश की प्रक्रिया समाप्त हो चुकी है या फिर होने वाली है।

The Hindu, 13 August 2024, Page No. - 12

NCERT finds shortfalls in functioning of Kasturba Gandhi Balika Vidyalayas

Maitri Porecha
NEW DELHI

Lack of transparency in the utilisation of funds, weak infrastructure, shortage of teachers, low salary of teachers, and concerns about safety are among the challenges identified in an evaluation of 254 Kasturba Gandhi Balika Vidyalayas (KGBV) by the National Council of Educational Research and Training (NCERT).

The NCERT has submitted the report to the Education Ministry.

Of the 5,639 approved KGBVs, 4,260 are fully functional, 799 partially functional, and 580 completely non-functional as on June 30, 2023, the report says.

A greater percentage of the non-functional KGBVs are in Bihar (132), Andhra Pradesh (88), Jammu & Kashmir (84), Uttar Pradesh (78), and Odisha (76).



Contract and outsourced employees protest in Vijayawada for minimum time scale and job security on Friday. GIRI KVS

"Non-completion of construction work, land issues with other departments, delays in process of selection of sites, approval of funds, delays in seeking approval of posts of teachers and other staff are some reasons for non-functionality," the report says.

In all, 6,88,013 girls are enrolled from Classes 6 to 12 in 5,035 KGBVs. The study of an indicative sample of 254 KGBVs showed there is a shortage of regular and full-time teaching and administrative staff.

"Retention of staff is a major challenge due to low wages, insecurity of job, remote and isolated locations of KGBVs," the report says.

Of the 5,035 KGBVs, 2,735 are functional schools with hostels, and 2,300 are standalone hostels. Currently, there are KGBV hostels where schooling facility is not available.

Students and parents have said schooling should be provided within hostels for Classes 6 to 12. However, the report disagrees. "It is recommended that slowly and gradually there should be only KGBVs with stand-alone hostels and students must go to nearby State school for studies in inclusive environment," the report recommends.

Around 44% of the teachers said they had less than five years of experience in KGBVs, indicating low retention of teachers. Approximately one-fourth of the teachers have six to 10 years of experience in KGBVs, and another fourth have 10 to 15 years of experience. Only 3% of teachers have more than 15 years of experience in KGBVs, suggesting that the more experienced teachers quit KGBVs to find jobs elsewhere.

Two-thirds of the girls (65.6%) did not respond to the question on safety and security, one-third responded that they are not safe, and less than 1% said they are safe.

The Hindu, 13 August 2024, Page No. – 04

Rescued bonded labourer builds school for underprivileged children

Mohammed Iqbal
JAIPUR

Having emerged as a role model for the tribal community, a survivor of bonded labour and trafficking has established a community school for underprivileged children at his native village in Rajasthan's Rajsamand district.

The school is catering to children in the age group of 4 to 16 years who have been deprived of the benefits of formal education system.

Khemraj Gameti, who supervises the school's functioning from a building of the Pachhmata village panchayat, was confined to a brick kiln along with his wife and a daughter in a neighbouring village for four years. The family was forced to work because of Mr. Gameti's failure to return ₹40,000 which he had borrowed from the brick kiln's owner to repay some of his debts.

Mr. Gameti and some other adults like him were exploited at the kiln, situated in Kunwariya village, working for 18 hours a day and not paid the prescribed minimum wages. The children's job was to turn the bricks as they dried in the sun, to make them dry evenly. Together as a family, they were only paid ₹500 to ₹800 for the whole week in spite of making 1,500 bricks a day.



Rescued bonded labourer Khemraj Gameti (in cream shirt) at his school in Rajasthan's Rajsamand district. SPECIAL ARRANGEMENT

Rescued after raid

Even after years of work, the owner said the advance was not paid off and did not allow the family to leave the kiln under the threat of violence. Mr. Gameti and the family members were rescued in a raid conducted by the Sub-Divisional Magistrate and the police in April 2016, when a total of 24 persons were saved from the bonded labour at the site.

The State government issued 13 release certificates to the adult labourers after an inquiry and booked the brick kiln owner under Section 370 (trafficking of persons) of Indian Penal Code, the Bonded Labour System (Abolition) Act, and the SC/ST (Prevention of Atrocities) Act.

Ever since his release, Mr. Gameti, 43, has been generating awareness about bonded labour among the villagers and asking them to combat trafficking with sustained efforts. Six months ago, he came up with an idea of founding a school for his Bhil community in Pachhmata, as the only upper primary government school in the region is far away from the village and is not easily accessible.

Project supervisor

Mr. Gameti told *The Hindu* that he conducted a survey in the village to understand the requirements of underprivileged children who had never been to school before. He established the school with the help of Udaipur-based Gayatri Seva Sansthan as part of its Shikshalaya Project. As many as 30 children from the Bhil community study in the school, with Mr. Gameti acting as a supervisor for the project.

"Over time, these children will be enrolled in regular schools or colleges as needed. A teacher, who comes every day from the nearby Basanta villages, takes care of the children as a group, giving them lessons and clarifying their doubts," Mr. Gameti said. The children are a happy lot, as they are getting education for the first time.

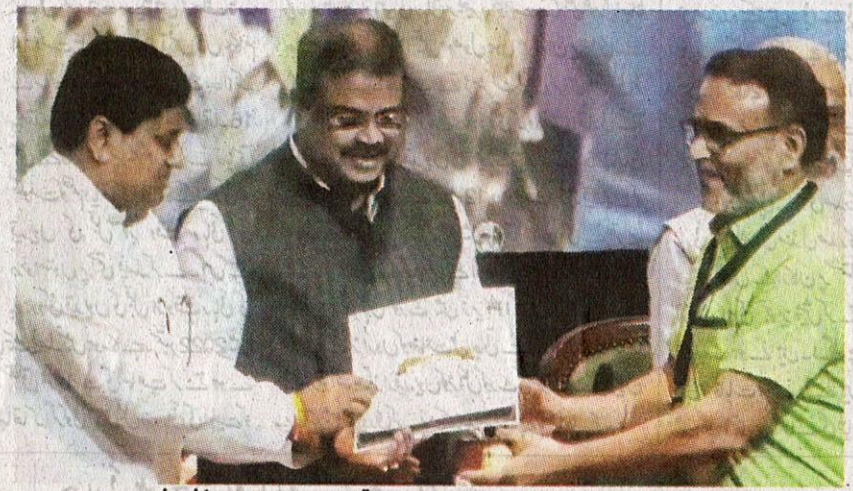
Gayatri Seva Sansthan's director Shailendra Pandya said the innovative Shikshalaya Project was facilitating overall development of children in the targeted villages of four tribal-dominated districts in southern Rajasthan, where there was no basic facility even for primary education. A total of 304 community schools are at present functioning in Rajsamand, Udaipur, Salumbar and Pratapgarh districts.

آئی آئی ٹی مدراس چھٹی بار ملک کا بہترین تعلیمی ادارہ ❑ ٹاپ یونیورسٹیوں میں جامعہ ملیہ اسلامیہ تیسرے مقام پر

نئی دھلی، (ایجنسیاں)

نیشنل انسٹیٹیوشنل رینکنگ فریم ورک (NIRF) 2024 کی رینکنگ (درجہ بندی) جاری کردی گئی ہے۔ اس میں آئی آئی ٹی مدراس مسلسل 6ویں بار ملک کا بہترین تعلیمی ادارہ بن گیا ہے۔ ملک کے ٹاپ 10 تعلیمی اداروں میں 7 آئی آئی ٹی شامل ہیں۔ وہیں ٹاپ یونیورسٹیوں کی رینکنگ میں بنگلورو کا انڈین انسٹیٹیوٹ آف سائنس پہلے مقام پر ہے۔ دہلی کی جواہر لال نہرو یونیورسٹی دوسرے اور جامعہ ملیہ اسلامیہ تیسرے مقام پر ہے۔ این آئی آر ایف ہر سال کالجوں اور یونیورسٹیوں کی زمرہ وار درجہ بندی جاری کرتا ہے۔ اس بار 46 کیٹیگریز رینکنگ جاری کی گئی ہے۔ 2023 میں یہ درجہ بندی 11 زمروں میں جاری کی گئی تھی۔ ان میں تمام کالج، یونیورسٹیاں، تحقیقی ادارے، انجینئرنگ، مینجمنٹ، فارمیسی، ڈینٹل، آرکیٹیکچر اور لا کالج شامل ہیں۔ درجہ بندی کا فیصلہ کرنے کیلئے کالجوں اور یونیورسٹیوں کا معیار 5 نکات کی بنیاد پر طے کیا جاتا ہے۔ ٹیچنگ لرننگ اینڈ ریسرچ (ٹی ایل آر)، گریجویشن آؤٹ کم (جی او)، پرسپشن (پی آر)، آؤٹ ریچ اور انکلوسیوٹی (او آئی)۔ ان میں سے ہر ایک پیرامیٹر کے تحت کالجوں اور یونیورسٹیوں کو 100 میں سے نمبر دیے جاتے ہیں۔ انہی کی بنیاد پر طلبا ٹاپ کالجوں میں داخلہ لیتے ہیں۔ درجہ بندی کے ساتھ ساتھ کالج۔ یونیورسٹی میں کچھ اور عناصر بھی اہم ہوتے ہیں، جیسے ماحول، اساتذہ، پلیسمنٹ (تقرری) کا فیصد اور بنیادی ڈھانچہ۔ این آئی آر ایف 2023 رینکنگ کے ٹاپ 5 کالجوں میں دہلی یونیورسٹی کے مرانڈا ہاؤس، ہندو کالج، پریزیڈنسی کالج (کولکاتہ)، پی ایس جی آر (PSGR) کرشن مل کالج برائے خواتین (کوئمبٹور) اور سینٹ زیویئرس کالج (ممبئی) شامل تھے۔

جامعہ ملیہ اسلامیہ کیلئے یہ بے حد خوشی کی بات ہے کہ اس نے



وزارت تعلیم کے ذریعہ پیر کو جاری نیشنل انسٹی ٹیوشنل رینکنگ فریم ورک-2024 (این آئی آر ایف) رینکنگ میں ایک بار پھر اعلیٰ یونیورسٹیوں کے زمرے میں تیسرا مقام حاصل کیا ہے۔ یہ مسلسل تیسرا موقع ہے جب یونیورسٹی کو این آئی آر ایف کی درجہ بندی میں ملک کی ٹاپ 3 یونیورسٹیوں میں جگہ دی گئی ہے۔ جامعہ ملیہ اسلامیہ کے قائم مقام رجسٹرار ایم نسیم حیدر نے نئی دہلی میں وزارت تعلیم کے زیر اہتمام ایک شاندار تقریب میں یونیورسٹی کی جانب سے یہ ایوارڈ وصول کیا۔ جامعہ کے قائم مقام وائس چانسلر پروفیسر محمد شکیل نے اس کامیابی پر خوشی کا اظہار کرتے ہوئے کہا کہ 'ہم مسلسل تیسرے سال این آئی آر ایف کی درجہ بندی میں تیسری پوزیشن برقرار رکھنے پر بہت خوش ہیں۔ اس کا سہرا اساتذہ کی محنت اور ہمارے طلبا کے نظم وضبط کو جاتا ہے۔ ہمارا غیر تعلیمی عملہ، جنہوں نے یونیورسٹی کے معیار کو برقرار رکھنے کیلئے اپنا خون پسینہ دیا، وہ بھی اس اعزاز کے مستحق ہیں۔ انہوں نے کہا کہ ہماری کوشش تھی کہ اپنی پوزیشن برقرار رکھیں اور پیچھے نہ ہٹیں۔ اعلیٰ مقام تک پہنچنا آسان ہے، لیکن اسے برقرار رکھنا مشکل ہے۔ ہماری یونیورسٹی کے اساتذہ اور محققین نے معیاری تحقیق کے ذریعے اس کامیابی کو حاصل کرنے میں اہم کردار ادا کیا ہے۔ اس کیلئے میں ان سب کو مبارکباد دینا چاہتا ہوں۔ قائم مقام وائس چانسلر محمد شکیل نے اس امید کا اظہار بھی کیا کہ آنے والے سالوں میں یونیورسٹی کے تمام اسٹیک ہولڈرز یونیورسٹی کو نئی بلندیوں تک لے جانے اور اس باوقار درجہ بندی میں اس کی پوزیشن کو بہتر بنانے کیلئے مزید کوششیں کریں گے۔ قابل ذکر ہے کہ یونیورسٹی جو کہ سال 2016 میں این آئی آر ایف کی درجہ بندی میں 83ویں نمبر پر تھی، سال 2022 میں تیسرے نمبر پر پہنچی اور گزشتہ 2 سالوں سے اپنی تیسری پوزیشن کو برقرار رکھے ہوئے ہے۔

रोजनामा राष्ट्रीय सहारा, 13 अगस्त 2024, पेज संख्या - 5

دلشاد گارڈن کے سروودیہ ودیالیہ میں طلبا کو فرش پر بٹھانے کا معاملہ

وزیر تعلیم کا سخت موقف، پرنسپل کے خلاف تادیبی کارروائی کا حکم

تمام ڈی ڈی ای کو ہفتہ میں کم از کم 5 اسکولوں کا معائنہ کرنے کی آتشی کی ہدایت

نئی دہلی (ایس این بی)

سروودیہ ودیالیہ جے اینڈ کے بلاک دلشاد گارڈن میں طلبا کو فرش پر بٹھانے کے معاملے میں وزیر تعلیم آتشی نے سخت موقف اختیار کیا ہے۔ اس معاملے میں انہوں نے اسکول پرنسپل کے خلاف تادیبی کارروائی کرنے کی ہدایات دی ہیں۔ اس سلسلہ میں وزیر تعلیم نے تمام ڈی ڈی ای (اضلاع) کو ہدایت کی ہے کہ وہ ہر ہفتے اپنے ضلع میں کم از کم 5 اسکولوں کا معائنہ کریں اور اپنی رپورٹ محکمہ کو پیش کریں۔ اسکول کے معائنہ کے دوران، تمام ڈی ڈی ای (اضلاع) کو اسکول میں بنیادی سہولیات جیسے پینے کے پانی، بیت الخلاء، لائٹس، صفائی، مناسب مقدار میں اچھے معیار کے ڈیسک کی دستیابی، اسکول کا بنیادی ڈھانچہ



بچوں کا تحفظ، کلاس روم و دیگر چیزوں کا خاص خیال رکھا جائے

(دروازے، کھڑکیاں، باؤنڈری وال کمرے کی چھتیں وغیرہ) کو یقینی بنایا جانا چاہیے۔ بچوں کا حفاظتی انتظامات، طالب علم، کلاس روم تناسب وغیرہ کا خاص خیال رکھنے کی ہدایات دی گئی ہیں۔ آتشی نے بتایا کہ تمام ڈی ڈی ای (اضلاع) کو ہدایت دی گئی ہے کہ اگر معائنہ کے دوران اسکول میں کوئی مسئلہ پایا جاتا ہے تو فوری کارروائی کریں۔ اس کے ساتھ ساتھ یہ بھی ہدایات دی گئی ہیں کہ آئندہ ایسی صورتحال دوبارہ پیدا نہ ہو، اگر کسی اسکول میں ڈیسک ہونے کے باوجود بچوں کو فرش پر بٹھایا گیا تو سخت کارروائی کی جائے گی اور اس کو دیگر صورت حال میں لیا جائے گا۔ وزیر تعلیم نے کہا کہ دہلی کے سرکاری اسکولوں میں پڑھنے والے بچوں کو بہتر سہولیات اور تعلیم فراہم کرنا ہماری ترجیح رہی ہے۔ ایسی صورتحال میں کسی قسم کی کوتاہی برداشت نہیں کی جائے گی۔

अमर उजाला, 14 अगस्त 2024, पेज संख्या - 7

9वीं से12वीं तक एनसीईआरटी की पाठ्यपुस्तकों का इस्तेमाल अनिवार्य

सीबीएसई ने स्कूलों द्वारा पाठ्यपुस्तकों के उपयोग के नियम में किया संशोधन

अमर उजाला ब्यूरो

नई दिल्ली। देशभर में स्कूलों को नौवीं से बारहवीं कक्षा तक के लिए राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद की पाठ्यपुस्तकों का अनिवार्य रूप से पालन करना होगा।

केंद्रीय माध्यमिक शिक्षा बोर्ड ने स्कूलों द्वारा पाठ्यपुस्तकों के उपयोग के नियम के संबंध में संशोधन किया है। इस संबंध में अधिसूचना भी जारी कर दी गई है। यह संशोधन इस अधिसूचना के जारी होने की तिथि से प्रभावी होगा।

संशोधन के लिए बोर्ड ने स्कूलों को पहली से आठवीं कक्षा तक एनसीईआरटी-एससीईआरटी की पाठ्यपुस्तकों का पालन करने की सलाह दी है। बोर्ड के अनुसार, यह संशोधन स्कूलों को पाठ्यपुस्तकों के चयन और उपयोग के संबंध में अधिक लचीलापन प्रदान करेगा और सुनिश्चित करेगा कि छात्रों को गुणवत्तापूर्ण शिक्षा प्रदान की जाए।

अब तक स्कूल उन कक्षाओं और विषयों के लिए एनसीईआरटी की पाठ्यपुस्तकें निर्धारित कर सकते थे, जहां एनसीईआरटी द्वारा ये प्रकाशित की गई हैं। उन विषयों के लिए जिनमें एनसीईआरटी-एससीईआरटी की पुस्तकें उपलब्ध नहीं हैं, उनके लिए सीबीएसई की वेबसाइट पर अपलोड की गईं पुस्तकों का पालन किया जाना चाहिए।

डिजिटल सामग्री के उपयोग में बरतें सावधानी

बोर्ड ने स्कूलों को कहा कि पूरक सामग्री और डिजिटल सामग्री का उपयोग करते समय अत्यधिक सावधानी बरतनी चाहिए, जिससे कि किसी भी वर्ग, समुदाय, लिंग या धार्मिक समूह की भावनाओं को ठेस न पहुंचे। बोर्ड ने पहली से आठवीं कक्षा तक के लिए एनसीईआरटी-एससीईआरटी की पाठ्यपुस्तकों का पालन करने की सलाह दी है। इन कक्षाओं के लिए स्कूल अपनी आवश्यकता के अनुसार पूरक सामग्री का उपयोग कर सकते हैं, जो नेशनल करिकुलम फ्रेमवर्क के साथ संरेखित होना चाहिए।

स्नातक में आवेदन का अंतिम दिन आज : फरीदाबाद। स्नातक में दाखिले के लिए ऑनलाइन आवेदन के लिए बुधवार यानी आज अंतिम दिन है। इसके आधार पर जिले के सरकारी और गैर सरकारी महाविद्यालयों की रिक्त सीटों पर दाखिले होंगे। ऑनलाइन आवेदन के लिए उच्च शिक्षा निदेशालय की ओर से पोर्टल खोला गया था। इसमें जिले के सभी महाविद्यालयों का ऑनलाइन डाटा उपलब्ध है। मेरिट सूची में नाम आने के बाद रिक्त सीटों पर दाखिले होंगे। ब्यूरो

नवभारत टाइम्स, 14 अगस्त 2024, पेज संख्या - 2

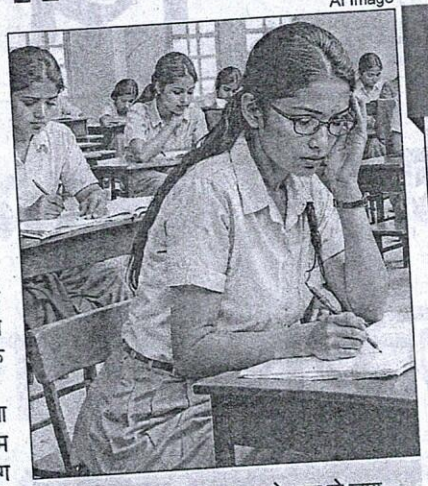
दो बार बोर्ड का प्रस्ताव तैयार, शिक्षा मंत्रालय लेगा फैसला

Bhupender.Sharma
@timesofindia.com

■ नई दिल्ली: स्कूली शिक्षा के लिए तैयार किए गए नैशनल करिकुलम फ्रेमवर्क (NCF) में छात्रों का तनाव कम करने के लिए एक वर्ष में दो बार बोर्ड परीक्षा करवाने की सिफारिश की गई है। एनसीएफ के दिशा-निर्देशों के आधार पर सीबीएसई ने एक प्रस्ताव तैयार किया है। सूत्रों का कहना है कि सीबीएसई के प्रस्ताव पर केंद्रीय शिक्षा मंत्रालय विचार कर रहा है। जल्द ही शिक्षा मंत्रालय की हायर अथॉरिटी सीबीएसई के प्रस्ताव के हर बिंदु पर चर्चा करेगी और केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान के सामने सीबीएसई के प्रस्ताव के सभी पहलुओं को रखा जाएगा।

सूत्र बताते हैं कि शिक्षा मंत्रालय दो बार बोर्ड परीक्षा के हर पहलू को देखेगा। दो बार बोर्ड परीक्षा का सिस्टम कब से लागू किया जा सकता है, एग्जाम की टाइमिंग क्या होगी, दूसरे बोर्ड एग्जाम के लिए आवेदन कब से शुरू होगा, ये सभी मुद्दे अहम रहेंगे। बताया जा रहा है कि जल्द ही इस बारे में सीबीएसई की हाई लेवल मीटिंग होगी। सूत्रों का कहना है कि जहां तक एक वर्ष में दो बार बोर्ड एग्जाम की टाइमिंग की बात है तो पहला एग्जाम तो फरवरी में ही शुरू होने की ज्यादा संभावना है। उसके बाद पहले एग्जाम का जब रिजल्ट आ जाएगा तो जो स्टूडेंट्स दूसरे एग्जाम में अपीयर होना चाहेंगे, उनके लिए ऐप्लीकेशन विंडो शुरू होगी। छात्रों के पास साल में दो बार बोर्ड परीक्षाएं देने का विकल्प रहेगा और वह दोनों परीक्षाओं में से बेस्ट स्कोर चुन सकते हैं।

AI Image



- एग्जाम की टाइमिंग क्या हो, कब से लागू किया जाए नया सिस्टम, सभी मुद्दों पर मंत्रालय की हायर अथॉरिटी लेगी फैसला
- फरवरी में शुरू होगी पहली बोर्ड परीक्षा, फिर रिजल्ट आने के बाद दूसरा एग्जाम

छात्रों पर तनाव कम करने की जरूरत: एनसीएफ में यह सिफारिश की गई है कि छात्रों पर परीक्षा का तनाव कम करने की जरूरत है और इसके लिए बोर्ड एग्जाम से लेकर प्रतियोगी परीक्षाओं के पैट में बदलाव को भी देखना चाहिए। जिस तरह से जेई मेन की परीक्षा एक वर्ष में दो बार होती है और छा बेस्ट स्कोर चुनता है। उसी तरह से बोर्ड एग्जाम भ हो सकता है।

विशेषज्ञों ने CUET को लेकर भी सुझाव दिए

यूनिवर्सिटी एडमिशन के लिए होने वाले सीयूईटी को लेकर भी विशेषज्ञ सुझाव दे रहे हैं कि इस परीक्षा के पैटर्न में भी जरूरी बदलाव होने चाहिए। अभी बोर्ड एग्जाम 15 फरवरी से शुरू होते हैं। विशेषज्ञ कहते हैं कि जब एक वर्ष में दो बार एग्जाम का सिस्टम लागू होगा तो 15 फरवरी से कुछ दिन पहले भी एग्जाम शुरू किए जा सकते हैं और पहले की तुलना में रिजल्ट जल्द जारी किया जा सकता है ताकि दूसरे एग्जाम की विंडो के लिए समय निकाला जा सके। जनवरी में इंजिनियरिंग के लिए जेईई मेन परीक्षा होती है। बोर्ड एग्जाम के बाद जेईई मेन का दूसरा चरण भी होता है। इसरो के पूर्व प्रमुख के. कस्तूरीरंगन की अध्यक्षता वाली समिति द्वारा तैयार किए गए एनसीएफ में वर्ष में दो बार बोर्ड परीक्षा करवाने की सिफारिश भी की गई थी।

The Hindu, 14 August, 2024, Page No- 4

M.P. govt. instructs colleges to purchase full set of 88 books

Most of the books, on varying subjects, are written by those with links to the RSS; Cong. leader vows to reverse move when party comes to power

Mehul Malpani
BHOPAL

The Madhya Pradesh government has asked all undergraduate colleges in the State to set up a new cell named 'Bharatiya Gyaan Parampara Prakoshth' (Indian Knowledge Tradition) and purchase a set of 88 books, most of them written by those with Rashtriya Swayamsevak Sangh (RSS) links.

The list includes nine books authored by Dinanath Batra, former general secretary of Vidya Bharati, the school network run by the RSS; four by Atul Kothari, an RSS ideologue and national secretary of Shiksha Sanskriti Utthan Nyas; and one by Suresh Soni, a senior Sangh functionary. The list also includes four books by Swami Vivekananda.

The order has drawn ire from the Opposition Congress, which claimed that the authors mentioned in the list have "nothing to do with the education world".

"They are dedicated only to a particular ideology. When the Congress government is formed [in the State], we will get this order abolished," said K.K. Mishra, a senior Congress leader and media adviser to State unit president Jitu Patwari.



Madhya Pradesh CM Mohan Yadav. FILE PHOTO

August 2 order

According to a letter issued by the Higher Education Department on August 2, instructions were sent to all government-run, government-aided and private undergraduate colleges to set up these cells to ensure that the students are introduced to Indian knowledge traditions in compliance with the National Education Policy, 2020.

"It should be ensured that each book is purchased for the 'Indian Knowledge Tradition Cell' of all colleges. The list of books is attached with the letter and sent to you," states the letter signed by Dhirendra Shukla, special duty officer at the Higher Education Department.

The texts cover topics like Vedic maths and science in India, while a couple argue against English-medium education

As per the list, the books' subjects range from Vedic Mathematics and science in India to the education system and former Prime Minister Atal Bihari Vajpayee. The list also includes two books arguing against English-medium education.

In post on X, Mr. Mishra hit out at the RSS and its ideology. "Will the writers be able to explain to the youth that this Sangh ideology is the same which never had any kind of relation with the freedom struggle! Is it also untrue that in a circular issued on January 21, 1930, the Sangh had issued an order to all branches to salute the saffron flag as the national flag?" Mr. Mishra wrote.

The Congress leader also asked if the books of these authors "inspire patriotism and sacrifice in educational institutions".

The Hindu, 14 August 2024, Page No - 8

Hints of the corporatisation of science research in India



C.P. Rajendran

an Adjunct Professor at the National Institute of Advanced Studies, Bengaluru

During the inaugural address of the 107th Science Congress in Bengaluru in January 2020, Prime Minister Narendra Modi reflected on the government's take on how science should be conducted in India. It was conveyed to young researchers in his usual aphoristic manner of speaking: "innovate, patent, produce, prosper". By expressing it in a maxim, the Prime Minister was hinting at the birthing of a new policy on knowledge production under his leadership.

Over several years, the current ruling regime has been directing laboratories and other research centres to earn their revenue from external sources by marketing their expertise and investing the surplus to develop technologies for national missions. This policy position can be traced to the 'Dehradun Declaration' prepared by the directors of the Council of Scientific and Industrial Research labs in 2015, where it was decided to market patents as a means to self-finance research. In other words, this was a call for the corporatisation of science research – a process of converting any state-owned entity into a market commodity and being able to follow the business model to support itself, rather than relying on public support. Science institutes are now encouraged to develop research centres registered as Section 8 companies, wherein private companies or shareholders can invest money.

The ANRF and research

This line of thinking can be seen in the formulation of the Anusandhan National Research Foundation (ANRF). Established under the ANRF Act of 2023, this new mechanism is designed to fund research in the country and to improve linkages between research and development, academia and industry. The Finance Minister echoed the same in her July 23, 2024 Budget speech: "We will operationalise the [illegible] research and prototype

In establishing the Anusandhan National Research Foundation and the way its funding proportion is designed, there are clear signals

Another giveaway is the way funding proportion is designed. The ANRF will receive ₹50,000 crore over five years, 72% of which is expected to be from the private sector. Judging from the way the resources are currently scheduled for the ANRF, it is clear that the government intends to reduce its role in funding the research and expects private entrepreneurship to pitch in a big way.

Even in the United States, where research and development has significantly outstripped government funding over the last decade, it is clustered mostly in IT and pharmaceuticals. The knowledge thus generated through research is considered a commodity to be marketed. The entrenchment of market-oriented perspectives comes from two sources, as discussed by Prabir Purkayastha in his book, *Knowledge as Commons*. What makes science different from the Renaissance period and after that is that science and technology are now more closely integrated than ever, and scientific advances can now end up as marketable products more rapidly. This transformation has also led to intellectual property rights allowing universities to sell the patents to private corporations, even if the research is publicly funded. The adoption of neoliberal economic policies across the globe has also accelerated the greater involvement of the private sector in funding science.

Signals despite the stated objective

The understated objective of the ANRF is to fund research in natural sciences, but in reality, there are sufficient hints that the government is planning to place the university research system subservient to what Ellen Meiksins Wood calls "the dictates of the capitalist market". The curiosity-driven research in natural sciences involves understanding and predicting natural phenomena based on empirical evidence and experimentation. The private sector cannot be expected to finance curiosity-driven science because it will not invest money unless the research finds some immediate application that maximises its profits. Interestingly, the same [illegible] is not shown

evidence-based science. Science is driven by the zeal to understand the world through scientific tools. This can be encouraged only by increasing the share of public funding. The research proposals in basic science need to be assessed based on the proposers' ability to acquire knowledge about a problem defined by conducting observations, experimentation and analyses. The application part of the result may not be apparent at all. A generally accepted working definition of basic scientific research reads: "the pursuit of knowledge to understand a natural process irrespective of the potential applications that might arise from such knowledge".

Country comparison

Although India is ranked among the top 10 by gross domestic product (GDP), the ratio of public funding for science research in India has been 0.6% to 0.7% of GDP for the last decade. A country such as South Korea, only a third the size of India and its population, spends about 2% to 3% of its GDP. While the private sector is encouraged to fund, the government must increase its basic science and non-profit research allocation. If that does not happen, the country will eventually witness the decline of curiosity-driven science in our universities, which could also undermine public trust in science when it gets dominantly mediated by private interests. Equally important is to nurture an ambience of free enquiry and maintain the financial and administrative autonomy of the institutes. This should have been amplified in the ANRF Act itself. As Niraja Gopal Jayal writes in the India Forum, although the heavy hand of the educational bureaucracy has always been hovering over public universities, constraining their autonomy, in recent times "the state intervention has become more manifestly political in a partisan way, and openly ideological within an ecosystem that attaches no value to academic freedom". It all boils down to a grand vision, but it does not evolve in a repressive society.

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NCERT Report Reveals KGBV Crisis: Lack of Transparency, Resource Shortages, and More

Sanjay Sharma (Https://Timesofindia.Indiatimes.Com/Toireporter/Author-Sanjay-Sharma-479235206.Cms) / TOI Education / Updated: Aug 13, 2024, 10:04 IST

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The Kasturba Gandhi Balika Vidyalayas (KGBVs) are grappling with serious issues, including lack of transparency in fund utilization, infrastructure deficiencies, teacher shortages, and more

Read More



Fund Mismanagement, Teacher Shortages, and Safety Issues Plague Kasturba Gandhi Balika Vidyalayas.

NEW DELHI: The Kasturba Gandhi Balika Vidyalayas (KGBVs), an initiative aimed at providing educational opportunities to girls from marginalized communities, are facing significant challenges. These issues, ranging from lack of transparency in fund utilization, teacher shortages, safety concerns, financial mismanagement to infrastructure deficiencies, are threatening the very purpose for which these schools were established.

Poll

How do you think the Supreme Court will rule on NEET UG 2024?

- Court will order a re-exam
- Uphold the current system
- Introduce changes
- Completely overhaul

A recent evaluation of 254 KGBVs across the country by the National Council of Educational Research and Training (NCERT) has highlighted several critical concerns that need immediate attention.

Lack of Transparency in Fund Utilization

One of the most pressing issues identified in the NCERT evaluation is the lack of transparency in the utilization of funds. Despite the allocation of substantial financial resources, the report reveals significant discrepancies in how these funds are being used at the grassroots level. Delays in fund disbursement, coupled with the improper

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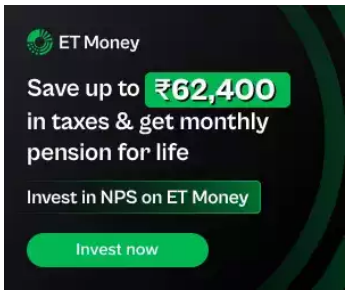
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allocation of resources, have led to underutilization in several states. For instance, the report notes that while the allocated funds for the year 2021-22 were Rs 246,657.25 lakhs, only 76% were utilized, reflecting a trend of inconsistency and inefficiency.

This lack of transparency has far-reaching implications, as it hampers the effective implementation of programs designed to improve the educational environment in KGBVs. The irregularities in fund utilization have raised concerns among stakeholders, with calls for more stringent monitoring and accountability measures to ensure that the allocated resources reach the intended beneficiaries.

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Infrastructure Deficiencies

Infrastructure deficiencies remain a significant challenge across many KGBVs. The NCERT report highlights that many of these schools are operating in substandard conditions, with a large number of them being housed in rented or partially constructed buildings. Specifically, 117 KGBVs are currently functioning from rented premises, while 592 operate from partially constructed buildings. This issue is particularly pronounced in states such as Arunachal Pradesh, Meghalaya, Jammu and Kashmir, Himachal Pradesh, and Tripura, where infrastructure development has been notably slow.

The poor infrastructure is not just limited to the physical buildings but extends to the lack of essential facilities such as laboratories and separate rooms for various functions. Only 42% of the KGBVs have a separate room, and a mere 28% have laboratories, which are crucial for providing a well-rounded education to the students. This severe lack of facilities compromises the quality of education and undermines the overall learning experience for the students.

Teacher Shortages and Low Salaries

Teacher shortages and low salaries are another critical issue plaguing KGBVs. The report indicates that a significant number of teaching positions remain vacant across several states, including Assam, Bihar, Gujarat, Haryana, Jammu & Kashmir, Telangana, and Uttar Pradesh. The shortage of teachers is compounded by the fact that the majority of those employed are on

contractual terms, with only about 10% being regular teachers. This has resulted in a high turnover rate, further destabilizing the teaching environment.

Moreover, the low salaries offered to teachers have been a significant deterrent to attracting qualified professionals to these schools. With 85% of teachers being on contractual agreements, there is little job security or motivation for long-term commitment, which is crucial for maintaining continuity in the students' education. The report also notes that 58% of teachers do not reside on campus, leading to longer commutes and less engagement with the residential nature of the schools, which is a critical aspect of the KGBV model.

Concerns About Student Safety

Student safety remains a paramount concern, particularly given the residential nature of KGBVs. The NCERT report highlights several alarming issues related to the safety and security of the girl students. For instance, many KGBVs are located in isolated areas, far from main settlements, making them vulnerable to various risks. In one case, a KGBV was found to be located near a cremation ground, which raises serious concerns about the suitability of the location for a residential school for young girls.

The issue of inadequate boundary walls and fencing further exacerbates safety concerns. While 212 KGBVs have some form of boundary, many of these are either too low or incomplete, leaving the schools exposed to external threats. Additionally, although CCTV cameras have been installed in 219 KGBVs, this measure alone is insufficient to ensure the safety of the students. The lack of proper sewage and garbage disposal systems also poses health hazards, which are particularly concerning in a residential school setting.

Low Utilization of Funds

The evaluation report also points to the low utilization of funds as a significant issue. Over the years, there has been a pattern of underutilization, with only 32.57% of allocated funds being used in the 2019-20 fiscal year. This trend has been somewhat mitigated in recent years, with 76% of funds utilized in 2021-22. However, the inconsistency in fund utilization remains a concern, particularly in states like Andhra Pradesh, Meghalaya, Telangana, and Tripura, which have either underutilized or overutilized funds, necessitating further investigation.

Issues with Warden Positions and Accommodation

Wardens play a crucial role in the smooth functioning of KGBVs, yet the report reveals significant issues related to warden positions and accommodation. Approximately 50% of wardens have less than five years of experience, which indicates a high turnover rate. This high attrition is often due to poor working conditions, including the inability to stay with family members on campus. Only 16% of wardens have the privilege of staying with their families, while the majority are forced to live alone, which contributes to their dissatisfaction and subsequent departure from the role.

The absence of stable and experienced wardens has a direct impact on the management of the schools and the well-being of the students. In many cases, the

responsibilities of the wardens are being carried out by teachers, special officers, or caretakers, which is far from ideal given the demanding nature of the role.

Basic Amenities in KGBVs

The provision of basic amenities in KGBVs is another area of concern. The report indicates that only 83% of KGBVs provide free sanitary napkins to students, despite this being a mandatory requirement. Furthermore, only 50% of KGBVs have sanitary napkin vending machines, and of those, only 61% are functional. The lack of proper sanitary facilities is a significant issue, as it directly affects the health and hygiene of the girl students.

Additionally, most KGBVs lack proper sewage, drainage, and garbage disposal systems. The report highlights instances where sewage overflow is a common occurrence, and local authorities take months to address the issue. In many KGBVs, garbage is simply dumped in the backyard and occasionally burnt, which poses serious health risks to the residents and the surrounding community.

Read the full report here (https://ncert.nic.in/dgs/pdf/KGBV_Report2022-2023.pdf)

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पढ़ाई में अब भारतीय ज्ञान परंपरा पर भी होगा जोर



- स्कूल से लेकर उच्च शिक्षा तक हर स्तर पर जगाई जाएगी पुरातन भारतीय ज्ञान की अलख
- साल भर में 10 हजार शिक्षकों को प्रशिक्षित करने का लक्ष्य, जल्द ही मास्टर ट्रेनर होंगे तैयार

जागरण ब्यूरो, नई दिल्ली: स्कूल से जुड़ी पढ़ाई हो या फिर इंजीनियरिंग, मैनेजमेंट या अंतरिक्ष विज्ञान जैसी उच्च शिक्षा की पढ़ाई, छात्रों को अब हर स्तर पर भारतीय ज्ञान परंपरा से रूबरू कराया जाएगा। शिक्षा मंत्रालय ने इस मुहिम को तेजी से बढ़ाने की दिशा में काम शुरू कर दिया है। सभी पाठ्यक्रमों में इससे जुड़ी विषय-वस्तु को शामिल करने के साथ ही शिक्षण संस्थानों में पढ़ाने वाले शिक्षकों को इसके लिए प्रशिक्षित किया जा रहा है।

यूजीसी ने फिलहाल भारतीय ज्ञान परंपरा पर आधारित एक पाठ्यक्रम भी डिजाइन किया है। इसमें महाभारत काल में कृषि और सिंचाई जैसी व्यवस्था, खगोल विज्ञान की वैदिक अवधारणाएं, वैदिक गणित, प्राचीन भारत की सुश्रुत संहिता में वर्णित की गई प्लास्टिक, मोतियाबिंद सर्जरी, रामायण काल में कृषि व सिंचाई की तकनीक आदि विषयवस्तु को भी प्रमुखता से जगह दी है। साल भर में दस हजार शिक्षकों को भारतीय ज्ञान परंपरा में प्रशिक्षित करने का लक्ष्य रखा गया है। इसके लिए मौजूदा समय में मास्टर ट्रेनर तैयार करने का काम किया जा रहा है। शिक्षा मंत्रालय ने इसके साथ ही भारतीय ज्ञान परंपरा से जुड़ी विषय-वस्तु तैयार करने के लिए अलग-अलग क्षेत्रों से जुड़े देश के करीब 11 संस्थानों के साथ करार भी किया है। इसमें काउंसिल आफ साइंसटिफिक एंड इंडस्ट्रीयल रिसर्च (सीएसआइआर), सीएसआइआर से जुड़ी संस्था ट्रेडिशनल नालेज डिजिटल लाइब्रेरी, डिपार्टमेंट आफ साइंसटिफिक एंड इंडस्ट्रीयल रिसर्च (डीएसआइआर), आइआइएम संबलपुर, केंद्रीय संस्कृत विश्वविद्यालय नई दिल्ली, श्री वेंकटेश्वरा वैदिक विश्वविद्यालय तिरुपति, आइआइटी खड़गपुर आदि शामिल हैं। भारतीय ज्ञान परंपरा पर यह जोर नई राष्ट्रीय शिक्षा नीति के आने के बाद दिया गया है।

भारतीय ज्ञान परंपरा को आगे बढ़ाने के लिए शिक्षा मंत्रालय ने अलग से एक डिवीजन भी बनाया है, जो इससे जुड़ी गतिविधियों को बढ़ाने में तेजी से जुटा है। इसके साथ ही स्कूलों व उच्च शिक्षण संस्थानों में ऐसे खेल व गतिविधियां आगे बढ़ाने की पहल की गई है, जो भारत केंद्रित हैं। संबंधित >> पेज 15

मप्र के कालेजों में पढ़ाई जाएंगी आरएसएस विचारकों की किताबें

राज्य सरकार ने पुस्तकों को पाठ्यक्रम में शामिल करने के दिए निर्देश

नईदुनिया प्रतिनिधि, भोपाल : नई शिक्षा नीति के तहत भारतीय ज्ञान परंपरा की पढ़ाई की दिशा में मध्य प्रदेश सरकार ने पहल कर दी है। प्रदेश के कालेजों में पढ़ाई के लिए 88 पुस्तकों की सूची जारी की गई है। इसमें अधिकतर पुस्तकों के लेखक राष्ट्रीय स्वयंसेवक संघ (आरएसएस) के विचारक हैं। उधर, इसको लेकर राजनीति शुरू हो गई है। कांग्रेस ने जहां सवाल उठाए हैं, वहीं भाजपा ने पलटवार किया है।

राज्य सरकार ने इसी सत्र से पढ़ाई शुरू कराने के निर्देश उच्च शिक्षा विभाग को दिए हैं। उच्च शिक्षा विभाग ने इसके लिए सभी सरकारी व निजी कालेजों में भारतीय ज्ञान परंपरा प्रकोष्ठ स्थापित करने के निर्देश दिए हैं। इस प्रकोष्ठ में भारतीय ज्ञान परंपरा से जुड़ा साहित्य उपलब्ध रहेगा। सभी कालेजों को जनभागीदारी समिति की निधि से पुस्तक खरीदने के निर्देश हैं।

ये पुस्तकें पढ़ाई जाएंगी: विभाग ने जो पुस्तकों की सूची उपलब्ध कराई गई है, उसमें चरित्र निर्माण एवं व्यक्तित्व विकास, शिक्षा स्वामी विवेकानंद, संयम और सदाचार, भूले न भुलाये, वैदिक गणित विहंगम दृष्टि, वैदिक गणित वर्तमान एवं भविष्य, पर्यावरण प्रेमी भारतीय दृष्टि, स्वभाषा लाओ-अंग्रेजी हटाओ, अंग्रेजी माध्यम का भ्रमजाल, भारतीय न्याय व्यवस्था की उपनिवेशवाद से मुक्ति, भारत का धार्मिक इतिहास, नेताजी सुभाष चंद्र बोस, सांस्कृतिक राष्ट्रवाद के चार अध्याय, भारत क्या है?, ऋग्वेद का दार्शनिक तत्व, नए भारत का निर्माण, अटल बिहारी वाजपेयी-शिक्षा संवाद, शिक्षा में भारतीयता-एक विमर्श सहित 88 पुस्तकें शामिल हैं।

इन संघ विचारकों की पुस्तकें शामिल: विभाग ने सभी कालेजों को जिन लेखकों की किताबें खरीदने के निर्देश दिए हैं, उनमें संघ विचारक डा. अतुल कोठारी, दीनानाथ बत्रा, देवेंद्र राव देशमुख, डा. गणेशदत्त शर्मा, सुरेश सोनी, डा. सतीशचंद्र मित्तल सहित कई लेखकों की किताबें शामिल हैं।



- सुरेश सोनी, दीनानाथ बत्रा, अतुल कोठारी समेत कई चिंतकों की 88 पुस्तकें शामिल
- राजनीति भी शुरू, कांग्रेस ने जहां सवाल उठाए हैं, वहीं भाजपा ने किया पलटवार

किस लेखक की कितनी किताबें

लेखक	किताबें
दीनानाथ बत्रा	14
डा. अतुल कोठारी	10
स्वामी विवेकानंद	चार
सुरेश सोनी	तीन
डा. कैलाश विश्वकर्मा	तीन
देवेंद्र राव देशमुख	तीन
एनके जैन	दो
प्राणनाथ पंकज	दो
राकेश भाटिया	दो

कांग्रेस बोली-आदेश खत्म करेंगे, भाजपा ने पूछा-आपत्ति क्यों

भारतीय ज्ञान परंपरा की पढ़ाई के लिए पुस्तकों की सूची जारी होते ही राजनीति भी शुरू हो गई हैं। प्रदेश कांग्रेस अध्यक्ष के मीडिया सलाहकार केके मिश्र ने एक्स पर कहा कि जिन पुस्तकों के नाम सूची में शामिल हैं, उनके लेखकों का शिक्षा जगत से कोई लेना-देना नहीं है। वे सिर्फ एक विचारधारा विशेष को ही समर्पित रहे हैं। कांग्रेस सरकार बनने पर हम इस आदेश को खत्म कराएंगे। इस पर भाजपा ने पलटवार किया है। भाजपा के प्रदेश मंत्री रजनीश अग्रवाल ने कहा कि भारत केंद्रित शिक्षा व्यवस्था से कांग्रेस को आपत्ति क्यों है? कोई भी विषय आपत्तिजनक और गैर संवैधानिक नहीं है तो आपत्ति क्यों? कांग्रेस का पूर्वाग्रह गैर संवैधानिक है।

राष्ट्रीय सहारा, 15 अगस्त 2024, पेज नं 8

'पुस्तकालय विज्ञान में रंगनाथन का योगदान अविस्मरणीय'

नई दिल्ली (एसएनबी)। लाइब्रेरियन डे के अवसर पर पीजीडीएवी कॉलेज (सांध्य) दिल्ली विश्वविद्यालय ने भारत में पुस्तकालय विज्ञान के जनक पद्म श्री डॉ. एसआर रंगनाथन की जयंती मनाई। इस मौके पर कॉलेज प्राचार्य प्रोफेसर रवीन्द्र कुमार गुप्ता ने कहा कि पुस्तकालय विज्ञान के क्षेत्र में डॉ. एसआर रंगनाथन का अभूतपूर्व योगदान है। लाईब्रेरी साइंस में आज जो भी परिवर्तन हो रहे हैं, उसकी नींव रखने का श्रेय देश के पहले विश्वविद्यालय पुस्तकालयाध्यक्ष उन्हीं को जाता है। इस मौके पर प्रोफेसर नागेंद्र शर्मा, प्रोफेसर नीलोत्पल मृणनाल, एसोशिएट प्रोफेसर संगीता शर्मा, पवन कुमार मैठानी, असिस्टेंट प्रोफेसर डॉ. मयंक पांडेय, असिस्टेंट प्रोफेसर रनकेश मीणा, प्रोफेसर अनिता बजाज, प्रोफेसर मृदुला अरोड़ा, एसोसिएट प्रोफेसर रेणुकाधर बजाज, डॉ. राजकुमारी पांडेय, उदिता अग्रवाल, रमेश कुमार आदि उपस्थित थे।

Financial Express, 15 August 2024, Page No. - 8

Education can't be political capital



BADRI NARAYAN

Director, GB Pant Social Science Institute

The AAP and other forces, who project themselves as the messiahs of educating the masses, should start reviewing the social impact of their claims

EDUCATION IS ONE of the biggest desirables in a developing country like India. Post-1990, the Indian economy transformed into one that is neoliberal, centred around education, technology, and development mobility among both the rural and urban population. Education is a big dream, especially among the marginal, deprived, and poor sections of the population. Bhim Rao Ambedkar inspired these communities "to educate, agitate, and organise". Gauging this deep desire of education among a large section of the populace, many parties developed their electoral politics around it.

The Aam Aadmi Party (AAP), led by Arvind Kejriwal, came to the political scene around 2010, and weaved its politics around the anti-corruption movement led by Anna Hazare. It formed government in Delhi in 2013, and has constantly remained in power since then. After first coming to power, it organised its electoral politics around providing access to quality education and healthcare for the masses. Mobilisation worked well in the party's favour. To show education as an attractive mobilisational constituent of its politics, the state government proposed a design of the Delhi model of education after 2015, describing it as the "Delhi government revolution". The central focus of this over-asserted model is on school education.

The AAP favoured developing physical infrastructure, preparing a trained and innovative teaching community, and a novel course restructuring for school education in Delhi. The Delhi government also enhanced its budget for the education model. Education as an emancipatory project for the poor and marginal communities also attracted intellectuals and journalists, both domestic and international. The Delhi government made special attempts to project its model of education prominently through the media and educational surveys by foreign rating agencies. It seemed to have paid off, providing an electoral dividend to the party in a big way. But just after a few years, the model started getting exposed by various agencies through their evaluation on multiple indicators.

According to media reports, studies, and petitions filed in courts, the Delhi model has several problems, contradictions, and failures

On the indicator of school-classroom ratio, this model crumbled. It is reported that many Delhi government schools have 190 students in each classroom. Through various news reports, it came to light that some schools have a strength of 100 students in every classroom. However, Right to Education norms suggest that only 30 and 35 students should be in each primary and secondary classroom respectively. Owing to these big numbers, many students are forced to sit in the verandahs or stay at home during the monsoon. In one of the petitions filed in the Delhi High Court, it is argued that students get access to only two hours of teaching a day or are told to attend school on alternative days.

These factors affected the entire system of Delhi schools. It decreased the quality of teaching, making students disinterested. In recent years, the percentage of failures among students has increased — in a recent report, it was discovered that in Class 9th of Delhi government schools, 36% of students failed, and in 2022, 42% of such students dropped out. The collapse of the system of education which the AAP tried to build ended up making the students feel disillusioned.

These facts highlight the ground reality of the AAP's claims on Delhi's school education; however, it is still used as electoral capital. It is common knowledge that present-day politics mostly has nothing to do with ground realities, and everything to do with perception and narrative-building. Following this, "the Delhi education model" is being used by the party as one of the important constituents in its perception politics. Its IT cell, narrative-building groups, intellectuals, and media are still propagating the Delhi model as empowering and emancipatory. However, according to various media reports, studies, and petitions filed in courts, it has several known problems, contradictions, and failures.

Education should not be used as political capital. It is supposed to transform the present and future of communities. We, as citizens, need to follow the advice of eminent educationist Paulo Freire, who wrote the fundamental book on educating the masses, titled *Pedagogy of the Oppressed*. He wrote, "The more radical the person is, the more fully he or she enters into reality, so that, knowing it better, he or she can better transform it." Using education as merely political capital may be disastrous for the future of the people, society, and the nation itself. The AAP and other political forces, who project themselves as the messiahs of educating the masses and changing lives of the oppressed and marginal communities, should start with reviewing the social impact of their claims, and ensuring that they live up to what they promise. As advocated by Ambedkar, education is one of the foundational elements for empowering people, especially from the marginalised communities. We need to embrace his dream delicately and sensitively. More importantly, parties should avoid using education for their political means and ends.

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CBSE releases advisory on use of NCERT textbooks with new guidelines

Schools must adhere to NCERT/SCERT textbooks, exercise caution with supplementary materials, and ensure content is free of objectionable material, per updated CBSE by-laws

By India Today Research Bureau



Image by PTI

Aug 14, 2024 Share (whatsapp://send?text=https://bestcolleges.indiatoday.in/news-detail/cbse-releases-advisory-on-use-of-ncert-textbooks-with-new-guidelines) (https://www.facebook.com/sharer/sharer.php?u=https://bestcolleges.indiatoday.in/news-detail/cbse-releases-advisory-on-use-of-ncert-textbooks-with-new-guidelines) (http://twitter.com/share?url=https://bestcolleges.indiatoday.in/news-detail/cbse-releases-advisory-on-use-of-ncert-textbooks-with-new-guidelines)

The Central Board of Secondary Education (CBSE) has issued a new advisory concerning using NCERT textbooks in schools, along with proposed amendments to the existing Affiliation By-laws 2018. According to the official notification, these changes are intended to ensure that schools follow the recommended guidelines for textbook usage and take stringent measures to avoid any content that could be deemed objectionable.

The advisory highlights modifications to Chapter 2, Clause 2.4.7 of the Affiliation By-laws 2018, which are now in effect as of the date of this notification.

In the existing guidelines, schools can prescribe NCERT textbooks for classes and subjects where these are available. However, if textbooks from private publishers are used, schools must ensure that the content does not offend any class, community, gender, or religious group. Additionally, schools are required to list all prescribed books on their websites, with a declaration signed by the Manager and Principal, confirming that they have reviewed the content and accept responsibility for it. Should any objectionable content be found in the prescribed books, the school will be held accountable and could face disciplinary action from the Board.

Classes I to VIII: Schools are strongly advised to use NCERT/SCERT textbooks, supplemented by additional material aligned with the National Curriculum Framework for Foundational Stage (NCF-FS) and the National Curriculum Framework for School Education (NCF-SE). This supplementary material should contain essential core content along with discussions, analyses, examples, and applications.

Classes IX to XII: Schools are required to mandatorily follow NCERT textbooks as outlined in the CBSE curriculum. For subjects where NCERT/SCERT books are unavailable, schools must use CBSE-approved books from the website. Supplementary material and digital content can be utilised to enhance the learning experience, provided they align with the NCF-SE. The selection of supplementary materials and digital content must be handled with extreme care to avoid any content that could potentially offend any section of society.

Additionally, schools must publish a list of prescribed books for all classes on their website, accompanied by a declaration signed by both the Manager and Principal, affirming that they have reviewed and taken responsibility for the content. Should any school prescribe books with objectionable content, the school will be held accountable, and appropriate action will be taken by the Board.

The CBSE's guidelines underscore the importance of adhering to NCERT/SCERT textbooks while exercising caution in selecting supplementary materials to ensure that they remain free of any content that might be considered offensive.

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CBSE Issues New Guidelines for Using NCERT Books in Schools

August 14, 2024 in Education



CBSE Issues New Guidelines for Using NCERT









New Delhi: The Central Board of Secondary Education (CBSE) has issued updated guidelines for schools on the use of textbooks published by the National Council of Educational Research and Training (NCERT). These guidelines aim to ensure consistency in educational resources and teaching standards across all CBSE-affiliated schools.

The new guidelines include the following key points:

- – Preferred Resource: NCERT books are recommended as the primary educational resource for all grades in CBSE-affiliated schools.
- – Flexibility: Schools are not mandated to use only NCERT textbooks but are strongly encouraged to align their curriculum with NCERT content.
- – Availability: Schools must ensure easy access to NCERT books for all students and are encouraged to utilize digital versions available on the NCERT website and ePathshala app.
- – Supplementary Materials: Any supplementary materials used alongside NCERT books should align with the prescribed syllabus to avoid deviations from the core curriculum.
- – Cost Consideration: Schools should avoid recommending non-NCERT books that could impose additional financial burdens on students.

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CBSE Issues Fresh Guidelines On Usage Of NCERT Books For Classes 1 to 12

• Curated By: Sukanya Nandy • News18.com • Last Updated: AUGUST 14, 2024, 16:33 IST • New Delhi, India



For classes 9 to 12, CBSE has advised schools to mandatorily use NCERT textbooks prescribed by the board (Representational/ PTI Image)

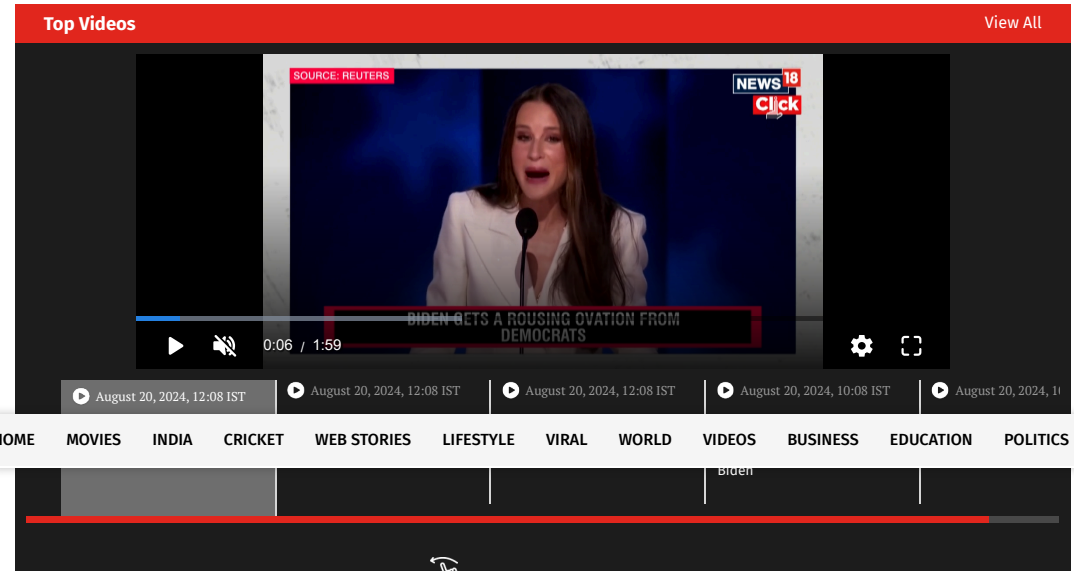
As per the proposed amended rules, the schools have been directed to strictly use the NCERT/SCERT textbooks and take extreme care when selecting any supplementary materials.

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The Central Board of Secondary Education (CBSE) has issued fresh guidelines regarding the use of NCERT textbooks in schools. As per the proposed amended rules, the schools have been directed to strictly use the NCERT/SCERT textbooks and take extreme care when selecting any supplementary materials.

For classes 1 to 8, schools have been asked to follow NCERT/SCERT textbooks however they may use supplementary materials as per requirement but it must align with the National Curriculum Framework for Foundational Stage (NCF-FS) and National Curriculum Framework for School Education (NCF-SE). The chosen materials must contain the essential core content, states the proposed amended rule issued by the board.

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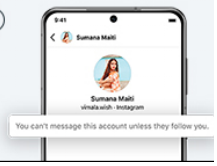
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For classes 9 to 12, CBSE has advised schools to mandatorily use NCERT textbooks prescribed by the board. In cases where NCERT/SCERT books are unavailable, the schools must use the CBSE books available on the board's website. Schools can use supplementary materials if required. They can also use any digital content but it must be in line NCF-SE. They must cross-check that the supplement books do not include any objectionable content that could offend any community, gender, or religious group, the central board said in its official notice.

As per the existing Bye-Laws 2018, schools affiliated to the board were allowed to refer to NCERT textbooks in subjects where they are available. If schools choose to use books from private publishers, they must ensure that these books do not contain any content that could offend any class, community, gender, or religious group. Schools were also required to publish a list of prescribed books on their website which must contain a written declaration signed by both the Manager and the Principal stating they went through the contents of the books. In case of any objectionable content in the supplementary books, the school will be held accountable.



About the Author

SUKANYA NANDY *Sukanya Nandy is a sub-editor at News18.com. She has been writing and reporting for the education and careers section of the website since 2021. She c...*Read More

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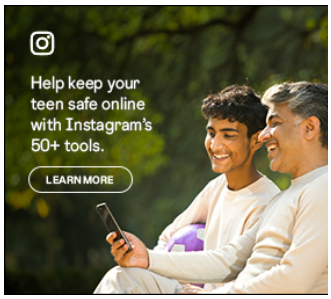
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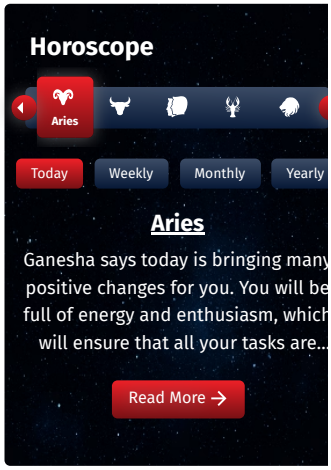
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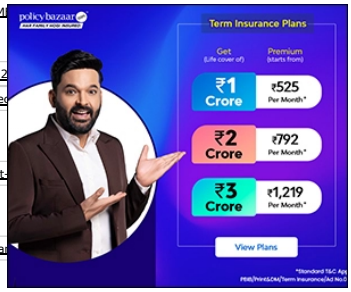
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CBSE Mandates NCERT Textbooks for Schools: New Guidelines Effective Immediately

Sanjay Sharma (Https://Timesofindia.Indiatimes.Com/Toireporter/Author-Sanjay-Sharma-479235206.Cms) / TOI Education / Aug 1, 2024, 10:15 IST

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The CBSE has revised its Affiliation Bye-Laws to mandate the use of NCERT textbooks for schools, effective immediately. The new guidelines, detailed in Chapter 2, Clause 2.4.7, ... Read More



CBSE Enforces NCERT Textbooks for Schools

NEW DELHI: The Central Board of Secondary Education (CBSE) has introduced significant amendments to its Affiliation Bye-Laws, focusing on the mandatory use of NCERT textbooks in schools across India. These changes, outlined in Chapter 2, Clause 2.4.7 of the Affiliation Bye-Laws 2018, aim to ensure uniformity in educational content and safeguard against any objectionable material.

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- Court will order a re-exam
- Uphold the current system
- Introduce changes
- Completely overhaul

The revised guidelines, which have been issued by CBSE Secretary Himanshu Gupta, come into immediate effect, underscoring the Board's commitment to maintaining high standards in school education.

Amendments for Classes I to VIII

The revised guidelines strongly advise schools to adhere to NCERT (National Council of Educational Research and

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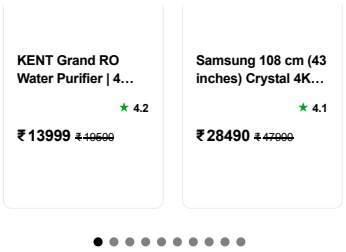


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Training) or SCERT (State Council of Educational Research and Training) textbooks for students in Classes I to VIII. However, schools may supplement these with additional materials, provided they align with the National Curriculum Framework for Foundational Stage (NCF-FS) and National Curriculum Framework for School Education (NCF-SE). The CBSE emphasises that any supplementary materials chosen should not only reinforce the core content but also include discussions, analysis, examples, and practical applications.

This approach underscores the importance of a comprehensive educational experience, where students gain not only theoretical knowledge but also an understanding of its real-world applications. By aligning supplementary materials with national curriculum frameworks, the CBSE ensures that students receive a well-rounded education that is consistent across different states and schools.

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Mandatory NCERT Books for Classes IX to XII

For students in Classes IX to XII, the CBSE has made it mandatory for schools to use NCERT textbooks as prescribed in the CBSE curriculum. In instances where NCERT or SCERT textbooks are not available for certain subjects, schools are instructed to use CBSE books that are available on the Board's official website.

Schools may still incorporate supplementary materials and digital content to enhance the learning experience, but with strict adherence to the alignment with NCF-SE. The use of digital content is particularly encouraged as a means to augment traditional textbooks, providing students with a more dynamic and engaging learning experience.

Safeguarding Content Sensitivity

A key aspect of the revised guidelines is the emphasis on content sensitivity. Whether using supplementary materials, digital content, or books from private publishers, schools are required to exercise extreme caution. The CBSE stresses that no educational content should contain material that could be deemed objectionable or offensive to any class, community, gender, or religious group. This directive is in line with CBSE's broader commitment to fostering an inclusive and respectful learning environment for all students.

Accountability and Transparency

To ensure accountability, the CBSE has reiterated the requirement for schools to publicly disclose the list of prescribed books for all classes on their websites. This list must be accompanied by a written declaration, signed by both the Manager and the Principal of the school, affirming that they have thoroughly reviewed the contents of the prescribed books and take full responsibility for them. In the event that a school is found to be using books with objectionable content, the responsibility will lie with the school, and the CBSE will initiate appropriate action.

End of Article

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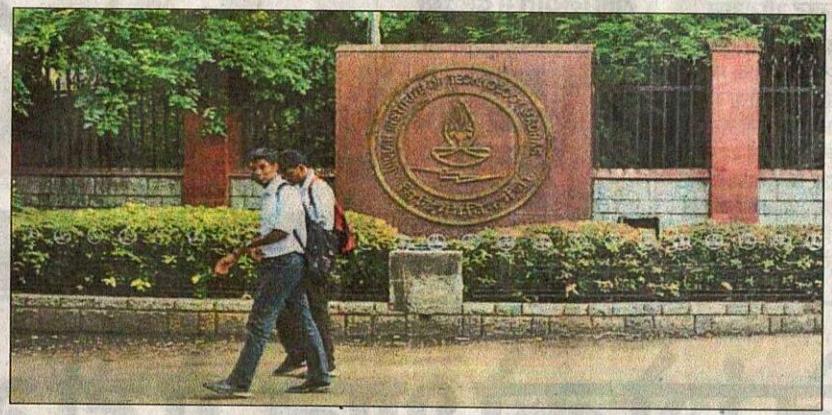
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एनआईआरएफ जैसी राष्ट्रीय रैंकिंग में स्थानीय संस्थानों की जो तरक्की दिख रही है, वह दिन दूर नहीं, जब अंतरराष्ट्रीय मापदंडों पर ये संस्थान खुद को साबित करने में सक्षम होंगे।

देश के शैक्षणिक संस्थानों के वरीयता-क्रम में सरकारी शिक्षण संस्थानों का दबदबा सुकूनदेह है। राष्ट्रीय संस्थागत रैंकिंग फ्रेमवर्क (एनआईआरएफ) की नई रैंकिंग यही तस्दीक कर रही है कि चमक-दमक में निजी संस्थानों से उन्नीस रहने वाले सरकारी संस्थान शिक्षा-गुणवत्ता के मामले में अब भी अपनी हैसियत बचाकर रखे हुए हैं। हालांकि, इस बार की रैंकिंग में कुछ मापदंडों पर निजी शिक्षण संस्थान भी सौ-डेढ़ सौ साल पुराने सरकारी संस्थानों पर बीस साबित हुए हैं।

एनआईआरएफ की यह अब तक की नौवीं रैंकिंग है और इसमें भाग लेने वाले शिक्षण संस्थानों की संख्या में 250 फीसदी से अधिक की वृद्धि हो चुकी है। साल 2016 में जब इसकी शुरुआत हुई थी, तब इसमें करीब 3,500 शिक्षण संस्थानों ने अपना आवेदन भेजा था, जबकि इस साल प्रतिभागी संस्थानों की संख्या 10,000 से ज्यादा थी। चूंकि अपने देश में उच्च शिक्षण के लगभग 58,000 महाविद्यालय या विश्वविद्यालय हैं, इसलिए माना जा रहा है कि अगले कुछ वर्षों में इसमें कई अन्य संस्थान भी अपनी भागीदारी निभाएंगे और भारत की उच्च शिक्षा की कहीं अधिक सार्थक तस्वीर हमें मिल सकेगी।

इस रैंकिंग का लाभ यह हुआ है कि इससे शिक्षण संस्थानों में आपसी प्रतिस्पर्द्धा बढ़ी है। यह प्रतिद्वंद्विता सरकारी बनाम निजी संस्थानों की ही नहीं है, बल्कि सरकारी और निजी क्षेत्रों में अंदरखाने भी आपस में एक-दूसरे से आगे निकलने की होड़ मच गई है। इस रैंकिंग में एम्स, 21 आईआईएम, 20 आईआईटी और 50 से अधिक सरकारी विश्वविद्यालय ही अच्छा नहीं कर रहे हैं, बल्कि कुछ निजी संस्थानों ने भी अपना दमखम दिखाया है। यह एक स्वस्थ प्रतिस्पर्द्धा है, जिसकी भरपूर प्रशंसा की जानी चाहिए। संस्थानों को अब यह पता चल रहा है कि वे एक-दूसरे से कितने बेहतर हैं या किन-किन क्षेत्रों में उनको और मेहनत करनी होगी? संभवतः यह [illegible] वजह है कि इस



रैंकिंग में भाग लेने वाले संस्थानों की संख्या साल-दर-साल बढ़ रही है।

इसका एक फायदा यह भी हुआ है कि शिक्षण संस्थानों की गुणवत्ता बढ़ रही है और वे अंतरराष्ट्रीय रैंकिंग के लिए तैयार होने लगे हैं। तमाम संस्थानों में ऐसे विशेषज्ञ बढ़े हैं, जो इस रैंकिंग से जुड़े आंकड़ों का विश्लेषण करते हैं और उसके अनुसार अपने संस्थान की बेहतरी की नीतियां बनाते हैं। अब तक हमारे आईआईटी और आईआईएम ही अपनी शैक्षणिक गुणवत्ता व पहचान के कारण अंतरराष्ट्रीय वरीयता-क्रम में जगह बनाते रहे हैं, लेकिन जैसी तरक्की राष्ट्रीय रैंकिंग में स्थानीय संस्थानों की दिख रही है, वह दिन दूर नहीं, जब अन्य शिक्षण संस्थान भी अंतरराष्ट्रीय मापदंडों पर खुद को साबित करने में सक्षम होंगे।

हालांकि, यह तभी हो सकेगा, जब इसकी कुछ कमियों पर हम ध्यान देंगे और उनको जल्द से जल्द दूर करने की कोशिश करेंगे। उदाहरण के तौर पर, इस रैंकिंग का ज्यादा लाभ उन्हीं संस्थानों को मिल रहा है, जो शीर्ष क्रम पर शुरू से काबिज हैं। उन संस्थानों में ही अच्छे शिक्षक दिखते हैं, वहीं अच्छे छात्र-छात्राओं की संख्या ज्यादा है, वहीं का बुनियादी ढांचा बेहतर नजर आता है और वहीं का शैक्षणिक माहौल सुधरता दिखता है। यह सही है कि अब बड़े-बड़े कारोबारी भी शिक्षा क्षेत्र में उतर आए हैं, जिसका फायदा हमें मिल रहा है, लेकिन दुर्भाग्य से कुछ व्यवसायी अब भी शिक्षा को एक व्यवसाय की नजर से ही देखते हैं, जबकि हिन्दुस्तान का कानून इसकी इजाजत नहीं देता। सरकार और शीर्ष अदालत की नजर में पठन-पाठन आज भी 'नॉट फॉर प्रॉफिट' कर्म है, यानी उन्होंने शिक्षा को व्यवसाय मानने या इससे लाभ कमाने की इजाजत नहीं दी है।

सवाल यह भी है कि बीते आठ वर्षों में, जब से इस रैंकिंग की शुरुआत हुई है, हम अपने शिक्षण संस्थानों को कितना समग्र बना सके हैं? इस रैंकिंग में शुरुआती पायदानों पर मौजूद संस्थान तो अनवरत अच्छा कर रहे हैं, लेकिन जो शिक्षण संस्थान औसत गुणवत्ता के हैं, उनकी सेहत हम कितनी सुधार पाए हैं? हमारी सरकारों ने यह सोचकर इंजीनियरिंग या प्रबंधन संस्थानों के लाइसेंस मुक्त हाथों से बांटें, ताकि वंचित इलाकों तक भी यह पढ़ाई पहुंच सके और वहां के बच्चे भी बिना अवसर गंवाए सुगमता से इसे पढ़ सकें। मगर इस नीति का एक नुकसान यह हुआ है कि अब गांव-गांव में उच्च तकनीकी संस्थान खुल चुके हैं। इन संस्थानों में बुनियादी ढांचे का अभाव तो है ही, अच्छे शिक्षकों का भी भारी अभाव है। वहां प्रायोगिक कक्षाएं तक नहीं कराई जातीं। इसी कारण उनमें साल-दर-साल सीटें खाली रहने लगी हैं। दुर्भाग्य से यह रैंकिंग ऐसे संस्थानों को प्रतिस्पर्द्धा में लाने में सफल होती नहीं दिख रही। वे और पिछड़ती नजर आ रही हैं, क्योंकि अच्छे विद्यार्थी अच्छे संस्थानों में दाखिला लेना पसंद करते हैं, फिर चाहे कोई इंजीनियरिंग या मैनेजमेंट कॉलेज उनके गांव में ही क्यों न हो। आंकड़ों की मानें, तो देश भर में तकरीबन 20,000 संस्थान ऐसे हैं, जहां विद्यार्थियों की संख्या 500 भी नहीं है। जाहिर है, निचले स्तर तक पूरे शिक्षण प्रणाली को इस रैंकिंग या प्रतिस्पर्द्धा का लाभ तभी मिल सकेगा, जब इसे और समग्र बनाया जा सकेगा।

यह अच्छी बात है कि इस रैंकिंग में विविधता भी एक मापदंड है, जिसके तहत यह देखा जाता है कि शिक्षण संस्थान में राज्य से बाहर के कितने छात्र पढ़ते हैं या वहां छात्राओं की संख्या कितनी है? इससे शिक्षण संस्थानों के अखिल भारतीय स्वरूप को परखा जाता है। हम चाहें, तो इस विविधता को और व्यापक बना सकते हैं, ताकि संस्थान और अधिक समग्र बन सकें।

भारत में गुणवत्तापूर्ण शिक्षा के तीन पहलू माने जाते हैं- इनपुट (यानी, अच्छे शिक्षक, समृद्ध पुस्तकालय, बेहतर बुनियादी ढांचा, शैक्षणिक माहौल, छात्र-गुणवत्ता आदि), प्रोसेसिंग (शिक्षकों के पढ़ाने का तरीका, छात्रों में बढ़ती समझ, संस्थान का बेहतर संचालन आदि) और आउटकम (परिणाम, गुणवत्तापूर्ण छात्र तैयार करना आदि)। एनआईआरएफ रैंकिंग भी इसी मॉडल पर आधारित है, लेकिन यह एक मैन्युफैक्चरिंग मॉडल है, जिसकी अपनी कमियां हैं। चूंकि इस मॉडल को बनाने वाले आईआईटीयन थे, इसलिए उनकी सोच पर इंजीनियरिंग हावी थी और उन्होंने एक कारखाना की परिकल्पना करके यह मॉडल तैयार किया था। मगर हम विकेंद्रित शिक्षा के हिमायती हैं, इसलिए जरूरी है कि अपने रैंकिंग मॉडल के अंदर की गड़बड़ियों को दूर करें, तभी जाकर हमें विशेषकर गुणवत्तापूर्ण उच्च शिक्षा को समग्र बनाने में ज्यादा सफलता मिल सकेगी।

(ये लेखक के अपने विचार हैं)

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Home / India / Follow NCERT textbooks: CBSE to schools

Follow NCERT textbooks: CBSE to schools

TRIBUNE NEWS SERVICE
06:05 AM Aug 15, 2024 IST

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New Delhi, August 14

The Central Board of Secondary Education (CBSE) has amended its affiliation bylaws to mandate use of NCERT textbooks by schools. According to a notification by the CBSE, schools have been strongly advised to follow the NCERT/SCERT textbooks for Classes I to VIII.

Schools may use supplementary material as per their requirement, but it needs to be aligned with the NCF-FS (National Curriculum Framework for Foundational Stage) and NCF-SE (National Curriculum Framework for School Education). For Classes IX to XII, schools have to mandatorily follow the NCERT textbooks prescribed in the CBSE curriculum. — TNS

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NCERT books now must for classes 9-12 in CBSE schools

TNN / Updated: Aug 16, 2024, 03:45 IST

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The Central Board of Secondary Education (CBSE) mandated the use of NCERT textbooks for classes 9 to 12 starting this academic year. Schools were urged to use NCERT books for classes 1 to 8. Private publishers' books remain an option for subjects where NCERT ...Read More



MUMBAI: Central Board of Secondary Education (CB-SE) has made it compulsory for its schools to use textbooks from National Council of Educational Research and Training (NCERT) for classes 9 to 12 from this academic year. For classes 1 to 8, schools have been 'strongly' encouraged to use NCERT textbooks. Previously, schools had the choice to prescribe either NCERT textbooks or books by private publishers for all classes, reports Sandhya Nair.

As per a notification issued by CBSE on Monday, for subjects where NCERT books are not available for classes 9 to 12, schools should use the books uploaded on CBSE website.

The notification also stated that schools can use supplementary material and digital content for classes 9 to 12, as long as they are in line with National Curriculum Framework for School Education.

Principals have noted that parents of higher secondary students prefer private publishers' books as they help prepare children for competitive exams, while NCERT books are considered easier.

End of Article

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Ministry of Education

Shri Dharmendra Pradhan interacts with students, teachers, parents of PM SHRI Schools and alumni of Prerana Programmes

Empowering, encouraging and providing valuable exposure to the Amrit Peedhi is our priority - Shri Dharmendra Pradhan

Posted On: 15 AUG 2024 8:57PM by PIB Delhi

Union Minister for Education Shri Dharmendra Pradhan interacted with the students, teachers, and parents of PM SHRI Schools and alumni of Prerana Programmes who were specially invited to attend the 78th Independence Day Celebrations in New Delhi today. Minister of State for Education & Minister of State (IC), Ministry of Skill Development & Entrepreneurship Shri Jayant Chaudhary was also present at the event. Shri Sanjay Kumar, Secretary, Department of School Education & Literacy (DoSEL); Shri Vipin Kumar, Additional Secretary, DoSEL; Smt. Archana Sharma Awasthi, Joint Secretary, DoSEL; and other officials of the Ministry were also present at the event.

Shri Dharmendra Pradhan, while addressing the audience, expressed his pleasure in interacting with the special attendees and learning more about their experiences, dreams and aspirations. He said that interacting with them has reassured him that Bharat's future is in safe hands. Shri Pradhan also noted that the priority of the government is to empower, encourage, and provide a vast range of valuable exposure to the Amrit Peedhi of the country.





About PM SHRI School

PM SHRI School (PM Schools for Rising India) is a centrally sponsored scheme by the Government of India. This initiative is intended to develop more than 14500 PM SHRI Schools managed by Central Government/State/UT Government/local bodies including KVS and NVS in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students.

About Prerana

Prerana is a week-long residential program for selected students of class IX to XII. It is an experiential and inspirational learning program for students with the best-in-class technology where heritage meets innovation. A batch of 20 selected students (10 boys and 10 girls) attend the program, every week from various parts of the country.

Prerana program is running from a Vernacular School, established in 1888, in one of the oldest living cities of India, Vadnagar, Mehsana District, Gujarat. The school stands as a tribute to Vadnagar's indomitable spirit, a living city that has triumphed over challenges like earthquakes and natural calamities and is home to ancient heritage sites and monuments inhabited since the early historic period and in the modern day. The school signifies the fact that extraordinary lives often find their roots in ordinary foundations. Grounded in the timeless wisdom of India's rich civilization, this unique initiative embodies a vision aligned with the principles and ideals of Prime Minister Shri Narendra Modi, who is an alumnus.

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दैनिक जागरण, 17 अगस्त 2024, पेज नं - 2

नौवीं से 12वीं तक एनसीईआरटी की किताबें अनिवार्य होंगी



- केंद्रीय माध्यमिक शिक्षा बोर्ड ने अपने स्कूलों के प्रधानाचार्यों को इस संबंध में जारी किए निर्देश
- पहली से आठवीं तक की कक्षाओं को एनसीईआरटी की किताबों का उपयोग करने की सलाह

जागरण संवाददाता, नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने अपने स्कूलों के लिए शैक्षणिक वर्ष 2024-25 से नौवीं से 12 तक के लिए राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की पाठ्यपुस्तकों का उपयोग करना अनिवार्य कर दिया है। बोर्ड ने सभी स्कूलों के प्रधानाचार्यों को इस संबंध में निर्देश जारी किए। साथ ही स्कूलों को पहली से आठवीं तक की कक्षाओं के लिए, एनसीईआरटी की किताबों का उपयोग करने की सख्त सलाह दी है। वहीं, नौवीं से 12वीं तक के लिए सीबीएसई के पाठ्यक्रम के अनुरूप एनसीईआरटी की किताबें अनिवार्य तौर पर इस्तेमाल करने का निर्देश दिया है। बोर्ड ने कहा कि जिन विषयों के लिए एनसीईआरटी या एससीईआरटी की किताबें उपलब्ध नहीं हैं, वहां स्कूलों को सीबीएसई की वेबसाइट पर अपलोड की गई किताबों का उपयोग करना चाहिए। वहीं, स्कूली शिक्षा के लिए स्कूल नौवीं से 12वीं तक के लिए पूरक या डिजिटल सामग्री का उपयोग कर सकते हैं। बोर्ड ने निर्देश दिया कि पूरक सामग्री में चर्चा विश्लेषण, उदाहरण और अनुप्रयोग सहित आवश्यक मूल सामग्री शामिल होनी चाहिए। बोर्ड ने निर्देश दिया कि निजी प्रकाशकों की पुस्तकों का उपयोग करते समय स्कूलों को अत्यधिक सावधानी बरतनी चाहिए, ताकि किसी आपत्तिजनक सामग्री से समाज में किसी विशेष वर्ग, समुदाय या किसी भी धार्मिक समूह की भावना को ठेस न पहुंचे। स्कूलों को अपनी वेबसाइट पर सभी कक्षाओं के लिए निर्धारित पुस्तकों की सूची अपलोड करनी होगी। सूची में स्कूल प्रबंधक और प्रधानाचार्य की ओर से हस्ताक्षरित लिखित घोषणा होगी कि उन्होंने स्कूल द्वारा निर्धारित पुस्तकों की सामग्री को पढ़ लिया है और वे इसके लिए जिम्मेदार हैं।

सीबीएसई ने चेतावनी दी है कि अगर कोई स्कूल आपत्तिजनक सामग्री वाली निजी प्रकाशक की किताब उपयोग करता हुआ पाया जाता है, तो उसे ऐसी सामग्री के लिए जिम्मेदार पाया जाएगा और बोर्ड द्वारा उसके खिलाफ कार्रवाई की जाएगी। इससे पहले तक स्कूलों के पास सभी कक्षाओं के लिए एनसीईआरटी की पाठ्यपुस्तकें या निजी प्रकाशकों की किताबें का विकल्प होता था।

राष्ट्रीय सहारा, 17 अगस्त 2024, पेज नं - 2

शिक्षक संघ चुनाव को लेकर जीएसटीए ने आयोजित की सभा

■ नई दिल्ली (एसएनबी)।

शिक्षक संघ चुनाव को लेकर राजकीय विद्यालय शिक्षक संघ (जीएसटीए) ने सभा आयोजित की। बैठक का आयोजन जीएसटीए के महासचिव अजय वीर यादव ने किया। इसमें निर्णय लिया गया कि 16 अगस्त से सदस्यता के लिए रसीद बुक्स का प्रकाशन शुरू किया जाएगा और शिक्षक संघ के निष्क्रिय बैंक खाते को पुनः सक्रिय कराने के लिए बैंक अधिकारियों से बातचीत की जाएगी।

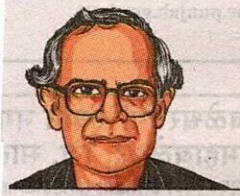
जीएसटीए के महासचिव अजय वीर यादव ने बताया कि सभा में उपस्थित शिक्षकों और नेताओं से विचार-विमर्श के बाद आम सहमति से तय किया गया कि नवंबर के अंतिम सप्ताह से पहले शिक्षक संघ चुनाव संपन्न कराए जाएंगे। इसके लिए संभावित तिथियां तय कर चुनाव का शेड्यूल तैयार किया गया। चूंकि शिक्षा विभाग ने वर्तमान में बड़े जिलों का विभाजन कर तीन नए जिले बनाए गए हैं, इसलिए इन जिलों के विस्तार के तहत तीन केंद्रीय कार्यकारिणी सदस्य और तीन जिला सचिवों के पद सृजित करने का निर्णय लिया गया।

इसके अलावा सदस्यता शुल्क में वृद्धि कर इसे 50 रुपए निर्धारित किया गया। सभा में अन्य कई महत्वपूर्ण बिंदुओं पर भी चर्चा की गई। अजय वीर यादव ने कहा कि मैं चुनाव कराने के लिए हरसंभव प्रयास करूंगा। इसके लिए यदि आवश्यकता पड़ी तो उपराज्यपाल से भी हस्तक्षेप की अपील की जाएगी।

The Indian Express, 17 August 2024, Page No. -12

Making it Right

State governments have been undermining Right to Education. Bombay HC verdict could help bring change



KRISHNA KUMAR

IT'S LIKE THE proverbial, unwilling horse: You can somehow take him to the pond, but cannot make him drink. Our system of elementary education had resisted compulsory universal enrolment for a century. And now, more than a decade has passed since the Right to Education (RTE) was promulgated, but the system continues to dither over its full implementation. Historically, it was the first law in school education to be passed by Parliament. Its promulgation conveyed great promise for millions of children. A new chapter in India's social history appeared to have opened. Early portents were bright — despite grim inter-state disparities in provision and performance, the overall picture suggested that elementary education and other child rights had at last gained social and systemic acceptance. That pleasant picture no longer looks either clear or bright.

The recent verdict given by the Bombay High Court indicates the kind of spanners that state governments have thrown in the RTE's track. That court set aside a government order issued earlier this year. Through this order, the Maharashtra government attempted to circumvent a major provision that RTE offers to children of the poorer sections of society. This provision calls upon unaided private schools to reserve one-fourth of their seats for the poor. The Maharashtra government's order said that private schools need not implement this provision if there is a government school within a distance of 1 kilometre.

Maharashtra is not the only state where the bureaucracy came up with this clever idea. The government gave two arguments in support of its order. One was about resources. If they are being spent for providing easy access to a government school, why should they be duplicated? This argument is rooted in the rule that the government will reimburse a private school for the cost of enrolling a poor child. Not the entire cost was to be reimbursed under this new rule; it was supposed to be equal to what the government spends per child in its own schools. The Maharashtra government's argument about avoiding duplication of expenditure refers to this rule.

The other argument put forward was about the Right to Education itself. It was not "absolute" in the sense that other fundamental rights are. This logic is quite popular; what is surprising is that a state government is using it, thereby revealing its lack of commitment to a law enacted by Parliament as a follow-up to a constitutional amendment. That the government of Maharashtra is not alone in its view of the RTE as a merely quasi-fundamental right indicates how difficult a journey awaits India's children in their search for justice. After the Bombay High Court's verdict upholding the RTE's sanctity, other state governments may well expect similar challenges to practices that are not compatible with RTE and its guidelines.

When the RTE was promulgated, it was expected to serve as a conscience raiser. The idea of giving every child the right to be at a school has waited for a long time. Gopal Krishna Gokhale tried to seek approval for it in the Imperial Legislative Assembly in 1911. He failed. RTE's approval by Parliament in 2010 was historic, but there was something even more historic in the RTE's provisions. They offered a rich pedagogic picture of what our elementary schools should be like. RTE turned the tenets of progressive pedagogy into law. Its greatest social gift was the mandate it gave for mixing children from different socio-economic backgrounds. It did this by compelling private unaided schools to allot one-fourth of their seats to children from economically weaker sections (EWS). Never before had such a bold measure been legislated to build long-term bridges in a stratified social order.

This provision was neither appreciated nor understood. It jarred with the entrenched belief in social hierarchy. Private schools saw RTE as an intrusion and they sought legal and political help to avoid implementing the EWS reservation. Some evinced willingness to do so, provided they could create a separate section for the EWS children rather than let them study with the others. Quite a few wanted to run afternoon classes. RTE did not allow any of these bypasses.

According to modern pedagogic theory, mixing of children from different backgrounds enriches learning. Few private schools saw it that way. They invoked all kinds of dark portents, such as adjustment problems that EWS children would face. They missed noticing the potential RTE offered for an enriched classroom environment. To their credit, there were some teachers who worked hard to translate RTE's vision into classroom reality and their effort created a new kind of ethos.

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The RTE's progress is far from reassuri
Amendments to the original Act have dent
several key aspects that were intended
make elementary education experientia
deep for children across the socio-econon
divide. The biggest failure of the system
live up to RTE's vision is in teacher training
has remained the weakest link in the poli
chain. About 15 years ago, the J S Ver
Commission, which was appointed by t
Supreme Court, gave clear-cut guidelines
revamp teacher training. Our system has e
sured that interest in these guidelines woul
n't last long. Interest in RTE itself has be
waning for some time now. What seem
like a new chapter in India's social histo
now looks like an aberration.

The Bombay High Court's verdict h
cleared the air. Will other states like Karnata
and Punjab also act on the verdict? In the
states, a parent can apply for the EWS ca
gory only if there is no government scho
within a one-km distance. Punjab's injuncti
is bizarre. Only if parents can't get admissi
to a government school can they take th
child to a private school and claim the EW
quota. An Act that was designed to protect t
rights of children is now being used to enal
private schools to exclude the poor with t
state's help and connivance.

The writer is a former NCERT director and t
author of Thank You, Gand

The Indian Express, 17 August 2024, Page No.-4

DOE DEADLINE TO VERIFY VACANCIES ENDS TODAY

Over 400 private schools in Capital yet to fill EWS seats

Issue persists despite legal mandates; the Right to Education Act requires pvt schools to reserve 25% seats

VIDHEESHA KUNTAMALLA
NEW DELHI, AUGUST 16

AS THE 2024-25 academic session approaches, Delhi's private schools are grappling with a persistent issue: unfilled seats, particularly those reserved for students from economically weaker sections (EWS).

The scope of the problem has been significant. In the 2023-24 academic year, nearly 6,000 of the 35,000 available seats across 2,001 recognised private schools remained unfilled, even after multiple rounds of admissions.

The Directorate of Education on August 9 issued a directive to schools that they must verify their EWS vacancies by Saturday. The schools have been instructed to admit all successful candidates allocated through the lottery system, which is used to assign students to schools by random selection. The directive emphasises that schools cannot deny admission by claiming "no vacancy."

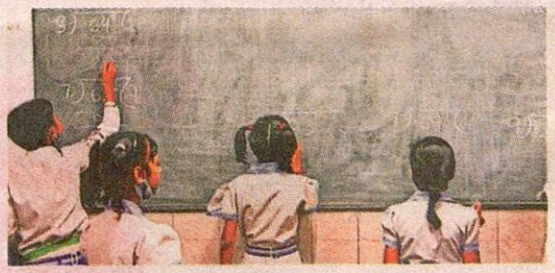
Documents accessed by *The Indian Express* reveal that approximately 450 EWS seats in Class 6 tentatively remain vacant across 403 private schools in the Capital for the 2024-25 academic session. The trend extends across multiple grades with Class 2 having 253 unfilled seats, 214 in Class 3, and Class 9 having around 260 vacancies.

The situation isn't limited to the EWS quota. The seats in the open category also show a significant number of tentative vacancies, with Class 6 having the maximum number of unfilled spots at 2,027. Other grades follow a similar pattern — 1,032 probable vacancies in Class 2; and 1,354 seats in Class 9 tentatively, according to the Directorate of Education (DoE) data as of August 9.

Max Fort School in Dwarka is one of the schools that has reported stark numbers with 108 open category seats vacant, and 27 EWS category tentative vacancies in Class 2 alone.

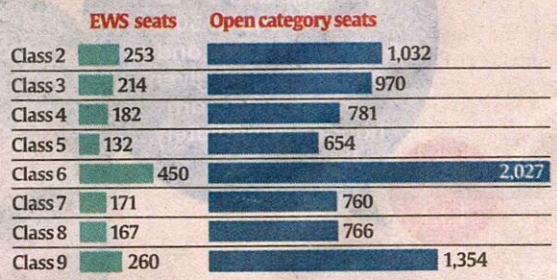
This persistent vacancy issue comes despite legal mandates. The Right to Education (RTE) Act requires private schools to reserve 25% of seats for children from weaker sections and disadvantaged groups. A recent petition in the Delhi High Court has spurred efforts to address EWS vacancies in higher grades.

Some of Delhi's most prestigious institutions, including branches of Delhi Public School and Modern School, have no vacancies.



The trend extends to open category seats too. *File*

VACANCIES IN 403 SCHOOLS IN CAPITAL*



*As of August 9

NCERT launches 'e-Jaadui Pitara' mobile app for teachers, parents and children; how does this work?

NCERT has launched the E Jaadui Pitara mobile app which is a tool for parents and teachers for the early development of their kids. They can access the rich content through this app emphasising play-based learning aligned with the New National Curriculum Framework.

Written By: Nidhi Mittal @nidhi_mittal09
New Delhi
Updated on: August 16, 2024 14:21 IST

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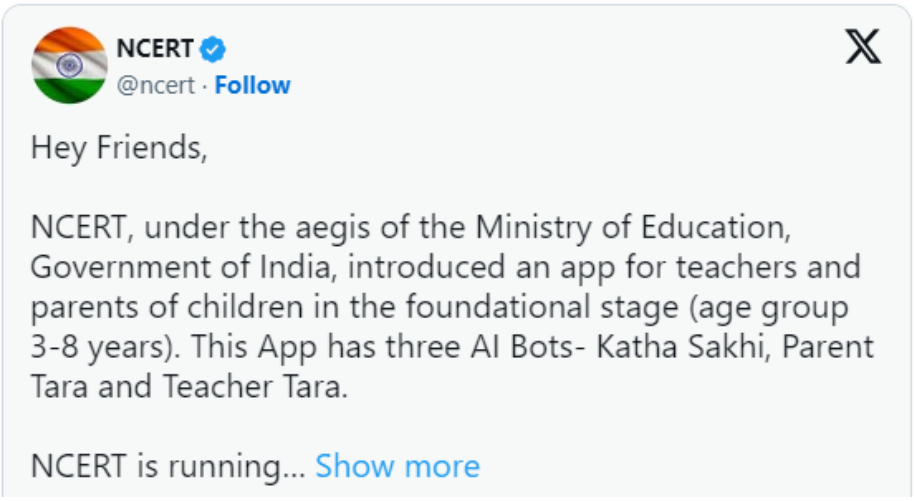
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The National Council of Educational Research and Training (NCERT), New Delhi, under the aegis of the Ministry of Education, Government of India has launched a mobile app, 'e-Jaadui Pitara' for students of basic level (age group 3-8 years) and their teachers and parents. The motive for launching this app is to develop skills among children along with fun activities, which will help in their personal growth and development.

Additionally, the council is also running a campaign called 'Prompt of the Day'. There are three AI bots in this app namely - Katha Sakhi, Guardian Tara and Teacher Tara. Teachers, parents, and students can ask questions to these chatbots and get answers of their choice instantly. Individuals will get answers to their queries instantly through these bots.





How do these chatbots work?

Individuals have to select language on the portal and then, they need to select any one out of the three AI chatbots to engage their child with. Here are the details of the bots.

- Katha Sakhi is for creating your own story.
- Parent Tara is for getting suggestions of activities that you can engage your children at home.
- Teacher Tara is for getting suggestions of activities that you can engage with your children at school.

Fun activities are also available

The app also has toys, games, puzzles, puppets, posters, flashcards, story cards, activity books for students, and handbooks for teachers. The council has developed this app for parents and teachers in early childhood development. They can access rich content emphasizing play-based learning aligned with the New National Curriculum Framework.

How to access 'Jaadui Pitara' app?

There are multiple options available to access 'Jaadui Pitara'. One needs to go through the Google Play store and download the app. These bots can also be accessed through WhatsApp and Telegram.

NCERT has shared WhatsApp number, and telegram ID to access these boats. To access this app through WhatsApp, one needs to text the e-Jaadui Pitara's WhatsApp number, 9599961445, or they can use telegram to access the facilities, 't.me/eJaaduiPitara_bot or through IVRS- 15108.

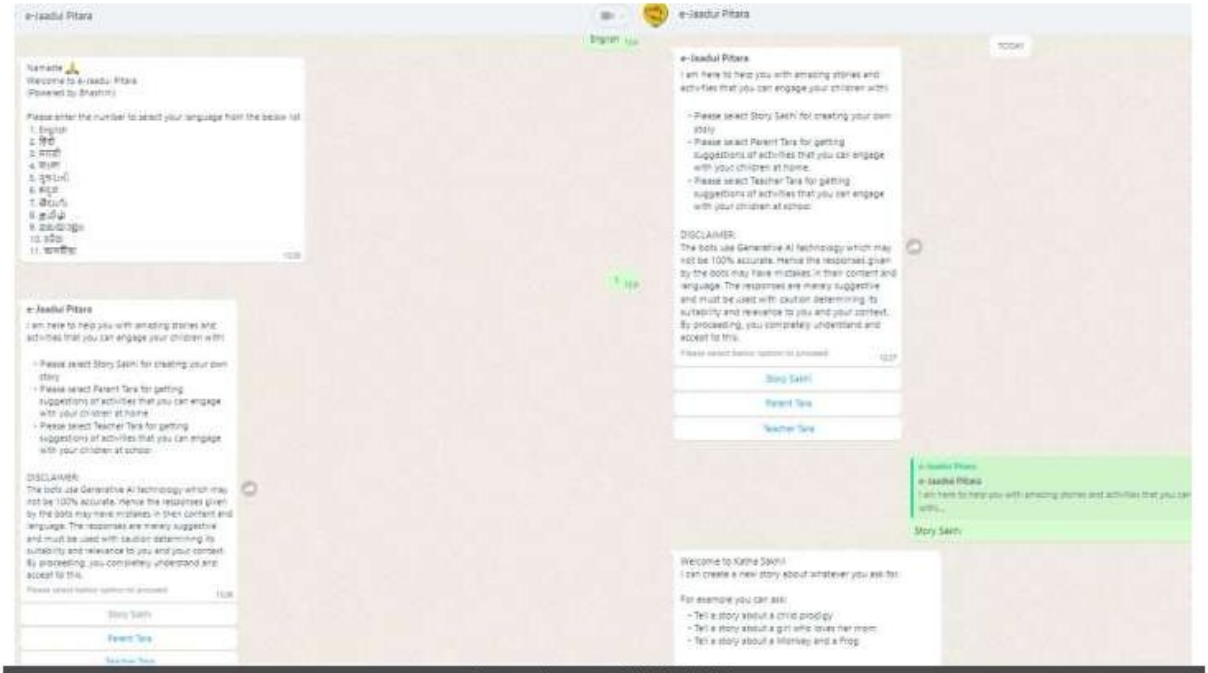


Image Source : WHATSAPP



CBSE mandates NCERT textbooks for Classes 9-12, encourages use for lower grades

ET Online • Last Updated: Aug 16, 2024, 04:16:00 PM IST

Synopsis
CBSE required the use of NCERT textbooks for classes 9 to 12, encouraging their use for younger grades. Prior to this, schools could choose between NCERT and private publishers. In the absence of NCERT books, schools should use resources from the CBSE website. Some parents believe private publishers offer better preparation for competitive exams.



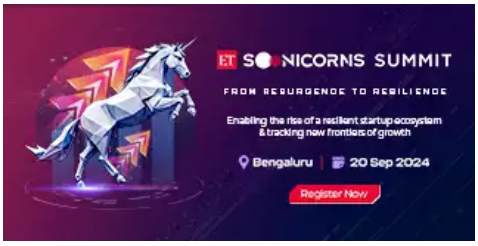
Representative.

The Central Board of Secondary Education (CBSE) has mandated schools to use textbooks from the National Council of Educational Research and Training (NCERT) for classes 9 through 12 starting this academic year, reported TOI. Moreover, for classes 1 to 8, schools have been strongly encouraged to use NCERT textbooks, as well.

Previously, schools had the option to choose between NCERT and private publishers for all grades, according to Sandhya Nair, noted the TOI report.

A CBSE notification issued on Monday specified that if NCERT textbooks are not available for classes 9 to 12, schools should use the books available on the CBSE website. It also allowed schools to use supplementary materials and digital content for these classes, provided they align with the National Curriculum Framework for School Education.





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The TOI report further noted that principals have observed that parents of higher secondary students often prefer books from private publishers, believing they better prepare students for competitive exams, whereas **NCERT books** are seen as less rigorous.

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हिन्दुस्तान, 18 अगस्त 2024, पेज नं-5

शिक्षा निदेशालय योजना पर काम कर रहा, उपस्थिति में सुधार और ट्रैकिंग में मदद का दावा

स्कूल में बच्चे के चेहरे से उपस्थिति दर्ज होगी

■ ललित कौशिक

नई दिल्ली। दिल्ली के स्कूलों में बच्चों की उपस्थिति फेस रिकग्निशन तकनीक के जरिए दर्ज करने की तैयारी है। शिक्षा निदेशालय ने चेहरा पहचान बायोमेट्रिक प्रणाली योजना पर काम शुरू कर दिया है। इसको लेकर बीते दिनों शिक्षा अधिकारियों की बैठक भी हुई, जिसमें इस पर विस्तृत चर्चा हुई।

बैठक में अधिकारियों के बीच पारदर्शिता में सुधार, भ्रष्टाचार कम करने और लोगों के बीच विश्वास बढ़ाने सहित कई दूसरे विषय को लेकर चर्चा हुई। इसमें चेहरा पहचान तकनीक से स्कूलों में उपस्थिति दर्ज करने पर जोर दिया गया। इससे उपस्थिति में सुधार और ट्रैकिंग में मदद मिलेगी। इसको लेकर चयनित स्कूलों में ट्रायल होगा। इस तकनीक को लागू करने के लिए स्कूल को कंप्यूटर सिस्टम, कैमरा, सॉफ्टवेयर सहित अन्य उपकरण उपलब्ध कराए जाएंगे, जिससे कि कोई परेशानी का सामना नहीं करना पड़े।

सामान्य दाखिले की स्वचालित निगरानी

बीते दिनों शिक्षा अधिकारियों की बैठक में निजी स्कूल शाखा के लिए स्वचालन योजना को लेकर चर्चा की गई। इसमें दिल्ली विकास प्राधिकरण (डीडीए) की जमीन पर आवंटित निजी स्कूलों में फीस वृद्धि के लिए मंजूरी प्रक्रिया को स्वचालित करने को लेकर विस्तृत बातचीत हुई। निजी स्कूलों में प्रवेश स्तर पर होने वाले सामान्य दाखिला की स्वचालित प्रणाली से निगरानी की जाए।

ट्यूशन फीस के लिए ऑनलाइन मॉड्यूल बनेगा

इसके अलावा निजी स्कूलों के उन्नत होने, स्कूलों की मान्यता का विस्तार करने, प्रबंधकीय योजनाओं की मंजूरी, परीक्षा फीस बढ़ोतरी, निरीक्षण निगरानी, अनिवार्यता प्रमाणपत्र प्रदान करने की प्रक्रिया को स्वचालित करने की योजना है। आर्थिक पिछड़ा वर्ग (ईडब्ल्यूएस) ट्यूशन शुल्क प्रतिपूर्ति दावे के लिए ऑनलाइन मॉड्यूल विकसित किए जाने पर भी बैठक में विस्तार से चर्चा हुई।

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MP govt orders officials to check on Madrasas forcing students to get religious education

According to the directions, physical inspection and verification will have to be carried out at all government-aided Madrasas to ensure that no Madrasas are violating Article 28(3) of the Constitution of India.



Representative image ANI

Express News Service

Updated on: 17 Aug 2024, 7:32 pm · 2 min read

BHOPAL: The Madhya Pradesh government has decided to act against government aided Madrasas, which are forcing students to get religious education or attend religious worship without students' or guardians' consent.

Acting on repeated communications and recommendations by the National Commission for Protection of Child Rights (NCPCR), Commissioner Shilpa Gupta issued a detailed order on Friday.

According to the directions, physical inspection and verification will have to be carried out at all government-aided Madrasas to ensure that no

Madrasas are violating Article 28(3) of the Constitution of India.

As per Article 28(3) of the Constitution, "No person attending any educational institution recognised by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached to it unless such person or, if such person is a minor, his guardian has given his consent thereto."

The Friday order also states for physical verification and inspection of the recognized government-aided Madrasas and relevant records to ensure that none of the students have been fraudulently enrolled for obtaining government grants.

The Commissioner (DPI) Shilpa Gupta has mentioned that the action is being initiated statewide following communication by the NCPCR and news reports about government-recognized/aided Madrasas fraudulently registering/enrolling non-Muslim students for obtaining government grants. It had also written to the state government about non-Muslim students being forced to get religious education and attend religious prayers without their parents' or guardian consent.

A total 9476 non-Muslim students were found enrolled in 1534 Madrasas across Madhya Pradesh

Taking to the social media platform X over the Madhya Pradesh government's decision to act tough with the erring Madrasas, NCPCR chairperson Priyank Kanoongo wrote, "Commendable step by the courageous MP CM Dr Mohan Yadav. Thank you very much for this prompt action on NCPCR's recommendation. All other states need to appreciate and replicate it."

The state's school education department had recently decided to cancel the recognition of 61 Madrasas in Sheopur and Ratlam districts for running on paper, just to get government grants.

According to the information provided by the Madhya Pradesh government to the NCPCR in January 2024, a total 9476 non-Muslim students were found enrolled in 1534 Madrasas across the state in 2022-23.

Maximum non-Muslim students were found to be enrolled in districts of Gwalior-Chambal region, including 2068 students in 68 Madrasas of Morena district, 1812 students in 78 Madrasas of Bhind district, 644 students in 28 Madrasas of Guna district, 523 students in 25 Madrasas of Ashok Nagar district and 369 students in 92 Madrasas of Sheopur district.

In Vindhya region (which also borders UP like the Gwalior-Chambal region) 1426 non-Muslim students were found enrolled in 111 Madrasas, while 428 students were found registered in 49 Madrasas of the adjoining Satna district.

Among the unrecognized Madrasas, a maximum 37 non-Muslim students were enrolled in one Madrasa of Bundelkhand region's Niwari district, while 19 students were enrolled in two Madrasas of Tikamgarh district of the same region.

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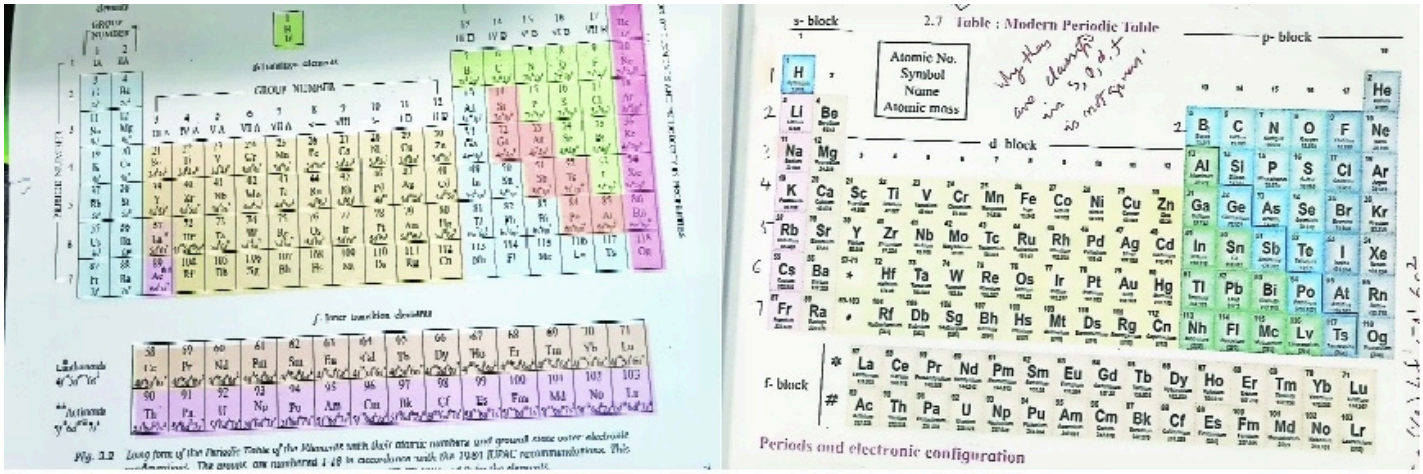
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Blunder In periodic table of Class X Science book

Date :17-Aug-2024

(/#whatsapp)



The table from NCERT chemistry Class XI book, in which 'La' and 'Ac' are placed correctly in 'd-block'. (Right) Table from the State Board's Science and Technology Part I Class X book, in which the elements are placed wrongly in 'f-block'.

(https://youtube.com/)

By Vikas Vaidya :

Well-known Chemistry expert Dr Mahendra Awode has pointed out a mistake in the Periodic Table of Science and Technology Part I book of Class X. Shockingly, the book brought out by the State Bureau has committed the blunder while the NCERT book has the correct table. Dr Mahendra Awode, ex-Head of the Department of Chemistry, Dr Ambedkar College, Deekshabhoomi, approached 'The Hitavada' with the mistake. Prof Awode said that in the Modern Periodic Table included in Chapter 2 of the Science and Technology Part 1 book of Class X, Lanthanum (La) and Actinium (Ac) have been placed in 'f-block' whereas they should be in the 'd-block'. "This is a glaring mistake. I have lodged a complaint with the Director of Maharashtra State Bureau of Textbook and Curriculum Research, Pune. Unfortunately, I haven't received any response.

I am speaking in the interest of students. They should not carry the incorrect table in their minds," he said. To prove his claim, Dr Awode produced the Oxford University Press' Chemistry 3rd Edition by Andrew Burrows. In this book also, 'La' and 'Ac' are shown rightly in 'd-block'. The book of Chemistry of Class XI brought out by National Council for Education Research and Training (NCERT) has also published the periodic table, in which 'La' and 'Ac' have been placed rightly in 'd-block'. "Someone may think that wrong placement of elements is a minor error, but this is not a small mistake. It can have a serious repercussions in the long term. A student who learns this wrong placement in his mind will fail in future. I request the authorities to correct this mistake immediately," Prof Awode urged.

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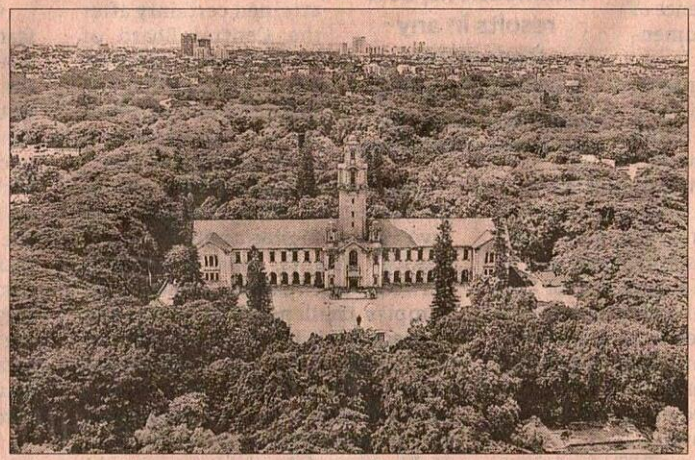
Financial Express, 19 August 2024, Page No. 7

DECODING NIRF 2024

A ranking that is rising up the ranks

How the NIRF has made a positive impact on the Indian higher education ecosystem

NARAYANAN RAMASWAMY & MANIGANDAN GANESAN



IISc Bangalore campus, judged India's best university by NIRF

THE RELEASE OF 'India Rankings' under the National Institutional Ranking Framework (NIRF) is an eagerly awaited day. A cross-section of stakeholders — higher education leaders, faculty, students, alumni, and employers — track the performance of institutions across ranking categories and parameters, which is a testament to the growing significance of the NIRF.

Nine years since it was launched (in 2016), the NIRF has come a long way in terms of participating institutions and ranking categories — over 6,500 unique institutions participated across 16 categories in 2024, which is 17% increase from 2023 (5,543 institutions) and 86% increase since the first edition in 2016 (3,500 institutions).

Learning set

These rankings have brought a greater focus towards outcomes, culture of maintaining data, and transparency in reporting by education institutions. This year, the ranking framework tracks adoption of multiple entry/exits, Indian knowledge system, and teaching in regional languages, which are key provisions in the National Education Policy 2020 (NEP). This is an indication of the growing emphasis that the government provides on the salient aspects of the NEP.

While we do see erstwhile top performers continuing to occupy top spots across categories, private universities are making strong progress in specific categories.

In the 'University' category, of the top-20 universities, nine are private deemed or state private universities. This is a big jump from 3-4 private universities that would feature in top-20 about five years ago. These top-ranked private universities have very high enrolment, averaging 28,000 students, compared to an average of 11,000 students in public universities. Operating at such scale allows these institutes to generate sufficient funds to invest in quality enhancement initiatives such as recruiting good faculty, maintaining healthy faculty-student ratio, and investing in research, all of which are critical to ranking excellence.

Strong performance in research indicators is crucial to overall ranking. Centrally Funded Technical Institutes, IIMs and Central Universities consistently rank high mainly due to their strong research output. Top-ranked private universities are also upping their game. As a case in point, amongst top-100 institutes ranked in the 'Overall' category, private deemed universities' share in total publications and citations stands at 23% and 22%, respectively. This is only behind IITs, which account for 24% of the total publications and 25% of the total citations received by top-100 institutes in the 'Overall' category. Although private universities are operating at a lower research productivity than Central Universities, their transformation from teaching-only institutes to teaching institutes with a strong research focus is underway. It is commendable to see the rise of Indian private educators in catering to the quantitative and qualitative needs of the growing demand from students. It provides an alternate to the much-famed model of state-funded universities in the West.

Overall scores of top institutions on an absolute scale are increasing, indicating that higher benchmarks are being set

An area where the NIRF is perhaps unable to reflect reality is with affiliated engineering colleges — which have been contributing in a big way to industry and nation-building, but given their scale, restrictions around diversifying student intake, and emphasis on teaching, they are finding it difficult to compete with IITs, NITs, state and private universities in the 'Engineering' category. Only five affiliated colleges feature on the top-100 in 'Engineering' category. A separate category or a sub-category for engineering colleges could be introduced to better recognise their achievements.

While it is encouraging to see changes in the framework such as removal of self-citations under 'research outcomes', it is important to strengthen data verification measures to preserve the sanctity of these rankings. It is important for institutions to remember that rankings should not overshadow their broader goals and mission.

But while it is on the uptick, these 6,500 institutions are less than 12% of total higher education institutions in India. We need to see how we can restructure, consolidate, or elevate the remaining institutes so they can compete.

Overall, in nine years, the NIRF has had a positive effect on the Indian higher education ecosystem. Scores of top-ranked institutions on an absolute scale have been increasing, indicating that higher benchmarks are being set, and this promotes healthy competition amongst institutions. It is heartening to see the ranking framework evolve without losing its objectivity. While the positive impact of the NIRF on higher education is undeniable, it's important to remember that rankings are a means to an end, not the end itself.

Narayanan Ramaswamy is national leader, and Manigandan Ganesan is director, Education and Skill Development, KPMG in India. Views are personal

Hindustan Times, 19 August 2024, Page No.- 2

{ IN EXAM CENTRES, STORAGE ROOMS }

UPSC proposes using cameras to curb malpractices

Prawesh Lama
letters@hindustantimes.com

NEW DELHI: The Union Public Service Commission(UPSC) has proposed the use of smart cameras at examination centres, and the storage rooms where question papers are kept to curb malpractices such as impersonation, paper leaks and cheating, official aware of the matter said.

The special cameras will be equipped to relay live feed as well as alerts to a central control room to be set up at the UPSC headquarters at New Delhi's Dholpur House, the officials said.

The UPSC conducts 14 major examinations, including for selection to Civil Services, across a maximum of 3,000 locations at 80 different centres across the country every year. It also conducts tests for group A and group B services. They said that it has also been decided that a mock run will be conducted from all test centres once the system is place. "This could happen from next calendar year," the officials said, adding that the commission had floated a tender to buy the "artificial intelligence-based cameras" last month.

The new cameras will be installed at the test centres and connected to the control room. The centres are located in Dholpur House and schools and colleges across the country.

People aware of the matter said that UPSC has its own cameras in centres such as Delhi.

"AI cameras must have specific tasks. They will generate alerts if the furniture within the centre is not arranged as per specifications. Alerts will be generated if the invigilators do not move within the hall after a specific time. The cameras will also be installed in the rooms used to store question papers where they will generate an alert if more than the specified number of people are present inside the room. Cameras will be installed at the gates of the hall, which will generate alerts about any intrusion during the time of the examination," an official said.

The move comes after a raging controversy over NEET-UG 2024, raising doubts over the sanctity of public exams.

Investigating agencies probing alleged malpractices during the NEET-UG test exposed different modus operandi adopted by individuals responsible for paper leak. While in Hazaribagh, Jharkhand the question papers were tampered with at the storage rooms, in Gujarat candidates were asked to leave blank spaces in the paper sheet for the examination centre for authorities to fill the space with answers. In places such as Delhi and parts of Maharashtra, professional paper solvers – usually bright medical students- were sent to write the test in place of the genuine candidates.

To be sure, no paper leak has been reported in the conduct of UPSC examination. UPSC already adopts the use of mobile jammers and also ropes in police personnel to guard the papers and also monitor the examination hall.

Officials said the focus will be on exam centres located in tier 3 cities, where institutions do not have functional CCTVs. The new plan will ensure that all centres are covered and can be monitored in real time, the officials said.

Making higher education more disability-inclusive

Despite the promising guidelines and policies of the National Education Policy (NEP) 2020, the ground reality of access to higher education for students with disabilities in India remains disheartening. If you walk around a university campus in India, amongst the thousands of students strolling the corridors, how many are likely to be students with disabilities?

Multiple data sets reflect a sharp dropout rate among students with disabilities from school to higher education. This raises critical questions about what these students are missing in school education that is not enabling them to reach higher education.

From the ones who work exceptionally hard to fight against the odds and apply to the institutions of their choice, many are not able to make the cut because of stringent admission processes. This compels us to check what is missing in our higher education system that prevents students from transitioning.

A baseline mapping report undertaken by the Office of Learning Support (OLS), Ashoka University, has attempted to highlight some of these issues and delineate some possible solutions.



Reena Gupta



Neha Trivedi

Amongst some of the most significant concerns found to be holding students back were lack of aspirations, lack of exposure, absence of quality education, lack of autonomy, advocacy, and rights awareness. In a society structured on ableism, the biggest challenge for a young student with disability is to be able to aspire and think freely for herself without being told what she can't do.

On the contrary, factors found to be enablers for transitioning to higher education despite the difficult environments were — familial support, mentorship, a non-judgemental environment to practise and operate within preferred learning, communication, and expression styles and students' grit and determination.

These are telling thinking points for the inclusion programmes in our schools. Are they geared towards preventing these barriers and facilitating the enablers? If we hope to see students with disabilities get the same access to higher education as others, our schools must start addressing these issues.

Within these factors, some are unique to different disability groups. Early exposure to technology for students with blindness, encouragement with responsibility-taking for students with specific learning disabilities, support with socialisation and awareness for students on the autism spectrum, early construction of a sense of identity and agency for students with locomotor disabilities, early intervention with supportive teachers for the deaf and hard of hearing are some of the disability-specific factors found to be enabling for students.

IN A SOCIETY STRUCTURED ON ABLEISM, THE BIGGEST CHALLENGE FOR A YOUNG STUDENT WITH DISABILITY IS TO BE ABLE TO ASPIRE AND THINK FREELY FOR HERSELF WITHOUT BEING TOLD WHAT SHE CAN'T DO

This leaves much to be desired within our current reality. The long-term aim should be to bolster the school system to address these gaps as early as possible. In the meantime, diverse stakeholders — NGOs, parent groups, government education programmes, and higher educational institutes (HEIs) — can help build collaborative bridge programmes that facilitate the transition of students within the current systems.

Programmes that will enable students to build aspirations with a strong sense of self with disability acceptance at its centre, and bridge academic gaps that might exist, will have better outcomes for students' academic and career prospects. Such interventions could take diverse creative forms, such as youth fellowships and summer programmes. They may not be restricted to being viewed as a structured training programme alone.

Colleges or universities can partner with local NGOs to offer multi-year bridge programmes. Such interventions can work with secondary school students to prepare them for the future, building independence and self-sufficiency from the beginning.

Universities and colleges can also aim to integrate a preparatory course within their academic structure for students with disabilities who need it. This programme can be integrated into the degree structure of the college/university, where students spend an additional year at the beginning. The college or university can design and curate its programme based on cross-cutting themes for different disability groups. Additionally, NGO partners can supplement disability-specific training at such courses.

Youth fellowship programmes can also be offered to high-school students with disabilities to expand their aspirations and help them strive for a career of their choice. These fellowships can be creatively designed to meet disability-specific needs but also be designed on the lines of youth fellowships aimed to inspire young leaders.

It is also perhaps time to start looking at education gaps for students with disabilities as not a disability sector problem but an educational sector issue. With the higher education space in India set to see significant expansion in the coming decade, what is it doing to address the challenges of this group of students?

We need to begin a cross-sector dialogue on the issue to scan education sector solutions to drop out and start making those solutions inclusive.

The baseline report seeks to outline some of the necessary steps. Its findings can benefit any practitioner, organisation, or educational institution interested in enhancing access to education for students with disabilities. Practitioners should leverage this report for designing their interventions and share feedback on their experiences. Through collaboration and shared insights, we can collectively advance as a community, ensuring inclusivity and equal opportunities for all students.

Reena Gupta is director, Office of Learning Support, Ashoka University, and Neha Trivedi is founder, Spandan: Inclusion and Accessibility Consultancy Services. The views expressed are personal

Hindustan Times,
20 August 2024,
Page No. - 16

The Tribune, 20 August 2024, Page No. - 3

Education Department worried over poor enrolment in govt schools

DEEPENDER DESWAL
TRIBUNE NEWS SERVICE

HISAR, AUGUST 19

The poor enrolment in government primary schools in Haryana has become a cause for concern for the Education Department. As per a report of the Directorate of School Education, there are eight primary and middle schools in the state which have enrolment of just one student. Besides, 16 government primary schools have two students each while 12 schools have only three students each.

The report revealed that 765 primary schools have enrolment of less than 20 students. Moreover, 207 schools have enrolment of students in single digit (less than 10 students). Two of the eight schools having just one student are located in Hisar and Mahendregarh district.

A teacher of a primary school in Hisar district, requesting anonymity, said they have carried out surveys of the entire region, including the village and adjoining dhanis, to urge parents to enroll their children in the primary schools. There are two teachers posted in this primary school located in a village of the district.

The report further revealed that there is one school in Mahendragarh district which has only one student in Class III. One school in Hisar district has just one student enrolled in Class IV. There are 228 schools which have nil enrolment in Class I, 313 schools with no students in Class II, 166 schools with no enrolment in Class III, 121 schools having no enrolment in Class IV and 148 government schools without any student in Class V. In the Balvatika — which is a wing in the government schools for enrolment of less than five years of age — 806 schools have just one enrolment in each school.

The District Education Officer, Pradeep Narwal, however, said he has taken charge of the District Elementary Education Office in Hisar today after the suspension of the District Elementary Education Officer. "There was no school having zero enrolment. I have no further report as I have taken charge today itself," he said.

EXPLANATION SOUGHT

- As many as 765 schools have less than 20 students
- 207 schools have students in single digit
- Eight schools have enrolment of just one student
- An explanation has been sought from the Directorate of School Education for unsatisfactory enrolment

INDIA TODAY
(https://www.indiatoday.in/)
(https://bestcolleges.in magazine)
MDRA People Who Make the Difference (https://www.mdraonline.com/)
BEST COLLEGES OF INDIA 2024
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India's Best Colleges 2024

PM SHRI schools inspiring rural children: Dharmendra Pradhan

The Prerana programme, an initiative by Prime Minister Modi, aims to offer students from Classes 9 to 12 an experiential learning opportunity aligned with the National Education Policy

By India Today Research Bureau



Union Education Minister Dharmendra Pradhan | Image by PTI

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Aug 20, 2024	detail/pm-shri-schools-inspiring-rural-children-dharmendra-pradhan)	shri-schools-inspiring-rural-children-dharmendra-pradhan)	detail/pm-shri-schools-inspiring-rural-children-dharmendra-pradhan)

Union Minister Dharmendra Pradhan praised PM SHRI Schools for becoming a beacon of inspiration for rural children across the country. Speaking at the Prerana Programme, which saw participation from students nationwide, including those from PM SHRI Schools, Pradhan noted the enthusiasm and personal growth demonstrated by the students. The Prerana programme, an initiative by Prime Minister Modi, aims to offer students from Classes 9 to 12 an experiential learning opportunity aligned with the National Education Policy (NEP) 2020.

Launched by the Department of School Education and Literacy, the Prerana Programme is designed to provide a meaningful and unique experience, enhancing leadership qualities among students. PM SHRI Schools, a centrally sponsored scheme by the Government of India, are part of this initiative, with plans to develop over 14,500 schools managed by various governmental bodies. These schools are designed to offer a welcoming and safe environment, diverse learning experiences, and robust physical infrastructure to support effective learning.

The initiative is expected to benefit over 20 lakh students directly and aims to enhance the quality of school education across the country. The insights gained from PM SHRI Schools will be used to inform policy and practice, to improve education standards nationwide.

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Re-naming Harappan Civilization "Sindhu-Sarasvati" in NCERT textbooks is based on established scholarship: NCERT panel head Michel Danino

20 August, 2024

OpIndia Staff



(Images via Indian Express, Firstpost)

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Amidst controversy over the new Class 6 social science textbook *Exploring Society: India and Beyond* for using names "Sindhu-Sarasvati" and "Indus-Sarasvati" for Harappan Civilisation, Michel Danino, the chair of the NCERT committee that drafted the textbook has defended the changes. The leftist ecosystem is claiming that these alternative names demonstrate the "Hindutva agenda" of the government.

Defending the alternative names used for Harappan Civilisation in NCERT textbook, Michel Danino told *Indian Express*, "The decision to include alternative names like 'Sindhu-Sarasvati' and 'Indus-Sarasvati' for the Harappan civilization is neither new nor driven by any political agenda. Archaeologists, such as Professor Jonathan Mark Kenoyer of Wisconsin University, British archaeologist Jane McIntosh, and the late Raymond Allchin, one of the foremost authorities on the Indian subcontinent, have used these terms in their work. Jean-Marie Casal, the French archaeologist, also speaks of the Sarasvati River in the context of the Harappan civilization. Gregory Possehl, the late American archaeologist, dedicates several chapters to the Sarasvati River in his book 'The Indus Age.'"

Danino asserted that the new terminology used in the textbook is based on established archaeological scholarship and not any contemporary political influence. “This terminology is based on established archaeological scholarship, not on any recent political influence. So, this is not a Hindutva thing. Moreover, we have included all alternative names. To me, this is factual,” the visiting professor at IIT Gandhinagar said.

Moreover, Danino called the induction of alternative terminology a “good first step” and also added that more such steps will be taken in the coming days.

In July this year, it was reported that the new NCERT Class 6 Social Science textbook has undergone certain changes. This also included reference to the Harappan Civilisation as “Sindhu-Saraswati” and “Indus-Saraswati” civilisation. Amidst controversy over the new Class 6 social science textbook Exploring Society: India and Beyond for using names “Sindhu-Sarasvati” and “Indus-Sarasvati” for Harappan Civilisation, Michel Danino, the chair of the NCERT committee that drafted the textbook has defended the changes. The leftist ecosystem is claiming that these alternative names demonstrate the Hindutva agenda of the government. While earlier, there were distinct textbooks for History, Political Science, and Geography, the new textbook covers all the relevant subjects within the fold of Social Science.

The new textbook has been organised into five themes: ‘India and the World: Land and People’, ‘Tapestry of the Past’, ‘Our Cultural Heritage and Knowledge Traditions’, ‘Governance and Democracy’, and ‘Economic Life Around Us’.

Interestingly, it was reported last year that the researchers from Deccan College Pune and the Central Archaeological Survey of India (ASI) found that human remains unearthed at an ancient site of Rakhigarhi – a village in the Hisar district of Haryana – date back roughly 8,000 years



During the excavations, a large settlement of the largest ancient houses ever was found underground. A courtyard along with a drainage system were also found in it. Moreover, there were two to six-bedroom houses that were also available at that time. The clothing fashion of the people of that time is also known. The research team found a colourful worn piece of cloth, a shawl and a skirt.

“This research has found strong evidence that the Harappan civilisation is 7,000 to 8,000 years old. Scientists from the Department of Archaeology of India and Deccan College have worked together on the project. It is agreed that there was human habitation or civilisation in our country 8,000 years ago,” Deccan College Pune assistant professor Prabhodh Shirwalkar asserted adding that the people back then were as advanced as they are in present times.

दैनिक जागरण, 22 August 2024, Page No- 1

सरकारी स्कूलों में पढ़ रहीं बेटियां प्रदर्शन में अव्वल

अरविंद पांडेय • जागरण

- बोर्ड परीक्षाओं को लेकर कराए गए अध्ययन से मिली जानकारी
- विज्ञान विषयों की ओर भी बेटियों का बढ़ा रुझान



10 वीं की बोर्ड परीक्षा में 86.9% लड़कियां और 83% लड़के पास हुए 2023 में

12 वीं में बेटों के पास होने का प्रतिशत 78.9 व बेटियों का 86.3% दर्ज

नई दिल्ली : बेटियों को पढ़ाने में समाज का नजरिया भले ही बेटों के मुकाबले अब भी कमतर या दोयम दर्जे का है, लेकिन पढ़ाई में वे बेटों से हर स्तर पर अव्वल हैं। इसका अंदाजा देशभर की 10वीं और 12वीं बोर्ड परीक्षा में शामिल होने वाले छात्रों के आंकड़ों से लगाया जा सकता है। अकेले 10वीं की परीक्षा में शामिल हुए कुल 1.73 करोड़ बच्चों में 91.7 लाख लड़के हैं, जबकि लड़कियों की संख्या 81.8 लाख है। इनमें ज्यादातर बेटियां सरकारी स्कूलों में पढ़ने वाली हैं, वहीं ज्यादातर लड़के निजी स्कूलों में पढ़ने वाले हैं। यही ट्रेंड 12वीं में भी है। यह बात अलग है कि परीक्षा में पास होने वाले बच्चों में लड़कियों का प्रदर्शन लड़कों से बेहतर है। वर्ष 2023 में 10वीं की बोर्ड परीक्षा में 83 प्रतिशत लड़के पास हुए, वहीं 86.9 प्रतिशत लड़कियां पास हुईं।

देशभर के सभी शिक्षा बोर्डों की 10वीं व 12वीं के परीक्षा परिणाम को लेकर सरकार की ओर से कराए गए एक अध्ययन में यह जानकारी सामने आई है। इसके अनुसार, बेटियों का प्रदर्शन 10वीं की तरह 12वीं की परीक्षा में भी बेहतर रहा है। 2023 की 12वीं की बोर्ड परीक्षा में पास होने वाले बच्चों में बेटों के पास होने का प्रतिशत 78.9 था, जबकि बेटियों का 86.3 प्रतिशत था।

रिपोर्ट के मुताबिक, वर्ष 2022 में देशभर में 12वीं के स्तर पर विज्ञान विषयों की पढ़ाई करने वालों में इनकी संख्या जहां 42 प्रतिशत थी, वहीं 2023 में यह संख्या बढ़कर 43 प्रतिशत हो गई है। वहीं मानविकी विषयों की पढ़ाई में 2022 में जहां उनकी संख्या 40 प्रतिशत थी, 2023 में वह घटकर 39 प्रतिशत हो गई है। कामर्स विषयों में पढ़ाई करने का रुझान भी घटा है। यह 2022 में 14 प्रतिशत था, जबकि 2023 में घटकर 13 प्रतिशत पर आ गया है।

17 राज्यों में छात्रों के 10वीं में फेल होने की संख्या घटी, 11 में बढ़ी: बोर्ड परीक्षाओं को लेकर कराए गए इस अध्ययन में छात्रों की पढ़ाई में भी सुधार देखने को मिला है। 10वीं की बोर्ड परीक्षा में मध्य प्रदेश, बिहार, उप्र, बंगाल, राजस्थान, छत्तीसगढ़, उत्तराखंड, हिमाचल व जम्मू-कश्मीर जैसे 17 राज्यों और केंद्रशासित प्रदेशों में छात्रों के फेल होने की संख्या 2022 के मुकाबले कम हुई है। हालांकि, झारखंड, पंजाब, हरियाणा, नई दिल्ली जैसे 11 राज्य और केंद्र शासित प्रदेश ऐसे भी रहे हैं, जहां 10वीं में छात्रों के फेल होने की संख्या 2022 के मुकाबले बढ़ी है। वहीं 12वीं की बोर्ड परीक्षा में यह ट्रेंड बदला हुआ दिखा। बिहार, उत्तराखंड सहित सिर्फ सात राज्यों में फेल होने वाले छात्रों की संख्या घटी है, जबकि मध्य प्रदेश, उत्तर प्रदेश, हरियाणा जैसे 22 राज्यों में फेल होने वाले छात्रों की संख्या वर्ष 2022 के मुकाबले बढ़ गई है।

जनसत्ता, 22 अगस्त 2024, पेज संख्या - 7

यूजीसी : दूरस्थ पाठ्यक्रमों में दाखिले के नियम बदले

विश्वविद्यालय अनुदान आयोग (यूजीसी) ने शैक्षणिक वर्ष 2024-25 के लिए ओपन एंड डिस्टेंस लर्निंग (ओडीएल) और आनलाइन कार्यक्रमों में प्रवेश पाने के इच्छुक छात्रों के लिए एक नई नामांकन प्रक्रिया शुरू की है। यूजीसी के अध्यक्ष प्रो जगदीश कुमार के मुताबिक, सितंबर 2024 से प्रभावी होने वाले इस बदलाव का उद्देश्य यह सुनिश्चित करना है कि छात्र ओडीएल कार्यक्रम और आनलाइन कार्यक्रम प्रदान करने के लिए केवल अनुमोदित उच्च शिक्षण संस्थानों (एचईआइ) में ही दाखिला लें और प्रवेश प्रक्रिया में पारदर्शिता बढ़ाएं। यूजीसी (ओडीएल कार्यक्रम और आनलाइन कार्यक्रम) विनियम, 2020 ऐसे कार्यक्रमों के लिए न्यूनतम मानक निर्धारित करते हैं और मान्यता प्राप्त संस्थानों की सूची यूजीसी दूरस्थ शिक्षा ब्यूरो की वेबसाइट पर उपलब्ध है। हाल ही में गैर-मान्यता प्राप्त संस्थानों द्वारा छात्रों को प्रवेश देने के मुद्दों ने इस मानकीकृत प्रक्रिया की जरूरत पड़ी।



जरूरी जानकारी

विद्यार्थियों को बनाना होगा डीईबी-आइडी, यह उनके पूरे जीवनकाल के लिए वैध रहेगा

यूजीसी ने एक तंत्र विकसित किया है जिसके तहत छात्रों को यूजीसी-डीईबी वेब पोर्टल पर पंजीकरण करना होगा और अपने अकादमिक बैंक आफ क्रेडिट (एबीसी)-आइडी का उपयोग करके एक यूनिक डीईबी-आइडी बनाना होगा। यह डीईबी-आइडी विदेशी शिक्षार्थियों को छोड़ कर मान्यता प्राप्त ओडीएल/आनलाइन कार्यक्रमों में दाखिला लेने वाले सभी छात्रों के लिए अनिवार्य होगा और यह उनके पूरे जीवनकाल के लिए वैध रहेगा। यूजीसी अध्यक्ष ने कहा कि उच्च शिक्षा संस्थानों से आग्रह किया जाता है कि वे इस नई प्रवेश प्रक्रिया को कुशलतापूर्वक लागू करें और नए शिक्षार्थियों में इसे बढ़ावा दें ताकि सफल अपनाने और संचालन को सुनिश्चित किया जा सके।

इन कार्यक्रमों पर रोक

यह भी जानना जरूरी है कि यूजीसी ने किन कार्यक्रमों को डिस्टेंस (दूरस्थ) व आनलाइन मोड से करने पर प्रतिबंध लगा रखा रखा है। यूजीसी ने कहा है कि पीएचडी और एमफिल को भी दूरस्थ और आनलाइन माध्यम से नहीं किया जा सकता।

प्रतिबंधित कार्यक्रम

इंजीनियरिंग
मेडिकल
फिजियोथेरेपी
फार्मेसी
नर्सिंग
दंत चिकित्सा
वास्तुकला
कानूनी शिक्षा
कृषि
बागवानी
आतिथ्य प्रबंधन
खानपान प्रौद्योगिकी
पाकशाला विज्ञान
विमान रखरखाव
दृश्य कला व खेल विमानन
थेरेपी व अन्य पैरा
मेडिकल संकाय
यूजी व पीजी लेवल पर
योग व पर्यटन, आतिथ्य
प्रबंधन पाठ्यक्रम।
एमफिल
पीएचडी

सीबीएसई : एनसीईआरटी की किताबों का इस्तेमाल करें स्कूल

विद्यालयों द्वारा पाठ्यपुस्तकों के उपयोग पर दिशानिर्देशों में संशोधन करते हुए, केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने कक्षा 9 से 12 तक के लिए राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की पुस्तकों के उपयोग को अनिवार्य कर दिया है। इसने स्कूलों को कक्षा 1 से 8 तक के लिए एनसीईआरटी या एससीईआरटी की पुस्तकों का पालन करने की भी सख्त सलाह दी है।

बोर्ड द्वारा किए गए संशोधन में निजी प्रकाशकों द्वारा पुस्तकों के उपयोग को सीमित करते हुए सीबीएसई द्वारा निर्धारित पुस्तकों के इस्तेमाल पर अधिक जोर दिया गया है। पाठ्यपुस्तकों के अलावा, स्कूल पूरक सामग्री और डिजिटल सामग्री का उपयोग कर सकते हैं, बशर्ते कि वे नए दिशा-निर्देशों के अनुसार राष्ट्रीय पाठ्यचर्या रूपरेखा - स्कूल शिक्षा (एनसीएफ-एसई) के साथ संरेखित हों। सीबीएसई की आधिकारिक अधिसूचना में प्रस्तावित संशोधित नियम में कहा गया है कि स्कूलों को अनिवार्य रूप से सीबीएसई पाठ्यक्रमों में निर्धारित एनसीईआरटी की पाठ्यपुस्तकों का पालन करना होगा। जिन विषयों में एनसीईआरटी की पुस्तकें उपलब्ध नहीं हैं, उनके लिए वेबसाइट पर अपलोड की गई सीबीएसई की पुस्तकों का पालन करना होगा। स्कूल अपनी आवश्यकता के अनुसार पूरक सामग्री का उपयोग कर सकते हैं।

जनसत्ता, 22 अगस्त 2024, पेज संख्या 4

सुनवाई

दिल्ली उच्च न्यायालय ने कहा, महाविद्यालयों और विश्वविद्यालयों में

अनिवार्य उपस्थिति पर पुनर्विचार की आवश्यकता

नई दिल्ली, 21 अगस्त (भाषा)।

दिल्ली उच्च न्यायालय ने बुधवार को कहा कि महाविद्यालयों और विश्वविद्यालयों में अनिवार्य उपस्थिति मानदंडों पर फिर से विचार करने की आवश्यकता है, क्योंकि कोविड-19 महामारी के बाद शिक्षण पद्धतियां काफी हद तक बदल गई हैं।

अदालत ने कहा कि विद्यार्थियों का मानसिक स्वास्थ्य भी प्रभावित होता है, इसलिए उपस्थिति आवश्यकताओं पर विचार करते समय इस बात को ध्यान में रखना होगा तथा शैक्षणिक संस्थानों में शिकायत निवारण तंत्र और सहायता प्रणाली की भूमिका को सुव्यवस्थित करने की आवश्यकता है। न्यायमूर्ति प्रतिभा एम सिंह और न्यायमूर्ति अमित शर्मा की पीठ ने कहा कि स्नातक और स्नातकोत्तर पाठ्यक्रमों में उपस्थिति की आवश्यकता को अनिवार्य बनाया जाना चाहिए या नहीं, इस मुद्दे को किसी विशिष्ट पाठ्यक्रम, महाविद्यालय, विश्वविद्यालय या संस्थान तक सीमित करने के बजाय इसका उच्च स्तर पर समाधान किया जाना चाहिए। पीठ ने कहा कि कम उपस्थिति के लिए विद्यार्थियों को दंडित करने के बजाय उन्हें कक्षाओं में उपस्थित होने के लिए प्रोत्साहित किया जाना चाहिए।

अदालत ने कहा कि वह इन सभी कारकों का अध्ययन करने तथा उसके समक्ष रपट प्रस्तुत करने के लिए एक समिति गठित करने के लिए इच्छुक है, ताकि स्नातक और स्नातकोत्तर पाठ्यक्रमों तथा उनमें उपस्थिति संबंधी आवश्यकताओं के लिए कुछ समान पद्धतियां विकसित की जा सकें।



परीक्षा में बैठने से रोकने पर छात्र ने की थी आत्महत्या

उच्च न्यायालय सितंबर 2016 में उच्चतम न्यायालय द्वारा शुरू की गई याचिका पर सुनवाई कर रहा था, जिसमें 'एमिटी ला यूनिवर्सिटी' के एक छात्र द्वारा कथित आत्महत्या का मामला शामिल था। मार्च 2017 में यह मामला दिल्ली उच्च न्यायालय को स्थानांतरित कर दिया गया था। एमिटी विश्वविद्यालय के तीसरे वर्ष के विधि के छात्र सुशांत रोहिला ने 10 अगस्त 2016 को अपने घर पर फांसी लगा ली थी, क्योंकि विश्वविद्यालय ने कथित तौर पर उसे अपेक्षित उपस्थिति की कमी के कारण सेमेस्टर परीक्षाओं में बैठने से रोक दिया था।

Hindustan Times, 22 August 2024, Page No. 11

Drop in pass percentages noted, Hry, UP lag in Class 12: Edu min

Vrinda Tulsian
letters@hindustantimes.com

NEW DELHI: A "decrease in passing percentage" was noted across both Class 10 and Class 12 levels compared to 2022, according to the Union ministry of education's official findings for CBSE and state board examinations.

The report, which analysed class 10 and 12 exam results of 59 school boards, including 56 state boards and three national boards, also provided insights into regional performance and gender disparities in results.

The ministry is now holding consultations with states on the implementation of PARAKH so that the performance gaps can be bridged.

For Class 10 students, the passing percentage dropped from 85.2% in 2022, to 84.9% in 2023, according to the report. For Class 12 students, this figure fell from 87% to 82.5%.

"Some states like Haryana, Gujarat, UP, and Assam are falling behind in Class 12 results. However, in class 10, we have noted a reverse trend with more states showing improvement, whereas many states are lagging at the class 12 level," said a senior official of the ministry, not wishing to be named.

The official added that the ministry's policy of multiple board examinations and streamlining Class 10 and Class 12 exams aims to "mainstream and improve students", ensuring that those who are struggling are not excluded from the system.

"There is a huge disparity between performance of students of Class 10 and Class 12 within even the same state. This is a strong case for converging to single boards and equivalence of curriculum and assessment," the official cited above said.

Gender data shows that while more boys appear for board examinations, girls outperform boys in terms of passing rates – a phenomenon commonly visible in board exams.

The Times of India, 22-August 2024, Page no 1

Girls overcome 'bias' of parents in edu spending, outperform boys in boards

Manash.Gohain
@timesofindia.com

New Delhi: Although fewer girls are enrolled in private schools compared to boys, girls consistently outperform their male counterparts. Overall, girls have a pass percentage that is over 6% higher than boys across all school management types, according to data shared by Centre.

At the senior secondary level, 35.6 lakh boys are enrolled in private schools compared to 27.7 lakh girls. However, in govt institutions, girls (23.8 lakh) outnumber boys (22.2 lakh). A senior official from ministry of education commented, "This likely reflects a gender bias in educational spending by parents." Despite this, girls outperform boys across all school management types — in class XII, 87.5% of girls in private schools passed the exam compared to 75.6% of boys, resulting in nearly nine lakh boys failing, compared to four lakh girls.

Science remains the most popular stream, chosen by 43% of students, predominantly boys. Arts is preferred by 39% of students, with a higher representation of girls. The pass rate for girls is marginally higher than that for boys in science and significantly higher in arts.

Class X and XII board exam results for 2023, covering 59 boards including three national boards, shows a worrying decline in student performance compared to the previous year. The failure rate is significantly higher for state boards (16%) than for national boards (6%) at the class X level. However, while the gap narrows at the class XII level, failure rates increase for both state (18%) and national boards (12%).

The performance gap between students from different boards is evident, with state boards generally trailing behind central boards. The exams, across 59 examination boards, covered a wide range of curricula, with some boards not following the NCERT syllabus. Despite the large number of students, pass percentages indicate a worrying trend.

At the secondary (class X) level, approximately 18.5 million students took the board exams, with an 84.9% pass rate. However, around 3.3 million students are not progressing to class XI due to failures or non-appearance, contributing to a lower retention rate.

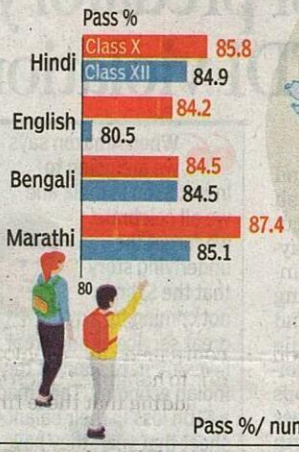
In senior secondary (class XII) exams, 82.5% of the 15.5 million students passed. The highest pass rate was among students taking the exams in Nepali and Manipuri (85.3% each). A significant number of students — 3.2 million — did not complete their class XII education, either failing or not appearing for exams.

In total, over 5.5 million candidates failed to pass the class X and XII boards in 2023. "This is one of the factors contributing to the low retention rate and gross enrolment ratio at the higher secondary level," the official noted.

EXAMINATION RESULTS OF SECONDARY AND HIGHER SECONDARY BOARDS FINDINGS 2023

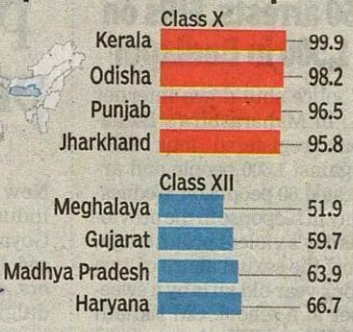
A total 59 examination boards, including **3 national level boards and 56 state level boards,** reported results:

Top 4 choice of medium of exam by students



Top & bottom 4 states in pass %

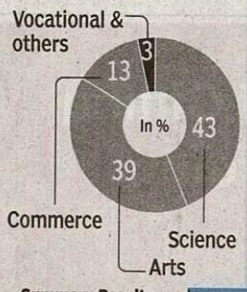




Girls vs Boys

Pass %/ numbers	Class X		Class XII	
	Girls	Boys	Girls	Boys
Pass %/ numbers in govt schools	80.6/ 33.6L	76.9/ 32L	83.7/ 23.8L	77.5/ 22.2L
Pass %/ numbers in govt-aided schools	87.3/ 18.3L	81.5/ 20.1L	87.8/ 20.5L	81.7/ 20.9L
Pass %/ numbers in pvt schools	93.6/ 29.2L	88.6/ 38.6L	87.5/ 27.7L	78.2/ 35.6L
% in science	NA	NA	39	47
% in arts	NA	NA	44	33
% in commerce	NA	NA	13	14
% in vocational	NA	NA	2	3

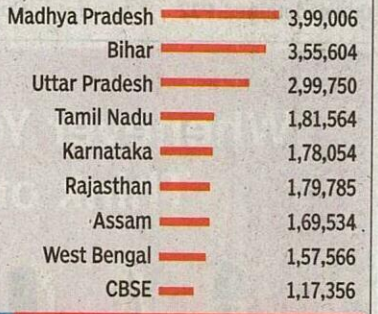
Distribution of students by stream



Top 3 boards with most science students

- 78.0% Andhra Pradesh Board of Intermediate Education
- 68.4% Council of Higher Secondary Education, Manipur
- 65.9% State Board of School Education, Tamil Nadu

Boards with over 1 lakh failures



Summary Results for Boards 2023	Class XII				Class X			
Students	Regular		Open		Regular		Open	
	Centre	State	Centre	State	Centre	State	Centre	State
Registered in lakh	17.8	142.4	1.6	4.9	24.2	166.6	1.1	3.1
Appeared in lakh	17.6	137.4	1.6	4.6	24	161.3	1	3
Passed in lakh	15.5	112.4	0.8	2.5	22.5	134.8	0.6	1.4
% appeared to pass	87.87	81.78	51.27	53.77	93.7	83.6	53.4	48
Total	**82.47**		**53.13**		**84.9**		**49.6**	

Millennium Post, 22 August 2024, Page No 7

An experiment for excellence

Nexus of Good

Prayoga is spearheading educational research initiatives aimed at transforming science education, promoting experiential learning, and empowering teachers and students through innovative pedagogical methods



ANIL SWARUP

The Nexus of Good City Chapter, Bengaluru, organised an event on July 28, 2024, where four organisations doing exemplary work in various fields made presentations. Among these was Prayog.

Established as a trust in 2015 and based in Bengaluru, Karnataka, Prayoga is a unique educational research institution deeply committed to the nation-building mission, with a steadfast conviction in the transformative power of education. Prayoga is a not-for-profit research institute recognised by the DSIR, Government of India, as a Science and Industrial Research Organisation. Prayoga is qualified under CSR, FCRA, 80G, and 35 (1) (ii).

Prayoga's vision is to bring about "a transformation in society by enhancing the utility and quality of learning through research." The rigorous pursuits in educational research aim to facilitate significant advancements in teaching and learning, cultivating an effective educational landscape. By evolving newer and innovative pedagogies, Prayoga enables students to adapt and thrive in changing societal and global scenarios. The research-based innovations developed help transform schools, empower teachers, and enable richer learning experiences for students.

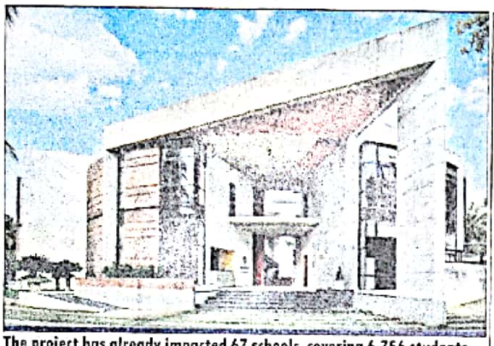
Prayoga's multidisciplinary team comprises education and scientific researchers, mathematics specialists, data science experts, and programme management professionals who collaborate to find innovative solutions to the challenges faced by the Indian education system. Prayoga has a vision of becoming a globally unique multidisciplinary education research institution.

The Prayoga approach in a nutshell

The Prayoga approach centres around utilising data from social impact programmes to inform research on developing pedagogical solutions and education policies that improve the quality of education in India. This, in turn, bolsters Prayoga's endeavour to contribute towards policymaking and the global knowledge repository on education, resulting in a nation-building exercise.

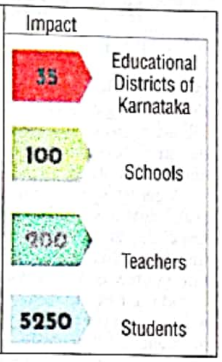
Social impact initiatives

1. Kriya: Reimagining education and classrooms to make every Indian child learn science experientially



The project has already impacted 67 schools, covering 6,756 students

- Students will enjoy a unique, curiosity-driven, and engaging science learning environment.
- **Beneficiaries:** 6th- 9th grade students and science teachers from Kriya and non-Kriya schools.
- Day-long workshops designed to include hands-on activities, games, demonstrations, and discussions for teachers and students in an experiential and interesting way.
- Topics chosen to appreciate contrasts in learning approaches, skills and abilities addressed.
- Enable participants to directly engage with and understand the concepts being taught.



The Kriya project is an amalgamation of education research and social initiative, designed to facilitate experiential teaching-learning methods in schools. The long-term desire is to contribute to making every child in India learn science experientially, and actively reshaping science education for school students. Kriya implements end-to-end experiential learning of science for students in grades 6 to 10. This unique programme is one of the largest and most comprehensive experimental studies in teaching and learning in India.

The goals of this project are to:

- Inculcate critical thinking, analytical bent of mind, curiosity, innovative ideation, and a scientific temper in students.
- Promote a holistic and integrated approach to science education that moves beyond curricula and inspires youth toward exploration and innovation for national welfare and progress.

Prayoga's education research will be valuable in informing changes in pedagogy and education policies in the future.

Kriya implementation at schools

Kriya aims to understand the impact of experiential learning of science on the development of competencies in school students in India. Kriya envisions transforming a school into an experiential learning centre for science, empowering teachers, and enriching student learning experiences, particularly for segments of society that lack such learning opportunities, through a multi-year partnership with schools.

The Kriya Project involves a five-year engagement with schools, where the transformation is achieved through a comprehensive set of well-planned activities. By the end of five years, the school will have acquired all the pedagogical capabilities and experience needed to offer experiential learning to all its students. The lab stations provided over the five years will allow experiential learning for every child.

Beyond this period, the school has to bear the nominal cost of replenishing consumables. If the need arises, Prayoga will attempt to extend further financial support solely for the replenishment of consumables required to continue implementing experiential learning. The project has already impacted 67 schools, covering 6,756 students.

2. Anveshana

As a DSIR-recognised science and industrial research organisation, Prayoga has state-of-the-art research facilities to conduct its domain research centred around sustainability. Prayoga nurtures researchers for the nation through the Anveshana programme, which is offered at "no cost" to schools.

Anveshana offers students an opportunity to participate in scientific research projects. In this direction, Prayoga has established the required infrastructure for students to undertake high-quality research with best-in-class equipment. Students may also have the opportunity to present or publish their work in conferences and scientific journals. High school students in grades 9 to 12 who are passionate about a career in science participate in research projects guided by senior researchers at Prayoga. Students are introduced to the process and products of scientific research.

This is an opportunity to evaluate research as a pedagogy and its impact on developing student competencies and attitudes towards science. From working within a defined syllabus to exploring beyond the curriculum, research expands the ambit of student engagement with science. Research activities build the capabilities to deal with unknown outcomes and strengthen attitudes to deal with uncertain paths in acquiring knowledge.

The impact of research in developing competencies and performance is assessed through this initiative, which will help evolve a framework to develop and nurture the next generation of researchers for the nation.

Under the guidance of experienced researchers, student researchers in the Anveshana programme are encouraged to conduct innovative scientific research under five themes:

i) Green chemistry
ii) Advanced and functional materials
iii) Earth sciences
iv) Wellness
v) Food and agriculture

Anveshana has already started making an impact. International journals, including those from Harvard University, have published some of the papers written by the students.

3. Prerana

The Indian education system is predominantly textbook-centric, teacher-led, and memory-based. The primary focus remains on imparting available information to students who passively listen and memorise content for examinations. It is necessary to move towards incorporating pedagogies where students are active learners, thereby building competencies in students.

Increasing local-level mobilisation on the variety of learning methodologies, and teaching skills available for educators that enhance teaching-learning processes, will make education more meaningful and rewarding for both instructors and students. It will also strengthen the call for policy changes to adopt better pedagogies. There is a need for schools and educators across India to become aware of active learning pedagogies that will greatly transform the learning ecosystem.

4. Industry partnership

a. Sustainability Garage—a Mercedes-Benz initiative

The joint vision of MBRDI and Prayoga is to cultivate innovative ideation among young student researchers, particularly in projects that have significant social impact and mainstream sustainability research.

b. Green innovators for tomorrow

This vision of Merck and Prayoga is a structured certification programme for chemistry and chemical engineering students, intended to equip them to become innovators in Green Chemistry. It emphasises the applicability of Green Chemistry principles in various industries and the skills needed to operate instrumentation essential for materialising innovative thinking.

5. Upcoming initiatives

Building on its successes, Prayoga now proposes to create pedagogies to meet the learning needs of students with diverse interests. The programme will build a syllabus for science and mathematics learning with sports as the context. Prayoga is also working on a Teacher Fellowship Programme to celebrate teacher innovators.

What is being attempted through Prayoga is a wonderful example of Nexus of Good. The model that has been put in place is transformational and scalable through public-private partnership.

Views expressed are personal

> Prayoga is a unique educational research institution deeply committed to the nation-building mission, with a steadfast conviction in the transformative power of education

Scanned with OKEN Scanner

The Indian Express, 22 August 2024, Page No 6.

Scanned with OKEN Scanner

Govt data: More state board students fail than those from Central boards

ABHNINAYA HARIGOVIND
NEW DELHI, AUGUST 21

THE STATE school boards of Andhra Pradesh, Manipur, Tamil Nadu and Telangana had more than 65% of class 12 students in the science stream in 2023, while the State boards of Meghalaya, Tripura, West Bengal, and Nagaland had more than 75% of class 12 students in the Arts stream, data with the Union government shows.

Among the boards, the Board of Intermediate Education, Andhra Pradesh had the highest percentage of class 12 students in the science stream (78%), while the Meghalaya Board of School Education had the lowest (11.4%). In the Meghalaya State board, 81.1% of class 12 students were in the Arts stream. The Tripura Board of Secondary Education had 84.6% of students in the Arts stream, while the West Bengal Council of Higher Secondary Education had 78.4% of class 12 students in the Arts stream.

An analysis done by the government of class 10 and 12 board exams in 2023 shows a higher failure rate among State boards compared to Central boards. The State boards see a larger number of students appearing for these exams than the central boards.

Of the 1.55 crore students who appeared for class 12 boards across State and central boards, around 27.2 lakh students failed. The State boards, which saw around 1.37 crore students appearing for the class 12 exams, saw around 25 lakh students failing the exam (a failure rate of around 18%). In contrast, the central boards saw around 17.6 lakh students appearing for the exam and around 2.1 lakh students failing it (a failure rate of around 12%).

Of the 27.2 lakh students who failed class 12, 53% or around 14.4 lakh students were from the State boards of Uttar Pradesh, Madhya Pradesh, Gujarat and Maharashtra and the Central boards, the government's analysis shows.

The largest number of students who failed in class 12 in 2023 was in the UP State board (around 5.92 lakh students), followed by Madhya Pradesh (around 3.35 lakh students), the Central boards (2.13 lakh students), Gujarat (1.62 lakh students), and Maharashtra (1.37 lakh students).

In most states, the number of students failing in class 12 in 2023 was more than that in the previous year – in a total of 21 out of 28 state boards and in the central boards more students failed in class 12 in 2023 than in 2022.

Meanwhile, in class 10, a total of around 1.85 crore students appeared across State and central boards and of them, around 28 lakh students failed. While 24 lakh students appeared for the exam in the central boards and 1.5 lakh among them failed (failure rate of 6%), a much higher number of 1.61 crore students appeared for the exam in the State boards, and 26.5 lakh of them failed (a failure rate of 16%).

With around 28 lakh students failing class 10 and 5.5 lakh students not appearing for the exam, around 33.5 lakh class 10 students don't reach class 11, pointing to low retention rate and gross enrollment ratio at the higher secondary level, according to sources in the Ministry.

Of around 28 lakh students who failed in class 10 in 2023, the highest number was in the Andhra Pradesh State board (2.55 lakh students), followed by Karnataka (1.96 lakh students), the Central boards (1.51 lakh students), Maharashtra (1.06 lakh students), and Haryana (95,560 students).

Considering the differences across the school boards in the country, PARAKH, a standard-setting body under the NCERT, has recently submitted to the Ministry of Education an 'equivalence' report, which makes recommendations on how equivalence can be achieved across different school boards in the country, in keeping with a mention of it in the National Education Policy, 2020. The recommendations in the report are being discussed with the school boards.

The government's analysis of the 2023 exam results also shows that there was a higher pass percentage among girls in class 12 (51%), compared to boys (49%). More girls were in the arts stream than boys (28.3 lakh girls against 21.12 lakh boys), and the number of girls in the science stream had increased from 23.3 lakh students in 2022 to 25.04 lakh students in 2023.

WHAT THE NUMBERS SAY

	Class 10		Class 12	
	Central boards	State boards	Central boards	State boards
Students appeared	24 lakh	1.61 crore	17.6 lakh	1.37 crore
Students failed	1.5 lakh	26.5 lakh	2.1 lakh	25 lakh
Failure rate	6%	16%	12%	18%

TOP 5 BOARDS WITH MOST STUDENTS*

SCIENCE STREAM		ARTS STREAM	
Andhra Pradesh	78%	Tripura	84.6%
Manipur	68.4%	Gujarat	82.8%
Tamil Nadu	65.9%	Meghalaya	81.1%
Telangana	65.1%	West Bengal	78.4%
Uttar Pradesh	62%	Assam	76.7%

*Class 12 in 2023

Source: Ministry of Education

The Pioneer, 22 August 2024, Page No - 7

A bold leap towards 'Viksit Bharat' with historic push for education and skilling

This budget allocation of Rs 1.48 lakh crore for education and skilling along with digital learning will help build a robust, future-ready workforce



REETU **SRIVASTAVA**

Union Minister for Education Dharmendra Pradhan hailed the 2024-25 budget as a pivotal milestone on India's path to becoming a developed nation by 2047. Prioritising education, skilling, employment generation, research and innovation like never before, #Budget for Viksit Bharat paves the way for strengthening Bharat's credentials ....." Education Minister Dharmendra Pradhan posted on X. He noted that these are comprehensive and concrete measures taken up by Smt. Nirmala Sitharaman that will be a win-win for all stakeholders—students, academia, and industry.

The budget allocation for Education, employment, and skilling has been increased by 30% to Rs 1.48 lakh crore. India has the largest educational system with 265 million students in schools, 43 million in higher education and more than 10 million learners enrolled in skilling institutions. The Budget Allocation for 2024-25 of Rs 73,498 crores is the highest ever for the Department of School Education & Literacy. Autonomous bodies such as the Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti have also received their highest-ever allocations. The Flagship Schemes like Samagra Shiksha, POSHAN and PM-SHRI have got Rs 3,250 crores. The budget includes strengthening the skilling and apprenticeship ecosystem, skill development and internship opportunities for one crore youth by India's top companies, and providing employment-linked incentives to first-time employees across the sector. The government has introduced a revamped 'Model Skill Loans Scheme' from 1.5 lahks to 7.5 lahks to 25000 students annually and education loans up to 10 lahks for pursuing education in higher domestic educational institutions to one lakh students every year with an annual interest subvention of 3%. The step will certainly promote enrolment in domestic institutions as well as reduce the financial burden on the students. In addition to this, the finance minister also outlined several initiatives for the Skill Development sector.

These include the upgrading of 1,000 Industrial Training Institutes (ITIs) in line with the skill requirements of the industry. The internship opportunities for one crore youth in 5 years by the government is a welcoming step, this will provide youths with an engagement and enhance employability and practical skills.

In the scheme 'National Apprenticeship Training Scheme (NATS)', an allocation of Rs 600 crore has been made.There has been an overall increase of Rs. 3525.15 crore (7.99%) in the budget allocation of the Department of Higher Education in this budget.



Deemed Universities, IITs NITs, IISERs, and IISc have got hefty allocations, considerably high in comparison to the previous budget. In higher education, areas like Digital e-learning, Research and Innovation, teacher training, the Centre of Excellence in Artificial Intelligence and some specific institutions have received higher allocations. Under Digital e-learning, the government is looking forward to tapping the potential of virtual learning and aligning it with the Academic Bank of Credits with the view of increasing portability and flexible study options.

In the scheme 'National Mission in Education through ICT', an allocation of ?480 crore has been made in 2024-25 and this is ? 80 crore more than the allocation in 2023-24.The increased budget for Research and Innovation is to focus on academic and research collaborations in science, engineering and technical education. To improve the quality of education being imparted at the school level it requires a revamped pedagogical structure, so, the Teacher Training segment has got its due share. The scheme 'Establishment of 3 Centres of Excellence (CoEs) in Artificial Intelligence (AI) has got an allocation of ? 255 crore in the budget. The Major Schemes For Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) erstwhile known as Rashtriya Uchchatar Shiksha Abhiyan (RUSA)], the budget has been kept at Rs1814.94 crore An allocation of Rs 1800 crore has been allocated for Institutions of Eminence. In the scheme 'Multi disciplinary Education and Research Improvement in Technical Education EAP (MERITE)', an allocation of Rs 200 crore has been made and this is a 100% increase over the last year's budget.

The NEP 2020 says that the aim of the policy must be for India to have an education system by 2040 with equitable access to the highest-quality education for all learners regardless of social or economic background. Recognising the crucial role of education the government has designed an ambitious package for education for it to be growth-oriented, inclusive and progressive. However, the most important aspect is its implementation. The features of the budget meant for education will play a crucial role in guiding India towards becoming a 'Viksit Bharat' by 2047 as stated by the Education Minister.

(The writer is an educationist and a freelance writer; views expressed are personal)

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Over 65 lakh students failed class 10, 12 exams in 2023; higher failure rate in state boards: MoE

5d • 2 min read

Over 65 lakh students did not pass class 10 and 12 board exams across the country last year with the failure rate being higher in state boards than the central board, according to Ministry of Education (MoE) officials. An analysis of class 10 and 12 results of 59 school boards, including 56 state boards and three national boards, revealed that more girls appeared in class 12 exam from government-managed schools but it is opposite in private schools and government-aided schools.

"Around 33.5 lakh students of class 10 are not reaching next grade. While 5.5 lakh candidates did not appear, 28 lakh failed. This is one of the cause for low retention rate and Gross Enrolment Ration (GER) at higher secondary level," a senior MoE official said.

Similarly, around 32.4 lakh class 12 students did not complete the grade. While 5.2 lakh did not appear, 27.2 lakh failed.

READ ALSO: CBSE mandates NCERT textbooks for Classes 9-12, encourages use for lower grades

In class 10, the student failure rate in central board stood at 6 per cent while that of state boards was much higher at 16 per cent. In class 12, the failure rate at central board is 12 per cent while that of state boards is 18 per cent.

The ministry officials noted that the open school performance was poor in both the classes.

The highest number of student failure in class 10 was in Madhya Pradesh board followed by Bihar and UP. While in class 12, the highest student failure was reported from Uttar Pradesh followed by Madhya Pradesh.

"Overall performance of students in 2023 declined in comparison with previous year. This could be due to larger syllabus for examination," the official said.

READ ALSO: 48 lakh applicants, 60,244 positions: UP Police Recruitment Board set to conduct its largest recruitment drive for constables

More girls appeared for class 10 and 12 board exams from government schools than boys.

"This may reflect gender bias while spending on education by parents. However, girls dominates in pass performance across government, aided and private schools," the official said.

For more news like this visit The Economic Times.

दैनिक जागरण, 23 अगस्त 2024, पृष्ठ संख्या 11

10वीं-12वीं बोर्ड परीक्षाओं की अवधि हो सकती है समान

- शिक्षा मंत्रालय ने राज्यों के स्कूली शिक्षा बोर्डों के साथ शुरू की चर्चा
- बिहार में 12वीं की परीक्षा दस दिन में और पंजाब में होती है 63 दिन में

जागरण ब्यूरो, नई दिल्ली: एक देश, एक ही कक्षा लेकिन परीक्षाओं के पैटर्न सभी राज्यों में अलग है। कोई दसवीं की बोर्ड परीक्षा अभी सिर्फ आठ दिन में कराता है तो कोई इसे 34 दिन में कराता है। ऐसी ही कुछ स्थिति बारहवीं की बोर्ड परीक्षाओं को लेकर है। बिहार इसे दस दिन में कराता है तो पंजाब में यह 63 दिन में होती है। फिलहाल सभी राज्यों के स्कूली शिक्षा बोर्डों की दसवीं व बारहवीं की परीक्षाओं की अवधि में एकरूपता लाने शिक्षा मंत्रालय ने पहल तेज की है। राज्यों के साथ इसे लेकर विमर्श शुरू किया गया है।

माना जा रहा है कि इस पहल से कोई भी राज्य दूसरे राज्य की बोर्ड परीक्षाओं की गुणवत्ता पर सवाल



नहीं खड़ा कर सकेगा। साथ ही छात्रों को भी फटाफट या परीक्षा की लंबी अवधि से छुटकारा मिलेगा। वैसे भी विशेषज्ञों की मानें तो परीक्षाओं की अवधि ज्यादा लंबी होने से छात्रों में तनाव बढ़ता है। शिक्षा मंत्रालय ने सभी राज्यों के स्कूली शिक्षा बोर्डों के परीक्षा पैटर्न का अध्ययन करने के बाद यह पहल शुरू की है।

मंत्रालय ने परीक्षा के पैटर्न और मूल्यांकन के तरीके में भी एकरूपता लाने की जरूरत बताई है। मंत्रालय से जुड़े अधिकारियों की माना है कि देश में एक ही कक्षा में पढ़ाई के स्तर को एक समान रखना है, तो जरूरी है कि सभी स्कूली शिक्षा बोर्ड मूल्यांकन के तरीके में भी एकरूपता लाएं।

सीबीएसई के परीक्षा पैटर्न में बदलाव की दिशा में पहल

शिक्षा मंत्रालय ने इसके साथ ही केंद्रीय बोर्ड यानी सीबीएसई के परीक्षा पैटर्न में बदलाव की दिशा में पहल शुरू की है। जिसमें अगले साल से दसवीं व बारहवीं की बोर्ड परीक्षाओं को जेईई मेन की तर्ज पर साल में दो बार कराने की तैयारी है। मंत्रालय का मानना है कि इससे छात्रों पर बोर्ड परीक्षा को लेकर दबाव कम होगा। यदि एक परीक्षा में वह बेहतर प्रदर्शन नहीं कर पाए हैं, तो वह दूसरी परीक्षा में हिस्सा लेकर उसे सुधार सकते हैं। इसके साथ सीबीएसई की बोर्ड परीक्षाओं की अवधि को अधिकतम महीने भर के भीतर रखने का भी सुझाव है। मौजूदा समय में दसवीं की बोर्ड परीक्षा सीबीएसई 34 दिन में कराती है, जबकि बारहवीं की 49 दिन में कराती है।

दैनिक जागरण, 23 अगस्त, 2024, पृष्ठ संख्या 8

अलग-अलग स्कूली बोर्ड

देश के सभी स्कूली बोर्डों की परीक्षाओं में एकरूपता लाने के उद्देश्य से केंद्रीय शिक्षा मंत्रालय राज्य सरकारों से जो विचार-विमर्श करने जा रहा है, उसके सार्थक परिणाम सामने आने चाहिए। देश भर में अभी साठ से अधिक स्कूली बोर्ड हैं। उनमें कई स्तरों पर भिन्नताएं हैं। ये भिन्नताएं राष्ट्रीय स्तर पर होने वाली प्रवेश परीक्षाओं में समस्या ही बनती हैं। एक तो विभिन्न स्कूली बोर्डों का पाठ्यक्रम भिन्न है और दूसरे, उनकी मूल्यांकन पद्धति भी अलग-अलग है। इसके चलते उत्तीर्ण छात्रों के प्रतिशत में खासा अंतर देखने को मिलता है। उदाहरणस्वरूप मेघालय में कक्षा 10 पास करने वाले छात्रों का प्रतिशत 55-56 प्रतिशत रहता है तो मध्य प्रदेश में 60-62 प्रतिशत और केरल एवं तेलंगाना में 90 प्रतिशत से अधिक। यह किसी से छिपा नहीं कि कुछ स्कूली बोर्ड अधिक उदारता से अंक देने की नीति पर चलते हैं। अलग-अलग स्कूली बोर्डों की परीक्षाओं की अवधि में भी अंतर देखने को मिलता है। कुछ स्कूली बोर्ड एक माह से कम समय में परीक्षाएं संपन्न करा लेते हैं तो कुछ यही काम डेढ़-दो माह में करते हैं। अलग-अलग स्कूली बोर्डों के छात्र जब राष्ट्रीय स्तर पर होने वाली किसी प्रवेश परीक्षा में शामिल होते हैं और वहां उनके 12वीं के अंकों को महत्व दिया जाता है तो परीक्षा आयोजकों के समक्ष कठिनाई पैदा होती है।

समस्या केवल यह नहीं है कि राज्यों के स्कूली बोर्डों में पाठ्यक्रम और मूल्यांकन के स्तर पर भिन्नताएं हैं। समस्या यह भी है कि केंद्रीय स्कूली बोर्डों के स्तर पर भी एकरूपता का अभाव है। इसका कोई औचित्य नहीं। चूंकि शिक्षा राज्यों का भी विषय है, इसलिए उन्हें अपने स्कूली बोर्ड संचालित करने का अधिकार है, लेकिन इसका कोई अर्थ नहीं कि उनमें कोई साम्य न नजर आए। यह साम्य इसलिए होना चाहिए, क्योंकि इससे देश भर के छात्र एक धरातल पर आएंगे और उनमें स्वस्थ प्रतिस्पर्धा कायम हो सकेगी। सभी स्कूली बोर्डों के पाठ्यक्रम और छात्रों के मूल्यांकन में एकरूपता केवल इसलिए नहीं होनी चाहिए कि नई राष्ट्रीय शिक्षा नीति में इसकी आवश्यकता जताई गई है। यह इसलिए भी होनी चाहिए, ताकि सभी स्कूली छात्रों में एकत्व का भाव बढ़े। आखिर सभी स्कूली बोर्डों का पाठ्यक्रम करीब-करीब एक जैसा क्यों नहीं किया जा सकता? यदि ऐसा किया जा सके तो इससे शिक्षा अधिकार कानून को सही तरीके से क्रियान्वित करने में भी सहायता मिलेगी और शिक्षा के स्तर पर व्याप्त गैर बराबरी को भी दूर किया जा सकेगा। इसी कारण राष्ट्रीय बाल अधिकार संरक्षण आयोग ने स्कूली शिक्षा से संबंधित सभी प्रमुख सचिवों और सचिवों से पाठ्यक्रम, पाठ्य पुस्तकों और मूल्यांकन विधियों में एकरूपता सुनिश्चित करने को कहा था। यह काम तो अब तक हो जाना चाहिए था। यह दुर्भाग्यपूर्ण है कि कई राज्य सरकारें केवल इस कारण इसमें रुचि नहीं ले रही हैं, क्योंकि केंद्र सरकार ऐसा चाह रही है। यह और कुछ नहीं, राजनीतिक संकीर्णता ही है।

हिन्दुस्तान, 23 अगस्त, 2024, पृष्ठ संख्या -12

उपलब्धि | राष्ट्रपति मुर्मु ने राष्ट्रीय विज्ञान पुरस्कार प्रदान किए, देश के 33 वैज्ञानिकों को मिला राष्ट्रीय सम्मान

गोविंदराजन पद्मनाभन विज्ञान रत्न से नवाजे गए

नई दिल्ली, एजेंसी। राष्ट्रपति द्रौपदी मुर्मु ने गुरुवार को प्रसिद्ध बायोकेमिस्ट गोविंदराजन पद्मनाभन को पहले विज्ञान रत्न पुरस्कार से सम्मानित किया। यह भारत का सर्वोच्च विज्ञान पुरस्कार है। राष्ट्रपति भवन के गणतंत्र मंडपम में राष्ट्रपति ने 13 विज्ञान श्री, 18 विज्ञान युवा-शांति स्वरूप भटनागर और एक विज्ञान टीम पुरस्कार भी प्रदान किया, जो विज्ञान पुरस्कारों के लिए पहला अलंकरण समारोह था। चंद्रयान-3 मिशन पर काम करने वाले वैज्ञानिकों और इंजीनियरों की टीम को विज्ञान टीम पुरस्कार से सम्मानित किया गया।



राष्ट्रपति भवन में गुरुवार को गोविंदराजन को सम्मानित करतीं राष्ट्रपति मुर्मु। • एएनआई

विज्ञान श्री पुरस्कार

खगोल भौतिकविद् अन्नपूरिणी सुब्रमण्यन, कृषि वैज्ञानिक आनंदरामकृष्णन, परमाणु उर्जाविद् आवेश कुमार त्यागी, जीव वैज्ञानिक उमेश वार्ष्णेय और प्रोफेसर जयंत भालचंद्र उद्गांवकर, पृथ्वी वैज्ञानिक सईद वजीह अहमद नकवी, इंजीनियरिंग वैज्ञानिक भीम सिंह, गणित एवं कंप्यूटर वैज्ञानिक आदिमूर्ति और प्रोफेसर राहुल मुखर्जी, दवा वैज्ञानिक संजय बेहारी, भौतिकविद् लक्ष्मण मुत्युस्वामी और प्रोफेसर नब कुमार मंडल और तकनीक के क्षेत्र में प्रोफेसर रोहित श्रीवास्तव को विज्ञान श्री पुरस्कार से सम्मानित किया गया।

विज्ञान युवा-शांति सम्मान

कृषि वैज्ञानिक कृष्ण मूर्ति एसएल और स्वरूप पारिदा, जीव वैज्ञानिक राधाकृष्णन महालक्ष्मी और अरविंद पेनमात्सा, रसायनविद् विवेक पोल्शेत्तिवर और विशाल राय, पृथ्वी वैज्ञानिक रॉक्सी मैथ्यू, इंजीनियरिंग वैज्ञानिक अभिलाष और राधा कृष्ण गंति, पर्यावरण पूरबी सैकिया और बप्पी पॉल, गणित और कंप्यूटर वैज्ञानिक महेश रमेश काकडे, दवा क्षेत्र में जितेंद्र साहू और प्रज्ञ ध्रुव यादव, भौतिकविद् उर्बसी सिन्हा, अंतरिक्ष विज्ञान में दिगेंद्रनाथ स्वैन और तकनीक में प्रभु राजगोपाल को विज्ञान युवा-शांति स्वरूप भटनागर पुरस्कार से नवाजे गए।

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Nation

Ministry of education directs states, union territories to enforce new school safety guidelines

These guidelines cover a wide array of safety concerns, addressing physical security, socio-emotional well-being, and preparedness for natural disasters.



Union Education minister Dharmendra Pradhan Photo | Express

Express News Service

Updated on: 23 Aug 2024, 6:59 pm · 1 min read

NEW DELHI: The Ministry of Education has directed all states and union territories to enforce comprehensive safety guidelines across educational institutions to address the growing concerns over child safety in schools.

The "Guidelines on School Safety and Security-2021," developed by the Department of School Education and Literacy (DoSEL), were initially introduced in response to directives from the Supreme Court of India. These

guidelines aim to create a robust framework that ensures the safety of students in both government and private schools.

These guidelines cover a wide array of safety concerns, addressing physical security, socio-emotional well-being, and preparedness for natural disasters. They also emphasise the importance of preventive education, urging schools to actively involve parents, teachers, and students in creating a secure environment.

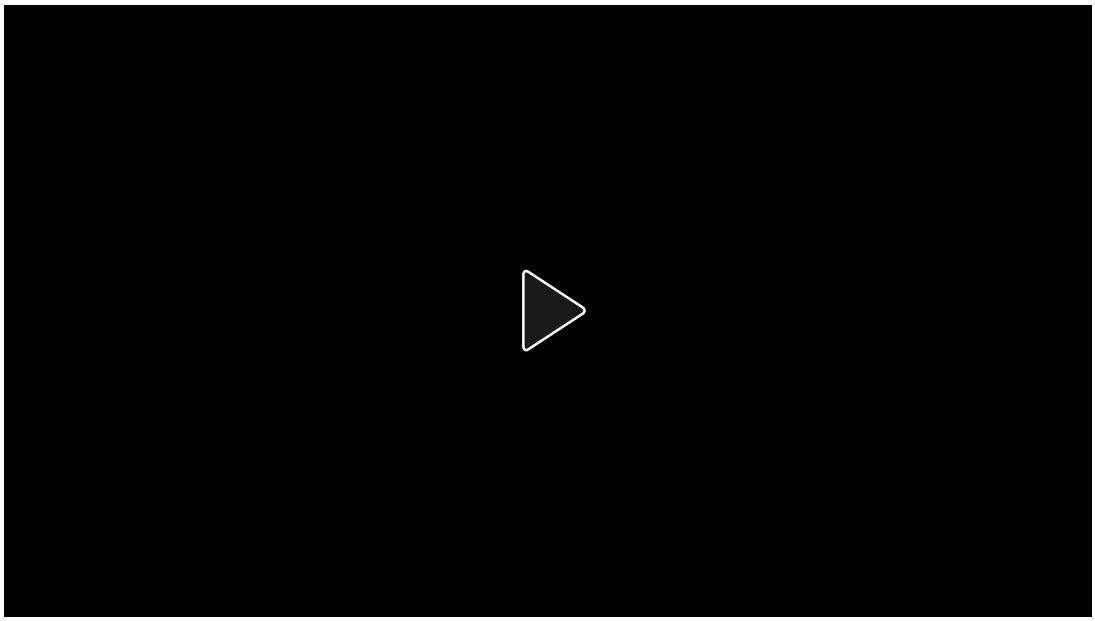
The Ministry has instructed states and union territories to adapt the guidelines to their specific contexts and to ensure their prompt notification and implementation.

The "Guidelines on School Safety and Security-2021" are publicly available on the Ministry of Education's website.

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Ministry of Education | new school safety guidelines

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Ministry of Education directs all States/UT to implement Guidelines on School Safety and Security" to ensure safety and security of children in schools

States/UTs also requested to inform status of notification of Guidelines on School Safety and Security-2021 in their State/UT

Posted On: 23 AUG 2024 1:56PM by PIB Delhi

The Ministry of Education, Government of India is deeply committed to ensuring the safety and security of children in schools and other educational institutions. To strengthen procedures, accountability and safeguard the students, in pursuance of the order of Hon'ble Supreme Court in the Writ Petition (Criminal) No. 136 of 2017 and Writ Petition (Civil) No. 874 of 2017, Department of School Education and Literacy (DoSEL), Ministry of Education has developed 'Guidelines on School Safety and Security-2021', which are in alignment with the POCSO Guidelines. These guidelines inter -alia, contain provisions for fixing the accountability of the school management in the matter of safety and security of children studying in Government, Government-aided and Private Schools. Further, the guidelines provide measures for preventive education, accountability of various stakeholders, reporting procedure, concerned legal provisions, support and counselling and safe environment. These guidelines are crucial to accessibility, inclusiveness and positive learning outcomes.

2. **The guidelines had been circulated to all States/UTs/Autonomous Bodies of DoSEL and Stakeholder Ministries on 01.10.2021**. The guidelines which are advisory in nature, detail the accountability of various stakeholders and different departments in ensuring the safety and security of children in schools. States/UTs were informed that they may incorporate additions/modifications to these guidelines, if deemed necessary, according to the State/UT specific requirements and notify these guidelines. These guidelines are uploaded on the website of DoSEL at https://dsel.education.gov.in/sites/default/files/2021-10/guidelines_sss.pdf.

The purpose of these guidelines is:

- to create an understanding among all stakeholders, including students and parents, on the need for co-creating a safe and secure school environment for the holistic development of children.
- to make different stakeholders aware about the acts, policies, procedures and guidelines already available on different aspects of safety and security i.e., physical, socio-emotional, cognitive and specific to natural disasters as well.
- to empower different stakeholders and enable clarity on their role in the implementation of this guideline.
- to fix accountability for keeping children safe and secure in schools (including while children are transported to and fro, to attend school or go back to their homes in a school transport) on School Management and Principals and Teachers in Private/Unaided Schools, and Head/in-charge Head of School, Teachers and education administration in case of government/government-aided schools.
- A key purpose is to emphasize the 'Zero Tolerance Policy' against any negligence on the part of any individual or management when it comes to the safety and security of children in schools.

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SS/AK

(Release ID: 2048042) Visitor Counter : 1072

Read this release in: Urdu , Marathi , Hindi , Manipuri , Bengali-TR , Gujarati , Tamil , Telugu , Malayalam

Shri Dharmendra Pradhan releases inaugural edition of e-magazine ‘Sapno ki Udaan’on virtual platform on National Space Day to commemorate 1st anniversary of landing of Chandrayaan-3

Inaugural issue of the e-magazine & all subsequent issues shall be available online for readers on the NCERT portal

Posted On: 23 AUG 2024 10:23PM by PIB Delhi

On the occasion of India’s National Space Day, Department of School Education & Literacy, Ministry of Education in collaboration with NCERT released an e-magazine **‘Sapno ki Udaan’** to commemorate the 1st anniversary of the landing of Chandrayaan-3 on the lunar South Pole.

Union Minister of Education, Shri Dharmendra Pradhan released the inaugural edition on a virtual platform. The launch program was also virtually graced by Shri Jayant Chaudhary, Minister of State for Education.



During the virtual launch of the e-magazine ‘Sapno Ki Udaan’, the Minister of Education, Shri Dharmendra Pradhan in his message, hailed the launching of the e-magazine and said this will fulfil the recommendations of the #NEP2020 of making education accessible, and equitable, making the students ready for the global challenges of the 21st Century. He also said the current theme of the magazine ‘space’ resonates with the vastness of the imagination of our children.

Shri Jayant Chowdhury, Minister of State (Independent Charge) for Skill Development & Entrepreneurship & Minister of State for Education in his message mentioned how the day has provided the perfect backdrop for celebrating the country’s scientific achievements. He also said this effort would inculcate in our students a spirit of scientific temper.

While unveiling the inaugural issue, Shri Sanjay Kumar, Secretary of the Department of School Education and Literacy, noted that the e-magazine is a fascinating mix of poetry, essays, stories, anecdotes, and riddles given by students, teachers, and parents from around India. He stated that, as of now, the e-magazine is on a quarterly basis, but in due course of time, it will become monthly.

The event was also attended by Shri Vipin Kumar Additional Secretary, Prof. D.P. Saklani, Director, NCERT, Shri. Rahul Singh, Chairperson CBSE, Ms. Prachi Pandey Joint Secretary, Ministry of Education Prof. Saroj Sharma, Chairperson NIOS, Prof. Jyotsana Tiwari, NCERT and other senior officials of the Ministry.

The other dignitaries present also expressed their satisfaction at the launch of the quarterly e-magazine at such an opportune moment and were optimistic that the collaboration of all stakeholders would result in an output which would be beneficial for everyone in the long run.

The inaugural issue of the e-magazine and all subsequent issues shall be available online for all readers on the NCERT portal(e-magazine link PDF : https://ncert.nic.in/pdf/announcement/SapnoKiUdaan.pdf and Flipbook : https://ncert.nic.in/flipbook/SapnoKiUdaan/#page=1.

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SS/AK

(Release ID: 2048379) Visitor Counter : 12024

Read this release in: Urdu , Hindi

हिन्दुस्तान, 24 अगस्त, 2024, पृष्ठ संख्या - 8

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यहां स्कैन करें

अलख पांडे | शिक्षक एवं उद्यमी

पिछले दिनों पेरिस ओलंपिक में हमारे खिलाड़ियों ने अपनी कामयाबी से पूरी दुनिया का ध्यान खींचा, तो यहां भारत में हमने अंग्रेजों से मिली आजादी के सफल 77 वर्षों का जश्न मनाया। यह इस बात पर चिंतन करने का उचित मौका है कि हमारे राष्ट्र ने अपने नौजवानों की जरूरतों को कैसे पूरा किया है? क्या हमने एक समाज के रूप में ऐसा माहौल बनाया है, जिसमें सफलता को बढ़ावा दिया जाता है? क्या आर्थिक मुश्किलों की चिंता किए बगैर सबको गुणवत्तापूर्ण शिक्षा मिल पा रही है? हाल के पेपर लीक विवाद ने हमारी शिक्षा प्रणाली की गंभीर खामियों को बेपरदा किया है। अगर इसमें छात्रों की खुदकुशी के बढ़ते मामलों का मसला भी जोड़ दें, तो ये मुद्दे एक ऐसे तंत्र की ओर इशारा करते हैं, जो छात्रों की जरूरतों को पूरा करने में विफल दिख रहा है।

इन खामियों को दूर करने के लिए हमें सबसे पहले ज्यादातर भारतीय छात्रों के सच को समझना होगा। उनके लिए अच्छी शिक्षा का मतलब है, 'आर्थिक बलिदान', मतलब माता-पिता की सर्जरी को टालते जाना या कर्ज लेना, जो परिवार को बर्बादी के कगार पर पहुंचा देता है। मैं अपने निजी अनुभव से उनके संघर्ष को समझ सकता हूं। मेरा जन्म 90 के दशक में उत्तर प्रदेश में हुआ था और मेरे परिवार को गंभीर मुश्किलों से लड़ना पड़ा। यहां तक कि जीवित रहने के लिए हमने अपना घर तक बेचा। इन संघर्षों ने मुझे उद्यमिता की ओर प्रेरित किया और साल 2016 में मैंने 'फिजिक्स वाला' की नींव रखी। मैं अपनी इस सफलता को एक अपवाद मानता हूं। वास्तव में, ऐसे किसी मंच की जरूरत यदि है, तो इसका साफ अर्थ है कि बच्चों को गुणवत्तापूर्ण और किफायती शिक्षा नहीं मिल पा रही है। जाहिर है, हमें अपनी शिक्षा प्रणाली की चुनौतियों का आकलन करना होगा।

इतिहास में झांकें, तो भारत अंकगणित से लेकर खगोल विज्ञान तक विद्वानों की भूमि रहा है। ज्ञान की खोज में भारत आने वाले विदेशी विद्वानों की कहानियां हम जानते ही हैं। भारत विश्वगुरु का वह रुतबा फिर से हासिल कर सकता है। इस लक्ष्य तक पहुंचने की सिफारिश कोठारी आयोग, 1966 ने अपनी रिपोर्ट में एक समान स्कूली प्रणाली (सीएसएस) के माध्यम से की थी। इसके तहत

देश में सिर्फ 15 फीसदी छात्र हाईस्कूल जा पाते हैं और सात फीसदी स्नातक कर पाते हैं। भारत की 20 फीसदी आबादी अब भी निरक्षर है, जो शिक्षा तंत्र की विफलता का एक संकेत है।

सभी सरकारी, अनुदानित और मान्यता प्राप्त निजी स्कूलों को समान मानकों के तहत एकीकृत करने की बात कही गई थी, ताकि सबको समान शिक्षा मिल सके।

पिछले तीन दशकों में शिक्षण संस्थानों की संख्या में चार गुना वृद्धि तो हुई, पर उच्च नामांकन दर एक क्षणभंगुर सफलता ही है, क्योंकि सिर्फ 15 फीसदी छात्र हाईस्कूल जा पाते हैं और सात फीसदी स्नातक कर पाते हैं। देश की 20 फीसदी आबादी निरक्षर है, जो शिक्षा तंत्र की विफलता का साफ संकेत है। आज भारत में विश्व का तीसरा सबसे बड़ा शिक्षा तंत्र है। हमसे आगे सिर्फ चीन और अमेरिका हैं। फिर भी, ज्यादातर उच्च शिक्षण संस्थाएं आम जनता की जरूरतें पूरी नहीं करतीं। ऐसे में, राष्ट्रीय शिक्षा नीति, 2020 से उम्मीदें स्वाभाविक हैं, जो आलोचनात्मक नजरिया, रचनात्मकता, व्यावसायिक प्रशिक्षण और बहु-विषयक शिक्षा पर जोर देते हुए सुधार का मार्ग प्रशस्त करती है। हालांकि, इस राह में शिक्षकों की कमी एक बड़ी रुकावट बन सकती है। साल 2023 में देश के 45 केंद्रीय विश्वविद्यालयों में शिक्षकों के 30 फीसदी से भी ज्यादा पद खाली पड़े थे। अच्छे शिक्षक बेहतर मौके की तलाश में विदेशी विश्वविद्यालयों का रुख करने लगे हैं।

शिक्षा प्रणाली में सुधार से देश के विकास पर दूरगामी प्रभाव पड़ेगा। दुनिया की सर्वाधिक आबादी वाले देश भारत में 68 फीसदी जनसंख्या आज 15 से 64 आयु-वर्ग की है। हमारी औसत उम्र 28.4 फीसदी है, जो चीन या अमेरिका से कम है। फिर भी यदि उद्योगों में कुशल कामगारों की कमी महसूस की जा रही है, तो मतलब यही है कि शिक्षा और प्रशिक्षण में हम कहीं न कहीं चूक कर रहे हैं। राष्ट्रीय कौशल विकास निगम (एनएसडीसी) के प्रयासों के बावजूद हम इस अंतर को पाट नहीं पा रहे हैं। साफ है, सार्थक बदलाव के लिए हमें शिक्षकों, छात्रों व शिक्षाविदों के नेतृत्व में एक मजबूत संस्था बनानी चाहिए, जिसके पास सुधार लागू करने के लिए पर्याप्त पूंजी और स्वायत्तता हो। बेशक चुनौतियां बड़ी हैं, लेकिन हम अपने कौशल व संसाधनों का लाभ उठाकर वह भारत बना सकते हैं, जिसकी हम कल्पना करते हैं।

(ये लेखक के अपने विचार हैं)

दैनिक जागरण, 24 अगस्त 2024, पृष्ठ संख्या - 8

10वीं और 12वीं के लिए राज्य बनाएं एक ही शिक्षा बोर्ड : केंद्र

- अभी आठ राज्यों में 10वीं-12वीं के हैं अलग-अलग बोर्ड
- कर्नाटक ने मानी सलाह, दोनों बोर्डों का एक में किया विलय

जागरण ब्यूरो, नई दिल्ली : राज्यों के साथ मिलकर स्कूली शिक्षा की गुणवत्ता को मजूबती देने में जुटे केंद्र ने अब सभी राज्यों को दसवीं और बारहवीं के लिए एक ही स्कूली शिक्षा बोर्ड बनाने की सलाह दी है। केंद्र ने राज्यों को यह सलाह तब दी है, जब अभी भी बंगाल, ओडिशा, असम सहित देश के आठ राज्यों में दसवीं व बारहवीं के लिए अलग-अलग स्कूली शिक्षा बोर्ड मौजूद है। इनके परीक्षा व मूल्यांकन का तरीका भी अलग-अलग है। अब तक इन राज्यों में शामिल कर्नाटक ने केंद्र की सलाह की मानते हुए पिछले वर्ष ही अपने दसवीं और बारहवीं के सभी बोर्डों का आपस में विलय कर एक बोर्ड बना दिया है।

शिक्षा मंत्रालय का मानना है कि राज्यों में एक शिक्षा बोर्ड होने से वह नौवीं से बारहवीं कक्षा तक पढ़ाई करने वाले छात्रों के विकास के लिए एक साझा रणनीति तैयार कर सकेंगे। देश के जिन आठ राज्यों में दसवीं और बारहवीं के लिए अलग-अलग शिक्षा बोर्ड हैं, उनमें बंगाल, ओडिशा, आंध्र प्रदेश, असम, केरल, मणिपुर, तेलंगाना और बिहार शामिल हैं। बिहार में दसवीं के लिए अलग से संस्कृत बोर्ड है, जबकि असम में दसवीं व बारहवीं के लिए दो-दो बोर्ड हैं। केरल में भी बारहवीं के लिए दो बोर्ड हैं। कुल 18 बोर्ड ऐसे हैं, जो दसवीं और बारहवीं के लिए अलग-अलग संचालित होते हैं। देश के छह शिक्षा बोर्ड ऐसे भी हैं, जो अपने यहां एनसीईआरटी का पाठ्यक्रम नहीं पढ़ाते हैं। इनमें आंध्र प्रदेश, ओडिशा, तेलंगाना, बिहार, तमिलनाडु और बंगाल के बोर्ड शामिल हैं।

'आइटीआइ व एनएसटीआइ को उन्नत करने की तैयारी'

मुंबई, प्रेट्र : केंद्रीय कौशल विकास और उद्यमिता मंत्री जयंत चौधरी ने शुक्रवार को कहा कि सरकार 1000 औद्योगिक प्रशिक्षण संस्थानों और पांच राष्ट्रीय कौशल प्रशिक्षण संस्थानों (एनएसटीआइ) के आधुनिकीकरण के बारे में राज्य सरकारों व उद्योग संगठनों के साथ बातचीत कर रही है। उन्होंने कहा कि हम इस सिलसिले में राज्य सरकारों और विभिन्न उद्योग संघों के सुझावों को लेकर आइटीआइ और एनएसटीआइ को उन्नत करेंगे। देश में अभी लगभग 15,000 आइटीआइ हैं, जिनमें से 12,000 निजी क्षेत्र के हैं।

राष्ट्रीय सहारा, 24 अगस्त 2024, पेज नं-1

स्कूलों में बच्चों की सुरक्षा पर 'जीरो टोलरेंस'



- केंद्रीय शिक्षा मंत्रालय ने सभी राज्यों को बच्चों की सुरक्षा को लेकर लिखा पत्र
- 'स्कूल सुरक्षा और संरक्षा पर दिशा-निर्देश' लागू करने का निर्देश

नई दिल्ली (एसएनबी)। स्कूलों में बच्चों की सुरक्षा को लेकर केंद्र सरकार सख्त दिखाई दे रही है। केंद्र सरकार ने स्पष्ट किया है कि बच्चों की सुरक्षा को लेकर केंद्र की जीरो टॉलरेंस पालिसी है। केंद्रीय शिक्षा मंत्रालय ने सभी राज्यों को बच्चों की सुरक्षा को लेकर पत्र लिखा है और स्कूल सुरक्षा और संरक्षा पर दिशा निर्देश लागू करने के निर्देश दिए है। मंत्रालय ने कहा है कि इस संबध में अधिसूचना जारी कर मंत्रालय को भी सूचित किया जाए।

शिक्षा मंत्रालय के स्कूली शिक्षा और साक्षरता विभाग ने सर्वोच्च न्यायालय के एक आदेश का पालन करते हुए 'स्कूल सुरक्षा और संरक्षा के बारे में दिशानिर्देश-2021' विकसित किए है, जो 'पॉक्सो' दिशानिर्देशों के अनुरूप है। इन दिशानिर्देशों में अन्य बातों के साथ-साथ सरकारी, गैर सरकारी सहायता प्राप्त और निजी स्कूलों में पढ़ने वाले बच्चों की सुरक्षा और संरक्षा के मामले में स्कूल प्रबंधन की जवाबदेही तय करने का प्रावधान है। इसके अलावा, ये दिशानिर्देश निवारक शिक्षा, विभिन्न हितधारकों की जवाबदेही, रिपोर्टिंग प्रक्रिया, संबंधित कानूनी प्रावधानों, सहायता और परामर्श तथा सुरक्षित माहौल के बारे में उपाय प्रदान करते है।

मंत्रालय ने यह दिशा निर्देश अक्टूबर 2021 में ही सभी राज्यों व केंद्र शासित प्रदेशों सहित अन्य संबधित मंत्रालयों को भेज दिये गये थे। उस समय यह दिशा निर्देश सलाह के रूप में दिये गये थे जिसमें बच्चों की सुरक्षा को लेकर विभिन्न एजेंसियों व विभागों की जवाबदेही के बारे में विस्तार से बताया गया है। इन दिशा निर्देशों का उददेश्य बच्चों के समग्र विकास के लिए एक सुरक्षित और संरक्षित स्कूली माहौल बनाना तथा अभिभावकों सहित अन्य सभी एजेंसियों व संस्थानों के बीच समझ पैदा करने के साथ साथ सुरक्षा व संरक्षा के विभिन्न पहलुओं भौतिक, सामाजिक-भावनात्मक, संज्ञानात्मक और प्राकृतिक आपदाओं से संबंधित विभिन्न पहलुओं पर पहले से उपलब्ध अधिनियमों, नीतियों, प्रक्रियाओं और दिशानिर्देशों के बारे में संस्थानों व एजेसियो को जागरूक करना है।

इन दिशा निर्देशों में स्कूलों में बच्चों को सुरक्षित और संरक्षित रखने के अलावा बच्चों को स्कूल लाने-ले जाने, स्कूल जाने या स्कूल परिवहन में उनके घर वापस जाने के दौरान सुरक्षा भी शामिल है और निजी गैर-सहायता प्राप्त स्कूलों में स्कूल प्रबंधन और प्रधानाचार्यो तथा शिक्षकों पर तथा सरकारी व सरकारी सहायता प्राप्त स्कूलों के मामले में स्कूल के प्रमुख प्रभारी प्रमुख, शिक्षकों और शिक्षा प्रशासन की जवाबदेही को लेकर भी निर्देश जारी किये गये हैं।

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Investing in persons with disabilities



Rajesh Ranjan

lawyer-researcher who writes on public law, rights, and public engagement of Constitution

A recent Hindi movie, *Srikanth*, starring Rajkummar Rao, narrates the story of the industrialist Srikanth Bolla and his journey of overcoming the challenge of visual impairment. In the film, the people of Srikanth's father's village ask the family not to invest in the son's education or life in general. Many parents of children with some form of disability are similarly made to believe that their offspring are not worthy of investment. Persons with disabilities (PwDs) face social stigma, marginalisation in all sectors, and discrimination in education and employment; most importantly, they struggle for dignity. Educational institutions lack the necessary infrastructure and support mechanisms and workplaces lack robust diversity policies that would give proper representation to PwDs.

Status of education and jobs

The 2023 report by Nifty 50 constituent companies reveals that only five out of the 50 companies have more than 1% of PwDs on their rolls, with four of them being public sector companies. Similarly, data from the National Centre for Promotion of Employment for Disabled People reveals that less than 1% of India's educational institutions are disabled-friendly, less than 40% of school buildings have ramps, and approximately 17% have accessible restrooms. A report of the Sarthak Educational Trust titled 'Accessibility and Inclusion in Higher Education in India' states that reservation is provided under the Rights of Persons with Disabilities Act, 2016, in government jobs, and incentives in non-government jobs, but there is a clear lack of implementation. The lack of infrastructure combined with the lack of inclusive policies hinders the full participation of PwDs in society. Thus, it is imperative that both public and private institutions invest in the uplift of PwDs.

The Indian education system needs an inclusive framework to promote PwDs. For instance, Harvard University in the U.S. has Local Disability Coordinators who are specialised in helping PwDs find accommodation in the city. Similarly, Stanford University in the U.S. has a robust institutional structure which includes providing support in housing and devices to PwDs. It also has a comprehensive resource centre that supports students with disabilities. Few Indian universities provide such impressive models. In 2023, Shiv Nadar University enumerated a disability support policy, which includes providing personalised support to students on a case-by-case basis, depending on the student's health condition every semester. Based on the nature and severity of the disability, the Dean of Academics decides measures for academic accommodation and the Dean of Students for other aspects.

However, these measures are not institutionalised. Hence, they are not uniform, leaving a vast number of students from diverse backgrounds outside the walls of the university. Despite the University Grants Commission's draft accessibility and inclusivity guidelines for higher education institutions to ensure that admission announcements and advertisements are circulated in accessible formats, the presence of PwDs is not very encouraging.

In terms of employment, despite the legislative mandate of providing reservation for PwDs, and of drafting an equal opportunity policy detailing the measures proposed by the establishment to ensure an inclusive work environment and prohibit discrimination at the workplace, employers have failed to do these. For the effective implementation of these rules, States should come forward and develop a compliance mechanism. For instance, a model from Brazil can be emulated, where companies with more than 100 employees must have PwDs comprise 2%-5% of the total workforce. In cases of non-compliance, the company may be subject to fines based on criteria such as its size and the number of times offences were repeated. Some countries have also developed incentive mechanisms. Japan, for instance, has developed a system of subsidiaries for employees who have some form of disability.

Educational institutions lack the necessary infrastructure and workplaces lack robust diversity policies to give proper representation to persons with disabilities

Striving for dignity

The British artist, David Hevey, once remarked that "the history of the portrayal of disabled people is the history of oppressive and negative representation. This has meant that disabled people have been presented as socially flawed able-bodied people, not as disabled people with their own identities". The identity of PwDs is eroded in several ways. PwDs are considered by many as pitiful or helpless. Many believe that PwDs can only be in relationships with one another. Disability in addition to belonging to a "lower" caste or a particular gender creates a double/triple burden on people.

Sociologist Colin Barnes has argued that PwDs are "portrayed as objects of pity, violence, curiosity and ridicule, as burdens on society, sexually abnormal, and overall, as people incapable of community participation". This portrayal forms the basis of the societal attitude towards PwDs. Recently, three former cricketers mocked PwDs in a video that went viral after India won the World Championship of Legends. Everyday struggles and the stigmatisation and mockery of PwDs reveals the inability of so-called "able-bodied people" to treat them equally with dignity.

Abhishek Anicca in his book, *The Grammar of My Body*, writes, "My friends say disabled people can be negative. I agree. We are so negative that sometimes the able-bodied mind never reaches us. That distance is too far... It is thus those who are creating the distance [who] should bridge the gap."

The Times of India, 24 August 2024, DT Page 12

Leaders and diplomats gather for a book launch event in the capital

The Constitution Club of India hosted the launch of the book *Emotional Leadership* by Neeraj Ashok Sharma, Honorary Consul General of Palau to India. The event attracted prominent diplomats, government officials, and leaders from various fields. Meenakshi Lekhi, former Minister of State for External Affairs and Culture, was the chief guest. Meanwhile, Josel F. Ignacio, Ambassador of the Philippines, and Mustapha Jawara, Ambassador of Gambia, also graced the occasion. Shruti Swaroop anchored the evening.

Neeraj says, "The book delves into the role of emotional intelligence in leadership, offering practical strategies for leaders to foster trust, enhance team dynamics, and improve workplace well-being. It is for leaders aiming to navigate the complexities of modern workplaces with resilience and empathy."

The organisers of the event add, "Neeraj is one of the renowned strategists with expertise spanning various industries, including automobiles, international relations, public administration, education, and information technology. He provides strategic and leadership mentoring to global leaders and helps entrepreneurs navigate challenges."





Meenakshi Lekhi



(L-R) Josel Francisco Ignacio, Ambassador of the Philippines; Mustapha Jawara, High Commissioner of Gambia, Neeraj A Sharma and Ashok Sharma

<< Neeraj Ashok Sharma, Honorary Consul General of the Republic of Palau to India

The Times of India, 24 August 2024, Page No 12

Stolen Chola-era idol of Krishna brought home from Bangkok

Jaya.Menon@timesofindia.com

Chennai: An exquisitely cast antique Chola-era bronze idol of 'Kaliya (cobra) Krishna' or 'Kalinga Nardhana Krishna' (dancing Krishna), smuggled out of the country several years ago and recovered in Bangkok, was returned to India and handed over to Archaeological Survey of India (ASI).

In a letter dated Aug 14, director-antiquity, ASI, informed Shailesh Kumar Yadav, then DGP Idol Wing CID, that it received the idol (from Bangkok) on June 25 and was in its 'safe custody'. "As the sculpture is a case property, the competent authority has agreed to hand over the sculpture to Idol Wing, Tamil Nadu," said the letter, asking Yadav to depute a team "to take over the object".



The idol was found in antique smuggler Latchford's Bangkok apartment

"Due to shortages/probes in India, despite idol smuggler Subhash Kapoor being extradited to the country and a lengthy trial, no leads were forthcoming on even a single idol of the thousands he had stolen and sold for past 35 years," said idol hunter and India Pride Project co-founder K Vijay Kumar. "It was by sheer luck the bronze surfaced with another noted antique smuggler and collector Douglas Latchford in Bangkok," said Kumar.

"India must open a larger probe into the Latchford idols and push for all their restitution as well," he said. "Social media photos show at least eight other Chola bronzes in Latchford's Bangkok apartment. India should seek their return as well," he said.

"Once provided proof that this Kaliyanardhana was trafficked, the now deceased smuggler's daughter agreed to return the statue to India," he added.

The Statesman, 24 August 2024, Page No - 6

Education Ministry asks states/UTs to implement school safety guidelines

STATESMAN NEWS SERVICE
NEW DELHI, 23 AUGUST



The Education Ministry has directed all States/UT to implement "Guidelines on School Safety and Security" which are in alignment with the Protection of Children from Sexual Offences (POCSO) guidelines.

These guidelines, inter-alia, contain provisions for fixing the accountability of the school management in the matter of the safety and security of children studying in Government, Government-aided, and Private Schools.

To strengthen the procedures, accountability and safeguard the students, in pursuance of the Supreme Court order, the Department of School Education and Literacy (DoSEL), Ministry of Education has developed the 'Guidelines on School Safety and Security-2021'.

The guidelines provide measures for preventive education, accountability of various stakeholders, reporting procedure, legal provisions concerned, support and counselling, and a safe environment. These guidelines are crucial to accessibility, inclusiveness, and positive learning outcomes. The guidelines, which are advisory, detail the accountability of various stakeholders and different departments in ensuring the safety and security of children in schools.

The purpose of these guidelines is to create an understanding among all stakeholders, including students and parents, on the need for co-creating a safe and secure school environment for the holistic development of children.

These will also make different stakeholders aware of the acts, policies, procedures, and guidelines already available on different aspects of safety and security - physical, socio-emotional, cognitive, and specific to natural disasters as well.

The purpose is to empower different stakeholders and enable clarity on their role in the implementation of this guideline and fix accountability for keeping children safe and secure in schools, including while children are transported to and fro, to attend school or go back to their homes in a school transport on School Management and Principals and Teachers in Private/Unaided Schools.

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Michel Danino defends inclusion of “Sindhu-Sarasvati” in new NCERT textbooks, says “This is not a Hindutva thing”

Michel Danino, who leads NCERT's textbook committee, explained that using alternative names like "Sindhu-Sarasvati" in the new Class 6 textbook is based on historical research, not politics

WEB DESK · Aug 24, 2024, 10:00 am IST in Bharat, Education

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A representative image



Michel Danino, visiting professor at IIT Gandhinagar and chair of NCERT's committee for drafting new social science textbooks under the National Curriculum Framework (NCF), has overseen the release of the first Class 6 textbook, Exploring Society: India and Beyond. The textbook, which faced delays, is seen as a *"good first step"* despite only having five months to complete the draft. Danino assured that the textbook will be expanded with more chapters next year.

Michel Danino, chair of NCERT's textbook committee, addressed concerns about the use of terms like *"Sindhu-Sarasvati"* and *"Indus-Sarasvati"* for the Harappan Civilisation in the new Class 6 social science textbook. He clarified that the decision is based on established archaeological scholarship, not political motives. *"This is not a Hindutva thing,"* Danino stressed, referencing well-known scholars who have used similar terminology.

Danino also acknowledged the challenges faced in aligning the new curriculum with the National Education Policy (NEP) 2020, admitting that time constraints significantly impacted the committee's work. *"We preferred a year, but in practice, had only five months,"* he noted. Despite these challenges, he defended the decision to introduce the new textbooks mid-session, arguing that waiting another year would have created too much of a gap between the NEP's release and its implementation.

Danino also highlighted the textbook's innovative approach, which reduces rote learning by minimising text, incorporating graphics, and encouraging critical thinking. However, he acknowledged that the absence of certain chapters, like Early Kingdoms, could impact current Class 6 students transitioning to Class 7. To mitigate this, a bridge course is planned for next year.



Speaking about the broader implications of the NCF 2023 and the pending NCF for teacher education. Danino showed concerns about the delay in teacher training but emphasised that the transition to the new

Responding to criticisms of the textbook's content, particularly the omission of differing scholarly perspectives, Danino stressed that such debates are not suitable for Class 6 students. However, he assured that higher-level courses would include more nuanced discussions, allowing students to explore various viewpoints.

Finally, Danino confirmed that future textbooks would include pronunciation guides for words in languages like Arabic and Persian, similar to the Sanskrit guides currently provided, addressing linguistic challenges on a case-by-case basis.

Despite the initial challenges faced in rolling out the new social science curriculum, Michel Danino remains optimistic about the transformative potential of the National Curriculum Framework (NCF) 2023. As the committee works to refine and expand the new curriculum, Danino believes that the changes introduced this year will lay a strong foundation for the future of Indian education.

Danino emphasised that while the process of drafting and implementing the new textbooks was rushed due to tight deadlines, the core principles of the NCF 2023 are sound and have the capacity to bring about significant improvements in teaching and learning. He highlighted the framework's focus on reducing rote learning, encouraging critical thinking, and making education more relevant to students' lives.

Looking ahead, Danino expressed confidence that the ongoing refinements and the planned expansion of the curriculum will address any gaps identified in the initial rollout. *"We're committed to continuously improving the content and ensuring that it aligns with the broader goals of the NCF 2023,"* he stated. He also noted that the committee is actively seeking feedback from educators and students to inform future revisions, with the aim of making the curriculum more effective and engaging.

Topics: NCERT | National Curriculum Framework | Michel Danino | Sindhu Sarasvati

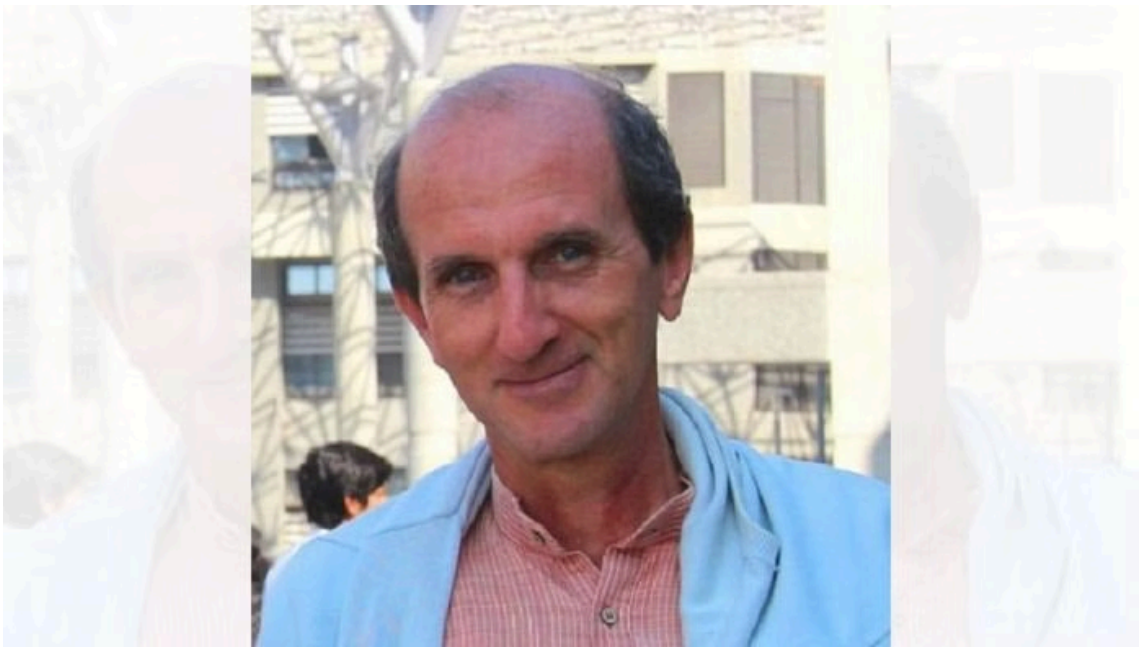
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India Education

'Keeping Indian civilisation accomplishments out of school syllabus wrong ideology,' says Michel Danino

FAREEHA IFTIKHAR 24 August, 2024 07:48 pm IST



Michel Danino | IIT Gandhinagar

New Delhi: Keeping the accomplishments of the Indian civilisation across the millennia out of the view of students would be the "wrong ideology", Michel Danino, chairperson of NCERT's curricular area group on social science, said in conversation with ThePrint.

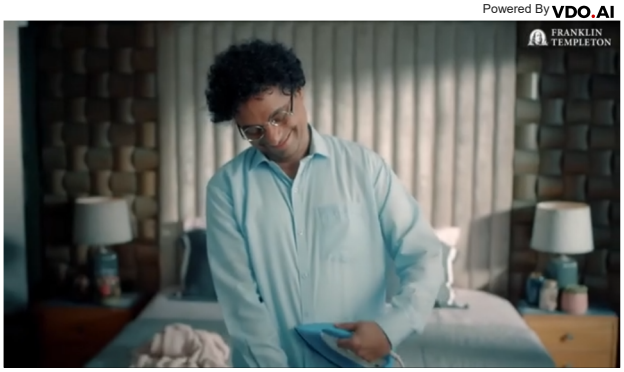
Danino, who is a visiting professor in the humanities and social sciences department at IIT Gandhinagar, said that English is put on a pedestal and people's obsession with English-medium schools must gradually disappear.

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His comments were in response to a question on what his opinion was on allegations that the National Curriculum Framework (NCF)'s recommendations to include the Indian knowledge system in the curriculum

and to impart education in Indian languages are political, and a push to promote a certain ideology.

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"Textbook development works with complete freedom. Never have there been requests for withdrawals or what must go in. That never happened. So, there is no political pressure. Definitely not. Never once were we told that this has to go (in the textbooks)...Keeping the accomplishments of the Indian civilisation across the millennia out of the view of students would be a wrong ideology," he said.

Also read: *NCERT replaces cartoon on coalition govts in Class 12 book with box on India's success as democracy*

'Unnatural situation'

Danino said that he has witnessed an "unnatural situation" in India in the past when content related to Indian culture, heritage and philosophies was not incorporated in the country's education system.

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"I have not just been recommending for maybe 25 or even 30 years, but rather witnessing the unnatural situation in India, where the Indian content, you know, the content of Indian culture, Indian heritage, Indian text, Indian philosophies and Indian knowledge systems of all kinds in the education system are almost nil, both at school and higher education levels. I am surprised that this recommendation did not come earlier. I think India wasted a lot of time. It would have been much easier to plan this a few years after independence," he said.

He added that there is a wealth of knowledge in the ancient Indian way of thinking and ancient Indian disciplines, which is admired by scholars from across the world.

"From architecture to governance to medicine to mathematics to, of course, literature, of course philosophy, spirituality and so on and so forth. So this is what is called Indian knowledge systems...The emphasis is not that Indian school children should become scholars in Indian knowledge systems. That is obviously not possible, not desirable either, but that they should be exposed to those cultural roots that are very enriching, and you know, are not something that belong exclusively to the past," Danino said.

Emphasising that in almost every field, one can find some relevance of the ancient knowledge systems, he said, "It is not a return to the past. It is rather using the past to enrich the present, and sometimes to offer new perspectives, new ways of thinking, new solutions."

‘English cannot be abandoned’

Danino is also a member of the committee that drafted the NCF 2023, based on which new NCERT textbooks are developed. This year, the NCERT has released the social science textbook for class 6 in line with the new NCF.

Commenting on the NCF’s recommendation to teach in regional languages and to introduce an extra Indian language in classes 9 to 12, Danino clarified that there is no question of imposing any particular language, and English can also not be abandoned as it is a “very important international language”.

“But at the same time, it should not have the centrality that it has or the prestige that it has. There are surveys after surveys to prove that it handicapped us by being compelled to learn what remains, at the end of the day, a foreign language.”

“But the philosophy is that there should be more centrality to the Indian languages while English remains, and in fact, there are options also for other foreign languages...The fact that English is on a pedestal and that people remain obsessed with English-medium schools should be eroded gradually. It will not happen in a year or two,” he said.

‘NCF has bolts and nuts of NEP’s implementation’

Highlighting that several attempts have been made in the past to change school education, Danino said, “I remember myself having witnessed the 1986 National Policy on Education. An[illegible] new curriculum framework and so on and so forth. So, there have been many ti[illegible] partial successes, but by and large, they failed to really change the system.”

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He added: “Now, this attempt, based on the New Education Policy 2020, is very different. The central philosophy, if you like, is not that different from the 1986 National Policy on Education. There are lots of commonalities because world over, what good school education means is reasonably well understood. But still, there are a lot of structural and important details which make a big difference.”

He said that the comparison of the new NCERT class 6 social science textbook with the previous versions of the textbook should not be done. “It’s like comparing a textbook in German in Germany with a textbook in Japan. Perhaps you don’t do that. There’s no point comparing the new textbooks with the old, whether in social science or mathematics. And so the whole approach, the whole foundation is completely different. The syllabus is different.”

“So, we are talking about an attempt which is absolutely a clean slate. There are many features in this textbook which try to really implement the philosophy spelled out in the NCF for school education more than the NEP, because the NCF is really what contains the bolts and nuts of the implementation of the NEP.”

(Edited by Radifah Kabir)

Also read: *Delhi govt to draft law to regulate coaching centres, stakeholders feel ‘won’t solve broader issue’*

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दैनिक जागरण, 25 अगस्त 2024, पृष्ठ संख्या -10, 11

बच्चों को हुनरमंद बनाने को छठी कक्षा से पढ़ाया जाएगा कौशल विकास

जागरण ब्यूरो, नई दिल्ली : चार साल पहले बच्चों को छठी कक्षा से ही हुनरमंद बनाने का नई राष्ट्रीय शिक्षा नीति (एनईपी) में जो सपना देखा गया है, अब वह साकार होने जा रहा है। मौजूदा शैक्षणिक सत्र से देशभर के स्कूलों में बच्चों को छठी कक्षा से इसे एक विषय के रूप में पढ़ाने की तैयारी है। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने छठी कक्षा के लिए कौशल बोध नाम से नई पाठ्य पुस्तक भी जारी कर दी है। इसके जरिये बच्चों को छठी कक्षा के स्तर पर ही आर्टीफिशियल इंटेलीजेंस (एआइ), मशीनों, किसानी, खिलौने आदि के बारे में पढ़ाया जाएगा।



- एनसीईआरटी ने कौशल बोध नाम से जारी की पाठ्य पुस्तक
- स्कूलों को नई पाठ्य पुस्तकें अपनाने की एडवाइजरी भी जारी

एनसीईआरटी ने स्कूलों को एडवाइजरी जारी कर जहां एनईपी के तहत पहली, दूसरी, तीसरी और छठी कक्षा के लिए तैयार नई पाठ्य पुस्तकों को अपनाने का सुझाव दिया है, वहीं कौशल विकास की पाठ्य पुस्तक को अनिवार्य रूप से पढ़ाने की सलाह दी है। इसके साथ ही शिक्षकों को कौशल विकास की पढ़ाई को लेकर भी कुछ टिप्स दिए गए हैं और उसके मूल्यांकन का तरीका बताया है। इस दौरान बाकी विषयों की तरह कौशल विकास की पढ़ाई कराने का सुझाव दिया है। कौशल विकास विषय के मूल्यांकन के दौरान भी लिखित परीक्षा की जगह प्रायोगिक कार्यों से जुड़े कामों को महत्व देने का सुझाव दिया है। इस दौरान लिखित परीक्षा के लिए सिर्फ दस प्रतिशत अंक रखने को कहा है, जबकि बाकी 90 प्रतिशत अंक प्रायोगिक कार्यों आदि पर आधारित होगा।

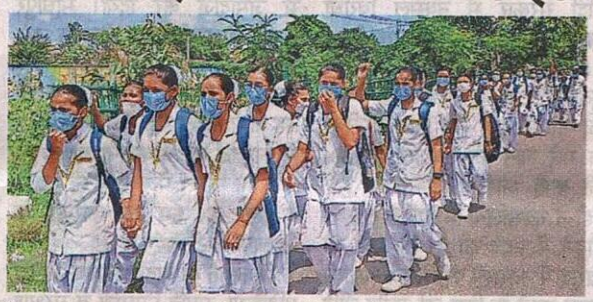
एनईपी का मानना है कि यदि बच्चों को शुरुआती स्तर से ही कौशल विकास से जोड़ा जाएगा तो आगे चलकर वह किसी न किसी एक हुनर में पारंगत हो जाएगा। जिसकी मदद से वे अपने जीवन का भी निर्वहन कर सकेंगे।

एनसीईआरटी ने सभी राज्यों और केंद्र शासित प्रदेशों के स्कूलों को एनईपी के तहत तैयार नई पाठ्य पुस्तकों को अपनाने की यह एडवाइजरी तब जारी की है, जब एनईपी के तहत पिछले साल ही बाल वाटिका, पहली और दूसरी कक्षा की किताबें जारी कर चुकी है। इस साल तीसरी और छठी कक्षा की सभी पाठ्य पुस्तकें जारी की गई हैं।

यह बात अलग है कि छठी की कुछ पाठ्य पुस्तकों को जारी करने में थोड़ी देरी हुई है। लेकिन, इसके बाद भी वह इसे स्कूलों तक समय पर पहुंचाने और एनईपी की योजना के तहत इसी सत्र से ही लागू करने में जुटा है।

11वीं-12वीं पास को विज्ञान व तकनीक में इंटर्नशिप का मौका

जागरण ब्यूरो, नई दिल्ली : युवाओं को पढ़ाई के साथ रोजगार से जोड़ने में जुटी केंद्र सरकार ने शनिवार को इस दिशा में एक और अहम फैसला लिया है। इसके तहत शोध और नवाचार को बढ़ावा देने के लिए 'विज्ञान धारा' नाम से एक नई स्कीम शुरू करने का एलान किया है। इस दौरान 11वीं और 12वीं की पढ़ाई कर रहे छात्रों को विज्ञान व तकनीक के क्षेत्र में इंटर्नशिप का मौका मिलेगा। जहां वह शोध और नवाचार से जुड़ी अपनी अभिरुचि को बढ़ा सकेंगे। इस पूरी स्कीम पर अगले पांच वर्षों में साढ़े दस हजार करोड़ से अधिक खर्च होगा।



पैदल मार्च कर समाहरणालय की ओर जाती जीएनएम की छात्राएं • जागरण

- कैबिनेट ने विज्ञान धारा नाम से नई स्कीम को किया लांच
- स्कीम पर पांच वर्षों में साढ़े दस हजार करोड़ से अधिक होगा खर्च

केंद्रीय कैबिनेट ने शनिवार को इस स्कीम को मंजूरी दी है। कैबिनेट के फैसलों की जानकारी देते हुए केंद्रीय मंत्री अश्विनी वैष्णव ने बताया कि विज्ञान धारा स्कीम के कुल पांच स्तंभ हैं। इनमें पहला 11वीं-12वीं में पढ़ने वाले छात्रों को शोध और इनोवेशन के क्षेत्र में इंटर्नशिप प्रदान करना है। स्नातक व परास्नातक स्तर पर फेलोशिप व डाक्टरेट के अवसर मुहैया कराना है। दूसरा- शोध और इनोवेशन के क्षेत्र में अंतरराष्ट्रीय सहयोग को मजबूती देना है। दुनिया के दूसरे देशों के साथ मिलकर इस क्षेत्र में काम करना भी है। तीसरा- संयुक्त शोध व प्रोजेक्ट को ज्यादा से ज्यादा मंजूरी देना है। ताकि देश के वैज्ञानिक यहीं रहकर किसी क्षेत्र में एक साथ मिलकर काम कर सकें।

चौथा- समाज की जरूरत से जुड़े मुद्दों पर नए-नए शोध और प्रोजेक्ट को शुरू करना और पांचवां-शोध को आगे बढ़ाना शामिल है। उन्होंने कहा कि मौजूदा समय में देखने को मिलता है कि शोध तो होता है, लेकिन वह जमीन पर नहीं उतर पाता है। इसके चलते लोगों को उसका लाभ नहीं मिल पाता है।

बायोटेक्नोलाजी को मजबूती देने को नई नीति, पीएम ने इसे ऐतिहासिक पहल बताया: बायोटेक्नोलाजी के क्षेत्र में बड़ी संभावना को देखते हुए कैबिनेट ने शनिवार को बायो-ईथ्री (बायोटेक्नालाजी फार इकोनामी, इनवायरमेंट और इंप्लायमेंट) नीति लाने का एलान किया है। जो सरकार की नेट जीरो और पर्यावरण के अनुकूल जीवन शैली जैसी पहलों को मजबूती देने का काम करेगी। इसके साथ ही बायोटेक्नालाजी के क्षेत्र में शोध और अनुसंधान के लिए भी नए द्वार खोलेगी। जिससे न सिर्फ एक नई अर्थव्यवस्था खड़ी होगी बल्कि लोगों को रोजगार के नए अवसर भी मिलेंगे। नीति का जिन क्षेत्रों पर मुख्य रूप से फोकस होगा, उनमें खाद्य, कृषि, चिकित्सा, समुद्र, अंतरिक्ष और ऊर्जा क्षेत्र शामिल है। प्रधानमंत्री नरेन्द्र मोदी ने बायो-ईथ्री नीति को एक ऐतिहासिक पहल बताया। उन्होंने कहा कि यह आने वाले समय में वैज्ञानिक, औद्योगिक और सामाजिक प्रगति को प्रोत्साहित करेगी।

हिन्दुस्तान, 25 अगस्त, 2024, पृष्ठ संख्या 5

निजी स्कूलों की जूनियर-सीनियर विंग का विलय करें : हाईकोर्ट

अदालत से

■ हेमलता कौशिक

नई दिल्ली। दिल्ली उच्च न्यायालय ने गुरुवार को शिक्षा निदेशालय को राजधानी में संचालित निजी स्कूलों की जूनियर-सीनियर विंग का विलय करने का आदेश दिया है।

जूनियर-सीनियर विंग के नाम पर अलग-अलग पहचान नम्बर (आईडी) लेने वाले इन स्कूलों की एक ही आईडी बनाने को कहा है। हाईकोर्ट का यह फैसला 10 छात्रों की ओर से दायर याचिकाओं पर आया है। न्यायमूर्ति स्वर्णकांता शर्मा की पीठ ने याचिकाकर्ता छात्रों को तत्काल संबंधित स्कूलों की सीनियर विंग में दाखिला देने के निर्देश दिए हैं। साथ ही शिक्षा निदेशालय को कहा है कि वह दिल्ली के तमाम उन निजी स्कूलों का विलय करें, जो जूनियर और सीनियर विंग के नाम पर अलग-अलग जगह पर चल रहे हैं, जबकि इन स्कूलों का प्रबंधन एक ही शिक्षा समिति चला रही है। पीठ ने शिक्षा निदेशालय को आठ सप्ताह के भीतर ऐसे स्कूलों को चिह्नित कर इनका विलय करने को कहा है। फैसले को लेकर सभी स्कूलों को एक सप्ताह के भीतर सूचना दे दी जाए। पीठ ने यह भी कहा कि अगर किसी स्कूल को इस आदेश से आपत्ति है तो वह चार सप्ताह के भीतर शिक्षा निदेशालय में



सपने गरीब या अमीर के अलग नहीं हो सकते : पीठ

इस मामले में पीठ ने टिप्पणी करते हुए कहा कि सपनों का वर्गीकरण नहीं किया जा सकता। सपने गरीब या अमीर के अलग नहीं होते, न ही कोई गरीब या अमीर प्रतिभा होती है। इसी तरह समुदाय और सरकार से कोई गरीब या अमीर वर्गीकरण की अपेक्षा नहीं होती। न्यायालय मानता है कि जो लोग आर्थिक रूप से कमजोर हैं और समाज की ओर से गरीब करार दिए गए हैं, उनके सपनों को उनकी क्षमता या योग्यता में कम नहीं माना जाना चाहिए। इसी तरह जो लोग आर्थिक रूप से गरीब नहीं हैं, उनकी आकांक्षाएं अलग नहीं हैं। सभी बच्चे चाहे उनकी आर्थिक पृष्ठभूमि कुछ भी हो, वे एक जैसे सपने साझा कर सकते हैं, जिन्हें वे पूरा करना चाहते हैं।

अपना लिखित पक्ष रखने के लिए स्वतंत्रत है। यदि कोई स्कूल लिखित में अपनी आपत्ति दर्ज कराता है तो शिक्षा निदेशालय स्कूल आपत्ति पत्र को दो सप्ताह के भीतर पीठ के समक्ष पेश करे। हालांकि, पीठ ने यह स्पष्ट कर दिया है कि स्कूलों के विलय के आदेश के पालन को लेकर शिक्षा निदेशालय निर्धारित अवधि में अनुपालन रिपोर्ट पेश करे।

नोडल अधिकारी नियुक्ति होगा : पीठ ने कम आय वर्ग के छात्रों के लिए अधिक सम्मानजनक, सुलभ और कुशल प्रवेश प्रक्रिया सुनिश्चित करने के लिए नोडल अधिकारी की नियुक्ति के आदेश दिए हैं।

अभिभावकों ने उठाया था मुद्दा : इस मामले में आठ याचिकाएं उच्च न्यायालय के समक्ष दायर की गई थीं। इन याचिकाओं में दस छात्रों की पीड़ा व्यक्त की थी। याचिकाओं में बताया गया था कि उनका चयन शिक्षा निदेशालय की ओर से वर्ष 2022 में निकाले गए ड्रॉ में ईडब्ल्यूएस कोटे के तहत जनकपुरी स्थित एक निजी स्कूल में नर्सरी कक्षा में हुआ, लेकिन दो साल की शिक्षा के बाद इन्हें वर्ष 2024 में पदोन्नत कर पहली कक्षा में दाखिला देने की बारी आई, तो स्कूल की तरफ से कहा गया कि वह स्कूल के जूनियर विंग में उनकी शिक्षा पूरी हो गई है। सीनियर विंग में दाखिले के लिए सामान्य छात्र के तौर पर दाखिला लें अथवा दोबारा ईडब्ल्यूएस कोटे के तहत आवेदन कर प्रक्रिया का हिस्सा बनें। अभिभावकों ने उच्च न्यायालय में याचिका दायर स्कूलों की मनमानी का मुद्दा उठाया गया। अधिवक्ता खगेश बी झा ने उच्च न्यायालय के इस फैसले की सराहना की है।

राष्ट्रीय सहारा, 25 अगस्त, 2024, पृष्ठ संख्या -9

हम बेटियां हिन्दुस्तान की...

कौन कहता है कि हम स्वतंत्र हैं।
और यह वही गणराज्य हैं।
क्या खूब गणराज्य है।
देख तेरी सरकार की हालत क्या हो गई है,
गणराज्य कितना बदल गए हम आज।
हां, यह हमारा ही राज्य है हमारा गणराज्य।
जिसके होते हुए हमारी बेटियां
घरों से बाहर निकलने में भी
कतराती हैं। घबराती हैं।
यही है हमारा गणराज्य।

जहां बेटियों पर क्या खूब होते
हैं अत्याचार।
जो करते हैं भ्रष्टाचार
वह घूमते हैं आजाद।
हां, यही है हमारा गणराज्य।

जिसमें बेटियों को घर से
निकलने में,
अपने पिता या भाई को साथ में
रखना पड़ता है, अपनी सुरक्षा
के लिए क्योंकि यह गणराज्य
है। शर्म आती है, ऐसे राज्य पर
जहां बेटियां इतनी भी स्वतंत्र
नहीं।
कि वे घरों में सुरक्षा महसूस
कर सकें।
कैसा है हमारा गणराज जहां बेटियों पर नित दिन
अत्याचार होते हैं।
उनके बलात्कार होते हैं।
और फिर उनके मां-बाप उनको न्याय दिलाने के
लिए न जाने कितने वर्षों तक लड़ते रहते हैं।
और वो दरिंदे आजाद घूमते हैं।
क्योंकि यह हमारा राज्य

जो कुछ लोगों ने अपने भ्रष्ट आचरण से गंदा कर
दिया है।
हमारे देश में स्वच्छ भारत अभियान तो चलते हैं।
पर सही विचार और स्वच्छ सोच अभियान नहीं
चलते।
यही कारण है कि आज हमारा समाज और हमारा
गणराज्य इतना गंदा हो गया है।



जहां बेटियों के मान और स्वाभिमान की तनिक भी
रेस्पेक्ट नहीं की जाती
और जो करते हैं रेस्पेक्ट वो इन बेटियों को स्वतंत्र
कराने में विफल हो गए हैं।
अब हम सब को अपने अधिकार मान सम्मान की
रक्षा के लिए स्वयं आगे आना है। और अपने
अस्तित्व को बचाना है।

■ रानी कुशवाह

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Voices

Bulldozers have no place in dissent or Democracy

Divisive, abrasive politics can't be our path. Dissent and differences in opinion must be managed by civil debate.



Pushpesh Pant

Published on: 25 Aug 2024, 5:00 am

The oath of allegiance is mandatory for all elected to the legislatures and hold office as constitutional functionaries in the judiciary, not to forget the executive includes the words 'Free from Fear and Favour'. Ironically, swearing to protect the Constitution appears to have become an empty ritual. In practice, partisan conduct by persons who occupy the highest

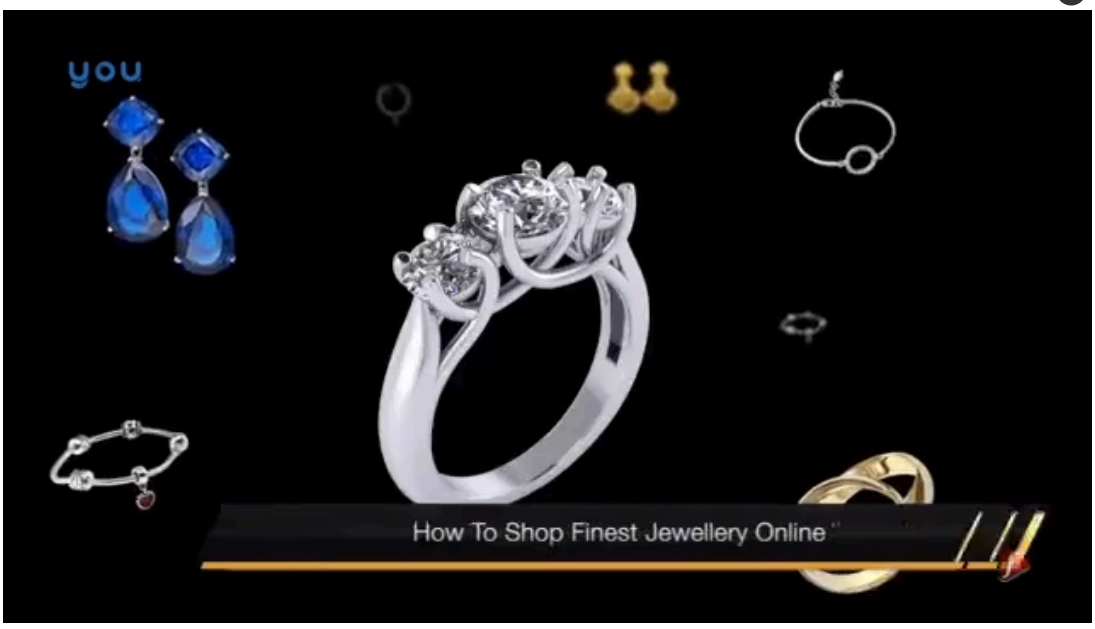
Red Fort sought to convey a strong message to a billion-and-a-half people whose destinies his words shape. A climate of fear is being created to deter those who continue brazenly to commit heinous crimes and have no fear of administration. In brief, 'Fear is the Key' protects our hard-won freedom, our civilisational values, and the law-abiding, patriotic citizen's rights. It may not be long that like the Preamble excised from some NCERT textbooks, the word 'Fear' may be excluded from the oath of allegiance.

Not all four-lettered words begin with the alphabet F. Bail, Jail, Rape, Food, Jobs, and Life all are four-lettered. Times change and language usage changes with it. The trouble doubles and trebles when 'F' words more than four letters long have to be dealt with. Federalism, for instance.

Governors have often displayed utter disregard for the concept of cooperative or competitive federalism which the PM has also talked about frequently. Especially, Centre's appointees in Maharashtra, Tamil Nadu, Kerala and, most recently in West Bengal, have transgressed what is euphemistically referred to as the 'Laxman Rekha'.

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conduct has played havoc with the people's verdict in the elections and made the life of the chief minister, in the state they are titular heads of, impossible.

In fairness, the rot didn't begin in the past decade. It was Mrs Gandhi who encouraged by servile sycophants identified with India and rode roughshod over the constitution during the dark days of emergency. Rajiv Gandhi, who succeeded his mother after her assassination and enjoyed a brute majority in the Parliament, acted as if the Opposition didn't matter. (He had to pay a heavy price for this.) It can also be argued with some justification that the charismatic Nehru himself wasn't free from narcissism that subverted democracy.

However, it should not be forgotten that Nehru died in 1964, the Emergency was imposed in 1975 and Rajiv was voted out of power in 1989. India is populated by young citizen, majority of whom have been born at the cusp of the 20th and 21st centuries. For almost 14 out of the past 25 years, the government in the centre has been a non-Congress one. Turning the gaze to the past, prehistoric as well as the tragic Partition and its blood-soaked aftermath can only be counterproductive.

No purpose can be served by vilifying all Opposition and painting its leaders with a coal tar-soaked brush. Anyone who criticises the present government or utters a word against the Prime Minister, runs the risk of prosecution as a traitor-terrorist. There is no urgent need to create a climate of fear to curb crimes. A heavy pall of fear hangs over the nation. When the PM gives a strident call for a 'Secular UCC', those who are at the receiving end of a vigilante-like action of elected governments who have ushered in the era of bulldozer jurisprudence are bound to ask, however helplessly, can a secular democratic republic like India have an interpretation of laws that prioritises blasphemy and hurts sentiments of majority and some minority communities?

Incidents, even the most shocking and shameful, protests loud and lingering fade from news headlines. It is not that public memory is short. There is a well-orchestrated campaign to distract people. The Circus sans the bread can be anything. An ostentatiously obscene obese wedding, the media-generated excitement about the chase for the Gold at the Paris Olympics or the inauguration of yet another higher than any in the world bridge, faster train, multi-hued mirage of promises that will make India greater than any other nation as Amrit Kaal reaches its zenith.

NEW

Dissent and differences in opinion must be managed by civil debate. Bulldozers—mechanical or human—have no place in democracy. India's strength lies in diversity and inclusive pluralism. No one religion, language, or culture can claim to be its soul or identity.

Pushpesh Pant

Former professor, Jawaharlal Nehru University

pushpeshpant@gmail.com

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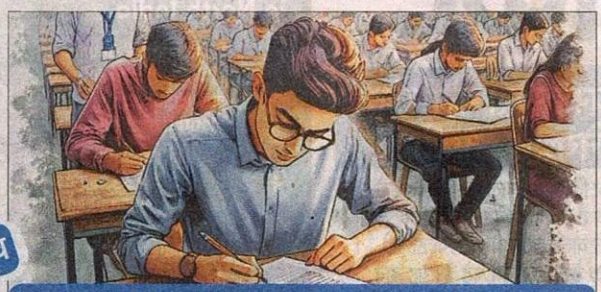
क्या राज्यों के शिक्षा बोर्ड छीन रहे बराबरी का मौका?

शिक्षा बोर्ड्स के सिलेबस और मूल्यांकन प्रक्रिया में असमानता

Bhupender.Sharma
@timesofindia.com

■ **नई दिल्ली :** पढ़ाई को बोझ की परिभाषा से बाहर करने और बच्चों को स्किल आधारित शिक्षा देने का सपना अब भी हकीकत से दूर है। देश के अलग-अलग शिक्षा बोर्ड्स के सिलेबस और मूल्यांकन प्रक्रिया में असमानता इस दिशा में बड़ी चुनौती है। एनसीईआरटी के संगठन 'परख' की रिपोर्ट में यह बात सामने आई। रिपोर्ट के अनुसार, देश के 69 मान्यता प्राप्त शिक्षा बोर्ड और 14.8 लाख स्कूल में 26.5 करोड़ बच्चे प्री-प्राइमरी से 12वीं तक पढ़ाई कर रहे हैं। लेकिन, इन बोर्ड्स के सिलेबस, विषय और मूल्यांकन प्रक्रिया की बात करें तो बड़ी असमानता नजर आती है। इसके चलते छात्रों को बराबरी के अवसर नहीं मिल पाते। इसी का हल खोजने के लिए केंद्रीय शिक्षा मंत्रालय ने सभी स्कूल बोर्ड्स का विश्लेषण कराया है। यह रिपोर्ट NCERT के संगठन परख (राष्ट्रीय मूल्यांकन केंद्र) ने तैयार की है। स्कूल शिक्षा और साक्षरता विभाग के सचिव संजय कुमार के अनुसार, रिपोर्ट का ड्राफ्ट सभी बोर्ड्स को भेजा गया है। उनके सुझाव के बाद फाइनल गाइडलाइंस बनाई जाएंगी। इसका मकसद स्कूल बोर्ड्स के सिलेबस, परीक्षा के डेट्स और मूल्यांकन पैटर्न में एकरूपता लाना है। परख की हेड और सीईओ, प्रो. इंद्राणी भादुड़ी ने कहा कि सिलेबस और मूल्यांकन प्रक्रिया में समानता आज की जरूरत है।

NBT एक्सक्लूसिव



कंपार्टमेंट एग्ज़ाम के मौके भी कम!

राष्ट्रीय शिक्षा नीति 2020 (NEP 2020) और नैशनल करिकुलम फ्रेमवर्क (स्कूल एजुकेशन) ने भी मूल्यांकन प्रक्रिया को फिर से डिजाइन करने और समग्र शिक्षा एवं विकास के लिए व्यापक सुधारों की सिफारिश की है। प्रो. इंद्राणी भादुड़ी के मुताबिक, वोकेशनल और स्किल कोर्सेज को भी बढ़ावा दिया जाना चाहिए। वर्तमान में, 38.80% स्कूल बोर्ड्स ने आर्ट और क्राफ्ट को अनिवार्य विषय के रूप में शामिल किया है, 61.11% ने फिजिकल एजुकेशन को, जबकि केवल 9.52% बोर्ड्स ने स्किल सब्जेक्ट्स को अनिवार्य बनाया है। साथ ही, 40% बोर्ड केवल एक सप्लीमेंटरी का विकल्प दे रहे हैं, 29% दो सप्लीमेंटरी का, और 7% बोर्ड्स ने सप्लीमेंटरी का कोई विकल्प ही नहीं दिया है।

NBT Lens
समझिए खबरों के अंदर की बात

सभी बोर्ड में समान मूल्यांकन प्रक्रिया से पढ़ाई में रुचि बढ़ेगी

अभी 25% बोर्ड 50% से ज्यादा MCQ क्वेश्चन देते हैं और 32% में 40% क्वेश्चन वेरी शॉर्ट टाइप होते हैं। कुछ बोर्ड में 90% से ज्यादा सवाल आसान होते हैं तो कुछ में 50%। यह अंतर दूर करना होगा। इसी को देखने के बाद परख ने सिफारिश की है कि क्लास 9 में 70% वेटेज फॉर्मेटिव और 30% वेटेज समैटिव (लिखित परीक्षा) को मिलनी चाहिए। क्लास 10 में यह रेश्यो 50-50 का हो। क्लास 11 में 60%, 12वीं में 70% वेटेज लिखित परीक्षा की होनी चाहिए। वोकेशनल एजुकेशन, आर्ट एजुकेशन, फिजिकल एजुकेशन एंड वेल बीइंग जैसे विषयों में 25% वेटेज लिखित परीक्षा और 75% डेमोस्ट्रेशन बेस्ड असेस्मेंट (demonstration based assessment) हो। इससे बच्चों की रुचि पढ़ाई में बढ़ेगी।

NIRF 2025 to introduce sustainability in rankings to increase green campuses

Divyansh.Kumar
@timesofindia.com

The introduction of sustainability as a category in the upcoming NIRF 2025 rankings will prove to be a crucial step towards fostering greener campuses across India.

Anil Sahasrabudhe, chairman, National Educational Technology Forum (NETF) and former chairman, AICTE, underlined the global concern over environmental degradation. He emphasised that addressing sustainability within the education sector is essential for creating a ripple effect that can influence broader societal change. By integrating sustainability into institutional rankings, the initiative aims to encourage universities to prioritise eco-friendly practices and align more closely with global environmental goals. This will evaluate the commitment of HEIs towards environmental sustainability, green campus initiatives, and energy efficiency. The move has been welcomed by many as it not only recognises the contributions of institutions to global environmental goals but also encourages sustained efforts to support the United Nation's Sustainable Development Goals (SDGs).

Sharing his perspective, Prof Sahasrabudhe told *Education Times*, "The whole world is concerned about climatic degradation and the attack on the environment. Our unsustainable approach needs to be addressed by introducing it into the education curriculum. Unless we address these issues from the education field, it cannot percolate into society."

Prof Prateek Sharma, vice-chancellor, Delhi Technological University (DTU), highlighted the significance of sustainability in rankings. "It is an important vertical as climate action and sustainability are crucial topics in summit-level meetings. The best way to create awareness is through HEIs that must work towards raising awareness of sustainability among students. By introducing sustainability aspects in rankings, institutions will become more conscious of complying with regulations," he said.

A committee has been constituted to decide the metrics that will assess the HEIs. "The committee will decide measurable parameters. These may include how efficiently an institute uses resources such as water and electricity, particularly the use of renewable sources. It will also focus on research work and publications of papers based on climate concerns. Initiatives such as creating awareness through seminars, and providing electives and minor programmes in sustainability will be a quantifiable measure," Prof Sahasrabudhe added.

The Times of India, 26 August 2024
Page No ET 1

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NCERT proposes Class 12 scores include marks from Classes 9, 10, and 11

The proposal recommends a cumulative evaluation system where 15 per cent of the final Class 12 score would come from Class 9, 20 per cent from Class 10, and 25 per cent from Class 11

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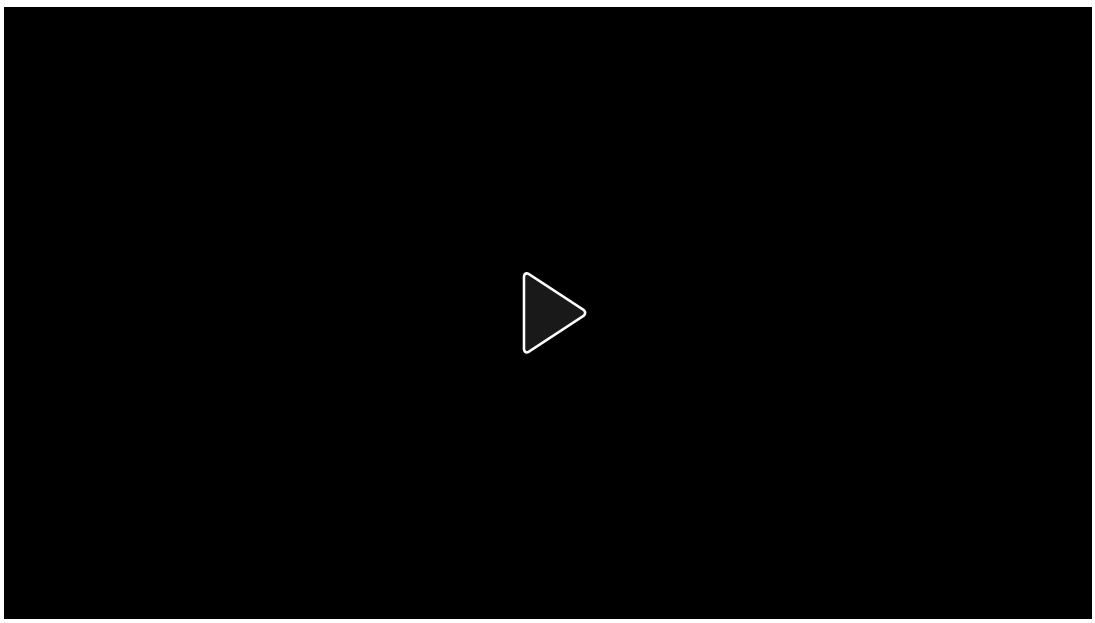
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The National Council of Educational Research and Training (NCERT) has suggested a new assessment model for Class 12 board exams. This model would factor in students' marks from Classes 9, 10, and 11 and place a greater emphasis on vocational and skill-based education.

The proposal, detailed in a report titled "Establishing Equivalence across Education Boards", recommends a cumulative evaluation system where 15 per cent of the final Class 12 score would come from Class 9, 20 per cent from Class 10, and 25 per cent from Class 11.

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According to NCERT's proposal, students' academic performance starting from Class 9 will contribute to their final Class 12 board scores. This recommendation, presented by PARAKH — a regulatory body established by NCERT — to the Ministry of Education in July 2024, calls for a uniform assessment system across all educational boards in India.

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Mandatory subjects

Following consultations with 32 educational boards over the past year, the report suggests that vocational and skill-based subjects should be mandatory. These subjects include data management, coding, application development, artificial intelligence, music, arts, and crafts, promoting comprehensive learning in line with the **National Education Policy 2020** (NEP 2020).

Additionally, the report highlights the importance of evaluating teachers' performance and improving school facilities. It advocates for access to clean drinking water, well-equipped libraries, and sufficient sports facilities to foster an effective learning environment.

The proposed evaluation system will allocate specific percentages to marks from different classes. The results for Class 12 will include 15 per cent from Class 9, 20 per cent from Class 10, 25 per cent

from Class 11, and the remaining 40 per cent from Class 12 itself.

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The Class 12 evaluation will be divided into two parts: formative and summative assessments. Formative assessments will cover elements like self-reflection, student portfolios, teacher evaluations, project work, and group discussions. Summative assessments will be based on the traditional term-end exams.

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The report also outlines the distribution of scores across different classes: for Class 9, 70 per cent from formative assessments and 30 per cent from summative assessments; for Class 10, an equal split of 50 per cent each; for Class 11, 40 per cent formative and 60 per cent summative; and for Class 12, 30 per cent formative and 70 per cent summative.

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Credit-based system

The new assessment structure for Classes 9 to 12 introduces a credit-based system, where each content unit is assigned a specific credit value. Students in Classes 9 and 10 are required to earn 32 credits in subject-specific areas out of a total of 40. For Classes 11 and 12, students must obtain 36 subject-specific credits out of 44. The additional credits can be acquired through online courses such as MOOCs, or by engaging in research and community-based projects.

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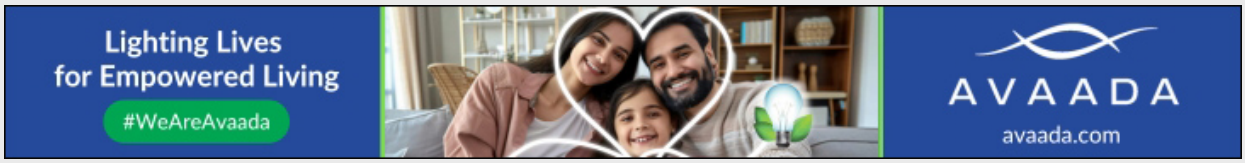
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Class 12 board results to include marks of Classes 9 to 11, says NCERT report

The National Council of Educational Research and Training, NCERT, has proposed a significant overhaul of the Class 12 board exams to include marks from Classes 9 to 11 and to emphasise vocational and skill-based education. The new assessment model aims to standardise board evaluations across India and promote holistic learning.

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NCERT suggests Class 12 board results to include marks from Classes 9 to 11

India Today Education Desk
New Delhi, UPDATED: Aug 26, 2024 12:06 IST

In Short

- NCERT proposes including marks from Classes 9 to 11 in Class 12 board results
- New board evaluation model emphasises vocational and skill-based education
- Proposed credit system aims to standardise assessments

The National Council of Educational Research and Training, NCERT, has proposed a new evaluation model for Class 12 board exams, which would include marks from Classes 9 to 11, alongside an increased emphasis on vocational and skill-based training. This proposal comes from a report titled "Establishing Equivalence across Education Boards," which suggests incorporating cumulative performance metrics: 15 percent from Class 9, 20 percent from Class 11.

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INTEGRATING LOWER CLASS MARKS INTO CLASS 12 RESULTS

According to **NCERT's proposal**, a student's performance from Class 9 onward will be factored into their final Class 12 board results. The report, submitted by PARAKH, a regulatory centre set up by NCERT, to the Ministry of Education in July 2024, advocates for a standardised assessment approach across all educational boards in India.

After discussions with 32 boards over the past year, the report recommends making vocational and skill-based subjects mandatory, including Data Management, Coding, Application Development, Artificial Intelligence, Music, Arts, and Crafts, to foster holistic learning, as outlined in the National Education Policy 2020 (NEP 2020).



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The report also emphasises the need to assess teachers' performance and enhance school infrastructure. This includes ensuring the availability of potable water, well-resourced libraries, and adequate sports facilities to create a conducive learning environment.

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The proposed assessment system will assign specific weightage to marks from different classes. Class 12 results would account for 15 percent of Class 9 performance, 20 percent from Class 10, and 25 percent from Class 11, with the remaining 40 percent based on Class 12 itself.

The evaluation for Class 12 will be split into formative and summative assessments. Formative assessments will include self-reflection, student portfolios, teacher assessments, project execution, and group discussions, while summative assessments will consist of traditional term-end examinations.

The report further details how scores should be distributed across classes: in Class 9, 70 percent from formative and 30 percent from summative assessments; in Class 10, a 50-50 split; in Class 11, 40 percent from formative and 60 percent from summative assessments; and in Class 12, 30 percent from formative and 70 percent from summative assessments.

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The new assessment design for Classes 9 to 12 will operate on a credit-based system, assigning weightage in terms of credits for each content unit. Students in Classes 9 and 10 must accumulate 32 subject-specific credits (out of a possible 40), while those in Classes 11 and 12 must earn 36 subject-specific credits (out of 44). The remaining credits can be gained through online courses like MOOCs or research and community-based projects. ■

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Nation

NCERT proposes reshaping of Class 12 exam system

The proposed system is a departure from traditional examination methods. Under the new model, Class 12 results will be influenced by a cumulative performance metric that allocates specific percentages from previous academic years.



Representational image File photo

Ketan Narottam Tanna

Updated on: 26 Aug 2024, 8:08 pm · 2 min read

NEW DELHI: In a bid to reform the educational assessment landscape, the National Council of Educational Research and Training (NCERT) has unveiled a groundbreaking proposal that seeks to reshape the Class 12 board examination system. According to a recent NCERT report titled

education.

The proposed system is a departure from traditional examination methods. Under the new model, Class 12 results will be influenced by a cumulative performance metric that allocates specific percentages from previous academic years. Specifically, 15% of the Class 12 results will be derived from Class 9 marks, 20% from Class 10, and 25% from Class 11. The remaining 40% will be based on performance in Class 12 itself. This comprehensive approach is designed to offer a more holistic evaluation of a student's academic journey.

The NCERT's reform proposal emphasizes the incorporation of vocational and skill-based subjects into the core curriculum. The report advocates for mandatory courses in areas such as Data Management, Coding, Artificial Intelligence, Music, Arts, and Crafts. This shift aligns with the objectives of the National Education Policy 2020 (NEP 2020), which promotes a balanced and practical approach to education. By integrating these subjects, the NCERT aims to better prepare students for diverse career paths and real-world challenges.



CBSE prohibits non-NCERT, SCERT books in schools

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recommends enhancements such as access to clean drinking water, well-stocked libraries, and sufficient sports facilities. These measures are intended to support both academic and extracurricular development, ensuring that schools provide a comprehensive educational experience.

The new assessment model also introduces a credit-based system for evaluating student performance across Classes 9 to 12. Under this system, students will be required to earn a set number of credits for each subject. For instance, students in Classes 9 and 10 must accumulate 32 credits out of a possible 40, while those in Classes 11 and 12 need to earn 36 credits out of 44. The remaining credits can be obtained through online courses, MOOCs (Massive Open Online Courses), or through research and community-based projects. This approach is intended to offer flexibility and recognize a broader range of learning experiences.

The NCERT's report, which was submitted by the PARAKH center to the Ministry of Education in July, outlines a vision for a more standardized and inclusive assessment system across India. By incorporating cumulative metrics and emphasizing skill development, the proposed changes aim to address current disparities in educational evaluations and promote a more well-rounded approach to student assessment.

As these recommendations move through the approval process, educators, students, and parents will be watching closely to see how these proposed changes will be implemented and what impact they will have on the future of board examinations in India.

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नवभारत टाइम्स, 27 August 2024, पृष्ठ संख्या - 9

39% बोर्ड्स से जुड़े स्कूलों की लाइब्रेरी में किताबें नहीं : रिपोर्ट

AI Image



Bhupender.Sharma@timesofindia.com

■ **नई दिल्ली:** देश के सभी मान्यता प्राप्त 69 स्कूल शिक्षा बोर्ड्स को लेकर तैयार की गई रिपोर्ट में कई चौंकाने वाले तथ्य भी सामने आए हैं। विभिन्न स्कूल बोर्ड से एफिलिएटेड स्कूलों में इंफ्रास्ट्रक्चर की पोल खुली है। स्कूल में अगर लाइब्रेरी है तो यह लाजिमी है कि वहां पर किताबें तो होंगी ही, लेकिन 39% बोर्ड ने यह संकेत दिया है कि उनसे जुड़े स्कूलों की लाइब्रेरी में किताबें नहीं है।

इस विश्लेषण से पता चलता है कि स्कूल बोर्ड्स के सिलेबस और एग्जाम पैटर्न में भी बड़ा अंतर नहीं है बल्कि उनसे जुड़े स्कूलों में इंफ्रास्ट्रक्चर की कमी भी एक बहुत बड़ा फैक्टर है, जिसका असर क्लासरूम टीचिंग पर पड़ता है। देश में 69 मान्यता प्राप्त शिक्षा बोर्ड्स के स्कूलों को लेकर यह विश्लेषण किया गया था। विश्लेषण में सामने आया है कि 39% स्कूल बोर्ड्स से जुड़े स्कूलों की लाइब्रेरी में किताबें न के बराबर हैं, जो एक चिंता का विषय है। 18% बोर्ड के स्कूलों की लाइब्रेरी में 1 से 200 तक किताबें हैं और 43% बोर्ड के स्कूलों की लाइब्रेरी में 200 से ज्यादा किताबें है। यानी करीब 43% बोर्ड के स्कूलों की लाइब्रेरी में किताबों की कमी नहीं है लेकिन बहुत बड़ी संख्या में स्कूलों की लाइब्रेरी में किताबों की कमी है।

रिपोर्ट कहती है कि नैशनल करिकुलम फ्रेमवर्क-2023 में लाइब्रेरी को सीखने और सिखाने की प्रक्रिया में बहुत जरूरी हिस्सा माना गया है। रिपोर्ट में कहा गया है कि कम से कम 12 स्कूल बोर्ड ने बताया है कि उससे जुड़े कुछ स्कूलों में ही कंप्यूटर की फैसिलिटी है। 50% बोर्ड के ज्यादातर स्कूलों में कंप्यूटर है, वहीं 45% बोर्ड ऐसे हैं, जिसके कुछ स्कूलों में ही यह सुविधा है। 5% बोर्ड के किसी भी स्कूल में कंप्यूटर नहीं है।

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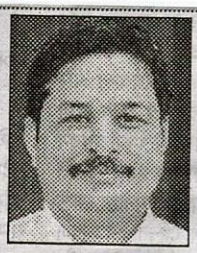
हिन्दुस्तान Hindustan | 75 साल पहले 27 अगस्त, 1949

शिक्षा-प्रणाली में संशोधन

देश की शिक्षा-प्रणाली में संशोधन की आवश्यकता निर्विवाद है। वर्तमान शिक्षा-प्रणाली का आविष्कार विदेशियों ने किया था और उसका उद्देश्य विदेशी राज्य की आवश्यकताओं को पूरा करना था। इसलिए देश की शिक्षा-प्रणाली में विदेशीपन का बोलबाला है तो कोई आश्चर्य की बात नहीं है। यह सन्तोष का विषय है कि स्वतन्त्र भारत की सरकार का ध्यान शिक्षा-प्रणाली में संशोधन करने की ओर गया है। उसने प्रसिद्ध शिक्षा-विशारद डा. राधाकृष्णन की अध्यक्षता में इस विषय की आवश्यक जांच पड़ताल करने के लिए एक कमीशन नियुक्त किया था, जिसमें कतिपय विदेशी विशेषज्ञ भी सम्मिलित किये गये थे। इस कमीशन ने निर्दिष्ट अवधि में जांच-पड़ताल का काम समाप्त कर लिया और अपनी रिपोर्ट शिक्षा-मंत्री के सामने प्रस्तुत कर दी है। कमीशन का काम काफी व्यापक और विशाल था और इस प्रकार की जांच-पड़ताल के पिछले उदाहरणों की तुलना में उसने अपना काम थोड़े समय में समाप्त कर दिया, यह उसके लिए श्रेय की बात है। कमीशन की रिपोर्ट के प्रकाशन में अभी कुछ समय लगेगा, किंतु उसकी मुख्य बातों पर कमीशन के अध्यक्ष ने जो प्रकाश डाला है, उससे कमीशन की सिफारिशों के बारे में मोटा अन्दाज लगाया जा सकता है।

डा. राधाकृष्णन ने बताया है कि प्रत्येक देश की शिक्षा उसकी विशिष्ट प्रतिभा की द्योतक होती है। देश ने जो आदर्श और उद्देश्य अपने सामने रखे होते हैं, उनके अनुरूप ही शिक्षा दी जाती है। शिक्षा का भारतीय विचारों और जीवन के साथ साम्य होना चाहिए। इसलिए शिक्षा कमीशन की सिफारिशों में इस बात पर जोर दिया गया है कि हमारी शिक्षा-प्रणाली से विदेशीपन को हटाकर उसे भारतीय रूप दिया जाये, ताकि हमारे नवयुवक संसार के सामने भारतीय प्रतिभा का ठीक-ठीक नमूना उपस्थित कर सकें। स्वतन्त्र भारत का जो विधान बन रहा है, उसमें हमारा लक्ष्य स्पष्ट रूप से अंकित किया गया है। हम ऐसे लोकतन्त्र का विकास करना चाहते हैं, जो स्वतन्त्रता, समानता और बन्धुता के मौलिक सिद्धांतों पर आधारित होगा। हमारी शिक्षा-प्रणाली का उद्देश्य ऐसे लोकतन्त्र के सुयोग्य नागरिक तैयार करना होना चाहिए। कमीशन की इस स्थापना से किसी को विरोध नहीं हो सकता।

राष्ट्रीय सहारा, 27 अगस्त 2024, पेज नं - 8



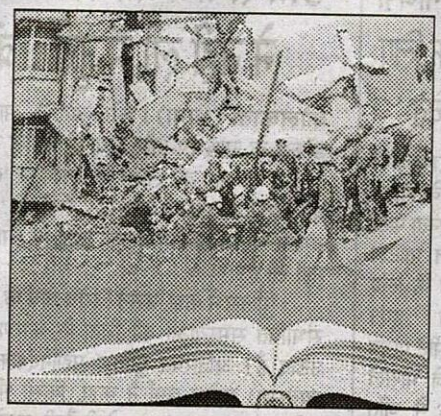
शैक्षणिक पाठ्यक्रम का बने अंग

आपदा प्रबंधन रीतेश ओमप्रकाश जोशी

प्राकृतिक आपदा से हर वर्ष देशवासियों को जूझना पड़ता है। पहाड़ी क्षेत्रों में अतिवृष्टि से बाढ़ के साथ भूस्खलन जैसी समस्या मिलती है, तो मैदानी क्षेत्रों में बाढ़ से जलमग्न होते नगर तथा गांवों में जान और माल की बर्बादी के दृश्य दिखलाई पड़ते हैं, वहीं समुद्र के तटवर्तीय क्षेत्रों में हर साल चक्रवर्ती तूफान से जानमाल के साथ करोड़ों रुपए की क्षति के समाचार मिलते ही हैं।

भौगोलिक विविधता का यह स्याह पहलू ही है कि कही बाढ़ से जन जीवन अस्त-व्यस्त हैं तो कहीं सूखे के कारण पीने के पानी के भी लाले पड़ रहे हैं। आपदा प्रबंधन केंद्र सरकार तथा राज्य सरकारों की प्राथमिकता में शामिल विषय है। राज्यों में प्राकृतिक या मानव निर्मित किसी आपदा के व्यापक होने पर राज्य की सहायता के लिए एनडीआरएफ द्वारा किए गए कार्यों के सभी चक्षुदर्शी साक्षी है। इसी प्रकार राज्य स्तर पर आपदा प्रबंधन प्रयासों के समन्वय के लिए प्रत्येक राज्य में राज्य आपदा प्रबंधन प्राधिकरण (एसडीएमए) स्थापित है। जिला स्तर पर आपदा प्रबंधन के लिए जिला आपदा प्रबंधन प्राधिकरण (डीडीएमए) जिम्मेदार है।

गौरतलब है कि आपदा प्रबंधन के लिए वर्ष 2016 में राष्ट्रीय आपदा प्रबंधन योजना (एनडीएमपी) निर्मित की गई थी जो आपदा प्रबंधन के लिए एक सुव्यवस्थित रूपरेखा प्रदान करती है। वर्तमान परिदृश्य में इस बात की महती आवश्यकता है कि विद्यालयी स्तर पर आपदा प्रबंधन को एक विषय के रूप में पढ़ाया जाना चाहिए। बच्चों और युवाओं को आपदा प्रबंधन के बारे में शिक्षित करने से उन्हें संभावित जोखिमों को समझने में मदद मिलेगी जिससे उन्हें आपात स्थिति के लिए तैयार किया जा सकता है। आपदा प्रबंधन के शिक्षण से उन्हें प्राथमिक चिकित्सा, आपातकालीन प्रतिक्रिया और संकट प्रबंधन जैसे आवश्यक जीवन कौशल सीखने में मदद मिलेगी। आपदा प्रबंधन को विद्यालयी पाठ्यक्रम में सम्मिलित करने से सामुदायिक जागरूकता बढ़ेगी और आपदा प्रबंधन की व्यापक तैयारियों का समय और अवसर दोनों मिलने की पर्याप्त गुंजाइश रहेगी। आपदाओं और उनके प्रभाव के बारे में सीखकर, बच्चे शारीरिक और मानसिक तौर पर प्रतिरोधक क्षमता का निर्माण कर आपदा से मुकाबला करने की रणनीति विकसित कर सकते हैं। आपदा प्रबंधन की



शिक्षा बच्चों को उनकी सुरक्षा की जिम्मेदारी लेने और सामुदायिक आपदा प्रतिक्रिया प्रयासों में योगदान करने के लिए सशक्त बना सकती है। आपदा प्रबंधन समग्र शिक्षा को बढ़ावा देते हुए विज्ञान, भूगोल और सामाजिक अध्ययन जैसे विभिन्न विषयों से जुड़ता है। छात्रगण सैद्धांतिक ज्ञान को व्यावहारिक परिदृश्यों में लागू कर सकते हैं, जिससे उनके सीखने का कौशल अधिक आकर्षक और प्रभावी हो सकता है। इसका दीर्घकालिक प्रभाव यह होगा कि बच्चों में आपदा प्रबंधन का ज्ञान पैदा करके, हम भविष्य की चुनौतियों से निपटने के लिए बेहतर ढंग से सुसज्जित पीढ़ी का निर्माण करते हैं। इसके अतिरिक्त आपदा प्रबंधन को स्कूल पाठ्यक्रम में शामिल करने के लिए शिक्षक प्रशिक्षण की आवश्यकता होगी जिससे शिक्षकों की आपात स्थिति से निपटने की क्षमता में वृद्धि होगी। आपदा प्रबंधन को स्कूल पाठ्यक्रम में शामिल करके, हम तैयारी, प्रतिरोध क्षमता और सामुदायिक जागरूकता की संस्कृति विकसित कर सकते हैं, जिससे अंततः मानव जीवन बचाया जा सकता है और आपदाओं के प्रभाव को कम किया जा सकता है। कई देशों में आपदा प्रबंधन को एक विषय के रूप में पढ़ाया जाता है। उदाहरण के तौर पर जापानी स्कूलों में भूकंप और सुनामी की तैयारियों पर ध्यान केंद्रित करते हुए आपदा शिक्षा अनिवार्य है। फिलीपींस में आपदा जोखिम न्यूनीकरण और प्रबंधन को स्कूल पाठ्यक्रम में एकीकृत किया गया है, जिसमें आपातकालीन प्रतिक्रिया और आपदा तैयारी जैसे विषयों को शामिल किया गया है।

अमेरिका में कुछ स्कूलों में आपातकालीन तैयारियों और प्रतिक्रिया पर ध्यान केंद्रित करते हुए आपदा प्रबंधन पाठ्यक्रम में शामिल किया गया है। आपदा प्रबंधन को ऑस्ट्रेलियाई पाठ्यक्रम में शामिल किया गया है, जिसमें प्राकृतिक खतरों से सुरक्षा और आपातकालीन प्रबंधन जैसे विषय शामिल हैं। इसी प्रकार आपदा शिक्षा न्यूजीलैंड में पाठ्यक्रम का हिस्सा है, जो आपातकालीन तैयारियों और प्रतिक्रिया पर केंद्रित है। यहां तक कि पड़ोसी देश श्रीलंका के स्कूलों में आपदा प्रबंधन पढ़ाया जाता है। इंडोनेशिया के स्कूलों में आपदा शिक्षा अनिवार्य है, जो भूकंप, सुनामी और ज्वालामुखी विस्फोट की तैयारियों पर केंद्रित है। इसी क्रम में आपदा जोखिम न्यूनीकरण और प्रबंधन को बांग्लादेशी स्कूल पाठ्यक्रम में एकीकृत किया गया है, जिसमें चक्रवात और बाढ़ की तैयारी जैसे विषय शामिल हैं। हालांकि हमारे देश में एनडीएमए ने स्कूलों में आपदा शिक्षा के लिए दिशा-निर्देश विकसित किए हैं, जिसमें भूकंप सुरक्षा और बाढ़ की तैयारी जैसे विषयों को शामिल किया गया है, किंतु इसे स्कूली पाठ्यक्रम में अनिवार्यतः सम्मिलित किए जाने के लिए वास्तविक कदम उठाया जाना अपेक्षित है।

The Times of India, 27 August 2024, Page No. 4

HC Orders Private School To Admit EWS Student, Initiates Police Probe

Family Claimed They Were Turned Away From Main Gate 6-7 Times

Abhinav.Garg
@timesofindia.com

New Delhi: In a unique decision, Delhi High Court has not only ordered a private school to admit a candidate selected and nominated by Directorate of Education (DoE) under the economically weaker section (EWS) category but also initiated a police investigation against the school.

The court ordered the police commissioner to probe allegations by the underprivileged family that they had visited the school six-seven times to find out about the admission process but were turned away from the main gate by the guard, resulting in them missing a chance to fulfil admission formalities. The court further asked the education secretary to fix accountability.

"Right to Education Act is a remarkable feat in reinforcing our democracy's commitment to equality of opportunity and the same paves an egalitarian path for all the students to follow, irrespective of their financial dynamics.

Therefore, the denial of admission to any child once the allotment has been made would be in violation of the pious and ambitious objectives which Right to Education Act seeks to achieve," observed Justice Purushaindra Kumar Kaurav in a recent order.

"Put otherwise, once an impression of legitimate expectation of admission is triggered in the minds of students who successfully find their names post draw of lots, it is for the constitutional courts to protect their interests and free them from the shackles of procedural convolutions in order to meet the ends of justice," he added.

The high court was hearing a plea filed by a man whose son was selected for admission to Class I. However, he was turned away by Aadharshila Vidya Peeth. Jai Kumar, studying in a school run by Municipal Corporation of Delhi, was found entitled to admission by Directorate of Education via a draw of lots this May and he was allotted the school.

When Kumar went to the school with his father for the first time with all documents, the school did not even allow them to enter its premises, and the security staff at the gate said the school staff was unavailable due to summer vacations. They were ultimately turned back six-seven times. Kumar's father complained to DoE and moved court when no action was taken.

The school claimed it had admitted 94 students in the general category and 32 students in the EWS category in nursery for the academic year 2022-23.

They have all been promoted to Class I in 2024-25 and there are no vacant seats in Class I.

However, the court noted "with dismay, that the reply furnished by the respondent-school does not reveal any satisfactory ground as to why no entry was given to the petitioner despite several visits to the school. It is rather disheartening to find that the petitioner was made to run from pillar to post... despite fulfilling all the requirements at his end".

TIMES VIEW: The high court should be commended for its ruling. EWS quotas are part of an arrangement between the government and a school where the latter agrees to subsidise disadvantaged students in return for concessions. Not enforcing the agreement amounts to flouting the deal. Several schools have indulged in similar behaviour in the past. Authorities need to act firmly to deter such truancy.

The Times of India, 27 August 2024, Page No. 10, 11

MHA approves creation of five new districts in Ladakh

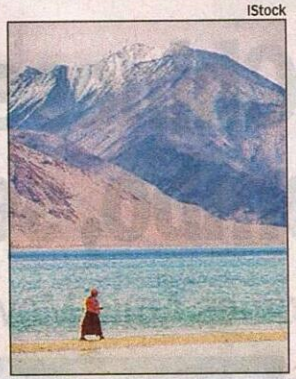
TIMES NEWS NETWORK

New Delhi: Home ministry on Monday approved the creation of five new districts in the UT of Ladakh, in a move aimed at better percolation of development and welfare schemes to the grassroots, thus boosting governance.

PM Narendra Modi said on X, "Creation of five new districts in Ladakh is a step towards better governance and prosperity. Zanskar, Drass, Sham, Nubra and Changthang will now receive more focused attention, bringing services and opportunities even closer to the people. Congratulations to the people there."

Making the announcement earlier, home minister Amit Shah said on X, "In pursuit of PM Narendra Modi ji's vision to build a developed and prosperous Ladakh, the MHA has decided to create five new districts in the Union Territory. The new districts, namely Zanskar, Drass, Sham, Nubra and Changthang, will take the benefits meant for the people to their doorsteps by bolstering governance in every nook and cranny."

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The five new districts will take the number of districts in Ladakh to seven

The five new districts will take the number of districts in Ladakh to seven. Currently, the northernmost UT — unique in terms of its large area, difficult terrain, very low population density and strategic location next to China — comprises the two districts of Leh and Kargil.

While approving the five new districts on Monday, the home ministry directed the Ladakh administration to set up a committee to assess various aspects related to the formation of new districts, such as their headquarters, boundaries and structure; and creation of posts, etc. The panel will submit its report within three months, based on which the UT of Ladakh will send the final proposal regarding creation of the new districts to the MHA for further action.

Ladakh, earlier part of the erstwhile state of J&K, was hived off into a separate UT as part of reorganisation of J&K in 2019.

Shah also approved the first-ever winter-grade diesel sales outlet for Ladakh, allowing availability of diesel to its residents in the harshest of winters.

Govt stops SSA funds to TN for saying no to NEP

Chennai: The Union education ministry has withheld the first instalment of Rs 573 crore under Samagra Shiksha Abhiyan (SSA) to Tamil Nadu for not accepting provisions of the National Education Policy (NEP), reports **Ragu Raman**.

The Project Approval Board has allocated a sum of Rs 3,586 crore under SSA to the state for 2024-2025. Of this amount, the Centre's contribution is Rs 2,152 crore (60%), to be released in four instalments. The first instalment should have been received in June, but central govt is yet to respond to the letters from Tamil Nadu. With no funds, 15,000-odd teachers may not get their salary next month.

How higher education institutes should prepare students for the AI era

JIBIN SABU

In a world that is being shaped by artificial intelligence (AI), how can institutes prepare their students for the future? The future is undeniably intertwined with AI, and it's crucial that students are not only aware of AI's potential but are also equipped with hands-on experience to harness its power. This hinges on access to cutting-edge AI infrastructure, practical exposure to AI-driven applications, and a curriculum that encourages experimentation and innovation.

Hands-on experience in building AI models

Theoretical knowledge alone is insufficient in preparing students for AI careers. Institutions must integrate practical AI training into their curricula. Students should be empowered to experiment with the full lifecycle of AI model development—from data preprocessing and model training to deployment and optimisation. This practical experience is invaluable, as it mirrors the processes they will encounter in professional settings.

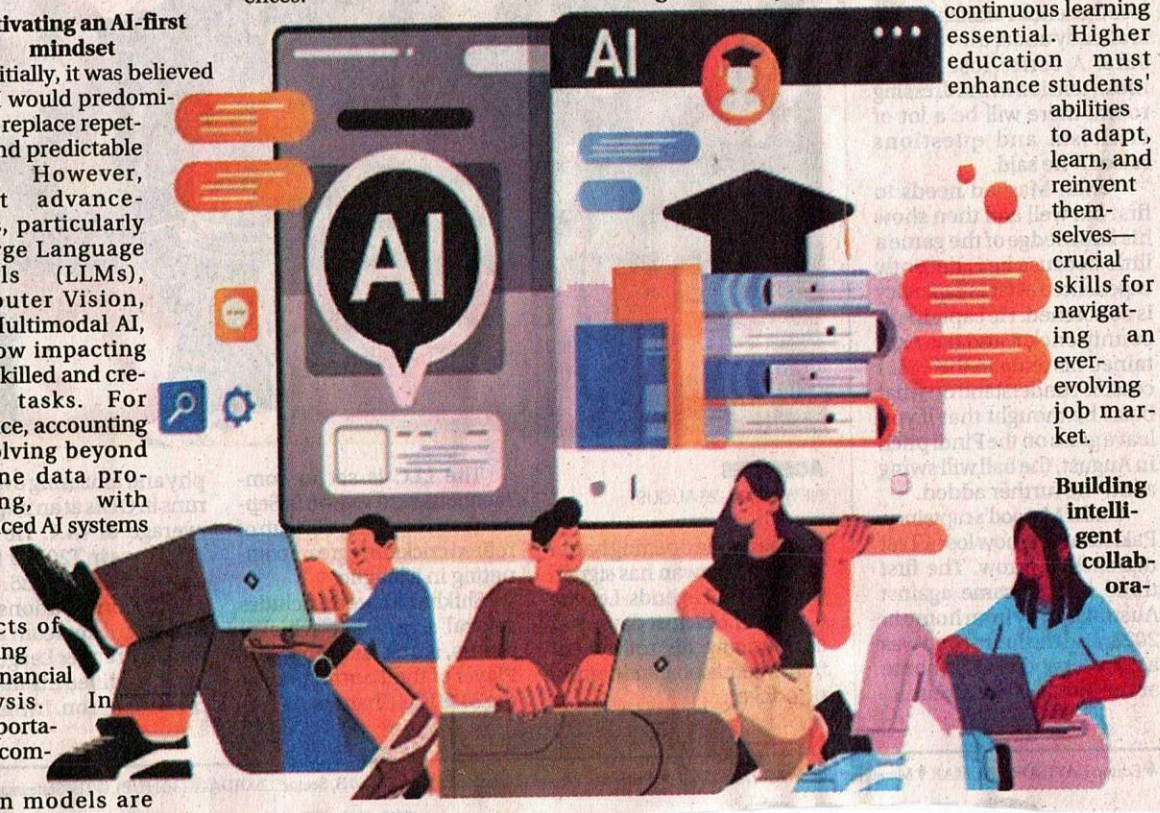
AI in high-impact research areas

AI's role is expanding rapidly into critical research areas such as drug discovery, computational biology, and other life sciences. Higher education institutions that wish to remain at the forefront of research must provide students with the tools necessary to contribute meaningfully to these fields. AI-powered platforms can significantly expedite research and development (R&D) processes by enabling simulations, modelling, and data analysis that would be impractical with traditional methods.

Cultivating an AI-first mindset

Initially, it was believed that AI would predominantly replace repetitive and predictable tasks. However, recent advancements, particularly in Large Language Models (LLMs), Computer Vision, and Multimodal AI, are now impacting even skilled and creative tasks. For instance, accounting is evolving beyond routine data processing, with advanced AI systems now handling aspects of auditing and financial analysis. In transportation, computer vision models are becoming standard, and AI is increasingly managing complex logistics and route planning decisions.

In the service sector, AI is transforming work by shifting the focus from routine tasks to analytical and creative skills. Even in fields like healthcare and education, where the human touch remains vital, AI provides tools that enable more accurate diagnoses and personalised learning experiences.



Focus on human creativity

Additionally, there is a growing demand for skills that AI cannot yet replicate effectively, such as creativity, emotional intelligence, and complex problem-solving. Higher education must acknowledge these trends, ensuring that students understand AI and develop the competencies needed to work alongside it.

Fostering creativity and innovation

As repetitive and systematic tasks become increasingly automated, creativity and innovation become invaluable assets. Higher education should cultivate these skills, empowering students to develop unique solutions to complex problems—something that AI has not yet fully mastered.

Preparing for continuous learning

The rapid pace of change driven by AI makes continuous learning essential. Higher education must enhance students' abilities to adapt, learn, and reinvent themselves—crucial skills for navigating an ever-evolving job market.

Building intelligent collaborations

The future of work will not be a simple dichotomy of humans versus machines but will instead revolve around effective human-machine collaboration. Higher education must prepare students to interact and collaborate with AI systems, readying them for a new dynamic in the workplace.

One way to view AI is as "Augmented Intelligence", enhancing our human capabilities and leading to the creation of hybrid jobs. In an AI-driven job market, professionals are increasingly expected to take on diverse roles.

As we move deeper into an era shaped by artificial intelligence, higher education institutions have a critical role to play in preparing students for the future. The future of work will require a blend of technical expertise and uniquely human skills such as creativity, emotional intelligence, and complex problem-solving. Higher education must rise to the challenge, equipping students with the tools and mindset needed to thrive in an AI-augmented world where continuous learning and intelligent collaboration will define success. The time to act is now, ensuring that students are ready to lead in a future where AI is both a powerful tool and a catalyst for new opportunities.

The writer is VC & Startup Ecosystem Lead, E2E Networks Ltd

The Statesman, 27 August 2024, Page No-15

The Hindu, 27 August 2024, Page No. 12

Education Ministry defines 'literacy', 'full literacy' in push for adult literacy

Maitri Porecha
NEW DELHI

In a letter to all States, the Education Ministry has defined 'literacy', and what it means to achieve 'full literacy,' in light of a renewed push for adult literacy under the New India Literacy Programme (NILP), a five-year programme (2022-27) that aims to onboard one crore learners aged above 15 every year across all States and Union Territories.

Union School Education Secretary Sanjay Kumar, in the letter, has stated that literacy may be understood as the ability to read, write, and compute with comprehension, that is to identify, understand, interpret and create along with critical life skills such as digital and financial literacy. Full literacy (to be considered equivalent to 100% literacy) will be achieving 95% literacy in a State or Union Territory.



New India Literacy Programme (NILP) aims to onboard 1 crore learners per year. GETTY IMAGES

Mr. Kumar further writes that a non-literate person may be considered as literate under the NILP, as per the aforementioned definition when he/she has been declared literate after taking the Foundational Literacy and Numeracy Assessment Test (FLNAT).

According to data accessed by *The Hindu*, in 2023, 39,94,563 adult learners appeared for FLNAT in March and September, out of which 36,17,303 were certified 'literate'.

In 2024, FLNAT was conducted on March 17, in which 34,62,289 learners appeared.

However, only 29,52,385 (85.27%) were certified as literate. While the pass percentage in FLNAT hovered between 89.64% and 91.27% in 2023, in 2024 it has dropped lower to 85.27%.

In 2024-25, the Ministry has allocated a budget of ₹160 crore for NILP. According to the latest Union Budget document, only ₹76.41 crore was actually utilised towards the scheme in 2022-23.

In 2023-24, the allocation was hiked to ₹157 crore, but later brought down to ₹100 crore in the revised estimates of the Union Budget.

Significant challenge

According to the 2011 Census, India faces a significant literacy challenge with 25.76 crore non-literate individuals in the age group of 15 years and above, comprising 9.08 crore males and 16.68 crore females.

Despite the progress made under the Saakshar Bharat programme, which certified 7.64 crore individuals as literate between 2009-10 and 2017-18, an estimated 18.12 crore adults in India remain non-literate. The letter says non-literate individuals face disadvantages in various aspects of life such as financial transactions, job applications, understanding of rights and participation in higher productivity sectors.

Millennium Post, 27 August 2024, Page No.-3

Creative solutions: Govt unveils School Innovation Marathon

AIMAN FATIMA

NEW DELHI: In a bid to commemorate the fourth anniversary of the National Education Policy (NEP) 2020, the Delhi government has unveiled a School Innovation Marathon, encouraging students to develop creative solutions for community issues. This initiative is part of a larger effort to foster innovation and entrepreneurship among school students across the city.

The Ministry of Education issued a directive to all school heads on August 23, 2024, urging them to involve students in this innovation-driven competition. The circular explains that the marathon, which began on July 29, 2024, invites students from schools under the Directorate of Education, Delhi government, to identify community problems and create innovative solutions in the form of working prototypes.

"In this school innovation marathon, students from all the schools of the Directorate of Education, Delhi government can participate by identifying community problems of their choice and developing innovative solutions in the form of working prototypes," states the circular. The marathon aims to stimulate creativity and problem-solving skills among students, aligning with NEP's vision of integrating practical skills into education. The initiative not only seeks to address real-world problems but also provides students with exposure to professional environments through internships and incubation opportunities.

KEY POINTS

» Students from all the schools of the DoE can participate by identifying community problems of their choice and developing innovative solutions in the form of working prototypes

» 'The top teams will get funding support from the Ministry of Education, internship opportunities through the Student Innovator Program with leading corporates and incubation centres, and other recognitions'

The circular highlights that top teams will be rewarded with funding support from the Union Ministry of Education, as well as internships through the Student Innovator Programme with leading corporates and incubation centers. "The top teams of School Innovation Marathon will get funding support from the Ministry of Education, internship opportunities through the Student Innovator Program with leading corporates and incubation centres, and other recognitions," the document notes.

Students are required to submit their projects by November 10, 2024. The final list of top ten teams will be announced by January 25, 2025. This year's theme, "Viksit Bharat 2047," encourages students to propose solutions that contribute to transforming India into a developed nation by the year 2047. The School Innovation Marathon is set to be one of India's largest school innovation challenges, organized jointly by the Ministry of Education, Atal Innovation Mission of NITI Aayog, and the Ministry of Education's Innovation Cell. The initiative will culminate in a grand showcase where the top-performing student teams will present their projects and pitch their ideas to a distinguished jury.

NCERT's new proposed marking model to have class 9-11 marks in class 12 board results; Check marking system, new tests

The NCERT report emphasises the need for a progressive assessment framework, particularly for Classes 10 and 12, which will now be structured into two academic terms

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Business Today Desk

Updated Aug 27, 2024, 12:36 PM IST

Pitching a fresh evaluation model for calculating the marks of class 12 students, the National Council of Educational Research and Training (NCERT) has proposed that the performance and the marks scored by students in classes 9, 10 and 11 should be added to the final board results of class 12.

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This significant proposal is detailed in a report titled 'Establishing Equivalence across Education Boards,' released in July, ANI reported.

Here's what the report said:

- The report emphasises the need for a progressive assessment framework, particularly for Classes 10 and 12, which will now be structured into two academic terms.

- One of the key recommendations suggests that Class 12 results will reflect cumulative marks from Classes 9 through 11.

- According to the report, "The weightage of formative and summative marks will be adjusted progressively from class 9 to class 12, increasing the emphasis on summative assessment as learners advance in grades."

The marks breakdown:

To outline the evaluation breakdown, the report details a specific weightage for each class:

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(Please note formative assessment here means ongoing tests throughout the year, and summative assessment is the end term)

- Class 9 will maintain a split of 7 percent formative and 30 percent summative assessment

- Class 10 will feature an even 50 percent division

- Class 11 will exhibit a 40 percent formative and 60 percent summative distribution

- Class 12 will conclude with a 30 percent formative and 70 percent summative ratio

This structure ultimately results in cumulative marks allocated as follows: 15 percent for Class 9, 20 percent for Class 10, 25 percent for Class 11, and 40 percent for Class 12.

The proposed assessment framework aims to create a comprehensive approach, balancing both assessments to provide a holistic view of student progress. The new model intends to better understand students' academic journeys from Classes 9 through 12.

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For Classes 10 and 12, assessments will occur in two distinct terms, incorporating various classroom evaluation methods, including Portfolio Assessment, Self Assessment, Peer Assessment, Teacher Observation, Group Work, and Laboratory activities.

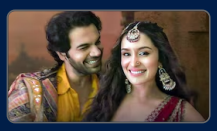
Additionally, the End Term Assessments will continue to utilise competency-based evaluations through ITMS, enabling teachers to select from an expansive question bank.

Term II will introduce formative assessments enriched with new elements such as Project Work, Paper Presentations with viva voice, and Group Discussions.

Lastly, the summative assessment for the term will consist of a common paper that includes Long Answers, Short Answers, Very Short Answers, and Multiple Choice Questions, all designed to align with Learning Outcomes, as outlined in the report.

(With agency inputs) BT

SPOTLIGHT



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Published on: Aug 27, 2024, 12:36 PM IST

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NCERT proposes new evaluation model for Class 12 boards; significant rule changes being mulled

Synopsis
NCERT has suggested an evaluation model where students' performance in Classes 9 to 11 contributes to their Class 12 board results. A progressive assessment framework will balance formative and summative assessments. Teachers will use various methods, including portfolio and peer assessments, to evaluate learners. The model aims to offer a comprehensive view of student progress.



The new framework seeks to divide the academic year into two terms and recommends including marks from Classes 9, 10, and 11 in the final Class 12 board results.

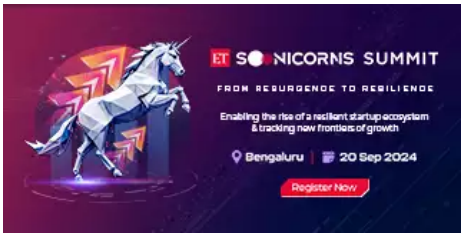
NCERT: In a move aimed at providing a holistic view of students' progress and shift towards a more balanced assessment method throughout secondary education, the National Council of Educational Research and Training (NCERT) has proposed a new evaluation model for Classes 9-12 Board results, news agencies reported on August 27. As per the new model, students' performance in Classes 9, 10, and 11 should contribute to their Class 12 board results.

This recommendation was made in a report titled 'Establishing Equivalence across Education Boards', released in July, which suggests a progressive assessment framework for Classes 10 and 12.

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The new framework divides the academic year into two terms and recommends including marks from Classes 9, 10, and 11 in the final Class 12 board results. According to the report, "The weightage of formative and summative marks will be adjusted progressively from class 9 to class 12, increasing the emphasis on summative assessment as learners advance in grades. Specifically, class 9 features a 7 percent formative and 30 percent summative split, class 10 an equal 50% formative and summative division, class 11 a 40 percent formative and 60 percent summative distribution, and class 12 a 30 percent formative and 70 percent summative ratio."

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The report further details, "Consequently, the cumulative marks at the end of the secondary stage are 15 percent for class 9, 20 percent for class 10, 25 percent for class 11, and 40 percent for class 12." This means that students' performance over the years will play a significant role in their final scores.

A comprehensive approach will be employed for learners in classes 9 through 12, balancing both formative (ongoing) and summative (end-term) assessment methods to provide a holistic view of learners' progress. For Classes 10 and 12, the assessment framework will be divided into two terms.

"Terms will feature Classroom Assessments through HPCs, involving Portfolio Assessment, Self Assessment, Peer Assessment, Teacher Observation, Group

It also suggests that the End Term Assessment will continue with competency-based assessments using ITMS, with teachers selecting from the question bank. Term II will introduce formative assessments with additional components such as Project Work, Paper Presentations with viva voice, and Group Discussions.

"The summative assessment will consist of a common paper consisting of Long Answers, Short Answers, Very Short Answers, and Multiple Choice

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Canada's planned cap on low wage foreign workforce a temporary pause; they need people to grow their GDP: Santosh Rao



Canada to cut down on low-wage foreign workforce:



Questions linking with the Learning Outcomes, based on the question paper design and blueprint," the report elaborates.

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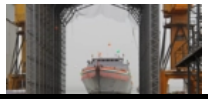
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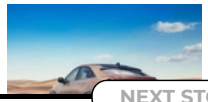
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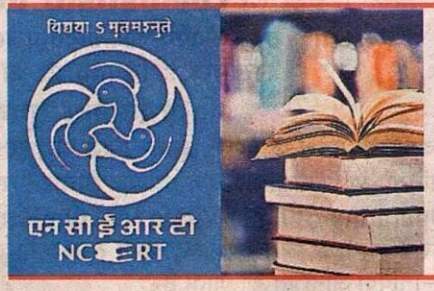
1. Adani family wealth surges 95% in 1 year to Rs 11.6 lakh crore
2. Adani replaces Ambani as richest Indian: Full list
3. Disney-Reliance deal: What were CCI's concerns?

By Neha Borkar, ET Spotlight Last Updated: Aug 23, 2024, 09:59:00 AM IST

Synopsis
Sony's new BRAVIA 7 series delivers a cinema-like experience at home with its advanced features. Equipped with Studio Calibrated modes, IMAX-enhanced certifications, and cognitive AI Processor XR, it ensures optimal picture and sound quality. The series supports Dolby Vision and Dolby Atmos, providing a highly immersive viewing experience for streaming platform content.

दैनिक जागरण, 28 अगस्त 2024, पृष्ठ संख्या - 14

कक्षा 9, 10 व 11 के अंक कक्षा 12 के बोर्ड परिणामों में होंगे शामिल!



- एनसीईआरटी की रिपोर्ट में शिक्षा बोर्डों में समानता की सिफारिश
- कक्षा 10 व 12 के लिए प्रगतिशील मूल्यांकन रूपरेखा का सुझाव

नई दिल्ली, एएनआइः राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने एक नया मूल्यांकन माडल सुझाया है। इसमें प्रस्ताव है कि कक्षा 9, 10 और 11 में छात्रों के प्रदर्शन को उनके कक्षा 12 के बोर्ड परिणामों में योगदान देना चाहिए। जुलाई में जारी रिपोर्ट में 'शिक्षा बोर्डों में समानता स्थापित करने' पर सुझाव दिए गए हैं।

रिपोर्ट में कक्षा 10 और 12 के लिए एक प्रगतिशील मूल्यांकन रूपरेखा का सुझाव दिया गया है। नई रूपरेखा शैक्षणिक वर्ष को दो अवधियों में विभाजित करती है। कक्षा 12 के बोर्ड के नतीजों में अब कक्षा 9, 10 और 11 के अंक शामिल किए जाने की भी सिफारिश की गई है। रिपोर्ट में उल्लेख है, "कक्षा 9 से कक्षा 12 तक रचनात्मक और योगात्मक अंकों का भार क्रमिक रूप से समायोजित किया जाएगा। इससे शिक्षार्थियों के ग्रेड में आगे बढ़ने के साथ योगात्मक मूल्यांकन पर जोर बढ़ेगा। कक्षा 9 में 70 प्रतिशत रचनात्मक और 30 प्रतिशत योगात्मक विभाजन, कक्षा 10 में समान 50 प्रतिशत रचनात्मक और योगात्मक विभाजन, 11 में 40 प्रतिशत रचनात्मक और 60 प्रतिशत योगात्मक वितरण, और कक्षा 12 में 30 प्रतिशत रचनात्मक और 70 प्रतिशत योगात्मक अनुपात है।"

रिपोर्ट में उल्लेख किया गया है, "परिणामस्वरूप, माध्यमिक चरण के अंत में संचयी अंक कक्षा 9 के लिए 15 प्रतिशत, कक्षा 10 के लिए 20 प्रतिशत, कक्षा 11 के लिए 25 प्रतिशत और कक्षा 12 के लिए 40 प्रतिशत हैं।" इसका मतलब है कि पिछले कुछ वर्षों में छात्रों का प्रदर्शन उनके अंतिम अंकों में महत्वपूर्ण भूमिका निभाएगा। कक्षा 9 से 12 तक के शिक्षार्थियों के लिए सुझाया गया मूल्यांकन ढांचा एक व्यापक दृष्टिकोण अपनाएगा जो शिक्षार्थियों की प्रगति का समग्र दृष्टिकोण प्रदान करने के लिए रचनात्मक (चल रहे) और योगात्मक (अंतिम अवधि) दोनों मूल्यांकन विधियों को संतुलित करता है। कक्षा 10 और 12 के लिए मूल्यांकन ढांचे को दो अवधियों में विभाजित किया जाएगा। कक्षा मूल्यांकन में पोर्टफोलियो मूल्यांकन, स्व-मूल्यांकन, सहकर्मी मूल्यांकन, शिक्षक अवलोकन, समूह कार्य और प्रयोगशाला गतिविधियां शामिल होंगी। अंतिम अवधि मूल्यांकन (आइटीएमएस) का उपयोग योग्यता-आधारित मूल्यांकन के साथ जारी रहेगा। इसमें शिक्षक प्रश्न बैंक से चयन करेंगे। टर्म-2 में प्रोजेक्ट वर्क, वाइवा के साथ पेपर प्रेजेंटेशन और ग्रुप डिस्कशन के साथ रचनात्मक मूल्यांकन होगा।

हिन्दुस्तान, 28 अगस्त 2024, पृष्ठ संख्या 3, 5

स्कूल खोजने लिंक्डइन पर आया दो साल का बच्चा

नई दिल्ली, एजेंसी। दुनियाभर के पेशेवर लोग लिंक्डइन पर कॉरपोरेट दुनिया में नए मौकों की तलाश करते हैं। दिल्ली का रहने वाला एक दो साल का बच्चा अच्छा प्री-स्कूल तलाशने और करियर से जुड़ी हर गतिविधि पर नजर रखने के लिए इस प्लेटफॉर्म पर सक्रिया हुआ है। खुद का फोन न होने के बाद भी वे सप्ताह में एक बार इस प्लेटफॉर्म पर लॉगिन करता है।

बच्चे ने एक पोस्ट में लिखा कि मुझे इस प्लेटफॉर्म पर दो दिन हो गए। मैं अभी से दुनिया के दबाव को महसूस करने लगा हूं। घर पर सब मुझे स्कूल भेजने की बात करते हैं। दबाव सही भी है पर मैं नन्ही सी जान। बच्चे ने बताया है कि उसके पिता के दोस्त प्रवीण कुमार राजभर हमेशा कहते हैं कि नेटवर्क की नेटवर्थ है। इसलिए मैं यहां नेटवर्क बनाने आया हूं जिससे मैं एक अच्छे प्री-स्कूल में दाखिला ले सकूं।

पिता ने कहा, मस्क आपका प्रतिद्वंद्वी तैयार

पिता ने बच्चे की पोस्ट साझा करते हुए लिखा है कि ये मुझसे भी ज्यादा मेहनती और तेज तर्रार है। पिता ने टेस्ला कंपनी के मालिक एलन मस्क को टैग करते हुए लिखा कि एलन आपका प्रतिद्वंदी लिंक्डइन पर आ गया है। बच्चे और उसके पिता की पोस्ट पर लोगों ने जमकर कमेंट किया है।

दिल्ली के तीन शिक्षकों को राष्ट्रीय शिक्षक पुरस्कार

नई दिल्ली, एजेंसी। केंद्रीय शिक्षा मंत्रालय ने मंगलवार को राष्ट्रीय शिक्षक पुरस्कार- 2024 का ऐलान किया। पांच सितंबर को शिक्षक दिवस पर विज्ञान भवन में पुरस्कार के लिए चयनित 50 शिक्षकों को सम्मानित किया जाएगा। सम्मानित होने वाले शिक्षकों में दिल्ली की सुनीता गुप्ता, चारू शर्मा, पल्लवी शर्मा, उत्तराखंड की कुसुम लता गरिया शामिल हैं।

The Pioneer , 28 August 2024 , Page No 7

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How personalised and adaptive technologies are shaping the future of education

The future of education is personal, adaptive, and brimming with possibilities for individual success. It's time to embrace this change



VEDANT **HAMIRWASIA**

The education system is witnessing a revolutionary shift, one that promises to reshape how we learn, grow, and succeed. At the core of this transformation lies advanced personalized and adaptive learning - a groundbreaking approach set to redefine the educational landscape.

With the global adaptive learning market projected to reach $5.3 billion by 2025 and the personalized learning market expected to soar to $19.86 billion by 2030, it's clear that these technologies are more than just a passing trend.

Unpacking Personalized and Adaptive Learning

Personalized learning crafts educational experiences that resonate with each student's unique needs, skills, and interests. It's about creating learning journeys that allow individuals to flourish in their way. Adaptive learning takes this concept further, using AI to adjust content difficulty and style in real time based on student performance.

It's like having a high-tech tutor that ensures learning is always challenging but never overwhelming.

The Power of Data-Driven Insights: One of the most exciting aspects of these systems is their ability to harness data for good. Through sophisticated learning analytics, educators gain unprecedented insights into each student's progress.

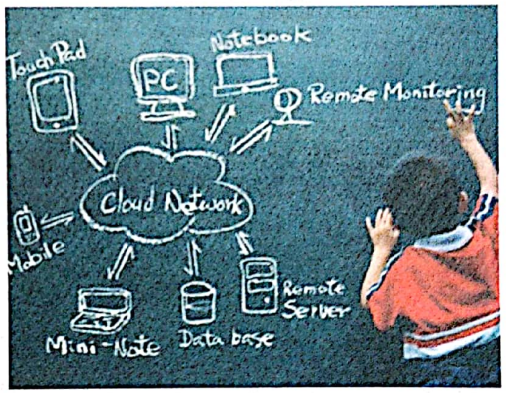
This foresight allows for timely interventions, ensuring no student falls behind. Predictive analytics even allows these systems to anticipate which students might struggle, enabling proactive support measures.

Customized Learning Paths: Gone are the days of one-size-fits-all education. Advanced personalized learning creates individual learning plans that adapt to each student's unique learning style.

Whether you're a visual learner who thrives on interactive simulations or prefer diving deep into text-based explanations, these systems have you covered. The flexibility extends to pacing as well, allowing students to linger on challenging concepts or race ahead in areas they excel.

Engagement, the Secret Sauce of Success: Engagement is crucial for effective learning, and these technologies serve it up in spades.

Interactive content, gamification elements, and multimedia experiences make learning feel less like a chore and more like an adventure. By catering to diverse learning preferences, these systems ensure that every student finds their groove and stays motivated.



Levelling the Playing Field: Perhaps one of the most profound impacts of these technologies is their potential to promote equity in education.

Assistive features embedded within these systems support students with disabilities, offering tools like text-to-speech and customized interfaces. This push for inclusivity ensures that quality, personalized education is accessible to all, regardless of individual challenges.

The Benefits and Challenges Ahead: The benefits of advanced personalized and adaptive learning are clear and compelling. Studies consistently show improved learning outcomes, increased student engagement, and the potential to bridge achievement gaps.

However, it's important to acknowledge the challenges that come with this educational revolution. Privacy concerns surrounding student data and the persistent digital divide are hurdles that must be addressed thoughtfully.Embracing the Future of EducationThe educational landscape is evolving rapidly, propelled by the transformative potential of advanced personalized and adaptive learning.

By embracing these technologies thoughtfully and addressing the challenges head-on, we can create an educational landscape where every student has the opportunity to thrive, learn, and reach their full potential The future of education is personal, adaptive, and brimming with possibilities for individual success. It's time to embrace this change and unlock the potential o every learner.

(The author is director, ODI Class; views are personal)

The Pioneer, 28 August 2024, Page No - 7

The risk of monetising public education



BIJU **DHARMAPALAN**

Commercialisation of these institutions undermines their core mission which is to provide inclusive, affordable high-quality education to all

The Vice-Chancellor of JNU , Prof. C Santhishree D Pandit recently remarked that the country's top university is facing a financial crunch with little regular income generated from its resources. The VC has decided to repurpose the university's properties with private participation. This culture of looking at public academic institutions as a source of revenue has been rhyming among our policymakers during the past several years.

One reason is the huge prime land area holding maintained by the public sector institutions and another is the change in the shift in societal perception. Today's society evaluates everything based on money. The primary objective of public sector academic institutions is to offer an inclusive and excellent education to all sections of the population. Central to these institutions is the concept of education as a public good—a valuable asset that has advantages for society as a whole, rather than solely for individuals. Education, in this view, is not simply a product that can be purchased and



sold, but rather a profound process that moulds individuals into knowledgeable, reflective members of society who are capable of making meaningful contributions to the collective welfare.

Their value should be assessed based on the number of enlightened minds generated by these institutions. As we can see it's these enlightened minds who are driving the wheel of the government machinery, and the nation's progress. Public sector academic institutions have been under growing pressure in recent decades to implement business-oriented strategies, which include prioritising income creation. The transition has been prompted by several circumstances, such as decreases in government financing, increasing operational expenses, and the expanding impact of market ideology in public policy. Consequently, numerous public universities and colleges have resorted to alternate sources of income, such as raising tuition fees, extending online programs, providing executive education courses, renting out spaces and forming alliances with private industry.

Private parties, if allowed to rent out spaces, should work closely with the academic and research community of the university. It should also help in imparting knowledge and transformation to students.In many NITs, the guest house rate has been increased tenfold, as mandated by the policymakers.

Unfortunately, people who visit these institutions including academicians and parents of students have to pay more than what is the market rate in that area. Although these initiatives can offer significant financial support, they also pose a potential threat of altering the core purpose of public sector institutions. It can be detrimental to maintaining high academic standards and fostering a wide range of intellectual perspectives.

Additionally, it can generate pressures to give higher priority to programs and research areas that provide greater profits, perhaps overlooking subjects that are less financially rewarding but equally crucial for societal progress. It is vital to provide students with a well-rounded education that encourages critical thinking and broad-based knowledge.

Public sector academic institutions hold a distinct and crucial role in maintaining the social fabric of the nation. Their objective is not to earn financial gain but rather to generate enlightened minds capable of critical thinking, and contribute to the development of the nation.

The great minds working in every field, including the bureaucrats and political leaders are groomed by these public sector institutions. For this to continue, we should not put a price tag on every facility a public sector university offers to the student or society at large.

(The writer is an adjunct faculty at the National Institute of Advanced Studies; views are personal)

The Times of India, 28 August 2024, Page No. -6

BJP picks on MCD school without basic facilities, AAP shoots back

TIMES NEWS NETWORK

New Delhi: Delhi BJP leaders on Tuesday slammed AAP govt over its claim of providing "world-class education" in the city, alleging they found small children sitting on floor mats in the MCD school in Kapashera that also lacked basic facilities like toilets and drinking water.

Delhi BJP president Virendra Sachdeva, along with MP Ramvir Singh Bidhuri, visited the school. They said that they found different classes being taught by the same teacher. In one school hall, three different classes were being taught simultaneously by the teacher. "The school has 1,250 students, but there is no water cooler, and all the taps in the school are either dry or broken, and there is no drinking water for the children," Sachdeva said.

He said the condition of the school has exposed chief minister Arvind Kejriwal govt's claims of world-class educational facilities. "While we constantly hear from minister Atishi and MLA Manish Sisodia that they have made schools world-class, standing in this MCD school in Kapashera, it is disheartening to see the conditions," he said.



A Delhi BJP team visited the MCD school at Kapashera

The school's toilet block is extremely dirty, he added.

The Kapashera school has had no principal since 2022, he added. Seven teachers are on BLO (block level officer) duty, and six are on long leave. The school is understaffed and lacks even proper blackboards, Sachdeva said.

The Delhi BJP president stated that the school's deplorable condition was not an isolated case. Similar conditions can be found in govt schools across Delhi. Sachdeva questioned whether Kejriwal, who is in jail, and Sisodia, now out on bail, would ever consider sending their children to such schools.

He said that BJP would lodge a complaint with the lieutenant governor to ensure immediate action against such treatment towards children.

South Delhi MP Ramvir Singh Bidhuri said that BJP will take this issue to the mayor, so that improvements can be made.

AAP hit back, saying: "We are deeply grateful to the people of Delhi for choosing AAP in the Dec 2022 MCD elections. After 15 years of BJP's misrule and mismanagement, MCD had rightfully earned the title of the 'Most Corrupt Department.' BJP is a party corrupted to the core, and under its 15-year reign, it has completely bankrupted the MCD," the party said. "AAP will transform MCD schools just as it has done with Delhi govt schools," it said. "BJP govt has closed over 60,000 schools in the past two years, showing complete neglect in every BJP-ruled state."

Classes 9 to 11: All you need to know

The suggestions were made in a report titled 'Establishing Equivalence across Education Boards'.

By CNBCTV18.com

August 28, 2024, 12:12:05 PM IST (Updated)

2 Min Read



The National Council of Educational Research and Training (NCERT) has proposed a new evaluation model to evaluate the Class 12 board exam marks. The new model will also consider students' performance from Classes 9 to 11.

According to Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH), a new unit of NCERT, the new report will also include vocational and skill-

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based training.

The suggestions were made in a report titled 'Establishing Equivalence across Education Boards' outlining a proposal for assessing the overall performance of students in Classes 9, 10, and 11 while preparing the Class 12 results. The NCERT report was sent to the Union Education Ministry in July.

“The weightage of formative and summative marks will be adjusted progressively from Class 9 to Class 12, increasing the emphasis on summative assessment as learners advance in grades. Specifically, class 9 features a 7% formative and 30% summative split, Class 10 an equal 50% formative and summative division, Class 11 a 40% formative and 60% summative distribution, and Class 12 a 30% formative and 70% summative ratio,” read the report.

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The report suggests incorporating cumulative performance metrics: 15% from Class 9, 20% from Class 10, and 25% from Class 11. “Consequently, the cumulative marks at the end of the secondary stage are 15% for Class 9, 20% for Class 10, 25% for Class 11, and 40% for Class 12,” it added.

According to the report, the assessment framework will be divided into two terms for Classes 10 and 12. To promote holistic learning, as outlined in the National Education Policy 2020 (NEP 2020), the report recommends making vocational and skill-based subjects, such as data management, coding, application development, artificial intelligence, music, and arts, and crafts.

It also emphasises the need to assess teachers' performance and enhance school infrastructure. This includes making clean drinking water accessible, well-resourced libraries and adequate sports facilities to promote a supportive learning environment.

“Terms will feature Classroom Assessments through HPCs, involving portfolio assessment, self-assessment, peer assessment, teacher observation, group work, and laboratory activities,” the report added.

However, according to reports by The Free Press Journal, the new proposal has put many principals and parents in a state of uncertainty. While some agree the concept must have some value and can keep students engaged over the four years, others believe this approach may put unnecessary pressure on their wards.



(Edited by : Sudarsanan Mani)
First Published: Aug 28, 2024 12:11 PM IST

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Company	Price	Chng	%Chng
Hero Motocorp	5,475.10	100.60	1.87
Titan Company	3,590.00	56.80	1.61
BPCL	361.65	5.20	1.46
NTPC	413.40	3.50	0.85
Bajaj Finserv	1,774.80	19.15	1.09

Currency Commodities

Currency	Price	Change	%Change
Dollar-Rupee	83.85	-0.02	-0.02
Euro-Rupee	92.85	-0.06	-0.07
Pound-Rupee	110.37	-0.08	-0.08
Rupee-100 Yen	0.57	0.00	0.11

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Name	Value	%Chng
DAX Aug 29	18912.57	0.69
Hang Seng Aug 30	18081.44	1.63
Taiwan Weighted Aug 30	22260.96	0.27
Nasdaq Aug 29	17516.43	-0.23

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Elevating Literacy: India Embraces a Wider Skillset for All including digital literacy

Posted On: 28 AUG 2024 6:46PM by PIB Delhi

In a progressive step to advance the nation's literacy goals, the Department of School Education And Literacy, Ministry of Education, Government of India has communicated a refined and comprehensive description of literacy tailored to the Indian context. This initiative aligns with the objectives of the National Education Policy (NEP) 2020 and aims to expedite the attainment of full literacy across all States/UTs under the ULLAS - Nav Bharat Saaksharta Karyakram. This also supports the SDG 4.6 which is about ensuring that all youth and a substantial proportion of adults, both men and women achieve literacy and numeracy by 2030.

The Education Minister, Shri Dharmendra Pradhan while addressing the gathering on 06.02.2024 at the ULLAS Mela in New Delhi expressed that the ULLAS scheme lays the foundation for a Viksit Bharat and underscores the crucial role that literacy plays in realising this vision, as envisioned by Prime Minister, Shri Narendra Modi.

The National Education Policy (NEP) 2020 while talking of Adult Education, mentions in para 21.4:

'Strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be affected as soon as possible to expedite this all-important aim of achieving 100% literacy.' It underscores the correlation between literacy rates and per capita GDP, highlighting the disadvantages faced by non-literate individuals in various aspects of life, such as financial transactions, job applications, comprehension of media and technology, understanding of rights, and participation in higher productivity sectors.

In light of this, the Department has recognized the necessity of establishing a clear and inclusive definition of literacy that extends beyond basic reading and writing skills. Literacy will now be defined as, **"the ability to read, write, and compute with comprehension, i.e., to identify, understand, interpret and create, along with critical life skills such as digital literacy, financial literacy, etc."** This approach ensures that individuals are equipped to fully engage in and contribute to society. The Department has also set a benchmark for what constitutes 100% or full literacy within the Indian context, **"Achieving ninety five per cent literacy (95%) in a State/UT may be considered as equivalent to fully literate."** This enhanced definition was developed through a collaborative process involving experts from NCERT and UNESCO, among other experts. The consensus reached during a recent meeting, chaired by senior educational advisors, underscores the need for a literacy framework that meets global standards while being firmly rooted in India's unique socio-cultural landscape.

The introduction of this definition marks a significant milestone in India's journey towards full literacy. It reinforces the Government's commitment to ensuring that every citizen has the opportunity to attain the foundational skills necessary for personal and societal advancement along with financial & digital literacy and critical life skills. The recent achievement of over 97% literacy in UT of Ladakh under the ULLAS scheme further demonstrates the effectiveness of these efforts and sets a benchmark for others to emulate.

The Government of India calls upon all stakeholders to renew their efforts in promoting literacy and to work collaboratively towards the shared goal of achieving a fully literate nation. This initiative represents a critical step in fulfilling the vision outlined in the NEP 2020 and in ensuring that Bharat continues to make strides toward reaching full literacy by 2030 with ULLAS, making Jan Jan Saakshar.

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SS/AK

The Statesman, 29 August 2024, Page No.-2

CBSE carries out 'Say no to drugs and yes to life' campaign in city

STATESMAN NEWS SERVICE
NEW DELHI, 28 AUGUST

The Central Board of Secondary Education (CBSE), in collaboration with the Narcotics Control Bureau (NCB), successfully carried out a "Say No to Drugs and Yes to Life" campaign at Modern School, Vasant Vihar on Wednesday.

The programme marked a crucial initiative aimed at educating students and society in general about the risks associated with drug abuse while promoting a healthier, drug-free lifestyle.

The campaign was covered both offline and streamed live on the CBSE YouTube channel for widespread ensuring the participation of more than 7,000 participants, including students, parents, and teachers.

The attendees were engaged in informative presentations and interactive sessions that covered causes, effects, and preventive strategies against drug abuse. Queries from the attendees were answered during question-answer sessions about how supportive environments can be created for young students, empowering them to resist peer pressure and make correct choices for a healthier life.

During the session, information about The Narcotic Drugs and Psychotropic Substances Act, enacted in 1985, was also given. The Act serves as India's main legal framework for combating drug abuse and illegal trafficking. It imposes strict penalties, including life imprisonment or the death penalty for severe offenses involving large quantities of drugs.

Additionally, the Act promotes the treatment and rehabilitation of drug-dependent individuals. The Narcotics Control Bureau (NCB) enforces the Act, coordinating with various agencies, and classifies penalties based on the quantities involved—small, intermediate, and commercial.

Special provisions also allow for the forfeiture of properties linked to the traffickers. The penalties vary depending upon the offences covered under various sections of this Act.

The CBSE is also planning a MoU with the NCB for the promotion of awareness about drug abuse in all the CBSE-affiliated schools.

दैनिक जागरण, 29 अगस्त 2024, पेज नं - II

आंगनबाड़ी केंद्रों में बच्चों की शैक्षणिक नींव होगी मजबूत

रीतिका मिश्रा • जागरण

नई दिल्ली: शिक्षा निदेशालय ने राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के तहत आंगनबाड़ी केंद्रों में पढ़ने व पोषण पाने वाले बच्चों की शैक्षणिक विकास की नींव को मजबूत करने के लिए पहल शुरू कर दी है। निदेशालय ने अगस्त में 299 सर्वोदय विद्यालयों को नजदीकी आंगनबाड़ी केंद्रों से जोड़ा है। इसके तहत कुछ स्कूलों में दो-दो आंगनबाड़ी केंद्र भी जोड़े गए हैं। ताकि इन केंद्रों के बच्चों को पढ़ाई के लिए दूर न जाना पड़े।

निदेशालय के अधिकारी ने बताया कि मार्च 2022 में आंगनबाड़ी केंद्रों के लिए एक आउटरीच कार्यक्रम शुरू किया गया था, जिसका उद्देश्य आंगनबाड़ी केंद्रों में पढ़ रहे बच्चों के अंकगणित के मूल तत्वों का अच्छा ज्ञान, बुनियादी या अंक ज्ञान और अंक व्यवहार की क्षमता को विकसित करना है। इस योजना का सीधा लाभ इन केंद्रों में जाने



- शिक्षा निदेशालय द्वारा 299 सर्वोदय विद्यालय से जोड़े गए सभी आंगनबाड़ी केंद्र
- आंगनबाड़ी केंद्रों में बच्चों के अंक गणित और अंक व्यवहार क्षमता को विकसित करना लक्ष्य

वाले बच्चों को मिलेगा। इससे केंद्र से आस-पास के स्कूल में निर्बाध बदलाव सुनिश्चित हो सकेगा। साथ ही केंद्रों के बच्चों के पढ़ाई के अंतर को पहचानने और उन्हें पाटने का प्रयास करने में मदद मिलेगी। इस कार्यक्रम के पीछे का तर्क एनईपी पर आधारित है, जिसमें कहा गया है कि बच्चे के मस्तिष्क का 85 प्रतिशत से ज्यादा संचयी विकास छह वर्ष की उम्र से पहले होता है।

निदेशालय ने इस स्कूलों के प्रधानाचार्यों को निर्देश दिया कि वे नर्सरी और प्राथमिक विद्यालय के शिक्षकों और विशेष शिक्षकों के साथ विभाग द्वारा स्कूल से जोड़े गए आंगनबाड़ी केंद्रों का दौरा करें, ताकि वे आंगनबाड़ी केंद्रों के वातावरण, लोगों और कामकाज से परिचित हो सकें। इसके साथ ही वे आंगनबाड़ी टीम को कुछ नामांकित बच्चों की माताओं के साथ स्कूल में बुलाएं, ताकि वे खुद को बेहतर तरीके से समझ सकें।

राष्ट्रीय दिवसों पर अभिभावकों को स्कूल में करें आमंत्रित: निदेशालय ने कहा कि विभाग की योजना यह है कि स्कूलों और केंद्रों के बीच पूरे वर्ष एक स्थायी संबंध स्थापित हो। इसमें प्रत्येक माह बैठकें हों। बच्चों के शैक्षणिक विकास की नींव मजबूत करने के लिए सर्वोत्तम प्रथाओं को साझा किया जा सके और अपनाया जा सके। वहीं, स्कूलों को आंगनबाड़ी केंद्रों में नामांकित बच्चों के साथ स्कूल के संसाधन जैसे पुस्तकालय और खेल के मैदान भी साझा करने को कहा गया है। निदेशालय ने स्कूलों को स्वतंत्रता दिवस, गणतंत्र दिवस और बाल दिवस जैसे समारोहों के लिए आंगनबाड़ी कर्मचारियों, बच्चों और उनके अभिभावकों को भी स्कूल में आमंत्रित करने का निर्देश दिया है। निदेशालय ने कहा कि केंद्रों के लोगों से नियमित आधार पर जानकारी साझा करने के लिए प्री-प्राइमरी शिक्षकों, आंगनबाड़ी पर्यवेक्षकों, कार्यकर्ताओं और सहायकों का एक वाट्सएप समूह बनाया जाए। वहीं, आंगनबाड़ी केंद्रों की तर्ज पर सर्वोदय विद्यालयों में प्री-प्राइमरी और प्राइमरी के बच्चों के लिए टीकाकरण अभियान की पहल भी शुरू की जाए।

The Hindu, 29 August 2024, Page No.-4

Centre wants us to accept NEP for fund release: T.N.

The Hindu Bureau
TIRUCHI

School Education Minister Anbil Mahesh Poyyamozhi on Wednesday accused the Union government of pressuring Tamil Nadu to accept the National Education Policy (NEP)-2020 as a pre-condition for release of funds under Pradhan Mantri Schools for Rising India (PM-SHRI).

He was reacting to reports on the Centre having withheld its share of funds under the Samagra Shiksha Abhiyan (SSA), of which component is PM-SHRI, affecting salary payment to teachers. He said the Centre had not released ₹573 crore due for June. It had also withheld ₹249 crore, the final instalment of last year. The Centre had been pressuring Tamil Nadu to accept the NEP for release of the funds. It was unfair, especially when education is on the Concurrent List, he told reporters in Tiruchi.


School Education Minister Anbil Mahesh Poyyamozhi.

"The NEP draft was released only in 2020. However, the SSA had come into existence two years earlier, and the State had been getting funds in the ratio of 60:40. But the Centre is now exerting pressure on us to accept the NEP in order to get funds for the SSA," he said.

The Minister said the DMK MPs, along with those of the party allies, had taken up the issue with Leader of the Opposition Rahul Gandhi and Union Minister for Education Dharmendra Pradhan. The MPs told the Minister that funds should not be withheld because "politicising" the matter would affect the education of lakhs of students. Mr. Pradhan told the MPs that he would look into the issue.

'No response'

The MPs also raised the issue in the recent session of Parliament, Mr. Mahesh Poyyamozhi said, adding that the School Education Department had written multiple letters to the Centre. But there was no response. The State had expected that the funds would be released after the parliamentary session. But the Centre was yet to release the funds. "The NEP requires a comprehensive debate. We will leave it to the people. But the Centre should not withhold funds for pressuring the State to accept the NEP," he said.

Revealing the untold: translated stories of Partition, written by women

The works of women writers like Geetanjali Shree, Ismat Chughtai, Krishna Sobti and Qurratulain Hyder contribute to a more nuanced and inclusive understanding of Partition history. It provides a female perspective in a genre where discussions have largely been dominated by male writers

The Hindu, 29 August 2024, Page No.- 11

K.S. Swati

Translation works that had long lurked in the shadows, eagerly awaiting exposure, finally received their global recognition in 2022.

That year, Geetanjali Shree's *Ret Samadhi*, translated from Hindi by Daisy Rockwell as *Tomb of Sand*, won the International Booker Prize. Now gaining wide readership, Shree's 1998 Hindi work *Hamara Shahar Us Baras*, translated by Rockwell as *Our City That Year*, is set to be released on August 30, bringing into the limelight the importance of women's translated books, especially those on Partition literature.

Unlike borders that can be shifted by a stroke of a pen, human identities are deeply rooted; a new homeland cannot replace a lifetime of belonging. The horrors of Partition – 14.5 million people displaced, brutal violence inflicted on women, men, and children, countless women abducted, and myriad other atrocities – have been extensively documented and discussed. However, history has often overlooked the other side of the coin: the experiences of women caught in this crossfire. Confined within their homes against their wishes while men fought wars, their sacrifices and silence have largely gone unnoticed. Yet, a few unwavering women dared to write about the loss of identity, the pangs of nostalgia, the quest for a new sense of self in a shattered world, and the longing to return to their homeland.

Through these translations, we gain insight into the lives of women who, constrained by societal norms and confined spaces, bore the emotional and practical consequences of the Partition.

Fear and nostalgia

In Ismat Chughtai's *Jadien* (1972), translated as *Roots* by M. Asaduddin and included in the short story collection *Lifting the Veil* published in 2001, Chughtai explores the fear of what the future holds and the unwillingness to let go of the past, as it is tied to one's identity. In this short story, the narrator's mother refuses to go to the new country while the rest of the family decides to leave. Having spent her entire life in a house where every nook and cranny is filled with memories – of her marriage, bearing children, burying an umbilical cord in the courtyard, and finally witnessing her husband's last breath – how could she make a new country her identity? If her homeland no longer recognised her, how would the new country, she pondered.

In Khadija Mastur's *Aangan*, published in 1962 and translated into English in 2018 by Rockwell as *Women's Courtyard*, we witness the claustrophobic lives of women confined within the four walls of their homes.

It discusses how while men step out to fight for justice, it is the women who bear the emotional and financial burdens of their decisions. The protagonist's mother sacrifices her desire in order to protect her children and maintain family stability despite financial woes. The protagonist, who dreams of pursuing higher education, is instead forced to handle domestic chores against her wishes.

The courtyard becomes both a literal and symbolic prison, illustrating the narrow roles imposed on women and how their autonomy is constrained by societal structures.

Trapped identities

In a patriarchal society, women are seen as symbols of family honour. Therefore, any act of violence against them is seen as a sign of disgrace to the family, as is elucidated in Amrita Pritam's *Pinjar* (1950), a novella translated from Punjabi by Khushwant Singh as *Skeleton* in 2002. The protagonist is kidnapped by a man on the eve of her wedding night as he wanted to take revenge on her family. When she manages to escape from his clutches, her family refuses to accept her. Disgraced, disheartened and displaced, she has no option but to return to her husband. With her name changed, she struggles to accept her new identity and longs for identity, family and home. The novella reveals that the status of women is a product of the political and social manipulations of the time.

In Krishna Sobti's *Gujarat Pakistan Se Gujarat Hindustan Tak* translated from Hindi by Rockwell as *Gujarat Here, Gujarat there*, the protagonist, Krishna, wrestles with questions of identity in the aftermath of displacement. The Partition compels her to redefine herself as she navigates a transformed socio-political landscape. It underscores the dual burden of confronting both societal norms and the trauma of displacement. In the want of carving her own niche, the protagonist applies for a job in the princely state of Sirohi. However, she faces prejudice as a refugee and is often subjected to sexist comments from her previous employer. Yet, she remains deterred. Once she gets the job of becoming a governess to the child maharaja, hope for a new identity emerges but the future remains bleak. The title symbolises the fractured identities of those affected by Partition, with 'Gujarat' representing both a place of belonging and a lost homeland.

The world of the protagonist changed at the stroke of midnight in Qurrantulain Hyder's *Mere Bhi Sanamkhane* in Urdu, translated as *My Temples, Too* by Hyder and published in 2004. In a war-torn country, which the protagonist once envisioned was finally a just and orderly country, was marred with not just violence but also shattered her hopes, dreams and her world.

This inner turmoil drives her to a state of emotional and existential crisis, as she struggles to reconcile the shattered world around her with the hopes and dreams of her youth. The chaos of Partition forces her to confront the loss of her cultural and social world, leaving her with a profound sense of alienation and disillusionment.

Through the stories of these women, the translated works contribute to a more nuanced and inclusive understanding of Partition history. It provides a female perspective in a genre where discussions have largely been dominated by male writers focusing only on the horror and crime inflicted on women.

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The Telegraph online

Friday, 30 August 2024

National Council of Educational Research and Training faces allegations of forcing faculty to attend government events during duty hours

Several faculty members at the NCERT and five RIEs across the country said the authorities wanted to mobilise an online crowd to please the minister

Our Special Correspondent | New Delhi | Published 29.08.24, 06:30 AM



Jayant Chaudhary

File picture

The National Council of Educational Research and Training (NCERT) is facing allegations of coercing faculty members of institutes run by it to attend government events during duty hours to drive up the number of participants to please
dignitaries.

On July 18, the members of faculty and staff of a Regional Institute of Education (RIE) under the NCERT had received an email asking them to "positively" attend an interactive videoconference session with the minister of state for education Jayant Chaudhary the next day.

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On July 19, the professors gathered in specified rooms at the RIEs around 10am. Chaudhary, who was supposed to be at the NCERT headquarters in Delhi for the online interaction at 11am, reached there around noon.

Several faculty members at the NCERT and five RIEs across the country said the authorities wanted to mobilise an online crowd to please the minister.

"For the minister's event, the faculty members were asked to make up the crowd so that he would be pleased. Everybody complied, leaving their important engagements, including classes at RIEs. The NCERT is a reputed academic institution. Is this the way the faculty members should be treated?" asked a teacher who did not wish to be identified.

He said such actions do not behove the independent institution tasked with preparing school syllabi and textbooks.

"We were asked to attend the programme positively. We spent three hours, including two hours waiting. The interaction was more of a routine one," said the

Another faculty member said professors had become habituated to the trend of making up a crowd for dignitaries.

"The faculty members can neither stay away from such events nor leave them midway as they can be identified from the pictures and videos taken from the

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venue for sharing on social media and with the government," said the faculty member.

Students are not spared either. In July, the education ministry decided to observe "Siksha Saptah" from 22 to 28 to mark the fourth anniversary of the formulation of the National Education Policy (NEP). During this period, functions were organised in schools every day.

Whenever the education ministry organises Pariksha Pe Charcha events addressed by Prime Minister Narendra Modi, students from the Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti and the Ekalvya Model Residential Schools are called to the venues. The schools also organise the screening of such events on the premises.

"Actual teaching and learning in schools are no longer the priority of the government. Students and teachers are expected to be the cheerleaders. Some schoolteachers are happy about it as they focus neither on study nor results," a teacher of a KVS school said.



Higher educational institutions are asked to observe events such as Yoga Day, Run for Viksit Bharat, Clean India Mission, National Integration Day, Good Governance Day and Surgical Strike Day, among others.

The institutions are also encouraged to organise talks by local RSS leaders who speak mostly on the education policy. The speakers are felicitated and the faculty members are supposed to attend the event.

The Telegraph reached out to NCERT director Prof Dinesh Prasad Saklani over email for his comment on the criticism that the council is facing for asking faculty members to attend such routine government events. His response is awaited.

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Aug 29, 2024

The Central Board of Secondary Education (CBSE) plans to collaborate with the British Council to create a framework for internal assessments in science for Classes 6 to 12, addressing concerns over "inconsistencies and potential mark inflation" in these assessments. This initiative was discussed during the board's governing body meeting in June.

Additionally, the CBSE is considering implementing CCTV recordings in classrooms where board exams are conducted to mitigate "risks of disturbances at exam centres." According to the minutes recently made public, the board will also establish a framework for benchmarking and reviewing educational standards.

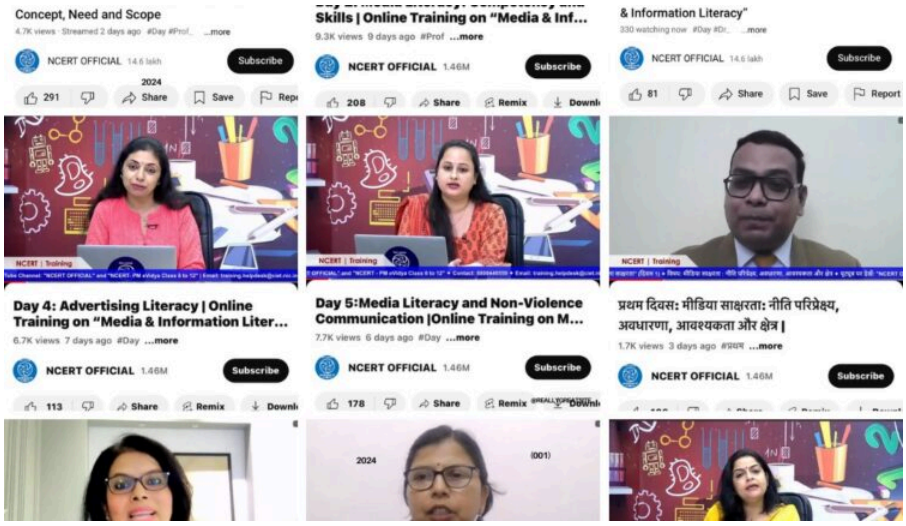
A team of CBSE officials will conduct capacity-building workshops for school leaders and coordinators to promote consistency, transparency, and fairness in internal assessment practices, aiming to reduce "inequity in educational outcomes and student disengagement."

The internal assessment framework will align with the National Curriculum Framework for School Education (NCFSE) and the Holistic Progress Cards, which aim to realign school report cards with the NCFSE's provisions. Regarding CCTV monitoring, the minutes noted that "individuals with vested interests could compromise the exams," and that "real-time feedback from the ground provides essential input for proper exam administration."

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NATIONAL NEWS

Five-Day Online Training By IIMC And NCERT Focuses On Media Literacy In The Digital Age

By **India Education Diary** ... Last updated **Aug 30, 2024**

New Delhi : The Indian Institute of Mass Communication (IIMC), in collaboration with the Central Institute of Educational Technology (CIET), National Council for Educational Research and Training (NCERT), organized a five-day online training program on "Media Information Literacy." The training took place in English medium from 19th August to 23rd August 2024 and in Hindi medium from 26th August to 30th August 2024. More than 12,000 teachers and students participated in the training sessions.

Dr. Anupama Bhatnagar, Vice-Chancellor of IIMC, emphasized the importance of collaboration between institutions like IIMC and CIET-NCERT in creating awareness of media literacy in today's digital world. She highlighted that with the rise of social media and other digital platforms, misinformation has become a significant issue, and media literacy will empower individuals to distinguish between fact and fiction. Prof. Anubhuti Yadav from IIMC briefed the audience on the need and scope of media literacy, emphasizing that people who are media and information literate are more likely to reject invalid information, biases, and stereotypes that reinforce inequalities between women and men of all ages.

The sessions were conducted on different aspects of Media Literacy. Experts from the Institutes like IGNOU, IIMC, JNU delivered lectures on various aspects of Media and Information Literacy. The training was live-streamed on the NCERT official YouTube channel and was also simulcast on PMeVIDYA DTH TV channels numbered #6 -12.

This training program presented an excellent opportunity for individuals to improve their media literacy skills, gain a better understanding of media messages and their impact, and learn how to use media to create their own messages, which ultimately contributed in realisation of the goals of NEP-2020 in providing equitable quality education and lifelong learning.

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Pradhan writes to TN CM Stalin over non-signing of PM SHRI scheme MoU

The Centre has selected 6,448 schools from 28 states and Union territories for upgradation in the first phase

Union Education Minister Dharmendra Pradhan on Friday wrote to Tamil Nadu Chief Minister MK Stalin over non-signing of an MoU for the PM SHRI scheme.

The PM Schools for Rising India (PM SHRI) scheme aims to upgrade 14,500 schools and is expected to benefit 18 lakh students. It also aims to ensure that these schools serve as model institutes and encapsulate the spirit of the National Education Policy (NEP), 2020.

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The Centre has selected 6,448 schools from 28 states and Union territories for upgradation in the first phase.

Pradhan said in his letter to Stalin, "I was happy to note when the state of Tamil Nadu gave an undertaking dated 15.03.2024, indicating its willingness to sign the PM SHRI MoU in the academic year 2024-25. After receiving the undertaking, a draft MoU was sent by the Department of School Education & Literacy (DOSEL) to Tamil Nadu. However, I was surprised to see that the state responded with a modified MoU wherein a

key paragraph referring to the implementation of NEP, 2020, in entirety has been dropped."

"Just as the state is implementing the Samagra Shiksha scheme that is aligned with NEP, 2020, it would be appropriate that the state comes forward to implement and showcase all the initiatives of NEP, 2020, under the PM SHRI scheme in order to develop government schools of the state as exemplar schools to facilitate best school education services," he further said.

The Samagra Shiksha scheme is the largest Central government scheme for school education for universalisation of education.

It also supports the states in implementation of the Right of Children to Free and Compulsory Education Act, 2009, and strengthening and upgradation of State Council of Educational Research and Training (SCERT) and other agencies for teachers' training.

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Private schools in Karnataka demand NTSE fee refund for students

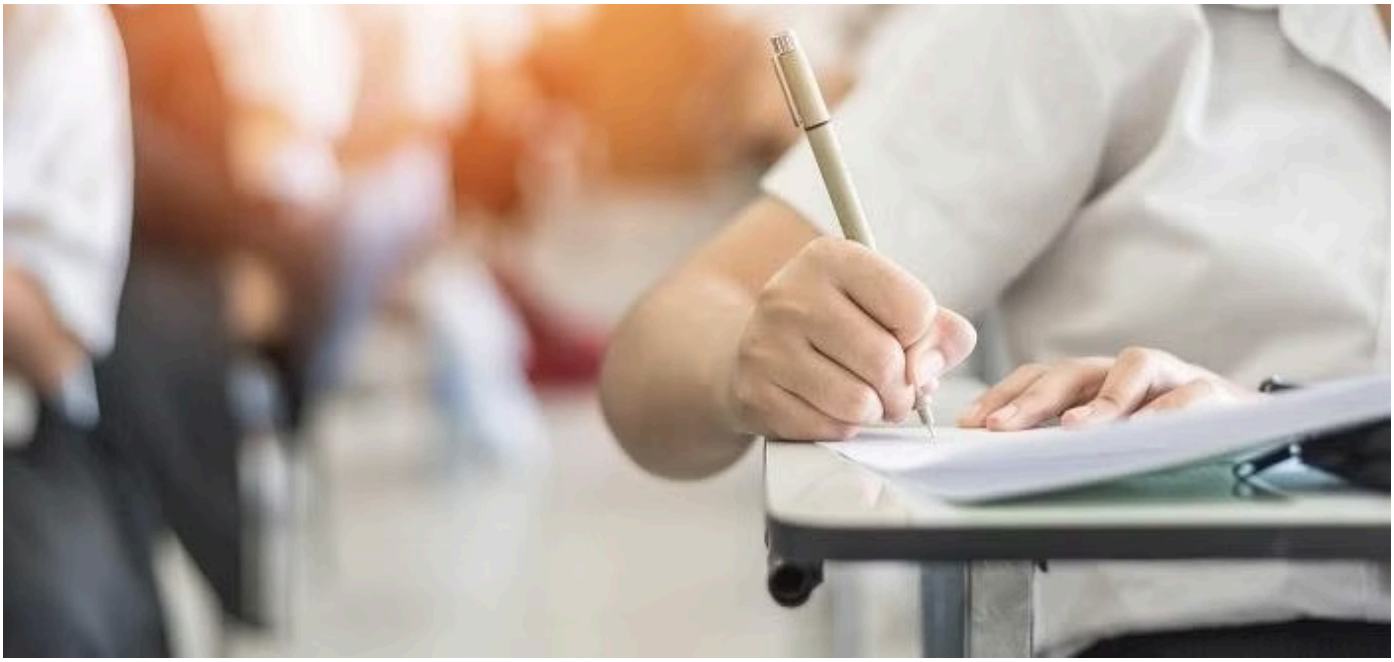
The National Council of Educational Research and Training (NCERT) conducts the NTSE every year across the country.

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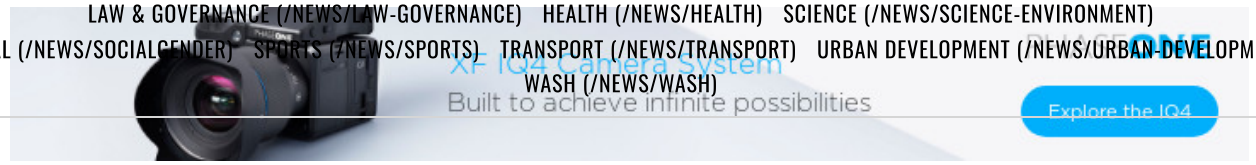
A representative image of a student writing an exam. Credit: iStock Photo

The unaided private schools in the state have demanded the state government to refund the fee collected from students for the National Talent Search Examination (NTSE) in 2021-22 academic year, which was cancelled later.

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According to the private school managements, a total of Rs 2.66 crore was collected as fee from the students for the NTSE in 2021-22. The NTSE was deferred due to a spike in Covid cases and eventually cancelled. Three years on, students are yet to receive fee refund.

The National Council of Educational Research and Training (NCERT) conducts the NTSE every year across the country.

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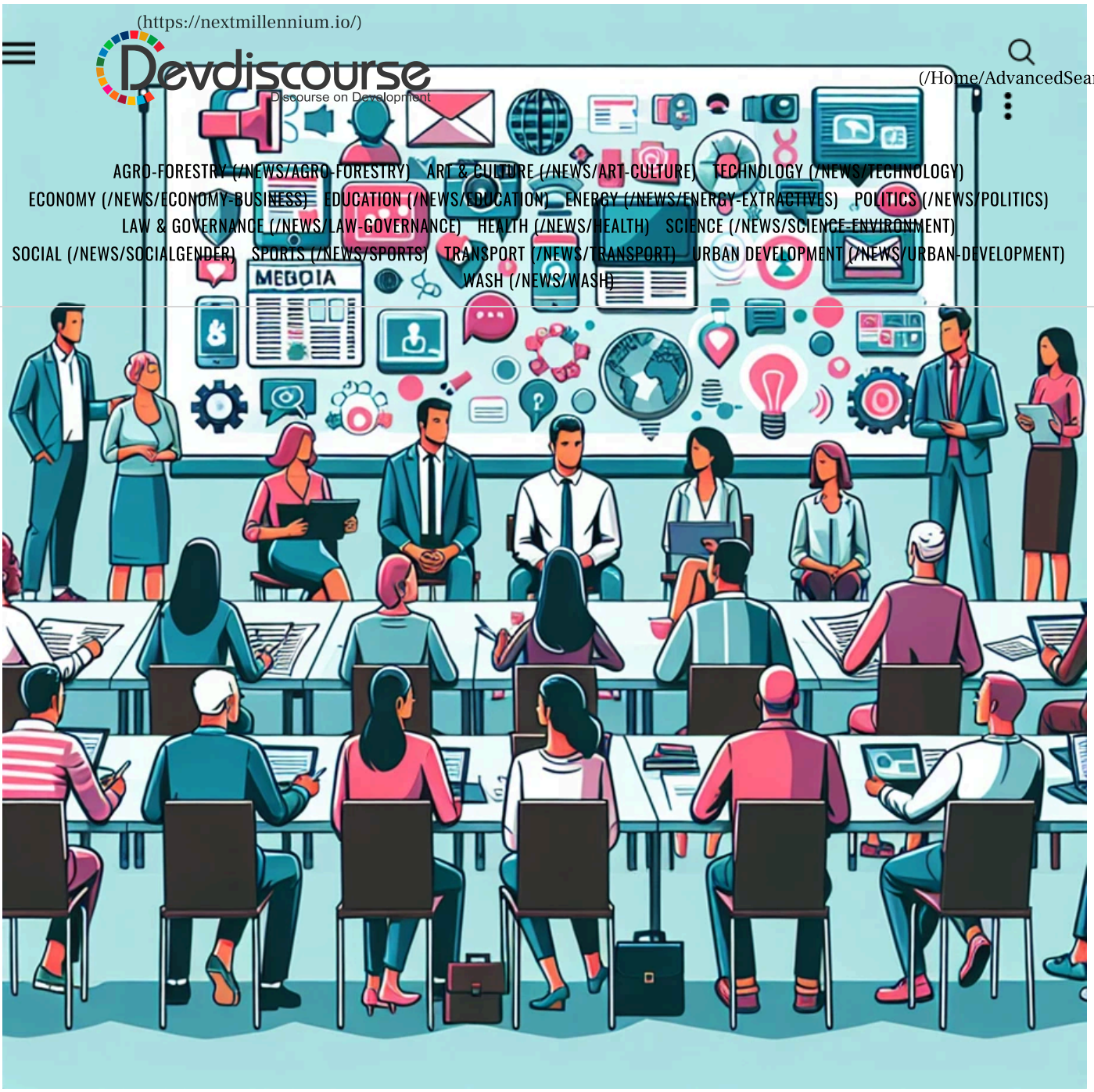
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Massive Online Media Literacy Training by IIMC, CIET, and NCERT Engages 12,000 Participants

The Indian Institute of Mass Communication (IIMC), in collaboration with CIET and NCERT, organised an extensive five-day online training program on media information literacy. The event saw participation from over 12,000 teachers and students and covered aspects of media literacy in both English and Hindi mediums. The training aimed to combat misinformation and educate individuals to differentiate between factual and false information.

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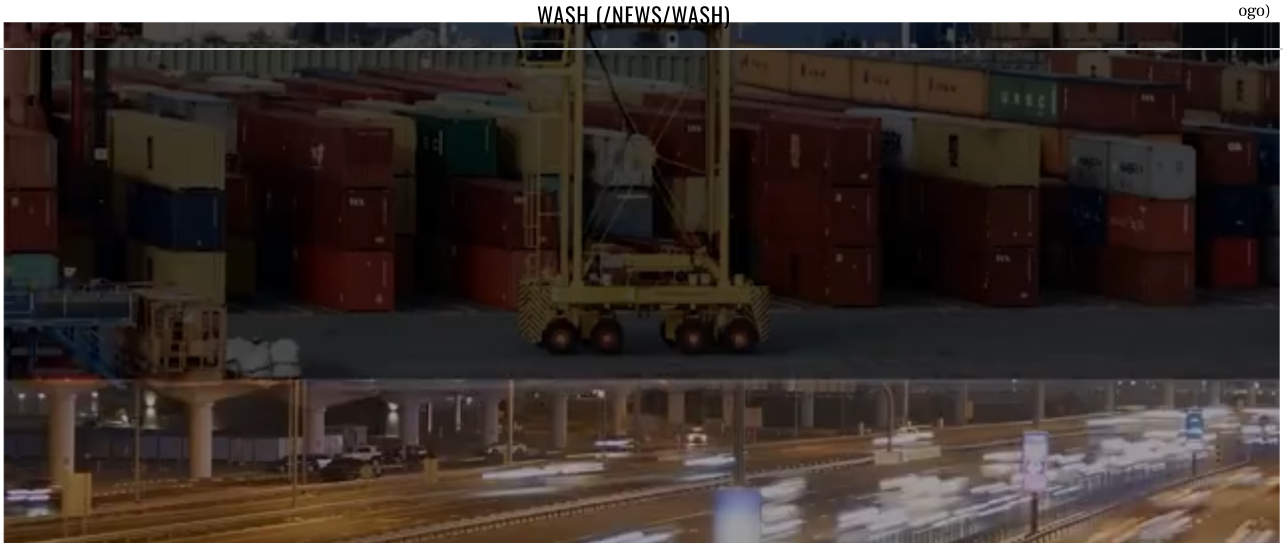
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The Indian Institute of Mass Communication (IIMC), in collaboration with the CIET and NCERT, organised a five-day online training programme on media information literacy, a statement revealed on Friday.

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More than 12,000 teachers and students participated in the training sessions which took place in English from August 19 to 23 and in Hindi from August 26 to August 30.



IIMC Vice Chancellor Anupama Bhatnagar emphasised the necessity of collaboration between institutions like IIMC and CIET-NCERT to raise awareness about media literacy in today's digital era. She pointed out the rise of social media has exacerbated misinformation, making media literacy essential for distinguishing facts from fiction. The training featured lectures from experts at institutions such as IGNOU, IIMC, and JNU, covering various facets of media and information literacy.

(With inputs from agencies.)

READ MORE ON: IIMC (/news?tag=IIMC) media literacy (/news?tag=media+literacy) training program (/news?tag=training+program) NCERT (/news?tag=NCERT) teachers (/news?tag=teachers) students (/news?tag=students) misinformation (/news?tag=misinformation) digital platforms (/news?tag=digital+platforms) fact checking (/news?tag=fact+checking) collaboration (/news?tag=collaboration)

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Deputy Secretary, Ministry of School Education and Literacy, GoI visits KGBV Kargil

By: **ENN** August 30, 2024



Kargil Aug 30 :- Deputy Secretary, Ministry of School Education and Literacy Govt. of India, Sudha Meena along with Section Officer Ram Niwas visited KGBV Kargil District on August 28 and 29, 2024 .

Chief Education Officer Kargil, S.D. Namgyal welcomed the guests and presented traditional Khatak. The CMO briefed the Dy. Secretary and his team about the KGBVs. The matter regarding the non -completion of construction works of KGBV Drass and KGBV Sankoo by SPD J&K was also discussed.

The team visited KGBV Chiktan, KGBV Drass and KGBV Minji Kargil. The Deputy Secretary interacted with the students, teachers and staff of KGBVs.

The learning level of students was also evaluated. The team was satisfied with the learning level of the students and the quality of facilities provided in KGBVs.

The Deputy Secretary also had a meeting with the Executive Councillor, Education, LAHDC, Kargil. The EC raised the issue regarding change of examination session of CBSE keeping in view the climatic condition of the District. The Deputy Secretary assured the EC to discuss the matter with the concerned.

The team also requested the teachers to work with sincerity in enhancing the quality of education in the KGBVs. The CMO Kargil thanked the Dy. Secretary and the team for visiting the KGBVs of the District.

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The Hindu, 30 August 2024, Page No 17

A fearless author and lawyer who spoke truth to power

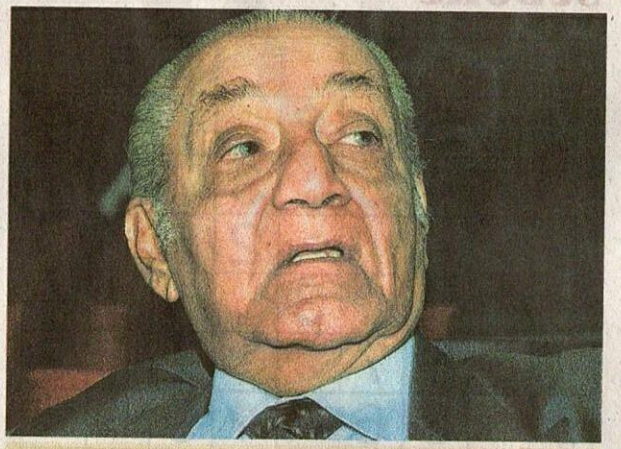
Ziya Us Salam

One of India's finest intellectuals, Abdul Ghafoor Noorani, a renowned Constitutional expert, distinguished lawyer, and political analyst, is no more.

Ailing for a long time, Noorani, or Ghafoor *bhai*, as his friends called him, was laid to rest at a cemetery in Mumbai after Isha prayers. He was 94. Not one to call it quits, he was in the process of putting together a fresh book on the Supreme Court's Babri Masjid verdict, when death snatched him away.

A trained lawyer, he began his writing career in the early 1960s. He wrote long and passionately. Fearless and fair, he spoke truth to power. He called Narendra Modi the "Tughlaq" of our times for his Central Vista project in 2020 just as he had equated Indira Gandhi's actions with those of Adolf Hitler when writing about the Emergency. Likewise, on the jacket of his book, *The RSS: A Menace to India*, he made bold to reproduce Jawaharlal Nehru's quote on the ideological fountainhead of the BJP, writing, "It would appear that the declared objectives [of the RSS] have little to do with the real ones...these real objectives appear completely opposed to the decisions of the Indian Parliament...and the Constitution of India."

An authority on the Kashmir affairs, his views were equally profound on the Ayodhya mosque-temple dispute about which he did three books besides scores of columns over the years. Equally, he could quote any Article of the Constitution with natural ease and often drew parallels with the Constitution of other countries in his writings. He was not a trained historian, but his facts were seldom disputed, and his interpretations widely debated.



ABDUL GHAFOOR NOORANI: 1930-2024

Feared in legal circles and respected on the literary circuit, Noorani was a no-nonsense man who suffered no fools. Equally, he never forgot a good deed. Having written for long for dailies such as *The Statesman* and *The Indian Express* besides *Dawn* in Pakistan, Noorani was a columnist for *The Hindu*'s sister publication, *Frontline*, for a little over three decades before infirmities of advancing years made it increasingly difficult for him to put pen to paper for the widely read column. The column was often a mirror to India's unending battles with its history and politics. Often running to about 3,000 words, when the issue overtook him, he let his pen flow like a river in the mountains. Then he wrote even 5,000 words on the subject.

An old timer, he used to do his column with a pen before getting his written words typed into neat sheets by a stenographer in Mumbai which were then faxed to the magazine's office. His house was a book lover's delight as was his library of newspaper clippings. Painstakingly, he used to first mark the articles of interest in the morning before neatly making the clippings and filing them according to the subject. Over the years, the files got overloaded, but he never once forgot about the placement of a particular file. He never used a writing table and did his writing sitting on his cot, surrounded with hundreds of books, and many cushions. For decades, he didn't use a computer.

Not a great practitioner of field research, he read extensively, and quoted with generosity and accuracy. A devout Muslim who would not entertain visitors during his prayer time, he was a unique mixture of abiding humility and occasional fits of temper. Proud of his membership of the Gymkhana Club in Mumbai and the India International Centre in New Delhi where he used to stay only in room number 38, he had his eccentricities. Once on a flight, he was asked by the cabin attendant about his food preference, and he blurted out, "Anti-veg!" Indeed, he was a lover of food. He would read about food and make mental notes about going to a certain restaurant and even roadside eateries. In Delhi, he would often take a cycle rickshaw to the bylanes of old Delhi looking for a particular *gola kabab* or *qorma*.

Born in Bombay, he spent much of his life in the city where his unique wit, rare intellect and profound knowledge of Constitutional matters made him a man everybody looked up to. Even political leaders like Farooq Abdullah and Asaduddin Owaisi paid their respects to him.

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Education Ministry asks T.N. to sign PM-SHRI MoU to get Samagra Shiksha funds

After repeated requests State responded with a modified MoU, where a key paragraph referring to the implementation of the NEP-2020 has been dropped in its entirety, says Dharmendra Pradhan

Maitri Porecha
NEW DELHI

Responding to Chief Minister M.K. Stalin's letter to Prime Minister Narendra Modi seeking the release of funds under the Samagra Shiksha scheme for FY 2024-25, Union Education Minister Dharmendra Pradhan has said that Tamil Nadu is required to sign a Memorandum of Understanding (MoU) for the PM-SHRI scheme aimed at developing exemplar schools that would offer leadership to other schools in the neighbourhood.

Fund release

Mr. Pradhan said in his letter that the Centre had released all the four instalments for 2023-24, amounting to ₹1,876 crore, under Samagra Shiksha, an integrated scheme that envisages education as a continuum from pre-school to Class XII. Further, for 2024-25, ₹4,305.66 crore had been approved for Tamil Nadu, he said.



"In September 2022, PM-SHRI was launched with an aim to develop more than 14,500 selected schools as exemplar schools that offer leadership to other schools in the neighbourhood, showcasing all the initiatives of the National Education Policy (NEP)-2020. Every State/Union Territory is required to sign an MoU with the Ministry of Education, and so far, 32 States/Union Territories have signed [the MoU] and have been onboarded on the scheme's platform," he said.

> Tamil Nadu gave an undertaking on March 15, 2024, indicating willingness to sign the PM SHRI MoU in 2024-25. After receiving the undertaking, the Ministry sent a draft MoU to Tamil Nadu.
>
> **DHARMENDRA PRADHAN,** Union Education Minister

He said that the Ministry had made repeated requests to Tamil Nadu to sign the MoU since September 2022. "Tamil Nadu gave an undertaking on March 15, 2024, indicating willingness to sign the PM-SHRI MoU in 2024-25. After receiving the undertaking, the Ministry of Education sent a draft MoU to Tamil Nadu. However, I was surprised to see that the State responded with a modified MoU, *vide* letter dated July 6, where a key paragraph referring to the implementation of the NEP-2020 has been dropped in its entirety," he said.

How NCERT's proposal can take final-year pressure off Class 12 boards, make learning consistent

Experts share the pros of the proposal to integrate marks from classes 9 to 11 into the class 12 board results

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File photo of students appearing for their Board examinations in Assam; (Photo: ANI)



Shelly Anand

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Educational Research and Training) has come up with a novel proposal aimed at reshaping the class 12 examination system. The autonomous organisation of the Union ministry of education, which advises on policies and programmes for improvement in school education, has, in a recent report, suggested a new evaluation system to integrate marks from classes 9 to 11 into the class 12 board results.

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The proposal has a background: the National Assessment Centre-PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development), an independent body of the NCERT, had conducted a study, 'Establishing Equivalence across Education Boards', submitted it to the education ministry. The report dwells upon understanding the diversity within various Indian school examination boards and aims to act as a "starting point to facilitate the creation of an initial set of draft standards for equivalence".

An important recommendation in terms of assessment is that a student's performance in classes 9, 10 and 11 be aggregated into a final score for class 12. So, the final result for class 12 will be a cumulative one; with 15 per cent weightage from the performance of class 9, 20 per cent from class 10, 25 per cent from class 11, and 40 per cent from class 12. This will create uniformity across educational boards and place a greater emphasis on continuous learning, vocational education and formative assessment.

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“Equivalence is not uniformity,” says Professor Indrani Bhaduri, CEO of PARAKH. “The genesis of this first-of-a-kind study was to understand where the boards are at present and the desired standards to be attained in terms of administration, curricula, infrastructure, inclusiveness and assessment.”

For the uninitiated, the ‘equivalence’ report sets standards for different school boards, such as the CBSE (Central Board of Secondary Education) and CISCE (Council for the Indian School Certificate Examinations) across five functional domainsâ€”administration, curriculum, assessment, inclusiveness and infrastructure.

“The intention behind pursuing equivalence is not to establish uniformity across school boards but to ensure that every learner in a school affiliated with any board should get certain standardised, benchmarked facilities for performance and also allow for easy mobility between the boards,” adds Prof. Bhaduri.

Sanjay Kumar, secretary, department of school education and literacy, seems to concur. “For a large nation like ours, with multitude of regional and linguistic diversity, it is not at all surprising to have so many school boards. The US has thousands of school boards and Finland, which is known to have an excellent level of school education, has provided each school to devise their own curriculum, methods of teaching and assessments and de facto act as independent boards. However, what is of the essence is that the basic facility and standards are comparable,” Kumar has said.

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What would be the impact of the proposal submitted by NCERT? These percentages reflect the NCERT’s

methodology for assessing these scores will likely include both academic and vocational achievements to align with the emphasis on a broad-based education.

According to Sanyogita Sharma, director, Manav Rachna International Schools, "The new evaluation system will require class 12 students to be consistently engaged and performing well throughout their secondary education, as their earlier years will significantly contribute and impact their final scores."

It will encourage students to take their coursework seriously from an earlier stage, potentially reducing the cramming typically associated with final-year exams. "However, it also means that underperformance in any year could have a lasting impact on their final board exam scores. Focus on formative assessment with constructive feedback will ensure better performance by the learners," says Sharma.

The common sentiment is that the proposal is a step in the right direction and will make student assessments holistic. By looking at students' performance from classes 9 to 11 with different distribution of marks, India will move beyond the traditional single examination system and towards understanding their growth and development over four years.

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"This shift acknowledges that students learn and evolve at different rates. By incorporating internal assessments, projects and periodic tests from previous years, we get a more refined understanding of each student's strengths and weaknesses. This fosters persistent effort while minimising anxiety during examinations so that students are more focused on acquisition of skills and knowledge," says Anamika Dubey, principal, Orchids-The International School, Dwarka Sector-19.

The advantages of this proposed reform are evident: reduced exam stress, a more accurate representation of student learning and encouragement of consistent effort. "Within this process, teachers can provide individualised support and guidance since they will know their students' personalities better," adds Dubey.

"The decision will promote consistent academic effort and reduce the final year pressure on students by distributing the weight across several years," adds Sharma. It will also encourage a more comprehensive educational approach, integrating vocational skills and practical learning, reducing rote learning and

A slight glitch, according to Sharma, could be that students who face challenges or uneven performance in earlier years might find their overall scores negatively affected. “The system may also lead to increased stress among younger students, knowing that their performance has long-term impact,” she adds.

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Experts, though, suggest that the negatives be ignored and the proposal be implemented in such a way as to make the learning atmosphere more inclusive, helping students realise their potential.

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Video: Heavy rain triggers floods in low-lying areas in Gujarat

Youth Talent Shines as NCERT Teams Up with JKSCERT for 51st RSBVP



AUG 31, 2024

JAMMU: The State Council of Educational Research and Training (SCERT), Divisional Office Jammu, hosted the 51st Rajya Stariya Bal Vaigyanik Pradarshani (RSBVP) here today.

Sponsored by the National Council of Educational Research and Training (NCERT), New Delhi, the event was inaugurated by Prof. (Dr.) Sindhu Kapoor, Joint Director JKSCERT, Jammu, alongside NCERT representatives, Dr. Jubilee Padmanabhan and Dr.Sudesh Kumar, both Associate Professors and eminent educationists.

The event began with the traditional lighting of the lamp, symbolizing the dispelling of darkness and the invocation of knowledge and wisdom, followed by a Saraswati Vandana presented by the students of GHSS Muthi.

Arti Gupta, Assistant Professor, delivered an inspiring welcome address that set a positive tone for the event.

Ashwani Kumar Khajuria, Associate Professor at GCW Kathua, delivered a lecture on "Millets for Health and Sustainable Planet," aligning with the exhibition's theme and highlighting the role of science in global challenges.

This was followed by the exhibition of various projects by the participating students, which were evaluated by a panel of experts, including Raj Kumar Chadha, Coordinator at the Directorate of Samagra Siksha, Dr.Jagjeet Singh, Associate Professor at GDC Udhampur, Dr.Rawan Kumar, Associate Professor at GCW Gandhi Nagar, Jammu, and Dr.Jyoti Malhotra, Senior Lecturer at the Directorate of School Education, Jammu.

Pertinently, the event followed a rigorous selection process starting in July this year, with 1400 models showcased across 98 zones in Jammu Division. Out of these, 500 advanced to the district level, and 50 were selected for today's exhibition. The top 15 models will represent the region at the national level.

The exhibition, themed "Science and Technology for Society," featured diverse projects, from innovative experiments to theoretical research. In her opening remarks, Prof. (Dr.) Sindhu Kapoor praised the efforts of students and educators, emphasizing SCERT's commitment to fostering scientific passion and innovation.

Prof. (Dr.) Parikshat Singh Manhas, Director JKSCERT graced the occasion as the Chief Guest at the valedictory function. He praised the students for their remarkable creativity and encouraged them to keep pushing the boundaries of scientific knowledge. He also expressed deep appreciation for the teachers, acknowledging their pivotal role in the event's success and inspiring everyone present with his visionary leadership.

The event was compared by Manisha Chun, whose skilled delivery maintained audience engagement throughout the day. With the assistance of Senior Academic Officer Dr. Rohini Sharma, whose precise coordination ensured smooth execution, the event achieved a professional and successful outcome.

Event coordinator Monika Dogra while presenting the vote of thanks expressed gratitude to participants, teachers, and organizers for their dedication, ensuring the RSBVP's success.

The event concluded with certificates of participation for students, appreciation certificates for faculty members, and mementos and medals for outstanding contributors, recognizing their exceptional achievements.

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