EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

August 2025

विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

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Preface

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

With the mandate of Dr. Dinesh Prasad Saklani, the Hon'ble Director, NCERT, the Library and Documentation Division executes several specialized services for its patrons known as e*dudoc services*. In this edition of "EDUDOC SERVICES: NEWSCLIPS", the LDD has delved into and presented a compilation of newspaper clippings published in reputed newspapers related to education during the month of **August 2025**.

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

(Dr.Akash)
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151.	NCERT किताब में जिन्ना, कांग्रेस विभाजन के दोषी	नवभारत टाइम्स	15	17-08-2025	316
152.	जिन्ना, कांग्रेस और मौन्टबेटन भारत विभाजन के गुनहगार	जनसत्ता	1	17-08-2025	317
153.	Row as NCERT puts Partition blame on Congress, Jinnah	The Sunday Tribune	1	17-08-2025	318

154.	NCERT module blames Congress, Jinnah, Mountbatten for Partition	The Sunday Tribune	16	17-08-2025	318
155.	NCERT module blames Congress, Mountbatten, Jinnah for Partition	The Pioneer	4	17-08-2025	319
156.	NCERT module blames Congress for Partition; party says history distorted	The Hindu	9	17-08-2025	319
157.	BJP, Congress war of words over NCERT special module on 'culprits' of partition	The Indian Express	7	17-08-2025	320
158.	NCERT module blames Congress, Mountbatten, Jinnah for Partition	The Pioneer	1	17-08-2025	321
159.	NCERT blames Jinnah, Cong, & Mountbatten for Partition	The Asian Age	2	17-08-2025	322
160.	Special NCERT module on Partition gets Congress' goat	The New Indian Express	E-News Article	17-08-2025	323
161.	Owaisi hits out at RSS-BJP over NCERT textbook revision, accuses them of historical distortion	Hindustan Times	E-News Article	17-08-2025	325
162.	परीक्षा में बड़ी भूल को लेकर सीबीएसई ने छात्रों को दी राहत	राष्ट्रीय सहारा	2	18-08-2025	327
163.	केंद्रीय शिक्षा मंत्री ने इनोवेशन के लिए किया प्रेरित	नवभारत टाइम्स	4	18-08-2025	327
164.	Free education, zero value? Why MCD schools fail to match private standards	Millennium Post	3	18-08-2025	328
165.	Promise or pitfall?	The Hindu	2	18-08-2025	329
166.	India's patent landscape: universities as changemakers	The Hindu	7	18-08-2025	330
167.	Special NCERT module on Partition gets Congress' goat	msn	E-News Article	18-08-2025	331
168.	Shortage of teachers hits NEP in colleges	Hindustan Times	E-News Article	18-08-2025	333
169.	NCERT module blames Jinnah, Congress for Partition, triggers row	The Times of India	E-News Article	18-08-2025	337
170.	History teaching requires revision more than textbooks	The Print	E-News Article	18-08-2025	338
171.	From NEP 2020 To CBSE: Education Reforms Will Equip Students For Global Opportunities	Free Press Journal	E-News Article	18-08-2025	343
172.	Errors in textbook: ABVP sends letters to Centre and NCERT	The New Indian Express	E-News Article	18-08-2025	346
173.	शिक्षा में इतिहास या राजनीति	दैनिक जागरण	08	19-08-2025	348
174.	Academia margins to NCERT row: French – born scholar's tryst with India's past	The Indian Express	09	19-08-2025	349
175.	Language funds allocated on basis of need ,not preference ,says. Education Minister	The Tribune	11	19-08-2025	349
176.	'Pak denied involvement but .': NCERT releases special module on Operation Sindoor; curriculum for classes 3 to 12	The Times of India	E-News Article	19-08-2025	350

177.	Op Sindoor, now in NCERT classrooms—‘ mission of honour’ to counter terror ‘ ordered by Pakistan leadership	The Print	E-News Article	19-08-2025	352
178.	India’s quest for knowledge about future of mankind: Pradhan at IIT Kharagpur foundation day	The Indian Express	E-News Article	19-08-2025	356
179.	Draft textbook in Kerala says Subhas Chandra Bose ‘fled to Germany in fear of British’, govt says ‘historical mistake’	The Indian Express	E-News Article	19-08-2025	358
180.	Operation Sindoor lessons now part of NCERT syllabus	The Hindu	E-News Article	19-08-2025	360
181.	‘Operation Sindoor’ in classrooms NOW: NCERT introduces modules for classes III-XI	Mathrubumi.com	E-News Article	19-08-2025	363
182.	Ministry of Education Launches 5 Free AI Courses on SWAYAM for Students	Jagran Josh	E-News Article	19-08-2025	366
183.	New NCERT tie-up to bring interactive e-books into school curriculum	India Today	E-News Article	19-08-2025	369
184.	Research backs NEP 2020's multilingual and inclusive education goals	India Today	E-News Article	19-08-2025	372
185.	NCERT releases special module on Operation Sindoor for classes 3 to 12	India Today	E-News Article	19-08-2025	376
186.	Operation Sindoor now in NCERT school books, special modules released	Hindustan Times	E-News Article	19-08-2025	381
187.	NCERT Partition row grows as Congress pushes Hindu Mahasabha angle:Why is Nehru back into spotlight despite opposing partition?	Bhaskar English	E-News Article	19-08-2025	384
188.	इतिहास पर बखेड़ा	नवभारत टाइम्स	14	20-08-2025	393
189.	एनसीईआरटी ने कक्षा तीन से 12 तक के लिए ऑपरेशन सिन्दूर पर विशेष पाठ पेश किए	जनसत्ता	01	20-08-2025	394
190.	सीबीएसई कररएगा 10 वीं की बुनियादी व मानक गणित का तुलनात्मक अध्ययन	दैनिक जागरण	03	20-08-2025	394
191.	एनसीईआरटी मॉड्यूल को लेकर एनएसयूआइ का विरोध	दैनिक जागरण	जागरण सिटी-02	20-08-2025	394
192.	Promise to protect peace: NCERT release two modules on Op Sindoor	The Tribune	09	20-08-2025	395
193.	NSUI protests new NCERT module at Delhi University	The Delhi Tribune	02	20-08-2025	395
194.	NCERT introduces special modules on Operation Sindoor for classes 3-12	The Pioneer	01,04	20-08-2025	396
195.	NCERT launches modules on Operation Sindoor for middle and secondary school stages: Here is what’s in store for students	The Times of India	E-News Article	20-08-2025	397
196.	NCERT introduces module on Operation Sindoor as part of school curriculum	Story18	E-News Article	20-08-2025	400
197.	NCERT Launches Modules On Operation Sindoor, Calls It A Saga Of Courage	DD News	E-News Article	20-08-2025	403
198.	NCERT develops app to help identify special kids	The Tribune	10	21-08-2025	405

199.	41.2 L students enrolled in over 110 free AI – related courses, says minister	The Delhi Tribune	02	21-08-2025	405
200.	Expanding the education eco-system	The Statesman	E-News Article	21-08-2025	406
201.	NCERT officials to train Balbharati members on textbook development at Pune workshop	The Indian Express	E-News Article	21-08-2025	409
202.	NCERT Modules on Partition: Distortions Galore	Counter currents.org	E-News Article	21-08-2025	411
203.	NCERT launches free online Mathematics course for class XII students via SWAYAM platform	Education Times	E-News Article	21-08-2025	415
204.	NCERT Partners With UEducate To Digitise Curriculum Using KATBOOKs	BW Education	E-News Article	21-08-2025	417
205.	Rejoinder: Not true, RSS has no role whatsoever in preparing NCERT textbooks	Counterview	E-News Article	22-08-2025	419
206.	NCERT Module 2025: Students will read the glory story of the Indian Army, Operation Sindoor included in NCERT module.	MSN	E-News Article	22-08-2025	421
207.	National Space Day Today: UP Schools Celebrate With Launch Of New NCERT Module	Hans India	E-News Article	23-08-2025	423
208.	From Bullock carts to Moon Landing: NCERT launches special modules on India's space journey	Hindustan Times	E-News Article	23-08-2025	425
209.	Deschooling Society through New Education Policy 2020	Garhwal post	E-News Article	23-08-2025	429
210.	एआई -रोबोटिक्स को ऊंचाई देने को संस्कृत पर विज्ञानियों का जोर	दैनिक जागरण	09	24-08-2025	431
211.	यूजीसी मसौदा पाठ्यक्रम में में प्राचीन गणित पढ़ाने का प्रस्ताव	दैनिक जागरण	11	24-08-2025	431
212.	India's giant strides in space highlighted in NCERT's special modules	The New India Express	E-News Article	24-08-2025	432
213.	India’s Space Milestones Enter Classrooms With NCERT’s Special ‘India: A Rising Space Power’ Modules	Sawrajya	E-News Article	24-08-2025	434
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215.	NCERT textbooks introduce Indian art forms	The Hindu	12	25-08-2025	436
216.	Indian History Congress slams NCERT for ‘distorting Partition history’, accuses it of communal bias	The Times of India	E-News Article	25-08-2025	437
217.	New NCERT Arts textbooks expose students to classical Indian dance and music	The Hindu	E-News Article	25-08-2025	440
218.	Tender minds being fed distorted history: India History Congress on NCERT's Partition modules	PTI	E-News Article	25-08-2025	443
219.	Teacher burnout: Impact of the silent strain on teachers	The Pioneer	8	26-08-2025	444

220.	Indian History Congress slams NCERT modules on Partition	The Times of India	13	26-08-2025	445
221.	Education Ministry Selects 21 Exemplary Teachers For National Awards 2025	News on AIR	E-News Article	26-08-2025	446
222.	In a first, physical education enters NCERT class VIII textbooks	The New Indian Express	E-News Article	26-08-2025	447
223.	Designed to develop motor skills in students: Physical edu makes debut in NCERT class VIII textbooks	Vartha Bharati	E-News Article	26-08-2025	450
224.	Prime Movers of National Education Policy 2020	The Pioneer	9	27-08-2025	453
225.	Third of school kids take private coaching: CMS	The Pioneer	6	27-08-2025	453
226.	Play-based learning for India's future	The Hindu	7	27-08-2025	454
227.	Govt. schools account for 55.9% of total enrolments, says survey	The Hindu	12	27-08-2025	455
228.	UIDAI Calls on Schools across India to Ensure Timely Aadhaar Mandatory Biometric Updates (MBU) for Children in the age group of 5 to 15 years	PIB	E-News Article	27-08-2025	456
229.	NEP 2020 at Five: Vision vs Implementation	Governance Now	E-News Article	27-08-2025	457
230.	Editor's Note: Miles to go	Frontline	E-News Article	27-08-2025	461
231.	Books pricing poor students our f pvt schools? HC seeks replies from govt, CBSE and NCERT	The Times of India	2	28-08-2025	463
232.	Schools cannot shut doors on juvenile offenders	The Times of India	7	28-08-2025	463
233.	IHC slams NCERT modules: Distorted polarizing history fed to school children's minds	The Indian Express	2	28-08-2025	464
234.	Plea in HC claims EWS students forced to pay for 'exorbitantly priced' books and uniforms	The Indian Express	3	28-08-2025	464
235.	Half of Class XI and XII urban students take pvt coaching	The Financial Express	24	28-08-2025	465
236.	NCERT, Army Postal Service join forces to deliver textbooks to troops' children	The Tribune	E-News Article	28-08-2025	466
237.	NCERT partners with Army Postal Service to deliver textbooks to troops' children in remote areas	The Statesman	E-News Article	28-08-2025	467
238.	Enrolment of school students aged 3 to 11 falls by 25 lakh: MoE report	The Hindu	E-News Article	28-08-2025	469
239.	NCERT and Army Postal Service Corps sign MoU	The New Indian Express	E-News Article	28-08-2025	471
240.	NCERT launches modules on India's space journey and ISRO's key milestones	msn India Today	E-News Article	28-08-2025	473
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242.	दुनिया के 140 ऐसे देश जिनकी आबादी से ज़्यादा भारत में शिक्षक	दैनिक जागरण	11	29-08-2025	476
243.	नई शिक्षा नीति जरूरी थी, पुरानी गुलाम बनाने वाली	अमर उजाला	13	29-08-2025	477
244.	Outside the Classroom	The Indian Express	10	29-08-2025	477
245.	School enriolment drops for third year in a row; ‘falling birth rates’ cited	The Indian Express	1,2	29-08-2025	478
246.	Education Report 2024-25: Dropouts down, teachers cross 1-crore mark	The Statesman	3	29-08-2025	479
247.	School enrolment fell by 1.1 mn in 2024-2025	Hindustan Times	12	29-08-2025	480
248.	Education in a Burnout Society	The Pioneer	9	29-08-2025	481
249.	Edu-leaders convention calls for implementation of NEP across country	The New Indian Express	E-News Article	29-08-2025	482
250.	How much do Indian families spend on school fees, books, and coaching in 2025?	The Times of India	E-News Article	29-08-2025	484
251.	NEP’s vision transformative, higher education will play central role in developed Indiadream: Governor	The Hindu	E-News Article	29-08-2025	486
252.	NCERT rejects IHC claims; says partition modules ‘do not portray any community as only sufferer or villain’	Careers360	E-News Article	29-08-2025	488
253.	शिक्षा व्यवस्था और संस्थाओं के दायित्व	जनसत्ता	6	30-08-2025	491
254.	80% class 1 students had pre-school experience in 2024-25: UDISE+report	The Indian Express	9	30-08-2025	492
255.	City’s Edu Scorecard Bags Mixed Results	The Times of India	8	30-08-2025	493
256.	बदलते भारत के साथ बदल रहा है पढ़ाई का तरीका, NCERT की किताबों में जुड़ा ISRO का नया चैप्टर	Jagran Josh	E-News Article	30-08-2025	494
257.	NCERT SSc textbook chief defends Mughal-era changes, denies RSS or govt influence	India Today	E-News Article	30-08-2025	497
258.	NCERT rejects communal bias criticism of special partition module	Hinduatan Times	E-News Article	30-08-2025	502
259.	दिल्ली में 10 में से चार विद्यार्थी ले रहे निजी ट्यूशन	जनसत्ता	6	31-08-2025	504
260.	'कोचिंग के बढ़ते प्रभाव का कारण है, स्कूली शिक्षा, एंट्रेंस टेस्ट में बड़ा गैप'	नवभारत टाइम्स	1	31-08-2025	505
261.	Teacher-pupil ration in government schools poor, intake dips	The Tribune	4	31-08-2025	505
262.	Private matter: Four in 10 school students of Delhi take coaching	Millennium Post	3	31-08-2025	506
263.	Sci-Hub case: What’s really at stake is future of research in India	The Times of India	22	31-08-2025	507
264.	School enrolment in India hits a seven-year low at 24.68 crore: Is falling birth rate the key reason?	The Times of India	E-News Article	31-08-2025	508

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266.	Propaganda masquerading as history	National Herald	E-News Article	31-08-2025	515

अमर उजाला, 1 अगस्त 2025, पृष्ठ संख्या - 5

तैयारी

स्कूल में जितना बड़ा एरिया होगा उतनी ही कक्षाएं चलाई जा सकेंगी, सीबीएसई ने अपने संबद्धता उपनियमों में हाल ही में किया संशोधन

स्कूलों के कारपेट एरिया के आधार पर कक्षाओं की संख्या होगी तय

अमर उजाला ब्यूरो.

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड(सीबीएसई) से संबद्ध स्कूलों में अब कारपेट एरिया के आधार पर कक्षाओं की संख्या तय होगी। इस तरह से स्कूल का जितना बड़ा एरिया होगा, उतनी ही कक्षाएं चलाई जा सकेंगी।

चार सौ वर्ग मीटर बिल्ट-अप कारपेट एरिया पर तीन सेक्शन चलाने की अनुमति होगी। सीबीएसई ने अपने संबद्धता उपनियमों में संशोधन किया है। यह नया नियम मौजूदा और नई संबद्धता लेने वाले सभी स्कूलों पर लागू होगा। दरअसल जमीन की उपलब्धता कम होने के कारण स्कूलों को नई कक्षाएं शुरू करने में कठिनाई हो रही थी। सीबीएसई के नियमित कैटेगरी विदेशी स्कूलों को इन नियमों से छूट दी गई है।

सीबीएसई सचिव हिमांशु गुप्ता की ओर से इस संबंध में सभी स्कूल संचालकों के लिए अधिसूचना जारी कर दी है। अधिसूचना के अनुसार किसी स्कूल में अधिकतम सेक्शन की संख्या स्कूल भवन के कुल निर्मित क्षेत्रफल के आधार पर निर्धारित की जाएगी। बोर्ड ने यह भी निर्णय लिया है कि स्कूलों को माध्यमिक और उच्चतर माध्यमिक स्तर पर समान संख्या में सेक्शनों की अनुमति दी जाएगी। सीबीएसई को स्कूलों और हितधारकों से लगातार फीडबैक मिल रहा था कि कुछ क्षेत्रों में भूमि की उपलब्धता की भारी कमी है। इस कारण कई बार स्कूलों को नए दाखिले की होने पर भी सीमा से अधिक अतिरिक्त सेक्शन बढ़ाने में कठिनाई का सामना करना पड़ता है। स्कूलों को नए दाखिले के दबाव के कारण 1:40 के सेक्शन(छात्र अनुपात) को पूरा करना भी मुश्किल लगता है। लेकिन भूमि मानदंड के अनुसार वे अतिरिक्त सेक्शन जोड़ नहीं पाते हैं।

ऐसे में बोर्ड ने निर्णय लिया है कि किसी स्कूल में अधिकतम सेक्शनों की संख्या स्कूल भवन के कुल निर्मित क्षेत्रफल के आधार पर तय होगी। स्कूल भवन के निर्मित क्षेत्रफल को स्थानीय निकाय या किसी लाइसेंस प्राप्त आर्किटेक्ट द्वारा प्रमाणित किया जाना चाहिए।

सीबीएसई के यह हैं नए मानक

कक्षा नौवीं-दसवीं और ग्यारहवीं-बारहवीं में सेक्शन संख्या स्कूल के कुल सेक्शन (बालवाटिका से दसवीं या बारहवीं तक) की अधिकतम एक चौथाई होगी। मसलन यदि किसी स्कूल में कुल 20 सेक्शन हैं तो नौवीं-दसवीं और ग्यारहवीं-बारहवीं के लिए मिलाकर सिर्फ पांच सेक्शन हो सकते हैं। इसके अलावा हर तीन अतिरिक्त सेक्शंस के लिए कम से कम 400 वर्ग मीटर का अतिरिक्त कार्पेट एरिया अनिवार्य होगा। स्कूल की ब्रांच एरिया का कारपेट एरिया 1000 वर्ग मीटर है तो बाल वाटिका से बारहवीं तक 8 सेक्शन चलाने की अनुमति होगी। यदि मिडिल और सेकेंडरी स्तर के स्कूल का एरिया 1400 वर्गमीटर है तो 13 सेक्शन, यदि 1800 वर्गमीटर है तो 15 सेक्शन चलाने की अनुमति होगी। इसके साथ ही बोर्ड ने कहा है कि हर स्कूल में 112 वर्ग मीटर का पुस्तकालय होना अनिवार्य है। छठी कक्षा से दसवीं तक के लिए विज्ञान, गणित और कंप्यूटर लैब जरूरी हैं। 11वीं और 12वीं के छात्रों के लिए फिजिक्स, केमिस्ट्री और बायोलॉजी लैब भी जरूरी हैं। संगीत, कला, खेल और अन्य गतिविधियों के लिए 216 वर्गमीटर का हॉल होना चाहिए या फिर चार अलग-अलग कमरे हों।

सांकेतिक



हिन्दुस्तान, 1 अगस्त, 2025, पृष्ठ संख्या - 14

नई शिक्षा नीति से विकसित भारत की ओर बढ़े कदम



यहां स्कैन करें

कन्हैया त्रिपाठी | प्रोफसर, केंद्रीय विवि, पंजाब

राष्ट्रीय शिक्षा नीति 2020 को पांच वर्ष पूरे हो गए। इसकी पांचवीं वर्षगांठ मनाने के लिए दिल्ली स्थित 'भारत मंडपम' में आयोजित कार्यक्रम में जो उत्साह देखने को मिला, वह सचमुच अपूर्व था। राष्ट्रीय शिक्षा नीति पूरे देश में अब अपना आकार लेने लगी है। अकादमिक जगत के लोग भी इसको लेकर बहुत गंभीर हैं।

भारत ने 2047 तक विकसित राष्ट्र बनने का स्वप्न संजोया है। स्पष्ट है, हमारी शिक्षा व्यवस्था ही हमको इस लक्ष्य तक पहुंचा सकती है। बिना समग्र शिक्षा-व्यवस्था के हम विकास के किसी भी स्तर की बड़ी चुनौतियों का सामना नहीं कर सकते। इसलिए राष्ट्रीय शिक्षा नीति की महत्ता को अकादमिक जगत से जुड़ा देश का हरेक व्यक्ति धीरे-धीरे समझने लगा है। हालांकि, पुरानी पीढ़ी के कुछ लोग अब भी ऐसे हैं, जो इसकी आवश्यकता को समझना नहीं चाहते। प्रधानमंत्री नरेंद्र मोदी ने कहा है कि राष्ट्रीय शिक्षा नीति 2020 केवल सुधार नहीं है, बल्कि यह वैचारिक, बौद्धिक व सांस्कृतिक पुनर्जागृति का दार्शनिक दस्तावेज है। 'एक्सेस, इक्विटी, क्वालिटी, अफोर्डेबिलिटी व अकाउंटेबिलिटी' के आधार पर एक जीवंत, समावेशी और भविष्योन्मुखी शिक्षा व्यवस्था बनाने में हम जुटे हैं। शिक्षा मंत्री धर्मेंद्र प्रधान का भी कहना उचित है कि हम वैश्विक परिस्थिति को नजरअंदाज नहीं कर सकते। भारत को एक बार फिर वैश्विक शिक्षा केंद्र बनाना है, तो हमें वैश्विक अपेक्षाओं के साथ समन्वय बनाना ही होगा। भारत में कभी नालंदा, पुष्पगिरी, तक्षशिला, विक्रमशिला जैसे महान शिक्षा केंद्र थे। आज देश में करीब 1,200 विश्वविद्यालय या उसके समतुल्य शिक्षा केंद्र हैं, जो निश्चित रूप से संतोष की बात है।

विदेशी विश्वविद्यालय भारत में आने के लिए कतार में खड़े हैं, ऐसे में, भारतीय बोध के साथ नए रोडमैप के लिए कार्य करना आवश्यक है।

अब जरूरत है कि देश के अकादमिक जगत के लोग, प्राथमिक विद्यालयों से लेकर उच्च शिक्षा केंद्र तक इसमें अपनी तय भूमिका निभाएं। मातृभाषा के माध्यम से 64 कलाओं को भारतीय राष्ट्रीय शिक्षा नीति में सम्मिलित करना है। भारत के वैज्ञानिक, बौद्धिक वर्ग अंग्रेजी में पठन-पाठन के आदी रहे हैं। मोदी सरकार के आने के बाद वे भारतीय ज्ञान परंपरा की बात करने लगे और शास्त्रों में अपनी शिक्षा के बीज ढूंढ़ने लगे हैं।

राष्ट्रीय शिक्षा नीति के लिए केंद्र और राज्य सरकारों द्वारा शिक्षा क्षेत्र में सार्वजनिक निवेश को जीडीपी के छह प्रतिशत तक पहुंचाने की परिकल्पना की गई है। लेकिन शिक्षा की गुणवत्ता, शोध की गुणवत्ता और समावेशी शिक्षा के जरिये समाज-निर्माण के लिए देश के शिक्षा-बजट को थोड़ा और अधिक बढ़ाना पड़ेगा।

विगत पांच वर्षों का आकलन किया जाए, तो पता चलता है कि भारत सरकार ने बहुत से नए कदम उठाए हैं, जिनसे शिक्षा प्रणाली में व्यापक बदलाव आएगा। केंद्रीय शिक्षा मंत्रालय ने राष्ट्रीय प्रशिक्षुता प्रशिक्षण योजना (एनएटीएस) के अंतर्गत एआई कौशल, वेब आधारित स्थानीय भाषा प्रवीणता परीक्षा पोर्टल, आईआईटी बीएचयू और आईआईटी दिल्ली में नए पाठ्यक्रम शुरू किए हैं। इसी तरह, भाषा सागर, संस्कृत एनसाइक्लोपीडिया शब्दकोश, भारतीय ज्ञान प्रणाली केंद्र, कोषाश्री पोर्टल, स्वच्छ एवं हरित विद्यालय रेटिंग, माई करियर एडवाइजर एप, तारा एप जैसे उपयोगी उपक्रमों का विस्तार किया है।

भारत को सतत विकास लक्ष्य 2030 के अनुसार व्यापक सफलताएं अर्जित करनी हैं। इसलिए शिक्षा क्षेत्र के हितधारकों और अभिभावकों के साथ शिक्षकों व अकादमिक जगत में अभिरुचि रखने वाले लोगों का एक पूल बनाना सरकार की जिम्मेदारी है। केंद्रीय शिक्षा मंत्री का कहना है कि भारतीयता राष्ट्रीय शिक्षा नीति-2020 का मूल मंत्र है। इसलिए आवश्यक है कि नई शिक्षा नीति के व्यापक उद्देश्य की दिशा में हम सक्रिय हों। सभी हितधारकों को यह समझना होगा कि विकसित भारत के निर्माण में हमारे साझा संकल्प ही काम आएंगे। विश्व के अनेक विश्वविद्यालय भारत में आने के लिए कतार में खड़े हैं। ऐसे में, भारतीय बोध के साथ नए रोडमैप के लिए कार्य करना आवश्यक होगा।

कहने की आवश्यकता नहीं कि आने वाले समय में राष्ट्रीय शिक्षा नीति का सही से आकलन, योजना-निर्माण, संयोजन व क्रियान्वयन हुआ, तो भारत निश्चित ही विश्व में अपनी नई छवि देख सकेगा।

(ये लेखक के अपने विचार हैं)

दैनिक जागरण, 1 अगस्त 2025, पृष्ठ संख्या - जागरण सिटी - I

सीबीएसई ने स्कूलों में कक्षाओं के सेक्शन को लेकर बदले गए नियम

400 वर्ग मीटर के न्यूनतम कार्पेट एरिया पर केवल तीन सेक्शन की मिलेगी अनुमति

12 फरवरी के सुप्रीम कोर्ट के आदेश में भवन निर्माण संबंधी मानकों को लेकर दिए गए थे निर्देश





48 सेक्शन तक के स्कूलों में ये सुविधाएं होंगी अनिवार्य

- सीबीएसई ने स्कूलों में बुनियादी शैक्षणिक अवसंरचना के लिए न्यूनतम मानक भी तय किए हैं। अब हर 48 सेक्शन पर इन सुविधाओं का होना अनिवार्य होगा।
- 112 वर्ग मीटर में एक पुस्तकालय
- 54 वर्ग मीटर में विज्ञान प्रयोगशाला (भौतिकी, रसायन विज्ञान, जीव विज्ञान), कंप्यूटर व गणित लैब
- 48 वर्गमीटर में हेल्थ वेलनेस रूम
- मल्टीपर्पज हाल या आर्ट, म्यूजिक, डांस रूम के लिए कम से कम 216 वर्गमीटर या 54 वर्गमीटर के चार अलग-अलग कक्ष।
- ब्रांच स्कूलों के लिए भी अलग मानक तय किए गए हैं, जिनमें आर्ट एंड क्राफ्ट्स लैब, लर्निंग सेंटर, दिव्यांग बच्चों के लिए विशेष कक्ष शामिल हैं।

जागरण संवाददाता, नई दिल्ली : केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने अपने स्कूलों में बाल वाटिका से लेकर 12वीं तक की कक्षाओं के सेक्शन की अधिकतम सीमा और बुनियादी ढांचे को लेकर बड़ा बदलाव किया है। बोर्ड ने नई अधिसूचना जारी करते हुए कहा है कि अब स्कूलों को उनके भवन के न्यूनतम कार्पेट एरिया के आधार पर अधिक सेक्शन खोलने की अनुमति दी जाएगी, जिससे जमीन की कमी से जूझ रहे शहरी और घनी आबादी वाले इलाकों के स्कूलों को राहत मिलेगी।

सीबीएसई अधिकारियों के अनुसार उन्हें लगातार यह फीडबैक मिल रहा था कि कई स्कूलों में पर्याप्त जमीन तो है, लेकिन पुराने नियमों के चलते वे नए सेक्शन शुरू नहीं कर पा रहे थे। इससे छात्रों को प्रवेश के लिए दूरदराज के स्कूलों में जाना पड़ता था, जिससे उनके सामाजिक विकास, पारिवारिक समय और स्वास्थ्य पर नकारात्मक प्रभाव पड़ता था। साथ ही स्कूलों के समुचित विकास और राष्ट्रीय शिक्षा नीति (एनईपी)-2020 के क्रियान्वयन में भी बाधा आ रही थी।

सीबीएसई के सचिव हिमांशु गुप्ता ने कहा कि ये संशोधन सभी नए और पहले से संबद्ध स्कूलों पर लागू होंगे। विदेश में स्थित स्कूल इस नियम से बाहर रहेंगे। बोर्ड के अधिकारियों के अनुसार यह कदम बच्चों की पढ़ाई, मानसिक विकास और राष्ट्रीय शिक्षा नीति-2020 के प्रभावी क्रियान्वयन के लिए जरूरी है।

इस बदलाव का आधार सुप्रीम कोर्ट का 12 फरवरी 2025 का आदेश है, जिसमें भवन निर्माण संबंधी मानकों को लेकर स्पष्ट निर्देश दिए गए थे। कोर्ट ने कहा था कि नर्सरी व प्राथमिक कक्षाएं माडल बिल्डिंग बायलाज (एमबीबीएल)-2016 के अनुरूप भवनों में ही संचालित होनी चाहिए।

Hindustan Times, 1 August 2025, Page No- 12

{ RISING DEMAND FOR SCHOOL ADMISSIONS }

CBSE eases section expansion norms

Sanjay Maurya
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NEW DELHI: In a bid to address space constraints amid rising demand for school admissions, the Central Board of Secondary Education (CBSE) has amended its affiliation norms to allow section expansion based on built-up carpet area rather than land size.

The move came after the board received feedback from schools facing functional difficulties to increase additional sections beyond the permissible limit even when there is a demand for new admissions. Due to the paucity of the available seats in the neighbourhood schools, the children may be required to travel long distances for attending schools impacting their health and overall social and psychological development and sense of belonging, CBSE said in its circular.

The move is expected to ease admission pressure, reduce long student commutes, and align with the National Education Policy (NEP) 2020's goals of equitable access and neighbourhood schooling, officials said.



The changes notified in a circular on Thursday will apply to all existing and newly affiliated schools.

The changes notified in a circular on Thursday will apply to all existing and newly affiliated schools, excluding foreign schools.

Until now, the maximum number of sections a school could run was determined by the total land area available, often limiting expansion in densely populated urban areas. Under the revised rules, schools can now add three additional sections for every 400 square metres of built-up area beyond the base requirement.

Despite the shift in section criteria, the national board has retained the cap of 40 students per section to ensure quality education and adequate infrastructure. The new policy also mandates certification of the built-up area by local bodies or licensed architects and outlines minimum infrastructure requirement.

Sudha Acharya, the principal of ITL Public School, Dwarka in New Delhi said the new rules will benefit schools. "We had to refuse admission to students due to cap on sections and classroom strength of 40 students. It is a welcoming change and now schools will be able to add more sections to give admission to more students," she said

The move also aligns with a Supreme Court order from February 2025, which emphasized compliance with Model Building Bye-Laws (MBBL) 2016 for school infrastructure.

"We got representation from officials of more than 1500 schools across the country. We formed a committee and now have come up with new reforms for schools. Earlier there were restrictions on height [Flooring] of schools but now we have said that heights of schools will be based on local bye-laws. Now, schools can expand in line with state government laws. They can add new sections in their new floors and admit more students as per the demand," CBSE secretary Himanshu Gupta told HT.

According to information available on CBSE's website, the board has 30,984 affiliated schools.

Last week, CBSE in a circular allowed the cap size to be increased to 45 students per section in exceptional situations—such as mid-session transfers, students repeating a year. In February CBSE introduced new rules allowing schools already affiliated with the board to set up "branch schools" with classes from Balvatika to Class 5 in a bid to address the issue of shortage of space. Schools affiliated with CBSE can apply to establish branch schools, within the same city as the main school, from the 2026-27 academic session.

Millenium Post, 1 August 2025, Page No- 4

CBSE amends affiliation norms: Sections to be permitted based on school's built up area

NEW DELHI: The Central Board of Secondary Education (CBSE) has amended its affiliation bye-laws to mandate that the maximum number of sections in a school will be permitted based on the total built-up carpet area of the school building, according to officials.

The board has also decided that schools shall be allowed an equal number of sections at the secondary level and at the senior secondary level.

"The board has been receiving feedback from the schools and stakeholders that there are areas where there is an acute shortage of land availability, due to which, at times, the schools face functional difficulties in increasing additional sections beyond the permissible limit, even when there is a demand for new admissions.

"The schools also find it difficult to meet the section student ratio of 1:40 with pressure for new admissions, but are unable to add additional sections due to the limit of permissible sections as per land criteria," said CBSE Secretary Himanshu Gupta.

The board has also decided that schools shall be allowed an equal number of sections at the secondary level and at the senior secondary level

Gupta said that the board has now decided that the maximum number of sections in a school will be permitted based on the total built-up carpet area of the school building.

"The built-up carpet area of the school building has to be certified by the local body or a licensed architect, or as the case may be. The land area shall be utilised only for the purpose of deciding the category of the schools--Branch School, Middle Level School, Secondary Level and Senior Secondary Level as per affiliation bye-laws," he said. MPOST

The Pioneer, 1 August 2025, Page No- 7

From policy to practice: Five years of National Education Policy 2020



GEETA BHATT

Education and the knowledge paradigms related to it have been the foundation of progressive societies. A rich ancient repository of Bhartiya scholarship has been acknowledged worldwide and has inspired many to contribute in their respective academic fields.

Despite such illustrious knowledge heritage, this nation took 73 years to embrace a National Education Policy in the year 2020 that was aligned with the 'aspirational goals of 21st century education while building upon India's knowledge traditions and value systems'. National Education Policy 2020 (NEP2020) was introduced on 29 July 2020 and is completing five years.

This allows us to take a holistic view of the implementation of the policy, assess the conducive changes, overall progress in school and higher education, as well as the further scope of improvement.

Language as a medium of instruction plays a pivotal role in the conceptual clarity of subjects. Educationists have advocated for imparting education in Bhartiya languages since the time we attained independence from the British. Post-independence, one of the earliest recommendations on education in the University Education Commission report (December 1948-August 1949), chaired by Dr Radhakrishnansaid, said that English should be replaced as the medium of instruction as early as practicable by Bhartiya languages.

However, this recommendation only saw the light of the day when NEP2020 recommended that the 'medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond' should be in the native language. Availability of textbooks in Bhartiya languages has been an ongoing exercise in the last five years.

Two years ago, Prime Minister Narendra Modi had launched 100 books in 12 Bhartiya languages in line with NEP 2020. DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national web platform used as an education e-infrastructure where energised books (which come with a QR code) for 31 Bhartiya languages and 7 foreign languages are being prepared.

The 2025-26 budget allocation of ₹347.03 crore for Bharatiya Bhasha Pustak Scheme to provide digital books for school and higher education in Bhartiya languages will encourage institutions to adopt Bhartiya languages as a medium of education in the curriculum. The census report of 2011 states that 96.71 per cent have one of the twenty-two scheduled languages as their mother tongue, while only 10.6 per cent stated that they can speak English.

Education in Bhartiya languages as a medium will make education more inclusive and augment the learning outcomes in the coming years. For instance, in Pimpri Chinchwad College located in Maharashtra, B. Tech students were taught Computer Science and Engineering entirely in Marathi. They secured placements in top companies, demonstrating that language is not a barrier to success in technical education.

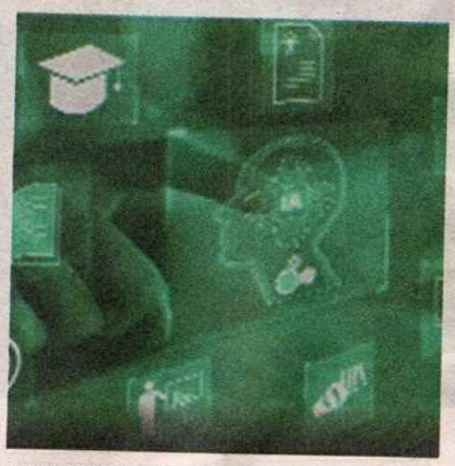
The burden of the colonial hangover in our textbooks has eventually been replaced by Bhartiya contributions.

While imparting education in Bhartiya languages is one of the primary concerns of NEP2020, it emphasises building a positive cultural identity. National Council of Educational Research and Training (NCERT) has launched ten new textbooks for classes five and eight in Hindi, English and Urdu, covering languages, social science, science and art education. More are in the offing with emphasis on conceptual understanding, pedagogical approaches, and experiential learning. Under NEP2020, rooting textbooks in our heritage has been a guiding principle that aims to strengthen our national identity.

NEP2020 has also envisaged the incorporation of hands-on experience and skilling necessities of the 21st century in the curriculum. Regulatory Frameworks ensuring parity and integration of academic and skill-based learning have been formalised by the National Credit Framework(NCrF). This parity and equivalence in academic programs, especially in tertiary education, will assist seamless transfer in a unified credit system.

Multiple entry-exit options for a student in a programme in higher education have introduced academic flexibility. To streamline the academic credentials of the students countrywide, a unique 12-digit ID is being generated for the students called Automated Permanent Academic Account Registry (APAAR) that digitally manages the academic records and stores them in the Academic Bank of Credit. This technology-assisted record management supports the 'One Nation, One Student ID' campaign, ensuring accessibility and continuity throughout the country.

Five years of NEP2020 have brought a radical transformation in the education system in the country. An important aspect of taking the leap in its implementation in the next five years would be capacity building of the faculty. At present, NISTHA (National Initiative for School Heads and Teachers Holistic Advancement) and MMTTC (Malviay Mission Teachers Training Programme) are undertaking training programs for teachers in schools and higher education, respectively. Teachers need to be equipped with new pedagogical methods like experiential learning and competency-based assessments. Robust professional development programs in physical mode can cascade the execution pace of NEP2020. A constant feature across the various education policies in the country, from the Kothari Commission in 1965



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The 2023-24 annual report of the Ministry of Education states that the Centre and States will work together to increase public investment in the Education sector to reach 6 per cent of GDP at the earliest. Education, being a concurrent subject in the constitution, needs handholding from the Central Government as well as the State Governments.

Initiatives like Samagra Shiksha Abhiyan by the Centre aim to improve existing systems, level performances, learning outcomes and bridge social as well as gender gaps at the school level. However, state Governments are important stakeholder, and their lack of political will may lead to potential gaps in reaching the goals.

A standardised monitoring mechanism can help in effective evaluation and implementation of the National Education Policy, particularly in infrastructure and foundational literacy and numeracy (FLN) and early childhood care and education (ECCE). The varying level of engagement with the policy by the states and the sheer size of the country, at times, poses a concern to the uniform and effective implementation of NEP2020.

NEP2020 has introduced systemic academic and administrative reforms within the first five years of its implementation. As a nation preparing to become a developed nation by 2047, significant impetus to education will play a pivotal role in shaping the intellectual and skill capital, and economic strength, of India.

The implementation of National Education Policy 2020 across the country in letter and spirit will prepare citizens who take pride in being Bhartiya, fuel innovation, develop a knowledge economy, foster equity, sustainable development, and democratic values and will be equipped to engage with the world confidently.

(The writer is Director of Non-Collegiate Women's Education Board, University of Delhi)

The Hindu, 1 August 2025, Page No- 10

Transforming early childhood care and education



Jatin Goyal

is Director (Education), Union Territory of Dadra Nagar Haveli and Daman and Diu, and Joint Secretary (Finance). He was Director (Women and Child Development) earlier

The National Education Policy 2020 (NEP) has ushered in transformative changes in the educational landscape of India, particularly in the field of Early Childhood Care and Education (ECCE). While private schools have had nursery classes for long, government schools have historically admitted children only from Class one, thus sowing the seeds of inequity even before the start of schooling. By paving the way for the opening of preschool classes for 3-6 year olds in government schools – previously catered to only by Anganwadis in the public sector – the NEP has initiated a long-overdue structural transformation towards equity.

There are three key structural shifts in the ECCE sector, driven by the NEP, with each one unfolding at a different pace. Understanding these shifts and preparing for them is crucial in ensuring quality early childhood care and education for the nation's children.

An expansion

First, the expansion of the ECCE sector. A significant but often underappreciated shift is the anticipated growth of the ECCE sector by 2030, the target year for its universalisation. For decades, the public sector's ECCE infrastructure had stagnated at approximately 14 lakh Anganwadi centres. This is now set to expand significantly. With the NEP paving the way for three preschool classes (Balvatika-1,2,3) in government schools, the number of public ECCE classes will increase significantly. This will have substantial implications for personnel management, including the financing, recruitment, training and deployment of skilled ECCE providers.

The Ministry of Education has already begun allocating budgets under the Samagra Shiksha scheme for the ECCE. Many States and Union Territories (UTs) have begun utilising this provision to introduce preschool classes in government schools. But, some have not begun to use this provision, while others have under-utilised it with some training or material being added, without starting additional classes. The extent and manner of this utilisation needs to be tracked.

Understanding the key structural shifts driven by National Education Policy 2020 and preparing for them are essential

Migration from anganwadis

The second shift is the growing emphasis on education when compared to other ECCE services such as health and nutrition. This trend is already visible in the Union Territory of Dadra and Nagar Haveli and Daman and Diu, where the Union Territory has introduced a preschool class in all its primary schools, prioritising the admission of 4-6 year olds. This has resulted in a substantial migration of this age group from Anganwadis to schools.

Data shows that parents have overwhelmingly preferred preschool classes in schools over Anganwadis, when given both options. This migration is largely driven by the perception that schools offer better educational opportunities. As a result, the traditional image of Anganwadis as vibrant centres filled with toddlers is now at risk as more government schools open preschool classes, and children in the 3-6 year age group move out of Anganwadis to schools.

The Anganwadi system must adapt by emphasising education as a part of its ECCE services. The Ministry of Women and Child Development's 'Poshan bhi Padhai bhi' initiative is a timely step. However, its success depends on tangible implementation at the ground level, targeting an increase in measurable indicators such as the time spent by an Anganwadi worker on educational activities.

While schools cater to this demand, they need to be aware of the risks of excessive 'schoolification' of pre-schooling. They need to retain play at the centre of this education, in order to focus on the breadth of skills, instead of focusing on the narrower skills of reading and writing in the pre-school classes.

The critical role of home visits

Third, the potentially most transformative shift is the possible reorientation of the Anganwadi system to focus on children aged 0-3 years through home visits, rather than focusing on 3-6 year olds attending the centres. Research, such as the 'Perry Preschool at 50' study in the United States and the Yale university study in Odisha done in collaboration with Pratham, highlights the critical role of home visits in early childhood development programmes.

In India, policymakers such as V. K. Paul (Member, NITI Aayog) and N.C. Saxena (IAS, retired) have long advocated focusing on 0-3-year olds within the Integrated Child Development Services (ICDS) framework, given the disproportionate developmental benefits during this stage. While the Prime Minister's Overarching Scheme For Holistic Nourishment (POSHAN) Abhiyan has emphasised the importance of the first 1,000 days of life, implementation challenges persist. Overburdened Anganwadi workers naturally focus on 3-6 year olds who are physically present at the centres, leaving limited scope for individualised services to 0-3 year olds through home visits.

If government schools assume responsibility over 3-6 year-olds, we have a unique opportunity where the Anganwadi system could redirect its focus towards 0-3 year olds, along with the care of pregnant and lactating mothers, through more intensive home visits.

This shift, if realised, would mark a truly transformative change in India's ECCE framework. The seeds for this transition have already been sown in the NEP 2020.

The views expressed are personal

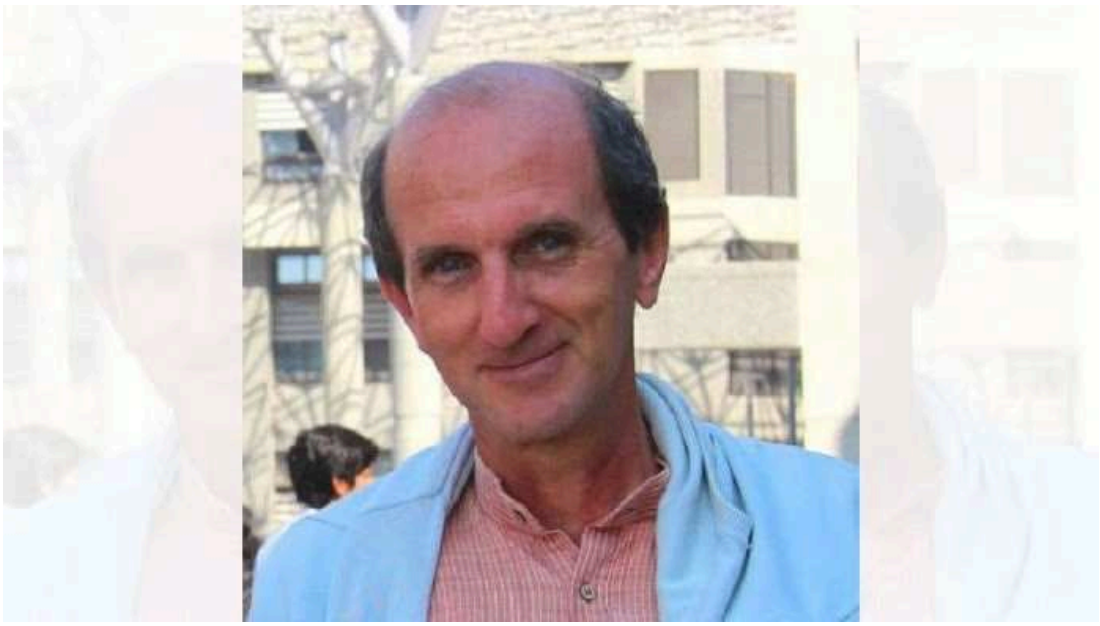
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Education | Politics

'Honest history, not ideology'—NCERT social science panel chief on changes in Class 8 textbook

FAREEHA IFTIKHAR 01 August, 2025 11:11 am IST



Michel Danino | IIT Gandhinagar

New Delhi: India has tended to present a 'very gentle' and 'sanitised' version of history, avoiding unpleasant aspects, but "we took a different and more honest approach by introducing students to the 'darker chapters' of history as well", Michel Danino, the head of the NCERT committee behind the drafting of the new social science textbooks, told ThePrint in an interview.

The National Council of Educational Research and Training (NCERT) has recently released the Class 8 social science textbook, in line with the National Curriculum Framework and the National Education Policy (NEP) 2020. The book, *Exploring Society: India and Beyond*, highlights instances of "brutality" and "religious intolerance" during the rule of the Mughals and the Delhi Sultanate. The Marathas, in contrast, are portrayed in a more positive light.

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Critics have described these changes as an "ideological move" that selectively glorifies or vilifies historical figures.

In an interview with ThePrint Tuesday, Michel Danino, however, denied any ideological interference in the drafting of the new textbooks.

"No political leader came to us saying, 'You have to include this, or mention this particular figure or fact'. No ideological group of any kind contacted us to say, 'You must include this chapter', and so on," he said.

Danino said that so far in India, there had been a tendency to make a "very gentle" and "slightly sanitised" version of history, "where we avoid all unpleasantness, thinking perhaps that this is going to, you know, traumatise the student and so on".

"We took another approach. First of all, we made an honest one—disclaimer, if you wish to call it that, to the student—that there are darker chapters in history. And we were not, some commentators in the media said that we spoke of the dark ages in the medieval period; we never use this phrase," he said.

In a 'Note on some darker periods in history', the disclaimer reads: "No one should be held responsible today for events of the past."

Michel Danino explained that the textbook addressed the brutality of some historical events, particularly warfare. He noted that while warfare always existed, there are different types—some with limited impact on civilians, and others that involve significant cruelty and suffering. The committee intended to highlight the distinction because it represented a valid historical approach, he said.

Danino also said the textbook did not focus solely on violence or negativity. "Contrary to media reports, we did not simply state that Akbar was brutal in his youth. That perspective comes from his admission in his memoir, *Akbarnama*, where he recounts his military campaigns. You can sense, he is not entirely proud of his past, but he is honest about it."

"There is nothing wrong with mentioning this—it helps us understand the different sides of a historical figure. We aimed to reflect the complexity of such personalities and to avoid extreme characterisations, whether overly positive or negative."

Also Read: *NEP turns 5: Gains, gaps & ground realities, a report card on India's biggest education reform*

'Marathas dismantled the Mughal Empire'

The revised Class 8 textbook portrays the Marathas, who ruled over a 17th-century kingdom in western India, as rulers who established "sovereignty", describing their founder, Chhatrapati Shivaji, as a "strategist" and "true visionary".

It compares Shivaji's defeat of the Mughal nobleman Shaista Khan to a "modern-day surgical strike", highlighting that during his retaliatory actions, Shivaji was always "careful" not to attack religious places.

Denying "selective glorification" allegations, Michel Danino said: "We selected the Marathas because they played an important—and largely uncontested—role in dismantling the Mughal Empire."

"Remember, Aurangzeb spent the last 25 years of his life in the Deccan and was unable to return to Delhi. While he was also fighting other regional powers, the Marathas quickly became his main concern. After his death, the Maratha Empire controlled a large part of India, even if only for a relatively short period," he said.

From a political history perspective, Danino added, the Marathas deserved the attention of the Indians.

"Whether we have glorified them excessively, I am not sure. For example, we insisted on including the Maratha raids in Bengal, which were very brutal and traumatised the local population. We could have left that out if we were only glorifying them, but we did not," he said.

Danino added: "I believe some members of our team also wanted to counterbalance the neglect the Marathas have received in earlier textbooks, where they find brief mention only. The Marathas deserve much more study than we were able to provide—for instance, their administrative system was quite innovative in many ways."

Critics have pointed out that the textbook does not get into as many details on the violence of the Marathas—the raids in the Rajput kingdoms or violent annexations of Bengal, Bihar, and Odisha, devastating local populations and forcing people to pay tributes called '*chauth*', or the destruction of temples in Karnataka—as it does for the Mughals.

Michel Danino, however, emphasised it was important to avoid simply saying something had been removed from or added to the textbook. The committee drafted the new textbooks with a different approach, covering a much broader chronological scope, he said, adding that the designing of textbooks under the National Curriculum Framework was such that the books were not supposed to be text-heavy, and therefore, the panel had to come up with "compressed timelines". "We made certain choices. There are things which are left out, and we have not denied that."

"We have been under criticism for leaving certain things out, but given the context—which I have explained—it was unavoidable. We have tried to be honest with history. There are many perspectives, including nationalist history, Marxist history, and others. Good historians understand that no interpretation is ever final," Danino said.

"I believe we can strive for what I call honest history—based on the data available—where we aim to do justice to the past, even though we inevitably have to make certain choices," he added.

Wrong image of colonial times?

According to Michel Danino, the committee widely felt that many young Indians continue to hold a somewhat positive image of the colonial period, without fully understanding the extent of the damage it caused.

The revised book is more critical of the history of the Colonial Era than the earlier books.

“Famines, at least, are now slowly becoming more widely known,” Danino said. “Though they were almost completely absent from earlier textbooks, these were, after all, engineered famines, or at the very least, made much worse by the ruthless taxation policies of the British, and the deliberate lack of relief provided to the victims.”

Moreover, Michel Danino emphasised that confronting such historical truths was essential for national self-respect. “We felt that any self-respecting nation owes recognition and respect to the victims of past atrocities—and these were atrocities.”

He further highlighted the massive economic exploitation India endured under colonial rule.

“The plunder of India’s wealth is not controversial—it is something the British themselves documented. The data shows the vast amount of wealth extracted from India through multiple channels: outright taxation, the creation of the so-called ‘India debt’, and forced contributions to colonial projects like railway and telegraph construction, the Indo-Afghan wars, and even the deployment of troops to suppress the Great Rebellion of 1857,” Danino said.

According to Michel Danino, historical records confirm that India was still a prosperous and economically vibrant land before British expansion.

“There was strong agricultural production, vibrant trade, and flourishing exports—from cotton and spices to finished goods. All of this—destroyed in a remarkably short time. Within just a century, India became a deeply impoverished country,” he said.

(Edited by Madhurita Goswami)

Also Read: *Two realities of NEP: Sensory classrooms & hi-tech labs, to kids sitting on floor & no teachers*

From policy to practice: Five years of National Education Policy 2020

Friday, 01 August 2025 | Geeta Bhatt



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(The writer is Director of Non-Collegiate Women’s Education Board, University of Delhi)

Dharmendra Pradhan says NCERT changes reflect India's identity, not ideology

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India Today Education Desk
New Delhi, UPDATED: Aug 1, 2025 11:41 IST

In Short

- NCERT changes reflect India's identity, not political ideology
- Pradhan says forgotten Indian heroes must be taught in classrooms
- Operation Sindoor to be included as study module in school syllabus

In an interview with Aaj Tak, Dharmendra Pradhan defended the National Education Policy (NEP), shedding light on the government's vision for the future of education in India. He explained the rationale behind the timing of the reforms and stressed the importance of highlighting India's own heroes in school history books.

Five years into the NEP, Pradhan insists the policy isn't just about classrooms. "It is about India's identity," he said. "From pre-school to research labs, the system must reflect the needs of India, the ambitions of its youth, and the demands of the world."

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The policy, he claimed, is grounded not in politics but in Indian civilisational memory.

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Asked about changes in NCERT textbooks, particularly the reduced focus on Mughal rulers like Akbar and the inclusion of lesser-known Indian heroes, Pradhan was unflinching. “We are not rewriting history. We are recovering it,” he said.

“There were kings, saints, warriors who were never given space. We are just bringing them back,” he added further.

He dismissed the charge that BJP ideology is guiding curriculum changes. “This is not party thinking. This is national thinking,” he said.

Operation Sindoor, India's recent military operation, has entered the education space. Pradhan confirmed that the operation will be taught in schools as a study module.

“If our soldiers crossed borders and returned with pride, that story belongs in our classrooms,” he said.

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He also addressed concerns over language politics. Southern states have accused the Centre of pushing Hindi.

Pradhan's reply: "There is no imposition. Tamil in Tamil Nadu, Marathi in Maharashtra. Let the child learn in their tongue. Even the daughter of a Bihari worker scored 100 in Tamil."

On caste quotas in higher education, Pradhan claimed the data speaks for itself.

"We've added more posts, filled more SC/ST/OBC vacancies than before. The process is stricter now. Seats meant for reserved categories remain vacant until filled by rightful candidates. No substitutions."

Paper leaks, he admitted, remain a challenge. "But this government won't hide. I took responsibility for NEET. Now, systems are being rebuilt. It's a work in progress, but we'll get it right."

The NEP has just completed five years of implementation.

- Ends

Published By: Rishab Chauhan

Published On: Aug 1, 2025

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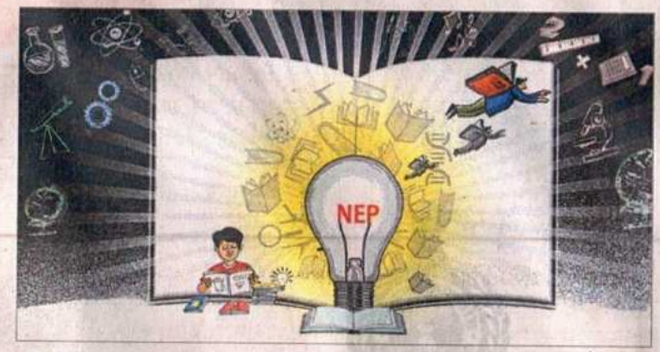


बद्री नारायण

पांच वर्ष पुरानी नई शिक्षा नीति का उद्देश्य देश के शिक्षा जगत में एक ऐसा प्राणतत्व फूंकना है, जिससे सच्चे भारतीय मन की पीढ़ी विकसित हो सके

भारत विकसित राष्ट्र बनने की दिशा में तेजी से आगे बढ़ रहा है। इस लक्ष्य की प्राप्ति के लिए कई परिवर्तनकारी योजनाएं तैयार की गई हैं। शिक्षा, स्वास्थ्य, इन्फ्रास्ट्रक्चर, अंतरिक्ष कार्यक्रम और सुरक्षा जैसे विभिन्न क्षेत्रों में चल रही योजनाएं मिलकर विकास को गति दे रही हैं। इसी दिशा में शिक्षा के क्षेत्र में सुधार के लिए नई शिक्षा नीति-2020 का निर्माण, विकास और कार्यान्वयन किया गया है। अब इस नीति को लागू हुए पांच वर्ष हो चुके हैं। यह सही समय है कि हम इसकी समीक्षा करें कि इसने भारतीय शिक्षा जगत में क्या परिवर्तन लाए हैं और भविष्य में हमें क्या करना चाहिए? नई शिक्षा नीति मूलतः एक दीर्घकालिक शैक्षिक परिवर्तन की रूपरेखा है, जिसका मुख्य उद्देश्य भारतीय शिक्षा में मौलिकता, उद्योग-अकादमिक संवाद और छात्रों में रोजगारपरकता विकसित करना है। इसमें प्रधानमंत्री मोदी द्वारा संकल्पित पंच प्रण में से एक युवा पीढ़ी में आत्मविश्वास और भारतीय शिक्षा के विऔपनिवेशीकरण का लक्ष्य भी शामिल है। इसका उद्देश्य भारतीय शिक्षा जगत में एक ऐसा प्राणतत्व फूंकना है, जिससे देश में सच्चे भारतीय मन की पीढ़ी विकसित हो सके।

नई शिक्षा नीति विश्व में सर्वाधिक जनसंवाद से विकसित हुई शिक्षा नीति है। इसके लिए 1,10,623 ग्राम स्तरीय बैठक और 3,250 ब्लाक, 725 शहरी एवं 340 जिला स्तर पर संवाद आयोजित किए गए थे। इस दीर्घकालिक निर्माण प्रक्रिया के बाद इसके कार्यान्वयन का कार्य प्रारंभ हुआ। इन पांच वर्षों में अपने प्रारंभ से ही भारतीय शिक्षा जगत में बहुविषयक दृष्टिकोण विकसित करने और अन्य लक्ष्यों को पाने के लिए पहले ढांचागत परिवर्तन किया गया। इस ढांचागत परिवर्तन के लिए स्कूल शिक्षा से लेकर उच्चतर शिक्षा तक कई सुधार किए गए। इनमें अनुशासनिकता पर आधारित चार वर्षीय स्नातक कार्यक्रम की भी शुरुआत की गई। क्रेडिट सिस्टम और क्रेडिट ट्रांसफर जैसी व्यवस्थाएं विकसित की गईं। मूल्यगत शिक्षा, स्किल आधारित कोर्स, रचनात्मक मौलिक पाठ्यचर्या आदि कई नए पाठ्यक्रम विकसित किए गए। ये ढांचागत परिवर्तन देश के अधिकांश स्कूलों और उच्च शिक्षा में लागू हो रहे हैं। स्कूल से लेकर उच्चतर शिक्षा तक पाठ्यक्रम और पाठ्यपुस्तकें विकसित की जा रही हैं, जो मौलिकता, भारतीय ज्ञान परंपरा, स्किल, विकास, उद्योग और ज्ञान जगत संवाद पर आधारित हैं। स्कूल से लेकर उच्चतर शिक्षा से जुड़े कई विद्वान और शिक्षक इस कार्य में लगे हैं। इनके परिणाम शीघ्र ही देखने को मिलेंगे। एनसीईआरटी की



अवधेश राजपूत

नई पाठ्यपुस्तकें इन्हीं लक्ष्यों को ध्यान में रखकर विकसित की गई हैं और कई पाठ्यपुस्तकें अब भी विकसित की जा रही हैं। यह काम और तेजी से किया जाना चाहिए। वास्तव में नई शिक्षा नीति एक दीर्घकालिक चरणबद्ध कार्यक्रम है, जिसके माध्यम से मुख्य लक्ष्य भारतीय शिक्षा में आमूलचूल परिवर्तन लाना है।

भारतीय शिक्षा व्यवस्था में नई शिक्षा नीति के तहत प्रशासनिक परिवर्तन के लिए ई-समर्थ कार्यक्रम विकसित किया गया है। इस कार्यक्रम से अब तक 12,800 उच्च शिक्षा संस्थान जुड़ चुके हैं, जिनमें 1.75 करोड़ छात्रों की शैक्षिक व्यवस्था के दैनिक प्रबंधन का संचालन हो रहा है। नई शिक्षा नीति के क्रियान्वयन के क्रम में 'स्वयं प्लस' लागू किया गया है, जिससे पांच लाख इंटर्न प्रशिक्षित हो रहे हैं। इसमें 1.74 लाख प्रशिक्षु विभिन्न उद्योगों से जुड़कर आजीविका प्रेरित शिक्षा ले रहे हैं। नई शिक्षा नीति के तहत भारतीय शिक्षा को भारतीय ज्ञान परंपरा से जोड़ने की दिशा में भी कई कार्य किए गए हैं। भारतीय ज्ञान व्यवस्था से जुड़े गणित, एस्ट्रोनामी, सौंदर्यशास्त्र, जन स्वास्थ्य केंद्रित जैसे विषयों में उच्च शिक्षा के लिए लगभग 38 पाठ्यक्रम विकसित किए गए हैं। इनके शिक्षण के लिए शिक्षक और अनुदेशक प्रशिक्षित भी किए जा रहे हैं। भारतीय शिक्षा जगत विशेषतः उच्च शिक्षा में हो रहे इन ढांचागत, प्रशासनिक, व्यवस्थापन, पाठ्यक्रम, डिजाइन और पाठ्यपुस्तक निर्माण का एक बड़ा असर यह हुआ है कि भारतीय शिक्षा संस्थानों ने हाल के वर्षों में विश्व रैंकिंग में महत्वपूर्ण स्थान हासिल किया है। विश्व स्तर पर कराए जा रहे क्यूएस-500 रैंकिंग में भारत के 11 विश्वविद्यालयों ने महत्वपूर्ण स्थान प्राप्त किया है। इस वर्ष 46 भारतीय उच्च शिक्षा संस्थानों ने क्यूएस रैंकिंग में अपनी जगह बनाई है। क्यूएस एशिया रैंकिंग-2025 में भी देश के 163 विश्वविद्यालयों ने महत्वपूर्ण स्थान हासिल किया है। क्यूएस रैंकिंग में जगह बनाना गुणात्मक मूल्यांकन और सर्वांगीण प्रदर्शन का गहन मूल्यांकन के बाद ही संभव हो पाता है। नई शिक्षा नीति के क्रियान्वयन का एक लाभ यह भी हुआ है कि भारतीय शिक्षा संस्थान विश्व के कई देशों में अपने कैंपस खोल रहे हैं। दुनिया के कई विश्वविद्यालय भी भारत में अपने कैंपस खोल रहे हैं। हाल में मध्य पूर्व और एशिया के कई देशों में आइआइटी और आइआइएम जैसी संस्थाओं के कैंपस खोले गए हैं।

अब देश के सभी स्कूलों, कालेजों और विश्वविद्यालयों में नई शिक्षा नीति लागू की जानी चाहिए। शिक्षा के मामले में दलगत राजनीति नहीं होनी चाहिए। सब शैक्षिक संस्थानों में नई शिक्षा नीति लागू करने के लिए अधिक से अधिक शिक्षकों को नई शिक्षा नीति के लक्ष्यों और प्रक्रिया के संबंध में प्रशिक्षित करने के लिए राज्य सरकारों और विश्वविद्यालयों द्वारा सतत कार्यशालाएं आयोजित करनी चाहिए। विश्वविद्यालय शिक्षा आयोग द्वारा संचालित मदन मोहन मालवीय ट्रेनिंग सेंटर्स, ओरिएंटेशन और रिफ्रेसर कोर्स तथा कई ज्ञान प्रशिक्षण केंद्र इसमें मददगार हो सकते हैं। हमें ऐसे पाठ्यपुस्तक भी विकसित करने चाहिए, जो सहज और सरल ढंग से ज्ञान विमर्श करते हुए नई शिक्षा नीति के आत्मा को अपने में प्रवाहित करें। स्कूल शिक्षा के लिए प्रस्तावित त्रिभाषा फार्मूला के लिए राज्य सरकारों और आमजन में स्वीकृति का भाव विकसित करना चाहिए। कुल मिलाकर नई शिक्षा नीति लगातार कई चुनौतियों का सामना करते हुए लक्ष्य प्राप्ति की ओर बढ़ रही है। उम्मीद है कि इसका अगला चरण विकसित भारत-2047 के लिए आवश्यक देश के ज्ञान जगत और ज्ञान शक्ति को विकसित करेगा।

(लेखक टाटा इंस्टीट्यूट आफ सोशल साइंसेज, मुंबई के कुलपति हैं)
response@jagran.com

Millennium Post, 2 August 2025, Page No- 3, 5

Delhi govt to launch language and co-curricular clubs in 100 schools

AIMAN FATIMA

NEW DELHI: The Delhi government is all set to launch dedicated student clubs in 100 government-run schools to enhance language proficiency and foster co-curricular talent among schoolchildren. This initiative, announced through a recent circular issued by the Directorate of Education (DoE), will be implemented in the 2025–26 academic session.

As per the circular, each selected school will operate two clubs, one dedicated to a language and the other focused on a co-curricular domain. Schools can choose from Hindi, English, Sanskrit, Urdu, or Punjabi for the language-based club. The second club will cater to broader interests such as science, mathematics, visual and performing arts, sports and yoga, inclusive education (under the 'Samarth' category), or a students' council.

HIGHLIGHTS

- This initiative, announced through a recent circular issued by the DoE, will be implemented in the 2025–26 session
- As per the circular, each selected school will operate two clubs, one dedicated to a language and the other focused on a co-curricular domain

Participation in at least one club has been made mandatory for all students in the selected schools. Heads of schools have been directed to ensure that club activities are implemented effectively and that student involvement is monitored throughout the year.

To support the initiative, the Directorate will allocate Rs 20,000 per school, Rs 10,000 for each club. These funds are expected to be used for planning and executing club activities across the academic year.

School principals have also been instructed to keep comprehensive records of the clubs, documenting participation and events, and ensuring that the financial support is properly utilized. Officials from the DoE believe that this initiative will not only promote creativity and expression among students but also encourage teamwork, leadership, and inclusive learning. It reflects the government's continued focus on holistic education and its commitment to creating engaging and skill-enriching environments in Delhi's schools.

This move is aligned with the broader goals of the National Education Policy, which places emphasis on extracurricular development alongside academics.

8 LAKH STUDENTS TO BE MADE MADE AWARE OF DRUG ABUSE

Punjab CM Mann and Kejriwal launch anti-drug curriculum at schools

CHANDIGARH: Punjab Chief Minister Bhagwant Singh Mann and national convener of AAP Arvind Kejriwal on Friday unveiled the anti-drug curriculum to be introduced in schools under "war against drugs" with an aim to make 8 lakh students aware against the menace of drugs.

Kejriwal said that as part of the third phase of the state government's campaign, a special syllabus is being introduced in all government schools for students from classes IX to XII. He said that through this syllabus, 8 lakh students from these classes will be made aware of the dangers of drugs.

He also said that this anti-drug programme will involve 3,658 schools and renowned scientists will also take part in raising awareness among students. Kejriwal said that the curriculum will include 35-minute sessions, to be conducted fortnightly over 27 weeks and will include documentaries, quizzes, posters, and interactive activities. He said that these sessions will focus on major themes such as busting myths about drugs, strategies to say no to drugs, and resisting peer pressure.

This anti-drug programme will involve 3,658 schools and renowned scientists will also take part in raising awareness

In his address, CM Mann said that due to strenuous efforts of the state government complete facelift of government schools has taken place. "The state government started de-addiction centers to ensure treatment for those giving up drugs," said Mann. The state government is also working to skill them." MPOST

'Every Indian Language Is a National Language': Education Minister Dharmendra Pradhan

The Chinar Book Festival will be held till August 10 and features nearly 200 publishers



Union Minister Dharmendra Pradhan speaking at the Chinar Book Festival (ETV Bharat)

3 Min Read

By ETV Bharat English Team

Published : August 2, 2025 at 5:38 PM IST

Srinagar: The serene lawns of the SKICC in Srinagar turned into a vibrant literary hub on Saturday as Union Education Minister Dharmendra Pradhan inaugurated the second edition of the Chinar Book Festival, celebrating India's linguistic and literary diversity.

Organised by the National Book Trust in collaboration with the National Council for Promotion of Urdu Language, the nine-day event runs through August 10 and features nearly 200 publishers. The festival highlights books in multiple languages including English, Hindi, Urdu, Kashmiri, and others from across the country.

Pradhan, addressing an audience of students, authors, and scholars, called Kashmir a "sacred land of confluence," and emphasised the role of literature in national unity and cultural continuity. "Whether it's Kashmiri or Tamil, Malayalam or Assamese, all Indian languages are national languages," Pradhan said. "Children in Kashmir should read Tamil literature, and children in Tamil Nadu must be exposed to Kashmiri writing. This is how we strengthen India's unity."

A key moment on opening day was the release of the Kashmiri translation of Jammu Kashmir and Ladakh: Through the Ages, a book originally launched in English and Hindi by Union Home Minister Amit Shah. The translation, published by the NBT, was described by Pradhan as a crucial link between Kashmir's ancient past and modern identity.

"Translation is more than a linguistic task—it is a national responsibility," said Pradhan, commending author Dr. Raghubendra Tanwar and translator Brij Nath Betab. He added that ten significant books will be translated into Kashmiri and Dogri next year as part of a broader push toward inclusive learning.

The festival's new addition, Rajatarangini Samvad, introduces a curated series of discussions and workshops around Kalhana's ancient chronicle Rajatarangini. Sessions will explore its literary, historical, and socio-political dimensions. A National Exhibition on the Sharda Script is another major draw. It showcases the origins and evolution of the once-dominant Kashmiri script, with rare manuscripts, replicas, and interactive displays designed to reconnect visitors with their literary roots.

For the first time, the festival is also hosting a Gojri Translation Workshop, aimed at fostering multilingual literature across Hindi, Urdu, Dogri, Kashmiri, Gojri, and English.

Pradhan highlighted Kashmir's intellectual legacy, calling the Valley a crucible of thought and creativity. "Kashmir's answer has never been violence—it has always been literature," he said. "This land has nurtured saints, seekers, and scholars. Even today, its youth reach for books, not bullets."

Underscoring the government's commitment to education reform, Pradhan said the National Education Policy 2020 is being actively implemented across Jammu and Kashmir. Efforts include promoting mother-tongue instruction and enhancing early childhood education in regional languages such as Kashmiri, Urdu, Dogri, Hindi, and Punjabi.

He also announced new initiatives: expanding smart classrooms, improving digital infrastructure, and boosting central institutions like NITs, IITs, Kendriya Vidyalayas, and Navodaya Vidyalayas in the region.

Calling books "lifelong companions," Pradhan proposed a new Library Movement in Jammu and Kashmir. He directed the NBT to work with local bodies to establish modern libraries in Srinagar and Jammu, while promoting digital and mobile library access in remote villages.

"Without books, our future remains incomplete," he said. "Let us turn every school, village, and town into a center of knowledge and imagination."

Pradhan noted that the land has been home to Adi Shankaracharya, the Sanskrit tradition, Islamic scholarship, and the Sharda script—layers of heritage that form India's pluralistic identity.

"Kashmir is not merely a region—it is a civilizational seat, a place of knowledge, philosophy, and belief," he said. "This festival is not just about books. It's about history, identity, and shaping the future of India's knowledge systems."

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NCERT CHANGES REFLECT INDIA'S IDENTITY, NOT IDEOLOGY, SAYS DHARMENDRA PRADHAN

Sat 02 Aug 2025, 01:59:27



In an interview with Aaj Tak, Dharmendra Pradhan defended the National Education Policy (NEP), shedding light on the government's vision for the future of education in India. He explained the rationale behind the timing of the reforms and stressed the importance of highlighting India's own heroes in school history books.

Five years into the NEP, Pradhan insists the policy isn't just about classrooms. "It is about India's identity," he said. "From pre-school to research labs, the system must reflect the needs of India, the ambitions of its youth, and the demands of the world."

The policy, he claimed, is grounded not in politics but in Indian civilisational memory.

Asked about changes in NCERT textbooks, particularly the

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reduced focus on Mughal rulers like Akbar and the inclusion of lesser-known Indian heroes, Pradhan was unflinching. "We are not rewriting history. We are recovering it," he said.

"There were kings, saints, warriors who were never given space. We are just bringing them back," he added further.

He dismissed the charge that BJP ideology is guiding curriculum changes. "This is not party thinking. This is national thinking," he said.

Operation Sindoor, India's recent military operation, has entered the education space. Pradhan confirmed that the operation will be taught in schools as a study module.

"If our soldiers crossed borders and returned with pride, that story belongs in our classrooms," he said.

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News

Omissions and revisions in Modi years: How India's school textbooks are being rewritten

The NCERT, which decides the curriculum, has maintained that the changes were effected after the pandemic to ease the stress on students. However, most of the alterations appear to tally with the ideological line of the ruling BJP and the RSS.



Illustration by Shambhavi Thakur

Written by: Cris

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Year after year, whole sections, topics, and names are altered if not altogether taken out of the school textbooks that belong to the National Council of Educational Research and Training (NCERT). This has occurred so steadily over the last few years that news about history being erased from the school curriculum hardly raises an eyebrow anymore. As this story – which attempts to document the many changes effected in the curriculum through the consecutive terms of the Bharatiya Janata Party (BJP)-led Union government – was being written, Tipu Sultan was dropped from the Class 8 Social Science textbook, Akbar was reduced to a "mixture of tolerance and cruelty" while chapters on Mughals and the Delhi Sultanate went missing from the Class 7 textbook.

Those are but the more recent significant changes in a long list of omissions and revisions made by the NCERT, an autonomous organisation

"irrelevant" content was dropped as part of syllabus rationalisation, it was claimed. However, this does not work as a satisfactory explanation as the alterations often appear to tally with the ideological line of the BJP.

Glaring revisions in recent history – such as the 2002 Gujarat riots or the 1992 Babri Masjid demolition, in both of which the BJP had been involved – sparked outrage. But the changes go further deeper into history, omitting crucial parts about Mahatma Gandhi's assassination, chapters on industrialisation, and even Darwin's theory of evolution. Stories of tribal movements, and Dalit and Muslim literature were also skipped without reason.

Beyond the sporadic outrage over individual instances, we often overlook the sheer scale of these alterations and the larger picture remains obscured. For this story, we have revisited news reports, checked textbooks, and spoken with teachers to understand the enormity of the changes.

The NCERT syllabus is followed by more than 24,000 schools in India that are affiliated to the Central Board of Secondary Education (CBSE).

In classes 9 and 10, four subjects fall under Social Sciences: History, Geography, Political Science, and Economics. For lower classes, it is three (without Economics). Though the changes – dubbed rationalised revisions – began majorly in 2020, they can be traced to certain pronouncements from the BJP and the Rashtriya Swayamsevak Sangh (parent party of the BJP) leaders.

Satya Pal Singh, a BJP Minister of State in the first term (2014-19), brushed off Darwin's theory of evolution because, he said, nobody had seen an ape turn into a man. Three years later, the theory disappeared from textbooks. The word "evolution" itself was dropped from the Science textbooks of Classes 9 and 10, with the chapter on 'Heredity and Evolution' becoming simply 'Heredity'.

Mughal history

Mughal history – spanning three centuries and three decades – is being phased out in stages. However, teachers say there are still portions that remain in textbooks, although these are not prescribed for exams. The BJP and other Hindutva forces have been vocal about their disdain for Mughal rule. Leaders or allies of the ruling party have consistently discredited the Mughal contribution to India's culture and architecture.

In April this year, it was reported that chapters on the Delhi Sultanate and the Mughals were removed from the Social Science book of Class 7 for 2025-26. However, other dynasties, including the Mauryas and the Shungas, all of them non-Muslim, were included. The lessons stop with the chapter on the Gupta dynasty and skip the Mughal period that comes later.

In the Class 8 Social Science textbook for this year, Mughal emperors get new descriptions: Babur as a cruel conqueror, Akbar as a mixture of tolerance and cruelty, and Aurangzeb as a demolisher of temples and gurudwaras. In addition to the Mughal rulers, mention of Mysore rulers Tipu Sultan and Haider Ali has also been removed.



Tipu Sultan Courtesy - William Dalrymple / Anarchy

However, the purging of Mughal history began earlier. In 2022, a table listing the achievements of Mughal rulers was taken out of the Class 7 book, 'Our Pasts-II'.

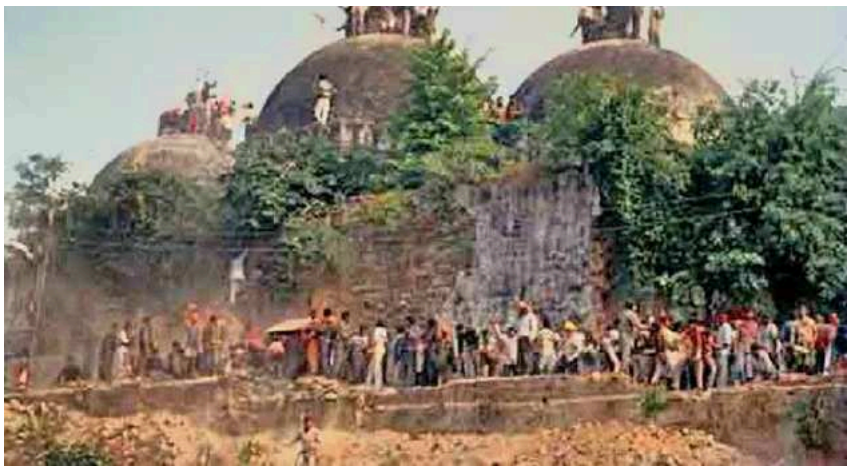
A year later, parts about Aurangzeb were removed from Class 8 history. And from Class 12, a chapter on Mughal history disappeared from a textbook titled 'Themes in Indian History'.

Babri Masjid

Multiple references of the Babri Masjid were removed from textbooks in the last few years, with the reasoning that recent developments had to be taken into account. The NCERT is referring to the Ram temple that rose in the mosque's place in Ayodhya, after the centuries-old Masjid was knocked down by RSS volunteers (known as karsevaks) in 1992. In 2019, the Supreme Court had, after years of hearing a battle for rights, allowed the building of the temple, a 'resurrection' of what was claimed to be buried under the historic mosque for centuries.

In 2024, the name of Babri Masjid was replaced by the words "three-dome structure" in the Class 12 Political Science textbook. The portion on Ayodhya was reduced from four to two pages, cutting down mentions of the mosque's demolition.

The incidents leading to the demolition – including the Rath Yatra led by BJP leader LK Advani and the part played by RSS volunteers – were taken down. Also gone were descriptions of the aftermath – communal riots and President's rule in BJP-governed states.



Babri Masjid demolition IANS file picture

Gandhi's assassination

Some of the phasing out began much earlier, teachers said, where facets of history were taken away and what was left became superficial, without much context. For Class 10, the section on nationalism in India started with the non-cooperation movement and civil disobedience, and the events before the arrival of Gandhi are missing, a retired teacher said.

However, more crucial changes in the syllabus came in recent years, in connection with Gandhi's assasination. The assassin Nathuram Godse's political background – linked to right-wing Hindutva and murky connections with the RSS – was blurred in Class 12 textbooks on Political Science and History in 2023. The part about the Hindutva dislike of Gandhi's attempts at Hindu-Muslim unity also faded away. The chapter, 'Politics in India Since Independence', left out stories of Hindu-Muslim tensions and the ban on the RSS following Gandhi's assassination.

One of the lines that disappeared is how Gandhi's "steadfast pursuit of Hindu-Muslim unity provoked Hindu extremists so much that they made several attempts to assassinate" him. Another line that was removed is on how Gandhi was "particularly disliked by those who wanted Hindus to take revenge or who wanted India to become a country for the Hindus, just as Pakistan was for Muslims".

Godse's part got rewritten as follows. The earlier text said the assassin was "a Brahmin from Pune named Nathuram Godse, the editor of an extremist Hindu newspaper who had denounced Gandhiji as an appeaser of Muslims". The revised one stopped at the assassin's name.



Nathuram Godse File picture

Gujarat riots of 2002 under the title 'Anti-Muslim Gujarat riots'. However, this was shortened to 'Gujarat riots' and two pages on the topic were deleted.

Prime Minister Narendra Modi had been the Chief Minister of Gujarat at the time of the riots in which hundreds of Muslims had been killed, an attack that was believed to be a retaliation for the Godhra train burning in which 57 Hindu pilgrims from Ayodhya died. The syllabus for Class 12 had included a report of the National Human Rights Commission on the violence, indicting Modi's government in the crime. However, this too was eliminated in the revised version in 2023.

Some of the lines that were removed are: "Gujarat riots show that the government machinery also becomes susceptible to sectarian passions. Instances, like in Gujarat, alert us to dangers involved in using religious sentiments for political purposes. This poses a threat to democratic politics." Also deleted was a page containing a collage of newspaper reports on the riots and BJP veteran Atal Bihari Vajpayee's "Raj Dharma" remark, referring to Narendra Modi – that a ruler should not discriminate between his subjects based on caste, creed or religion.



Nehru, Gujarat riots & more: Kerala school books to have portions deleted by NCERT

The Gujarat riots topic was also dropped from the Class 11 Sociology textbook in the following months. The deleted paragraph about the practice of segregation and ghettoisation said: "... in India, communal tensions between religious communities, most commonly Hindus and Muslims, results in the conversion of mixed neighbourhoods into single-community ones. This in turn gives a specific spatial pattern to communal violence whenever it erupts, which again furthers the 'ghettoisation' process. This has happened in many cities in India, most recently in Gujarat following the riots of 2002."

By 2023, the Class 12 Sociology book also lost a paragraph under the section 'Communalism, Secularism and the Nation-State', which said that communalism drove people to "kill, rape, and loot members of other communities in order to redeem their pride, to protect their home turf."

After the NCERT announced its decision to lessen the load on children during the pandemic in 2020, some of the first chapters to disappear from the Class 11 Political Science textbook were on federalism, secularism, citizenship, and nationalism. Class 10 lost chapters on 'Democracy and Diversity', 'Caste, Religion, Gender', 'Popular Struggles and Movements', and 'Challenges to Democracy'. For Class 9 political science, chapters

Instead, sections were added in the political science syllabus of Class 11 and 12 on the achievements of the different National Democratic Alliance (NDA) governments, led by the BJP, and on the drawbacks of the Congress-led United Progressive Alliance before that.

A section reads: 'Decline of Congress system and rise of NDA led by BJP'. Questions in exams would involve policy changes effected by the NDA, such as the 2019 abrogation of Article 370 that had granted autonomous rights to Kashmir.

Surprisingly, portions dealing with the protests against Indira Gandhi's Emergency of 1975 – a dark period for which the Opposition Congress still faces the wrath of its critics – have also been cut down. This has been the right-wing supporters' biggest point of criticism of the Congress through the decades. The Emergency was introduced in the syllabus only in 2007, with a chapter called 'The Crisis of Democratic Order' in the Class 12 political science textbook. It also included the anti-Sikh riots that took place after Indira Gandhi's assassination in 1984. However, as part of the 'syllabus rationalisation' in 2023, five of the 25 pages of the chapter were removed. This contained incidents leading to the Emergency and some of the controversial decisions of the Indira Gandhi government.

Alteration of caste discrimination

Changes were also affected in lower classes with the Class 6 history book omitting parts about caste discrimination, including the practice of untouchability in the varna system. This too was part of the rationalisation process in 2022. However, it is taught in higher classes.

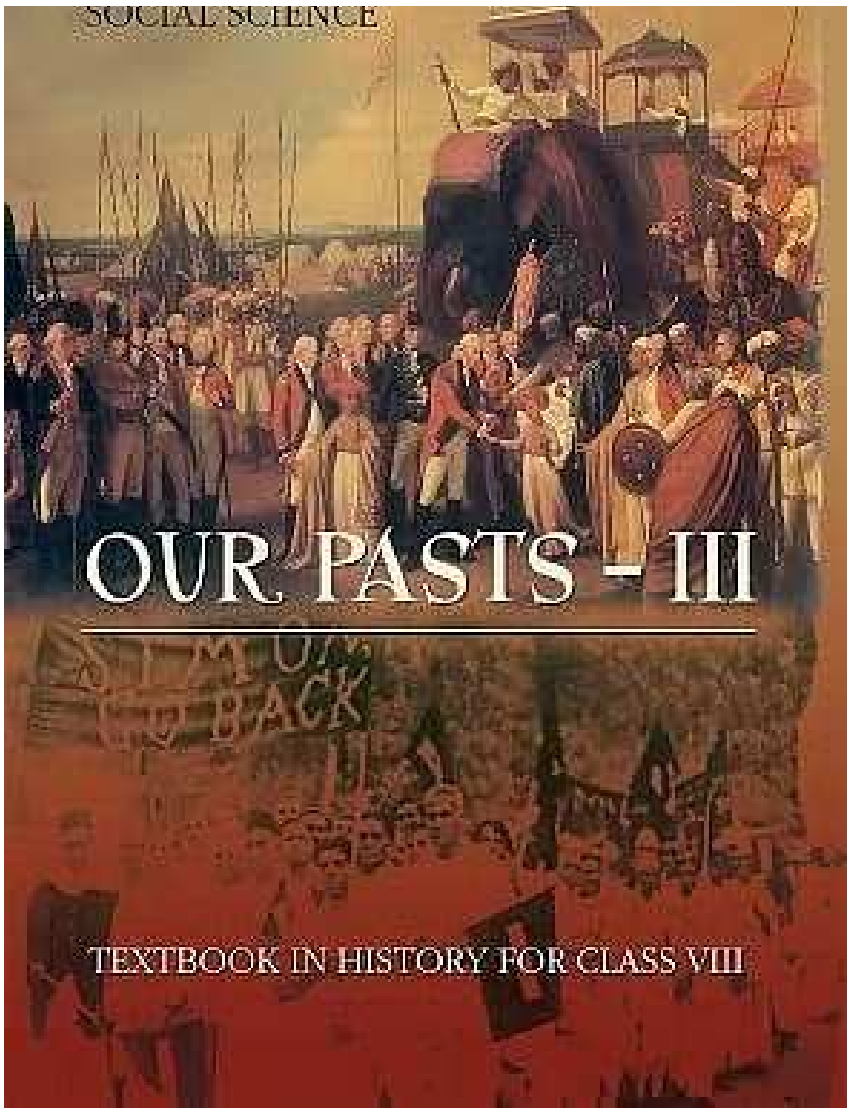
A paragraph concerning Muslim stereotypes was removed from the Class 6 book Social and Political Life: "A common stereotype about some Muslims is that they are not interested in educating girls and therefore do not send girls to school. However, studies have now shown that poverty amongst Muslims is an important reason why Muslim girls do not attend school or drop out from school after a few years."

Several paragraphs were missing in another chapter in the book, called 'Diversity and Discrimination', including those about caste discrimination, how certain castes were labelled impure and limited to certain jobs, and how Dalits were not allowed to mix with the privileged castes.

A third chapter called 'Key elements of a democratic government' was also slashed. Class 6 also lost portions from its history book titled *Our Pasts-I*, about Prime Minister Jawaharlal Nehru and Prophet Mohammed. One of the lost lines was: "Like Christianity, Islam was a religion that laid stress on the equality and unity of all before Allah."

From the Class 7 Social and Political Life book, stories of people who were discriminated against over poverty (Kanta, a domestic worker), caste (Omprakash Valmiki, a Dalit writer), and religion (the Ansari family, Muslims) were removed.

In the book for Class 8, a line about caste discrimination was removed from the chapter 'Confronting marginalisation'. The line read: "The term Dalit which means 'broken' is used deliberately and actively by groups to highlight the centuries of discrimination they have experienced within the caste system." Class 8 also lost a paragraph about weavers in its book *Our Pasts-III*.



Political revisions

Other noticeable omissions include the deletion of the mention of Maulana Abdul Kalam Azad, India's First Education Minister, from the Class 11 political science book in 2023. Along with it, the fact that Jammu and Kashmir had acceded to India during independence, on the promise of autonomy, was also erased.

In 2024, the class 12 political science book introduced the abrogation of Article 370 by the Union government, which had given autonomous powers to Jammu and Kashmir. In another chapter, the words 'Azad Pakistan' were changed to 'Pakistan occupied Jammu and Kashmir'. The book also incorporated minor changes in topics such as India-China relations (where 'military conflict over a border dispute' was replaced by 'Chinese aggression on Indian border'), and the Khalistan movement, where mention of the secession for a Sikh state was removed.

Recent developments have also been taken into account, including the formation of the INDIA bloc in 2023 by a number of Opposition parties to fight the BJP-led Union government in elections.



INDIA bloc during a protest in parliament X/@INCIndia

In 2024, after a panel recommended replacing 'India' with 'Bharat' in textbooks of all classes, the NCERT director Dinesh Prasad Saklani said that both will be used interchangeably as it is in the Constitution. The panel was headed by CI Issac, a historian with close ties to the Sangh Parivar.

Portions on the origin of civilisation in India – an area that the Hindutva regime has always contested – have been revised in the Class 12 political science book, to rule out Aryan migration and to claim that Harappans were the indigenous people. Earlier, the book had included the theory of Aryan migration, which would negate the Hindutva claims that the privileged castes had always been the original inhabitants of the country. The revised version of the NCERT skips the theory in the chapter 'Bricks, Breads and Bones – The Harappan Civilisation'.

In the new edition, the civilisation is said to have enjoyed "unbroken continuity for 5000 years" and that the genetic roots of the Harappans go back to 10000 BCE. It adds: "The DNA of the Harappans has continued till today and a majority of the South Asian population appears to be their descendants. Due to trade and cultural contacts of the Harappans with distant regions there is a mixture of genes in small quantities."

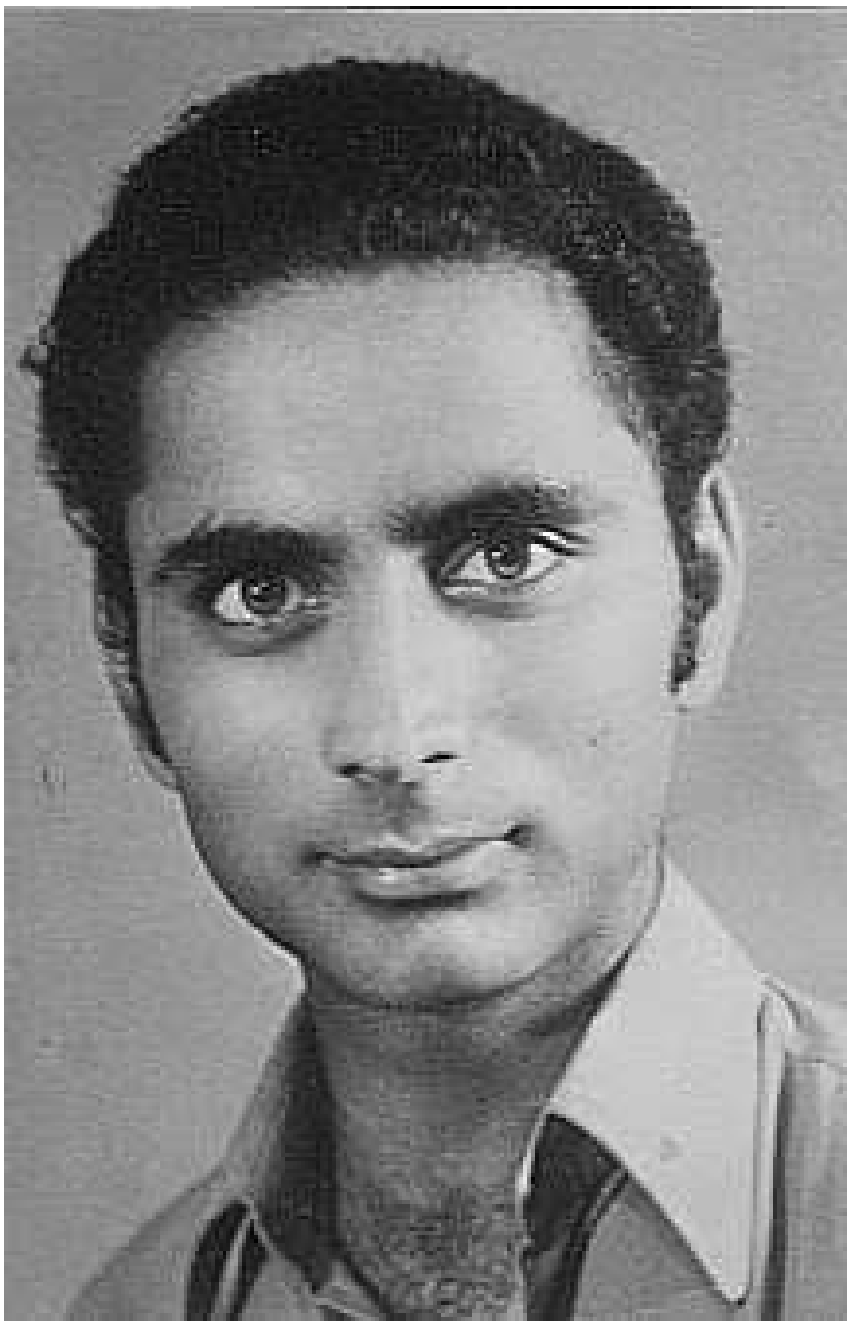
A line that was removed from the earlier text said: "It appears that there was a break between the Early Harappan and the Harappan civilisation, evident from large-scale burning at some sites, as well as the abandonment of certain settlements."

Small omissions too cannot be discounted when their implications serve the interests of the ruling power. For instance, a chapter on Birsa Munda, a tribal independence activist from the 19th century, omits the word 'Hindu' in a line describing him as opposed to missionaries and Hindu landlords.

In the Sociology book of Class 12, similarly, the words 'poverty, powerlessness and social stigma' were removed from a line about Scheduled Castes and Scheduled Tribes. The line had said: "Like the Scheduled Castes, the Scheduled Tribes are social groups recognised by the Indian Constitution as specially marked by poverty, powerlessness and social stigma."

Language changes

As early as 2017, there was a huge furore over the right-wing's attempt at removing the poem 'Sab Ton Khatarnak' (The most dangerous thing) by Punjabi poet Pash. Pash was a revolutionary poet and his writings opposed religious fundamentalism, which had led to his killing by Sikh militants in 1988. The RSS and BJP had wanted his poem removed for similar reasons,



Pash Vishav Bharti / Wiki / Public domain

Other literary works did not fare so well. A retired English teacher said that feminist, Dalit, and native writings were rationalised. Adrienne Rich's poem 'The Trees' – that dealt with freedom and empowerment of women – was axed from Class 10, while an excerpt from Tamil Dalit writer Bama's autobiographical work was removed for Class 12.

Miscellaneous changes

In Geography (for Class 10), NCERT removed the chapter 'Lifeline of Indian economy – transportation and communication'.

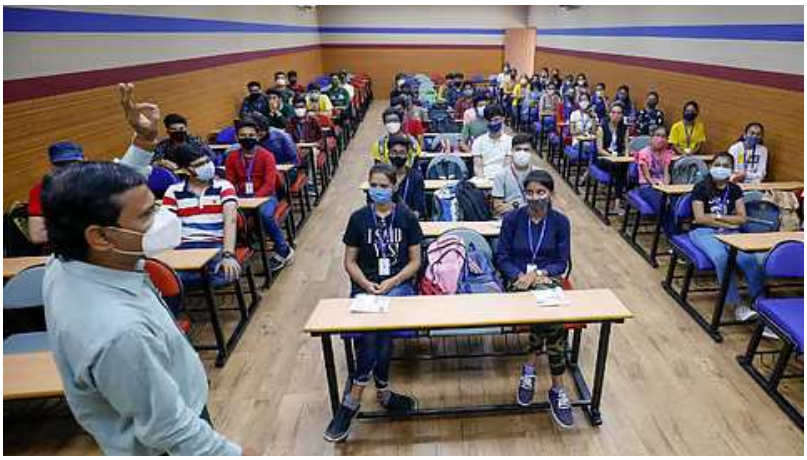
Also from Class 10, the chapter of industrialisation – that dealt with manual labour, steam power, industrialisation that led to colonisation, factories and the growth of market – was removed. It had described the life of workers and indentured labour, a teacher said.

In Class 9, the chapter on pastoralism, about communities herding animals, and parts of food security was removed. And in science, along

More environment-related revisions were made – scrapping a chapter on weather, climate and adaptation of animals in Class 7, a chapter on air and water pollution in Class 8, and details on forest and wildlife resources in Class 10. In Class 12, a whole chapter called 'Environmental Issues' disappeared.

Social Science and Language teachers and education experts TNM spoke to said that some of the edits made the content superficial and without depth, a mishmash of several histories without threads to connect them. While they appreciate the need to reduce the load on overburdened young students, only 12 to 17 years old, they say it should not leave them confused with half-baked knowledge.

Some teachers opined that certain changes were in line with 'Indianising' the history, which was previously told by the British. It came with the implementation of the National Education Policy (NEP) in 2023. They said that there was little said about the south Indian kingdoms of the Cholas, Cheras, Pandyas and others before – portions of which were added after 2023 in the Class 7 book.



National Education Policy 2020: Economic growth at the cost of widening inequality

"There was hardly any mention of the south Indian kingdoms before, while there was a lot of emphasis and glorification of the British Raj [in Class 7]," a retired teacher said.

Another teacher, who teaches social sciences for Classes 9 to 12, said that while the NCERT added achievements of the NDA 1, 2 and 3 governments (for Classes 11 and 12), they only added sections about the drawbacks of the Congress-led United Progressive Alliance government before them.

An education activist from Kerala said that the state would respond to changes in curriculum that go against the constitutional values of the country. For example, burying Mughal history dilutes secularism, an important facet of the Constitution. "For any such changes, we will issue additional textbooks from the state to cover those portions that were taken out," said the official associated with the State Council of Educational Research and Training.

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Education School

Education Minister Defends Changes in NCERT Books Branding Mughals 'Brutal', Calls It "National Thinking"

G Plus News (Aug 03, 2025)



Union Education Minister Dharmendra Pradhan. | Credit: @JunkePolitical on X

GUWAHATI: Education Minister Dharmendra Pradhan has defended recent textbook revisions under the National Education Policy (NEP), saying the portrayal of Mughals as “brutal” and the inclusion of lesser-known Indian figures is part of recovering lost history, not rewriting it. Speaking as the NEP completed five years of implementation, Pradhan recently said the reforms go beyond academics and reflect India’s identity.

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“This is not about classrooms. From pre-school to research labs, our system must reflect India’s needs, youth ambitions, and global demands,” he reportedly said. He clarified that the changes in history textbooks are aimed at restoring balance by highlighting ignored figures from India’s past. “There were kings, saints, warriors who were never given space. We are just bringing them back,” he said.

Responding to criticism that the curriculum changes are politically motivated, Pradhan said, “This is not party thinking. This is national thinking.” He rejected allegations that BJP ideology is shaping school curricula.

Pradhan also confirmed that Operation Sindoor—India’s recent military mission—will be included as a module in school education. “If our soldiers crossed borders and returned with pride, that story belongs in our classrooms,” he said.

On language concerns, particularly opposition from southern states over the promotion of Hindi, Pradhan reportedly maintained there is no imposition. “Tamil in Tamil Nadu, Marathi in Maharashtra. Let the child learn in their tongue,” he stated.

India Education

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Hindustan Times, 04 August 2025, Page No - 6

{ PROPOSALS PUT FOR APPROVAL }

MCD schools, centres to operate as skilling hubs

Paras Singh
htreporters@hindustantimes.com

NEW DELHI: The Municipal Corporation of Delhi (MCD) is mulling to use the premises of over 1,100 schools and underutilised community halls to run skill development centres, and two policy proposals in this regard will be put up for the standing committee's approval later this week, officials aware of the matter said. A senior MCD official said that the policy mandates that the agencies take the equipment with them after use and clean the school premises daily to make it ready for teaching the next day.

"Many MCD schools are running in single shift operations where school premises are not being utilised after school hours. The space in these schools can be leveraged for the purpose of skill development and vocational training. If institutions and NGOs with good credentials and desirous of using school premises, MCD can consider the request...," the proposal moved by the education department reads.

MCD runs 1,514 municipal primary schools from 1,186 building complexes, catering to around 700,000 students. The scheme will only be open to implement government schemes or CSR undertaken by public sector undertakings, such as Skill India mission, Pradhanmantri Kaushal Vikas Yojana, Jan Shikshan Sansthan, Craftsmen training scheme, Vocational training programme for women and SANKALP scheme.

The senior MCD official cited above said: "They (those using the premises) will not be allowed any addition or alteration in the building structures. School premises will be available only between 3pm and 8pm."

The official said that memorandum of understanding for one year is proposed initially.

The proposal moved by the community services department states that there are 299 community halls and eight community centres run by the department, of which 278 units are functional. Of these, 114 community halls and eight centres have been identified as vacant or underutilised. "If any community hall is allotted to the institution and that hall is booked by the citizen as per existing policy then the agency shall vacate the center in a clean manner," the proposal reads. The move follows a review meeting on the underutilisation of community centres and halls led by chief minister Rekha Gupta last month. Despite high demand, a large chunk of community centres remain severely underutilised.

The Tribune, 4 August 2025, Page No. 7

NEP is rich in language, poor in lived transformation



NAVNEET SHARMA
ASSISTANT PROFESSOR,
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SCHOOL, as the primary agency of socialisation, becomes the first and most crucial stage in nurturing mindless, conforming and easily manipulated citizens." Ivan Illich, in his influential book '*Deschooling Society*' (1971), argues that the institutionalisation of education gives impetus to the creation of an over-institutionalised society. The education system is a site where power is exercised and reproduced. Educational policies are the tools employed to reflect and hegemonise dominant ideologies. The National Education Policy 2020 (NEP) does not attempt to break away from this, but, instead, emphatically proposes to establish the same.

The policy recently celebrated its fifth anniversary. Though it is a very short time to evaluate the efficacy of a policy, especially an educational policy that requires at least 17 years to complete one full cycle of 12 years of schooling, the brouhaha and hysteria surrounding its anniversary compel one to assess and evaluate it.

In the discourse of policy studies, there is an adage: All policies are good; implementation matters. Policymakers use this stance to support their policies; the 'implementation gap' becomes the scapegoat to save the honour of the policy.

In the case of educational policies, it is the teacher who is made the scapegoat. The argument goes: the policy was very good and well intended, but it is the teacher who failed it in the classroom as a stakeholder. Some supporters even claim a bit rhapsodically, that the policy was so good that our present society is not yet evolved for it, and it is the failure of society, rather than the policy. However, they fail to recognise that a poorly designed policy with fundamental flaws cannot be 'implemented' effectively.

If the policy has not delved into the 'details' of needs, resources, objectives, procedures and processes of policy formulation, it will sink by its own weight; or even if implemented rigorously, it will lead to 'over-institutionalisation'. The failure of implementation is often a sign that the 'details' were not properly thought through, which means the policy itself was badly conceived or designed.

In this piece, the fundamental flaws of the policy — plagiarism, redundancy, politicisation, agenda-driven decisions — are not discussed. The focus is on 'implementation' and whether efforts were made to genuinely 'walk the talk' and implement it earnestly.



5 YEARS ON: The NEP was expected to increase enrolments but govt data tells a different story. PTI

Budgetary allocation

It is an age-old recommendation of the Kothari Commission to spend six per cent of the GDP on education. The year NEP came into force, the budgetary allocation to education was Rs 93,847 cr, which was 3.37 per cent of that year's GDP, while NEP-2020 reiterates the demand for a six per cent allocation. In 2024-25, Rs 1,20,627 cr was allocated to education, which is only 2.53 per cent of the year's budget. Even the apparent increase, when adjusted for annual inflation, falls short; to merely retain the 2019-20 allotment's real value, the allocation would still fall short by Rs 3,300 cr.

> The NEP's poetic promises must now contend with the prosaic realities of caste, class, regional and gender inequalities.

Enrolment in universities and schools

With the new policy, school and university enrolments were expected to increase. However, UDISE (Unified District Information System for Education) data released by the government tells a different story.

The year before the NEP, government schools had 13,09,31,634 students, which reduced to 12,74,90,199 in 2023-24, showing a decrease of 2.62 per cent. Similarly, private schools enrolled 9,82,09,302 students in 2019-20 and 2023-24 saw a decline of 8.32 per cent, with only 9,00,36,939 students. The, demonetisation-, GST- and pandemic-induced migrations and unemployment may explain a shift from private to government schools, but the data still indicate a high dropout rate.

In the institutions of higher education (HEI), 3,85,36,359 students were enrolled in 2019-20. They increased to 4,20,62,073 in 2022-23, showing a substantial increase of 9.14 per cent. However, a comparison of the pass percentage is: in 2019-20, 94,01,910 students passed; in 2022-23, 1,05,94,226 obtained their degrees, reflecting a marginal increase from 24.39 per cent to 25.18 per cent.

Teachers' recruitment in schools and universities

Before the NEP, government schools had 49,38,868 teachers; in the years since, the number has increased by 2 per cent to reach 50,37,667. Meanwhile, private schools recruited 3.53 per cent more teachers, with the number increasing from 36,02,625 to 37,30,047. In universities, the number of teachers shows an increase of 6 per cent from 2019-20 to 2024-25.

However, the shortage is still huge. In a recent answer to a question in the Lok Sabha, the government reported that 14,600 faculty positions are vacant in central HEIs alone; similarly, 8.4 lakh vacancies exist in schools across India.

The policy aims for interdisciplinarity, multiple entry and exit, dual degrees, four-year UG programmes. It also has many other lofty, yet complex, ideas copiously copied from foreign lands. There is also an intent to welcome foreign institutions as well as teach Indian knowledge systems and imbibe global knowledge in students while still being rooted in Indian values and ethos.

This attempt to reconcile contradictory aspirations of global competitiveness and rootedness in "*bharatiya*" values creates a fractured vision, one that appears aspirational but lacks coherence in execution. It evokes the poetic expression "but I have promises to keep", or else teachers and parents may continue to hold it responsible for its impending failure.

The NEP's fifth anniversary, then, is not merely a moment of celebration or self-congratulation; it also presents a crucial inflection point to assess if the policy is truly moving toward democratising education or inadvertently widening the existing fault lines.

Its poetic promises must now contend with the prosaic realities of caste, class, regional and gender inequalities. Without a sincere commitment to equity, justice and public investment, the policy risks becoming another bureaucratic artefact: rich in language, poor in lived transformation. For, a policy's strength lies not in its visionary articulation alone, but also in its capacity to translate intent into inclusive and equitable structures that are accessible across the spectrum of social diversity.

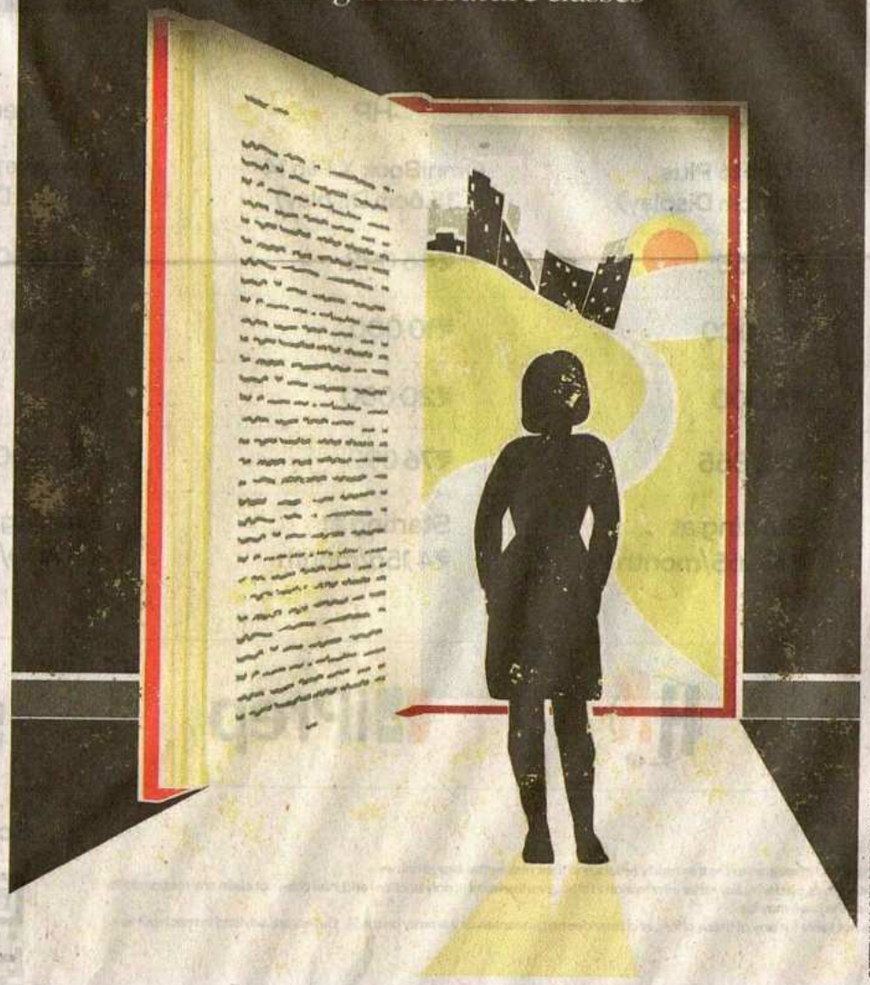
Views are personal

The Hindu, 4 August 2025, Page No- 4

Read for life

How to rekindle the passion for reading in Literature classes

H. Kalpana Rao



GETTY IMAGES/ISTOCKPHOTO

When I began teaching literature, I assumed my students would love the texts I held dear. However, my first term quickly disproved me of that notion. I discovered that many students believed reading the actual texts was unnecessary – as long as they could access story outlines and prepare a few essay answers using notes from senior students or guidebooks. This realisation was disheartening.

I soon learned that I was not alone in this concern. Many colleagues had similar experiences. Over time, I began to reflect: Was the issue rooted in students' inability to read, or was it a general lack of interest? Gradually, I understood that the problem was not a lack of reading skills but rather an inertia toward reading itself. This led me to question how literature is taught, and more importantly, how we might rekindle genuine interest among students.

Categorisation

An often-overlooked factor in this discussion is the content and approach used in the classroom. English departments in colleges and universities typically organise their syllabi into categories like Romantic poetry, 19th century fiction, or Shakespeare and offer specialised courses such as Literary Criticism that cover critics from Dryden to Eliot and theorists like I. A. Richards and Derrida. However, these are often treated as discrete, isolated units rather than interconnected frameworks to understand literature as a totality.

Yet literature is a dynamic tapestry of voices, histories, and ideas. When students complete a literature course, they are rarely concerned with how many children Mrs. Bennet had in *Pride and Prejudice* or how William Empson conceptualised ambiguity. These details may seem trivial and, as a result, students may disengage from the larger experience of reading and thinking about literature. The solution lies in re-imagining the way we teach literature: moving from rote learning to critical engagement.

One effective strategy is to encourage students to explore meaning through inquiry. For instance, instead of summarising the plot of *Wuthering Heights*, invite students to investigate the idea of "home" in the novel. When studying Bama, ask students to reflect on how personal struggle shape her memoir. How is valour part of a poem such as Tennyson's *Ulysses* or *Tithonus*? These prompt deeper analysis and personal engagement.

Equally essential is grounding literature in its geographical, historical, and social contexts. Students should research the era in which a work was written, examine the prevailing social conditions, and discuss its relevance in today's world. Literature should not be studied in isolation; it must be connected to the lived reality.

Literary theory

Incorporating literary theory into this process is vital. Rather than treating theory as a separate academic requirement, we must integrate it into the act of reading itself. Encourage students to ask how meaning is produced, how interpretations evolve, and how themes are constructed and deconstructed. This ensures that theory becomes a tool for engagement, not just abstraction.

Students should also be encouraged to write reflectively about their personal responses to texts. Whether analysing a poem or a novel, articulating their thoughts fosters a deeper, more meaningful connection with literature. Without this reflective practice, literature can appear as nothing more than a disconnected compilation of texts.

Moreover, cultural, and philosophical dimensions should be woven into literary studies. Students must be shown how texts help us understand humanity and that this is the broader quest they carry into the world. In our digital age, we can enhance engagement by inviting students to create short films or perform plays based on the texts they study. They can use AI tools to visualise the setting of a play, trace intertextual connections, or retell classic stories in contemporary contexts.

Finally, creating space for classroom debates and discussions is essential, as it fosters independent thinking and helps students see literature as a living dialogue, not a closed book. By adopting these strategies, we can transform the teaching of literature into a dynamic, engaging experience that encourages students to read not just for exams, but for life.

The writer is a former Professor of English, Pondicherry University.

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Weak pillars: Editorial on the direction of National Education Policy 2020 after five years

The NEP's idea of cluster schools would not help schools in remote areas. Its emphasis on digital learning is a bar to equity. These are only some of the ways in which NEP 2020 betrays itself

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Five years of the National Education Policy 2020 should show the direction in which it is going. It is an ambitious policy for an overhaul of the education system, both school and higher education. The emphasis is on inclusive, multidisciplinary, digitally competent, future-ready training, with the introduction of Indian knowledge systems. One target was 100% foundational literacy and numeracy by Standard III in 2025. Setting targets is part of the learning-outcomes-based policy. But the *Annual Status of Education Report 2024* shows that only 48% of Class III students have reached age

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appropriate reading fluency. PARAKH Rashtriya Sarvekshan had found that 43% of Class VI students cannot grasp the main ideas in a text and 54% cannot compare whole numbers or read large numbers. Flawed age-appropriate achievement levels are symptomatic of an inner failure. Given that increased enrolment is one of the triumphs of NEP 2020, this suggests that more emphasis needs to be given to actual learning rather than the numbers being reached.

The five pillars of the policy are access, equity — support for disadvantaged groups — quality — multidisciplinary education urging critical thinking, experiential learning and creativity — affordability — free and compulsory education from age three to 18 and accountability — all stakeholders are accountable for learning outcomes. These are noble ideals; yet certain contradictions appear. The ideas of equity and affordability do not chime together, for example. The NEP's idea of cluster schools to share resources would not help schools in remote areas. Its emphasis on digital learning, again, is a bar to equity. Vocational training is now part of the mainstream up to the undergraduate level, yet cultural resistance and the resistance of higher education institutions marginalise it. These are only some of the ways in which NEP 2020 betrays itself. Its three-language formula is being resisted by certain states, either to prevent the influx of Hindi or in fear that it will hurt some regional languages. The ideal of private-public partnership for services and education-focused technology, too, has created fears of the privatisation of education, again sabotaging equity. The main problem perhaps goes deeper. That only some states have adopted the NEP, that too partially, shows up the problem of trying to centralise education and standardise language study and curricula. For a country with diverse regional needs, education at all levels must be infused with autonomy for the best results.

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تلنگانہ: سرکاری اسکول میں طلبہ کو مختلف پیشہ ورانہ کورسز کی تربیت

حیدرآباد (یواین آئی) موجودہ مسابقتی دنیا میں نوجوان مہارتوں کی کمی کے باعث روزگار کے مواقع سے محروم ہو رہے ہیں، جس سے بے روزگاری کا مسئلہ بڑھتا جا رہا ہے۔ اسی کو مدنظر رکھتے ہوئے تلنگانہ حکومت نے اسکولی سطح سے ہی تعلیم کے ساتھ مختلف شعبوں میں مہارتوں کے فروغ پر توجہ مرکوز کی ہے تاکہ طلبہ کو ماہر اساتذہ کے ذریعہ بہتر تربیت فراہم کر کے انہیں ہنرمند انسانی وسائل میں تبدیل کیا جا سکے۔ اس مقصد کے لیے مختلف پیشہ ورانہ کورسس (ووکیشنل کورسز) کو اسکول سطح پر متعارف کرایا گیا ہے۔ سرکاری اسکولوں میں نویں جماعت سے انٹرمیڈیٹ تک کے طلبہ کو منتخب ٹریڈس میں روزانہ پیریڈ وار تربیت دی جا رہی ہے تاکہ ان کے روشن مستقبل کی راہیں ہموار کی جائیں اور ہنرمند انسانی وسائل تیار ہوں۔ اسکولوں میں سکھائے جانے والے کورسز میں زراعت، گارمنٹس اینڈ اپیرل، آٹوموٹیو، بینکنگ، فینانس، انشورنس، الیکٹرانکس اینڈ ہارڈ ویئر، فوڈ پروسیسنگ، ہیلتھ کیئر، آئی ٹی، میڈیا، تفریح، کھیل، جسمانی تعلیم، پلمبنگ، ٹیلی کمیونیکیشن اور سیاحت جیسے مضامین شامل ہیں۔ متحدہ نلگنڈہ ضلع کے 33 ماڈل اسکولوں میں یہ پیشہ ورانہ کورسز فراہم کیے جا رہے ہیں۔ ہر اسکول میں مارکٹ کی ضرورت اور طلب کے مطابق دو دو کورسس پر عمل کیا جا رہا ہے۔ آتم کور (ایس) پی ایم شری ماڈل اسکول میں طلبہ کو زراعت اور اپیرل کے شعبوں میں مہارت فراہم کی جا رہی ہے۔ ان کورسز کو نویں جماعت کے لیے لیول 1، دسویں کے لیے لیول 2 اور انٹرمیڈیٹ کے دونوں سالوں کے لیے لیول 3 اور 4 میں تقسیم کر کے تربیت دی جا رہی ہے۔ جو طلبہ اعلیٰ تعلیم حاصل نہیں کر پاتے، وہ پیشہ ورانہ کورسس مکمل کر کے روزگار کے بہتر مواقع حاصل کر سکتے ہیں۔ آئی ٹی آئی کامیاب امیدوار اور انٹرووکیشنل کورسس مکمل کرنے والے طلبہ بھی خود روزگار کے متعدد مواقع سے فائدہ اٹھا سکتے ہیں۔ انٹرمیڈیٹ کی ایک طالبہ نے بتایا کہ وہ کپڑے سلائی کرنے کی مہارت حاصل کر رہی ہے۔ اس نے کہا کہ وہ کپڑوں اور بلاؤز کی سلائی کے لیے کپڑوں کی کٹنگ اور ہنرمند دستی کاموں میں مہارت حاصل کر چکی ہے۔ انٹر سے سلائی مشین کے ذریعہ کپڑے سینا سیکھ لیا ہے۔ اسی طرح کپڑوں اور بلاؤز کی سلائی کے لیے کٹنگ اور دستی کاموں میں بھی مہارت حاصل کی ہے، شیمالا، انٹرمیڈیٹ دوم سال۔ دسویں جماعت کے ایک طالب علم نے بتایا کہ وہ اسمارٹ ایگریکلچر کی تربیت حاصل کر رہا ہے۔ اس نے کہا کہ یہاں کم مقدار میں کھاد استعمال کر کے زیادہ پیداوار حاصل کرنے کے طریقے سکھائے جا رہے ہیں۔ وینکر، دسویں جماعت، آتم کور (ایس) پی ایم شری ماڈل اسکول نے کہا کہ زراعت کے شعبہ میں اسمارٹ ایگریکلچر کی تربیت لے رہا ہوں۔ کم کھاد کے استعمال سے زیادہ پیداوار حاصل کرنے کے گر یہاں سکھائے جا رہے ہیں۔

> طلبہ کو ماہر اساتذہ کے ذریعہ بہتر تربیت فراہم کر کے انہیں ہنرمند انسانی وسائل میں تبدیل کیا جا سکے

e तेलंगाना : सरकारी स्कूलों में बच्चों को विभिन्न व्यावसायिक पाठ्यक्रमों का प्रशिक्षण दें'

राष्ट्रीय सहारा, 5 अगस्त 2025, पृष्ठ संख्या - 6

इतिहास पर विवाद

एनसीईआरटी

अवधेश कुमार



एनसीईआरटी द्वारा पुस्तकों में किए गए कुछ बदलाव पर जिस तरह का बवंडर खड़ा किया गया है वह अनपेक्षित नहीं है। पहले भी जब तथ्यों और भारतीय दृष्टिकोण के साथ इतिहास, सामाजिक विज्ञान आदि के पुनर्मूल्यांकन के बाद पुस्तकें आई तो ऐसे ही हंगामा हुआ। पहले तथ्य देखें। एनसीईआरटी ने इतिहास में कुछ संशोधन किए हैं। अभी कक्षा 7 और 8 की पुस्तकों हमारे अतीत भाग और भारत और समकालीन विश्व भाग दो में मुख्य बदलाव मुगल और अकबर से संबंधित है। इसमें अकबर को अकबर महान नहीं कहा गया है।

आखिर इसमें और है क्या? कुछ उदाहरण देखिए। पृष्ठ 66 पर कहा गया कि अकबर की सहिष्णुता केवल उसकी सत्ता को स्थिर करने का साधन था। पृष्ठ 70 पर चित्तौड़ के युद्ध में 30,000 नागरिकों के नरसंहार का उल्लेख है। पृष्ठ 73 पर महाराणा प्रताप को 'हिंदवी स्वाभिमान' का प्रतीक बताया गया है। पृष्ठ 76 पर अकबर द्वारा शुरू की गई 'दीन-ए-इलाही' को 'राजनीतिक नवाचार' बताया गया है, न कि धार्मिक समन्वय की संकल्पना। क्या ये तथ्य गलत हैं? अकबर के अकबरनामा से लेकर अबुल फजल के 'आइने अकबरी' आदि के उद्धरणों से बताया गया है कि ये सारे तथ्य सही हैं। वैसे भी इन अध्यायों में अकबर के चरित्र को द्विपक्षीय बताया गया है। उसके क्रूर और सहिष्णु तथा कट्टर और उदार दोनों पक्षों को सामने रखा गया है। अकबर ने 'दीन ए इलाही' शुरू किया, लेकिन उसकी स्थिति क्या हुई? उसमें जजिया हटाने की घोषणा की, लेकिन क्या वह उसी स्तर पर नीचे लागू हुए तथ्य बताते हैं कि नहीं हुए?

वास्तव में नई पुस्तकों में बदलाव का उद्देश्य छात्रों को संतुलित, तथ्य-आधारित, और भारत की चेतना के अनुकूल इतिहास देना है। पहले जिन धर्मों को समान दृष्टि से प्रस्तुत किया गया था, अब उनके ऐतिहासिक मतभेद और संघर्षों को लिखा गया है। देखा जाए तो इन बदलावों से छात्रों को विविध ऐतिहासिक पक्षों को समझने के साथ भारत क्या है इसका इतिहास क्या रहा है इन्हें भी जानने का अवसर मिलेगा। फिर समस्या कहां है? समस्या विकृत सोच में है। इतिहास इस आधार पर नहीं लिखा जाता कि किस समुदाय को क्या महसूस होगा बल्कि यह जो सत्य जैसा है उसे सामने लाने का विषय है। मूल विषय अकबर या कोई शासक नहीं इतिहास और भारत को देखने की दृष्टि का है। मूल प्रश्न है कि हम महापुरुष किसे मानें, किसे महान कहें? कुछ अंग्रेज लेखकों ने 'द ग्रेट मुगल' शब्द प्रयोग किया और स्वतंत्रता के बाद सेक्युलरवाद के नाम पर इसी को साबित करने के लिए इतिहास गढ़ने का कारनामा हुआ जिनमें



तथ्यों का गला घोंट देने का अपराध किया गया। यह केवल एक इतिहास का प्रश्न नहीं है, यह हमारी सांस्कृतिक चेतना, राष्ट्रबोध और बौद्धिक आत्मसम्मान का भी प्रश्न है। भारत पश्चिमी की तरह नेशन स्टेट का राष्ट्र नहीं है। भारत की आत्मा उसकी भूमि में नहीं, संस्कृति में बसती है। राष्ट्र की परिभाषा भूगोल से नहीं, बल्कि धर्म, दर्शन और परंपरा से होती है।

हिमालय से समुद्र तक विस्तारित भारत वर्ष युगों से एक सांस्कृतिक राष्ट्र रहा है। ऋग्वेद, महाभारत, रामायण, पुराण में भारत को एक सांस्कृतिक और आध्यात्मिक भूखंड के रूप में देखा गया है। भारत अनेक जनपदों, राज्यों और राजवंशों में विभाजित रहा हो, परंतु उसकी आत्मा संस्कृति, धर्म, भाषा, दर्शन और जीवनशैली के माध्यम से एक रही। शासक अलग-अलग रहे, पर देश की पहचान संस्कृति से रही। इतिहास का लेखन के दृष्टिकोण में यह समाहित नहीं है तो भारत का इतिहास नहीं हो सकता। तो भारत में हम उसे महान कहेंगे जो हमारे राष्ट्र के सांस्कृतिक एकता वाले सशक्त आधार चरित्र को सुदृढ़ कर उसे आगे बढ़ाने का वाहक बने। 8वीं शताब्दी से लेकर 18वीं शताब्दी तक भारत पर हुए इस्लामी आक्रमणों के प्रमुख उद्देश्य स्पष्ट थे। बेरहम आर्थिक लूट और सत्ता की प्राप्ति तथा धर्मांतरण और भारत का इस्लामीकरण यानी दारुल-हरब को दारुल-इस्लाम बनाना। गजनी, गोरी, खिलजी, तुगलक, लोधी और मुगलों का मूल इतिहास इन पाशविकताओं और बर्बरताओं से भरा हुआ है। हमारी सनातन परंपरा में महान वही कहलाया जिसने धर्म और सत्य की रक्षा की, संस्कृति को संरक्षण दिया तथा जिसका स्वयं का जीवन त्याग, तपस्या और शुचिता का रहा है। ऋग्वेद से आज तक भारतीय आत्मा के रचनाकारों ने किन्हें महान बनाया उनकी एक श्रृंखला बनाएं तथा उसमें इस्लामी आक्रमणकारियों तथा यहां बस जाने वाले शासको को शामिल करके देखिए आपको निष्कर्ष मिल जाएगा।

वस्तुतः भारत का इतिहास केवल राजनीतिक सत्ता, युद्ध और शासकों की कहानियां नहीं है, बल्कि यह जीवित शाश्वत सभ्यता की हजारों वर्षों पुरानी सांस्कृतिक चेतना का साक्षी भी है। भारत एक ऐसा विचार रहा है जिसमें किसी पंथ या मजहब को सर्वोच्च मान कर राष्ट्र, समाज और व्यवस्था की कभी कल्पना नहीं की जा सकती। सांस्कृतिक चेतना वाले इस राष्ट्र में विविध विचारों को समान महत्त्व दिया गया है। जिसे हम भारत कहते हैं उसकी आत्मा क्या है? सांस्कृतिक चेतना जो सनातन है। आप वैदिक ऋचाओं से लेकर जिसे भक्ति आंदोलन कहा गया और उत्तर से दक्षिण पूर्व से पश्चिम इसी सांस्कृतिक एकता का वह विधि यानी विविध रूप दिखाई देगा। आदिगुरु शंकराचार्य ने चारों दिशाओं में मठ स्थापित किए, रामायण और महाभारत पूरे देश में एक समान श्रद्धा के ग्रंथ हैं। चारों दिशाओं के तीर्थ भारत की एकता के प्रतीक है।

अगर अकबर या किसी ने भी शासक के रूप में इन विचारों और परंपराओं को आगे बढ़ाने तथा भारत को भारत बनाए रखने के लिए अपना जीवन लगाए हों तो उसके ऐतिहासिक प्रमाण दिए जाने चाहिए। इतिहास सजाया नहीं जाता। विजय सत्य की होती है और इतिहास का पुर्नेखन इसी दिशा में है। हालांकि सच यही है कि जितना शोर मचाया जा रहा है उस स्तर पर आज तक इतिहास को दुरुस्त नही किया गया। 2014 के बाद यह संभव था। कुछ वर्षों की समय सीमा बनाकर आसानी से किया जा सकता था लेकिन जिनको दायित्व दिया गया वे स्वयं इस लॉबी से या तो भयभीत रहे या उनके पास दृष्टिकोण नही था। आज भी परीक्षाओं में उसी आधार पर प्रश्न पूछे जाते हैं और छात्रों को उत्तर देने को विवश होना पड़ता है।

(लेख में विचार निजी हैं)

विजय सत्य की होती है और इतिहास का पुनर्लेखन इसी दिशा में है। हालांकि सच यही है कि जितना शोर मचाया जा रहा है उस स्तर पर आज तक इतिहास को दुरुस्त नहीं किया गया। 2014 के बाद यह संभव था। कुछ वर्षों की समय सीमा बनाकर आसानी से किया जा सकता था, लेकिन जिनको दायित्व दिया गया वे स्वयं इस लॉबी से या तो भयभीत रहे या उनके पास दृष्टिकोण नहीं था

The Times of India, 5 August 2025, Page No- 1, 26

Raj royals object to Maratha map in NCERT textbook

Vimal Bhatia & Abhijeet Patil | TNN

Jaisalmer/Kolhapur: A map in a Class 8 NCERT social science textbook showing Jaisalmer as part of Maratha Empire has led Rajasthan's erstwhile royal families to contest the depiction as "wrongful" and 'malicious", pitting them against historians from Maharashtra who cite "documentary evidence" for what they claim is historically accurate.

Chaitanya Raj Singh, current titular Maharawal of Jaisalmer, tagged Union education minister Dharmendra Pradhan on X, urging him to have the "erroneous" and "agenda-driven content" rectified. The map appears on Page 71 of Unit 3 — 'Rise of Marathas' — in the textbook 'Exploring Society: India and Beyond'.

▶Maratha influence, P 26

CLASHING CLAIMS

- Erstwhile royal families of Rajasthan say their princely states, including Jaisalmer, **never came under Maratha dominance.** Influence limited to raids, they say
- Maratha historians cite Mughal-Maratha pact of 1752, among other documents, say **Marathas used to run the Rajput states,** made them mandatorily pay tax

In Raj, Maratha influence was limited to raids, says Cong neta

▶Continued from P1

In the context of the Jaisalmer princely state, no authentic historical sources mention any Maratha dominance, invasion, taxation, or authority. On the contrary, our royal records clearly state the Marathas never had any interference in the Jaisalmer princely state," Chaitanya Raj Singh, current titular Maharawal of Jaisalmer, wrote.

Brig Bhupesh Singh Hada (retired), head of the former royal family of Rajasthan's Bundi, had been first off the blocks, disputing the portrayal of Rajput princely states as part of the Maratha empire and going as far as declaring the Maratha empire a fictitious entity.

Rajsamand's BJP MP Mahima Kumari Mewar and her MLA husband Vishvaraj Singh Mewar, who is a descendent of Maharana Pratap, joined in the backlash, as did Congress's former Union minister Jitendra Singh, a member of the erstwhile Alwar royal family. "First misrepresented as being under British, now as under Marathas — who is going to educate the educationists in NCERT" Mahima Kumari wrote on X.

Jitendra Singh said "historical evidence" shows that Maratha influence in Rajasthan was "limited to raids". "This mistake made by NCERT is an attempt to undermine the valour, independence and cultural contribution of the valiant rulers of Rajasthan," he added.

Maratha historians say the depiction is accurate, mentioning records from the 18th century such as the 1752 pact between the Mughal Empire and the Marathas to buttress the claim. NCERT director Dinesh Prasad Sakhlani and Gouri Srivastava, head of the department of education in social sciences at National Council for Education Research and Training, didn't respond to calls and texts from **TOI** till late Tuesday.

Hindustan Times, 5 August 2025, Page No - 2

Juveniles, age of consent and justice: Explaining the wide conviction gap

Utkarsh Anand
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NEW DELHI: An analysis of government data in the Supreme Court reveals a stark disparity between the number of juveniles and young adults charged under rape and child sexual abuse laws and the relatively small proportion who are eventually convicted, throwing sharp focus on the ongoing debate over the age of consent and its unintended consequences.

According to the Union government's latest submission to the Supreme Court, between 2018 and 2022, only 468 juveniles aged 16-18 were convicted under Section 376 (rape) of the Indian Penal Code, despite more than 4,900 being booked across the country in the same period, a conviction rate of just 9.55%. For charges under the Protection of Children from Sexual Offences (Pocso) Act, just 855 convictions were recorded out of 6,892 cases during the same period, a rate of only 12.4%. The corresponding numbers for young adults aged 18-22 tell a similar story. While 52,471 were arrested under these stringent laws during this period, only 6,093 were convicted under Pocso, a conviction rate of just 11.61%. Of 24,306 arrested between 2018 and 2022 for rape, only 2,585 young adults were convicted under Section 376 of the Indian Penal Code, amounting to just 10.63%.



PICK OF THE DAY

The statistics form part of the Centre's written submissions opposing any move to lower the age of consent under the Pocso Act or introduce exceptions for adolescent relationships, telling the top court that such dilution, "even in the name of reform or adolescent autonomy," would dismantle the statutory shield meant to safeguard minors and risk opening the door to child abuse.

However, the wide gap between the registration of cases and convictions suggests that while these laws aim to safeguard children from sexual exploitation, they may also be pulling large numbers of adolescents and young people (mostly men) into the criminal justice system, often in cases involving consensual relationships that turn adversarial due to family or societal pressure.

Convictions and sentencing

For juveniles (16-18 years), Pocso convictions rose modestly from 144 in 2018 to 213 in 2022 even as the number of detentions rose from 844 to 1,757, which implies a conviction rate of just 12.12% in 2022. The majority received prison terms of up to 10 years. Life imprisonment was awarded in only 31 cases across five years, and there was no death penalty.

For the same group, rape convictions remained flat, ranging from 83 to 110 per year, with over 85% receiving sentences of up to 10 years. Only eight juveniles, tried as adults under the pertinent legal provisions, received life terms during this period.

Among young adults in the 18-22 years age group, convictions under Pocso grew from 1,213 in 2018 to 1,312 in 2022. However, even this increase is modest considering the scale of bookings under the Act. While 8,740 persons were apprehended in 2018, 13,068 were arrested in 2022. That translates to conviction rates of 13.88% in 2018 and 10.04% in 2022 under Pocso.

Additionally, rape convictions dropped from 620 in 2018 to 476 in 2022, reflecting a 23.23% decline despite higher arrest figures.

Life imprisonment was more common in this age group. 773 individuals received life terms for Pocso offences, while 238 did so for rape. A total of 22 young adults were awarded the death penalty over the five years, compared to just one juvenile.

These statistics emerge at a time when the Supreme Court is hearing a public interest litigation examining whether the blanket criminalisation of all sexual activity below the age of 18 under the Pocso Act requires re-examination. The law, enacted in 2012, sets the age of consent at 18 and makes even consensual acts between teenagers prosecutable.

Senior advocates Indira Jaising and Sidharth Luthra, appearing as amici curiae in the 2012 public interest litigation (PIL) filed by lawyer Nipun Saxena, have argued that the mandatory reporting requirement and lack of a close-in-age exception is leading to over-criminalisation, infringing on the autonomy, privacy, and health rights of adolescents, particularly girls. But the Union government has pushed back, telling the court that "any dilution of the age of consent, even in the name of reform or adolescent autonomy, would irrevocably dilute the statutory presumption of vulnerability that lies at the heart of child protection law." In a recently filed affidavit, It has urged the court to uphold the "bright-line" age of 18 to deter abuse and exploitation.

Age-wise data

Juveniles (aged 16-18)		Young adults (aged 18-22)	
Rape charge		**Rape charge**	
4,900	Cases filed	24,306	Cases filed
468	Convictions	2,585	Convictions
9.55%	**Conviction rate**	**10.63%**	**Conviction rate**
Pocso Act		**Pocso Act**	
6,892	Cases filed	52,471	Cases filed
855	Convictions	6,093	Convictions
12.40%	**Conviction rate**	**11.61%**	**Conviction rate**

Data between 2018 and 2022 based on Union government's latest submission to the Supreme Court

Numbers suggest a need for nuance

Data suggests that many of those convicted are themselves just a few years older than the complainants. The tables submitted by the government highlight that young men aged 18–22 are the most prosecuted group under Pocso, raising concerns that the protective intent of the law is being applied to penalise consensual relationships.

For example, in 2022, 213 juveniles (16-18) were convicted under Pocso whereas 1,312 young adults (18-22) were convicted under the same Act – over six times higher. Rape convictions for 18-22-year-olds (476) were also significantly higher than for juveniles (92).

The sentencing trends further bolster the case for a more differentiated approach. A vast majority of both juveniles and young adults received sentences below 10 years, suggesting courts may be exercising discretion when faced with such cases, but only after the accused have undergone lengthy trials and detention.

A legal and social dilemma

The Centre's firm position against creating a "close-in-age" exception, such as exempting consensual acts between teens aged 16-18, comes amid growing calls for a calibrated rethink. Several high courts, and even Supreme Court benches in bail and quashing proceedings, have flagged the problem of criminalising teenage love.

Yet, the government has maintained that "loosening age-based protections could open avenues for abuse under the guise of consensual activity," and that the law must "act as a strong deterrent... in a society where children, especially girls, are vulnerable to manipulation, coercion and abuse." At the heart of the debate lies the challenge of balancing protection with autonomy, ensuring minors are not exploited, while also preventing a legal system from punishing consensual and developmental relationships among peers. In her written submissions countering the Centre's stance, Jaising said the age of consent was static at 16 years for 80 years and that increasing it to 18 years through the Criminal Law (Amendment) Act, 2013.

"No rational reason has been indicated for the increase, nor is there any data to suggest that the age of consent required any increase," stated her submissions, adding the increase in the age of consent violated the right to autonomy of children between the ages of 16 and 18 who have the ability to give mature consent to sexual activity, having regard to the fact that they have attained puberty giving rise to sexual awareness. "Scientific research indicates that adolescents are attaining puberty sooner than they did several years ago and puberty as we know, is the age of awakening of sexual awareness. It is the age during which there is a natural attraction between the sexes and the development of sexual relationships of choice. Hence, to criminalise such an activity rather than addressing the issue of sex education, is arbitrary, unconstitutional and against the best interests of children as defined in law," the submissions contended.

Increasing the age of consent has led to branding hundreds of children in the 16-18 age group as criminals. "Data also indicates that most complaints to police are filed by parents of the girl, often against her own wishes and for extraneous reasons such as inter-religious or inter-caste relationships," she said. "The only solution lies in declaring that sex between consenting adolescents between the age of 16, an almost universal age of sexual maturity, and 18 is not a form of 'abuse'," Jaising's submissions added.

The senior counsel urged the Supreme Court to read into the impugned legal provisions a "close-in-age exception", applicable when both parties to the sexual act are adolescents between the ages of 16 and 18 and the sexual act is consensual. "Such an exception would preserve the protective intent of the statute while preventing its misuse against adolescent relationships that are not exploitative in nature," she said. As the Supreme Court resumes hearing the matter next month, the numbers paint a sobering picture : thousands of adolescents and young adults are caught in the legal net each year, but only a fraction are ultimately held guilty, often after years of litigation. Whether this calls for legislative reform or judicial steps may now be for the court to decide but the data offers compelling reason to confront the unintended consequences of the current regime.

5 August, Millenium Post, Page No- 6

PM's 'Pariksha Pe Charcha' enters Guinness World Record

For most registrations in a month

OUR CORRESPONDENT

Key Points

- According to officials, 3.53 crore valid registrations were received during the eighth edition of the programme
- PM Modi directly interacts with students, teachers, and parents as part of the Pariksha Pe Charcha (PPC) initiative, which aims to transform the examination season "into a festival of positivity, preparation, and purposeful learning", making exams a time for encouragement rather than stress

NEW DELHI: Prime Minister Narendra Modi's Pariksha Pe Charcha initiative has entered the Guinness World Record for "most people registered on a citizen engagement platform in one month", the Ministry of Education (MoE) announced on Monday.

According to officials, 3.53 crore valid registrations were received during the eighth edition of the programme.

Prime Minister Modi directly interacts with students, teachers, and parents as part of the Pariksha Pe Charcha (PPC) initiative, which aims to transform the examination season "into a festival of positivity, preparation, and purposeful learning", making exams a time for encouragement rather than stress.

"Pariksha Pe Charcha has been redefined as a national approach to examinations by turning stress into a festival of learning. The eighth edition of PPC recorded a total of over 21 crore viewership across all media platforms in 2025," Union Education Minister Dharmendra Pradhan said at an event where the Guinness World Record certificate was formally presented.

"The overwhelming participation in PPC 2025 is seen as a reflection of the country's collective commitment to holistic and inclusive education and alignment with the vision of a Viksit Bharat," he said.

While addressing the occasion, Ashwini Vaishnaw called Pariksha Pe Charcha a unique initiative that brings together students, parents, and teachers to promote well-being and stress-free learning.

PPC is an annual event in which Modi interacts with students appearing for board examinations. During the event, he also answers students' queries related to exam stress and other issues. The first edition of the prime minister's interactive programme with school and college students was held at the Talkatora Stadium in February 2018.

Its seventh edition was held in a town hall format at the Bharat Mandapam in Pragati Maidan, engaging participants from across the country and overseas.

The eighth edition of the prime minister's annual PPC was held in a different format, with renowned personalities like actor Deepika Padukone, six-time world champion boxer MC Mary Kom and spiritual leader Sadhguru joining the event.

The Asian Age, 5 August 2025, Page No- 6

Cholas, Mughals & India's education: Past & present



Patralekha Chatterjee

Dev 360

As contemporary political discourse in India focuses on the Cholas, it is worth interrogating what they can truly teach India today.

Prime Minister Narendra Modi's recent visit to *Gangaikonda Cholapuram* for the *Aadi Thiruvathirai* festival carried a pointed subtext. By spotlighting Rajendra Chola's naval campaign and expansive trade networks, Mr Modi cast ancient statecraft as a blueprint for India's modern global positioning, subtly asserting that India's historic ambition underpins its contemporary stature.

Unsurprisingly, this visit — alongside the ongoing rewriting of school history textbooks — has reignited debates that in some instances seek to frame the Cholas and the Mughals in binary, even "morality play" terms. The controversy, hinged on the reduction of Mughal-era chapters and the heightened emphasis on dynasties like the Cholas, has catalysed polarised narratives. Right-leaning voices elevate Chola feats and Hindu greatness, portraying the Mughals as foreign invaders; while liberal commentators caution against this reductive dichotomy, warning of its distortion of historical understanding and the risks to social harmony. History, they argue, is being remade into a politicised script: Hindu heroes on one side, the "big, bad Mughals" on the other.

In the digital public square, Mr Modi's visit has intensified these tendencies, driving the discourse further toward binaries, often overshadowing deeper reflection. Chola kings are now framed by many as icons of Hindu pride, but the moment demands a much more meaningful conversation — about what this rich and complex legacy can offer contemporary India, beyond selective celebration.

It's also a moment to ask not just *what* India's youth learn, but *how* they learn.

As contemporary political discourse in India focuses on the Cholas, it is worth interrogating what they can truly teach India today. Celebrating temple architecture, maritime reach and administrative prowess is valid, but risks becoming ornamental without a deeper engagement with the values and cognitive strategies that produced those feats. Without reforming how education fosters analysis, inquiry and adaptation, these historical parallels remain superficial.

This should be a conversation about minds, not just a conversation about monuments. "The Chola kings of early medieval South India should be remembered for their cultural innovations. They made the portable sacred image popular, recorded their history in temple inscriptions, and redistributed wealth through festivals. Chola inscriptions estimate 56 festival days a year, marked by tree planting, road construction and productivity," says historian Samyak Ghosh.

Their administrative depth extended to water systems and environment engineering, among other things. Chola kings pioneered sophisticated irrigation techniques that remain relevant. "Tamil Nadu can be proud of some of the oldest examples of irrigation works in the country... Cholas were the first to realise the importance of irrigation. They constructed many reservoirs and changed dry lands into cultivable ones through artificial irrigation," writes scholar C.R. Rathika in her 2016 paper "Irrigation System in Thanjavur District Under the Cholas", published in the *International Journal of Interdisciplinary Research in Arts and Humanities*. The Kallanai Dam, also known as Grand Anicut, was built by Karikalan Chola in the 2nd century CE and is among the world's oldest water-diversion structures still in use.

And yet, even as history offers these models of adaptive governance and systemic thinking, India's education system continues to prioritise rote learning, and largely de-emphasise critical thinking in school and college. Most Indian students still memorise and reproduce. "Our education system has long been shaping one-dimensional personalities — people trained to memorise, reproduce, and conform. The lack of critical thinking is not new; it is systemic and deeply rooted in how we have defined learning for decades," says academic Anurag Shukla, who has taught at several of India's top universities and consults on education reform. "What is new, and worrying, is how technology is now amplifying this problem. AI (Artificial Intelligence), unless used with care and intention, risks further flattening intellectual curiosity and nuance. It can become a tool for outsourcing thought, rather than enhancing it. So yes, the crisis of critical thinking will likely deepen if we do not urgently rethink the foundations of our education," warns Mr Shukla.

In his classrooms, he observes a growing intellectual passivity: "Students often feel they no longer need to wrestle with ambiguity or make meaning for themselves because an answer, any answer, is always just a click away. This ease breeds passivity, not inquiry."

There are consequences. India faces a persistent disconnect between education and employability. The India Skills Report 2025 indicates a rise in overall employability among Indian graduates to 54.81%, up from 51.25% in 2024. Maharashtra leads with 84% employability followed by Delhi, Karnataka and Andhra Pradesh. But the challenge of aligning education and training with the evolving needs of the global economy persists.

While just over 50% of Indian graduates are considered employable (a rise from 33% a decade ago), this also means that nearly half are not. There are ongoing issues with alignment between education and industry needs, sectoral gaps (especially in new technology and high-demand sectors), and the need for more robust, future-ready training methods and partnerships. The latest Annual Status of Education Report (ASER) points out that although basic literacy and numeracy have recovered slightly post-pandemic in government schools, the proportion of Class 5 children who could read a Class 2-level text was 44.8% in 2024. Numeracy remains patchy across states. These are not academic technicalities — they are structural threats to a future shaped by automation, climate challenges, and global flux. The jobs of the future demand the human faculties machines cannot replicate — judgment, empathy, originality and ethical reasoning. Whether in public health, governance or business, the most valuable skill will be the ability to think across domains.

Looking to the Cholas for inspiration is not a misstep. Every society needs historical anchors. Chola irrigation systems, built to endure climate variability, can inform modern resilience. Their festivals, blending cultural and economic planning, reflect an integrated civic vision. But their real gift is the model of nuanced, adaptive thought. That is what must reach students.

Indian students deserve a curriculum that engages the Cholas, the Mughals and others with a critical lens — not a script of heroes and villains, nor as objects of nationalist pride in a narrow sense or inherited shame, but as subjects for inquiry. In an increasingly complex world, the goal shouldn't be to label rulers good or evil but to explore how they navigated complexity.

In Finland, a global leader on education, students are actively involved in posing questions, investigating problems and forming conclusions based on evidence they gather through research. This contrasts with traditional models where students primarily receive information from the teacher.

In the end, the true legacy of the Chola dynasty lies not in stone, but in strategy. India doesn't need more monuments to memory... it needs monuments to inquiry.

The writer focuses on development issues in India and emerging economies. She can be reached at patralekha.chatterjee@gmail.com

5 August 2025, Times of India, Page No-11

PM's Pariksha Pe Charcha creates Guinness record in engagement

TIMES NEWS NETWORK



The official certificate was conferred at a ceremonial event in the presence of education minister Dharmendra Pradhan and IT minister Ashwini Vaishnaw (seen in photo). This recognition marks a significant global endorsement of India's growing digital civic participation and its unique approach to education-led dialogue

New Delhi: PM Narendra Modi's pioneering initiative Pariksha Pe Charcha (PPC) 2025 has set a new Guinness World Record for "most people registered on a citizen engagement platform in one month", with 3.53 crore valid registrations on MyGov. This recognition marks a significant global endorsement of India's growing digital civic participation and its unique approach to education-led dialogue.

The official certificate was conferred at a ceremonial event in the capital by Rishi Nath, adjudicator from Guinness World Records, in the presence of education minister Dharmendra Pradhan, IT minister Ashwini Vaishnaw, MoS Jitin Prasada, school education secretary Sanjay Kumar, MyGov CEO Nand Kumarum.

Since its inception in 2018, the PM under PPC engages with students, parents and educators on topics such as academic stress, digital distractions and time management. The initiative has evolved in alignment with the National Education Policy 2020, aiming to reimagine exams not as a burden but as a celebration of learning.

Pradhan called the record a testament to the programme's widespread appeal and its role in fostering an inclusive, holistic educational ethos."PPC-2025 not only achieved 3.53 crore registrations but witnessed over 21 crore viewership across media platforms — highlighting public trust in PM Modi's message of positivity and well-being in education," he said. He recalled it as the second Guinness recognition during his tenure, the first being for the Pahal LPG subsidy scheme.

Vaishnaw hailed PPC as a forward-looking initiative that creates space for meaningful interaction in this Amrit Kaal. "It's not just a record, but a reflection of the trust & emotional connection students and families have with the PM," he added. Prasada praised MyGov's tech-driven outreach, saying the record reaffirms the power of digital platforms in fostering participatory governance.

With tools like Skill India Digital Hub and a curriculum focus on critical thinking and experiential learning, PPC continues to bring NEP-2020 to life. Its stress-free approach to exams, practical advice from the PM, and wide accessibility make it a cornerstone of youth engagement.

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Why the Delhi School Education Bill is facing sharp criticism: A closer look at the 15% clause

TOI Education | Aug 5, 2025, 02.56 PM IST



The Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, 2025, introduced during the Monsoon Session of the Delhi Assembly, proposes a new legal framework to regulate fee hikes in private unaided schools. The bill claims to promote transparency and accountability in fee fixation, but several provisions, especially the controversial “15% clause”, have triggered opposition from both parents’ associations and political leaders.

Key provisions of the bill

The proposed legislation seeks to formalise fee regulation through a three-tier regulatory structure:

- School-Level Committee: The first layer includes a fee committee within each private school, comprising members of the management, teachers, and parents.
- Zonal Fee Regulatory Committee: This second tier will act as an appellate body for grievances against fee proposals or disputes raised at the school level.
- State-Level Regulatory Authority: A centralised authority empowered to ensure uniform implementation of the law across Delhi and to resolve complex cases.

The bill also mandates schools to submit detailed fee structures and financial statements annually, allowing for greater oversight of revenue and expenditure.

The Controversial 15% Clause

At the heart of the backlash is a clause that allows schools to increase fees up to 15% annually without prior approval from the zonal or state authorities, provided the hike is cleared by the school-level committee.

This provision is being criticised as a loophole that may enable private schools to continue unchecked fee escalation under the guise of internal approval. While the government argues that such a cap introduces predictability and restricts arbitrary hikes, parent groups contend that a 15% annual increase is substantial, especially when compounded year-on-year.

Also See: Delhi School Education Bill, key provisions, three-tier watchdog, and whether it really reins in profiteering

Critics have also raised concerns that the school-level committees may lack independence, as they include members nominated by school managements. In effect, the same entities that propose the hike are also empowered to approve it—undermining the intended transparency and regulation.

Wider criticism and demand for amendments

Several stakeholders argue that the bill fails to address existing grievances related to fee exploitation and lacks provisions for the rollback of already increased fees. The absence of retrospective applicability, coupled with the timing of the bill, brought months after schools had already raised fees for the academic session, has further fuelled scepticism.

Parents' associations have demanded a rollback of the 15% clause or, at a minimum, the requirement of independent external approval for any hike above inflation-linked thresholds. They have also sought greater representation in the committees to ensure genuine accountability.

Conclusion

While the Delhi government positions the bill as a long-awaited step towards regulating private school fees, many believe that the current draft leaves too much discretion in the hands of school managements. Unless the contentious provisions—particularly the 15% clause—are re-evaluated, the legislation risks reinforcing the very commercialisation it seeks to curb.

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NCERT Class 8 Social Science book sparks royal outrage: Map ‘factually baseless, historically misleading,’ says Jaisalmer king

TOI Education | Aug 5, 2025, 01.55 PM IST



On August 4, Chaitanya Raj Singh Bhati, King (Maharawal) of the erstwhile kingdom of Jaisalmer, raised a pointed objection to a historical map published in the new National Council of Educational Research and Training (NCERT) Class 8 Social Science textbook. In a post shared on X, he drew attention to a map on page 71 of the chapter *The Rise of the Marathas*, where Jaisalmer appears as a part of the Maratha Empire, a depiction he calls “historically misleading, factually baseless, and deeply objectionable.”

“This issue is not merely a textbook error but appears to be an attempt to tarnish the sacrifices, sovereignty, and valorous saga of our ancestors,” Chaitanya Raj Singh Bhati wrote in a public statement, tagging Education Minister Dharmendra Pradhan and the NCERT. “In the context of the Jaisalmer princely state, no authentic historical sources mention any Maratha dominance, invasion, taxation, or authority.”

His post also claimed that “our royal records clearly state that the Maratha never had any interference in the Jaisalmer princely state.” Calling for immediate correction, he urged authorities to take “prompt and concrete action” and termed the matter one that affects “historical dignity, self-respect, and the integrity of the national curriculum.”

— crsinghbhati (@crsinghbhati)

Between accuracy and accountability

Chaitanya Raj Singh Bhati’s remarks on the map fall within this broader context of curricular changes and evolving approaches to historical content. As of now, NCERT has not made a public statement regarding the

specific concern about the representation of Jaisalmer.

In his post, he referred to the depiction as one that affects “public sentiments” and expressed concern on behalf of the “entire Jaisalmer family.” The post underscores the role of visual elements like maps in shaping how historical boundaries and political affiliations are understood by students.

The ongoing conversation reflects how academic materials are being reviewed, interpreted, and engaged with by a wider set of voices. Whether through written text or cartographic detail, the question of historical accuracy continues to draw attention as part of India’s education discourse.

NCERT Class 8 Social Science book: Other updates

This critique surfaces at a time when NCERT has already found itself at the centre of a larger pedagogical shift. As part of its revised National Curriculum Framework for School Education (NCF SE) 2023, the Council’s new Class 8 Social Science textbook also presents major political transformations between the 13th and 17th centuries, including the rise and decline of the Delhi Sultanate, the Mughal dynasty, and the emergence of Sikh resistance.

The new edition notably invites learners to examine India's medieval past with what NCERT describes as “objectivity” and encourages them not to assign modern-day blame for historical events. “Understanding the historical origin of cruel violence, abusive misrule, or misplaced ambitions of power is the best way to heal the past and build a future where, hopefully, they will have no place,” the Council said in a statement quoted by ANI.

Among the most recent updates in the textbook is the reframing of Babur and Akbar’s legacies. The founder of the Mughal dynasty is introduced as both a military tactician and a figure whose campaigns involved the destruction of temples, drawing from Babur’s own memoirs.

Akbar, often remembered for his policies of religious accommodation, is now described as “a blend of brutality and tolerance, shaped by ambition and strategy.” His role in the 1568 siege of Chittorgarh is noted alongside his efforts to include Rajput leaders in his court and translate Hindu epics into Persian.

Aurangzeb’s reign is similarly explored through both political and religious lenses. Students are introduced to his decisions to reinstate the jizya, destroy temples in cities such as Banaras and Mathura, and suppress minority groups. Yet the framing remains focused on helping students interpret history as “a record of choices, consequences, and contradictions.”

Chhatrapati Shivaji Maharaj is noted in some historical accounts for initiating efforts to restore damaged temples and support Hindu cultural practices.

Bottom line

For students navigating India’s evolving curriculum, the debate over how history is represented is no longer just about facts and timelines. It is about the lens through which young learners understand power, resistance, and regional identity. As conversations around historical accuracy and cultural sensitivity gain momentum, the current episode serves as a reminder that textbooks are not just repositories of information. They are tools that shape civic understanding and generational memory. What gets included, omitted, or contested will continue to influence how history is taught, and how it is remembered.

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Explained: Delhi School Education Bill, key provisions, three-tier watchdog, and whether it really reins in profiteering

TOI Education | Aug 5, 2025, 02.55 PM IST



The Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, 2025, tabled during the Monsoon Session of the Assembly, seeks to impose regulatory checks on private school fee structures. Marketed by the Delhi government as a step towards transparency and affordability, the legislation has triggered a polarised debate. While the government claims it aims to rein in arbitrary fee hikes, critics argue that it empowers private school managements and weakens accountability.

Here's a detailed breakdown of the bill's provisions and the three-tier regulatory mechanism it proposes, and an examination of whether it meaningfully addresses the commercialisation of school education.

Key provisions of the bill

Here are the key provisions of the bill that students and other stakeholders must know:

Annual fee hike cap

- Schools can raise fees only once per academic year and must obtain prior approval.
- A formal application must be submitted to the regulatory committee before increasing any fee component.
- Audited Financial Disclosures Mandatory
- Schools are required to submit audited financial statements, infrastructure cost details, and expenditure reports before proposing fee hikes.

Fee rollbacks and refunds

The bill includes provisions where excess or unjustified fees can be ordered to be refunded. In cases of violations, the Director of Education can issue orders to roll back increased fees.

Penalties and fines

- Monetary penalties for non-compliance can go up to ₹5 lakh.
- In severe cases, schools could face de-recognition.

Complaints redressal system

- Parents and stakeholders can lodge complaints directly with the fee committees.
- Three-tier regulatory framework
- The bill establishes a three-tier structure to oversee and decide on fee hikes and complaints:

School-level fee committee

Comprising school principal, management representatives, parents, and a teacher. This body initiates the process of evaluating proposed fee hikes. However, its recommendations are not binding and are passed on to the next tier.

Also See: Why the Delhi School Education Bill is facing sharp criticism: A closer look at the 15% clause

Directorate of Education Committee

Headed by the Director of Education. Reviews proposals forwarded by schools along with financial documentation. Holds authority to approve, modify, or reject proposed fee increases.

Delhi Education Tribunal (Appellate Body)

An independent appellate body for resolving disputes between parents and schools. Empowered to take up cases involving violations, complaints, and appeals against the Directorate's decisions.

The controversy: Transparency or tokenism?

While the government says the bill ensures accountability, the opposition—particularly Aam Aadmi Party (AAP)—calls it a "sham".
Leader of Opposition Atishi criticised the bill for:

- Lacking provisions to freeze or roll back current fee hikes.
- Allowing schools to chair their own fee committees, raising concerns about impartiality.
- Being introduced after the academic session began, thereby letting schools raise fees without oversight in the interim.

She alleged that the delay in tabling the bill (originally expected in April) allowed private schools to exploit a regulatory vacuum.

Will it tackle commercialisation?

What the Bill Attempts:

- Standardising fee hikes to once per year with government oversight.
- Increasing transparency by mandating financial disclosures.
- Creating an appellate structure for grievances, which was largely missing before.

Where it falls short:

- School-dominated fee committees may limit objectivity.
- Absence of retrospective control on fee hikes already implemented this year.

- No strong provisions to prevent expulsion of students for non-payment of unjustified fees.
- Lacks clear caps on non-tuition fees, such as charges for activities or infrastructure.

Conclusion

The Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, 2025, is a significant attempt to formalise fee regulation in a largely unregulated space. However, critics argue that it may offer only procedural transparency without tackling the deeper commercial motives that drive private education economics.

Unless provisions are tightened to empower parents meaningfully and to insulate fee regulation from school influence, the bill may serve more as a compliance exercise than a tool to prevent profiteering in education.

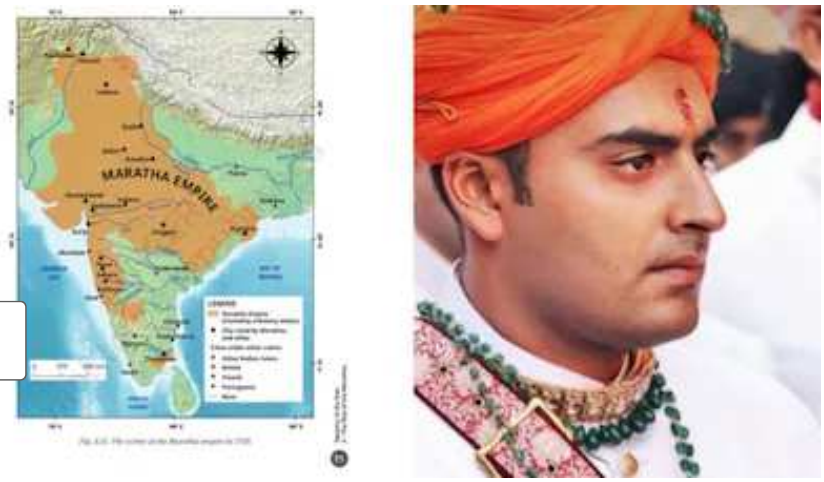
Whether this legislation truly curbs commercialisation or simply manages it with bureaucratic filters remains to be seen.

NCERT Class 8 Textbook Under Scrutiny After Former Royal Family Member Raises Objection

Curated By : Education and Careers Desk News18.com

Last Updated: August 05, 2025, 11:27 IST

Member of former royal family, Chaitanya Raj Singh argued that the map incorrectly portrays Jaisalmer as part of the historical Maratha Empire.



Singh has called for an immediate correction and appealed to Union Education Minister Dharmendra Pradhan to take prompt action. (@crsinghbhati/X)

The Class 8 Social Science textbook published by the National Council of Educational Research and Training (NCERT) has been criticised following a complaint from a former member of Jaisalmer's royal family about a historical inaccuracy in one of its maps.

On Monday evening, Chaitanya Raj Singh, a member of Jaisalmer's erstwhile royal family, used the social media platform 'X' to criticise the map on page 71 of Unit 3 in the NCERT textbook. He stated that the map inaccurately depicts Jaisalmer as part of the historical Maratha Empire, calling the claim "factless, historically misleading, and seriously objectionable."

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Singh emphasised that such inaccuracies in educational materials undermine the credibility of national institutions and dishonour the legacy of those who defended the state's sovereignty and pride through generations.

]The map shown in the NCERT Social Science textbook for Class 8 (Unit 3, page number 71) depicts Jaisalmer as a part of the then Maratha Empire, which is historically misleading, factually baseless, and deeply objectionable. Such unverified and historically unsubstantiated information not only raises questions about the credibility of institutions like NCERT but also hurts our glorious history and public sentiments," he posted on X.

"This is not just a matter of factual correction but is connected to our historical dignity, self-respect, and the integrity of the national curriculum. Prompt and concrete action is expected on this matter," he added.

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Singh has called for an immediate correction and appealed to Union Education Minister Dharmendra Pradhan to take prompt action, stating that the error disrespects the dignity and historical truth of the Jaisalmer state. He emphasised that Jaisalmer,

has no recorded history of Maratha control, taxation, or invasion. Singh noted that even the Mughals were unable to conquer Jaisalmer, which remained an independent princely state for centuries before integrating into the Indian Republic after independence.

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Chaitanya Raj Singh of the erstwhile Jaisalmer royal family termed the map "factually incorrect and misleading".

Asian News International | India News | Aug 05, 2025 12:03 pm IST

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No authentic historical sources mention any Maratha dominance in Jaisalmer princely state: Ex-Royal

Jaisalmer (Rajasthan): Chaitanya Raj Singh of the erstwhile Jaisalmer royal family lodged a strong protest on Tuesday over a Class 8 NCERT social science textbook depicting the former princely state of Jaisalmer as part of the Maratha Empire.

In a post on X, Mr Singh termed the map "factually incorrect and misleading" and urged Union Education Minister Dharmendra Pradhan to take immediate action and ensure the removal of the erroneous content.

"The map shown in the NCERT Social Science textbook for Class 8 (Unit 3, page number 71) depicts Jaisalmer as a part of the then Maratha Empire, which is historically misleading, factually baseless, and deeply objectionable. Such unverified and historically unsubstantiated information not only raises questions about the credibility of institutions like NCERT but also hurts our glorious history and public sentiments. This issue is not merely a textbook error but appears to be an attempt to tarnish the sacrifices, sovereignty, and valorous saga of our ancestors," Mr Singh said.



He mentioned that in the context of the Jaisalmer princely state, no authentic historical sources mention any Maratha dominance, invasion, taxation, or authority.

"On the contrary, our royal records clearly state that the Maratha never had any interference in the Jaisalmer princely state," Chaitanya Raj Singh said.

"Education Minister Dharmendra Pradhan ji, on behalf of the entire Jaisalmer family, I wish to draw your attention to this burning issue and urge that such erroneous, malicious, and agenda-driven presentations by NCERT be taken seriously and corrected immediately. This is not just a matter of factual correction but is connected to our historical dignity, self-respect, and the integrity of the national curriculum. Prompt and concrete action is expected on this matter," he added.

From detailed views on Maratha leaders to the history of Sikhism, and from powerful regional dynasties to overlooked rulers like Narasimhadeva I, the newly released NCERT Class 8 Social Science textbook offers a broader, more inclusive account of Indian history.

The book, Exploring Society: India and Beyond--Grade 8, Part 1, introduces detailed chapters on the Sikh and Maratha empires, which were previously limited to a few pages or passing references.

The book, to be introduced from the 2025-26 academic year, also marks a shift in tone in its portrayal of the Mughal emperors, offering detailed accounts of conquest, religious decisions, cultural contributions, and brutality.

The chapter on the Marathas, which was previously only 1.5 pages long, has now been expanded to 22 pages and begins with Shivaji's rise in the 17th century and his coronation at Raigad Fort.

It describes his innovative administrative systems, military strategies, including guerrilla warfare, and his emphasis on swarajya or self-rule.

The book goes on to explore the contributions of Shivaji's successors, including Sambhaji, Rajaram, Shahu, and visionary leaders such as Tarabai, Bajirao I, Mahadji Shinde, and Nana Phadnavis.

(Except for the headline, this story has not been edited by NDTV staff and is published from a syndicated feed.)

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Jaisalmer Royal Family, NCERT, Maratha Empire

NCERT book shows Rajasthan under Maratha Empire, triggers backlash from erstwhile royals

JAISALMER/JAIPUR: (Aug 5) A controversy has erupted after a map featured in National Council of Educational Research and Training (NCERT) Class 8 social science textbook depicted present day Rajasthan as part of the erstwhile Maratha Empire.

The map depicts vast portions present-day Rajasthan including Jaisalmer, Mewar (present day Udaipur), Bundi and Jaipur under the Maratha Empire in 1759.

Several erstwhile royal families, including BJP MP from Rajsamand Mahima Kumari and her MLA husband Vishwaraj Singh, both members of former royal family of Mewar, have condemned the depiction, calling it "factually incorrect, misleading and agenda-driven".

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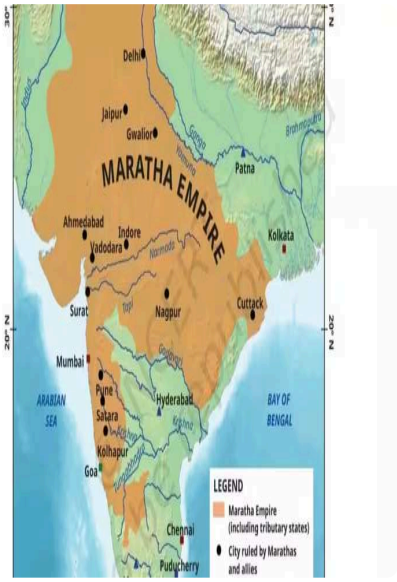
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Royal Objection: NCERT textbook draws flak from king over map showing Jaisalmer under Maratha rule

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Jaisalmer king Chaitanya Raj Singh urges Dharmendra Pradhan to intervene, demands immediate correction in Class 8 social science textbook.



NCERT Class 8 social science textbook shows Jaisalmer under Maratha Empire in map; King reacts. (Image: NCERT book map/Shared by Chaitanya Raj Singh)

After the Mughal episode, the NCERT social science book has now irked a royal who has levelled objections to how Rajasthan's Jaisalmer has been depicted. King Chaitanya Raj Singh Bhati, who currently wears the crown of the Jaisalmer Kingdom, pointed out that the map in Class 8 social science textbook wrongly shows the city under the Maratha Empire, terming it "historically misleading, factually baseless, and deeply objectionable."

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Actively involved in educational projects, the prince took his anger to social media and urged the Union education minister to intervene. In an aggressive post on X, he said, “The map shown in the NCERT Social Science textbook for Class 8 (Unit 3, page number 71) depicts Jaisalmer as a part of the then Maratha Empire, which is historically misleading, factually baseless, and deeply objectionable.”

Strongly criticising the National Council of Educational Research and Training (NCERT), the Maharawal remarked that such ‘unverified’ and ‘historically unsubstantiated’ information not only questions the council’s credibility but also hurts the nation’s glorious history and public sentiments.

The Jaisalmer king accused the NCERT of trying to ruin the sacrifices made by the ancestors. “This issue is not merely a textbook error but appears to be an attempt to tarnish the sacrifices, sovereignty, and valorous saga of our ancestors,” he charged.

Demand for corrections in NCERT book

Correcting the supposed mistake, Bhati said that no authentic sources in history mention any Maratha dominance, invasion, taxation, or authority in the context of Jaisalmer. On the contrary, the royal records clearly state that the Maratha never had any interference in the princely state.

On behalf of the Jaisalmer family, the ruler urged Dharmendra Pradhan to take a serious note of the erroneous, malicious, and agenda-driven presentations by NCERT and demanded immediate correction.

Also read

‘Finally! Real, unfiltered history in schools’: NCERT textbook describing Mughals as ‘cruel’ gains praise

“This is not just a matter of factual correction but is connected to our historical dignity, self-respect, and the integrity of the national curriculum. Prompt and concrete action is expected on this matter,” Chaitanya Raj Bhati said while tagging NCERT.

Adding to the rage, Brigadier Bhupesh Singh, who has received Shaurya Chakra, rapped NCERT and said, “What is this fictitious empire that supposedly ruled over Rajputana? We were never under the Marathas - do not wound our pride with fabricated stories. Oppressing and plundering one's own people is not called an empire.” “Please stop this

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fakery, don't brainwash our children," he urged Pradhan and the education ministry.

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Why does India spend less on education?



In today's Finshots, we look back at the National Education Policy (NEP) and tell you why educational spending in India is yet to meet the 6% mark.

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The Story

About five years ago, we lived in a completely different world. The pandemic had brought everything to a standstill. People were cooped up in their homes, unsure of what the next day would look like. It changed how we thought about the future.

And it was around this time that the Indian government rolled out the National Education Policy (NEP) 2020.

The idea was to completely overhaul the old 10+2 system of education, replacing it with a more structured 5+3+3+4 format — starting from preschool to high school. For the first time, playschools or anganwadis were brought into the formal education system.

And the structure made sense. For the first five years, called the foundational stage, children aged 3 to 8 would learn through play, stories and language, since this is when most brain development happens. Then came the preparatory phase from classes 3 to 5, where learning became more interactive and skill-based. The next three years (classes 6 to 8) introduced vocational training and even internships. And finally, four years of high school education wrapped up the new system.

This revamp rekindled hopes of transforming India's education landscape. And at the end of the government's press release, there was a line that really stood out:

*The Centre and the States will work together to increase the public investment in Education sector to reach **6% of GDP** at the earliest.*

But here we are, five years on. And government data clearly shows that education spending is still falling short of that ambitious 6% mark. For context, for over a decade, India's education spend has hovered between 4% and 4.6% of GDP.

Now sure, calling this "too little" might sound a bit harsh. After all, India's current education spend is higher than countries like China (4%) and Japan (3.2%). Even UNESCO's recommended range for education spending is between 4% and 6% of GDP. So we're technically within the target.

But here's the thing. India isn't China or Japan. These countries have already crossed the basic hurdles of school enrolment and literacy. Their education systems matured long ago. They're also dealing with ageing populations, which means their school-going

population is shrinking. On top of that, they spend a lot more privately on education, something that doesn't show up in public figures.

India, on the other hand, has a huge youth population. Nearly 68% of our people are of working age between 15 to 64. And we're aiming big. We want to become a developed economy by 2047. But to do that, we need to invest in our future workforce today. That means investing more in education, publicly and systematically.

And we don't have to look too far for inspiration either. Our Asian neighbours, countries like Bhutan and the Maldives, spend 5.8% and 5.2% of their GDP on education respectively. Even India's own Kothari Commission, way back in 1966, had recommended the 6% target as the bare minimum for building a strong, skilled post-independence workforce. And every education policy reform since has recommended it time and time again.

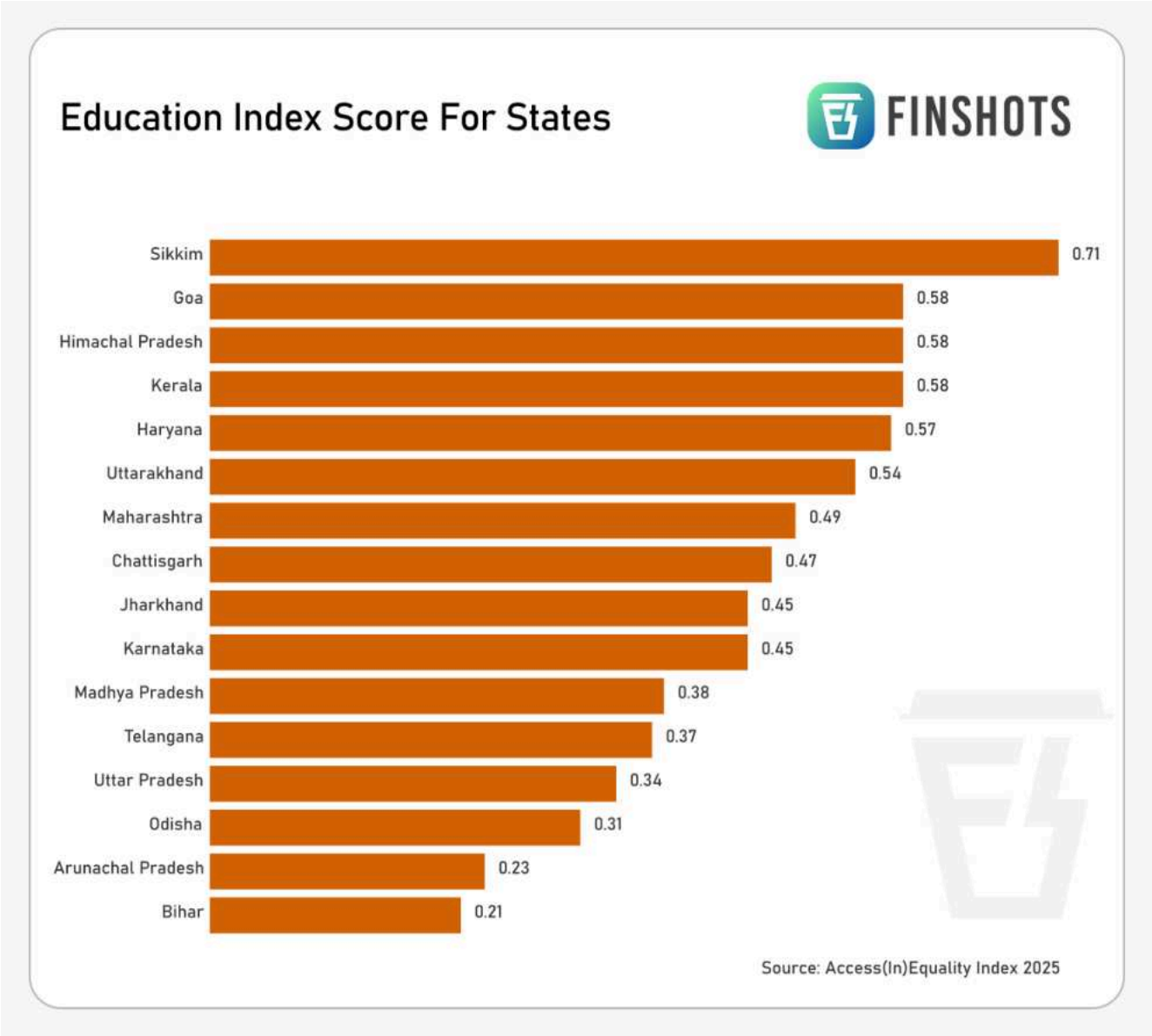
So then, why haven't we reached that mark yet, you ask?

Well, it's not like the expenditure on education hasn't increased. If you look at the numbers, education budgets have grown by about 4–6% on average each year since 2020. In the Union Budget for FY26, for instance, the allocation to education stood at ₹1.28 lakh crore. That's a 6.5% jump from the previous year.

But the problem is, our GDP is also growing steadily, pretty much at the same pace. So even though the government is spending more in absolute terms, as a percentage of GDP, we're stuck in the same range.

Then there's the matter of priorities. The government has to juggle between defence, healthcare, infrastructure and social welfare. With limited money to go around, long-term investments like education often get pushed to the back seat.

To make things trickier, education in India isn't just the Centre's job. It's a "concurrent subject", which means both state and central governments share responsibility. And that's where things really get uneven.



If you look at state-wise numbers, the per capita spending on education in India averages around ₹4,671. But this hides the massive variation between states. Goa, for instance, spends ₹17,418 per person on education, thanks to a smaller population. Maharashtra spends ₹6,245, backed by stronger revenues.

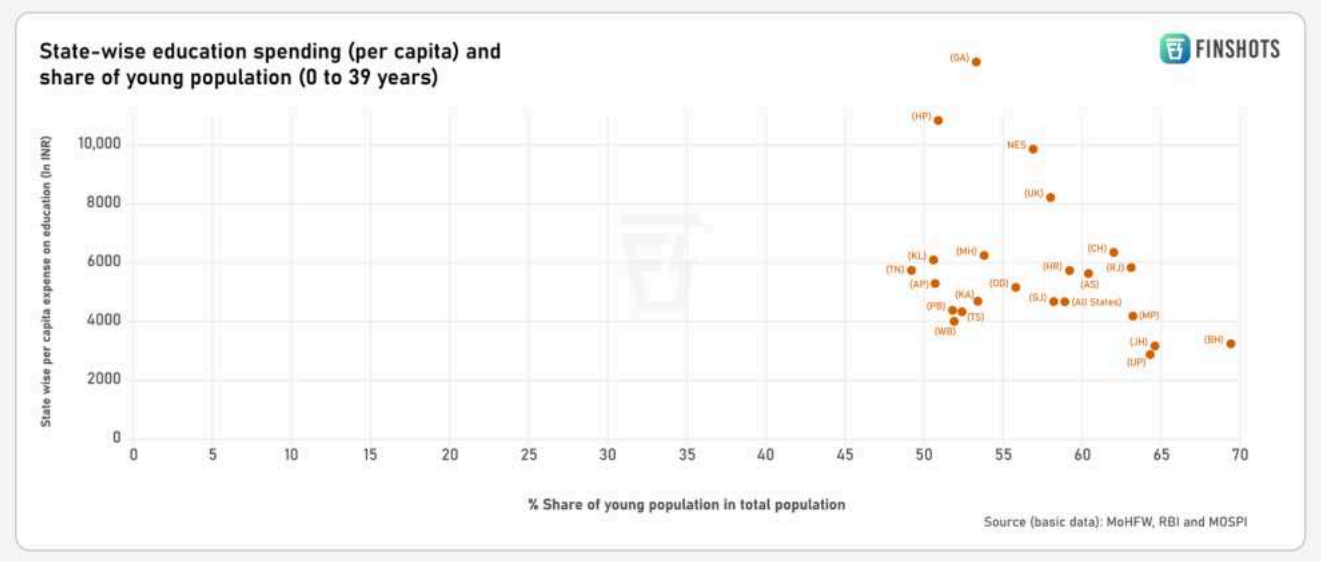
Table 5: State-wise per capita expenditure on education vis-à-vis per capita nominal GDP[5]

States	Per capita nominal GDP (INR)	Per capita state expenditure on education (INR)	% share of young population in total (in 2036)
	Average FY20 to FY24	*Average FY20 to FY25 (BE)*	*Age: 0 to 39 years*
BH	54,578	3,241	69.4
UP	86,972	2,876	64.3
JH	95,828	3,166	64.6
AS	1,21,550	5,630	60.4
MP	1,30,808	4,185	63.2
CH	1,39,713	6,349	62.0
WB	1,39,813	4,004	51.9
OD	1,47,558	5,159	55.8
RJ	1,52,617	5,833	63.1
NES	1,67,096	9,858	56.9
PB	1,96,305	4,381	51.8
AP	2,20,668	5,293	50.7
HP	2,37,838	10,833	50.9
UK	2,40,605	8,215	58.0
MH	2,57,281	6,245	53.8
KL	2,64,150	6,092	50.6
GJ	2,78,596	4,676	58.2
TN	2,80,038	5,738	49.2
KA	2,97,988	4,688	53.4
HR	2,99,282	5,730	59.2
TS	3,08,218	4,331	52.4
GA	5,28,166	17,418	53.3
All states	**1,73,961**	**4,671**	**58.9**

Source (basic data): RBI, MoSPI and MoHFW
Note: With respect to Goa, we have estimated the shares by using the weighted average of the population of the following states PB, AP, KL, MH, GJ, TN, HR, KA and TS grouped together; NES states include AR, AR, MN, ML, MZ, NL, S and TR

Source: EY Economy Watch

But states like Bihar, Jharkhand and Uttar Pradesh, despite having the highest number of young people, aren't so lucky and spend less than the national average.



And there's a deeper issue here. The return on investment in education is hard to measure in the short run. While roads and hospitals show instant results, education takes time to show returns. You can't see the impact of better primary education until a child completes their full journey — something that could take about 15 years. As one former University Grants Commission official put it, visible results from NEP 2020 will take time. And in policy circles, time is a luxury.

This lag creates a vicious cycle. States spend less on education. This results in a less skilled workforce. That impacts productivity, innovation and income levels. Fewer jobs and investments flow in. Tax revenues shrink. And there's even less money to spend on education. It's a rinse and repeat cycle.

So does that mean India will never hit the 6% mark?

Not necessarily.

An EY report suggests there is a way, by boosting the government's income. To put things in perspective, right now, the government's revenue receipts stand at around 21% of GDP. But if this could rise to 29%, it would open up 8% of GDP for new spending. Of that, 2.5% could go toward reducing the fiscal deficit (excess government spending over earnings). The remaining 5.5% could be used for education and healthcare. That's our window.

But again, not all states can shoulder this burden equally. So the Centre would have to step in with equalisation transfers. Basically, extra funds to help lower-capacity states

catch up. That way, no child's education is compromised irrespective of which state they live in.

And signs of change may be slowly beginning to show. For FY24, India's direct tax to GDP ratio hit 6.6% which was the highest in fifteen years. And that is expected to inch up to 6.7% in FY25. With tax reforms like the new regime that limits deductions and reduces disputes, the government might gradually build more fiscal space.

If that happens, and if we back it with the right policies, maybe, just maybe, we'll finally hit that 6% mark we've been chasing for decades.

And when we do, we'll be following in the footsteps of countries like Germany and South Korea, which saw education not as a cost, but as a lifeline when they rebuilt their economies. They invested early and boldly. And the end results were a skilled population and a global reputation for quality.

So yeah, maybe it's time we asked ourselves not "what haven't we done?" but "why not do more?"

Until then...

If this story helped you understand India's approach to education spending, share it with your friends, family or even strangers on WhatsApp, LinkedIn and X, so they can decode it too.

📢 Introducing Pitch Perfect 2025!

राष्ट्रीय सहारा, 6 अगस्त 2025, पृष्ठ संख्या - 1

सीबीएसई : छात्रों के लिए 75% हाजिरी अनिवार्य

■ राकेश नाथ

नई दिल्ली। एसएनबी

केन्द्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने कहा कि देशभर के स्कूलों में पढ़ रहे छात्रों के लिए स्कूलों में 75 फीसद उपस्थिति अनिवार्य है। बोर्ड केवल चिकित्सा आपात स्थिति, राष्ट्रीय या अंतरराष्ट्रीय खेल आयोजनों में भागीदारी और अन्य गंभीर कारणों जैसे आपात स्थितियों में 25% की छूट प्रदान करता है, यदि आवश्यक दस्तावेज और रिकॉर्ड उपलब्ध होंगे। यदि सीबीएसई द्वारा स्कूलों के अचानक निरीक्षण के समय यह पाया जाता है कि छात्र बिना उचित छुट्टी रिकॉर्ड के अनुपस्थित है, तो यह माना जाएगा कि वे नियमित रूप से स्कूल नही आ रहे है और उन्हें अनुपस्थित या डमी परीक्षार्थी



■ इससे कम हुई हाजिरी तो परीक्षा में नहीं बैठ पाएंगे

माना जा सकता है। सीबीएसई ऐसे छात्रों को बोर्ड परीक्षाओं में बैठने की अनुमति नही देगा। बोर्ड द्वारा इस बाबत मंगलवार को स्कूलों को दिशा-निर्देश जारी किये गये हैं।

सीबीएसई ने अपने दिशा-निर्देश में कहा है कि सभी छात्रों और अभिभावकों को अनिवार्य 75% उपस्थिति आवश्यकता मानदंड और इस मानदंड को पूरा न करने के संभावित परिणामों से अवगत कराया जाना चाहिए। कोई भी छात्र यदि चिकित्सा या किसी अन्य कारण से छुट्टी पर है तो उसे छुट्टी लेते समय उचित चिकित्सा और अन्य दस्तावेजों के साथ स्कूल में छुट्टी के लिए आवेदन करना होगा। लिखित अनुरोध के बिना छुट्टी स्कूल से अनिधकृत अनुपस्थिति मानी जाएगी। छुट्टी की प्रक्रिया चिकित्सा आपात स्थिति में, छात्रों को छुट्टी लेने के तुरंत बाद वैध चिकित्सा दस्तावेजों के साथ छुट्टी का आवेदन जमा करना होगा। अन्य कारणों से छात्रों को अपनी अनुपस्थिति की सूचना स्कूल को केवल लिखित रूप में और वैध कारण से देनी होगी। स्कूलों को नियमित रूप से उपस्थिति रिकॉर्ड की निगरानी और रखरखाव करना चाहिए। उपस्थिति रजिस्टर प्रतिदिन अद्यतन किए जाने चाहिए, कक्षा शिक्षक और स्कूल के सक्षम प्राधिकारी द्वारा हस्ताक्षरित होने चाहिए और सीबीएसई द्वारा निरीक्षण के लिए आसानी से उपलब्ध होने चाहिए। यदि कोई छात्र बार-बार स्कूल नहीं आता है या उपस्थिति की अनिवार्यता पूरी नहीं कर पाता है तो स्कूल को अभिभावकों को पंजीकृत स्पीड पोस्ट, ईमेल के माध्यम से लिखित रूप में सूचित करना चाहिए जिसमें नियमित उपस्थिति के महत्व पर जोर दिया जाए और उपस्थिति मानदंडों का पालन न करने पर छात्र को बोर्ड परीक्षा में बैठने से अयोग्य घोषित किया जा सकता है। संवाद का रिकॉर्ड सुरक्षित रखें।

नवभारत टाइम्स, 6 अगस्त 2025,

पृष्ठ संख्या - Front Page - 2

NCERT के नक्शे पर जैसलमेर के राजा का ऐतराज़

■ आईएएनएस, नई दिल्ली: जैसलमेर रियासत के राजा चैतन्य राज सिंह ने NCERT की कक्षा 8 की सामाजिक विज्ञान पुस्तक में जैसलमेर को मराठा साम्राज्य का हिस्सा दिखाने पर कड़ी आपत्ति जताई है। उन्होंने इसे ऐतिहासिक रूप से भ्रामक और शौर्य गाथा को धूमिल करने वाला बताया। एक्स पर पोस्ट करते हुए उन्होंने NCERT और शिक्षा मंत्रालय से इस त्रुटि को तुरंत सुधारने की मांग की। उनका कहना है कि ऐतिहासिक साक्ष्यों में मराठा प्रभुत्व का कोई उल्लेख नहीं है। उन्होंने केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान से अपील की कि इस दुर्भावनापूर्ण सामग्री को पाठ्यक्रम से हटाया जाए।

दैनिक जागरण, 6 अगस्त 2025, पृष्ठ संख्या - जागरण सिटी - IV

आनलाइन पढ़ाई से बच्चों में कम हुई लिखने-पढ़ने और सोचने की क्षमता

आशीष चौरसिया • जागरण

ग्रेटर नोएडा : कोविड काल में आनलाइन कक्षाओं ने विपरीत परिस्थितियों में पढ़ाई जारी रखने का नया रास्ता खोला था, लेकिन अब आनलाइन कक्षाओं का नकारात्मक पहलु भी सामने आया है। आनलाइन कक्षाओं के कारण 30 से 40 प्रतिशत बच्चे लिखने-पढ़ने, सोचने, याद रखने और गणित जैसे विषयों को हल करने में कमजोर पाए गए हैं। बच्चों के किए गए मनोविज्ञानिक परीक्षण में फिजिकल कक्षा लेने वाले बच्चों के मुकाबले आनलाइन पढ़ाई करने वाले कमजोर मिले हैं। यह निष्कर्ष ग्रेटर नोएडा के गौतमबुद्ध विश्वविद्यालय के मनोविज्ञान विभाग के प्रोफेसर डा. आनंद प्रताप सिंह के शोध में सामने आया है।

प्रोफेसर डा. आनंद के पास लंबे समय से पढ़ने-लिखने, सोचने और याद रखने की कम क्षमता से ग्रसित बच्चे आ रहे थे। एक महीने में उनके पास आए 240 बच्चों पर अध्ययन किया। इनमें से 50 बच्चे करीब तीन से चार साल से आनलाइन कक्षाओं में पढ़ाई कर रहे थे। बच्चों का निर्धारित मनोविज्ञानिक परीक्षण कराया गया। परीक्षण में एक्सप्रेसिव लैंग्वेज, रीडिंग एबिलिटी, राइटिंग स्किल, मैथमेटिकल स्किल का परीक्षण किया गया। शोध में शामिल बच्चों से इन सेक्शन के तहत प्रश्न किए गए। इसमें बच्चे फिजिकल कक्षा लेने वाले बच्चों के मुकाबले 30 से 40 प्रतिशत कमजोर मिले हैं। चिड़चिड़ापन, अवसाद, सामाजिक स्तर से अलगाव रखना और अपनेपन में खोए रहने की भी समस्या देखने को मिली है। बच्चों में देखा गया कि अपने मन से ही कार्य करने की आदत पड़ गई है। कोई कुछ काम करने के लिए कहता है तो उसे नजरअंदाज करने की भावना बच्चों में देखी गई। शोध में शामिल 50 बच्चे ऐसे थे जो कोविड काल या उसके कुछ समय बाद से ही आनलाइन पढ़ाई कर रहे थे। इस कारण इनमें अधिक समस्या देखने को मिली और बाकी 190 बच्चे ऐसे थे जो साल छह महीने से आनलाइन पढ़ाई कर रहे थे। इस कारण इनमें यह परेशानियां कम मिली हैं।

एनसीपीटी शोध में मिल चुका है पेटेंट : प्रोफेसर आनंद पहले भी कई शोध कर चुके हैं। इनमें वयस्क लोगों में स्क्रीन टाइम और इंटरनेट अधिक प्रयोग करने पर होने वाले प्रभाव व न्यूरो काग्निटिव प्लास्टिक थेरेपी (एनसीपीटी) शोध शामिल हैं। इसमें से प्रोफेसर को एनसीपीटी शोध पर पेटेंट मिला हुआ है।

केस स्टडी-1

आठ वर्षीय बच्चे में देखा गया कि उसकी पढ़ने-लिखने में रुचि कम होती जा रही थी और याद रखने की क्षमता कम हो गई थी। जब उसकी जांच की गई तो जानकारी हुई कि करीब तीन वर्ष से आनलाइन कक्षाएं ले रहा था। आंखों की रोशनी पर भी प्रभाव पड़ा था।



केस स्टडी-2

12 वर्षीय बच्चा उनके पास आया था, जिसमें चिड़चिड़ापन की समस्या थी। अभिभावकों से जानकारी करने पर पता चला कि कोविड काल से आनलाइन पढ़ाई कर रहा है। इस दौरान बच्चे में देखा गया कि याद रखने और सोचने की क्षमता भी कम हो गई थी। लिखने में रुचि बिल्कुल न के बराबर मिली।



> आनलाइन पढ़ाई करने वाले बच्चों पर शोध किया है। निष्कर्ष में निकला है कि फिजिकल पढ़ाई करने वाले बच्चों के मुकाबले आनलाइन पढ़ाई करने वाले बच्चे लिखने-पढ़ने, सोचने, याद रखने की क्षमता में 30 से 40 प्रतिशत कमजोर हो गए हैं।
>
> - **डा. आनंद प्रताप सिंह**, मनोविज्ञानिक, गौतमबुद्ध विश्वविद्यालय

शोध में जो निष्कर्ष निकला है, वह सही है। आनलाइन पढ़ाई करने के कारण बच्चों में फिजिकल कैसे किससे और क्या बात करनी चाहिए यह कम हो जाती है और कंपटीशन भी कम हो जाता है। बाडी लैंग्वेज पर भी प्रभाव पड़ता है। चिड़चिड़ापन और अवसाद की समस्या भी होती है।



> - **डा. किरन जाखड़**, मनोचिकित्सा विभागाध्यक्ष, जिम्स

Millennium Post, 6 August 2025, Page No-4

DELHI to train teachers in Indian knowledge systems

NEW DELHI: In a significant step towards integrating India's cultural and intellectual heritage into modern education, the Delhi government is launching a specialised training programme for its school teachers, focusing on Indian Knowledge Systems (IKS). Education Minister Ashish Sood announced that the initiative will begin in September and aims to bridge the gap between contemporary learning and the country's ancient wisdom.

As part of the programme, selected teachers from Delhi government schools will receive training in a broad range of disciplines rooted in India's traditional knowledge. These include philosophy, Sanskrit, arts, sciences, and classical texts like the Vedas and Upanishads. The training will also cover Ayurveda, Yoga, and other indigenous systems of health and wellbeing that form an integral part of India's historical legacy.

The first phase of the programme will involve 50 teachers, divided into groups of five. Each group will attend a 5 to 7 day residential training module at one of two premier institutions, IIT Mandi in Himachal Pradesh and IIT Gandhinagar in Gujarat. These institutes have been chosen for their ongoing research and work in Indian Knowledge Systems, making them well-equipped to host and facilitate such training.



"The first phase of the programme will involve 50 teachers, divided into groups of five. Each group will attend a 5 to 7 day residential training module"

Minister Sood emphasised that the objective of this initiative is to cultivate a stronger sense of cultural identity among students by empowering educators. "We want our teachers to have a firm grasp of our civilisational knowledge so that they can pass it on meaningfully to the next generation," he said.

The move is seen as part of a broader push to align school education with the National Education Policy (NEP) 2020, which calls for greater integration of traditional Indian knowledge with modern curriculum. By exposing teachers to the rich tapestry of India's intellectual traditions, the programme aims to deepen students' appreciation for their heritage while fostering critical thinking and holistic development.

The government plans to expand the initiative in later phases, depending on the feedback and outcomes of the pilot batch. MPOST

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NCERT textbook sparks row over map linking Jaisalmer to Maratha empire

NCERT faces backlash over a Class 8 map placing Jaisalmer under the Maratha Empire, sparking demands for correction from a royal family descendant.

Curated by Anushka De



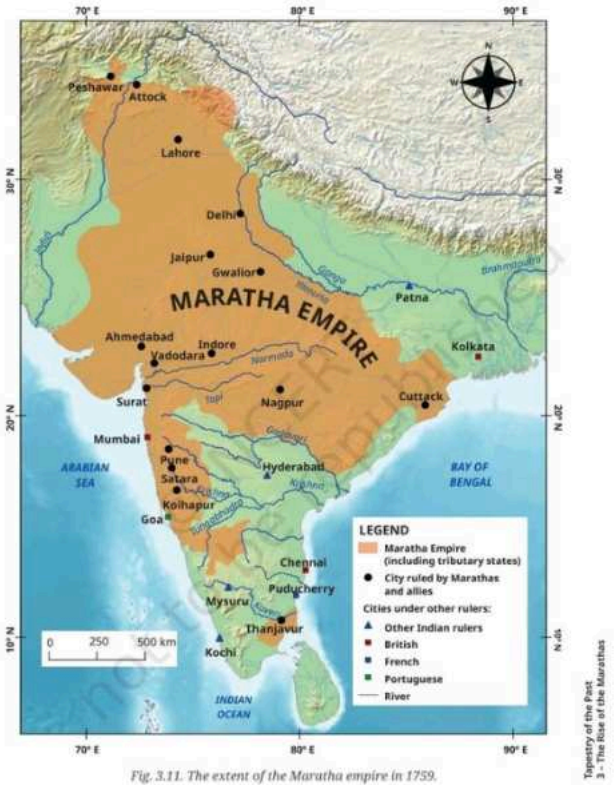


Fig. 3.11. The extent of the Maratha empire in 1759.

Tapestry of the Past 3 - The Rise of the Marathas

Image by X/@crsinghbhati

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Aug 06, 2025

The National Council of Educational Research and Training (NCERT) has come under fire over a map published in its Class 8 Social Science textbook that allegedly misrepresents historical facts. A member of Jaisalmer's former royal family has raised strong objections, calling the depiction factually incorrect and disrespectful to the region's legacy.

Chaitanya Raj Singh, a descendant of Jaisalmer's erstwhile royal family, took to the social media platform X on Monday evening to express his concerns. He highlighted that the map on page 71 of Unit 3 inaccurately includes Jaisalmer within the boundaries of the historical Maratha Empire.

"This is factless, historically misleading, and seriously objectionable," Singh posted. He added that such misrepresentations not only damage the credibility of educational institutions but also disrespect generations of people who preserved the sovereignty of Jaisalmer.
Singh urged Union Education Minister Dharmendra Pradhan to intervene and correct the map, stating that the issue is not merely one of factual correction, but of "historical dignity, self-respect, and the integrity of the national curriculum."

He stressed that Jaisalmer, founded in 1178 CE by Rawal Jaisal of the Bhati Rajput clan, was never under Maratha control, nor did it pay taxes to or face invasion by the Marathas. "Even the Mughal Empire could not conquer Jaisalmer," Singh noted, pointing out that the princely state retained its independence until it voluntarily joined the Indian Republic after independence.

As of now, NCERT has not issued any public statement addressing the concern. The matter has sparked calls for immediate review and correction in future editions of the textbook.

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Maratha map in NCERT text includes Raj, angers ex-royals; Maha historians cite treaty

Aug 6, 2025, 05.37 AM IST



Kolhapur: The depiction of Jaisalmer as part of the Maratha empire in a map featured in NCERT's Class 8 social science textbook has been criticised as historically misleading and wrong by Chaitanya Raj Singh, head of the former Jaisalmer royal family. He urged Union education minister Dharmendra Pradhan on ‘X' to "correct" the "erroneous, malicious, and agenda-driven content" without delay.

However, Maratha historians from Pune and Kolhapur said the depiction was accurate and cited documentary evidence such as the 1752 pact between the Mughal Empire and the Marathas to buttress the claim.

The objection raised by Rajasthan's ex-royals to the depiction of Jaisalmer as part of the Maratha empire pertains to the map on Page 71 of Unit 3 ‘Rise of Marathas' published in the textbook ‘Exploring Society: India and Beyond.' Prior to Chaitanya Raj Singh's objection, Bhupesh Singh, head of the former royal family of Bundi, had on X contested the portrayal of Rajput princely states as part of the Maratha empire and gone as far as declaring the Maratha empire a fictitious entity. "In the context of the Jaisalmer princely state, no authentic historical sources mention any Maratha dominance, invasion, taxation, or authority. Our royal records clearly state the Marathas never had any interference in the Jaisalmer princely state," Singh wrote.

Rajsamand's BJP MP Mahima Kumari Mewar and her MLA husband V S Mewar, a descendent of Maharana Pratap, joined in, as did Congress's ex-Union minister Jitendra Singh, member of the erstwhile Alwar royal family. "First misrepresented as being under British, now as under Marathas — who is going to educate the educationists in NCERT?! Are they capable of presenting the factual history of India; seriously doubt it," Kumari wrote on X.

NCERT director Dinesh Prasad Sakhlani and Gouri Srivastava, head of department of education in social sciences at NCERT, hadn't responded to calls and texts from TOI till late on Tuesday.

Historian Pandurang Balkawade from Pune countered these claims, citing pacts and documents that demonstrate Maratha dominance. He referenced the NCERT map, which illustrates the Maratha Empire, including tributary states denoted in a specific colour, and cities governed by Marathas and their allies. Although Jaisalmer is not explicitly mentioned, the map's expanse includes Rajput states, showing Maratha reach from Peshawar to Cuttack. Indrajit Sawant, a Kolhapur-based historian, said, "Rajputana came under influence of the Marathas after Marathas started domination over the Mughal Badshah. Marathas used to run the Mughal empire and the Rajput states came under it. The Rajputs were jagirdars of the Mughals. They were made to mandatorily pay taxes. Though the Marathas didn't have day-to-day control over the Rajput states, there were deployments to ensure the terms were followed."

Balkawade pointed to the ‘Ahadnama', a pact between Mughal Badshah Ahmad Shah Bahadur and Malharrao Holkar and Mahadji Shinde for Nanasaheb Peshwa in April 1752, as evidence of Maratha authority over Rajput states. "There are sources and documents that provide a description of ‘Ahadnama', the pact signed between Safdar Jung on behalf of the Mughal emperor and Shinde-Holkar on behalf of the Peshwa at Kannauj. The wazir of the Badshah brought Badshah's message that Ahmed Shah Abdali was marching towards Delhi, and he wanted Marathas to protect his empire. As per the pact, Marathas had to protect the emperor from internal enemies like Pathans, Rajputs or other rebels and external foes like Abdali. Marathas were given Rs 50 lakh for

this. The Peshwa was given the right to levy chauth from Punjab, Sindh, and Doab, and the Peshwa was also granted viceroyalty of Agra and Ajmer," Balkawade said.

He said Peshwa records indicate regular collection of chauth from regions including Ajmer, with a document showing Rs 13 lakh collected as tax. Other chauth areas were Delhi, Agra, Ujjain (Malwa) and Odisha. Following Badshah's death, Shinde installed Shah Alam on the throne in 1771, becoming deputy regent of empire. He pointed to disputes in royal families of Jodhpur and Jaipur on succession. "Marathas adjudicated in both and both rulers joined Maratha empire."

नवभारत टाइम्स, 7 अगस्त 2025, पृष्ठ संख्या - 10

100 साल से कायम है शान... इस लाइब्रेरी की दीवारों पर आज भी सजे हैं महात्मा गांधी और तिलक के हाथ से लिखे नोट्स

क्रांतिकारियों का अड्डा थी ये लाइब्रेरी, अब बच्चों को मिलती हैं किताबें फ्री

Photos: Piyal Bhattacharjee

Vibha.Sharma@timesofindia.com

■ **नई दिल्ली** : अगर आप चांदनी चौक गए हैं तो आपने हल्दीराम की मशहूर दुकान में पुरानी दिल्ली के जायकों का स्वाद जरूर लिया होगा। लेकिन क्या आपको पता है कि इस दुकान के ऊपर मारवाड़ी सार्वजनिक पुस्तकालय है। चौक गए न? जी हां चांदनी चौक की भीड़भाड़ में यहां आने वाले ज्यादातर लोगों का ध्यान इस ओर जाता नहीं है। यह लाइब्रेरी गुरुद्वारा सीसगंज साहिब के ठीक सामने है। इसका दरवाजा पुराना और शीशे का बना है। संकरे सीढ़ीनुमा रास्ते से आप यहां पहुंचे सकते हैं।

चांदनी चौक की भीड़भाड़ से लाइब्रेरी में घुसते ही आपको शांति का अनुभव होता है। लोग किताबों में डूबे नजर आते हैं। सामने की दीवार इस महात्मा गांधी, बाल गंगाधर तिलक और मदन मोहन मालवीय जैसी ऐतिहासिक हस्तियों के हाथ से लिखे नोट्स फ्रेम में लगे नजर आते हैं। इनके साथ ही दिल्ली विकास प्राधिकरण(DDA) की ओर से दी गई 'हेरिटेज लाइब्रेरी' की मान्यता का सर्टिफिकेट भी दीवार पर नजर आता है। रिसेप्शन पर बैठे शख्स ने बताया कि भारत के स्वतंत्रता संग्राम में इस सार्वजनिक पुस्तकालय की बहुत महत्व भूमिका रही है। उन्होंने एक पुरानी विजिटर्स डायरी की ओर इशारा करते हुए कहा कि इसमें आजादी के युग की कई मशहूर हस्तियों के हस्ताक्षर और मैसेज दर्ज है। इस लाइब्रेरी को 1915 में मारवाड़ी व्यापारी और स्वतंत्रता सेनानी केदारनाथ गोयनका ने शुरू किया था। यह स्वतंत्रता संग्राम के दौरान क्रांतिकारियों के मिलने-जुलने का प्रमुख अड्डा था।





गांधीजी, मालवीय, दिनकर, मैथिलीशरण गुप्त भी आए यहां

मारवाड़ी चैरिटेबल ट्रस्ट के संस्थापक परिवार के राज नारायण श्रोफ ने बताया कि गोयनकाजी गांधीवादी विचारों से प्रेरित थे और उन्होंने 27 नवंबर, 1917 को महात्मा गांधी को पहली बार इस लाइब्रेरी में आमंत्रित किया था। गांधीजी के अलावा, तिलक, मालवीय, विजयलक्ष्मी पंडित, केएम मुंशी, अरुणा आसफ अली, राम निवास मिर्धा और दिल्ली के पहले मुख्यमंत्री चौधरी ब्रह्म प्रकाश जैसे कई अन्य प्रतिष्ठित नेता भी यहां आए। प्रसिद्ध हिंदी कवि और लेखक जैसे रामधारी सिंह दिनकर, मैथिलीशरण गुप्त और हरिवंश राय बच्चन भी इस पुस्तकालय का हिस्सा रहे हैं।

35,000 + किताबें हैं यहां

लाइब्रेरी और इससे जुड़ी डिस्पेंसरी के अध्यक्ष प्रेम सिंघानिया ने बताया कि चांदनी चौक की यह ऐतिहासिक लाइब्रेरी आज भी रिसर्च के लिए खजाना है। यहां 35,000 से अधिक किताबें, 22 प्राचीन पांडुलिपियां और ऐतिहासिक ग्रंथ मौजूद हैं। पहले यहां हिंदी-उर्दू अखबार फ्री में पढ़े जाते थे। अब यह दो हिस्सों में बंटी है-एक पढ़ने वालों के लिए, दूसरा संग्रह के लिए। यह जगह स्टूडेंट्स, इतिहासकारों और प्रतियोगी परीक्षाओं की तैयारी करने वालों के लिए बेहद उपयोगी है।





500 बच्चों को दी जा रही फ्री शिक्षा

इस लाइब्रेरी को संभालने वाले अभिषेक गणेडीवाला बताते हैं कि ट्रस्ट ने प्रतियोगी परीक्षाओं की तैयारी कर रहे स्टूडेंट्स के लिए एक नई पहल शुरू की है। इसके तहत वे अपने इंस्टिट्यूट से लेटर लाकर जरूरी किताबें मुफ्त में इशू करा सकते हैं। फाउंडर परिवार की तीसरी पीढ़ी से त्रिलोक चंद गोयनका ने बताया कि हमारे पास उस समय पर्याप्त फंड नहीं था कि हम एक सीनियर सेकंडरी स्कूल खोल सकें, लेकिन सेठ रामलाल खेमका ने हमें मुफ्त में जमीन दी और निर्माण का खर्च ट्रस्ट ने उठाया। आज प्राइमरी-सेकंडरी स्कूल में 500 बच्चों को फ्री शिक्षा दी जा रही है।

राष्ट्रीय सहारा, 7 अगस्त 2025, पृष्ठ संख्या - 9

राज्यों को शिक्षा से वंचित अनाथ बच्चों के सर्वेक्षण का आदेश

■ नई दिल्ली (एसएनबी)।

सुप्रीम कोर्ट ने सभी राज्यों को ऐसे अनाथ बच्चों का सर्वेक्षण करने का निर्देश दिया जो बच्चों के मुफ्त और अनिवार्य शिक्षा के अधिकार अधिनियम, 2009 के तहत शिक्षा से वंचित हैं। जस्टिस बीवी नागरत्ना और केवी विश्वनाथन की बेंच ने केन्द्र से 2027 में होने वाली आगामी जनगणना में ऐसे बच्चों के आंकड़ों को शामिल करने पर विचार करने को कहा। अदालत देखभाल और संरक्षण की जरूरत वाले अनाथ बच्चों के लिए चिंता जताने वाली एक याचिका पर सुनवाई कर रही थी।

अदालत ने राज्यों को उन अनाथ बच्चों का सर्वेक्षण करने का निर्देश दिया, जिन्हें 2009 अधिनियम के प्रावधानों के तहत स्कूलों में प्रवेश दिया गया था। याचिकाकर्ता पौलोमी पाविनी शुक्ला ने कहा कि अनाथ बच्चों के संरक्षण और देखभाल के लिए केन्द्र और राज्य सरकारों की योजनाएं अपर्याप्त हैं, जिन पर विचार करने की



■ सुप्रीम कोर्ट ने केंद्र से आगामी जनगणना में ऐसे बच्चों के आंकड़ों को शामिल करने पर विचार करने को कहा

आवश्यकता है। सुप्रीम कोर्ट ने कहा कि राज्यों को उन अनाथ बच्चों का सर्वेक्षण करना होगा, जिन्हें अधिनियम के प्रावधानों के तहत पहले ही प्रवेश दिया जा चुका है, साथ ही उन बच्चों का भी सर्वेक्षण करना होगा, जो अधिनियम के तहत मुफ्त और अनिवार्य शिक्षा के अधिकार से वंचित हैं। राज्यों को इस संबंध में हलफनामा दाखिल करना होगा। सर्वेक्षण और डेटा संग्रह जारी रखने के साथ ही अदालत ने यह भी सुनिश्चित करने को कहा कि योग्य बच्चों को पड़ोस के स्कूलों में प्रवेश मिले। अदालत ने निर्देशों का पालन करने के लिए प्राधिकारियों को चार सप्ताह का समय दिया। यह तथ्य रिकॉर्ड पर लाया गया कि गुजरात, दिल्ली, मेघालय और सिक्किम सहित कई राज्यों ने संबंधित कानून की धारा 12(1)(सी) में निर्धारित कमजोर वर्गों और वंचित समूहों के संबंध में 25 प्रतिशत कोटे के अंतर्गत अनाथ बच्चों को शामिल करने के लिए पहले ही अधिसूचनाएं जारी कर दी हैं। धारा 12 निःशुल्क एवं अनिवार्य शिक्षा के लिए स्कूलों की ज़िम्मेदारी की सीमा से संबंधित है।

अदालत ने कहा कि अन्य राज्य भी इसी तरह की अधिसूचना जारी करने पर विचार कर सकते हैं और संबंधित हलफनामा दाखिल कर सकते हैं। कोर्ट ने मामले की अगली सुनवाई नौ सितम्बर के लिए निर्धारित की। याचिकाकर्ता ने सुनवाई के दौरान केन्द्र को आगामी जनगणना में अनाथों का डेटा शामिल करने पर विचार करने के निर्देश देने का अनुरोध किया।

Millennium Post, 7 August 2025, Page No- 8

Afghan women turn to online courses as Taliban bans education for girls

Taliban implemented a dizzying array of restrictions for women after seizing power

KABUL: One after the other, the opportunities vanished. Like so many other Afghan women, Sodaba could do little but watch as her country's new Taliban government imposed a stranglehold on women's lives.

The Taliban seized power in Afghanistan in 2021, and quickly set about implementing a dizzying array of restrictions for women: No visiting parks or gyms, no eating in restaurants, no working, except in very few professions.

But one of the cruellest blows for the pharmacology student was the ban on education beyond primary school.

Pushed by necessity, she went online. And there, she found hope: a free computer coding course for women in Afghanistan. Taught in her own language, Dari, by a young Afghan refugee living half a world away, in Greece.



REPRESENTATIONAL IMAGE

"I believe a person should not be (bowed) by circumstance, but should grow and get their dreams through every possible way," Sodaba said. She began learning computer programming and website development. The new skills "helped me regain my confidence and clarity in my direction," said the 24-year-old, who asked to be identified by her first name only for safety reasons due to the education ban. "I am so happy to be part of this journey." The courses are part of Afghan Geeks, a company created by Murtaza Jafari, now 25, who arrived in Greece on a boat from Turkiye years ago as a teenage refugee.

> "I BELIEVE A PERSON SHOULD NOT BE (BOWED) BY CIRCUMSTANCE, BUT SHOULD GROW AND GET THEIR DREAMS THROUGH EVERY POSSIBLE WAY"

While living in a shelter in Athens after he arrived, Jafari received help from a teacher to enrol in a computer coding course. He knew nothing about computers didn't know what coding was and didn't speak a word of English, essential for computer programming. AGENCIES

The Indian Express, 7 August 2025, Page No - 8

No Tipu Sultan, Anglo-Mysore wars in Class 8 NCERT books: Govt says states can 'provide more coverage'

EXPRESS NEWS SERVICE
NEW DELHI, AUGUST 6

ON THE new NCERT Class 8 Social Science textbook omitting the mention of Tipu Sultan, Haidar Ali, and the Anglo-Mysore wars of the 1700s, the Centre said in response to a question in Parliament on Wednesday that states have the "flexibility to provide more coverage about regional personalities and events in their textbooks."

"Education being a subject in the Concurrent List of the Constitution and the majority of schools being under the jurisdiction of the State Governments, the respective State Government may adopt or adapt NCERT textbooks or develop their own textbooks based on the National Curriculum Framework. The states have flexibility to provide more coverage about regional personalities and events in their textbooks," Union Minister of State for Education Jayant Chaudhary said in response to a question in the Rajya Sabha.

Trinamool Congress's Ritabrata Banerjee had asked whether the new book skips the mention of Tipu Sultan, Haidar Ali, or the Anglo-Mysore wars of the 1700s in its chapter on India's colonial era, and the reasons for this.

Chaudhary said that Part 1 of the new Class 8 Social Science textbook has been developed in alignment with the curricular goals and competencies under the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE) 2023.

The new textbook comprises four themes: India and the World: Land and the People; Tapestry of the Past; Governance and Democracy; Economic Life Around Us.

"Personalities featured in these themes have been included contextually and in accordance with curricular objectives. The textbook introduces new pedagogical approaches, emphasizes refined classroom practices, and presents a focused syllabus. These textbooks encourage students to explore more through experiential learning, undertake fieldwork, and focus on evidence-based understanding. The approach adopted for the Middle Stage (Grades 6 to 8) is to provide only a broad survey of Indian civilization from prehistoric times all the way to Independence," Chaudhary's said.

The chapter on the colonial era in the new NCERT Class 8 Social Science textbook released last month contains a section on early resistance movements that challenged British colonialism in the run-up to the 1857 rebellion. Here, there are references to the 'Sannyasi-Fakir rebellion' of the 1700s, the Kol Uprising, the Santhal rebellion, and "peasant uprisings" of the 1800s.

The book, however, does not mention resistance to the East India Company from the rulers of Mysore — Tipu Sultan and Haidar Ali — or the Anglo-Mysore wars of the 1700s. The earlier Class 8 history textbook referred to Mysore under Haidar Ali and Tipu Sultan, and the four Anglo-Mysore wars, as part of a section on expansion of East India Company's rule.

Sam Manekshaw, Mohammad Usman, Somnath Sharma: Who were India's war heroes added to school textbooks?

FP Explainers
August 8, 2025, 14:03:00 IST

Chapters on Field Marshal Sam Manekshaw, Brigadier Mohammad Usman, and Major Somnath Sharma have been included in the current curriculum of the National Council of Educational Research and Training (NCERT), the Union Ministry of Defence said on Thursday. The tl read more

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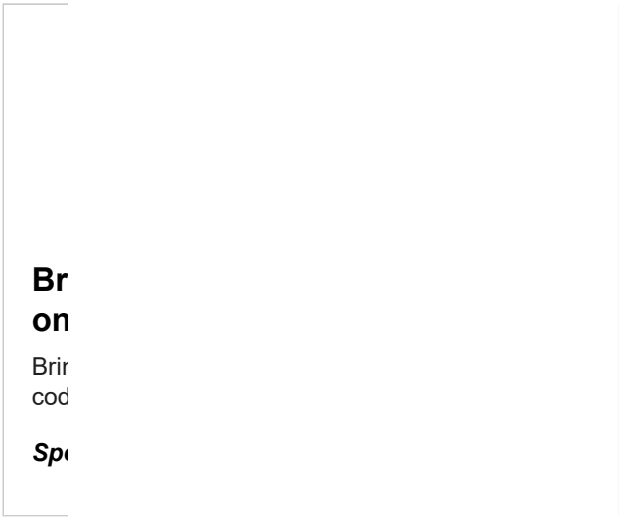


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India’s three war heroes, Field Marshal Sam Manekshaw, Brigadier Mohammad Usman and Major Somnath Sharma, have been added to the curriculum of the National Council of Educational Research and Training (NCERT) for the 2025-26 academic year.

The Union Ministry of Defence (MoD) announced on Thursday (August 7) that the chapters on the life and sacrifices of Manekshaw, Usman, and Sharma will be included in the syllabus for Class 8 (Urdu), Class 7 (Urdu), and Class 8 (English), respectively. The move aims to instil students with “inspirational narratives of courage and duty".

STORY CONTINUES BELOW THIS AD



Let’s take a closer look.

Who was Sam Manekshaw?

Sam Hormusji Framji Jamshedji Manekshaw, popularly known as Sam Manekshaw, was India’s first officer to be conferred the rank of Field Marshal.

Born on 3 April 1914 in Amritsar, British India, Sam Manekshaw is hailed for his exceptional leadership.

During the Burma War with Japan in 1942, he sustained several bullet injuries. After Independence, Manekshaw, a Parsi, chose India as his home and was transferred to the Gorkha Rifles, where he earned the title Bahadur.

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He played a crucial role during the India-Pakistan war between 1947 and 1948.

Sam Manekshaw was appointed as the Indian Army chief by Prime Minister Indira Gandhi in July 1969. One of the most defining moments of his career was the 1971 Indo-Pakistan War, which led to the liberation of Bangladesh. As the Chief of the Army Staff, his leadership led the Indian Army to victory over Pakistan.

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Manekshaw was honoured with the Padma Vibhushan and Padma Bhushan, India's second and third-highest civilian awards, respectively.

Known for his wit, he remains one of the only two military leaders to become a Field Marshal.



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Who was Mohammad Usman?

Brigadier Mohammad Usman is remembered as the 'Lion of Naushera'.

He was pivotal in the recapture of Jhangar and Naushera in Jammu and Kashmir during the 1947-48 war between India and Pakistan.

Born on July 15, 1912, in Uttar Pradesh's Azamgarh, Usman's father was a police officer.

Usman joined the Baluch Regiment of the British Indian Army in 1934. During the partition, the Brigadier stayed in India even though he was offered a plum post in the Pakistani Army by Muhammad Ali Jinnah, reported *The Statesman.*

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Brigadier Mohammad Usman is known as the 'Lion of Naushera'. Wikimedia Commons

Brigadier Usman was commanding the 50 (Independent) Parachute Brigade in Jammu and Kashmir during the 1947-48 Indo-Pak war. The Pakistani Army, along with Pashtun tribal fighters, launched an attack to conquer vital regions in Kashmir, especially Naushera, located in the Rajouri district.

Despite being outnumbered, the Brigadier did not bow down. Instead, he reportedly told his men, "Do not retreat an inch. Fight to the last man and the last bullet."

Under his leadership, the Indian soldiers defended Kashmir and also forced the enemies to retreat.

Brigadier Usman was martyred during shelling in Jhangar on July 3, 1948. He was posthumously awarded the Maha Vir Chakra (MVC), India's second-highest wartime gallantry award.

ALSO READ: How Major Shaitan Singh Bhati valiantly led India's 120 soldiers against China in Battle of Rezang La

Who was Somnath Sharma?

Major Somnath Sharma was India's first Param Vir Chakra awardee. Born on January 31, 1922, in Himachal Pradesh's Kangra, he was commissioned in the 4th battalion of the Kumaon Regiment in October 1942.

On November 3, 1947, Major Somnath Sharma led the ‘D’ Company of 4 Kumaon to defend the Srinagar airport against around 500 Pakistani forces approaching Srinagar from the northern side. Although he was injured and India faced heavy casualties, Major Sharma showcased extraordinary bravery.

STORY CONTINUES BELOW THIS AD



Major Somnath Sharma was India’s first Param Vir Chakra awardee. Wikimedia Commons

He encouraged his men to continue fighting, even exposing himself to enemy fire. Sharma filled magazines for light machine gunners despite having his hand injured. He eventually died due to a mortar shell. However, his company held to its position for six hours until reinforcements arrived.

His last message before his death reportedly was: “The enemy is only 50 yards from us.

Chapters on Field Marshal Sam Manekshaw, Brigadier Mohammad Usman and Major Somnath Sharma Introduced in NCERT syllabus

Posted On: 07 AUG 2025 6:12PM by PIB Delhi

Chapters on the lives and sacrifices of Field Marshal Sam Manekshaw, Brigadier Mohammad Usman, and Major Somnath Sharma have been added to the NCERT syllabus in this academic year, in Class VIII (Urdu), Class VII (Urdu), and Class VIII (English), respectively.

The newly introduced chapters aim to provide students with inspirational narratives of courage and duty. Field Marshal Sam Manekshaw, India's first officer to be conferred the rank of Field Marshal, is remembered for his exceptional leadership and strategic acumen. Brigadier Mohammad Usman and Major Somnath Sharma, both recipients of the Mahavir Chakra and Param Vir Chakra respectively (posthumously), laid down their lives in service of the nation and remain symbols of supreme sacrifice.

As part of efforts to establish National War Memorial (NWM) as a prominent national landmark, Ministry of Defence has partnered with Ministry of Education and National Council of Educational Research and Training (NCERT) to integrate NWM and related references into the school curriculum.

Through these stories and their inclusion in the curriculum, students will not only gain insights into India's military history but also absorb important life lessons on resilience, empathy, emotional intelligence, and the importance of contributing to nation-building.

Prime Minister Shri Narendra Modi dedicated the National War Memorial to the nation on 25 February 2019, located in the iconic Central Vista 'C' Hexagon, India Gate, New Delhi. The Memorial was established to inculcate a sense of patriotism, high moral values, sacrifice, national spirit, and belongingness among all citizens, while serving as a befitting tribute to our brave soldiers who made the supreme sacrifice for the nation.

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NCERT sets up panel to examine feedback received about content in new textbooks

The development comes as the curriculum body is increasingly facing criticism for its textbook content which has been accused of historical and factual inaccuracies.

Amrita Madhukalya | ANN

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NCERT developing special module on Operation Sindoor for classes 3 to 12, say sources Credit: PTI Photo

New Delhi: After several controversies with its textbooks, the National Council of Educational Research and Training (NCERT) has now formed a committee with the head of the curriculum department as the Convenor, to look into feedback.

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Also Read: NCERT book shows Jaisalmer as part of Maratha Empire, attracts royal family's ire

Also Read: NCERT book shows Jaisalmer as part of Maratha Empire, attracts royal family's ire



"It is a well-established practice at NCERT that whenever substantial feedback or suggestions are received regarding the content or pedagogy of a textbook in a particular subject, a committee is constituted.

"The committee carefully deliberates on the matter, makes evidence-based decisions regarding the content or pedagogy, and recommends appropriate actions accordingly at the earliest," the NCERT said in a statement.

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The social sciences textbooks for class 8, released recently, have come under heavy criticism for its content. In its textbooks, the NCERT has described Jaisalmer as part of the Maratha empire, drawing the ire of the royal family.

The depiction of Ahom kingdom from Assam has also faced severe criticism. The textbooks have also excluded the Paika Rebellion of 1817 which has prompted former chief minister Naveen Patnaik to register his protest.

The NCERT said that the committee will have as members high-level domain experts from reputed institutions and faculty members from the relevant subject area.

The curriculum body also said that it has received feedback about the educational content in a few textbooks. And so, the committee will examine the feedback in light of the available evidence and submit its report at the earliest possible.

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NCERT Sets Up Panel on Textbook Feedback

Nation

PTI

7 August 2025 5:22 PM

Expert committee to review content concerns raised over NEP-aligned textbooks, including Class 8 history



NCERT has formed a panel of senior experts to examine feedback on textbooks under the NEP 2020 framework, amid controversy over historical content.

The NCERT has set up an expert committee to examine the feedback received about its textbooks aligned with the new National Education Policy (NEP), officials said on Thursday. NCERT, textbook panel, NEP 2020, curriculum feedbackThe officials, however, did not clarify which textbook in particular will the panel examine.

"As a follow-up to NEP 2020, NCERT has brought out the National Curriculum Framework for Foundational Stage and the National Curriculum Framework for School Education. Aligned with the curricular goals and competencies as given in the NCFs, NCERT has brought out teaching-learning material, including textbooks. These curricular resources, including textbooks, receive regular feedback and suggestions from various stakeholders," a senior NCERT official said.

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Which organization has set up an expert committee to review feedback on textbooks?

- Ministry of Education
- CBSE
- UNESCO
- NCERT

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"At present, NCERT has received feedback about the educational content in a few textbooks. Hence a Committee is being constituted having senior experts, as per its established practice. This committee will examine the feedback in light of the available evidences and submit its report at the earliest possible," the official added.

The NCERT clarified that it is a well-established practice at NCERT that whenever substantial feedback or suggestions are received regarding the content or pedagogy of a textbook in a particular subject, a committee is constituted.

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"This committee comprises high-level domain experts from reputed institutions and faculty members from the relevant subject area, with the convenorship of the head of the curriculum department. The committee carefully deliberates on the matter, makes evidence-based decisions regarding the content or pedagogy, and recommends appropriate actions accordingly at the earliest," the official said.

NCERT's new Class 8 textbook "Exploring Society: India and Beyond was in spotlight recently. Akbar's regime was a blend of "brutality" and "tolerance", Babur a "ruthless conqueror" while Aurangzeb was a "military ruler" who reimposed taxes on non-Muslims, says the book while describing the reign of Mughal emperors.

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The book is the first in the new NCERT curriculum to introduce students to the Delhi Sultanate, Mughals, Marathas and the colonial era. While earlier versions covered some of these topics in Class 7, the NCERT says the timeline has now been shifted entirely to Class 8, in line with the recommendations of the National Curriculum Framework for School Education (NCFSE) 2023.

(Source : PTI)

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Hindustan Times

NCERT forms panel to review textbooks amid row over Rajput, Ahom history

ANI |

Published on: Aug 07, 2025 04:49 pm IST

NCERT has constituted a committee to examine feedback received on textbook content, including objections to the depiction of Maratha Empire, Ahom history.

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The National Council of Educational Research and Training (NCERT) has constituted a committee to examine feedback received on textbook content, including objections to the depiction of Jaisalmer as part of the Maratha Empire, alleged misrepresentation of Ahom history, and the exclusion of the 1817 Paika Rebellion.



NCERT forms panel to review textbooks amid row over Rajput, Ahom history(HT_PRINT)

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In a statement on Thursday, the NCERT said that in keeping with its established practice, it has formed a panel comprising senior experts to examine suggestions and concerns related to the educational content in a few textbooks. "This committee will examine the feedback in light of the available evidence and submit its report as soon as possible," the statement noted.

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ve comes amid mounting criticism from public figures and historians over alleged factual inaccuracies and exclusions in recently revised school textbooks.

NCERT has begun rolling out newly updated textbooks for several classes as part of its curriculum revision. While all books till Class 8 have already been released, the remaining ones--from Class 9 to 12--are expected to be out by the end of the year.

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Among the recent feedback under review is the depiction of Jaisalmer as part of the Maratha Empire in the Class 8 Social Science textbook, sources told ANI.

Chaitanya Raj Singh, a descendant of Jaisalmer's former royal family, criticised the NCERT Class 8 social science textbook for portraying the Rajput state as part of the Maratha Empire.

Calling the depiction "historically misleading and factually baseless", Singh urged Union Education Minister Dharmendra Pradhan to "correct" what he termed "erroneous,

ons have also been raised over the portrayal of other regional histories.

Former Odisha Chief Minister Naveen Patnaik expressed disappointment over the removal of the 1817 Paika Rebellion from the Class 8 history textbook. Calling it a "watershed moment in Odisha's history", Patnaik said the exclusion undermines the legacy of the Paikas, who led a revolt against British rule nearly four decades before the 1857 uprising.

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Sources said the committee is likely to examine representations made on topics including the Ahoms in Assam (in the Class 8 social science book), coverage of South Indian dynasties, and certain chapters in vocational and physical education books.

Actor R Madhavan also recently joined the chorus of voices questioning the revised syllabus, specifically pointing out the disproportionate focus on Mughal and British rule, while Southern Indian dynasties like the Cholas, Pandyas, Pallavas, and Cheras receive less attention.

The NCERT said feedback is routinely reviewed through institutional mechanisms. "It is a well-established practice that whenever substantial feedback or suggestions are received regarding the content or pedagogy of a textbook, a committee comprising domain experts is constituted to carefully deliberate on the matter and recommend appropriate actions."

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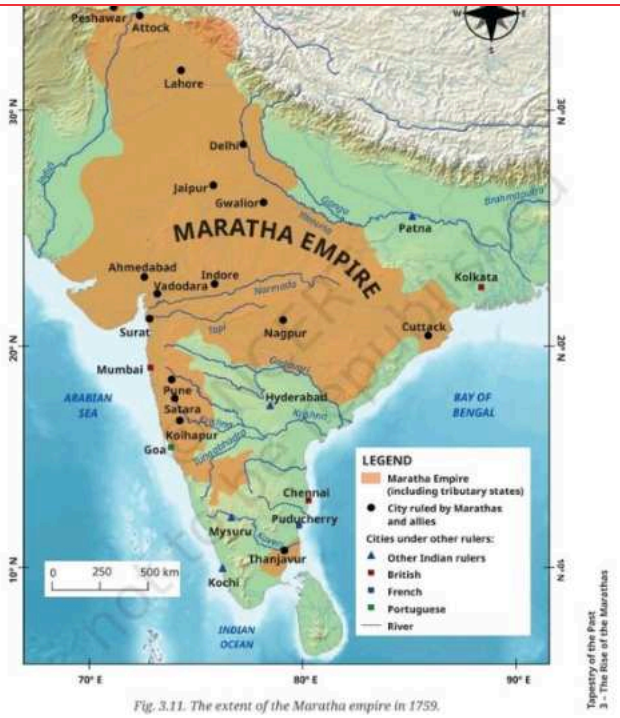


Fig. 3.11. The extent of the Maratha empire in 1759.

Tapestry of the Past 3 - The Rise of the Marathas

Image by X/@crsinghbhati

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Aug 07, 2025

The National Council of Educational Research and Training (NCERT) has set up a committee of experts to review feedback following a controversy over a map in the new Class 8 social science textbook, which shows parts of Rajasthan, including Jaisalmer, as being under the Maratha Empire.

The move comes days after Chaitanya Raj Singh, a descendant of the former princely state of Jaisalmer, objected to the map, calling it “factually baseless and deeply objectionable.” In a post on X (formerly Twitter), Singh said there are “no authentic historical sources” suggesting Maratha dominance or influence over Jaisalmer.

NCERT responds

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- It includes not only directly controlled Maratha territories but also regions that paid tribute or had agreements with the Marathas.

He also acknowledged the absence of a caveat in the Class 8 textbook that the map's boundaries are approximate, a note that was included in the Class 7 book.

NEP-aligned textbooks

The new textbooks are part of NCERT's curriculum revamp aligned with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE) 2023. Textbooks for Classes 1 to 8 have been released so far, with the Class 8 books published last month.

Danino pointed to tight deadlines for content preparation as a reason contributors had to rely on secondary sources, adding: "A single map cannot encapsulate the whole story of the Maratha empire... The actual context was much more complex, fluid, and fast-evolving."

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NCERT constitutes panel to examine feedback about textbook content

By HT Correspondent

Published on: Aug 07, 2025 03:11 pm IST

The move came three days after Chaitanya Raj Singh, the head of Jaisalmer's former royal family, raised concerns over alleged historical inaccuracies

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The National Council of Educational Research and Training (NCERT) on Thursday constituted a committee of experts to examine the feedback about the content in a few textbooks. The move came three days after Chaitanya Raj Singh, the head of Jaisalmer's former royal family, raised concerns over alleged historical inaccuracies in one of NCERT's newly released textbooks.



The NCERT said it follows an established process. (X)

Singh objected to a map in the Class 8 Social Science textbook depicting Jaisalmer as part of the Maratha Empire. He described the portrayal as "historically misleading, factless, and seriously objectionable," claiming it misrepresents the role and territory of Rajput and Maratha rulers.

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In a statement on Thursday, NCERT said it follows an established process of forming expert committees comprising high-level experts from reputed institutions and faculty members from the relevant subject area to review substantial feedback on textbook content or pedagogy.

As a follow-up to the National Education Policy 2020, NCERT has been releasing new textbooks for Classes 5 to 8 under the National Curriculum Framework for Foundational Stage (NCF-FS) and the National Curriculum Framework for School Education (NCF-SE). "Aligned with the curricular goals and competencies as given in the NCFs, NCERT has brought out teaching-learning material, including textbooks. These curricular resources, including textbooks, receive regular feedback and suggestions from various stakeholders," the NCERT said.

The NCERT has faced criticism from historians for its revised Class 8 Social Science textbook that labels Mughal emperor Babur as "ruthless," Akbar as both "brutal and

In a note, the NCERT advised readers not to hold present-day individuals or communities accountable for historical events. Critics have called the portrayals ideologically driven.

NCERT Curricular Area Group for Social Science Michel Danino defended the changes, saying they aim to present unsanitised historical facts without bias.

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NCERT Adds Chapters On Manekshaw, Brig Usman, Maj Somnath Sharma To School Syllabus



The lives and sacrifices of three of India's most decorated military heroes — Field Marshal Sam Manekshaw, Brigadier Mohammad Usman, and Major Somnath Sharma — have been included in the NCERT syllabus from the current academic year, the Ministry of Defence said on Thursday.

The chapters have been introduced in Class VIII (English) and Class VIII and VII (Urdu), and are part of a broader initiative to familiarise students with the country's military history and values such as patriotism, courage, and resilience.

Field Marshal Manekshaw, India's first officer to be elevated to the five-star rank, is celebrated for his decisive leadership during the 1971 India-Pakistan war. Brigadier Usman, known as the 'Lion of Nowshera', and Major Somnath Sharma, the first recipient of the Param Vir Chakra, both laid down their lives in service of the nation and were posthumously awarded the Mahavir Chakra and Param Vir Chakra respectively.

The inclusion of these chapters is a collaborative effort between the Ministry of Defence, Ministry of Education, and the National Council of Educational Research and Training (NCERT), aimed at strengthening the emotional and patriotic connect of students with the National War Memorial (NWM).

Inaugurated by Prime Minister Narendra Modi on February 25, 2019, the National War Memorial is located at the 'C' Hexagon near India Gate in the national capital. It stands as a tribute to over 26,000 soldiers who made the supreme sacrifice in service of the nation since Independence.

Maratha Empire map draws fire, NCERT says will revise if needed

Amid growing debate over the depiction of the Maratha Empire in a Class 8 social science textbook, the NCERT has constituted a review panel. While the council maintains that textbook revisions follow a set academic process, it has signalled openness to corrections warranted, after expert examination.

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Amid growing debate over the depiction of the Maratha Empire in a Class 8 social science textbook, the NCERT has constituted a review panel.

India Today Education Desk
New Delhi, UPDATED: Aug 7, 2025 18:58 IST

In Short

- NCERT sets up panel after row over Class 8 map of Maratha Empire
- Council says textbook revisions follow standard academic process
- Open to corrections if expert panel finds historical inconsistencies

The National Council of Educational Research and Training (NCERT) has formed a committee to review feedback received on the newly released Class 8 social science textbook, particularly over a map showing parts of Rajasthan under the Maratha Empire. The issue came into the spotlight after Chaitanya Raj Singh of the erstwhile Jaisalmer royal family raised objections on social media, calling the depiction “historically misleading” and unsupported by credible sources.

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Without naming the specific case, NCERT issued a statement on Thursday saying it has a long-standing practice of forming expert committees when significant feedback is received on textbooks.

The panel, comprising domain experts and academic faculty, will examine the matter

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The Class 8 textbooks were released last month under the framework of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE) 2023. This rollout is part of a phased launch of new textbooks for Classes 1 to 8.

Michel Danino, chairperson of NCERT's curricular group for social science, responded to the issue in a detailed note on Wednesday. He stated that further research is ongoing to verify the accuracy of the map.

If errors are confirmed, the map will be revised and updated in future editions. He emphasised the team's openness to corrections.

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Danino clarified that the map in question includes not only regions under direct Maratha rule but also areas that were paying tribute or under temporary agreements with the Marathas.

He also pointed out the challenges in representing historical boundaries, noting that empires were often fluid and changing.

The map, he explained, was based on earlier published versions that have existed in the public domain without previous objections. The textbook chapter was developed with input from two experts on Maratha history, and Jaisalmer is not specifically named anywhere in the chapter or the map.

A notable omission, however, was the lack of a disclaimer stating that map boundaries are approximate, something included in the Class 7 textbook. Danino admitted this should have been added in the Class 8 version as well.

This episode highlights the complexities involved in historical representation, especially when educational content intersects with regional sensitivities.

The NCERT's willingness to review and correct content, if needed, shows the ongoing nature of academic work—even in school textbooks.

- Ends

Published By: Rishab Chauhan

Published On: Aug 7, 2025

READ | Jaisalmer royal slams NCERT for showing region under Maratha rule in 1759

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News

Karnataka to scrap NCERT, revamp education structure. DETAILS here

The Karnataka State Education Policy Commission recommended a local curriculum, private sector reservations, and major structural changes in school and higher education



Karnataka to scrap NCERT

EdexLive Desk

Published on: 09 Aug 2025, 1:16 pm

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On Friday, August 8, 2025, the Karnataka State Education Policy Commission, chaired by economist and former University Grants Commission (UGC) Chairman Prof Sukhadeo Thorat, submitted its report to Karnataka Chief Minister Siddaramaiah, proposing reforms independent of the National Education Policy (NEP) 2020.

School education changes

As noted by *The Indian Express* report, the commission recommended replacing National Council of Educational Research and Training (NCERT) textbooks with a Comprehensive Curriculum for School Education, tailored to Karnataka's socio-cultural needs.

It proposes a 2+8+4 structure (two years pre-primary, eight years primary, four years secondary) instead of NEP's 5+3+3+4 model, and mandates Kannada or the mother tongue as the medium of instruction till Class 5 across all boards.

It also calls for a dedicated regulator for private schools, a 30% education budget share, and compulsory Constitutional Values Education.

Higher education reforms

Citing Article 15(5) of the Constitution, the report urged extending Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backward Classes (OBC) reservations to private unaided institutions, with regulated, merit-based admissions.

The report also proposes retaining a 3+2 model for general education, and 4+2 for professional courses, free higher education for girls, and a Rs 500 crore State Research Foundation.

Administrative reforms include merging parallel bodies under a unified commissionerate and ensuring teaching vacancies remain under 5%.

The three-volume, 2,197-page report will be placed before the state cabinet for approval before implementation.

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Chapters on war heroes Manekshaw, Usman, Somnath added to NCERT textbooks: Defence Ministry

The newly introduced chapters aim to provide students with inspirational narratives on courage and duty

Published - August 07, 2025 09:50 pm IST - New Delhi



SAURABH TRIVEDI



Field Marshal Sam Manekshaw. File | Photo Credit: The Hindu

Chapters on the life and sacrifices of the late Field Marshal Sam Manekshaw, Brigadier Mohammad Usman, and Major Somnath Sharma have been added to the syllabus in the current academic year for Class 8 (Urdu), Class 7 (Urdu), and Class 8 (English),

respectively, by the National Council of Educational Research and Training (NCERT), the Union Ministry of Defence (MoD) said on Thursday (August 7, 2025).

The newly introduced chapters aim to provide students with inspirational narratives on courage and duty. Field Marshal Sam Manekshaw, India's first officer to be conferred the rank of Field Marshal, is remembered for his exceptional leadership and strategic acumen. Brigadier Mohammad Usman and Major Somnath Sharma, posthumous recipients of the Mahavir Chakra and Param Vir Chakra, laid down their lives in service of the nation and remain symbols of supreme sacrifice, the MoD said.

As part of the efforts to establish the National War Memorial as a prominent national landmark, the MoD has partnered with the Union Ministry of Education, and the NCERT to integrate the memorial, and references related to it, into the school curriculum, the Defence Ministry said.

Prime Minister Narendra Modi dedicated the National War Memorial to the nation on February 25, 2019. Located at the iconic Central Vista 'C' Hexagon, India Gate, New Delhi, the memorial was established to inculcate a sense of patriotism, high moral values, sacrifice, national spirit, and belongingness among all citizens, while serving as a tribute to brave soldiers who died for the country.

Through these stories and their inclusion into the curriculum, students would not only gain insights into India's military history, but also absorb important life lessons on resilience, empathy, emotional intelligence, and the importance of contributing to nation-building, the MoD said.

Published – August 07, 2025 09:50 pm IST

Printed from
THE TIMES OF INDIA

CBSE: 75% attendance for students non-negotiable

Aug 7, 2025, 11.37 PM IST



Ranchi: City schools are now focusing on starting awareness campaigns for parents about the 75% compulsory school attendance rule for their children, in line with the latest directive issued by the Central Board of Secondary Education (CBSE).

In its standard operating procedure (SOP) for all affiliated institutes, CBSE emphasised strict adherence to attendance norms, especially for Class X and XII students appearing for board examinations.

Experts said the SOP mandates that schools must inform students and their parents about the attendance policies and consequences from the beginning of an academic session.

Moreover, schools are required to contact parents of irregular students frequently and formally notify them through post or email if the attendance drops below the required benchmark. The board may send inspection teams to conduct surprise checks in schools towards achieving this goal, the experts said.

These checks will involve examination of attendance registers, which must bear the signatures of both class teachers and principals. Any discrepancy could result in the cancellation of a student's board exam or even

revocation of the school's affiliation under the CBSE norms.

While the 75% attendance rule remains non-negotiable, CBSE has listed exemptions for students facing genuine circumstances such as prolonged illness, bereavement, participation in national sports tournaments, or family emergencies. Students seeking relaxation must submit documentary proof to the CBSE regional office.

As a step to inform the parents, schools used parent-teacher meetings (PTMs) as platforms to reinforce the importance of attendance and explain the possible consequences.

"We counsel students about attendance requirements at the beginning of the session and during PTMs. If a student remains absent frequently, it is the teacher's responsibility to contact parents. We will continue to strictly adhere to the board's guidelines," said Rajesh Pillai, the principal of Kerali School.

Similarly, the principal of Gurunanak Higher Secondary School, Sumit Kaur, said, "This is not a one-time effort; it's a continuous and ongoing process in our school. We regularly conduct awareness drives, counselling sessions, and follow-up measures."

दैनिक जागरण, 8 अगस्त 2025, पृष्ठ संख्या - 13

एनसीईआरटी की किताब में गलती पर भड़के विश्वराज सिंह

जासं, उदयपुर: नाथद्वारा से भाजपा विधायक और मेवाड़ राजपरिवार के सदस्य विश्वराज सिंह मेवाड़ ने एनसीईआरटी की कक्षा आठ की सामाजिक विज्ञान की पुस्तक में छपे एक गलत नक्शे पर कड़ा ऐतराज जताया है। इस नक्शे में मेवाड़ सहित राजस्थान की 19 रियासतों को मराठा साम्राज्य के अंतर्गत दिखाया गया है।

पत्रकारों से बातचीत में उन्होंने कहा कि यह ऐतिहासिक तथ्यों से गंभीर छेड़छाड़ है और इसे किसी भी कीमत पर स्वीकार नहीं किया जा सकता। उन्होंने कहा, "मेवाड़ में राज केवल मेवाड़ का रहा है। न मुगलों, न अंग्रेजों और न ही मराठों का यहां शासन रहा है।" विश्वराज सिंह ने कहा कि यह केवल शैक्षणिक गलती नहीं है, बल्कि यह आगामी पीढ़ियों की ऐतिहासिक और सांस्कृतिक समझ को भ्रमित करने वाला कार्य है। उन्होंने कहा, "इतिहास केवल विषय नहीं है, यह हमारी आत्मा का आईना है। इसे बार-बार विकृत करना हमारी पहचान से खिलवाड़ है।"

उन्होंने कहा कि मेवाड़ ने हमेशा स्वतंत्रता और स्वाभिमान के साथ शासन किया है। चाहे मुगलों का दबाव रहा हो या मराठों का, मेवाड़ ने कभी भी अपनी संप्रभुता नहीं छोड़ी। विश्वराज सिंह ने एनसीईआरटी और शिक्षा मंत्रालय से इस गलत नक्शे को तुरंत सुधारने की मांग की।

नवभारत टाइम्स, 8 अगस्त 2025, पृष्ठ संख्या -3, 12, 17

करियर, काउंसलिंग के लिए CBSE ने लॉन्च की दो पहल

करियर गाइडेंस डैशबोर्ड और काउंसलिंग-स्पोक हब किए लॉन्च

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स्टूडेंट्स को उनके करियर और समग्र विकास के लिए लिए गाइड करने के लिए सेंट्रल बोर्ड ऑफ सेकेंडरी एजुकेशन (CBSE) ने करियर गाइडेंस डैशबोर्ड (cbsecareerguidance.in) और काउंसलिंग-स्पोक हब लॉन्च किए हैं। एकेडमिक सेशन 2025-26 के लिए बोर्ड ने इसे शुरू कर दिया है। बोर्ड के सेक्रेटरी हिमांशु गुप्ता ने अपने सभी स्कूलों के नाम पत्र जारी कर कहा है कि सभी स्कूल इन दोनों पहल को अपने स्कूल में लागू करें ताकि स्टूडेंट्स को उनके करियर के लिए एक सही सिस्टम के तहत मार्गदर्शन मिल सके और उनका मानसिक और समग्र सामाजिक-भावनात्मक विकास भी हो सके।

गुरुवार को द्वारका में CBSE के ऑफिस में इन दोनों प्रोग्राम को लॉन्च किया गया। इस कार्यक्रम में स्कूलों के 500 से अधिक प्रिंसिपल, काउंसलर, वेलनेस टीचर्स और बाकी हितधारक भी शामिल हुए। CBSE के चेयरपर्सन राहुल सिंह ने बताया कि बोर्ड की इन पहलों को राष्ट्रीय शिक्षा नीति (NEP) 2020 के व्यापक संदर्भ में शिक्षा में सुधार के लिए बनाया गया है। स्टूडेंट्स के मार्गदर्शन के लिए एक ऐसे फ्रेमवर्क को विकसित किया गया है जो तकनीकी रूप से सक्षम, समावेशी और टिकाऊ हों। उन्होंने कहा कि इन पहलों को स्कूलों और स्टूडेंट्स की जरूरतों को ध्यान में रखते हुए डिजाइन किया गया है और सभी की सक्रिय भागीदारी से आगे और भी बेहतर बनाया जाएगा।

सेक्रेटरी हिमांशु गुप्ता ने कहा कि करियर गाइडेंस और काउंसलिंग, इन मुद्दों को समझना और सुलझाना बहुत जरूरी हो गया है। ये दोनों प्रोग्राम इंस्टिट्यूट की क्षमताओं को बढ़ाने पर भी फोकस करता है, एजुकेटर, काउंसलर और वेलनेस टीचर को मजबूत करते हुए।

कई एक्टिविटी का भी दिया सुझाव

हिमांशु गुप्ता का कहना है कि काउंसलिंग हब स्टूडेंट्स, टीचर्स, अभिभावकों और बाकी हितधारकों को फोकस करता है। हब स्कूल कम से कम 10 साल पुराना होना चाहिए और प्रिंसिपल/काउंसलर का अनुभव कम से कम 5 साल का होना चाहिए। स्पोक स्कूल के चुनाव के लिए प्रिंसिपल के 5 साल का अनुभव, काउंसलर या वेलनेस टीचर होना जरूरी है। हब स्कूल से इसकी दूरी 10-15 किमी के बीच हो। सालभर हर महीने कई एक्टिविटी का सुझाव दिया है। फाउंडेशनल, प्रेपरेटरी, मिडिल, सेकेंडरी स्टेज के लिए अलग-अलग एक्टिविटी बोर्ड भी दी गई है। स्कूल स्तर की जिम्मेदारियां और निगरानी प्रणाली पर जोर दिया गया है। यह मॉडल बोर्ड की वेबसाइट पर उपलब्ध होगा।

फील्ड मार्शल मानेकशॉ, मेजर शर्मा के चैप्टर अब NCERT सिलेबस में

2 मिनट में पढ़ें

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रक्षा मंत्रालय ने कहा कि इस शैक्षणिक सत्र में एनसीईआरटी के पाठ्यक्रम में फील्ड मार्शल सैम मानेकशॉ, ब्रिगेडियर मोहम्मद उस्मान और मेजर सोमनाथ शर्मा के जीवन और बलिदान से जुड़े चैप्टर जोड़े गए हैं। फील्ड मार्शल सैम मानेकशॉ का चैप्टर कक्षा 8 (उर्दू), ब्रिगेडियर मोहम्मद उस्मान का चैप्टर कक्षा 7 (उर्दू) और मेजर सोमनाथ शर्मा का चैप्टर कक्षा 8 (अंग्रेजी) में शामिल किया गया है।

रक्षा मंत्रालय के मुताबिक, इन नए चैप्टर का मकसद छात्रों को बहादुरी और कर्तव्य के प्रेरणादायक किस्सों से परिचित कराना है। फील्ड मार्शल सैम मानेकशॉ भारत के पहले अधिकारी थे जिन्हें फील्ड मार्शल की उपाधि दी गई थी। उन्हें उनकी शानदार नेतृत्व क्षमता और रणनीतिक सोच के लिए जाना जाता है। ब्रिगेडियर मोहम्मद उस्मान को मरणोपरांत महावीर चक्र और और मेजर सोमनाथ शर्मा मरणोपरांत को परमवीर चक्र से सम्मानित किया गया। उन्होंने देश के लिए अपने प्राणों की आहुति दी और आज भी सर्वोच्च बलिदान के प्रतीक माने जाते हैं।

नई किताबों के फीडबैक की जांच को बनी कमिटी

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (NCERT) ने पहली से 8वी क्लास तक आई नई किताबो को लेकर आए फीडबैक की जांच के लिए एक एक्सपर्ट कमिटी बनाई है। राष्ट्रीय शिक्षा नीति 2020 और नैशनल करिकुलम फ्रेमवर्क के आधार पर नई किताबे लाई गई है, हालाकि कई किताबो के नाम व कंटेट को लेकर कुछ सवाल भी उठे है, जिसको देखते हुए कमिटी बनाई गई है। सीनियर एक्सपर्ट वाली यह कमिटी एजुकेशनल कंटेट को लेकर हर फीडबैक की जांच करेगी और मौजूदा साक्ष्यो के आधार पर फीडबैक व आपत्तियो को देखेगी।

'स्कूल छोड़ने के कारणों में माइग्रेशन, घरेलू जिम्मेदारियां'

Bhupender.sharma
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AI Image

नई दिल्ली : छात्रों के स्कूल छोड़ने के प्रमुख पांच कारणों में माइग्रेशन, परिवारों की सामाजिक- आर्थिक स्थिति, बच्चों पर घरेलू जिम्मेदारियों का बोझ, बच्चों की पढ़ाई में कम रुचि और बच्चों का खराब स्वास्थ्य शामिल है। ये पांच ऐसे कारण हैं, जो ड्रॉपआउट स्टूडेंट्स के ज्यादातर मामलों में देखने को मिलता है। शिक्षा मंत्रालय को विभिन्न राज्यों से मिले फीडबैक के आधार पर पढ़ाई बीच में छोड़ने जाने के मुद्दे पर फीडबैक मिला है। सरकार का कहना है कि स्कूली शिक्षा के लिए अगले पांच वर्ष को लेकर तैयार किए जा रहे रोडमैप में ड्रॉपआउट स्टूडेंट्स को मेनस्ट्रीम के साथ जोड़ना शिक्षा मंत्रालय के लिए सबसे बड़ी प्राथमिकताओं में से एक है। इसके लिए सरकार वरिष्ठ माध्यमिक स्तर तक नए स्कूल खोलने, स्कूलों में अतिरिक्त कक्षाओं का निर्माण करने, कस्तूरबा गांधी बालिका विद्यालयों की स्थापना, नेताजी सुभाष चंद्र बोस आवासीय स्कूलों की स्थापना, नामांकन के लिए विशेष अभियान चलाने के साथ ड्रॉपआउट व दूसरे एजुकेशनल इंडिकेटर की निगरानी के लिए विद्या समीक्षा केंद्र (VSK) की स्थापना प्रमुख है।

The Times of India, 8 August 2025, Page No - 14

Manekshaw, Brig Usman added to NCERT books

TIMES NEWS NETWORK

New Delhi: Chapters on the lives and sacrifices of Field Marshal Sam Manekshaw and top gallantry award winners Brigadier Mohammad Usman and Major Somnath Sharma have been added to the NCERT syllabus this academic year, defence ministry said on Thursday.

The newly-introduced chapters, in Class VIII (Urdu), Class VII (Urdu) and Class VIII (English) respectively, aim to provide students with inspirational narratives of courage and duty. Manekshaw, the country's first five-star general, is remembered for his "exceptional leadership and strategic acumen", especially during the 1971 war. Brigadier Usman, posthumously awarded the Maha Vir Chakra, was martyred during the 1947-48 conflict in J&K, while Major Sharma became the first recipient of Param Vir Chakra for his heroic defence of Srinagar airport in 1947.

"As part of efforts to establish National War Memorial (NWM) as a prominent national landmark, defence ministry partnered with education ministry and NCERT to integrate NWM and related references into the school curriculum," an official said.

"Through these stories and their inclusion in the curriculum, students will not only gain insights into India's military history but also absorb important life lessons on resilience, empathy, emotional intelligence, and the importance of contributing to nation-building," the official added.

The Indian Express, 8 August 2025, Page No- 12

Row over Maratha Empire map in Class 8 books: NCERT forms panel

EXPRESS NEWS SERVICE
NEW DELHI, AUGUST 7

AMID A controversy over a map in the new Class 8 social science textbook that shows parts of Rajasthan as having been under the Marathas, the NCERT has constituted a committee to "examine feedback."

In a statement Thursday, NCERT said: "At present, NCERT has received feedback about the educational content in a few textbooks. Hence a committee is being constituted having senior experts, as per its established practice. This committee will examine the feedback in light of the available evidences and submit its report at the earliest possible."

Although the statement makes no direct reference to the recent controversy, it comes after Chaitanya Raj Singh of the erstwhile princely state of Jaisalmer said in a post on X on Monday that the map on the extent of the Maratha empire in the class 8 social science textbook "depicts Jaisalmer as a part of the then Maratha Empire, which is historically misleading, factually baseless, and deeply objectionable".

He wrote that there are "no authentic historical sources" that mention "any Maratha dominance, invasion, taxation, or authority" over Jaisalmer.

The NCERT said: "This committee comprises high-level domain experts from reputed institutions and faculty members from the relevant subject area, with the convenorship of the Head of the Curriculum Department."

Amid the controversy, Michel Danino, chairperson of NCERT's curricular area group for the new social science textbooks, said in a note Wednesday that "further research is on to confirm that our map's boundaries are incorrect".

"If they are, a revised map will be prepared based on the best information available, and submitted for future editions of the textbook," he wrote, adding: "We are fully open to error correction."

He said the chapter was prepared in consultation with two experts on the Maratha period, and nowhere in the chapter (including the map) is Jaisalmer mentioned.

Hindustan Times, 8 August 2025, Page No- 8

Govt: All schools will be subject to fee regulation

Snehil Sinha and Varun Bhandari
htreporters@hindustantimes.com

NEW DELHI: Fee regulation norms that only applied to select schools under the Delhi Development Authority's (DDA's) land clause will now apply to all government and private schools, once the bill introduced in the assembly is passed, education minister Ashish Sood said on Thursday.

Speaking at the sidelines of the ongoing Monsoon Session of the Delhi Assembly, the minister said the Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, 2025, is likely to be passed on Friday. He said the biggest benefit of the bill will be its equitable applicability, ending a "decade of unchecked profiteering" by private institutions.

"This bill replaces a toothless, reactive framework with a proactive, empowered, and transparent one. Earlier, the DoE could only approve the fees increased by the schools under the land clause, while there are hundreds of smaller private schools where fee increase goes unchecked. The parents of bigger schools complain, but if the fee of a small private school in Najafgarh increases from ₹1,000 to ₹1,500, it is a 50% hike. This is a huge burden for the parents but they, in most cases, do not complain," Sood said.

He said that of over 1,443 schools, the land clause applied to just about 350 schools, and that fees can be checked by the Department of Education (DoE) if a complaint is made under the Delhi School Education Act & Rules, 1973 (DSEAR, 1973).

To be sure, the land clause applies to schools that were allotted land on subsidised rates by the DDA. These schools have to inform DoE about proposed fee hikes online on its portal, for review by the department.

The education minister said that under the existing norms, the fee changes submitted to the DoE were not approved for any school last year; it was approved for 28 schools in 2023 and 228 schools in 2022.

Data accessed by HT revealed sharp fee hikes by schools regulated under the land clause. While 168 proposals were submitted in 2016-17, the number climbed to 262 by 2023-24; the percentage of accepted proposals grew from around 40% in 2019-20 to around 63% in 2022-23 and 67% in 2023-24. "In 2024-25, interestingly, 244 proposals were submitted but none accepted, rejected or decided upon. This was the year before the election. The reality is that more schools hiked fees than those who even submitted proposals," Sood said.

He accused the previous regime of failing to monitor schools, irrespective of whether they were regulated under the land clause. "Audits were rare, and legal ambiguities, particularly after a 2024 high court stay, left the DoE paralysed from issuing enforceable orders. The previous government, in their 10-year regime, totally failed to regulate their fee and did not audit their statements of fee or return filed with DoE, except for a few schools," Sood said.

Delhi president of the Aam Aadmi Party (AAP) Saurabh Bharadwaj accused Sood of trying to mislead parents. "The actual aim of this new act is to protect over 350 private schools in Delhi from various judgments of the high court and the Supreme Court of India... With this new act, these private schools will attempt to bypass the requirement of seeking prior permission from the director of education. They will also use the act to justify and legalise the illegal fee hikes they implemented in the past without approval," he said.

Aparajita Gautam, president, Delhi Parents Association, said that the government should first quantify the number of schools in the Capital. "The number of schools stated by the government is different in each statement; first, they should come up with one number which is accurate. Also, play schools should also be included in this bill; why are they left out?" she said.

At schools with DDA land clause

Academic session	Online hike proposals submitted	Accepted	Rejected	Withdrawn	Undecided
2016-17	168	30.92% (30)	69.07% (67)	71	0
2017-18	266	25.65% (59)	74.34% (171)	36	0
2018-19	167	24.68% (39)	75.31% (119)	9	0
2019-20	243	40.61% (93)	59.38% (136)	14	0
2020-21 2021-22	No increase due order during Covid-19				
2022-23	236	63.87% (145)	36.12% (82)	9	0
2023-24	262	67.85% (19)	32.14% (9)	-	234
2024-25	244	-	-	-	244

(data shows increasing acceptance of school fee hike over the years and that the decision on school fee hike is pending for most schools in the last two academic years.)



Tamil Nadu unveils State Education Policy, counters NEP with two-language system

Tamil Nadu Chief Minister MK Stalin has released the State Education Policy, drafted by a 1 member panel led by Justice Murugesan. The policy rejects key NEP provisions, retains the two-language policy, and prioritises science, AI, and English.

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Karnataka Congress cries 'credit chori' ahead of PM's Namma Metro line flag-off


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Tamil Nadu Chief Minister MK Stalin slams BJP-AIADMK for religious politics, says real threat is to NDA, not religion.



Anagha
UPDATED: Aug 8, 2025 13:42 IST
Written By: Deepthi Rao

In Short

- Tamil Nadu unveils alternative to National Education Policy
- UG admissions based on Class 11, 12 marks
- Big push for science, AI, and English

Tamil Nadu Chief Minister MK Stalin on Friday unveiled the State Education Policy (SEP) at the Anna Centenary Library Auditorium in Kotturpuram, positioning it as a clear alternative to the Centre's National Education Policy (NEP).

A 14-member committee headed by retired Justice Murugesan was constituted in 2022 to draft the new policy. The panel submitted its recommendations to the Chief Minister in July last year, and the document has now been formally released.

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The SEP will retain the state's two-language policy, rejecting NEP's three-language formula, and recommend undergraduate admissions for arts and science courses based on consolidated marks from Classes 11 and 12 instead of a common entrance exam, as per sources.

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It also pushes back against NEP's proposal for public exams in Classes 3, 5 and 8, calling it regressive, anti-social justice, and a potential cause for higher dropout rates and commercialisation of education.

The committee has proposed a big push for science, artificial intelligence, and English, along with substantial investment in state-run institutions. It has also recommended bringing education back under the state list from the concurrent list.

Tamil Nadu Education Minister Anbil Mahesh said, "Till 10th standard, across all boards, including CBSE, ICSE, and the State board, students will study Tamil. We are dead against the three-language policy in NEP." He also said the policy is "one year's work of the committee" and "not borrowed from any other state."

Former Telangana governor and BJP senior leader Tamilisai Soundararajan slammed Tamil Nadu's policy, dubbing it the "State Egoistic Policy."

She criticised the SEP as a "cut and copy" of the NEP, calling it "divisive" and accusing the state government of wanting to "shrink education."

She defended NEP's public exams for Classes 3, 5, and 8, saying they are designed to challenge students and prepare them for future exams, with reexams available to ensure passing.


Karnataka Congress orchestrated 'chori' ahead of PM's Namma Metro line flag-off

Dhirubhai and Anil Ambani's Adani gamble


The case of the policy comes amid [illegible] between the state and the Centre over funding. Tamil Nadu alleges that the Centre has withheld Rs 2,152 cro

the Samagra Shiksha scheme over its refusal to implement NEP.

Union Education Minister Dharmendra Pradhan had said funds would be released only if the state adopted NEET. At the SEP launch, Minister Udhayanidhi Stalin said, “Even if they give Rs 1,000 crore, Tamil Nadu won’t implement NEP. Tamil Nadu doesn’t like imposition in any form.”

- Ends

Published By: Deepthi

Published On: Aug 8, 2025

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MK Stalin unveils Tamil Nadu's State Education Policy in counter to NEP

03:38

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Karnataka Congress cries 'credit chori' ahead of PM's Namma Metro flag-off



Dharavi redevelopment | The big Adani gamble



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Rewriting NCERT School Textbooks: ‘Muslim Raj’ is just an excuse; Hindutva Project is to Hide Truth!

in India by Shamsul Islam 08/08/2025

This response to malicious rewriting of school textbooks by Hindutva led NCERT is a lengthy one as author intends to challenge not journalistically but with facts and documents mostly drawn from ‘Hindu’ sources. The author has tried to produce a comprehensive document exposing the Hindutva project of falsifying history and denigrating democratic-secular-egalitarian polity of India.

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Director of the National Council of Educational Research and Training (NCERT), D. P. Saklani unveiled the Class 8 Social Science textbook with several fundamental changes on July 17, 2025. This revised version is to be implemented from session 2025-26. Wide changes have been made in this new edition, but the press reports simply stated that the existing lessons on Mughal and Muslim rulers had been replaced with details of the religious persecution and other atrocities committed by Muslim rulers in India. And regarding this, the Hindutva-captive media and WhatsApp universities started another war against Islam and the country's Muslims.

Before this, radical changes had been made in the textbooks of classes 6-12.

The expert who has been given the responsibility to complete this work by NCERT, under the complete control of RSS, is Michel Danino, an Indian writer of French origin. He secured Indian citizenship only in 2003. Modi government conferred on him Padma Shri award, India's fourth-highest civilian award, in 2017. He is currently the chairman of the social science curriculum of the National Council of Educational Research and Training (NCERT). He is a supporter of

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Wake up, Election Commission, to the harsh reality of fraudulent additions to voters' lists and toxic exclusions
by E A S Sarma
11/08/2025

Let us first know which important topics have been left out from school syllabus.

Emergency 1975

The chapter on Emergency in the Class 12 political science textbook 'Politics in India after Independence' has been reduced by five pages. Parts relating to the harsh impact of the Emergency on people and institutions have been deleted.

Another reference to the ban imposed on all trade union activities during the Emergency has been removed from chapter 8 ('Social Movements') of the class 12 sociology textbook.

Material on protests and social movements dropped

Nearly three chapters detailing protests that turned into social movements in contemporary India have been removed from political science textbooks for classes 6 to 12.

A chapter on "Rise of Popular Movements" has been removed from the class 12 textbook 'Politics in India after Independence'.

The Chipko movement, the growth of the Dalit Panthers in Maharashtra in the 1970s, the agrarian struggles of the 1980s, especially those led by the Bharatiya Kisan Union, the anti-alcohol movement of Andhra Pradesh, details on the famous Narmada Bachao Andolan [Save Narmada River Movement] opposing the construction of the Sardar Sarovar Project on the Narmada River and its tributaries in Madhya Pradesh, Gujarat and Maharashtra and the

From Faith to Fallout: Sheikh Abdullah, Delhi, and the Unravelling of Kashmir's Promise
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by Quds News Network
11/08/2025

'If You Receive My Words, Know Israel Has Killed Me': Anas Sharif's Final Will

The chapter ‘Struggle for Equality’ also removed

NCERT has also removed the chapter ‘Struggle for Equality’ from the Class 7 Political Science textbook, which states how ‘Tawa Matsya Sangh’ fought for the rights of displaced forest dwellers of Satpura forests of Madhya Pradesh.

Chapter on struggles of indigenous/foreign people removed

The third chapter on mass struggles has been removed from the Class 10 political science textbook ‘Democratic Politics-II’. It dealt with indirect ways of influencing politics through pressure groups and movements. Besides the movement for democracy in Nepal and the protests against water privatization in Bolivia, South America. This chapter also covered the Narmada Bachao Andolan, the non-violent ‘Kittiko-Hachiko Movement’ (‘Kittiko-Hachiko Movement’, also known as the “Kittiko Hachiko” movement, was a non-violent protest in Karnataka, India, in 1987 which opposed eucalyptus plantations on grazing land. The movement involved people plucking eucalyptus saplings and planting alternative, useful plants instead) in Karnataka in 1987, the BAMCEF (All India Backwards SC/ST/OBC and Minorities Communities Employees’ Federation) founded by Kanshiram in 1971, and the National Alliance of People’s Movements, whose founders included Medha Patkar.

Scissors on study of social movements

The only chapter on social movements in the sociology syllabus of classes 11 and 12 has been significantly reduced. In the chapter titled ‘Social Movements’ in the class 12 textbook ‘Social Change

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by Dr Mahboob A Khawaja
11/08/2025

Bay Area Rise Up for Gaza Targets Consulting Group
by Phil Pasquini
11/08/2025

students were asked to discuss the recent farmers' protests against the three farm laws passed by Parliament.

Shredding of Indian democracy

Four chapters dealing with Democracy and the Making of Indian Democracy have been removed on the ground that similar topics are covered in Political Science textbooks of other classes. For example, a chapter titled 'Key Elements of Democratic Government' has been removed from the Class 6 political science book. This was the first detailed introduction to the concept of democracy in middle school and discussed some of the key elements that affect the functioning of a democratic government, including chapters like 'Democracy and Diversity' and 'Challenges to Democracy' that have been removed from the Class 10 political science textbook.

Both these chapters were first removed from the CBSE syllabus in April and have now been permanently removed from the NCERT textbook.

Jawaharlal Nehru cut short

The following comment of Nehru on Bhakra Nangal Dam has been removed from Class 12 Sociology textbook, 'Social Change and Development in India':

> ''Our engineers tell us that probably nowhere else in the world is there a dam as high as this. The work bristles with difficulties and complications. As I walked around the site I thought that these days the biggest temple and mosques and gurdwara is the place where man works for the good of mankind. Which place can be greater

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by Roger D Harris and John Perry
11/08/2025

> their blood and sweat and laid down their lives as well?''

Discussion on sedition deleted

A section describing the arbitrariness of colonial sedition law through the example of sedition and how Indian nationalists, specially, revolutionaries played a role in challenging it is no longer part of a chapter 'Understanding Laws' in the class 8 political science book. This deleted section also carried the following exercise for students: ''State one reason why you think the Sedition Act of 1870 was arbitrary? In what ways does the Sedition Act of 1870 contradict the rule of law?''

Constitution making and creation of linguistic states left out

The chapter 'India after Independence', which talks about constitution making and creation of linguistic states, has been removed from the Class 8 history textbook 'Our Pasts III'.

Description of demolition of Babri Masjid, Gujarat and Manipur violence removed

References to the demolition of the Babri Masjid in Ayodhya (1992), Muslims killed in the Gujarat riots (2002), and to the Manipur violence were removed from Class 11 and 12 textbooks.

Pioneers of Anti-British struggle, Hyder Ali and Tipu Sultan dropped

NCERT's new Class 8 social science textbook does not mention Hyder Ali and Tipu Sultan, or the four Anglo-Mysore Wars of the 1700s, in its chapter on

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resistance to British colonialism. He was the pioneer of rocket artillery which had great success against the British. The economy of Mysore reached its peak during his reign.

He was martyred on 4 May 1799 while fighting the combined forces of British-Maratha-Nizam at the Srirangapatna front. At the time of Tipu's martyrdom, he was wearing a heavy gold ring on which 'Ram' was inscribed in Devanagari script.

How much British dreaded Tipu would be clear by the letter which A. Campbell, wrote to the Court of Directors of the East India Company in 1788, **"the most active powerful, ambitious Prince of Hindostan, whose troops are in high order and whose powerful antipathy to the English is beyond what the Directors are yet well aware of."** When he died there were jubilant celebrations in Britain with declaration of public holiday in Britain.

Shockingly, Danino defending the removal of Haider Ali and Tipu Sultan's contribution to anti-colonial wars while confirming that Tipu Sultan and related events will likely remain absent in Part 2 of the series as well, stated: "If we include every war, we go back to cramming."

The 'Muslim' rule not removed but toxified

The Hinduized captive media and experts have been arguing that the period of rule of Muslim rulers in India has been removed, that is why the secular and progressive camp is getting irritated. The truth is that it is very much there narrated with vigorous anti-Islam and anti-Muslim rhetoric in tune with the current communal politics of RSS-BJP rulers.

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100 Children and Infants Died from Hunger Amid Israeli Blockade
by Quds News Network
10/08/2025

(the British Raj), deliberating in a note on ‘Dark Periods of History’, when war, abuse, fanaticism and bloodshed prevailed. The description of ‘dark periods of history’ includes the oppressive policies of Mahmud of Ghazni and the Mughal rulers as we will know in the following.

1. Reference to Mahmud Ghazni of Afghanistan, who invaded the subcontinent and raided the Somnath temple, has been tweaked. First, the title “Sultan” has been dropped from his name. Second, the sentence “he raided the subcontinent almost every year” has been revised to “he raided the subcontinent 17 times (1000-1025 CE) with a religious motive”.

2. On Babur, the first Mughal emperor, the book notes that his autobiography points to him as being cultured and intellectually curious. **“But he was also a brutal and ruthless conqueror, slaughtering entire populations of cities, enslaving women and children, and taking pride in erecting ‘towers of skulls’ made from the slaughtered people of plundered cities.”**

3. Akbar’s reign is described as a blend of “brutality and tolerance”, and that during the seizure of the Chittor fort, Akbar, then 25 years old, ordered the massacre of 30,000 civilians, and the enslavement of women and children, the new textbook states. Akbar’s message is also quote in the textbook: **“We have succeeded in occupying a number of forts and towns belonging to infidels and have established Islam there. With the help of our bloodthirsty sword, we have erased signs of infidelity from their minds and have destroyed temples in those places and also all over Hindustan.”**

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The subaltern cannot speak... Book ban seeks to erase people’s history
by Freny Manecksha
10/08/2025

political, and they give examples of his grants and assurances of protection to temples. While politics played a part in his decisions, his farmans (edicts) **"make his personal religious motive clear too."** He ordered governors of provinces to demolish schools and temples, and destroyed temples at Banaras, Mathura, Somnath, and Jain temples and Sikh gurdwaras.

This detailed account of the atrocities committed by the 'Muslim' rulers on their Hindu subjects has been accompanied by a commentary which underlines that it is important to study the dark events objectively, without blaming anyone of the present-day people (i.e. the Muslims of the country). If we want to identify the criminals of the 'Muslim Raj', then the historical facts of that period, as recorded by the 'Hindu' sources themselves, will clearly reveal that the upper caste Hindus were fully complicit in the atrocities committed by the Muslim rulers.

'Hindu' narrative of incidents in history when High Caste Hindus helped 'Muslim' rulers

No sane person can deny that Somnath Temple in Gujarat was desecrated, looted and razed by Mahmud Ghazi (Mahmud Ghaznavi) in 1026. But a fact remains buried that it was done with the active help and participation of local Hindu chieftains. The most prominent ideologue of RSS, MS Golwalkar while referring to the desecration and destruction of Somnath Temple by Mahmud Ghazi added:

> "He crossed the Khyber Pass and set foot in Bharat to plunder the wealth of Somnath. He had to cross the great desert of Rajasthan. There was a time when he had no food, and no water for his

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> made the local chieftains to believe that Saurashtra had expansionist designs against them. In their folly and pettiness, they believed him. And they joined him. When Mahmud Ghazi launched his assault on the great temple, it was the Hindu, blood of our blood, flesh of our flesh, soul of our soul-who stood in the vanguard of his army. Somnath was desecrated with the active help of the Hindus. These are facts of history."
>
> [RSS English organ, *Organizer*, January 4, 1950.]

These were not 'Muslim' rulers only who were defiling Hindu temples. Swami Vivekananda shared the fact that,

> "The temple of Jagannath is an old Buddhistic temple. We took this and others over and re-Hinduised them. We shall have to do many things like that yet". [*The Complete Works of Swami Vivekananda*, vol. 3, 264.]

It has been corroborated by another darling of the Hindutva camp, Bankim Chndra Chatterjee. According to him RATH YATRA, an integral part of Jagganath Temple was a Buddhist ritual. Bankim wrote:

> "It is a fact...that the images of Jagannath, Balaram, and Subhadra, which now figure in the Rath, are near copies of the representations of Buddha, Dharmma, and Sangha, and appear to have been modelled upon them."
>
> [Chatterjee, Bankim Chandra, 'On the origin of Hindu festivals' in *Essays & Letters*, Rupa, Delhi, 2010, pp. 8-9.]

It was not an isolated takeover. Swami Dayanand

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Gyan Wapi Masjid:

contribution of Shankaracharya (8th century) in his tome, *Satyarth Prakash* wrote:

> "For ten years he toured all over the country, refuted Jainism and advocated the Vedic religion. All the broken images that are now-a-days dug out of the earth were broken in the time of Shankar, whilst those that are found whole here and there under the ground had been buried by the Jainis for fear of their being broken." [Sarswati, Dayanand, *Satyarth Praksh*, chapter xi, p. 347.]

According to the Buddhist narrative of ancient Indian history the last of Maurya dynasty's Buddhist king (Ashoka being one), Brihadratha was assassinated by Pushyamitra Shunga, a Brahmin in 184 BCE thus ending the rule of a renowned Buddhist dynasty and establishing the rule of Shunga dynasty. DN Jha an authority on ancient Indian history referred to *Divyavadana*, a Buddhist Sanskrit work from the early centuries which described how Buddhist and Jain religious places were destroyed by Pushyamitra Shunga, a great persecutor of Buddhists.

> "He is said to have marched out with a large army, destroying stupas, burning monasteries and killing monks as far as Sakala, now known as Sialkot, where he announced a prize of one hundred dinars for every head of a Shramana (opposed to Vedas)."

Jha also presented evidence from the grammarian Patanjali, a contemporary of the Shungas, who famously stated in his *Mahabhashya* that Brahmins and Shramanas were eternal enemies, like the snake and the mongoose.

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Did Hindus join persecution of Sikhs by Mughals?

In the Hindutva narrative the persecution of Sikh Gurus and their followers by Mughal rulers is used to spread hatred against present day Indian Muslims. The Mughal rulers specially Aurangzeb's armies committed the most heinous and unspeakable crimes against Sikhs. Was it Muslims versus Sikhs? The contemporary Sikh records reject such an interpretation. According to a Sikh site during the last and the most brutal siege of Anandpur Sahib in 1704, "The Muslims and the Hindu hill rajas completely surrounded the city and cut it off from outside supplies." While trying to escape the Mughal invaders,

> "The younger sons of Guru Gobind Singh, Baba Zorawar Singh age 9 and Baba Fateh Singh age 7, were separated from the group in the confusion. They walked through the rugged jungle with their holy grandmother, Mata Gujri ji (mother of Guru Gobind Singh) until they came to small village where they took shelter. An old servant of the Guru's household, Gangu, heard they were there and came to Mataji. With sweet words he requested that they go with him to his village. He expressed care and concern, but his heart was dark with betrayal. Cold, wet and alone, Mata Gujri gratefully went with Gangu to his house. For a few gold coins, Gangu betrayed their whereabouts to the Moghul army. At dawn, a loud banging came on the door, and the soldiers of the evil governor Wazir Khan came to escort the holy family to Sarhind. As they traveled through the city, people thronged to see them pass offering words of encouragement. They shouted curses at the Brahmin and were shocked at the depravity of the Moghul governor".

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Maratha Rule glorified overlooking what it did to Hindus

The class 8 social science book now has a separate chapter on the Marathas; it refers to the Anglo-Maratha wars between 1775 and 1818 and states that **"the British took India from the Marathas more than from the Mughals or any other power"**. Marathas in general are seen as having **"contributed substantially to India's cultural developments."**

How much Hindutva trained NCERT bosses were awed by the Maratha Empire became clear when serious objections to the depiction of Jaisalmer State and some other parts of Rajasthan in the Maratha Empire map produced in the revised books. Chaitanya Raj Singh of the erstwhile princely state of Jaisalmer stated in a in a post on X that the map on the extent of the Maratha empire in the class 8 social science textbook "depicts Jaisalmer as a part of the then Maratha Empire, which is historically misleading, factually baseless, and deeply objectionable...[there are] no authentic historical sources" that mention "any Maratha dominance, invasion, taxation, or authority" over Jaisalmer.

[https://indianexpress.com/article/education/ncert-forms-panel-amid-row-over-class-8-map-of-maratha-empire-10175532/]

Maratha armies in Bengal

Let us compare these claims with the horrendous experience of the contemporary Hindus. Sir Jadunath Sarkar (1870-1958), a renowned historian, held no brief for Islam or Muslim rulers in India. In fact, he is regarded as a true 'Bhartiye' historian by RSS and a

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Quit India Movement in Lohia's perception

invasion of Bengal in 1742, too, makes it clear that this army of 'Hindu nation' cared least about honour and property of Hindus of Bengal. According to Sarkar, **"the roving Maratha bands committed wanton destruction and unspeakable outrage".**

[Jadunath Sarkar (ed.), *The History of Bengal-Volume II Muslim Period 1200 A.D.–1757 A.D.* (Delhi: BR Publishing, 2003), (first edition 1948), 457.]

Sarkar, in his monumental work on the history of Bengal, reproduced eyewitness accounts of the sufferings of Bengali Hindus at the hands of Marathas. According to one such eyewitness, Gangaram,

> "The Marathas snatched away gold and silver, rejecting everything else. Of some people they cut off the hands, of some the nose and ear; some they killed outright. They dragged away the beautiful women and freed them only after raping them".
>
> [Jadunath Sarkar (ed.), *The History of Bengal-Volume II Muslim Period 1200 A.D.–1757 A.D.* (Delhi: BR Publishing, 2003), (first edition 1948), 457.]

Another eyewitness, Vaneshwar Vidyalankar, the court Pandit of the Maharaja of Bardwan, narrated the horrifying tales of atrocities committed by the Marathas against Hindus in the following words:

> "Shahu Raja's troops are niggard of pity, slayers of pregnant women and infants, of Brahmans and the poor, fierce of spirit, expert in robbing the property of everyone and committing every kind of sinful act." [Ibid., 458.]

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NCERT does not tell the truth that Babur captured northern India by defeating and killing the Muslim Ibrahim Lodhi. It is also not mentioned that the chief commander of the Hindu king Rana Sanga who challenged Mughal army led by Babur was Hasan Mewati who was martyred while fighting Babur's army in the Battle of Khanwa [near Bharatpur] on March 15, 1527.

Atrocities of Aurangzeb

It cannot be argued that Aurangzeb [1618-1707] did not commit heinous crimes against his Hindustani subjects. It is important to remember that his cruelty was not confined to non-Muslims.
His own father (Mughal emperor Shah Jahan), brothers (Dara Shikoh, Murad Bakhsh and Shah Shuja), the Shia community, Muslims who did not follow his brand of Islam and the Muslim ruling dynasties in the eastern, central and western parts of India suffered his terrible cruelty and repression. They were destroyed. The word barbaric would be too mild a word to describe his treatment of the Sikh Gurus, their families and followers.

It was Aurangzeb who murdered the famous Sufi saint, Sarmad, in the premises of Delhi's Jama Masjid [there is a mausoleum on his grave at the eastern gate of the Jama Masjid where the stairs begin, which is still revered by many people]. It is also true that there were numerous cases when Hindus and their religious places were violently targeted during the autocratic rule of Aurangzeb. He crushed the rebellions of the 'Satnamis' in Gujarat.

However, there are contemporary records of his patronage of Hindu and Jain religious sites. Two

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Red Fort, which was built during Shah Jahan's reign which continued to function during Aurangzeb's reign and the famous Jain Lal Mandir right opposite the Red Fort. [Trushke, Audrey, Aurangzeb: The Man and the Myth, Penguin, Gurgaon, 2017, pp. 99-106.] Both these temples continue to function even today. It is important to remember that limiting all the crimes of Aurangzeb only to the suppression of Hindus would be tantamount to trivializing his grave crimes against humanity.

Mughal rule evolved and sustained by the support of the Hindu Upper Castes

How naive is NCERT (or it is under the total influence of RSS) that it is unaware of the fact that Aurangzeb or Mughal 'Islamic' rule used Hindu upper castes in droves to establish and run their empire which was inhabited predominately by Hindus. How deep and strong this unity can be gauged from the fact that after Akbar, no Mughal emperor was born to a Muslim mother. The Hindu upper castes showed immense loyalty to the 'Muslim' rulers and served them well with both their brains and strength.

Aurobindo Ghosh, who played a major role in providing a Hindu dimension to Indian nationalism, acknowledged that Mughal rule survived due to the fact that the Mughal emperors gave Hindus **"positions of power and responsibility, they used their brains and brawn to preserve their kingdoms".** [Chand, Tara, *History of the Freedom Movement in India,* vol. 3, Publication Division, Government of India, Delhi, 1992, p. 162.]

The renowned historian Tara Chand, relying on primary source material of the medieval period,

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concluded that the entire Punjab, except western Punjab, in whole of India, the ownership of land had come into the hands of the Hindus", most of whom were Rajputs. [Chand, Tara, *History of the Freedom Movement in India,* vol. 1, Publication Division, Government of India, Delhi, 1961, p. 124.]

What do the contemporary official records show?

Maasir-ul-Umara [Biographies of Commanders] A biographical dictionary of officials the Mughal Empire from 1556 to 1780 [from Akbar to Shah Alam] in Persian language is the most authentic record of high-ranking officials employed by the Mughal rulers. This work was compiled by Shahnawaz Khan and his son Abdul Hai between 1741 and 1780. The details contained in it were based on the official records of the Mughal rulers. According to this compilation, during this period the Mughal rulers had about 100 Hindus (out of 365) were appointed to the high-ranking positions of Mughal empire, most of whom were from "Rajput Rajputana, Central-India, Bundelkhand, Maharashtra". As far as numbers are concerned, Brahmins followed Rajputs in handling the Mughal administration.

[Khan, Shah Nawaz, Abdul Hai, *Maasir al-Umara* [translated by H Beveridge as Mathir-ul-Umra], volumes 1 & 2, Janaki Prakashan, Patna, 1979.]

Interestingly, the Kashi Nagari Pracharini Sabha, founded in 1893 which was "committed to the establishment of Hindi as the official language", published part of this book in Hindi which contained 'Biographies of Hindu Chieftains of the Mughal Court' in 1931. [व्रज रत्न दास (अनुवाद), *माआसिरुल–उमरा*, काशी नागरी प्रचारिणी सभा, काशी, 1931]

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by Bharat Dogra
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Today, 9 August....
by Cedric Prakash

Aurangzeb never faced Shivaji on the battlefield. It was his general, Jai Singh I (1611-1667), a Rajput ruler of Amer (Rajasthan), who was sent to subjugate Shivaji (1603-1680). Jai Singh II (1681-1743), (nephew of Jai Singh I) was another prominent Rajput general of the Mughal army who served Aurangzeb loyally against Shivaji. He was given the title of 'Sawai' by Aurangzeb in 1699. He was awarded the title of [one fourth time superior to his contemporaries] and thus he came to be known as Maharaja Sawai Jai Singh. He was also given the title of Mirza Raja [a Persian title for a royal prince] by Aurangzeb. Other titles given to him by other Mughal rulers were 'Sarmad-i-Rajah-i-Hind' [Eternal Ruler of India], 'Raja Rajeshwar' [Lord of Kings] and 'Shri Shantanu Ji' [Benevolent King]. These titles are even today displayed by his descendants today.

Akbar vs. Maharana Pratap

According to the current Hindutva narrative, Pratap Singh I, popularly known as Maharana Pratap (1540-1597), fought for Hindus and Hindu nation against the Mughal emperor Akbar who wanted to subjugate the Hindus of India under Islamic rule. Interestingly, Akbar never faced the Maharana in any battle; it was Akbar's most trusted Rajput military commander, Man Singh I (1550–1614), also his wife's real brother, who fought against the Maharana on behalf of the Akbar.

The most important battle of Haldighati (June 18, 1576) was fought between the army led by Maharana and Mughal army led by Man Singh I. He was one of the Navratnas (favourite courtiers of Akbar). Akbar called him his Farzand (son), and he ruled several provinces of Akbar's empire.

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Editor's Picks

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a great role in confronting the Mughal army led by Man Singh in the Battle of Haldighati. Hakim Khan Suri fought alongside Maharana Pratap and was killed in the same battle while defending Maharana.

A Kayastha Prime Minister of Shah Jahan and Aurangzeb

Contemporary documents mention carry first-hand accounts of Raja Raghunath Bahadur, a Kayastha, who served as the Diwan Aala (Prime Minister) of both Shah Jahan and Aurangzeb. According to a biography written by one of his descendants, Raja Maharaj Lal,

> ‘‘Raja Raghunath Bahadur was not oblivious to the interests of his co-castes [Kayasthas], having risen to the highest post of Dewan Aala (Prime Minister). Raja appointed each of them to positions of honour and emoluments according to their individual merits, while many of them were granted honours and valuable estates for their services. Not a single Kayastha remained unemployed or in needy circumstances.’’
>
> [Lal, Lala Maharaj, *Short Account of the Life and Family of Rai Jeewan Lal Bahadur Late Honrary Magistrate Delhi, With Extracts from His Diary Relating to the Times of Mutiny 1857*, 1902.]

This account reveals that in the Sultanate of Aurangzeb, who was a ‘fanatic Muslim’ and an unbridled tyrant, the Kayastha prime minister was free to patronize people of his caste, all of whom were Hindus. Aurangzeb was so fond of this Hindu Prime Minister that after his death he instructई one of his Wazirs (ministers) Asad Khan in a letter to follow the ‘saintly guidance’ of Raja Raghunath. [Trushke, Audrey, pp. 74-75.]

Gaza, I write this in total Despair!
by Binu Mathew
19/06/2025

Recipes for Revolution, Protein for Power, Meat for Change
by Countercurrents Collective
04/04/2025

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Investigating only the "Muslim period' (500 years) in a 5000-year-old Indian civilization

Linking the crimes committed by Aurangzeb or other 'Muslim' rulers in pre-modern India to their religion is going to have serious consequences even for the 'Hindu' history as told by the RSS. For instance, take Ravana, the king of Lanka, who as per the 'Hindu' legend, committed unspeakable crimes against Sita, her husband Lord Rama and their companions during their 14-year long exile [exiled by Hindus only]. This Ravana, according to the same legend, was a learned Brahmin and one of the greatest worshippers of Lord Shiva.

Violence when only Hindus inhabited India

Mahabharata

The epic Mahabharata is not the story of a fierce war between Hindus and Muslims but between two 'Hindu' armies (Pandavas and Kauravas, both Kshatriyas). In this War, according to the 'Hindu' account, 120 crore people (all Hindus) were killed. Draupadi, the joint wife of the Pandavas, was disrobed by the Kauravas (all Hindus).

If the crimes of Ravana, Kauravas, Jai Singh I and II etc. are linked to their religion like Aurangzeb and other 'Muslim' rulers, then the country will turn into a slaughterhouse. If revenge is to be taken on the present co-religionists of the rulers/criminals of the past, then it must begin from the beginning of Indian civilization; the turn of Indian Muslims will come much later!

'Muslims' ruled India for centuries, but Muslim

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Another crucial fact which is consciously kept under wrap is that despite more than five hundred hundreds of effective 'Muslim' rule which according to Hindutva historians was nothing but a project of annihilating Hindus or forcibly converting the latter to Islam, India remained a nation with an absolute Hindu majority. The British rulers held first census in 1871-72. It was the time when even ceremonial 'Muslim' rule was over. According to the Census report:

> "The population of British India is, in round numbers, divided into 140½ millions *[sic]* of Hindoos (including Sikhs), or 73½ per cent., 40¾ millions of Mahomedans, or 21½ per cent. And 9¼ millions of others, or barely 5 per cent., including under this title Buddhists and Jains, Christians, Jews, Parsees, Brahmoes..."
>
> [*Memorandum on the Census of British India of 1871-72: Presented to both Houses of Parliament by Command of Her Majesty London*, George Edward Eyre and William Spottiswoode, Her Majesty's Stationary Office 1875, 16.]

These figures make it clear that persecution and cleansing of Hindus was not even a secondary project of the 'Muslim' rule. If it had been so Hindus would have disappeared from India. At the end of 'Muslim' rule Hindus were 73.5%. India seems to be the only country in world history where despite 'Muslim' rule of more than half of a millennium the populace did not convert to the religion of the rulers. Hindu High Castes remained in control of the national wealth during the 'Muslim' rule and continue to be in control whereas common Muslims remained paupers during the 'Muslim' rule and continue to be so!

In the latest NCERT rewrite spree on Muslim period, a

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be studied impartially without blaming any present-day people (i.e. Muslims of the country). If we really want to identify the criminals of 'Muslim Raj' then it is very important to settle the account with the upper Caste Hindus of the country and not Indian Muslims. There are historical reasons behind the huge amount of wealth that the upper castes of the country have today.

They Hindu High Castes did not bear enmity towards either Muslim or Christian rulers but rather served them with utmost loyalty; they even developed bread-daughter [*roti-beti*] relationship with the Muslim rulers. It is not that the upper Caste Hindus did not fight these cruel rulers, but nobody of their lineage survived.

Shamsul Islam is a retired professor of Delhi University

Link for some of S. Islam's original writings in English, Hindi, Urdu and translations into Marathi, Malayalam, Kannada, Bengali, Telugu, Punjabi, Gujarati and video interviews/debates:

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'Only Tamil and English to continue': MK Stalin rolls out new education policy for state

TIMESOFINDIA.COM | Aug 8, 2025, 03.09 PM IST



NEW DELHI: Amid the ongoing language row, Tamil Nadu CM MK Stalin rolled out the state's new education policy on Friday. After releasing the policy, Stalin said the state will continue to follow the two-language formula, Tamil and English in schools.

He also felicitated 901 students from government schools who secured admissions to premier institutions, including IITs, NITs and other top universities.

Poll

What is your opinion on Tamil Nadu's opposition to the National Education Policy?

It's harmful to national unity It's justified to protect regional interests

Stalin further highlighted that 75% of students who passed the Class XII exam this year in Tamil Nadu enrolled for higher education and expressed his aim to raise this figure to 100% in the coming years.
"We will not allow 'pirooku' (reactionary thinking) in our education. Our State Education Policy aims to create

‘samathuva kalvi’ (education for equality) and ‘paguthariv kalvi’ (education with rational thought). This will serve as a platform for students to compete with international standards of education,” Stalin said.

Why was it implemented

The State Education Policy (SEP) was prepared by a committee formed by the Tamil Nadu government and headed by retired high court Judge Justice D Murugesan, who submitted the report in 2024.

This development comes against the backdrop of months of protests against the National Education Policy (NEP) introduced by the Centre.
The DMK-led Tamil Nadu government has strongly opposed the NEP, describing it as “against social justice” and an attempt to impose Hindi on the state. Tamil Nadu has categorically refused to adopt it.

In May, the state moved the Supreme Court, alleging that around Rs 2,200 crore in central funds had been withheld as a consequence of its refusal to implement the NEP.

— ANI (@ANI)

In its plea, the state sought a declaration that the NEP 2020 and the PM SHRI Schools Scheme cannot be enforced upon it without its formal consent.

The petition argued that funds under the Samagra Shiksha Scheme had been unlawfully linked to these central initiatives, calling the move “unconstitutional, arbitrary, and illegal.”

It stated: “The glaring reason for such non-disbursement is that the Defendant has linked the release of Samagra Shiksha Scheme funds with the implementation of ‘National Education Policy’ and ‘NEP exemplary PM SHRI Schools’ Scheme, despite the fact that this policy / scheme are separate schemes."

"The reason for such apparent linkage is the MoU pertaining to the PM SHRI Schools Scheme, which dictates the implementation of the NEP-2020 in the Plaintiff State (Tamil Nadu) in its entirety — something the Plaintiff State opposes due to Clause 4.13 of the NEP-2020, which envisages the three-language formula.”

Tamil Nadu is demanding the release of Rs 2,291.30 crore from the Centre, along with 6% annual interest on Rs 2,151.59 crore from May 1 until full payment.

The state has also requested that the court direct the Centre to comply with the Right of Children to Free and Compulsory Education Act, 2009, by ensuring timely disbursal of its 60% share of grants-in-aid before each academic year.

The Arunachal Times

NCERT forms panel to review feedback on new textbooks

August 8, 2025

NEW DELHI, 7 Aug: The NCERT has set up an expert committee to examine the feedback received about its textbooks aligned with the new National Education Policy (NEP), officials said on Thursday.

The officials, however, did not clarify which textbook in particular will the panel examine.

"As a follow-up to NEP-2020, the NCERT has brought out the National Curriculum Framework for Foundational Stage and the National Curriculum Framework for School Education. Aligned with the curricular goals and competencies as given in the NCFs, NCERT has brought out teaching-learning material, including textbooks. These curricular resources, including textbooks, receive regular feedback and suggestions from various stakeholders," a senior NCERT official said.

"At present, the NCERT has received feedback about the educational content in a few textbooks. Hence a committee is being constituted having senior experts, as per its established practice. This committee will examine the feedback in light of the available evidences and submit its report at the earliest possible," the official added.

The NCERT clarified that it is a well-established practice at the NCERT that whenever substantial feedback or suggestions are received regarding the content or pedagogy of a textbook in a particular subject, a committee is constituted.

"This committee comprises high-level domain experts from reputed institutions and faculty members from the relevant subject area, with the convenorship of the head of the curriculum department. The committee carefully deliberates on the matter, makes evidence-based decisions regarding the content or pedagogy, and recommends appropriate actions accordingly at the earliest," the official said.

The NCERT's new Class 8 textbook, 'Exploring Society: India and Beyond', was in spotlight recently. Akbar's regime was a blend of "brutality" and "tolerance," Babur a "ruthless conqueror," while Aurangzeb was a "military ruler" who reimposed taxes on non-Muslims, says the book while describing the reign of Mughal emperors.

The book is the first in the new NCERT curriculum to introduce students to the Delhi Sultanate, Mughals, Marathas and the colonial era.

While earlier versions covered some of these topics in Class 7, the NCERT says the timeline has now been shifted entirely to Class 8, in line with the recommendations of the National Curriculum Framework for School Education (NCFSE)-2023. (PTI)

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NCERT forms expert panel to review Class 8 textbook map after Jaisalmer-Maratha row

3d • 2 min read



The map in the Class 8 social science NCERT textbook.

NEW DELHI: The huge controversy set off by the Class 8 social science textbook of NCERT (National Council for Educational Research and Training) wherein a map depicted had included Jaisalmer as part of the Maratha empire is set to be addressed by a committee constituted to examine the issue.


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The team has been tasked with submitting a report on the issue at the earliest, after examining all the evidence available.

The issue blew up a couple of days ago after a member of the erstwhile royal family in Jaisalmer, Chaitanya Raj Singh Bhati, took to social media and billed the bringing in of Jaisalmer under the Marathi fold as "historically misleading, factually baseless and deeply objectionable."

He had appealed to the Union Education Minister Dharmendra Pradhan to rectify it immediately. His comments generated enormous support online.

In an official release on Thursday, the Council said, "At present, NCERT has received feedback about the educational content in a few textbooks. It is a well-established practice at NCERT that whenever substantial feedback or suggestions are received regarding the content or pedagogy of a textbook in a particular subject, a committee is constituted. "



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This committee comprises high-level domain experts from reputed institutions and faculty members from the relevant subject area, with the convenorship of the Head of the Curriculum Department.

"The committee will carefully deliberate on the matter, make evidence-based decisions regarding the content or pedagogy, and recommend appropriate actions accordingly at the earliest," it added.

The team will examine the feedback in light of the available evidence and submit its report at the earliest possible.

The release further added that the changes introduced in textbooks were being done by the NCERT as a follow-up to the National Education Policy 2020.

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दैनिक जागरण, 9 अगस्त 2025, जागरण सिटी -II

कागज की नहीं, अब पढ़ें कपड़े की किताबें

संजीव गुप्ता • जागरण

- भारत मंडपम में चल रहे दिल्ली पुस्तक मेले में देखा जा रहा नवाचार
- आठ साल तक बच्चों के लिए आई तैयार की गई कपड़े की किताबें, न कटती और न फटती

नई दिल्ली: ई-बुक्स के दौर में अगर आपको कपड़े की किताबें पढ़ने को मिल जाएं तो कैसा महसूस होगा। हैरान न होइए, भारत मंडपम में चल रहे 29वें दिल्ली पुस्तक मेले में इस बार वाकई कपड़े की किताबें उपलब्ध हैं। मेले में पहुंच रहे दर्शक भी इन्हें पसंद कर रहे हैं। हाल नंबर-12 में यह नवाचार है युवा देवांशी जालान का। दिल्ली के ही त्रिनगर की रहने वाली देवांशी ने दो साल पहले हिंद खिलौना उद्योग के नाम से स्टार्ट अप शुरू किया था। उनके पिता सुधीर जालान पहले से ही फैब्रिक व्यवसाय से जुड़े हुए हैं। इसलिए अपने इस स्टार्ट अप में देवांशी ने नया प्रयोग किया। छोटे बच्चों को ध्यान में रख कपड़े और कुशन कवर की किताबें बनाने का। देवांशी बताती हैं कि उनके पास आठ साल तक के बच्चों की किताबें हैं। इनमें क, ख, ग और ए, बी, सी, डी के साथ साथ छोटी-छोटी कहानियों वाली किताबें भी हैं। यही नहीं, लूडो और सांप-सीढ़ी भी कुशन कवर वाली हैं। किताबों का आकार पाकेट साइज से लेकर छोटे तकिये तक का रखा गया है।



दिल्ली पुस्तक मेले में कपड़ों से बनी किताबों का अवलोकन करते लोग • ध्रुव कुमार

The Indian Express, 9 August 2025, Page No – 9

TN govt unveils education policy, commits to 2-language formula in departure from NEP

ARUN JANARDHANAN
CHENNAI, AUGUST 8

IN A departure from the National Education Policy (NEP), Tamil Nadu on Friday launched its own State Education Policy, with Chief Minister M K Stalin describing it as "a vision document for the future" tailored to the state's "unique character".

Stalin, who unveiled the policy at the Anna Centenary Library in Chennai, reiterated Tamil Nadu's commitment to its two-language formula — Tamil and English — rejecting the three-language policy prescribed by the NEP.

"We will not allow pirooku (reactionary thinking) in our education. Our State Education Policy aims to create samathuva kalvi (education for equality) and pagutharivu kalvi (education with rational thought)," Stalin said.

Tamil Nadu has become the first state to formally adopt its own comprehensive school education policy in direct contrast to the Centre's NEP — an act seen as both pedagogical and political.

The 230-page policy document was developed by a 14-member committee headed by retired Delhi High Court Chief Justice D Murugesan. "Designed through extensive consultation and contextual analysis, the policy outlines a comprehensive, child-centric vision that is at once inclusive, forward-looking, and deeply anchored in Tamil Nadu's unique cultural, linguistic, and social heritage," the document read.

The policy scraps board examinations for class 11 with immediate effect — a move that reverses a 2017 decision by the then-AIADMK government. "Conducting public examinations for Classes 10, 11, and 12 consecutively would have an adverse impact on the mental health of students," Stalin said, recalling his earlier criticism of the earlier exam structure.



Chief Minister M K Stalin

The policy sets a target to ensure that all students complete school and move into higher education. Stalin noted that 72% of students who passed class 12 this year had already enrolled in higher education. "We hope the number will soon reach 100%," he said. During the launch, he also felicitated 901 students from state-run schools who had secured admission to premier institutions, including IITs and NITs.

According to the document, at the heart of the new policy lies a commitment to social equity, academic excellence, and holistic development. The vision — "To build an inclusive, equitable, resilient, and future-ready school education system in Tamil Nadu that nurtures every child's potential, ensures holistic development, upholds social justice, and empowers learners with 21st-century skills and values rooted in Tamil Nadu's rich cultural heritage — enabling them to thrive as compassionate, confident, and responsible citizens in a rapidly evolving world."

The policy is structured across key thematic areas — foundational literacy and numeracy, curriculum reform, teacher training, safe and inclusive schools, digital learning, and sustainable infrastructure. The government's flagship Ennum Ezhuthum Mission remains central to its literacy goals. "The State will operationalise a mission-mode programme to ensure that every child in classes 1–3 acquires age-appropriate reading, writing, and numeracy skills," it said.

It also asserted Tamil Nadu's intention to maintain educational autonomy. Deputy Chief Minister Udhayanidhi Stalin used the occasion to reiterate the state's demand to bring education back to the State List, a long-standing call of federalist voices in India. School Education Minister Anbil Mahesh Poyyamozhi said, "The NEP is *vidhi* (fate), but our SEP is *madhi* (intellect)."

In a chapter on Equity, Inclusion, and Social Justice, the document read, "Rooted in Tamil Nadu's legacy of social justice, this chapter outlines a powerful agenda to ensure educational equity across caste, gender, geography, and ability." Under the policy, special attention is given to Scheduled Castes, Scheduled Tribes, minorities, first-generation learners, and children with special needs, with measures ranging from inclusive curriculum and barrier-free infrastructure, scholarships and targeted mentoring.

The Centre's push to implement the NEP has faced resistance from several quarters. Tamil Nadu has fiercely resisted it, citing its emphasis on Hindi and the three-language formula. In May, the state moved the Supreme Court, alleging that the Union government had withheld ₹2,291.30 crore in central education funds, including Samagra Shiksha grants, as punishment for Tamil Nadu's refusal to adopt the NEP. The plea called the move "unconstitutional" and sought 6% annual interest on the withheld amount.

Hindustan Times, 9 August 2025, Page No- 1, 14

TN govt counters NEP with 2-language policy for schools

HT Correspondent
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CHENNAI: Tamil Nadu chief minister MK Stalin on Friday unveiled the state's education policy, reiterating the state's commitment to the two-language formula and rejecting the three-language policy prescribed under the Centre's National Education Policy (NEP) 2020.

Stalin said the state education policy (SEP) has been tailored to the state's "unique character" and will help make the student well-equipped and future-ready.

He further said the state remains firm with its bilingual policy of Tamil and English. "Mother tongue Tamil is our identity, our pride. The bilingual policy of Tamil and English will be our firm stand."

> Mother tongue Tamil is our identity, our pride. The bilingual policy of Tamil and English will be our firm stand.
>
> **MK STALIN,** Tamil Nadu CM



The new policy comes months after the Tamil Nadu government and the Centre engaged in a war of words over NEP, which makes implementation of three-language formula mandatory. Tamil Nadu, which has a two-language formula, has opposed NEP with concerns over the possible imposition of Hindi or Sanskrit under the three-language policy. →P14

TN gets its own education policy

HTC and agencies
letters@hindustantimes.com

CHENNAI: Tamil Nadu chief minister MK Stalin on Friday unveiled the state's new education policy as an alternative to the Centre's National Education Policy (NEP) 2020, as he reiterated his commitment to follow the bilingual policy of Tamil and English.

Addressing a gathering at the Anna Centenary Library Auditorium in Chennai, Stalin accused the Centre of trying to "impose" Hindi upon the southern state through NEP. "Mother tongue Tamil is our identity, our pride. The bilingual policy of Tamil and English will be our firm stand. And I reaffirm this," he said.

He added: "We want to provide the necessary energy for future life. We want to create students who are technologically minded, creative, future-ready and well equipped... We are going to make a change in education, our aim is to educate all. Nobody should be left out."

How is TN policy different from NEP?

1. Recommends two-language formula instead of NEP's three language rule
2. All students to study Tamil till Class 10, irrespective of the board
3. No public exams for classes 3, 5, 8
4. Scraps board exams for class 11 from 2025-26

> Mother tongue Tamil is our identity, our pride. The bilingual policy of Tamil and English will be our firm stand. And I reaffirm this."
> — MK STALIN, TN chief minister



The new policy comes months after a war of words broke out between the Tamil Nadu government and the Centre over NEP, which makes implementation of three-language formula mandatory.

Tamil Nadu, which has a two-language one, has opposed NEP with concerns over the possible imposition of Hindi or Sanskrit under the three-language policy.

Earlier this year, Stalin and Union education minister Dharmendra Pradhan sparred over the implementation of NEP in the state, with the former claiming funds were being held back as a form of blackmail. Stalin had then said that the Union government was sowing the seeds of another language war and that Tamil Nadu was ready for it.

In May, the state moved the Supreme Court, alleging that the Union government was withholding of funds worth ₹2,151 crore under the Samagra Shiksha Scheme (SSS), a centrally-sponsored scheme, alleging that it was done to "coerce" and "force" the state to implement the NEP.

Language has long been an emotive issue for the state that was rocked by anti-Hindi agitation in the 1960s. Pradhan had in the past called the three-language formula "the backbone of India's education framework since 1968".

Speaking at Friday's event, Tamil Nadu education minister Anbil Mahesh said the state is "not ready to implement" the three-language policy under NEP. "The Chief Minister has said that we will follow the two-language policy," he said.

Under the new SEP, the state will also not implement the NEP recommendation of public examinations for students in classes 3, 5 and 8. "(Under NEP) If they do not pass, a one-month time is given (to reappear). That we are not following here because under the RTE Act, classes 1 to 8 all pass," he said.

The SEP was drafted by a committee set up by the state government and chaired by retired high court judge justice D Murugesan, which submitted the report in 2024.

Former Telangana Governor and BJP leader Tamilisai Soundararajan slammed the state government for releasing the SEP with the intention to oppose the NEP. "The #SEP is not State Education Policy. It's DMK's politicised State Egoistic Policy drafted from @arivalayam... It is a document of division, not development," she claimed in a post on X.

"NEP was introduced with nationwide consultation. SEP introduces isolation. SEP is political appeasement not student empowerment. SEP is serving only political egoes of DMK...," she further said.

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THE TIMES OF INDIA

NCERT panel to examine textbooks after Rajasthan royal heirs object to map

Aug 9, 2025, 05.57 AM IST



Maratha map in NCERT text includes Raj, angers ex-royals; Maha historians cite treaty

Abhijeet.Patil
@timesofindia.com

Kolhapur: The depiction of Jaisalmer as part of the Maratha Empire in the map featured in the NCERT's social science Class 8 textbook has been criticised as historically misleading and factually baseless.

ster Dharmendra Pradhan to his X account, urging him to

Rajputana came under the influence of the Marathas after they started domination over the Mughal Badshah... The Rajputs were the jaghirdars of the Mughals... **Though the Marathas didn't have day-to-day control over the Rajput states, there were deployments to ensure the terms were followed**

— Indrajit Sawant | HISTORIAN

al of Rajput princely states as part of the Maratha empire and went

TOI report on Aug 6, 2025

Kolhapur: The National Council of Educational Research and Training (NCERT) has set up a committee of experts from educational institutions, led by its curriculum department head Ranjana Arora, to examine the content of CBSE textbooks. This comes in the backdrop of the criticism it is facing from descendants of Rajasthan royal families over a map in the Class 8 social science book that shows their erstwhile states under the Maratha Empire.

"NCERT has received feedback about the educational content in a few textbooks. Hence, a committee of experts is being constituted as per its established practice. This committee will examine the feedback in light of the available evidence and submit its report at the earliest possible," a press release issued by NCERT said, without any reference to the map or the book.

Among those who have objected to the map printed on page 71 of unit 3, 'Rise of Marathas' in the textbook, 'Exploring Society: India and Beyond', are Chaitanya Raj Singh, head or Maharawal of Jaisalmer, Bhupesh Singh Hada, heir of the royal family of Bundi, Vishvaraj Singh Mewar, descendant of Maharana Pratap, and former Union minister and Congress politician Jitendra Singh, who is a member of the erstwhile Alwar royal family.

They claimed that in the 18th century, the princely states of Rajasthan-Marwar, Mewar, Bikaner, Jaipur, Bharatpur, Jaipur, and Alwar maintained their independence and autonomy and were never under the domination of the Marathas, never paid any taxes, and there was never any interference of the Marathas in the administration. Hada even went on to say that the Maratha Empire was a fictitious entity.

Some of them also tagged Union education minister Dharmendra Pradhan on X, while some of the BJP MPs associated with the royal families met him in person and registered their objection.

Maratha historians, however, have countered their claims, stating that the 1752 Ahadnama treaty between the Marathas and Mughals led to Maratha domination over the princely states controlled by the Mughals, which included princely states from Rajasthan.

The Scindia Research Centre, an initiative of the Scindias of Gwalior, has put out several posts on its official X handle. Citing a collection of treaties, engagements, and sanadas published in 1909, the centre said, "The British emerged victorious against the Scindia Marathas, following a valiant resistance from the latter. The British then proceeded to forge individual friendship treaties with several states in what is now Rajasthan, which had formerly paid tribute to the Marathas."

The centre also cited V P Menon, then secretary in the ministry of states between 1947 and 1951, who stated in the book "Integration of Indian States": "By 1792, Madhoji Scindia (Mahadji Shinde) had established his ascendancy over the Rajputs and the Jats, and his power and splendour in northern India were absolute."

Historians seek govt intervention

Maratha historians have urged the Maharashtra govt to approach the Centre and stop NCERT from bowing down to Rajput royal heirs. "Maps were prepared later by the historians. Historians like Jadunath Sarkar and Irfan Habib have presented maps of the expanse of various empires such as the Mughals and Marathas. The map shown in the NCERT textbook is of a period called the ‘high tide of the Marathas', especially under the military leadership of

Mahadji Shinde and Malharrao Holkar. The Marathas had killedars in the fort of Peshawar, Kandahar, Attock, and even Delhi's Red Fort," said Kolhapur-based historian Indrajit Sawant.

Sawant further said the Rajputs were under Mughal domination, and when the Marathas got total influence on the Mughal Badshah, the influence spread across. "There was no direct domination of the Marathas, but so was that of the Mughals across areas shown in the maps in history books. We demand that state govt approach Centre and stop NCERT from making changes in the map. The map can, however, be made clearer as to the areas of direct domination and indirect domination, mentioning the context to avoid the struggle over history."

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THE TIMES OF INDIA

Karnataka state education policy recommends 2-language system for schools; Kannada/mother tongue as medium up to class 5

TNN | Aug 9, 2025, 03.23 AM IST



Bengaluru: The State Education Policy has recommended a two-language policy and Kannada/mother tongue as the medium of instruction till class 5.

A committee headed by former UGC chairman Sukhadeo Thorat submitted the policy — promised by Congress in its manifesto ahead of 2023 assembly polls — to CM Siddaramaiah Friday. The SEP, once accepted, will replace National Education Policy in the state released by the Centre in 2021.

SEP mandates Kannada or mother tongue as the medium of instruction until class 5 and preferably till class 12. It recommends a two-language policy comprising English and Kannada/mother tongue. To support the policy, teachers must train in bilingual teaching methods, and a dedicated language teaching centre should be established, it says.

The policy is in tune with Siddaramaiah's stand on supporting two-language policy after a row erupted in Maharashtra more than a month ago.

Pre-NEP policy will continue in higher education. Bachelor's and master's programmes will be three and two years, respectively. In professional education, it will be four and two. Here too, a second language should be made mandatory, including Kannada/English or a foreign language.

Education model

Further, the policy has proposed a 2+8+4 model for school education — 2 years of pre-primary, 8 years of elementary and 4 years of secondary education — deviating from National Education Policy's 5+3+3+4 structure. The model is based on Right to Education's definition of elementary school.

Karnataka currently has primary schools with classes 1-5, higher primaries with classes 1-7, and high schools with classes 8-10. The policy is likely to call for restructuring this system.

Admission age

The policy stresses retaining small schools to ensure access and equity, and avoiding arbitrary closures. It recommends standardising admission age for class 1 to 6 years (±3 months), replacing the current rule requiring children to be 6 by June 1.

To strengthen early childhood care and education (ECCE), the policy proposes attaching two-year pre-primary programmes to existing primary schools, forming an ECCE council, and bringing private pre-schools under a regulatory framework. The Right to Education Act's coverage should be extended in phases to all children aged 4 to 18, up from the current limit of class 8.

Localise content

The policy calls for ending reliance on NCERT textbooks, localising subject content and creating a comprehensive curriculum for school education with strong foundational learning up to class 5, emphasising values, sustainability and holistic development.

It seeks to discourage privatisation, improve public schools to Kendriya Vidyalaya standards, strictly enforce fee regulations and ensure compliance with economically backward sections' quota obligations. A dedicated regulatory body for private schools has been proposed.

Value education

Constitutional value education should be compulsory, with values from the preamble, fundamental rights, fundamental duties and directive principles embedded in the curriculum. The policy recommends setting up a Karnataka State Open Schooling System (KIOS) and developing a Kannada-centric curriculum and digital content.

It also calls for allocating 3% of the gross state domestic product specifically for school education and raising the sector's share to 30% of the state's annual budget.

रोजनामा राष्ट्रीय सहारा, 9 अगस्त 2021, पृष्ठ संख्या - 1

'तमिलनाडु ने नई शिक्षा नीति जारी की, हिंदी अनिवार्य नहीं।'



تملناڈو: نئی تعلیمی پالیسی جاری، ہندی اب لازمی نہیں

چنئی، (ایجنسیاں) تمل ناڈو حکومت نے آج مرکزی حکومت کی قومی تعلیمی پالیسی (این ای پی) کے خلاف اپنی نئی تعلیمی پالیسی جاری کر دی۔ اس کے تحت اسکولوں میں 2 لسانی فارمولہ انگریزی اور تمل نافذ کیا جائے گا۔ نئی تعلیمی پالیسی تمل ناڈو کے وزیر اعلیٰ ایم کے اسٹالن نے جاری کی۔ ریاستی حکومت نے مرکز پر این ای پی کے ذریعہ ریاست میں ہندی تھوپنے کا الزام عائد کیا تھا، جس کی مخالفت میں یہ نئی تعلیمی پالیسی جاری کی گئی ہے۔ اس موقع پر وزیر اعلیٰ ایم کے اسٹالن نے سرکاری اسکولوں کے ان 901 طلبا کو اعزاز بخشا جنہوں نے آئی آئی ٹی، این آئی ٹی اور دیگر سرکردہ یونیورسٹیوں سمیت اہم اداروں میں داخلہ حاصل کیا ہے۔ انہوں نے تقریب سے خطاب کرتے ہوئے کہا کہ اس سال تمل ناڈو میں بارہویں امتحان پاس کرنے والے 75 فیصد طلبا نے اعلیٰ تعلیم کے لیے رجسٹریشن کرایا اور آنے والے سالوں میں اس تعداد کو 100 فیصد تک بڑھانے کا ہدف مقرر کیا گیا ہے۔ وزیر اعلیٰ اسٹالن کا کہنا ہے کہ ہم اپنی تعلیم میں 'پیرو کو' (ردعمل پر مبنی سوچ) کو اجازت نہیں دیں گے۔ ہماری ریاستی تعلیمی پالیسی کا مقصد 'سمتھوا کلوی' (مساوات کے لیے تعلیم) اور 'پگوتھاریو کلوی' (عدل سوچ والی تعلیم) کی بنیاد ڈالنا ہے۔ یہ طلبا کے لیے تعلیم کے بین الاقوامی پیمانوں کے ساتھ مقابلہ آرائی کرنے کے لیے ایک پلیٹ فارم کی شکل میں کام کرے گا۔

जनसत्ता, 10 अगस्त 2025, पृष्ठ संख्या - 6

बदलाव

दसवीं और बारहवीं की बोर्ड परीक्षाओं को लेकर सीबीएसई का फैसला

उत्तर पुस्तिकाओं का होगा डिजिटल मूल्यांकन

सुशील राघव
नई दिल्ली, 9 अगस्त।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने दसवीं और बारहवीं की बोर्ड परीक्षाओं की उत्तर पुस्तिकाओं के डिजिटल मूल्यांकन करने का निर्णय लिया है। बोर्ड जल्द ही इस कार्य के लिए एक या अधिक एजंसियों का चुनाव करेगा। सीबीएसई के शासी निकाय (गवर्निंग बाडी) की बैठक में यह फैसला किया गया है।

शासी निकाय की बैठक में सदस्यों ने सुझाव दिया कि बोर्ड के विभिन्न क्षेत्रीय कार्यालयों में कुछ विषयों में पायलट परियोजनाओं के पूरा होने के बाद ही सभी विषयों में 'आन-स्क्रीन' मूल्यांकन लागू किया जा सकता है। बैठक के कार्यवृत्त (मिनिट्स) के मुताबिक उत्तरपुस्तिकाओं के मूल्यांकन के समय को कम करने और मूल्यांकन में अधिक सटीकता लाने के लिए सीबीएसई ने वर्ष 2014 में कुछ क्षेत्रीय कार्यालयों के अंतर्गत दसवीं की बोर्ड परीक्षा और वर्ष 2015 में दिल्ली क्षेत्र में बारहवीं की बोर्ड परीक्षा के चुनिंदा विषयों के लिए 'उत्तर पुस्तिकाओं के डिजिटल मूल्यांकन' को लागू किया था। बोर्ड मूल्यांकन में गुणवत्ता, गति और पारदर्शिता बढ़ाने के लिए निरंतर आधार पर उच्च मानक स्थापित करने और समग्र गुणवत्ता में सुधार के लिए नियमित रूप से विभिन्न प्रकार पहल करता रहा है।

सीबीएसई ने यह निर्णय लिया है कि उत्तरपुस्तिकाओं के डिजिटल मूल्यांकन के लिए बोर्ड ऐसे सेवा प्रदाताओं को चुनेगा जिनके पास स्कूल बोर्डों, विश्वविद्यालयों, या केंद्र/राज्य सरकार के नियंत्रण वाले परीक्षा निकायों द्वारा आयोजित परीक्षाओं में उत्तर पुस्तिकाओं के डिजिटल मूल्यांकन का पहले से अनुभव हो।

ये सेवा प्रदाता तकनीकी भागीदारों के साथ या उनके बिना भी हो सकते हैं। दसवीं और बारहवीं की परीक्षा एक संवेदनशील और गोपनीय प्रक्रिया है और उत्तर पुस्तिकाओं की डिजिटल मूल्यांकन प्रणाली का कार्य अत्यंत महत्त्वपूर्ण है। इस कार्य की अनुमानित लागत 28 करोड़ रुपए है। बोर्ड के अधिकारी के मुताबिक इस तकनीक का अब विभिन्न विश्वविद्यालयों में उपयोग किया जा रहा है और यह लाभदायक सिद्ध हो चुका है। इस तकनीक की मदद से उत्तरपुस्तिकाओं के क्षेत्रवार मूल्यांकन में असमानता को दूर किया जा सकेगा। इससे परीक्षा प्रक्रिया और भी सुदृढ़ होगी। इसलिए, इस तकनीक को अपनाना अत्यंत आवश्यक है।

अगले साल से कक्षा नौ के लिए 'ओपन-बुक' परीक्षा को मंजूरी

सीबीएसई ने 2026-27 के शैक्षणिक सत्र से कक्षा नौ की परीक्षाओं में 'ओपन-बुक' मूल्यांकन को शामिल करने का फैसला किया है। सीबीएसई ने एक पायलट अध्ययन में पाया कि शिक्षकों ने इस तरह के मूल्यांकन का समर्थन किया है, जिसके बाद यह कदम उठाया गया है। यह नई प्रणाली राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के आधार पर तैयार किए गए स्कूल शिक्षा के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा (एनसीएफएसई) 2023 के अनुरूप है। इसका मुख्य उद्देश्य विद्यार्थियों की याद रखने की क्षमता के बजाय उनकी समझ और विश्लेषण करने की क्षमता को परखना है। कक्षा नौ में, मुख्य विषयों जैसे कि भाषा, गणित, विज्ञान और सामाजिक विज्ञान में, तीन पेन-पेपर परीक्षाओं में से एक के हिस्से के रूप में ओपन-बुक मूल्यांकन को शामिल किया जाएगा। यह बदलाव विद्यार्थियों रटने की बजाय सीखने और समझने पर ध्यान केंद्रित करने के लिए प्रोत्साहित करेगा। 'ओपन-बुक' परीक्षा में विद्यार्थी प्रश्नों के उत्तर देते समय अपनी किताबें, नोट्स या अन्य संदर्भ सामग्री का उपयोग कर सकते हैं।

Financial Express, 10 August 2025, Page No- 8

TECH-NOW-LOGY

AI tutors reshaping how students learn

Bots are now turning teachers, but at a cost

SUGANDHA MUKHERJEE



ARTIFICIAL INTELLIGENCE HAS quietly moved from being a assignment helper to becoming a full-fledged study partner, guiding students step by step. Across classrooms, and living rooms, a new generation of AI-powered tutoring tools are aiming not just to give answers, but to transform how young people learn, and the shift is accelerating.

The latest example comes from OpenAI, which has rolled out Study Mode inside ChatGPT to users worldwide on Free, Plus, Pro, and Team plans. Available across iOS, Android, web, and desktop, the feature turns the chatbot into an adaptive learning environment. When a student activates Study Mode, ChatGPT begins by asking questions to gauge their goals and skill level. From there, it builds a personalised learning path, breaking complex ideas into manageable sections, using prompts to develop reasoning, and adding complexity only as the learner is ready. "Instead of doing the work for them, study mode encourages students to think critically about their learning. Features like these are a positive step toward effective AI use for learning," said Robbie Torney, senior director of AI Programs at Common Sense Media. If the user has chat memory turned on, responses can draw on prior conversations to offer examples and tips tailored to their style. Students can upload course materials, from PDFs to images, and have the AI work with those directly. The feature even checks comprehension through open-ended prompts and targeted feedback.

STUDENTS CAN UPLOAD COURSE MATERIALS, FROM PDFs TO IMAGES. AI CAN ALSO CHECK COMPREHENSION THROUGH OPEN-ENDED PROMPTS

In India and many other countries, quality after-school help can be expensive and uneven in quality. AI tools, as per OpenAI creators, can offer consistent, round-the-clock guidance at a fraction of the cost.

The wider AI tutoring wave

OpenAI is hardly alone in this push. In Chennai, education technology company Evo11ve.AI has launched its "Evo11ve AI Coach", an online portal aimed at students from classes 6 to 12 under the CBSE curriculum. During the launch, founder and CEO Swapna Reddy said the tool is designed to identify knowledge gaps and offer personalised strategies to close them, with the goal of boosting student performance by 10-20 percentage points through sustained use. "We strongly believe that with the right learning strategies and personalisation, children can learn anything," she said. Citing a study which found that only 43% of children aged 14 to 18 can solve a three-digit division problem and just 57.3% can read English sentences, Reddy said that such issues can be addressed effectively with the right use of AI. Khanmigo, by edutech giant Khan Academy, also has an AI-powered personal tutor embedded within its vast library of content. Covering math, humanities, coding, social studies and more, Khanmigo offers real-time tutoring tied to specific exercises, videos, and articles. Unlike some AI tools, it does not simply give correct answers; instead, it guides learners patiently toward finding them on their own, with safety and pedagogy at its core.

According to OpenAI's own user data, more than one-third of Americans aged 18-24 use ChatGPT, and over a quarter of their messages are related to schoolwork, tutoring, or learning. In a survey of college-aged users, 3 in 4 said they want AI incorporated into their education. Part of the appeal is pace and adaptability. Traditional classroom teaching works to a set curriculum and schedule. AI tutors can be summoned at any hour, repeat explanations endlessly, and adjusted to a student's strengths and weaknesses. According to one Harvard Gazette study, led by lecturers Gregory Kestin and Kelly Miller, AI tutoring not only helped students cover more material, but also boosted self-reported motivation and engagement. Students said they felt more willing to tackle difficult concepts when an AI tutor could guide them through the struggle rather than simply hand over the solution.

Note of caution

Still, Kestin and Miller are quick to note the risks. "While AI has the potential to supercharge learning, it could also undermine learning if we're not careful," Kestin cautioned. "AI tutors shouldn't 'think' for students, but rather help them build critical thinking skills. AI tutors shouldn't replace in-person instruction, but help all students better prepare for it, and possibly in a more engaging way than ever before."

In a recent study from Massachusetts Institute of Technology, researchers showed how the use of AI impacts learning and how convenience could come at a cost. The study looked at essay writing across three groups, people using a language learning model (ChatGPT), a search engine, or just their own brain power. It stated that brain connectivity systematically scaled down with the amount of external support: the brain-only group exhibited the strongest, widest-ranging networks, search engine group showed intermediate engagement, and ChatGPT assistance elicited the weakest overall coupling.

Not just the weakening cognitive abilities, but there is a connection to dark triad as well. Another study published in BMC Psychology showed a link between the use of AI tools among students and their behavioural patterns. A group of South Korean researchers found that the students who scored higher on traits, such as narcissism, psychopathy, and Machiavellianism, were much more likely to use AI tools to get their assignments done. Educators and technologists agree that the balance lies in design and usage. AI tutors work best when they function as coaches, not crutches, prompting the student to work through a problem. Tools like Study Mode and Khanmigo explicitly adopt this approach, echoing long-standing pedagogical methods. The question is not about whether students will use AI to learn anymore. It is how to make AI become a standard part of lesson planning? Or will schools and colleges draw hard boundaries to prevent over-reliance? The uptake is strong, and the models are evolving fast. Early results suggest that AI tutors could be here to stay, as long as they complement, rather than replace, the human touch in education.

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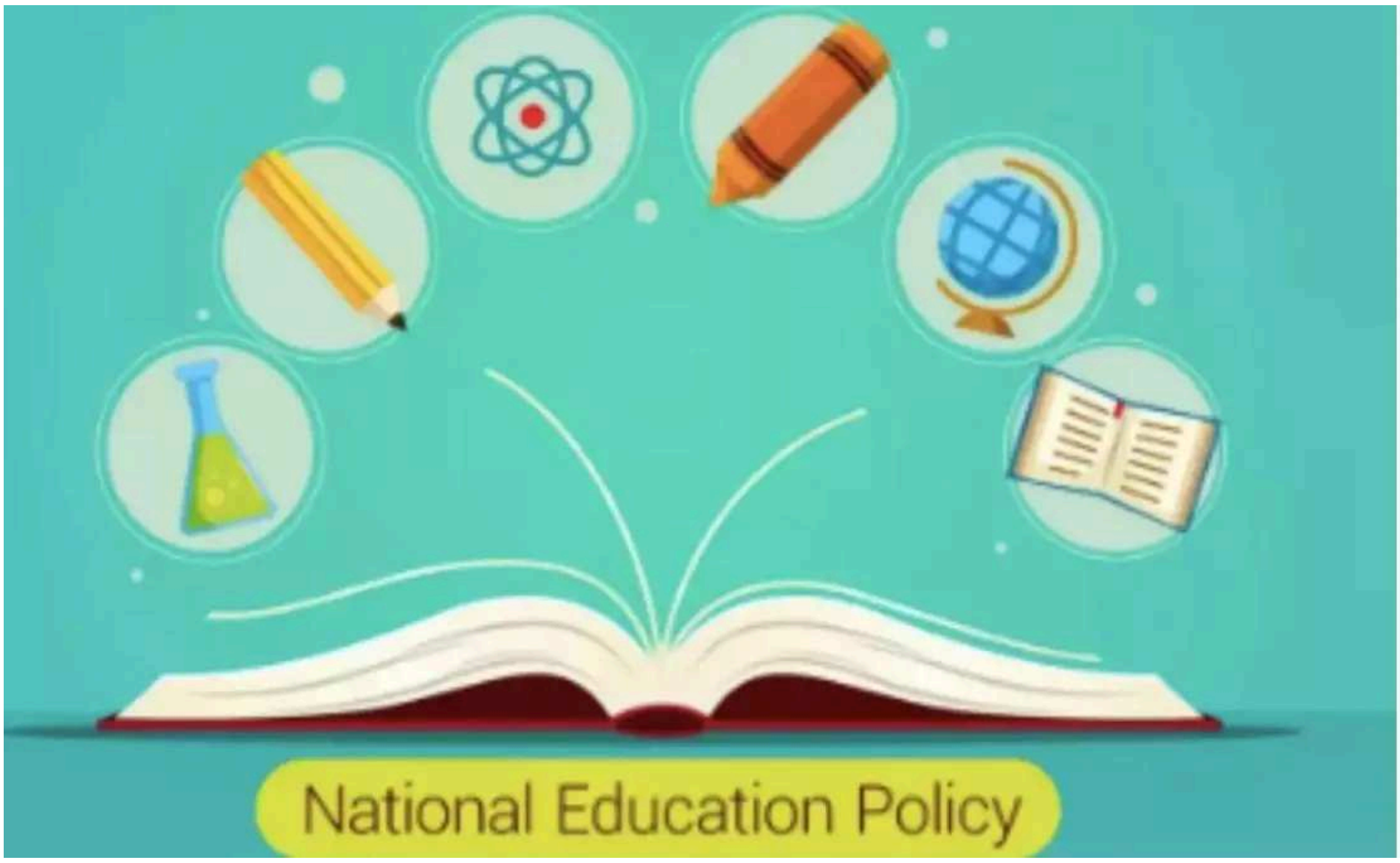
Teachers Demand Repeal of NEP 2020

Telangana

DC Correspondent

10 August 2025 12:13 AM

The women's conference, chaired by STFI national leader Badarunnisa, passed a resolution stating that women's rights are social rights and must be secured through a nationwide movement.



National Education Policy (NEP) 2020. (Image: DC)

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Hyderabad: The School Teachers Federation of India (STFI) has demanded the repeal of the National Education Policy (NEP) 2020 and the creation of a Constitution-compliant public education system. Speaking at the three-day silver jubilee national conference in Kolkata, STFI leaders said the push towards privatisation, corporatisation, centralisation and communalisation has shut down thousands of government schools while boosting enrolment in private and corporate institutions.

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Which organization demanded the repeal of the National Education Policy (NEP) 2020 in the article?

- School Teachers Federation of India (STFI)
- All India Teachers Union
- Indian Teachers Association
- National Education Council

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They warned that centralised agencies such as the National Testing Agency erode state authority and that vacancies in teaching posts are being filled with temporary staff instead of regular appointments. The resolution against NEP 2020 was moved by STFI vice president and Telangana School United Teachers Federation (TSUTF) state president Chava Ravi, who said the policy fosters unscientific thought and imposes a single language on a diverse country.

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Further, the women's conference, chaired by STFI national leader Badarunnisa, passed a resolution stating that women's rights are social rights and must be secured through a nationwide movement. Former MP and AIDWA leader Malini Bhattacharya cited rising incidents of violence against women, the neglect of laws such as the Domestic Violence Act, and wage inequality. She criticised regressive mindsets rooted in Manusmriti and called on teachers to actively mobilise for gender justice. Telangana sent 38 delegates to the conference, which drew 560 representatives from across India.

(Source : Deccan Chronicle)

NEP 2020 | National Education Policy 2020 (NEP 2020)

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THE TIMES OF INDIA

NCERT's new Class 8 textbook omits Tipu Sultan and Mysore wars: Here's why an expert panel is examining the content and how states can fill the gaps

TOI Education | Aug 10, 2025, 03.57 PM IST



NEW DELHI: The new Class 8 Social Science textbook released by the National Council of Educational Research and Training (NCERT) has drawn attention for omitting references to Tipu Sultan, Haidar Ali, and the Anglo-Mysore wars of the 1700s. In response to questions raised in Parliament, the Union government clarified that states have the flexibility to include more extensive coverage of regional personalities and events in their own textbooks.

Speaking in the Rajya Sabha, Minister of State for Education Jayant Chaudhary explained that education falls under the Concurrent List of the Constitution. This means that while the NCERT provides a national framework, most schools are governed by state governments, which may adopt, adapt, or develop textbooks according to the National Curriculum Framework (NCF). "The respective State Government may adopt or adapt NCERT textbooks or develop their own textbooks based on the National Curriculum Framework. The states have flexibility to provide more coverage about regional personalities and events in their textbooks," the Minister said, as reported by the PTI.

NCERT forms expert committee to review textbook feedback

Following feedback about the new textbooks aligned with the National Education Policy (NEP) 2020, the NCERT has constituted an expert committee to examine the content in question. Officials confirmed the formation of this panel on August 7 but did not specify which particular textbooks will be reviewed.A senior NCERT official told the PTI, "As a follow-up to NEP 2020, NCERT has brought out the National Curriculum Framework for Foundational Stage and the National Curriculum Framework for School Education. Aligned with the curricular goals and competencies as given in the NCFs, NCERT has brought out teaching-learning material, including textbooks. These curricular resources, including textbooks, receive regular feedback and suggestions from various stakeholders."

The official further added, "At present, NCERT has received feedback about the educational content in a few textbooks. Hence a committee is being constituted having senior experts, as per its established practice. This committee will examine the feedback in light of the available evidences and submit its report at the earliest possible."

How the committee functions and states' role in curriculum design

The expert committee comprises high-level domain specialists from reputed institutions and faculty members from relevant subject areas. The convenor of the committee is the head of the curriculum department at NCERT. As reported by the PTI, "The committee carefully deliberates on the matter, makes evidence-based decisions regarding the content or pedagogy, and recommends appropriate actions accordingly at the earliest."

The committee's formation follows a well-established NCERT practice where significant feedback or suggestions about content or pedagogy in textbooks lead to expert review and subsequent recommendations.

The newly introduced Class 8 textbook, Exploring Society: India and Beyond, has been in the spotlight for its portrayal of historical figures. The textbook describes Akbar's regime as a blend of "brutality" and "tolerance,"

Babur as a "ruthless conqueror," and Aurangzeb as a "military ruler" who reimposed taxes on non-Muslims, according to the PTI.

The book marks the first time the new NCERT curriculum has introduced students to the Delhi Sultanate, Mughals, Marathas, and the colonial era entirely in Class 8, a shift from earlier versions where some of these topics were covered in Class 7. This change aligns with the recommendations of the National Curriculum Framework for School Education (NCFSE) 2023.

Aspect	Details
Textbook under scrutiny	Class 8 Social Science textbook Exploring Society: India and Beyond
Historical figures omitted	Tipu Sultan, Haidar Ali, Anglo-Mysore wars
Curriculum framework	National Curriculum Framework (NCF) aligned with NEP 2020
Committee composition	Senior experts, faculty from relevant fields, convenor from NCERT curriculum department
State role	States can adapt or supplement textbooks to include regional history
Shift in curriculum	Topics on Delhi Sultanate, Mughals, Marathas moved to Class 8

The Centre's clarification highlights the collaborative nature of India's education system, where state governments play a significant role in shaping textbook content in accordance with local history and priorities.

The expert committee's findings are awaited, which will determine if further changes or additions are recommended for the NCERT textbooks to balance national framework guidelines with regional historical perspectives.

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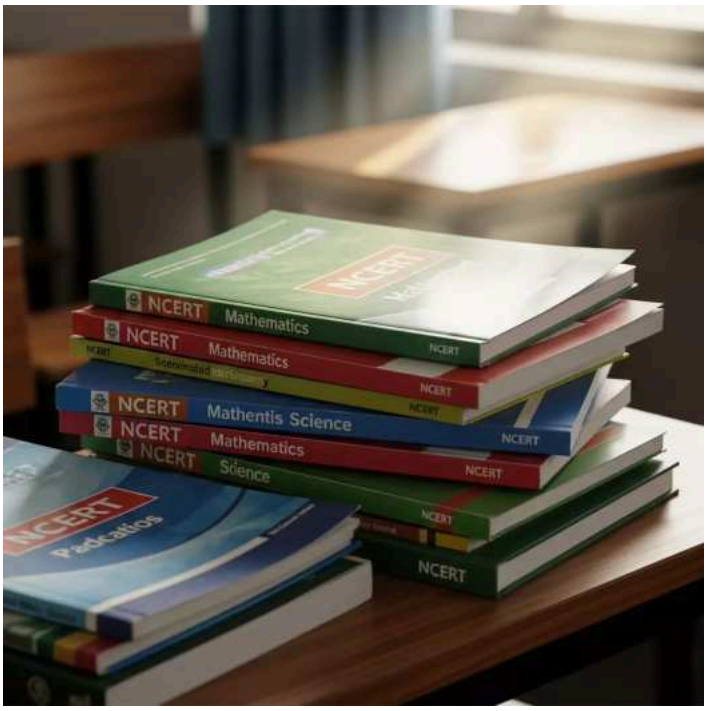
NCERT sets up panel to examine feedbac received about content in new textbooks

The NCERT clarified that it is a well-established practice at NCERT that whenever subs feedback or suggestions are received regarding the content or pedagogy of a textboo particular subject, a committee is constituted.

PTI
Published On Aug 10, 2025 at 02:36 PM IST

New Delhi, The NCERT has set up an expert committee to examine the feedback received about its textbooks aligned with the new National Education Policy (NEP), officials said on Thursday.

The officials, however, did not clarify which textbook in particular will the panel examine.



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"As a follow-up to NEP 2020, NCERT has brought out the National Curriculum Framework for Foundational Stage and the National Curriculum Framework for School Education. Aligned with the curricular goals and competencies as given in the NCFs, NCERT has brought out teaching-learning material, including textbooks. These curricular resources, including textbooks, receive regular feedback and suggestions from various stakeholders," a senior NCERT official said.

Advt

"At present, NCERT has received feedback about the educational content in a few textbooks. Hence a Committee is being constituted having senior experts, as per its established practice. This committee will examine the feedback in light of the available evidences and submit its report at the earliest possible," the official added.

The NCERT clarified that it is a well-established practice at NCERT t whenever substantial feedback or suggestions are received regarding the content or pedagogy of a textbook in a particular subject, a committee is constituted.

"This committee comprises high-level domain experts from reputed institutions and faculty members from the relevant subject area, with the convenorship of the head of the curriculum department. The committee carefully deliberates on the matter, makes evidence-based decisions regarding the content or pedagogy, and recommends appropriate actions accordingly at the earliest," the official said.

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NCERT's new Class 8 textbook "Exploring Society: India and Beyond was in spotlight recently. Akbar's regime was a blend of "brutality" and "tolerance", Babur a "ruthless conqueror" while Aurangzeb was a "military ruler" who reimposed taxes on non-Muslims, says the book while describing the reign of Mughal emperors.

The book is the first in the new NCERT curriculum to introduce students to the Delhi Sultanate, Mughals, Marathas and the colonial era.

While earlier versions covered some of these topics in Class 7, the NCERT says the timeline has now been shifted entirely to Class 8, in line

with the recommendations of the National Curriculum Framework for School Education (NCFSE) 2023.

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See more on: NCERT, National Education Policy, textbook feedback, National Curriculum Framework, Class 8 textbook

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Karnataka state education policy calls to scrap NCERT, proposes reservation in private institutions

Karnataka also plans to expand post-matric scholarships, raise income limits to Rs 10 lakh per annum, and establish a State Education Finance Corporation that will offer employment-linked education loans to low-income students.

By: Express News Service
Bengaluru (karnataka) | Updated: August 10, 2025 09:15 IST

NewsGuard

5 min read



The commission has recommended several reforms in both school education and higher education tailored specific to Karnataka's socio-cultural, linguistic and economic realities- independent of NEP 2020 (Express photo/ Sanath K Prasad)

The Karnataka State Education Policy Commission, headed by economist and former UGC Chairman Prof Sukhadeo Thorat, Friday formally submitted the report to Chief Minister Siddaramaiah. The commission has recommended several reforms in both school education and higher education tailored specific to Karnataka's socio-cultural, linguistic and economic realities- independent of the National Education Policy (NEP) 2020.

School education

Under school education, in a major departure from NEP 2020, Karnataka plans to localize curriculum content, moving away from a reliance on NCERT textbooks and instead developing a Comprehensive Curriculum for School Education (CCSE). The state will also regulate private pre-primary schools through a separate framework and introduce a dedicated regulator for private schools in view of concerns linked to high admission fees, age restriction criteria among others.

Further, the report proposes a structural overhaul, replacing the NEP's 5+3+3+4 model with a simplified 2+8+4 framework: two years of pre-primary, eight years of primary, and four years of secondary education. Notably, it mandates that Kannada or the mother tongue be the medium of instruction up to Class 5 across all school boards, including CBSE and ICSE, a step in line with NEP 2020. The latter recommends that the medium of instruction in schools should be the home language, mother tongue, local language, or regional language up to at least Grade 5, and preferably up to Class 8.

Karnataka's model also introduces a two-language education policy, where Kannada or the mother tongue is taught alongside English, reflective of Siddaramaiah's objection to three language policy citing 'Hindi imposition'. Significantly, the commission also proposes increasing the education budget to 30 per cent of the state's total expenditure, with a planned 5–10 per cent annual increase in per-student spending. It also recommends the establishment of the Karnataka State Open School System, designed to offer flexible learning options for dropouts and working students, and makes Constitutional Values Education a compulsory subject across all schools.

Higher Education

The policy has proposed a significant recommendation to extend the state's reservation policy to private unaided institutions, including universities, deemed universities, and autonomous colleges. Citing Article 15 (5) of the Constitution, the commission has called for the implementation of SC/ST/OBC reservations in admissions within these institutions. The policy also recommends that all admissions in private institutions be brought under a transparent,

merit-based and regulated framework, to safeguard against exclusion and ensure accountability.



Further, the commission departs from NEP's uniform 4-year degree model by recommending a 3+2 structure for general education (3-year undergraduate + 2-year postgraduate) and a 4+2 model for professional programs. This maintains the state's pre-NEP flexibility while still enabling interdisciplinary and modular learning. Postgraduate admissions will be opened up across state universities, and interestingly the policy also proposes bilingual teaching where Kannada (or another regional/mother tongue) is used alongside English in higher education institutions.

Further, the Commission proposes the identification of State Institutions of Excellence, along with a feasibility-based approach to opening new institutions. It mandates training for all new teachers to be provided through Higher Education Teachers Academy Centers in each department. The policy also recommends offering free higher education for girls across government, aided, and unaided institutions, with financial incentives to delay child marriage.

To improve research and innovation, a State Research Foundation with a seed fund of Rs 500 crore is proposed. Karnataka also plans to expand post-matric scholarships, raise income limits to Rs 10 lakh per annum, and establish a State Education Finance Corporation that will offer employment-linked education loans to low-income students.

In terms of governance and administration, the policy recommends merging parallel educational bodies under a single unified commissionerate, converting DSERT into an autonomous SCERT to lead curriculum innovation, and reducing the number of regional joint director offices from six to four. It also proposes district-level academic administration units led by educationists, the establishment of Foreign Students Cells in all universities, and the creation of a Karnataka State Quality Assessment Board to help institutions meet and exceed quality benchmarks.

Importantly, the policy mandates the filling of all sanctioned teaching posts within five years, and ensures that the vacancy gap remains below 5%. A recruitment model involving KEA-

administered exams and university interviews is proposed for Assistant Professors, and a new selection process is outlined for college principals.

The Commission officially began its work on November 1, 2023, comprising 17 members, 6 advisors, and a member secretary. It established 35 task forces—16 for school education, 16 for higher education, and 3 for vocational education—engaging a total of 379 experts. These task forces held 132 meetings, and the Commission itself met 42 times, contributing nearly 2,775 man-days of academic and policy effort. The final report is spread across three volumes, consisting of 2,197 pages. The report is expected to be placed before the state cabinet for acceptance before implementation.

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TAGS: Karnataka NCERT NEP 2020 UGC

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THE TIMES OF INDIA

India’s education system transformed in last few years: Min

Aug 10, 2025, 05.14 AM IST



Berhampur: Union education minister Dharmendra Pradhan on Saturday said the country's higher education ecosystem has transformed a lot in the last few years, and India has become the favourite destination of global educational institutions.

While several global institutes have opened their campuses in the country, others are in the pipeline. Some of our institutes also opened their campuses in foreign countries. IIM Ahmedabad will soon open its campus in Dubai, said Pradhan, while addressing the convocation at the Indian Institute of Science Education and Research (IISER), Berhampur.

Highlighting the growth of education in the country, he said the total enrolment of students touched around 4.46 crore in 2022-23, a 30% increase since 2014-15. The female enrolment during the period grew by around 38 to 40%. "This indicates the govt's commitment towards inclusive education," he said.

The govt implemented the New Education Policy-2020, keeping an eye on achieving India as a developed nation by 2047—the Viksit Bharat, call of the Prime Minister Narendra Modi. Urging the students to become "job creators and not be job-seekers," he said they should be involved in innovation.

Addressing the convocation of Berhampur University earlier, he urged the students to work hard to achieve the Viksit Odisha and Viksit Bharat in 2036 and 2047, respectively, as called by the Prime Minister Narendra Modi to make Bharat number one in economics in the world.

Odisha will celebrate its centenary of statehood in the next 11 years, while the country celebrates its centenary of achievement of freedom in 2047. The young students should play a key role in achieving the Viksit Odisha and Viksit Bharat in the next 11 and 22 years, said Pradhan. University is not an institute to teach, but it should be involved in research and evolve innovations, he said.

Governor Hari Babu Kambhampati addressed the convocations of both the institutes and highlighted the growth of the education ecosystem of the country in the last few years, which makes it flexible and innovation-driven.

Ashok Kumar Ganguli, director, IISER Berhampur, highlighted the achievements of the institute. In the convocation, 136 BS-MS, one MS degree, and 22 PhD students received their degrees. The governor inaugurated the state-of-the-art "central advanced instrumentation facility" on the IISER campus.

Berhampur University awarded honorary D.Sc to Ajit Kumar Mohanty, secretary, Department of Atomic Energy and Chairman, Atomic Energy Commission, Tessy Thomas, former Director General, Aeronautical Systems, DRDO and known as the "Missile Woman of India," and Raimati Ghiuria, seed custodian, well known as Millet Queen.

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CBSE to introduce open-book exams for Class 9 from 2026-27 under NEP guidelines

TOI Education | Aug 10, 2025, 11.31 AM IST



NEW DELHI: The Central Board of Secondary Education (CBSE) has approved the implementation of open-book assessments for Class 9 students starting from the 2026-27 academic session. The decision was taken following the results of a pilot study conducted to evaluate the feasibility and acceptance of such a model in schools.

According to media reports, the CBSE Governing Body, the board's highest decision-making authority, approved the proposal at a meeting held in June. The initiative is aligned with the National Curriculum Framework for School Education (NCFSE) 2023, which is based on the National Education Policy (NEP) 2020.

Framework and structure of the assessment

As per the approved plan, open-book exams will be integrated into internal assessments conducted by schools for Class 9. These assessments will be part of the three pen-paper evaluations carried out in each academic term. The core subjects included in this format will be language, mathematics, science, and social science.

While the framework will be recommended to schools, its implementation will not be mandatory. It will instead serve as a model to guide schools that choose to adopt this mode of assessment. Schools will be provided with guidelines on how to conduct open-book exams effectively.

Objective and basis for the move

The CBSE's move is based on recommendations outlined in the NCFSE, which emphasises the need to move away from rote memorisation and towards competency-based learning. Open-book assessments are described in the framework as a method to test students' ability to interpret, apply, and analyse information rather than merely recall facts.

The open-book format allows students to refer to resources such as textbooks, class notes, and library materials while attempting questions. This model is intended to assess their capacity to use available information in varying contexts, which corresponds with the core principles of the NEP 2020.

Pilot study and past attempts

In December 2023, the CBSE had approved a pilot study to test open-book assessments across Classes 9 to 12. The pilot was designed to evaluate various factors including the time taken to complete the tests and the perceptions of stakeholders such as students, teachers, and school administrators. According to media reports, the study indicated support from teachers for the introduction of open-book formats.

This is not the first instance where CBSE has explored open-book assessments. In 2014, the board introduced an Open Text Based Assessment (OTBA) for Class 9 in subjects like Hindi, English, Mathematics, Science, and Social Science. It was also extended to Class 11 for subjects including Economics, Biology, and Geography. In that format, students received reference material four months before the final examination. However, the OTBA was discontinued in the 2017-18 academic session, as it was found not to have significantly enhanced students' critical thinking skills.

Implementation and future direction

The upcoming framework will aim to build higher-order thinking skills in students and will require schools to be

equipped with appropriate capacity and training. The CBSE plans to assist schools by providing structured guidance on how to conduct these assessments as part of their internal evaluation system.

The initiative aims to create a more application-based assessment model in alignment with the broader goals of the NEP 2020 and the NCFSE 2023.

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हिन्दुस्तान, 11 अगस्त 2025, पृष्ठ संख्या - 8

स्कूली शिक्षा को रोचक बनाने की छोटी-छोटी तरकीबें



यहां स्कैन करें

अनुराग बेहर | सीईओ, अजीम प्रेमजी फाउंडेशन

मैं यहां एक ऐसे सरकारी प्राइमरी स्कूल की बात कर रहा हूं, जिसमें तीन कमरे हैं, मगर इनको 'क्लासरूम' कहना ठीक नहीं होगा। देश के ज्यादातर प्राइमरी स्कूलों में कक्षा 1 से 5 तक की पढ़ाई के लिए अलग से कमरे होते हैं। अगर पर्याप्त कमरे न हों, तो एक ही में दो कक्षाएं चलती हैं। लेकिन, यहां विषयों के नाम से कमरे हैं। इसीलिए इनको 'विषय कक्ष' कहना ज्यादा उचित होगा।

यहां की सारी व्यवस्था अन्य स्कूलों से बिल्कुल अलग है। इस स्कूल में कक्षा खत्म होने पर छात्र तो कमरे से चले जाते हैं, पर शिक्षक जमे रहते हैं। यह व्यवस्था कुछ अन्य देशों और भारत के कई अति-कुलीन कहे जाने वाले स्कूलों में भी है। लेकिन देश के सुदूर इलाके के एक सरकारी प्राइमरी स्कूल में यह व्यवस्था देखना मेरे लिए वाकई सुखद आश्चर्य था।

दरअसल, यहां के प्रधानाध्यापक 18 साल पहले स्कूल के खुलने के समय से ही इससे जुड़े हुए हैं। स्थानीय होने के कारण उन्होंने गांव के ही प्राथमिक विद्यालय में पढ़ाई की थी। इसके बाद वह माध्यमिक और उच्च शिक्षा के लिए शहर चले गए। वर्षों बाद जब इस स्कूल की स्थापना हुई, तो उन्हें अपना छात्र जीवन याद आया। उनके जेहन में उस समय की जो सबसे नीरस बात अटकी रह गई थी, वह थी सालों-साल एक ही कमरे में पढ़ाई करना। प्रधानाध्यापक ने सोचा कि क्यों न हर विषय के लिए छात्रों का कमरा बदल दिया जाए? उन्होंने हिंदी, गणित और अंग्रेजी की पढ़ाई के लिए अलग-अलग कमरे निर्धारित किए। स्कूल में और कोई कमरा नहीं था, इसलिए पर्यावरण विषय के अध्ययन के लिए उन्होंने स्कूल प्रांगण की घनी छाया को चुना।

जब कई सरकारी स्कूल बुनियादी साक्षरता का ज्ञान भी नहीं दे पाते हों, तब 'दूरदराज' के इस स्कूल की उपलब्धि चमत्कार जैसी थी।

यह नई व्यवस्था बच्चों को बहुत पसंद आई। कमरे बदलने के लिए मचने वाली आपाधापी ने बच्चों में उत्साह पैदा किया। धीरे-धीरे, इन कक्षों में कई बदलाव होते गए। उनमें विषय से संबंधित पोस्टर लग गए, शिक्षण सामग्री जमा की गई। कमरे के कोने विषय से संबंधित खेल सामग्री से भर गए।

वर्षों बाद वहां जाने पर मैंने पाया कि बदलाव व्यापक संस्कृति का हिस्सा बन गए थे। इसका परिणाम भी वहां दिख रहा था। जब मैं कक्षा तीन के बच्चों से मिला, तो उनमें उम्र के हिसाब से भाषा, गणित और अंग्रेजी की अपेक्षाकृत बेहतर समझ थी। ऐसे समय में, जब देश के सरकारी स्कूल बुनियादी साक्षरता और सामान्य अंकगणित का ज्ञान भी नहीं दे पाते हों, एक 'दूरदराज' के सरकारी स्कूल में यह उपलब्धि चमत्कार जैसी थी। इससे भी खास बात थी बच्चों का आत्मविश्वास, भेदभाव या पूर्वाग्रह से मुक्त व्यवहार, मस्ती और आनंद की भावना। जब मैंने प्रधानाध्यापक से पूछा कि आपने यह सब कैसे किया, तो उन्होंने बस इतना कहा कि वह हर दिन अपना काम थोड़ा बेहतर करने की कोशिश करते हैं और उनकी टीम पूरी लगन से उनके साथ काम करती है। जब मैंने उनसे पूछा कि क्या किसी ने आपको स्कूल में बदलाव करते समय रोकने की कोशिश नहीं की? उनका जवाब था, 'कौन आता है यहां, जो रोकेगा या पूछेगा?'

इससे हमें कई सीखें मिलती हैं। पहली, हमारे स्कूल संसाधनों की कमी से जूझ रहे हैं। दूसरी, शिक्षक समर्पित और विचारशील हों, तो बहुत कुछ हासिल कर सकते हैं। तीसरी, एक प्रधानाध्यापक इनमें महत्वपूर्ण भूमिका निभा सकते हैं। चौथी, अगर लोग प्रतिबद्ध हो जाएं, तो संसाधनों की कमी और अन्य चुनौतियां भी उनके जज्बे को तोड़ नहीं सकतीं। पांचवीं और सबसे महत्वपूर्ण बात, हमारे पास ऐसी भावना वाले बहुत से लोग हैं, जो देश की स्थिति से असंतुष्ट हैं और वे सुधार देखना चाहते हैं।

हमारी नीतियां अक्सर इस भावना के अनुकूल होती हैं, लेकिन उनका क्रियान्वयन नहीं हो पाता। अगर हम शिक्षा में बदलाव लाना चाहते हैं, तो हमें दृष्टिकोण बदलना होगा। बड़े बदलाव छोटे-छोटे परिवर्तनों से ही संभव होते हैं, बल्कि उन लोगों द्वारा उठाए गए कदमों से, जो जिम्मेदारी लेने और सुसंगत तरीकों से काम करने को तैयार हैं। समय के साथ ये बदलाव बेहतर परिणाम देते हैं। जो लोग इस तरह के चमत्कार पैदा करते हैं, वही हमारे असली नायक हैं। हालांकि, उन्हें इसका एहसास कम ही होता है, शायद इसीलिए वे सफल भी होते हैं।

(ये लेखक के अपने विचार हैं)

हिन्दुस्तान, 11 अगस्त 2025, पृष्ठ संख्या -1

नौवीं कक्षा के छात्र किताब खोलकर दे सकेंगे परीक्षा

- रटने की आदत को खत्म करना इसका उद्देश्य है
- जून में हुई बोर्ड की बैठक में लिया गया फैसला

नई दिल्ली, एजेंसी। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने शैक्षणिक सत्र 2026-27 से कक्षा नौ के छात्रों के लिए किताब खोलेकर परीक्षा (ओपन बुक असेसमेंट) शुरू करने का निर्णय लिया है। यह निर्णय जून में हुई बोर्ड की एक बैठक में लिया गया है।

इस पहल का मुख्य उद्देश्य छात्रों में रटने की आदत को खत्म करना और उनकी समझ, आलोचनात्मक सोच और विश्लेषण करने की क्षमता को बढ़ाना है। यह निर्णय नेशनल करिकुलम फ्रेमवर्क फॉर स्कूल एजुकेशन 2023 के सुझावों के अनुरूप है, जो योग्यता-आधारित शिक्षा पर जोर देता है।

इस रणनीति के तहत, भाषा, गणित, विज्ञान और सामाजिक विज्ञान जैसे विषयों में ओपन बुक असेसमेंट को शामिल किया जाएगा। यह मूल्यांकन प्रत्येक सत्र में होने वाले तीन पेन-पेपर परीक्षण का हिस्सा होगा। ओपन बुक असेसमेंट के दौरान, छात्रों को परीक्षा हॉल में अपनी किताबें ले जाने की अनुमति होगी, ताकि वे उत्तर देने के लिए जानकारी का उपयोग कर सकें।

पायलट अध्ययन पर आधारित निर्णय: यह निर्णय पायलट अध्ययन पर आधारित है, जिसमें अतिरिक्त पठन सामग्री से परहेज किया गया और पाठ्यक्रम से संबंधित विषयों का परीक्षण किया गया। छात्रों के अंक 12 प्रतिशत से 47 प्रतिशत के बीच आए। गुणवत्ता सुनिश्चित करने के लिए, सीबीएसई सैंपल पेपर भी तैयार करेगा।

अमर उजाला, 11 अगस्त 2025, पृष्ठ संख्या -1

नौवीं कक्षा में किताब खोलकर दे सकेंगे परीक्षा

सीबीएसई ने शैक्षणिक सत्र 2026-27 के लिए ओपन बुक असेसमेंट को दी मंजूरी

यह है ओपन बुक टेस्ट... स्कूली शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा (एनसीएफएसई) के अनुसार ओपन बुक टेस्ट वह होता है जिसमें विद्यार्थियों को प्रश्नों के उत्तर देते समय संसाधनों और संदर्भों जैसे, पाठ्यपुस्तकों और नोट्स तक पहुंच दी जाती है।

नई दिल्ली। सीबीएसई के स्कूलों में अब नौवीं कक्षा में विद्यार्थी किताब खोलकर परीक्षा दे सकेंगे। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने शैक्षणिक सत्र 2026-27 से स्कूलों को इस तरह परीक्षा लेने की मंजूरी दे दी है। इसे ओपन बुक असेसमेंट कहा जाएगा। हालांकि बोर्ड ने इसे अनिवार्य नहीं किया है और इसे लागू करने का फैसला स्कूलों पर छोड़ा गया है।

सीबीएसई की पाठ्यचर्या समिति ने ओपन बुक असेसमेंट का प्रस्ताव दिया था। बोर्ड इस असेसमेंट का फ्रेमवर्क, यानी परीक्षा कैसे ली जाए, तैयार कर स्कूलों को भेजेगा। इसके तहत साल में तीन बार परीक्षा होगी, जिसमें भाषा, गणित, विज्ञान और सामाजिक विज्ञान जैसे मुख्य विषय शामिल होंगे। बोर्ड को उम्मीद है कि इस पहल से विद्यार्थियों में रटने की जगह समझने की क्षमता विकसित होगी। परीक्षा का तनाव कम होगा और वैचारिक समझ मजबूत होगी। साथ ही, उनके प्रदर्शन में भी सुधार होगा। इसे मंजूर करने से पहले पायलट स्टडी कराई गई थी। इसमें छात्रों के प्रदर्शन का बारीकी से विश्लेषण किया गया। छात्रों को अलग-अलग विषय दिए गए थे। इसमें विद्यार्थियों का परिणाम 12 से 47 फीसदी तक रहा और उनकी सोचने और सवाल हल करने की क्षमता में सुधार देखने को मिला। इस वर्ष बोर्ड की गवर्निंग बॉडी की जून में हुई बैठक में इन सिफारिशों को मंजूर किया गया। ब्यूरो

नवभारत टाइम्स, 11 अगस्त 2025, पृष्ठ संख्या -12

अगले साल से 9वीं में ओपन बुक एग्ज़ाम, CBSE तैयार

NBT 2 मिनट में पढ़ें

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AI Image



- इससे बच्चों में क्रिटिकल थिंकिंग और वास्तविक जीवन से जुड़ी समझ विकसित होगी। साथ ही, संदर्भ के साथ उत्तर देने की क्षमता भी बढ़ेगी - एक्सपर्ट

नई दिल्ली: सेंट्रल बोर्ड ऑफ सेकेंडरी स्कूल (CBSE) अगले साल क्लास 9 के लिए ओपन बुक परीक्षा शुरू करेगी। राष्ट्रीय शिक्षा नीति (नैशनल एजुकेशन पॉलिसी - NEP) की सिफारिशों के तहत क्लास 9 के लिए ओपन बुक असेसमेंट (OBA) सिस्टम पर सीबीएसई की गवर्निंग बॉडी की बैठक में विचार किया गया और करिकुलम कमिटी ने इसे मंजूरी दे दी। ओपन बुक असेसमेंट (OBA) सिस्टम यानी स्टूडेंट्स परीक्षा के दौरान अपनी किताबें, नोट्स या दी गई अध्ययन सामग्री देख सकते हैं और परीक्षा दे सकते हैं और इस आधार पर उनका आकलन किया जाएगा। सीबीएसई की क्लास 9 के लिए OBA के प्रस्ताव में कहा गया कि स्कूल शिक्षा के लिए नैशनल करिकुलम फ्रेमवर्क फॉरस्कूल एजुकेशन - NCFSE 2023 का कहना है कि पढ़ाई में रटने से हटकर कौशल पर आधारित शिक्षा की ओर बढ़ना जरूरी है। ओपन बुक असेसमेंट इस बदलाव का एक अहम साधन माना गया है। प्रस्ताव में कहा गया कि एक पायलट स्टडी में विभिन्न विषयों को आपस में जोड़ने वाले साझा मुद्दों पर टेस्ट लिया गया, जिसमें बच्चों ने अपनी किताबों/सामग्री का इस्तेमाल कर उत्तर दिए। इन नतीजों में स्कोर 12% से 47% के बीच ही रहा। इससे पता चला कि बच्चों को किताबों या स्टडी मटीरियल का प्रभावी उपयोग करने और विषयों को जोड़कर समझने में मुश्किल हो रही है। मगर इन चुनौतियों के बावजूद, टीचर्स ने कहा कि ओपन बुक मूल्यांकन से स्टूडेंट्स को फायदा होगा क्योंकि इससे बच्चों में क्रिटिकल थिंकिंग और वास्तविक जीवन से जुड़ी समझ विकसित होगी। साथ ही, संदर्भ के साथ उत्तर देने की क्षमता भी बढ़ेगी। पायलट प्रोजेक्ट में इन सबकी कमी देखी गई।

प्रस्ताव के मुताबिक क्लास 9 में OBA को हर टर्म में 3 पेन-पेपर असेसमेंट के रूप में शामिल किया जाएगा। ये आकलन मुख्य विषयों में होंगे - लैंग्वेज, मैथमेटिक्स, साइंस और सोशल साइंस। क्वेश्चन पेपर NCFSE 2023 के अनुसार होंगे ताकि बच्चे रटने की बजाय वास्तविक जीवन में ज्ञान का प्रयोग करें। यह भी कहा गया है कि पायलट स्टडी के अनुभव के आधार पर सैंपल पेपर बनाए जाएंगे, जिसमें प्रश्नों की क्वॉलिटी और क्रिटिकल थिंकिंग पर जोर रहेगा। सीबीएसई अब 10वीं और 12वीं क्लास की बोर्ड परीक्षाओं की आंसरशीट्स को चेक करने के लिए डिजिटल मूल्यांकन को अपनाएगा।

ताकि रटें नहीं, समझ के पढ़ें छात्र

ओपन बुक मूल्यांकन का मकसद है कि स्टूडेंट्स किसी भी टॉपिक को रटे नहीं बल्कि समझकर पढ़ें। साथ ही, ओबीए के जरिए परीक्षा का तनाव कम करने पर भी जोर है। इसका मकसद यह नहीं होता है कि आपको कोई तथ्य कितना याद है बल्कि यह देखना होता है कि आप उस जानकारी का उपयोग कैसे करते हैं। इसी वजह से क्वेश्चन पेपर के सवाल भी उसी हिसाब से तैयार होते हैं। सवाल इस तरह का नहीं होता कि स्टूडेंट किताब खोलकर आसानी से नकल कर लिख दे।

इस सिस्टम पर कई राज्य भी काम कर रहे हैं। कर्नाटक, तमिलनाडु, महाराष्ट्र इसे स्कूलों में खासतौर पर क्लास 9 के लिए पायलट के तौर पर शुरू कर रहे हैं या तैयारी में हैं।

The Hindu, 11 August 2025, Page No- P1

How artificial intelligence is tackling mathematical problem-solving

Even as it became a popular sensation, ChatGPT was infamous both for hallucinations (making up facts) and for simple arithmetic mistakes. However, after many advances, 'reasoning' models have reached the level of Maths Olympiad Gold medallists

Siddhartha Gadgil

The International Mathematical Olympiad (IMO) is arguably the leading mathematical problem-solving competition. Every year, high school students from around the world attempt six problems over the span of three hours. Students whose scores cross a threshold, roughly corresponding to solving five of the six problems, obtain Gold medals, with Silver and Bronze medals for those crossing other thresholds. The problems do not require advanced mathematical knowledge, but instead test for mathematical creativity. They are always new, and it is ensured that no similar problems are online or in the literature.

The AI gold medallist

IMO 2025 had some unusual participants. Even before the Olympiad closed, OpenAI, the maker of ChatGPT, announced that an experimental reasoning model of theirs had answered the Olympiad at the Gold medal level, following the same time limits as the human participants. Remarkably, this was not a model specifically trained or designed for the IMO, but a general-purpose reasoning model with reasoning powers good enough for an IMO Gold.

The OpenAI announcement raised some issues. Many felt that announcing an AI result while the IMO had not concluded overshadowed the achievements of the human participants. Also, the Gold medal score was graded and given by former IMO medalists hired by OpenAI, and some disputed whether the grading was correct. However, a couple of days later, another announcement came. Google-DeepMind attempted the IMO officially, with an advanced version of Gemini Deep Think. Three days after the Olympiad, with the permission of the IMO organisers, they announced that they had obtained a score at the level of a Gold medal. The IMO president Prof. Gregor Dolinar stated, "We can confirm that Google DeepMind has reached the much-desired milestone, earning 35 out of a possible 42 points – a gold medal score. Their solutions were astonishing in many respects. IMO graders found them to be clear, precise and most of them easy to follow."

Stages of development

Even as it became a popular sensation, ChatGPT was infamous both for hallucinations (making up facts) and for simple arithmetic mistakes. Both these would make solving even modest mathematical problems mostly impossible.

The first advance that greatly reduced these errors, which came a few months after the launch of ChatGPT, was the use of so-called agents. Specifically, models were now able to use web searches to gather accurate information, and Python interpreters to run programs to perform calculations and check reasoning using numerical experiments. These made the models dramatically more accurate, and good enough to solve moderately hard mathematical problems. However, as a single error in a mathematical solution makes the solution invalid, these were not yet accurate enough to reach IMO (or research) level.

Greater accuracy can be obtained by pairing language models with formal proof systems such as the Lean prover – a computer software that can understand and check proofs. Indeed, for IMO 2024 such a system from Google-DeepMind called AlphaProof obtained a silver medal score (but it ran for two days).

Finally, a breakthrough came with the so-called reasoning models, such as o3 from OpenAI and Google-DeepMind's Gemini-2.5-pro. These models are perhaps better described as internal monologue models. Before answering a complex question, they generate a monologue considering approaches, carrying them out, revisiting their proposed solutions, sometimes dithering and starting all over again, before finally giving a solution with which they are satisfied. It were such models, with some additional advances, that got Olympiad Gold medal scores.

Analogical reasoning and combining ingredients from different sources gives language models some originality, but probably not enough for hard and novel problems. However, verification either through the internal consistency of reasoning models or, better still, checking by the Lean prover, allows training by trying a large number of things and seeing what works, in the same way that AI systems became chess champions starting with just the rules.

Such reinforcement learning has allowed recent models to go beyond training data by creating their own synthetic data.

The implications

Olympiad problems, for both humans and AIs, are not ends in themselves but tests of mathematical problem-solving ability. There are other aspects of research besides problem-solving.

Growing anecdotal experiences suggest that AI systems have excellent capabilities in many of these too, such as suggesting approaches and related problems.

However, the crucial difference between problem-solving and research/development is scale. Research involves working for months or years without errors creeping in, and without wandering off in fruitless directions. As mentioned earlier, coupling models with the Lean prover can prevent errors. Indications are that it is only a matter of time before this is successful.

In the meantime, these models can act as powerful collaborators with human researchers, greatly accelerating research and development in all areas involving mathematics. The era of the super-scientist is here.

Siddhartha Gadgil is a professor in the Department of Mathematics, IISc

The Hindu, 11 August 2025,
Page No- 5

Marks are not enough

We need to re-visit and re-define excellence in terms of students' ability to navigate the complex challenges of life

A. Joseph Dorairaj

During admission season, marks, grades and percentiles are the talk of the town. A staggering number of students have scored very high marks and outstanding grades. Some have managed to score centum even in arts subjects. But this raises a question: is there a strong correlation between marks and competencies? Sadly, the answer is no.



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Problems

Where is the gap and how should it be addressed? Most teachers, including those in colleges and universities, are generous in awarding marks and grades so that they do not invite criticism that their students have not performed well in exams. The assessment pattern itself also subtly promotes high grades. Most questions are remember-recall questions that only test rote memory. There are hardly any higher order questions that test the ability to think, analyse, evaluate and apply concepts and theories learnt in classrooms to real life. In many institutions, the Continuous Formative or Internal Assessment, which accounts for close to 40% of the total marks, is not rigorous. Teachers generously award anywhere between 70-90% on the argument that students need to be helped to come out in flying colours.

The key question, therefore, is: do CGPAs help students progress to higher studies or in their employment prospects? Many students who score excellent marks are unable to secure admission in premier institutions for their Master's and research programmes or crack job interviews. This is a reflection of their cognitive capabilities and the educational system. Their CGPAs have given them a false sense of excellence.

Strategies

How can this be set right? By creating and promoting an ecosystem with a decent correlation between student competencies and grades. Bloom's Revised Taxonomy talks about six levels of knowledge and question papers should deal with all of them. Higher order questions that talk about analysis, critiques and evaluation and the translation of concepts and theories into realities are crucial. When confronted regularly with challenging questions that are not memory-based, students will be forced to think and sharpen their cognitive capabilities. Certain key education outcomes such as multiculturalism and adaptability cannot be quantified and assessed using traditional benchmarks of excellence but they are vital to one's growth and societal development.

Students should be helped to think beyond CGPAs and transition to the real world where skills and competencies, both cognitive and meta-cognitive, matter. They should realise that critical thinking, problem-solving and communication skills and emotional intelligence are crucial to navigate the complexities of life. They should be encouraged to go beyond textbooks, exams, and grades and step into the real world where they will be assessed not by their marks and grades but by their cognitive capabilities and humane qualities.

This requires student-centric classrooms that promote thinking skills with an emphasis on analysis, interpretation and application and offer adequate space to raise questions and express diverse points of view on academic and non-academic topics. The obsession with marks and grades should be replaced by a focus on life-skills that will prepare future-ready citizens who can contribute to making the world a better place to live in.

In the final analysis, higher educational institutions should promote an ecosystem that weans students away from a memory-based educational system and nurtures their thinking capacities. Administrators, teachers and parents should realise that there should be a transition from classrooms to the real world fraught with multiple challenges. The whole exercise calls for a re-think on the notion of excellence. Traditionally, excellence in academic circles was equated with enviable CGPAs where students were graded on the basis of predetermined criteria. We need to re-visit and re-define excellence not so much in terms of marks and grades but in terms of students' ability to navigate the complex challenges of life. This obviously calls for going beyond marks, grades and percentiles.

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The Indian Express, 11 August 2025, Page No-7

Why Tamil Nadu unveiled new education policy

ARUN JANARDHANAN
CHENNAI, AUGUST 10



Tamil Nadu Chief Minister M K Stalin

WHEN CHIEF Minister M K Stalin unveiled the "Tamil Nadu State Education Policy — School Education, 2025" on August 8, it was not just another policy announcement.

The 230-page document on the SEP is a roadmap aimed at transforming the state's school system and also a political statement, reinforcing TN's long-standing resistance to the Centre's National Education Policy (NEP) while reaffirming the two-language formula that was part of the Dravidian movement's core since the 1960s.

The policy's aim is "to build an inclusive, equitable, resilient, and future-ready school education system that... upholds social justice, and empowers learners with 21st-century skills and values rooted in Tamil Nadu's rich cultural heritage".

EXPLAINED

It is designed as a "living document," to be reviewed every three years, with its "future readiness" section updated annually. The emphasis is on tailoring solutions to TN's specific socio-cultural context while remaining adaptable to technological and economic changes.

Some of the key reforms include abolishing board exams for Class 11, reversing a 2017 policy that required students to face three consecutive years of high-stakes exams (Classes 10, 11, and 12) that critics, including Stalin, argued was harmful.

Foundational Literacy and Numeracy (FLN), the Ennum Ezhuthum Mission, launched in 2022, will remain the flagship initiative. Every child in Classes 1 to 3 is expected to achieve age-appropriate reading, writing, and arithmetic skills, with bridge courses for those in Classes 4 and 5 needing extra support. Assessments will cover both Tamil and English fluency and schools will institute "Library Days" twice a year.

Special provisions focusing on "equity, inclusion, and social justice' target Scheduled Castes (SCs), Scheduled Tribes (STs), minorities, first-generation learners, and children with special needs (CwSN). Measures include barrier-free infrastructure, scholarships, mentoring, and culturally responsive teaching practices. Annual "equity audits" will be mandated at school and district levels.

TN's cultural heritage, environmental literacy, and progressive social movements will be integrated into lessons. Experiential learning, arts and sports integration, and bilingual approaches are to be standard across schools.

A new professional development ecosystem will use the Payirchi Paarvai digital platform, modular training, and peer mentoring. Teachers in tribal and disadvantaged areas will receive context-specific support. The TN-SPARK programme will expand AI, robotics, and coding education. Kalvi TV and the Manarkeni App will be upgraded with virtual labs and interactive content. Digital safety and ethics will be part of the curriculum. The state will maintain its No Detention Policy for Classes 1–8. Assessments will shift to conceptual understanding. Class 11 will become a preparatory year with continuous internal assessments.

Schools will have smart classrooms, labs, and green infrastructure. Vetri Palligal (Schools of Excellence) and Model Schools will serve as hubs for replicating best practices.

By releasing its own SEP, TN has positioned itself as the first, and so far only, state to create an alternative to the NEP. It signals an unwillingness to cede educational direction to the Union government, especially on language and governance.

Tamil Nadu's two-language policy — Tamil and English — is rooted in the anti-Hindi agitations of the 1930s, 1940s, and 1960s.

The three-language formula, which includes Hindi, was repeatedly resisted by both the DMK and AIADMK governments, making language policy one of the most sensitive political issues.

FULL REPORT ON www.indianexpress.com

Hindustan Times, 11 August 2025, Page No-14

Choice key to language policy for schools

The Tamil Nadu State Education Policy promises to "build an inclusive, equitable, resilient, and future-ready school education". It has backed the intent with radical initiatives and necessary funds: The FY25 state budget allocated ₹44,042 crore for school education — 13.7% of the total state expenditure, among the highest in the country. Tamil Nadu, which pioneered mid-day meals in schools, now offers breakfast as well. The outcomes reveal their impact: The gross enrolment ratio is close to or above 95% at the primary, upper primary and secondary levels, with the retention rate exceeding 97%. Initiatives such as science labs and digital classrooms have helped boost learning outcomes among students from marginalised communities. The focussed investment in school education, similar to the trajectory followed by South East Asian countries, has helped Tamil Nadu emerge as an industrial powerhouse.

What, however, stands apart in this focussed push to improve educational standards is the government's language policy. Tamil Nadu has adopted a two-language formula, fearing that the Centre's backing for a three-language policy is merely a camouflage for Hindi imposition. Linguistic pride is central to Tamil identity, and the Dravidian parties have historically been vigilant against attempts to privilege Hindi over other Indian languages. That said, the state needs to ask if it should reformulate its stand to offer more choices to its students. No language should be imposed on students; neither should a government limit the linguistic options available to students. And science, not political rhetoric and pride, must guide language policy. A rational policy could opt for a three-language policy — evidence suggests that children are quick to learn languages early. The third language need not necessarily be Hindi; a bouquet of options, including other Dravidian and foreign languages, could be offered. A more liberal language policy will make the state's progressive education policy even better.

The Hindu, 11 August 2025 Page No - 8

Language lessons

The obsession with Hindi is diversion from the needs of school education

Tamil Nadu and Karnataka are planning to implement a two-language formula for school education, as opposed to the push for a three-language policy in the National Education Policy (NEP) 2020. Both States are inclined towards primacy for local languages, Tamil and Kannada, respectively, and then English in school education. Tamil Nadu has already unveiled its State Education Policy (SEP) while a commission has submitted its recommendations for Karnataka's SEP. Tamil Nadu has merely reiterated its existing two-language policy, but Karnataka is set to discontinue its three-language policy. The commission has proposed that Kannada or the child's mother tongue should be the medium of instruction up to Class 5, and preferably till Class 12. Kannada or whatever is the mother tongue and English will be the two compulsory languages. If implemented, this will replace the model that includes Hindi as a third compulsory language. Other recommendations include moving away from NCERT textbooks and developing a Karnataka-specific curriculum and bilingual teaching methods. The Tamil Nadu SEP, which was announced by Chief Minister M.K. Stalin recently, makes Tamil compulsory up to Class 10 across all boards. The NEP proposes a third language which should be Hindi or another Indian language, seen as an attempt to impose Hindi.

The Tamil Nadu SEP also commits to promote critical thinking, digital literacy, climate education, and social justice. Apart from a STEAM (Science, Technology, Engineering, Arts, Mathematics) approach, the State also wants to offer special support for tribal students, first-generation learners, and students with disabilities. The government has pledged more support for public education. In fact, uniform high quality public education should be the biggest priority of school education policy for all States and the Centre. The Centre's ill-advised focus on language turns unproductive and controversial even though it does not insist on promoting Hindi on paper. The three-language policy is also in disregard for the demand for English language learning, and as a medium of instruction across States, including in the Hindi-speaking regions, and Gujarat and Maharashtra. Education policies have been a major driver of the development outcomes in Tamil Nadu and Karnataka, and any attempt to forcibly alter them by central policies would do no good to anyone. Tamil Nadu is fighting for the release of ₹2,152 crore in education funds from the Centre that is rightfully its. There is no harm in learning Hindi or any other language, but when perceived as a political project of domination, its promotion causes resistance. The Centre must give up its language obduracy and focus on several critical challenges in school education. It must work with State governments to tackle them.

Used academic sources, open to corrections: Michel Danino on NCERT Maratha map row

A controversy has erupted over an NCERT Class 8 Social Science textbook map depicting the Maratha Empire's reach over Rajasthan's Rajputana region, including Jaisalmer. Critics including erstwhile royal families and Rajput youth, allege historical distortion. India Today spoke to Michel Danino, head of the textbook panel, who said the map is based on academic sources and open to correction after further research.

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NCERT map row: Michel Danino says map based on academic sources, open to correction

Milan Sharma
New Delhi, UPDATED: Aug 11, 2025 11:30 IST

In Short

- NCERT Class 8 map shows Maratha suzerainty over Rajputana, including Jaisalmer
- Rajasthan royals, MPs, and youth protest over historical distortion
- Map based on established academic sources, says NCERT expert Michel Danino

Questions have emerged over the NCERT Class 8 Social Science textbook after a map in the chapter “Rise of the Marathas” appeared to show the Maratha Empire’s suzerainty extending over the Rajputana region, including Jaisalmer. The depiction has sparked criticism from members of erstwhile royal families in Rajasthan, several MPs, and protesting Rajput youth, who allege it distorts the region’s Kshatriya history.

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MAP BASED ON PUBLIHSED ACADEMIC SOURCES

Michel Danino, Guest Professor at IIT Gandhinagar (Archaeological Sciences) and Head of the Curricular Area Group for NCERT's Social Science textbooks, told India Today that the map was created using established academic sources that had not been previously challenged.

"We created our map basing ourselves on several maps published earlier in academic books, which had never been contested. Therefore, if there was an error, it was in those sources. We are open to error correction, but this first requires patient research," Danino said.

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He added that defining an "empire" is complex, with regions historically falling under direct rule, paying tribute as vassal states, or acknowledging suzerainty through agreements. This fluid nature of territorial control, he noted, cannot always b
c d in a single map.


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PREPARED WITH EXPERT INPUT

In a detailed note titled Correction of Possible Errors, Danino said the chapter was prepared in consultation with Maratha period experts and drew on references such as historian G.B. Mehendale's Shivaji: His Life and Times and the Public Schools Historical Atlas.

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"There has been of late a rather shrill complaint that the map in (Fig 3.11, pg 71) wrongly depicts the Jaisalmer Kingdom as part of the Maratha Empire. Nowhere in the chapter is Jaisalmer mentioned," he wrote.

According to Danino, the sources used included not only directly administered areas but also tribute-paying states and contested territories, a practice also reflected in Encyclopaedia Britannica's description of Rajasthan being under Maratha control at the empire's peak.

FURTHER RESEARCH UNDERWAY

Danino acknowledged the short timelines involved in textbook preparation and confirmed that additional research was ongoing to verify the boundaries. If inaccuracies are found, a revised version will be prepared for future editions.

"Further research is on to confirm whether our map's boundaries are incorre
tl , a revised map will be prepare on the best information ava d
s ed for future editions of the te ," he stated.

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Meanwhile, protests continue, with members of Rajasthan's royal families urging the Union Education Minister to intervene, calling it a matter of cultural pride and historical accuracy.

- Ends

Published By: Shruti Bansal

Published On: Aug 11, 2025

READ | Maratha Empire map draws fire, NCERT says will revise if needed

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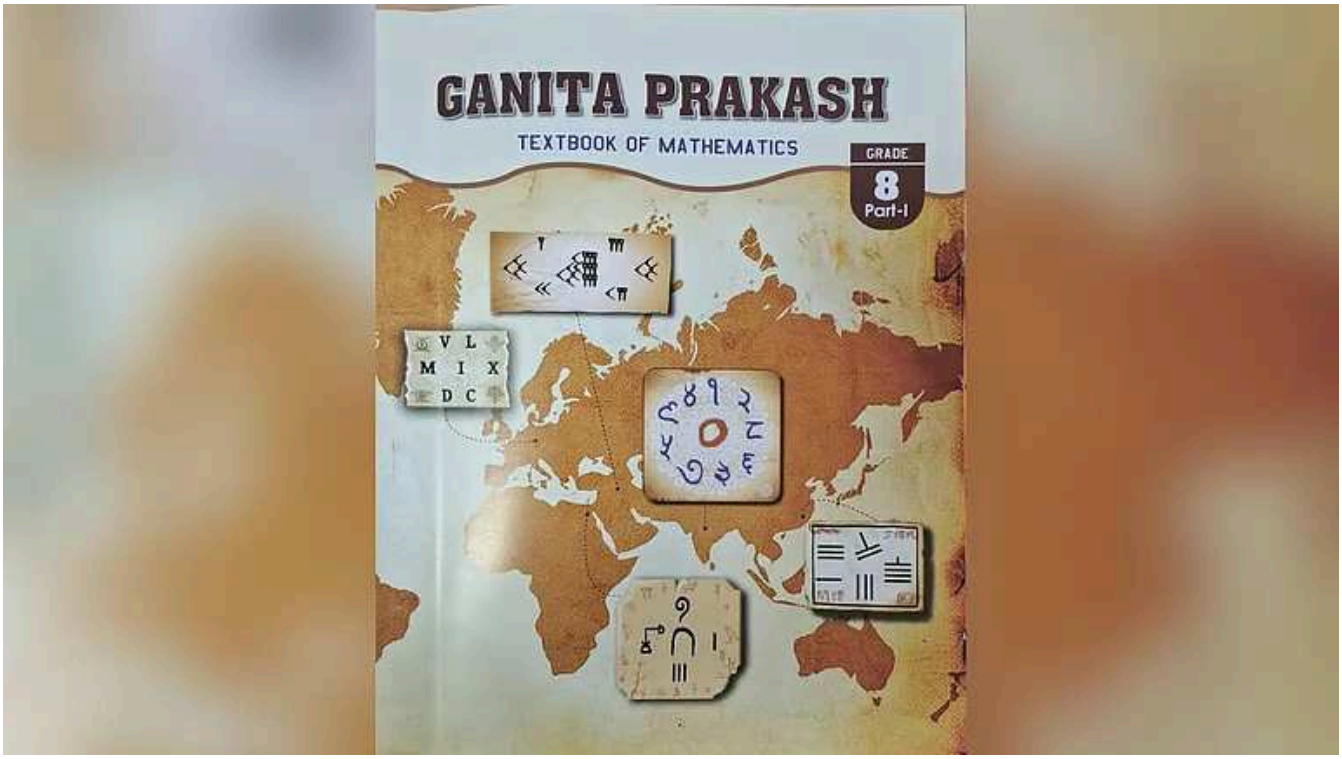


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Nation

Class 8 NCERT Maths book turns the complex subject into an exciting adventure

Contextual examples and thought-provoking queries are featured in the book.



Ganita Prakash, the Part-1 textbook for Class 8.

S Lalitha

Updated on: 11 Aug 2025, 10:45 am · 2 min read

Research and Training (NCERT) latest textbook on the subject.

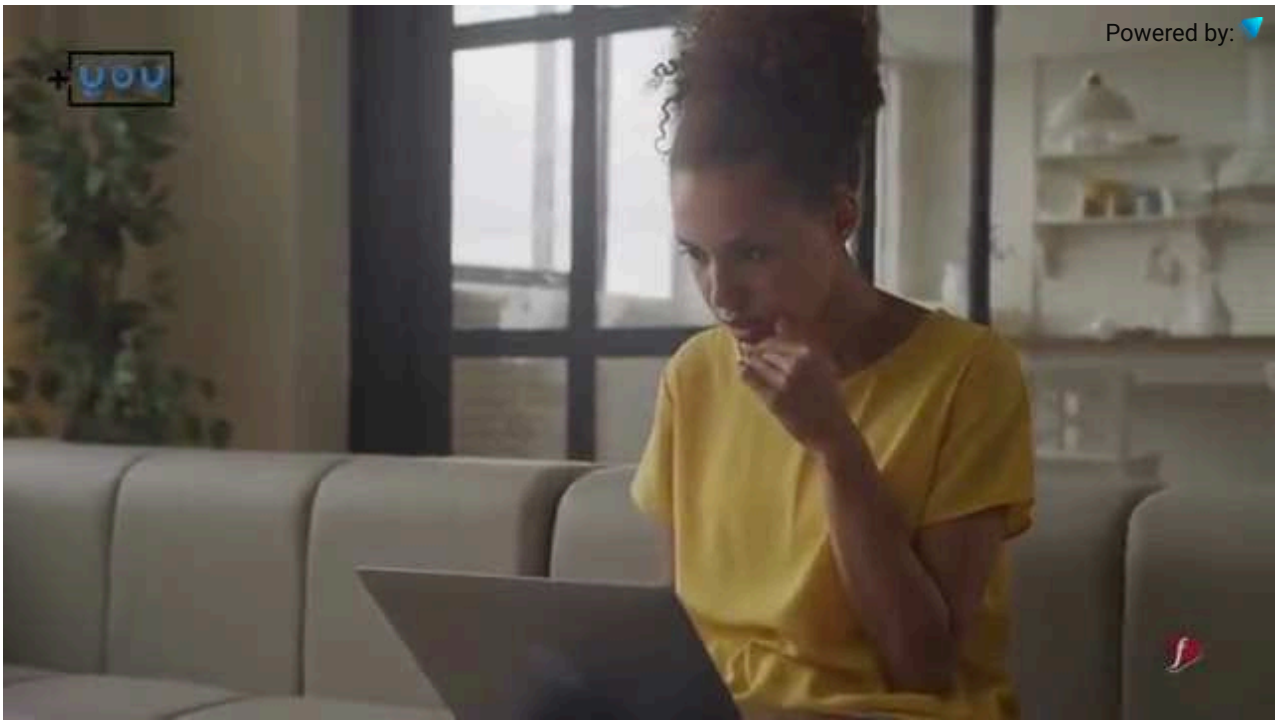
Ganita Prakash, the Part-1 textbook for Class 8, made public recently, is aligned with the National Education Policy – 2020 and the National Curriculum Framework for School Education (NCFSE) 2022-2023.

It is one of the parts of the series for the Middle Stage (Grades 6 to 8), that serves as a critical bridge between the preparatory and secondary stages.

Setting the tone of the book's objective right at the outset, a note to students states, "To be able to appreciate the art of mathematics, it is not enough to just be a passive spectator. You need to immerse yourself in its process like a detective getting into action to solve a mystery."

An owl mascot pops up frequently among the pages to highlight important mathematical processes and problem-solving approaches.

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Contextual examples and thought-provoking queries are featured in the book. For instance, to explain the concept of rapid exponential growth, a

draws upon a simple topic: What is the mathematics behind making a strong coffee?

Hardy-Ramanujam number

The Hardy-Ramanujam number 1729 is fantastically explained.

Accompanied by an illustration of the renowned British mathematician G H Hardy visiting India's genius Ramanujam in the hospital when he fell sick once, the book narrates that Hardy had arrived in a taxicab numbered 1729.

The conversation between them is narrated with Hardy making a remark that 1729 was "rather a dull number."

Pat comes to Ramanujam's response: "No Hardy, it is a very interesting number. It is the smallest number that can be expressed as the sum of two cubes in two different ways."

$1729 = 1^3 + 12^3$

$=9^3 + 10^3$

Because of the story, 1729 has ever since been known only as the Hardy-Ramanujam number, the text explains.

An exclusive chapter on, A Story of Numbers, explains the robustness of '0' (zero) in the Hindu numbering system, which was in existence as early as 200 BCE.

Zero is unique and does not have any ambiguity. The lesson takes the student down the historical lane by elaborating the number systems in civilisations across the world, including the Roman, Egyptian, Babylonian, Mayan and the Chinese accompanied by detailed illustrations.

Perfect squares and perfect cubes were compiled by the Babylonians way back in 1700 BCE, it points out.

To explain root numbers, the book highlights interesting daily stats: "The time needed to digest a meal -- about 2 to 4 hours. In root numbers, it is

and Brahmagupta are also well highlighted to help students understand the strong background India had in the subject.

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Exciting adventure | Maths book | NCFSE

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CBSE makes clean and green rating mandatory for all schools under SHVR 2025-26, here's all you need to know

By HT Education Desk

Published on: Aug 11, 2025 02:08 pm IST

CBSE said that a dedicated portal and mobile application have been developed to facilitate digital participation, self-assessment, and monitoring of SHVR.

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The Central Board of Secondary Education, CBSE, has decided to rate and recognize all affiliated schools based on a comprehensive 60-indicator based survey in line with the Swachh Evam Harit Vidyalaya Rating (SHVR) 2025-26 that calls for a clean, green and inclusive school environment in India.



The SHVR 2025-26 aims to empower schools to self-assess and improve across six key categories, namely, Water, Toilets, Handwashing with Soap, Operation & Maintenance, Behaviour Change & Capacity Building and Mission LiFE activities. (Representative image/HT file)

In this regard, the board said that a dedicated portal and mobile application have been developed for implementing SHVR 2025, that will facilitate digital participation, self-assessment, and monitoring.

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What schools need to do

As per the CBSE, all schools will have to mandatorily participate in the Swachh Evam Harit Vidyalaya Rating (SHVR) 2025-26, before September 30, 2025, using either the mobile app or web-portal as per their convenience.

Schools can visit the SHVR website at shvr.education.gov.in where they will find QR codes for downloading the Android and iOS mobile apps.

For web-portal based participation, the schools can use the Login/ Signup option available at the homepage, the CBSE added.

Also read: CBSE to set up its own community radio station

SVHR 2025-25 explained

ed and universal version of the earlier Swachh Vidyalaya Puraskar (SVP).

It is a mandatory programme for all schools having a UDISE code across the country, including Government, Government-aided, Private, Residential, Tribal, Minority, and centrally run schools (e.g., KVS, NVS) and CBSE-affiliated schools etc.

Also read: CBSE approves open-book exams for Class 9 from 2026-27: Report

The aim of the SHVR is to empower schools to self-assess and improve across six key categories, namely, Water, Toilets, Handwashing with Soap, Operation & Maintenance, Behaviour Change & Capacity Building and Mission LiFE activities.

The Ministry of Education informed recently in a press statement that there will be four categories of schools for recognition (certificate of merit).

At the district level, there are a total of 8 schools which include 3 schools of rural category-I, 3 schools of rural category-II, 1 school of Urban category-I, and 1 school of Urban category- II, that would be considered for nomination for the State Level for recognition (certificate of merit).

Also read: CBSE launches 2 flagship initiatives for career guidance to students

The statement added, “At the state level, the certificate of merit will be given based on the overall score. A maximum number of 20 schools with a five-star rating, 7 Rural category-I, 7 Rural category-II, 3 Urban category-I, and 3 Urban category-II, those conforming to national-level selection criteria, from each State/UT would be considered for nomination for the National Level for recognition (certificate of merit).”

Likewise, at the national level, 200 top schools will be recognized with a certificate of merit, which include 70 schools from Rural category-I, 30 from Urban category-I, 70 from Rural category-II, and 30 from Urban category-II.

Cbse Green Schools Ministry Of Education Education I | Get latest updates onAssam HSLC Result LIVE

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EXAM AND COLLEGE GUIDE

जनसत्ता, 12 अगस्त 2025, Pg - 5

संसदीय समिति ने कहा

'एनईपी' के दृष्टिकोण को सफलतापूर्वक आगे बढ़ाने के लिए राज्यों का पूर्ण विश्वास जरूरी

जनसत्ता ब्यूरो
नई दिल्ली, 11 अगस्त।

एक संसदीय समिति ने कहा है कि नई राष्ट्रीय शिक्षा नीति (एनईपी) के दृष्टिकोण को सफलतापूर्वक आगे बढ़ाने के लिए राज्यों का पूर्ण विश्वास होना जरूरी है। शिक्षा मंत्रालय को किसी भी चिंता पर राज्यों के साथ समन्वय के लिए एक तंत्र विकसित करना चाहिए।

शिक्षा, महिला, बाल, युवा और खेल संबंधी संसदीय स्थायी समिति की इस रपट में एनईपी के कार्यान्वयन पर प्रतिक्रिया प्राप्त करने के लिए संगठित संस्थागत तंत्र के अभाव का उल्लेख किया गया। कांग्रेस सांसद दिग्विजय सिंह की अध्यक्षता वाली समिति की रपट सोमवार को संसद में पेश की गई।

रपट में कहा गया है कि समिति ने सिफारिश की है कि एनईपी के सफल कार्यान्वयन के लिए हितधारकों के बीच 'समन्वित सहयोग' की आवश्यकता है। मंत्रालय ने उचित रूप से कहा है कि शिक्षा संविधान की समवर्ती सूची में है। इसलिए एनईपी के दृष्टिकोण को सफलतापूर्वक आगे बढ़ाने के लिए राज्यों का पूर्ण विश्वास होना महत्त्वपूर्ण है। रपट में कहा गया है कि मंत्रालय के उत्तर में इस बात का उल्लेख नहीं किया गया है कि केंद्र सरकार उन राज्य सरकारों के साथ कैसे काम कर रही है, जिन्होंने उच्च शिक्षा में एनईपी के विभिन्न तत्वों के बारे में आपत्ति व्यक्त की है। इसलिए समिति की राय है कि मंत्रालय को राज्यों द्वारा उल्लिखित समस्याओं के संबंध में समन्वय स्थापित करने के लिए एक तंत्र विकसित करना चाहिए।

रपट के अनुसार, समिति चाहती है कि मंत्रालय को विभिन्न क्षेत्रों में आयोजित सम्मेलनों सहित क्षेत्रीय समिति के संचालन की एक रपट समिति के साथ साझा करनी चाहिए। समिति ने सिफारिश की कि उच्च शिक्षा में एनईपी के कार्यान्वयन की प्रगति पर नजर रखने के लिए विश्वविद्यालय-स्तर पर एक केंद्रीकृत राष्ट्रव्यापी 'ट्रैकर' विकसित किया जाना चाहिए।

सीबीएसई भारत की गणितीय खोजों का दस्तावेजीकरण करेगी

जनसत्ता ब्यूरो
नई दिल्ली, 11 अगस्त।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) गणित के क्षेत्र में भारत के योगदान का दस्तावेजीकरण करने के लिए एक व्यापक पुस्तिका 'भारतीय गणित परंपरा' विकसित करेगा। अधिकारियों ने यह जानकारी दी।

उन्होंने बताया कि 150-175 पृष्ठों की यह 'प्रामाणिक पुस्तिका' प्राचीन, मध्यकालीन और आधुनिक भारत की प्रमुख गणितीय खोजों और नवाचारों का दस्तावेजीकरण करेगी। हाल में बोर्ड के शासी निकाय की बैठक में इस प्रस्ताव को मंजूरी दी गई।बोर्ड के एक वरिष्ठ अधिकारी ने कहा कि राष्ट्रीय शिक्षा नीति पाठ्यक्रम में भारत की ज्ञान परंपराओं के एकीकरण और सांस्कृतिक रूप से निहित तथा वैश्विक रूप से प्रासंगिक शिक्षण सामग्री के विकास पर जोर देती है।

दैनिक जागरण, 12 अगस्त 2025, Pg -II

विदेश के सीबीएसई स्कूलों के लिए बनेंगे वैश्विक पाठ्यक्रम

रीतिका मिश्रा • जागरण

- प्री-प्राइमरी से 8वीं तक का होगा कोर्स, अंतरराष्ट्रीय मानकों व भारतीय मूल्यों का होगा मेल
- पांच वर्ष में एक हजार स्कूलों को जोड़ेगा बोर्ड, प्रवासी और स्थानीय छात्रों पर रहेगा फोकस

नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने विदेश में स्थित बोर्ड से संबद्ध स्कूलों के लिए प्री-प्राइमरी से लेकर आठवीं कक्षा तक ग्लोबल करिकुलम (वैश्विक पाठ्यक्रम) तैयार करने के प्रस्ताव को मंजूरी दे दी है। इसका उद्देश्य केवल प्रवासी भारतीय छात्रों तक सीमित न रहकर मेजबान देशों के स्थानीय छात्रों तक भी सीबीएसई की पहुंच बढ़ाना है। यह कदम राष्ट्रीय शिक्षा नीति-2020 और राष्ट्रीय पाठ्यचर्या रूपरेखा-2023 के अनुसार है, जिसमें भारतीय मूल्यों के साथ अंतरराष्ट्रीय शैक्षिक मानकों को भी समाहित किया जाएगा।

सीबीएसई की गवर्निंग बाडी की बैठक में बताया गया कि ग्लोबल करिकुलम के निर्माण के लिए विदेश में स्थित सीबीएसई स्कूलों और अंतरराष्ट्रीय पाठ्यक्रम (आइबी, कैम्ब्रिज) चलाने वाले संस्थानों के विशेषज्ञों की समितियां बनाई जाएंगी। पेशेवर एजेंसी चुनी जाएगी जो पाठ्यक्रम, शिक्षण-सामग्री, मूल्यांकन ढांचा और देश-विशेष संबद्धता मानक को तैयार करेगी।

अगले पांच वर्ष का लक्ष्य

सीबीएसई का लक्ष्य है कि अगले पांच वर्ष में विश्व के करीब एक हजार स्कूलों को ग्लोबल करिकुलम से जोड़ा जाए। बोर्ड की पहुंच प्रवासी भारतीय समुदाय से बढ़कर विभिन्न देशों के स्थानीय छात्र समुदाय तक हो सकेगी।

The Hindu, 12 August 2025, Pg - 7

No funds for education dreams

The Congress government in Telangana has let the education sector down

STATE OF PLAY

Serish Nanisetti
serish.n@thehindu.co.in

Last week, a few dozen students of a Tribal Welfare Residential School for Girls in Parigi in Vikarabad in Telangana protested against the absence of math and chemistry faculty. In July, students of Left organisations agitated at the Secretariat in Hyderabad over poor education policies. Around the same time, the National Human Rights Commission (NHRC) directed the State government to investigate reports of over 800 children falling ill due to suspected food poisoning in Telangana's residential schools.

The protests by students and the directions of the NHRC cannot be seen in isolation. For the second year in a row, the Congress government in Telangana has let the education sector down. While the average allocation for education across States is around 15% of their total budget, according to a State Budget Analysis, Telangana allocates significantly less. For the year 2025-26, for instance, it earmarked only 7.9%.

The Congress rode to power in 2023 promising a higher outlay for education. Several education activists and NGOs helped the party during its campaign. On January 24, before the Budget was presented, activists demanded that the Congress raise the budgetary outlay for the sector, but this did not happen.

The education sector has been underfunded over the past decade in the State. At the time of Telangana's formation, the education budget of united Andhra Pradesh was 13.35% of budget estimates in 2013-14. After the formation of



Telangana, this dropped to 10.89% in 2014-15 and further to 7.3% in 2022-23.

The number of personnel in the sector has also dropped. Telangana had 1,56,957 employees in the education sector at the time of its formation. By the time the Bharat Rashtra Samithi handed over the reins to the Congress, the number had declined to 1,51,801. In 2024-25, the number has gone up to 1,53,421, but this is still insufficient. The School Education Department had 1,37,252 employees in 2014-15; this dropped to 1,31,872 in 2022-23. How a reduction of 5,380 personnel has impacted the school education sector is anyone's guess. It is also pertinent to note that the government's reduced priority towards the sector comes at a time when schools have been struggling to get back on their feet after the pandemic.

A recent report shows how the system has been hollowed out due to the absence of regular teachers in rural and peri-urban areas, where the Congress performed well. Enrolment in government schools dropped from 70.1% in 2022 to 59.8% in 2024, according to the 2024 Annual Status of Education Report, published in January this year. If the State had invested sufficient funds in the sector, students would have continued to go to government schools. The same report found that only 6.8% of students in Class 3 can read text prescribed for Class 2 students. This is a drop from 12.8% in 2018.

The government is not unaware of the needs of the education system. The Telangana Education Commission, set up in September 2024 under former IAS officer Akunukri Murali, had submitted a report on the state of education and the requirements to raise standards. It had called for an outlay of ₹5,000 crore for improving facilities in 100 mandals out of the 632 mandals in Telangana. The report had stated that a phase-wise outlay over six years would cover all the schools at a total cost of ₹31,600 crore. However, its suggestions remain on paper.

The earlier regime had focused on the marquee model of residential education where a few students are provided good quality education, food, and boarding. There are 3,170 residential schools catering to girls, minorities, Other Backward Classes, Scheduled Castes, and Scheduled Tribe students. The Congress government appears to be following a similar model by developing Young India Integrated Residential Schools. These schools will be able to cater only to a few as a vast majority of students in Telangana are day scholars whose parents prefer educational facilities in the neighbourhood. Unless there is more investment in government schools in every neighbourhood, the goal of universal primary education will be a mirage in Telangana.

In 1795, Surendranath Banerjee, one of the founding members of the Indian National Congress, spoke of how only 7.5% was spent by the British on education. He said this needed to change. More than 130 years later, spending a similar share on education does a great disservice to the young people of Telangana.

The Times Of India, August 12, 2025, Page - 15

Govt: 4.7L fake NCERT books seized in piracy crackdown

TIMES NEWS NETWORK

New Delhi: In a record crackdown on textbook piracy, the National Council of Educational Research and Training (NCERT) has seized around 4.71 lakh pirated copies of its textbooks in operations across multiple states in 2024 and 2025, the govt told Lok Sabha on Monday. The raids, targeting manufacturers and sellers of counterfeit books and even producers of fake NCERT watermarked paper, led to confiscation of stock and machinery worth over Rs 20 crore.

MoS for education Jayant Chaudhary said piracy was driven largely by "commercial motives of unscrupulous elements" and undermined NCERT's mission of providing quality, affordable textbooks. The enforcement action covered 29 premises linked to the illegal trade.

To cut into the counterfeit market, NCERT has slashed textbook prices by 20%, improved paper and printing quality using modern machines, and expanded online sales. It has also piloted a technology-based anti-piracy solution — developed and patented by IIT-Kanpur.

The Indian Express, August 12, 2025, Page - 12

TRIPLE TALAQ, SEDITION, SECTION 377

CBSE to update legal studies syllabus with landmark law changes

VIDHEESHA KUNTAMALLA
NEW DELHI, AUGUST 11

The Central Board of Secondary Education (CBSE) is set to bring the repeal of triple talaq, the enactment of the Bhartiya Nyaya Sanhita (BNS), sedition and the removal of section 377 which criminalises homosexuality, into the Legal Studies curriculum for Classes XI and XII, The Indian Express has learnt.

The decision, approved by the CBSE's Curriculum Committee and ratified by the Governing Body in June — will see senior secondary students study new laws that have replaced colonial-era statutes, along with landmark judgments and doctrines that have reshaped India's legal framework.

"CBSE proposes to revise and update the Legal Studies textbooks to reflect: Key provisions of BNS, BNSS, and BSA; Landmark legal judgments and recent legal doctrines; Repealed or outdated laws (e.g., sedition, Section 377, triple talaq); A modern, engaging pedagogy aligned with NEP 2020," the official records state.

The update comes in the wake of sweeping legal reforms enacted in 2023–24, when the Bhartiya Nyaya Sanhita (BNS), Bhartiya Nagarik Suraksha Sanhita (BNSS), and Bhartiya Sakshya Adhiniyam (BSA) replaced the Indian Penal Code, Criminal Procedure Code, and Indian Evidence Act.

These measures also struck down outdated provisions such as sedition, criminalised triple talaq and the removal of section 377 of the IPC which states: "Whoever voluntarily has carnal intercourse against the order of nature with any man, woman or animal, shall be punished with imprisonment for life or with imprisonment of either description for a term which may extend to ten years and shall also be liable to fine"

This archaic British law dates back to 1861 and criminalises sexual activities against the order of nature.

CBSE officials noted that the Legal Studies textbooks "were introduced over five years ago to build foundational legal literacy among senior secondary students" but have since fallen behind the pace of reform. The Board will form "an expert committee" and may engage a "content development agency" to ensure the updated textbooks are ready for the 2026–27 academic session.

First offered by CBSE in Class XI in 2013 and Class XII in 2014, Legal Studies has evolved from a niche elective to a significant offering for students eyeing careers in law, public policy, or governance. In April 2024, the Directorate of Education approved its rollout in 29 additional schools, urging principals to "complete all formalities asked by the CBSE."

The last major update came in 2022–23, when the syllabus added socially relevant topics such as the POSH Act 2013, the Right to Information Act, the Consumer Protection Act, Intellectual Property Rights, and legal entities.

The Asian Age, August 12, 2025, Page - 5

2 languages, not 3: Will others follow TN's lead?

The recently unveiled Tamil Nadu State Education Policy 2025 has emerged as a model document for the entire nation for it keeps the spirit in which children's education is viewed in the State since the time of K. Kamaraj, who believed in the uplift of downtrodden communities through not only teaching children but also retaining them in classrooms. The new policy, already touted as an effective counter to the contentious National Education Policy (NEP-2020), among other things, reimagines the school curriculum as experiential, inquiry-based and competency-driven and seeks to integrate the unique cultural heritage of the state into the syllabus.

One quintessentially Tamil Nadu trait of any education policy in the country will be the two-language policy that promotes teaching of the mother tongue and English. Followed by all State-run schools for over half a century in Tamil Nadu, the two-language formula is now gaining popularity with neighbouring Karnataka seeking to implement it and Maharashtra seemingly aspiring to follow it, the new policy cherishes that pedagogical heritage by conserving it. Reinforcing the need for every student attending a school in the State to gain functional proficiency in Tamil, irrespective of the board the institution is affiliated to, policy makes learning of Tamil compulsory, another distinctive feature that more States might wish to emulate.

The policy revisits Tamil Nadu's historical achievements in education like near-universal enrolment, reduced dropout rates, educational equity across caste, gender and geography and in effectively addressing persistent disparities faced by Scheduled Castes (SC), Scheduled Tribes (ST), minorities, children with special needs (CwSN) and first generation learners to ensure the continuation of social justice in education.

Envisioning the school as a safe, vibrant space nurturing the full potential of every learner, who would be able to speak, read, write and comprehend both languages — mother tongue and English — with confidence, the policy aims at shaping citizens with more life skills and problem solving abilities and discourages learning by rote, the present day system that hampers the development of learners seeking to take on the world in all spheres, including academia.

Since the policy aspires to convert schools into physically safe, emotionally nurturing and socially inclusive spaces that integrate child rights, gender sensitivity, mental health, physical fitness, arts and life skills into the pedagogical culture besides modernising facilities through smart classrooms, barrier-free access, science and computer laboratories and digital tools, it would well turn out to be a model for the world itself, if implemented properly.

Some essential components of 21st century schooling like climate literacy, entrepreneurship, and civic responsibility have been incorporated in the policy that also seeks to bridge urban-rural digital divides and strengthen the pre-service and in-service training ecosystem for teachers by introducing peer mentoring systems, modular courses and leadership development for school heads.

Another feature that makes the policy truly international is the recommended reforms in assessment, calling for a radical shift from high-stakes, memory-based exams to continuous, formative, and competency-based assessments employing techniques like project work, peer evaluation, and self-assessment. By reinforcing the State's commitment to the No-Detention Policy for Classes 1 to 8, the introduction of a system of bridge courses, learning outcome monitoring and individualised support for vulnerable and first-generation learners, the new policy could well pave the way for a zero dropout rate.

The Hindu, 12 August 2025, Pg -5

Two-language policy to be applicable in 90% of Karnataka schools: panel

Jayanth R.
BENGALURU

The two-language policy proposed by the Karnataka State Education Policy (SEP) Commission in its final report submitted to the government recently will be applicable to all government, aided and private Kannada and English medium schools in the State. However, teaching of three languages will continue in Urdu, Marathi, Tamil, Telugu, Malayalam and other linguistic minority schools.

In linguistic minority schools, the learning of a "third language" is optional.



The panel has abandoned the three-language formula that includes Hindi in the State's education system. THE HINDU

Unlike in the CBSE model, the third language is not considered for assessment. "There is no confusion in the implementation of the two-language policy in the State. Kannada and English are taught as first and second languages in all Kannada and English-medium schools. In linguistic minority schools, three languages are taught along with Kannada and English, including the mother tongue of the students. The third language is optional and is not considered for the examination," Sukhadeo Thorat, chairman, SEP panel told *The Hindu*.

The panel has abandoned the three-language formula that includes Hindi in the State's education system.

NEP 2020 implementation needs states' full confidence: Parliamentary committee

The panel's observations put the spotlight on the centre–state dynamic in education policy, underscoring the need for structured cooperation to turn the NEP's goals into reality.

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The panel's observations put the spotlight on the centre–state dynamic in education policy, underscoring the need for

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In Short

- Parliamentary panel seeks formal NEP feedback from states, universities
- Report flags lack of mechanism to address states' NEP-related concerns
- Calls for central tracker to monitor NEP progress in higher education

The Parliamentary committee on Education, Women, Children, Youth and Sports has stressed the need for stronger cooperation between the Union government and states to ensure the smooth rollout of the National Education Policy (NEP). The panel has urged the Ministry of Education to create a clear mechanism for working with states, especially those that have expressed reservations about parts of the policy.

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In its report, the committee said the NEP's success depends on building complete confidence among state governments, given that education falls under the concurrent list of the Constitution.

While the Ministry of Education acknowledged the role of states, the committee noted that it had not explained the exact modalities of engagement with those opposing certain provisions, particularly in higher education.

The report said that without a structured process to address these differences, the policy's objectives risk delays or uneven execution.

The committee also flagged the absence of an organised institutional channel to collect feedback on NEP implementation.

At present, universities are left to decide how to send their inputs, with no formal route for their observations to reach policymakers. The panel described this as a gap in the system, considering the NEP's role in shaping the country's education landscape.

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To address this, the committee recommended the creation of a centralised nationwide tracker at the university level.

Such a tool, it said, could be used to monitor progress on policy adoption, identify bottlenecks, and provide real-time updates to both state and central authorities.

It further called for a formal feedback mechanism that would allow all stakeholders, including universities, faculty, and students, to share their experiences and propose improvements.

This, the panel argued, would ensure that the NEP evolves in response to ground realities rather than remaining static.

"The committee reiterates, in the strongest possible terms, the need for a structured system for gathering input from all sides," the report stated.

The NEP, introduced in 2020, aims to overhaul India's education system, with reforms spanning school to higher education. Four years on, the debate now centres not on its vision, but on the mechanics of making it work in a diverse federal setup.

(WITH PTI INPUTS)

- Ends

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राष्ट्रीय सहारा, 13 अगस्त 2025, Pg - 6

खतरे में पढ़ाई-लिखाई

देश

जर्जर स्कूल

डॉ. सत्यवान सौरभ



शिक्षा किसी भी राष्ट्र की आत्मा होती है, और विद्यालय उसके मंदिर। यह वह स्थान है जहां बच्चों के सपनों को आकार मिलता है, विचारों को पंख मिलते हैं, और भविष्य की नींव रखी जाती है। परंतु दुख की बात है कि भारत में, विशेषकर ग्रामीण इलाकों और आर्थिक रूप से पिछड़े क्षेत्रों में, इन मंदिरों की स्थिति अत्यंत चिंताजनक है। अनेक विद्यालयों में छतें टूटी हुई हैं, दीवारों में बड़ी-बड़ी दरारें हैं, बरसात में पानी टपकता है, खिड़कियां टूटी हुई हैं, बेंच जर्जर हो चुकी हैं, और पेयजल तथा शौचालय जैसी बुनियादी सुविधाओं का भी अभाव है।

हाल में राजस्थान के झालावाड़ जिले में एक सरकारी विद्यालय की जर्जर दीवार गिरने से सात मासूम बच्चों की मौत हो गई। यह घटना किसी एक विद्यालय या राज्य तक सीमित नहीं है, बल्कि पूरे देश के लिए चेतावनी है। हर बार जब ऐसी दुर्घटना होती है, तो कुछ दिन तक चर्चा होती है, परंतु फिर सब सामान्य हो जाता है, और समस्या जस की तस बनी रहती है। सवाल यह है कि क्या हमें बच्चों की जान जाने के बाद ही जागना होगा? शिक्षा मंत्रालय के ताजा आंकड़े बताते हैं कि भारत में पंद्रह लाख से अधिक प्राथमिक और डेढ़ लाख से अधिक उच्चतर माध्यमिक विद्यालय हैं। इनमें बड़ा हिस्सा ग्रामीण क्षेत्रों में है, जहां भवनों की देखभाल पर बहुत कम ध्यान दिया जाता है। लाखों विद्यालयों में आज भी लड़कियों के लिए अलग शौचालय नहीं हैं, पीने के पानी की व्यवस्था अधूरी है, और अनेक राज्यों में लगभग एक-तिहाई विद्यालय जर्जर या अर्ध-जर्जर स्थिति में हैं।

शिक्षा का अधिकार कानून 2009 ने छह से चौदह वर्ष के बच्चों को निःशुल्क और अनिवार्य शिक्षा की गारंटी दी थी। इसमें यह भी स्पष्ट लिखा गया है कि प्रत्येक विद्यालय का भवन सुरक्षित, सुसज्जित और बच्चों के अनुकूल होना चाहिए। लेकिन सच्चाई यह है कि कागजी प्रावधान जमीन पर लागू नहीं हुए। जर्जर भवनों में पढ़ने वाले बच्चों पर हर दिन खतरा मंडराता है, और शिक्षा का अधिकार पुस्तकों में सीमित होकर रह जाता है। बीते नौ वर्षों में देश भर में नवासी हजार से अधिक सरकारी विद्यालय बंद हो चुके हैं। कारण बताया जाता है कि इन विद्यालयों में नामांकन कम हो गया, लेकिन असली वजह यह है कि विद्यालयों की बदहाली, शिक्षकों की कमी और सुविधाओं के अभाव ने बच्चों और अभिभावकों का विश्वास तोड़ दिया। अभिभावक चाहते हैं कि बच्चे सुरक्षित वातावरण में पढ़ें, इसलिए वे निजी विद्यालयों का रुख करते हैं, भले ही उसके लिए उन्हें कर्ज ही क्यों न लेना पड़े। परिणाम यह है कि अमीर परिवारों के बच्चे बेहतर सुविधाओं वाले विद्यालयों में पढ़ते हैं, जबकि गरीब और ग्रामीण परिवारों के बच्चे जर्जर सरकारी विद्यालयों में पढ़ाई करते हैं, या फिर पढ़ाई बीच में छोड़ देते हैं।



इससे शिक्षा में गहरी असमानता पैदा हो रही है। जब एक बच्चा वातानुकूलित कक्ष, आधुनिक शिक्षण सामग्री और पुस्तकालय में पढ़ता है और दूसरा बच्चा टूटी बेंच, सीलनभरी दीवारों और टपकती छत के नीचे बैठता है, तो दोनों के लिए समान अवसर कैसे संभव होंगे? यह असमानता केवल शिक्षा तक सीमित नहीं रहती, बल्कि आगे चल कर रोजगार, आय और सामाजिक स्थिति पर भी असर डालती है।

शोध बताते हैं कि असुरक्षित और असुविधाजनक वातावरण में पढ़ने वाले बच्चों में तनाव अधिक होता है, वे विद्यालय में नियमित रूप से उपस्थित नहीं हो पाते और पढ़ाई छोड़ने की संभावना भी बढ़ जाती है। बरसात के मौसम में कक्षाओं में पानी भर जाता है, गर्मियों में बिना पंखे और हवा के क्लास में बैठना मुश्किल हो जाता है, और सर्दियों में टूटी खिड़कियों से आती ठंडी हवा बच्चों के स्वास्थ्य पर असर डालती है। हमारे देश में शिक्षा पर सकल घरेलू उत्पाद का लगभग दो दशमलव नौ प्रतिशत ही खर्च होता है, जबकि अंतरराष्ट्रीय स्तर पर कम से कम छह प्रतिशत की सिफारिश की जाती है। भवनों की मरम्मत और रखरखाव के लिए जो राशि तय होती है, वह जरूरत के मुकाबले बहुत कम है। जो राशि मंजूर होती भी है, वह अक्सर नौकरशाही की धीमी प्रक्रिया, ठेकेदारी में भ्रष्टाचार और निगरानी की कमी के कारण पूरी तरह खर्च नहीं हो पाती। यदि स्थिति सुधारनी है तो सबसे पहले विद्यालय भवनों की मरम्मत और सुरक्षा के लिए विशेष कोष बनाया जाए, जिसमें राज्य और केंद्र, दोनों मिल कर धन दें। इस कोष का उपयोग पारदर्शी ढंग से हो और प्रत्येक खर्च का हिसाब सार्वजनिक किया जाए। हर सरकारी विद्यालय का वार्षिक सुरक्षा परीक्षण अनिवार्य हो, जिसमें भवन की मजबूती, फर्नीचर, बिजली और पानी की व्यवस्था, शौचालय और खेल के मैदान जैसी सुविधाओं का मूल्यांकन किया जाए। पंचायत, अभिभावक और स्थानीय समाजसेवी संस्थाएं निगरानी में शामिल हों, ताकि धन के दुरुपयोग पर रोक लग सके।

प्रत्येक खंड स्तर पर ऐसे त्वरित मरम्मत दल बनाए जाएं जो वर्षा, भूकंप, तूफान या किसी अन्य आपदा के बाद तुरंत विद्यालयों की मरम्मत कर सकें। मरम्मत और निर्माण के काम में स्थानीय मजदूरों और कारीगरों को प्राथमिकता दी जाए ताकि गांव में ही रोजगार भी पैदा हो और काम की गुणवत्ता पर भी निगरानी बनी रहे लेकिन केवल भवन सुधारने से समस्या हल नहीं होगी। शिक्षकों की पर्याप्त नियुक्ति, पुस्तकालय, प्रयोगशालाएं, खेल का सामान और आधुनिक शिक्षण साधनों की उपलब्धता भी उतनी ही जरूरी है। विद्यालय का वातावरण तभी प्रेरणादायक बनेगा, जब बच्चे वहां सुरक्षित महसूस करें और उन्हें सीखने के लिए सभी साधन उपलब्ध हों।

विद्यालय भवन केवल ईंट-पत्थर का ढांचा नहीं होते, वे बच्चों के सपनों और भविष्य की रक्षा करने वाले किले होते हैं। जब यह किला ही कमजोर और जर्जर हो, तो शिक्षा की नींव कैसे मजबूत होगी? समय आ गया है कि सरकार, समाज और नागरिक सभी मिल कर इन मंदिरों की मरम्मत में जुट जाएं। शिक्षा में निवेश केवल खर्च नहीं है, बल्कि सबसे लाभकारी पूंजी-निवेश है, क्योंकि एक सुरक्षित और शिक्षित बच्चा ही कल का जिम्मेदार नागरिक बनता है। यदि हम आज इन टूटी दीवारों और छतों को नहीं संभालेंगे, तो कल हमारी आने वाली पीढ़ियां इन्हीं मलबों के बीच अपने सपनों की तलाश करेंगी। यह केवल विद्यालय भवनों को संभालने का सवाल नहीं है, यह भारत के भविष्य को संभालने का सवाल भी है।

(लेख में विचार निजी हैं)

विद्यालय भवन केवल ईंट-पत्थर का ढांचा नहीं होते, वे बच्चों के सपनों और भविष्य की रक्षा करने वाले किले होते हैं। जब यह किला ही कमजोर और जर्जर हो, तो शिक्षा की नींव कैसे मजबूत होगी? समय आ गया है कि सरकार, समाज और नागरिक सभी मिल कर इन मंदिरों की मरम्मत में जुट जाएं। शिक्षा में निवेश केवल खर्च नहीं है, बल्कि सबसे लाभकारी पूंजी-निवेश है, क्योंकि एक सुरक्षित और शिक्षित बच्चा ही कल का जिम्मेदार नागरिक बनता है

नवभारत टाइम्स, 13 अगस्त 2025, Pg -13

CBSE ने 'ग्लोबल करिकुलम' के लिए अपनी तैयारी तेज की

लॉन्च और टेक्निकल सपोर्ट के लिए रखी जाएगी अनुभवी एजेंसी

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AI Image



■ **नई दिल्ली :** सेंट्रल बोर्ड ऑफ सेकेंडरी एजुकेशन (सीबीएसई) अपनी शिक्षा को ग्लोबल बनाने के लिए तैयारी तेज कर दी है। बोर्ड का इरादा है कि अगले साल वो अपना 'ग्लोबल करिकुलम' शुरू कर दे, इसके लिए तकनीकी मदद लेने के लिए अब एक खास एजेंसी भी चुनी जाएगी। बोर्ड का मानना है कि उसका ग्लोबल करिकुलम मौजूदा इंटरनैशनल बोर्ड का एक मजबूत और किफायती विकल्प होगा।

हाल ही में हुई गवर्निंग बॉडी की बैठक में इस प्रोजेक्ट को लॉन्च करने और टेक्निकल सपोर्ट देने के लिए एजेंसी चुनने का प्रस्ताव मंजूर हो चुका है। इस पर करीब 20 करोड़ रुपये खर्च होने का अनुमान है। नया करिकुलम सीबीएसई के भारतीय शिक्षा प्रणाली में सालों के अनुभव पर आधारित होगा।

ग्लोबल पैमानों पर बनने वाला यह करिकुलम एनसीईआरटी और इंटरनैशनल बोर्ड के करिकुलम के मानकों के बीच संतुलन बनाएगा। इसका मकसद है कि स्टूडेंट्स को न सिर्फ भारत में, बल्कि पूरी दुनिया में पढ़ाई और करियर के बेहतर मौके मिलें। यह राष्ट्रीय शिक्षा नीति (NEP) की सिफारिशों के तहत तैयार किया जा रहा है, ताकि स्टूडेंट्स को पढ़ाई में ज्यादा लचीलापन, अलग-अलग विषयों में विकल्प और ग्लोबल लेवल की पढ़ाई का अनुभव मिल सके।

केंद्रीय शिक्षा मंत्रालय ने इस साल फरवरी में सीबीएसई को निर्देश दिया था कि वह विदेशी स्कूलों और भारत में इंटरनैशनल बोर्ड चलाने वाले स्कूलों के लिए एक नया ग्लोबल करिकुलम तैयार करे। एक अधिकारी के मुताबिक, राष्ट्रीय शिक्षा नीति की सिफारिशों के तहत इसे डिजाइन किया जा रहा है। मकसद है कि स्टूडेंट्स को अधिक लचीलापन, बहुआयामी पढ़ाई का अवसर मिले और ग्लोबल लेवल पर वो कॉम्पिटेटिव एजुकेशन का हिस्सा बन पाएं।

अमर उजाला, 13 अगस्त 2025, Pg -4

सीबीएसई : बोर्ड परीक्षा शुल्क में प्रति विषय 20 रुपये की बढ़ोतरी

शैक्षणिक सत्र 2025-26 की परीक्षा से होगी लागू

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने 10वी और 12वीं के परीक्षा शुल्क में प्रति विषय 20 रुपये की बढ़ोतरी की है। इसके साथ ही नौवीं व ग्यारहवीं के पंजीकरण शुल्क को भी बढ़ाया गया है। यह बढ़ोतरी शैक्षणिक सत्र 2025-26 की परीक्षा से लागू होगी। बोर्ड ने खर्चों में बढ़ोतरी और आय के सीमित साधन होने के कारण शुल्क बढ़ोतरी का फैसला किया है।

सीबीएसई की प्रबंध समिति की बैठक में इस बढ़ोतरी को मंजूरी मिल गई है। बैठक में यह प्रस्ताव दिया गया था कि नौवीं-ग्यारहवीं और दसवीं-बारहवीं के पंजीकरण व परीक्षा शुल्क में नाममात्र का संशोधन किया जाए। इसके बाद परीक्षा शुल्क में प्रति छात्र प्रति विषय 20 रुपये की बढ़ोतरी को मंजूरी दी गई है।

इस तरह से परीक्षा शुल्क में 6.66 फीसदी की बढ़ोतरी भारत में सीबीएसई से संबद्ध स्कूलों के छात्रों के लिए हुई है। वहीं, नेपाल और विदेशों में स्थित सीबीएसई स्कूलों के लिए यह बढ़ोतरी 10 फीसदी प्रति विषय है। इसके साथ ही प्रैक्टिकल परीक्षा शुल्क को भी दस रुपये प्रति विषय बढ़ाया गया है। इससे पहले बोर्ड ने परीक्षा शुल्क व पंजीकरण शुल्क को वर्ष 2020 में बढ़ाया था।

पहले छात्र एक विषय के लिए 300 रुपये परीक्षा शुल्क का भुगतान करता था, अब उसे 320 रुपये का भुगतान करना होगा। पांच विषयों के लिए 1600 रुपये और बारहवीं में प्रैक्टिकल परीक्षा के लिए 150 रुपये प्रति विषय की जगह 160 रुपये का भुगतान करना होगा।

सीबीएसई दसवीं व बारहवीं की परीक्षा आयोजित करता है। सीबीएसई को पंजीकरण व परीक्षा शुल्क के रूप में राजस्व प्राप्त होता है। जिसका उपयोग परीक्षा संचालन व अन्य खर्चों के लिए किया जाता है। बोर्ड के पास आय का यही एक साधन है।

बोर्ड ने वर्ष 2020 से इसमें बदलाव नहीं किया है। जबकि खर्चे काफी बढ़ गए हैं। वर्ष 2024-25 से माइग्रेशन सर्टिफिकेट की अनिवार्यता नहीं है। इस कारण से माइग्रेशन सर्टिफिकेट जारी करने से होने वाली प्राप्तियां भी कम हो गई हैं। बोर्ड के अनुसार खर्चों में बढ़ोतरी होने के कारण शुल्क में संशोधन जरूरी हो गया था।

दसवीं-बारहवीं के लिए परीक्षा शुल्क का नया ढांचा

विषय	भारत	नेपाल	अन्य देश
एक थ्योरी विषय	320 रुपये	1100 रुपये	2200 रुपये
पांच थ्योरी विषय	1600 रुपये	5500 रुपये	11000 रुपये
प्रैक्टिकल प्रति विषय	160 रुपये	175 रुपये	375 रुपये

नौवीं व ग्यारहवीं के लिए पंजीकरण शुल्क का ढांचा

नौवीं प्रति विषय	320 रुपये	550 रुपये	550 रुपये
ग्यारहवीं प्रति विषय	320 रुपये	660 रुपये	660 रुपये

9वीं-11वीं के पंजीकरण व 10वीं-12वीं की एलओसी से लिंक होगी अपार आईडी

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड ने नौवीं-ग्यारहवीं के पंजीकरण और दसवीं-बारहवीं की एलओसी (लिस्ट ऑफ कैंडिडेट) से अपार आईडी को अनिवार्य रूप से लिंक करने का फैसला किया है। भविष्य में अपार आईडी का उल्लेख छात्रों के विभिन्न दस्तावेज पर किया जाएगा। छात्रों द्वारा अपनी उचित पहचान के लिए किए जाने वाले विभिन्न अनुरोधों में भी इसका उपयोग किया जाएगा। बोर्ड इस व्यवस्था को शैक्षणिक सत्र 2025-26 की परीक्षा से लागू करने जा रहा है। सीबीएसई परीक्षा समिति ने कक्षा नौवीं-ग्यारहवीं के पंजीकरण और कक्षा दसवीं-बारहवीं की एलओसी के साथ अपार आईडी को जोड़ने के प्रस्ताव पर सहमति व्यक्त की। सीबीएसई चेयरमैन ने पंजीकरण प्रक्रिया और उम्मीदवारों की सूची जमा (एलओसी) करने के दौरान अपार आईडी के अनिवार्य उपयोग पर जोर दिया। उन्होंने बताया कि प्रत्येक छात्र की अपार आईडी का अनिवार्य रूप से जोड़ना डाटा सटीकता में सुधार करेगा और डुप्लीकेशन को समाप्त करेगा। पंजीकरण व एलओसी से प्राप्त डाटा किसी पहचान प्रणाली से जुड़ा नहीं होता है। ब्यूरो

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अगले शैक्षणिक सत्र से तीन तलाक का निरस्तीकरण भी पाठ्यक्रम में शामिल | बदलाव | पाठ्यपुस्तकें तैयार करने के लिए विशेषज्ञ समिति का गठन किया

सीबीएसई धारा 377 को खत्म करने व नए आपराधिक कानून को पढ़ाएगा

जनसत्ता ब्यूरो
नई दिल्ली, 12 अगस्त।

भारतीय न्याय संहिता (बीएनएस) को लागू करना, तीन तलाक एवं राजद्रोह जैसे पुराने कानूनों का निरस्तीकरण और धारा 377 को खत्म करना-केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) के 2026-27 शैक्षणिक सत्र से विधि अध्ययन पाठ्यक्रम का हिस्सा होंगे। बोर्ड के अधिकारियों ने यह जानकारी दी।

सीबीएसई की पाठ्यक्रम समिति ने इस प्रस्ताव को मंजूरी दी थी और जून में शासी निकाय ने इसे अंगीकार करने का फैसला किया था। इस निर्णय के तहत उच्चतर माध्यमिक स्तर के विद्यार्थी औपनिवेशिक काल के कानूनों की जगह लेने वाले नए कानूनों के साथ-साथ भारत के कानूनी ढांचे को नया रूप देने वाले ऐतिहासिक निर्णयों एवं सिद्धांतों का अध्ययन करेंगे। प्रस्ताव के विवरण में बताया गया कि 11-12वीं कक्षा के लिए विधि अध्ययन की पाठ्यपुस्तकें पांच साल पहले उच्चतर माध्यमिक स्तर के विद्यार्थियों में बुनियादी कानूनी साक्षरता विकसित करने के लिए शुरू की गई थीं।

प्रस्ताव के मुताबिक, तब से भारत के कानूनी ढांचे में बड़े सुधार हुए हैं, जिनमें औपनिवेशिक काल के प्रमुख प्रावधानों को निरस्त करना और 2023-24 में भारतीय न्याय संहिता (बीएनएस), भारतीय नागरिक सुरक्षा संहिता (बीएनएसएस) और भारतीय साक्ष्य अधिनियम (बीएसए) को लागू करना शामिल है।

इन नए कानूनों ने क्रमशः भारतीय दंड संहिता (आइपीसी), दंड प्रक्रिया संहिता (सीआरपीसी) और भारतीय साक्ष्य अधिनियम की जगह ली है। सीबीएसई अधिकारियों के अनुसार, अगले शैक्षणिक सत्र के लिए अद्यतन पाठ्यपुस्तकें तैयार करने के लिए एक विशेषज्ञ समिति का गठन किया जाएगा और इसमें विषय-वस्तु विकास एजंसी को भी शामिल किया जा सकता है। बोर्ड के एक वरिष्ठ अधिकारी ने बताया कि पाठ्यपुस्तकें नई राष्ट्रीय शिक्षा नीति (एनईपी) के अनुरूप आधुनिक और आकर्षक शिक्षण पद्धति के अनुसार तैयार की जाएगी।

सीबीएसई ने विधि अध्ययन विषय पहली बार 2013 में 11वीं और 2014 में 12वीं कक्षा में शुरू किया था। यह एक विशिष्ट वैकल्पिक विषय से विकसित होकर कानून, लोक नीति या शासन में करिअर बनाने वाले विद्यार्थियों के लिए एक अहम विषय बन गया है। शिक्षा निदेशालय ने अप्रैल 2024 में 29 अतिरिक्त विद्यालयों में इसे लागू करने की मंजूरी दे दी और प्रधानाचार्यों से 'सीबीएसई द्वारा मांगी गई सभी औपचारिकताएं पूरी करने' का आग्रह किया था।

सीबीएसई अधिकारियों के अनुसार, अगले शैक्षणिक सत्र के लिए अद्यतन पाठ्यपुस्तकें तैयार करने के लिए विशेषज्ञ समिति के गठन में विषय-वस्तु विकास एजंसी को भी शामिल किया जा सकता है। बोर्ड के एक वरिष्ठ अधिकारी ने बताया कि पाठ्यपुस्तकें नई राष्ट्रीय शिक्षा नीति (एनईपी) के अनुरूप आधुनिक शिक्षण पद्धति के अनुसार तैयार की जाएगी।

प्रस्ताव के मुताबिक, तब से भारत के कानूनी ढांचे में बड़े सुधार हुए हैं, जिनमें औपनिवेशिक काल के प्रमुख प्रावधानों को निरस्त करना और 2023-24 में भारतीय न्याय संहिता (बीएनएस), भारतीय नागरिक सुरक्षा संहिता (बीएनएसएस) और भारतीय साक्ष्य अधिनियम (बीएसए) को लागू करना शामिल है।

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लाल किले की प्राचीर से दमकेगा आपरेशन सिंदूर का शौर्य

राकेश कुमार सिंह • जागरण

- स्वतंत्रता दिवस के अवसर पर पीएम मोदी के साथ मंच साझा कर सकते हैं आपरेशन में शामिल सेना के 15 अधिकारी
- आपरेशन सिंदूर के ध्वज लगाकर हेलीकाप्टर से फूलों की वर्षा कर किया जाएगा स्वागत



नई दिल्ली : स्वतंत्रता दिवस समारोह के मौके पर इस बार दर्शकों को लाल किले पर आपरेशन सिंदूर की झलक देखने को मिलेगी। लाल किले पर प्रधानमंत्री नरेन्द्र मोदी के साथ आपरेशन सिंदूर को अंजाम देने में शामिल तीनों सेना के करीब 15 अधिकारी बैठे नजर आ सकते हैं। झंडा फहराने के दौरान जिन हेलीकाप्टर से फूलों की वर्षा होगी, उन पर आपरेशन सिंदूर के विशेष ध्वज लगे होंगे। सुरक्षा में चूक न हो, इसके लिए लाल किला आने वाले सभी वीआइपी व अन्य लोगों के वाहनों की अंडर व्हीकल सर्विलांस सिस्टम से जांच होगी।

जम्मू-कश्मीर के पहलगाम में आतंकी हमले में 26 नागरियों की जान चली गई थी। इसके बाद सात मई को आपरेशन सिंदूर शुरू किया गया था। इसमें तीनों सेनाओं की एक सुनियोजित प्रतिक्रिया और नियंत्रण रेखा के पार पाकिस्तान के अंदरूनी इलाकों में आतंकी ढांचे को ध्वस्त करने के लिए एक लक्षित अभियान चलाया गया था। यही वजह है कि 15 अगस्त को लाल किले पर होने वाले समारोहों के दौरान सेना की वीरता को दिखाया जाएगा।

दिल्ली पुलिस के सूत्रों के अनुसार आयोजन की सुरक्षा सुनिश्चित करने को लेकर जो जानकारी मिली है, उसमें आपरेशन सिंदूर में शामिल सेना के 15 अधिकारियों का भी जिक्र है। ऐसे में उम्मीद जताई जा रही है कि सैन्य अफसर पीएम के साथ मंच साझा कर सकते हैं। आयोजन को लेकर बड़े पैमाने पर माकड्रिल कर सुरक्षा अभ्यास के अलावा होटलों का निरीक्षण, सत्यापन के साथ गश्त बढ़ा दी गई है। स्नाइपर्स, स्पेशल वेपन्स एंड टैक्टिक्स (स्वाट) कमांडो, ड्रोन और चेहरे की पहचान की सुविधा वाले 700 एआइ जनित सीसीटीवी कैमरे सुरक्षा व्यवस्था का हिस्सा होंगे। विशेष कैमरे आगंतुकों की गिनती भी कर सकते हैं।

चाइनीज कैमरों का इस्तेमाल नहीं : इस साल सुरक्षा बंदोबस्त में चाइनीज कैमरे नहीं लगाए जाएंगे। इजरायल में पिछले साल सितंबर में हुई एक घटना के बाद केंद्र सरकार ने चाइनीज कैमरों के इस्तेमाल पर रोक लगा दी थी। मेहमानों को समारोह का बेहतर दृश्य दिखाने के लिए पहली बार ब्लीचर सीटिंग सिस्टम (स्टेडियम में बैठने जैसी व्यवस्था) लागू होगा। वाहनों व आगंतुकों की बेहतर आवाजाही के लिए इंटरलाकिंग फुटपाथ की व्यवस्था की गई है।

पतंग पकड़ने वाले भी होंगे तैनात: पुलिस पतंग पकड़ने वालों को भी तैनात करेगी, ताकि यह सुनिश्चित किया जा सके कि कटी पतंगें लाल किले के ऊपर न आ सकें। पिछले कुछ वर्षों में समारोह में जलभराव जैसी समस्याओं से निपटने के लिए अधिकारियों ने केंद्रीय लोक निर्माण विभाग से इंटरलाकिंग फुटपाथ बनाने में मदद मांगी है।

ड्रोन डिटेक्शन सिस्टम से पुख्ता होगी सुरक्षा

समाचार एजेंसी प्रेट्र के अनुसार एक अधिकारी ने बताया कि आयोजन को लेकर 10 हजार से ज्यादा पुलिसकर्मी और 3,000 ट्रैफिक पुलिसकर्मी तैनात किए जा रहे हैं। सीसीटीवी कैमरों, ड्रोन डिटेक्शन सिस्टम और चेहरे की पहचान तकनीक के जरिये निगरानी की जाएगी। एक अधिकारी ने बताया कि लाल किले में प्रवेश केवल निमंत्रण पत्रों के माध्यम से ही होगा और इसके आसपास केवल चिह्नित वाहनों को ही जाने की अनुमति होगी।

संबंधित >> पेज 3

सीबीएसई बनाएगा बायोटेक्नोलाजी व एक्शन रिसर्च पर प्रशिक्षण मैनुअल

शिक्षकों को शोध व छात्र केंद्रित शिक्षण के आधुनिक तरीकों से लैस करने की है योजना

रीतिका मिश्रा • जागरण



सीबीएसई •

नई दिल्ली: शिक्षण पद्धतियों में नवाचार और शिक्षकों को भविष्य की चुनौतियों के लिए तैयार करने के उद्देश्य से केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने महत्वपूर्ण फैसला लिया है।

बोर्ड की गवर्निंग बाडी ने प्रशिक्षण सलाहकार समिति की सिफारिशों को मंजूरी देते हुए बायोटेक्नोलाजी और शिक्षण एवं अधिगम में क्रियात्मक अनुसंधान (एक्शन रिसर्च) पर विशेष प्रशिक्षण मैनुअल तैयार करने का निर्णय लिया है। इन मैनुअल के जरिये शिक्षकों को शोध आधारित, व्यावहारिक और छात्र-केंद्रित शिक्षण के आधुनिक तरीकों से लैस करने की योजना है।

बायोटेक्नोलाजी मैनुअल का उद्देश्य: राष्ट्रीय शिक्षा नीति (एनईपी)-2020 और राष्ट्रीय पाठ्यचर्या रूपरेखा (एनसीएफ-एसई) 2023 में विज्ञान शिक्षा में नवाचार और उभरते विषयों को शामिल करने पर जोर दिया गया है। इसी दृष्टिकोण से बायोटेक्नोलाजी मैनुअल तैयार किया जाएगा। इसका उद्देश्य विद्यार्थियों में वैज्ञानिक दृष्टिकोण विकसित करना, शोध आधारित सोच को प्रोत्साहित करना और प्रयोगात्मक शिक्षा को बढ़ावा देना है। मैनुअल में मुख्य अवधारणाएं, विषय की गहन समझ विकसित करने वाली शिक्षण पद्धतियां, प्रयोगात्मक एवं अनुप्रयुक्त गतिविधियां और मूल्यांकन की प्रभावी रणनीतियां शामिल होंगी। इससे विज्ञान विषयों की पढ़ाई केवल सैद्धांतिक न रहकर अधिक प्रायोगिक और जीवन से जुड़ी होगी।

एक्शन रिसर्च मैनुअल की अहमियत

एक्शन रिसर्च मैनुअल शिक्षकों को कक्षा आधारित शोध करने के लिए चरणबद्ध ढांचा प्रदान करेगा। इस मैनुअल के जरिये शिक्षक अपनी कक्षाओं में आने वाली स्थानीय चुनौतियों का साक्ष्य आधारित समाधान निकाल सकेंगे। इसमें शोध प्रक्रिया की योजना बनाना, डाटा संग्रह और विश्लेषण, प्रभाव का मूल्यांकन व रिपोर्ट लेखन जैसे पहलुओं पर विस्तृत दिशानिर्देश दिए जाएंगे। इससे शिक्षकों में निरंतर सुधार की प्रवृत्ति विकसित होगी और शिक्षण सीखने की गुणवत्ता में उल्लेखनीय वृद्धि होगी।

बतौर कौशल विषय नहीं पढ़ाई जाएंगी विदेशी भाषाएं

जासं, नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने अपने संबद्ध स्कूलों में फिलहाल विदेशी भाषाओं यानी कोरियन, स्पैनिश, जर्मन, मंदारिन, जापानी और फ्रेंच को कौशल विषय के रूप में शुरू करने के प्रस्ताव को स्थगित कर दिया है। यह निर्णय बोर्ड ने गवर्निंग बाडी की बैठक में लिया है।

प्रस्ताव के तहत छठवीं से 12वीं तक चरणबद्ध तरीके से विदेशी भाषाओं को कौशल शिक्षा का हिस्सा बनाने की योजना थी। इसमें विद्यार्थियों की संचार दक्षता, अंतर-सांस्कृतिक समझ और वैश्विक रोजगार योग्यता को बढ़ावा देने पर जोर था। पाठ्यक्रम को राष्ट्रीय कौशल योग्यता ढांचे (एनएसक्यूएफ) से जोड़ने और अंतरराष्ट्रीय प्रमाणपत्र जैसे फ्रेंच के लिए डीईएलएफ, जापानी के लिए जेएलपीटी और मंदारिन के लिए एचएसके उपलब्ध कराने का प्रविधान था। पायलट प्रोजेक्ट के तौर पर इसे कुछ चुनिंदा स्कूलों में लागू करने की रूपरेखा भी बनी थी।

बैठक में सीबीएसई के अध्यक्ष राहुल सिंह ने सवाल उठाया कि तीन-भाषा सूत्र के परिप्रेक्ष्य में विदेशी भाषा को कौशल कोर्स के रूप में शामिल करना कितना व्यावहारिक और रोजगारोन्मुख होगा।

हिन्दुस्तान, 13 अगस्त 2025, Pg -16

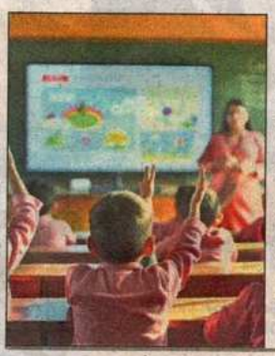
स्क्रीन से ज्यादा नजदीकी दे रहा छात्रों को आंखों में सूखापन और सिरदर्द

स्मार्टक्लास में आगे बैठने से कमजोर हो रही नजर

सेहत

मुरादाबाद, वरिष्ठ संवाददाता। स्क्रीन टाइम लगातार बढ़ने से बच्चों की आंखें कमजोर होने के लगातार सामने आ रहे मामलों के बीच अब ऐसे बच्चों की आंखों में परेशानी ज्यादा बढ़ जाने की समस्या सामने आई है जो स्मार्ट क्लासरूम में सबसे आगे की पंक्ति में बैठकर पढ़ाई कर रहे हैं।

विशेषज्ञों ने अभिभावकों को बच्चों का स्क्रीन टाइम घटाने और स्क्रीन के संपर्क में रहने से बीच-बीच में ब्रेक लेने के लिए प्रेरित करने की सलाह दी। । वाराणसी के डॉ.अभिषेक चंद्रा ने बताया कि मोबाइल फोन, डिजिटल क्लासरूम में स्क्रीन टाइम बढ़ने से डिजिटल आई स्ट्रेन के रूप में देखा जा रहा है। सीएल गुप्ता नेत्र संस्थान की प्रशासनिक अधिकारी गरिमा सिंह ने बताया कि संस्थान की ओपीडी में डिजिटल आई स्ट्रेन की समस्या से पीड़ित बच्चे पहुंच रहे हैं। संस्थान के नेत्ररोग विशेषज्ञ डॉ.मुकेश कुमार ने बताया कि यह गंभीर समस्या है।



पहले से कमजोर नजर वालों को अधिक नुकसान

मुरादाबाद में कई शहरों के नेत्ररोग विशेषज्ञों ने जरूरी सलाह साझा की। कांफ्रेंस में बनारस हिन्दू यूनिवर्सिटी (बीएचयू) के रीजनल इंस्टीट्यूट ऑफ ऑफ्थेलमॉलॉजी के विभागाध्यक्ष, डॉ.आरपी मौर्या ने बताया कि स्मार्ट क्लास रूम में डिजिटल माध्यम से पढ़ाई करने के लिए बच्चे सबसे आगे बैठ रहे हैं । इनकी नजर पहले से ही काफी कमजोर है।

वजन घटाने की दवा खाने से हो सकते हैं अंधे

न्यूयॉर्क, एजेंसी। वजन घटाने और मधुमेह को नियंत्रित करने वाली कुछ दवाओं से आंखों की रोशनी कम हो सकती है। साथ ही इसके पूरे जाने की भी संभावना है। ये दवाएं ओजेम्पिक, वेगोवी और मौनजारो हैं जो वजन और मधुमेह को नियंत्रित करती हैं।

अमेरिका में किए गए दो बड़े अध्ययन में इसका दावा किया गया है। अमेरिका के हार्वर्ड मास आई एंड ईयर और यूटा विश्वविद्यालय ने ये अध्ययन किए। यह दोनों अध्ययन जामा नेटवर्क ओपन में प्रकाशित हुए हैं। अध्ययन में 1.6-1.8 लाख मरीजों को शामिल किया गया। वैज्ञानिकों का कहना है कि इन दवाओं का असर अचानक होने वाली नजर की कमी से हल्का पाया गया है। पहले अध्ययन में पाया गया कि इन दवाओं से नॉन का खतरा है। नॉन को आर्टेरिटिक एंटीरियर इस्केमिक ऑप्टिक न्यूरोपैथी कहते हैं जिसे आई स्ट्रोक कहा जाता है।

The Indian Express, 13 August 2025, Pg - 17

CBSE plans open-book exams: This is how the format has fared

VIDHEESHA KUNTAMALLA
NEW DELHI, AUGUST 12

THE CENTRAL Board of Secondary Education (CBSE) has decided to introduce open-book assessments (OBE) in Class 9 from 2026-27, after a pilot study showed strong "teacher support" for the idea.

The pilot was carried out in November-December 2023 for English, Mathematics and Science in Classes 9 and 10, and for English, Mathematics, and Biology in Classes 11 and 12. The clearing of the plan by the CBSE Governing Body in June this year has put the spotlight on OBEs and the debate over their place in Indian classrooms.

What are open-book exams?

An open-book exam allows students to use approved materials such as textbooks and class notes during an assessment, rather than mainly testing their memory.

For the examinee, the challenge lies in knowing where to look, making sense of the material, and applying it to the problem at hand. In a science paper, for example, the facts may be in front of the student, but the test is to link them together to reach a conclusion. Open-book exams evaluate whether students can interpret ideas effectively.

What is the history of OBEs globally?

Open-book exams have been around for decades.

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EDUCATION

Hong Kong introduced them as early as in 1953. A study by Hong Kong researchers Ming-Yin Chan and Kwok-Wai Mui noted that "first-time OBE takers viewed the format positively but prepared shallowly: students had a positive perception towards open-book examinations". ('The use of open-book examinations to motivate students: a case study from Hong Kong', *World Transactions on Engineering and Technology Education*, 2004)

The study found that many students spent only 10-15 minutes reading questions and locating the material. Some condensed classroom notes or borrowed from "worked-example" books to navigate the paper.

Between 1951 and 1978, studies in the US and the UK conducted open-book trials, ranging from multiple-choice questions and essays, across a range of university courses.

"The overall findings of these open-book exams were largely the same with a positive impact on internalization rather than memorisation... Weaker students did better in open-book examinations and were found to measure different abilities from those measured in traditional examinations," Mamta and Nitin Pillai noted in a 2022 paper in *Towards Excellence* journal.

Despite early experiments, OBEs remain rare in high-stakes school exams. Most secondary boards and standardised tests — such as the UK's GCSEs or the US SATs — still require closed-book answers.

When the Covid-19 pandemic changed this situation temporarily, many students struggled initially — not because of the subject matter, but because they were not familiar with the OBE format.

Is OBE new to India?

In 2014, CBSE launched the Open Text-Based Assessment (OTBA) to steer students away from rote learning. It was applied to Class 9 Hindi, English, Mathematics, Science, and Social Science exams, and to Class 11 final exams in Economics, Biology, and Geography. Students were given reference material four months in advance.

By 2017-18, CBSE had dropped the initiative, having concluded that OTBA had not succeeded in developing the "critical abilities" it was meant to promote.

Open-book formats have a stronger presence in collegiate education. The All India Council for Technical Education (AICTE) approved their use in engineering colleges in 2019 following the recommendation of an expert panel. During the pandemic, Delhi University, Jamia Millia Islamia, Jawaharlal Nehru University and Aligarh Muslim University used OBEs, while IIT Delhi, IIT Indore and IIT Bombay ran them online.

Delhi University held its first OBE in August 2020, and the last in March 2022. It returned to physical exams in January 2022 but allowed another round for students admitted in November 2021.

More recently, Kerala's higher education reforms commission has proposed using the format only for internal or practical exams.

What does research say about OBE?

A Norwegian study published in 2000 reported that students taking OBEs were more likely to look for connections between ideas instead of just recalling facts ('Open-Book Assessment: A Contribution to Improved Learning?', Tor Vidar Eilertsen and Odd Valdermo, *Studies in Educational Evaluation*).

At AIIMS Bhubaneswar, research found that medical students reported lower stress in OBE settings. In a pilot study published by Cambridge University Press and involving 98 students, 78.6% passed. Of the 55 who gave feedback, most described the format as "stress-free", though many pointed to patchy Internet in the online setting as a major drawback.

At DU, a study by Dhananjay Ashri and Bibhu P Sahoo found students scored higher in OBEs, even without specific training in the skills the format demands. Research by Mamta and Nitin Pillai at Nirma University argued that real gains require specific training — teaching students how to break down a question, analyse concepts, and apply them, instead of merely looking up answers.

Why has CBSE approved OBE now?

It is part of a larger shift in the way schools approach assessment. The National Education Policy (NEP) 2020 calls for moving away from rote memorisation and towards competency-based learning.

The National Curriculum Framework for School Education notes that current assessments "measure rote learning" at best and "create fear" at worst. To change that, it calls for exam formats that work for different learning styles and give students feedback, while still aiming to improve overall learning outcomes.

Millennium post, 13 August, 2025, Page 03 + 04

Repeal of Sec 377 and triple talaq, new criminal laws to be part of CBSE curriculum

MPOST BUREAU

NEW DELHI: The Central Board of Secondary Education (CBSE) will revamp its Legal Studies curriculum for Classes 11 and 12 from the 2026–27 academic year, incorporating recent legal reforms and landmark rulings, officials confirmed.

The updated syllabus will feature the Bharatiya Nyaya Sanhita (BNS), Bharatiya Nagarik Suraksha Sanhita (BNSS), and Bharatiya Sakshya Adhiniyam (BSA) — laws that replaced the Indian Penal Code, Code of Criminal Procedure, and Indian Evidence Act in 2023–24. It will also cover the repeal of outdated provisions such as triple talaq, sedition, and the striking down of Section 377.

"These reforms mark a significant shift in the country's legal framework, and our curriculum must reflect this change," the minutes of the CBSE Curriculum Committee meeting stated. The proposal, approved in June and ratified by the board's Governing Body, aims to acquaint students with modern statutes and judicial developments shaping Indian law.

An expert panel will be formed to oversee the content Continued on P4

CBSE curriculum

update, with the possibility of engaging a dedicated content development agency. "The new textbooks will adopt interactive and contemporary teaching methods, in line with the National Education Policy," a senior CBSE official said.

Introduced as an elective in Class 11 in 2013 and Class 12 in 2014, Legal Studies has grown into a key subject for students aspiring to careers in law, governance, and public policy.

In April 2024, the Directorate of Education sanctioned the subject's expansion to 29 more schools, advising heads of institutions to complete CBSE's formal requirements.

Government of India
Press Information Bureau

Ministry of Education

Nation-wide week-long mega assessment and distribution camps for Children with Special Needs (CwSN) conducted under Samagra Shiksha to commemorate 5 Years of NEP 2020

Posted On: 13 AUG 2025 6:30PM by PIB Delhi

The Government of India, under the Inclusive Education (IE) component of Samagra Shiksha, successfully conducted a nation-wide week-long campaign of Mega Assessment and Distribution Camps for Children with Special Needs (CwSN) at block and district levels from 29th July 2025, as part of the 5th Anniversary celebrations of the National Education Policy (NEP) 2020 during the Akhil Bhartiya Shiksha Samagam (ABSS) 2025.

The National Education Policy (NEP) 2020 places strong emphasis on equitable and inclusive education for all, and is in complete consonance with the provisions of the *Rights of Persons with Disabilities (RPwD)* Act, 2016 and endorses all its recommendations with regard to school education.

The Inclusive Education (IE) component under Samagra Shiksha ensures full equity and inclusion so that all children are able to fully participate in inclusive schools in a continuum from pre-school to class XII. It also mandates for early identification and assessment support of CwSN wherein States/UTs may organize up to four camps per block per year for elementary and secondary levels with support of upto ₹10,000/- per camp.



As a crucial step for mainstreaming CwSN, the Department of School Education & literacy (DoSEL) in collaboration with the Department for Empowerment of Persons with Disabilities (DEPwD) is implementing Scheme of Assistance to Persons with Disabilities for purchase/Fitting of Aids/Appliances (ADIP Scheme) in convergence with Samagra Shiksha Abhiyan (SSA) for distribution of Aids/Appliances to CwSN.



Under ADIP SSA, activity funds are shared between DEPwD and DoSEL in the ratio of 60:40 wherein assessment/distribution of Aids/Appliances is undertaken through Artificial Limbs Manufacturing Corporation of India (ALIMCO) across the country in coordination with State SSA Authorities.



As part of the commemoration of the 5th Anniversary of NEP 2020 through the Akhil Bhartiya Shiksha Samagam (ABSS) 2025, DoSEL launched a **nation-wide week-long campaign for Mega Assessment and Distribution Camps for CwSN under the Samagra Shiksha** at the block and district level, starting from 29th July, 2025. Directions and guidance were issued by DoSEL to State/UTs to plan and execute the mega camps in convergence with all stakeholders. These camps were categorised as Screening and Identification of CwSN; Medical Assessment (including for UDID certification) and Assistive Device Assessment and Distribution and were aimed to ensure that services are brought closer to the child's doorstep, especially in rural and remote areas.

The week-long campaign saw wide-ranging stakeholder participation from line departments/ agencies such as Rashtriya Bal Swasthya Karyakram (RBSK) teams, District Health Department, Panchayati Raj, ALIMCO etc. for mobilizing medical teams and necessary logistics. The mega camps were graced by several dignitaries and senior government functionaries.

This significant step witnessed active participation from the community and served as an impetus for delivering on-ground interventions for CwSN across the country. It underscored the government's commitment to practical, impactful measures that align with the broader goals of inclusive education. Key Achievements of the Mega Camps are as under:

No. of Children Covered	No. of Children provided assistive devices	No. of Districts covered	No. of Block covered	No. of Professionals (Doctors/Special educators/Rehabilitation personnel etc.) deployed
1,58,669	28,837	669	4,884	7,282

States/UTs shared district and block wise details highlighting widespread efforts across various States and UTs to identify and provide tangible support to such children. Maharashtra has reported the highest number of children covered 50,905 and 3,187 children were provided with assistive devices covering 286 districts engaging 2,758 Rehabilitation Professionals. Uttar Pradesh follows covering 25,737 children and Bihar also made significant progress, with 17,570 children covered.

Smaller territories also contributed in this national event as well—Puducherry covered 4,229 children with 548 getting devices, while Meghalaya assessed 6,041 children and provided devices to 191. Some states like Himachal Pradesh and Sikkim had smaller numbers but focussed heavily on specialized deployment, including doctors, psychiatrists, audiologists, and special educators. States/UTs executed this massive logistical exercise overcoming challenges of terrain and monsoon and set an example of successful convergence on ground.

This week-long campaign ensured participation of parents/guardians, ground level functionaries in the assessment process through awareness and mobilization by school media platforms, website of education department, and notice board of schools, local media..

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MV/AK

MOE/ DoSEL/13 August 2025

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Gaurav Gogoi writes to Education Minister over historical inaccuracies in Class VIII textbooks

By Bikash Singh, ET Bureau Last Updated: Aug 13, 2025, 05:42:00 PM IST

Synopsis

Gaurav Gogoi, Deputy Leader of the Opposition, has urged Union Education Minister Dharmendra Pradhan to rectify historical inaccuracies in Class VIII textbooks concerning the Ahom Dynasty. Gogoi highlights errors in the NCERT textbooks regarding the Ahom's origins, the Paik system, and the interpretation of the Ghilajarighat treaty.



Deputy Leader of the Opposition in Lok Sabha, **Gaurav Gogoi**, has written to Union **Education Minister** Dharmendra Pradhan for urgent steps to correct the **historical inaccuracies** in **Class VIII textbooks**.

"The inclusion of the Ahoms, who ruled Assam for over six centuries and defended it against multiple **Mughal invasions**, is welcome and long overdue. However, their representation contains errors and oversimplifications that risk distorting students' understanding of history," said Gogoi in his letter to Pradhan.

Gogoi said that while the history textbooks of **NCERT** for Class VIII state that the Ahoms migrated from present-day Myanmar, historical scholarship locates their origin in Mung Mao, a Tai polity in the Dehong region of present-day Yunnan, China. The inaccuracy is in the chapter "Tribes, Nomads and Settled Communities," which deals with the **Ahom Dynasty** of Assam, Gogoi pointed out.

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"The **Paik system** is inaccurately described as 'forced l ministrative and military service structure, which provided land and ad r.

"The account of the 1663 treaty of Ghilajarighat is dist rather than the strategic truce it was—one that enabled the eventual expulsion of the Mughals from Assam. There is also an

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oversimplification of socio-political integration. The claim in the textbook that the Ahoms 'suppressed' the Bhuyan landlord class reduces a complex process of integration to a one-dimensional narrative," he added.

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Gogoi further said that there are omissions, pointing out that there is no reference to significant elements such as the Khel administrative system, architectural landmarks like the Rang Ghar and the Talatal Ghar, and the Ahoms' role in shaping the Assamese identity.

Gogoi, who is also the president of the **Assam Pradesh Congress Committee** (APCC), said that such inaccuracies not only undermine the historical legacy of the Ahoms but also risk perpetuating misconceptions about the cultural heritage of Assam and the northeast.

"It's vital that the national curricula reflect historical truths with balance and respect, especially when introducing regional histories to students across India," Gogoi said while urging the ministry to take immediate steps to correct the inaccuracies.

The Ahoms established a kingdom in Assam that lasted for nearly 600 years.

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CBSE to publish 'Bharatiya Ganit Parampara' documenting India's mathematical legacy

CBSE will publish a 150–175-page monograph, 'Bharatiya Ganit Parampara', documenting India's mathematical heritage from ancient to modern times.

Curated by Anushka De



Image by canva (Representational)

Aug 13, 2025

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The Central Board of Secondary Education (CBSE) will develop a comprehensive monograph "Bharatiya Ganit Parampara" to document India's contributions in the field of mathematics, officials said. The "authoritative monograph", envisioned to be of 150-175 pages, will document key mathematical discoveries and innovations from ancient, medieval, and modern India, they said.

The Central Board of Secondary Education (CBSE) will develop a comprehensive monograph "Bharatiya Ganit Parampara" to document India's contributions in the field of mathematics, officials said. The "authoritative monograph", envisioned to be of 150-175 pages, will document key mathematical discoveries and innovations from ancient, medieval, and modern India, they said.

The proposal was approved in the recent governing body meeting of the board. "The National Education Policy emphasises the integration of India's knowledge traditions in the curriculum and the development of culturally rooted and globally relevant learning materials. CBSE proposes to develop an authoritative monograph highlighting India's contributions to the field of mathematics," a senior board official said."The monograph will be developed through an academic partner or agency selected through an open process, and will later be made available both digitally and in print for schools, students and teachers," the official said.

According to the official, it will also explore the application of Indian mathematics in fields such as astronomy and architecture. "The document will also include translated original Sanskrit shlokas and source references to authenticate the material," the official said. The monograph will document key personalities, schools of thought, and texts such as the Sulba Sutras, Aryabhatiya, Brahmasphutasiddhanta, Lilavati, and contributions from the Kerala School of Mathematics.

It will also include translated original Sanskrit shlokas and source references to authenticate the material, besides covering applications of Indian mathematics in astronomy, architecture, commerce and education and featuring biographical notes, timelines, and illustrated examples for learner engagement.

"CBSE will form an expert advisory committee comprising historians of mathematics, Sanskrit scholars, mathematics educators, and academicians to guide the structure and content. "Funds will be utilised from the Academic Unit's allocated budget for curriculum research and resource development or through specific approval from the competent authority," the official added.

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BEST UNIVERSITIES 2024

The Indian EXPRESS
JOURNALISM OF COURAGE

APAAR ID is now mandatory for CBSE board exam registration. Here is what you need to know about it

The APAAR ID will be unique and remain the same through one's education journey.

By: Express News Service
New Delhi | Updated: August 13, 2025 15:06 IST

NewsGuard

3 min read

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The proposal to link APAAR ID to board exam registration was part of the CBSE's Governing Body meeting in June.

The Central Board of Secondary Education (CBSE) has now made it mandatory for students to submit their APAAR IDs while registering for the board exams. The decision was ratified during the board's governing body meeting in June.

What is the APAAR ID?

APAAR stands for Automated Permanent Academic Account Registry. It was envisioned under the New Education Policy, 2020.

Simply put, it is an identification number which is linked to enrollment, and a student's journey from pre-primary to higher education can be tracked through it.

Report cards and results can be linked to it and accessed on Digilocker.

The APAAR ID will be unique and remain the same through one's education journey.

The government has also argued that it will put an end to fake education certificates, with students' APAAR IDs working as an authentication link.

Why does CBSE want it to be part of board exam registration?

The proposal to link APAAR ID to board exam registration was part of the CBSE's Governing Body meeting in June.

So far, the board required schools to send a list of candidates who will appear for the Class 10 and 12 board exams, alongside the registration details of students when they are in Classes 9 and 11. The minutes of the meeting note that there is no mechanism to link these details to any "standardised identity system, leading to inconsistencies and lack of verifiability across databases".

"The Ministry of Education has now mandated the adoption of APAAR IDs for all school students as part of the Digital Public Infrastructure for Education. This initiative aims to provide every student with a lifelong, universally accessible digital academic record, thereby streamlining data management and enhancing transparency in the education system," read the minutes.

After discussion, the Board decided that linkinage of student registration with APAAR ID will start in time for the 2026 board exams.

"The Committee members unanimously agreed on the proposal for linking APAAR ID with registration… and list of candidates. The chairperson… explained that the compulsory attachment of each student's APAAR ID will improve data accuracy and eliminate duplication," the minutes said.

So, how can I get an APAAR ID?

Students or their parents will have to provide information such as name, age, date of birth, gender, photograph and Aadhaar numbers. The information will be verified using Aadhaar authentication.In schools across Delhi, consent forms have been distributed over the past two years to get parents on board. Consultations and meetings have also been held with stakeholders.

While registration for the APAAR ID was not meant to be mandatory initially, linking it with board exam registration can be seen as a step towards mandatory uptake.

Parents have raised concerns about misuse of personal information and leaks.

The government, however, has said that the information will not be accessible to anyone except those involved in educational activities or bodies such as the Unified District Information System for Education Plus or the UDISE+ database, scholarships, maintenance academic records, educational institutions and recruitment agencies.

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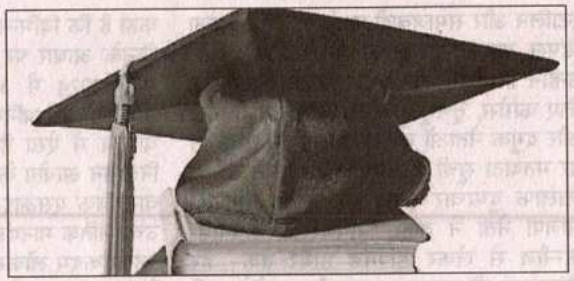
Trump aide: India must act as strategic partner to be treated as one

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जनसत्ता, 14 अगस्त 2025, Pg -7

यूजीसी, एआइसीटीई, एनसीटीई के लिए बनेगा एक नियामक

भारत की उच्च शिक्षा प्रणाली में एक ऐतिहासिक बदलाव की तैयारी चल रही है। शिक्षा मंत्रालय जल्द ही देश में उच्च शिक्षा को विनियमित करने वाले तीन प्रमुख निकायों विश्वविद्यालय अनुदान आयोग (यूजीसी), अखिल भारतीय तकनीकी शिक्षा परिषद (एआइसीटीई) और राष्ट्रीय अध्यापक शिक्षा परिषद (एनसीटीई) को समाप्त कर एक नया एकीकृत 'हायर एजुकेशन कमीशन' बनाने जा रहा है। इस 'महानियामक' का मसविदा तैयार करने का काम जारी है, जिससे छात्रों को कई बड़े फायदे मिलने की उम्मीद है।



जरूरी जानकारी

शिक्षा मंत्रालय जल्द ही तीन प्रमुख निकायों को समाप्त कर एक नया एकीकृत 'हायर एजुकेशन कमीशन' बनाने जा रहा है।

क्यों हो रहा है यह बदलाव

वर्तमान में उच्च शिक्षा के लिए तीन अलग-अलग नियामक निकाय होने से छात्रों और संस्थानों दोनों के लिए भ्रम की स्थिति बनी रहती है। विश्वविद्यालयों को यूजीसी, तकनीकी संस्थानों को एआइसीटीई और शिक्षक प्रशिक्षण संस्थानों को एनसीटीई नियंत्रित करता है। ये तीनों अपने-अपने दिशानिर्देश जारी करते हैं, जिससे कई बार नियमों का दोहराव होता है और एकरूपता की कमी महसूस की जाती है। नए हायर एजुकेशन कमीशन का लक्ष्य इस जटिल प्रणाली को सरल बनाना और पूरी उच्च शिक्षा प्रणाली में स्पष्टता और सामंजस्य लाना है।

प्रणाली में एकरूपता और स्पष्टता

नए कमीशन के आने से उच्च शिक्षा के नियम और प्रक्रियाएं सभी के लिए समान हो जाएंगी। छात्रों को यह समझने में आसानी होगी कि कौन सा निकाय किस चीज के लिए जिम्मेदार है, जिससे उनके मन में बना भ्रम दूर होगा।

फर्जी कालेजों पर लगेगी लगाम

पहले कई बार ऐसे मामले सामने आए हैं, जहां धोखाधड़ी करने वाले संस्थान खुद को किसी नियामक से संबद्ध बताकर छात्रों को ठगते थे। हायर एजुकेशन कमीशन के गठन से कालेजों की मान्यता और संबद्धता की जानकारी पूरी तरह से स्पष्ट और केंद्रीकृत होगी, जिससे छात्र ऐसे धोखेबाजों से बच सकेंगे।

फीस में पारदर्शिता और शिकायत का सशक्त मंच

यह उम्मीद की जा रही है कि नया कमीशन उच्च शिक्षा की फीस में कुछ हद तक एकरूपता लाएगा। इसके साथ ही, छात्रों को अनावश्यक फीस या किसी भी अनियमितता के खिलाफ शिकायत करने के लिए एक मजबूत और एकीकृत प्लेटफार्म मिलेगा। अभी तक छात्रों को शिकायत करने में अक्सर यह पता नहीं होता था कि वे कहां जाएं, या उनकी शिकायतें कई बार अधिकार क्षेत्र से बाहर बता दी जाती थीं।

रोजगारपरक शिक्षा पर जोर

वर्तमान में उच्च शिक्षा एजंसियां मुख्य रूप से डिग्री-आधारित शिक्षा पर ध्यान केंद्रित करती हैं। हायर एजुकेशन कमीशन के आने से उच्च शिक्षा के पाठ्यक्रम को रोजगारपरक बनाया जा सकेगा। इसका मतलब है कि पाठ्यक्रम को उद्योग की आवश्यकताओं के अनुरूप तैयार किया जाएगा, जिससे छात्रों को बेहतर रोजगार के अवसर मिलेंगे और वे भविष्य के लिए अधिक तैयार होंगे।

भविष्य में एकल प्रवेश परीक्षा की संभावना

फिलहाल यह तैयारी यूजीसी, एनसीटीई और एआइसीटीई को एक साथ लाने की है। लेकिन, माना जा रहा है कि भविष्य में मेडिकल कालेज सहित अन्य व्यावसायिक पाठ्यक्रमों के कालेजों को भी इस नए कमीशन के दायरे में लाया जा सकता है। अगर ऐसा होता है, तो सभी प्रकार की उच्च शिक्षा में प्रवेश के लिए एक ही प्रवेश परीक्षा का विकल्प खुल सकता है। अभी नीट, जेईई और सीयूईटी जैसी कई अलग-अलग प्रवेश परीक्षाएं होती हैं, जिससे छात्रों पर अनावश्यक दबाव रहता है।

THE HINDU, 14 August 2025, Pg-8

The ceding of academic freedom in universities



Deepak Nayyar

is an economist, Professor Emeritus at the Jawaharlal Nehru University, and former Vice-Chancellor, University of Delhi

Everyone engaged in higher education recognises that academic freedom is primary because universities are the places for raising doubts and asking questions about everything. Exploring ideas, debating issues and thinking independently are essential in the quest for excellence.

After all, knowledge develops only if we question existing knowledge. This means that students must have the freedom to ask questions just as faculty must have the freedom to question received wisdom in their respective disciplines. Indeed, universities, as institutions, must have the freedom to raise questions, express opinions or articulate criticisms in the wider context of economic, social and political spheres.

In fact, the development of knowledge is central to university education. Students enter the world of higher education to learn. Understanding existing knowledge is a first step. The ability to ask relevant questions, a capacity to critique conventional wisdoms, and the confidence to resist the authority of the spoken – even printed – word are the next successive steps. Of course, learning is a continuous process that never stops. Thus, it is for universities to decide what is taught to students, which must not be controlled from elsewhere.

There should be no restrictions on who is invited to address a student audience. Circumscribing this space, in any way, can only stifle learning, which, in turn, can hurt economic and social progress.

The world of research needs similar freedoms. It is for universities to decide their research priorities. It is for faculty members to decide their research agenda. Of course, financial support for research must be based on peer review without preference or prejudice. Dissenting opinions or unorthodox thinking, irrespective of disciplines, should be encouraged for that is how knowledge develops. In fact, fundamental research needs far more in terms of not only freedoms but also resources and time. Such an environment is essential for brilliant scholars or thinkers to surface, blossom and flourish.

The disturbing reality in India

The unfolding reality in India is disturbing. Curricula are regulated and straitjacketed. Readings are prescribed. Indeed, what is excluded or what is included in prescribed reading lists is decided elsewhere, not necessarily by the teachers. Some readings are explicitly excluded. Promising research, which departs from the mainstream, particularly in social sciences or humanities, is stifled. Research funding is controlled, directly or indirectly, by the central government through its research councils and departments. In this milieu, fundamental research in universities in India is rare if not impossible. It is no accident that our universities have not produced any Nobel laureates.

Even the freedom for students and teachers to organise discussions or debates on campus, which are perceived as critical of the Bharatiya Janata Party or its governments at the Centre and in States where it rules, is circumscribed everywhere, often by administrative fiat or penal action. Freedoms are curbed further, as social media posts sometimes lead to disciplinary action by universities or legal action by governments.

At many central Universities, if a faculty member applies for duty leave to participate in a conference abroad, he/she has to provide a written undertaking which says: "I will not participate in any anti-Government activities...while I am abroad whether on official duty or a personal visit, I shall be subject to all the provisions of Government Servants Conduct Rules including those relating to connection with the press and criticism of Government...Further I understand that... any breach of these provisions whether committed in India or abroad shall render me equally liable to disciplinary action."

Such intrusion, in different forms, is now being extended to private universities. Dissenting or critical voices of students or faculty members are silenced with disciplinary action. In some cases, it goes much further, essentially because risk averse promoters fall in line, since they do not wish to displease or antagonise the central government, or the State governments where their universities are located.

Autonomy and accountability

Just as important, the autonomy of university spaces is also sacrosanct in the wider context of political democracy, where universities perform an important role in addition to imparting higher education. In the economy, they are a source of ideas for science, technology, research and development, innovation, and economic or social policies. In society, they are the conscience-keepers as public intellectuals, from among the faculty, who engage with the public domain, informing citizens in their columns or lectures. In the polity, their evaluation or assessment of the performance of governments fosters accountability.

Of course, this autonomy must have a corresponding accountability. But it is essential for governments to recognise that the provision of resources to universities does not endow them with a right to exercise control.

The resources are public money for public universities, which are accountable to students and society through institutional mechanisms that exist or can be created. For this purpose, it is imperative that structures of governance in universities are appropriate for, and conducive to, accountability. Good governance is necessary but not sufficient. There must also be checks and balances in the public domain.

Rankings of universities perform an important role in this context. Such rankings, despite their limitations, provide students, their parents and society at large, such an institutional mechanism for accountability.

It is absolutely essential that regulatory structures provide complete autonomy – administrative, financial and academic – to universities. Liberation from the shackles of the University Grants Commission is a necessary condition.

The existing parliamentary or legislative acts that created our universities also have many constraints and fetters. Thus, as an approach, it would be far better to reform regulatory structures, provide autonomy to universities and ensure accountability through systems – rather than interventions or controls – to create an environment that encourages freedom of thought and is conducive to learning.

The quest for uniformity is the worst enemy of thinking, creativity, understanding and knowledge, which can thrive only in open societies. One-size-fits-all is a flawed presumption. Indeed, diversity and differentiation are an integral part of the quest for excellence in higher education.

Governments and their quest to control

Academic freedom in universities is circumscribed not only in India but also in countries such as Argentina, Hungary and Türkiye which have democratically elected governments.

Of course, academic freedom is highly restricted in countries that are ruled by dictators in Africa and Asia. It is also curbed in countries that have one-party rule, for example, China, Russia and Vietnam. China is somewhat different. Even if the freedom for academics – especially in the social sciences and humanities – to write or to speak in the public domain is highly restricted, there is no compromise, driven by preference or prejudice, in the quality of academic appointments at leading universities and research institutions.

The real surprise is the United States, where academic freedom in universities has been sacrosanct for more than a century. The federal government of U.S. President Donald Trump is slashing research grants and imposing curbs on its leading public universities. If this continues, the leading edge of American universities in education, research, science, technology and innovation is bound to erode.

Governments seek to control universities essentially because they are worried about criticism or dissent. Just as important, there is a sense of discomfiture, if not insecurity, since universities, empowered by academic freedom, ask questions that are perceived as difficult. Of course, in some countries, governments just want ideological conformity. Most universities cede their autonomous space because they are largely dependent on government grants to support their teaching and research. The reasons why academics, as individuals, are often silenced are because of fear or compromise, while a few are willing to trade their beliefs for rewards.

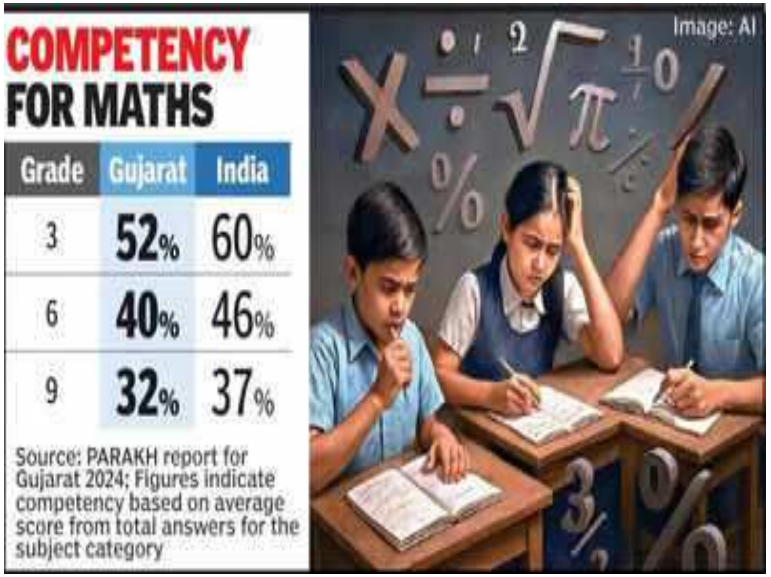
The moral of the story is simple. The absence of academic freedom in universities will inevitably harm the teaching-learning process just as it will stifle thinking and creativity in research. Students and teachers will obviously be the worse-off. Ultimately, however, the economy, society and polity will be the losers.

It is harming the teaching-learning process while stifling thinking and creativity in research; in the long run, the economy, society and polity will be the losers

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THE TIMES OF INDIA

Trouble-sum! Guj students struggle with basic maths

Aug 14, 2025, 05.31 AM IST



Ahmedabad: In a state where the ability to calculate profits, negotiate margins, and bargain to the last rupee is second nature, one would expect its classrooms to brim with mathematical confidence. Yet, the latest Parakh assessment report paints a sobering picture: Gujarat's students— whether studying in government or private schools, state or central board, in cities or villages— are stumbling over the basics. Tested on everything from ordering numbers in sequence to applying formulae in algebra, they consistently fell short of national benchmarks. Experts warn that this is not just about poor test scores, but a sign of a widening learning gap that could affect the state's future workforce.

Parakh (performance assessment, review and analysis of knowledge for holistic development) is an initiative of the Union ministry of education executed by the National Council of Educational Research and Training (NCERT).

The 2024 assessment tested over 1 lakh students from Classes 3, 6, and 9 in 3,536 schools. Right from arranging numbers in ascending and descending order for Class 3 to calculating area of a given shape for Class 9, the share of students who could complete it successfully was lower than national average, according to Parakh data.

Across the board in Gujarat, whether it was central govt schools or state govt schools, govt-aided schools or private schools, scores fell short. In Class 3, 54% of students nationwide could recognise multiplication as repeated addition and division as equal sharing, but only 48% in Gujarat could do so. Similarly, while 61% across India could convert minutes and hours into days, just 52% of Gujarat's students managed it.The gap persisted at higher levels. In Class 9, 32% could carry out basic operations involving variables, coefficients, and constants, compared to the national 38%. For applying formulae to measure area, Gujarat's figure was 33%, against India's 39%. What's interesting is that the subject proved to be a great leveller across gender, social class and type of school. Irrespective of the categories, students from Gujarat were unable to match the national average.

In Class 3, only 44% of Gujarat students could solve basic problems on quantities, shapes, space and measurements, compared to 65% in Kerala, 62% in Rajasthan, and 60% in Maharashtra. The national average stood at 55%.

While some educators questioned the survey methodology, most agree that the findings highlight a serious learning gap. "One of the primary issues with our pedagogy is that mathematics is taught by rote," said Udayan Prajapati, head of the mathematics department at St Xavier's College and trustee of the Gujarat Mathematics Society. "Gujarat is following the Central Board of Secondary Examination (CBSE) syllabus now, which does not seem to be working for the students. In the context of Gujarat, earlier textbooks were more approachable for the students."

Experts recommend rekindling interest through puzzles, games like Sudoku, and practical applications. Prajapati said that students are increasingly opting for basic maths instead of the standard level in Class 10. Standard maths has a more challenging question paper, with more complex problems and case studies, while basic maths focuses on fundamental concepts and has a simpler question paper.

For Kalpesh Akhani, principal of a govt school in Vadnagar and a maths teacher for nearly 30 years, the erosion of fundamentals is alarming. "Students have forgotten multiplication tables up to 20×10," he said. "Recitation of tables was a ritual in many schools. It created a foundation block for complex calculations. If a child fails to build

this foundation before Class 6, it becomes much harder to catch up. Where will our engineers and STEM researchers come from?"

This academic weakness has knock-on effects, said Bhavesh Pathak, a senior teacher who has created several innovative methods to teach the subject. "Engineering seats keep increasing, but takers are too few. If science teachers lack a mathsdegree, they are not fully equipped to teach it," he said. Pathak added that the subject must be demystified: "We should not treat it as a difficult subject. We fail to connect students with its practical uses. Once they see its real-world value, they start to enjoy it."

Rajasthan to make Sanskrit compulsory at pre-primary level, 1st state to do so

By **Senjuti Sengupta**

Published on: Aug 14, 2025 03:59 pm IST

Three books are prepared by the RSCERT, approved by both NCERT, state government are written in very simple language and designed like a comic book to attract children: Officer

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Jaipur: The Bharatiya Janata Party (BJP)-led Rajasthan government is all set to implement



A proposal has been sent to the cabinet in this regard earlier this year. (Representative photo)

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“Rajasthan will be the first state in India to teach Sanskrit at the pre-primary level. A proposal has been sent to the cabinet in this regard earlier this year. We have prepared the curriculum framework and also launched the books. We will start the classes once the cabinet gives the final nod,” commissioner of Rajasthan’s Sanskrit education department Priyanka Jodhawat said.

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According to government officials, the project will be implemented in three phases. “In the first phase, we will start at the pre-primary schools only under the Sanskrit education department.

757 pre-primary Sanskrit schools are proposed, which will be starting in a month. Sanskrit will st subject in all those schools from the start," an official from the education minister's aid.

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Pre-primary level facility is also available in 962 Mahatma Gandhi English Medium Schools (MGEMS) and 660 PM-Shree Schools in Rajasthan, where Sanskrit is proposed to be implemented in the second and third phases accordingly next year, the officials said.

Also read: Rajasthan govt identified crumbling schools, sat on repair funds

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Q. Which Indian city has the best quality of living?

- Delhi
- Mumbai
- Bengaluru
- Others

Hindustan Times

“The books are prepared by the RSCERT and approved by both the National Council of onal Research and Training (NCERT) and the state government. They are written in nple language and designed like a comic book to attract children. These three books for the three classes of pre-primary are only to introduce the students to the subject and give them an idea about basic vocabulary and grammar of Sanskrit,” the officer said.

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The books are named Sanskritpraveshah: Balvaatika Pratham Vaag for pre-primary first standard, Sanskritpraveshah: Balvaatika Dwitiya Vaag for pre-primary second standard, and Sanskritpraveshah: Balvaatika Tritya Vaag for pre-primary third standard.

Hindustan Times

These three books for the three classes of pre-primary are only to introduce the students to the subject and give them an idea about basic vocabulary and grammar of Sanskrit: Officer

No Hindi medium school in the state yet has any pre-primary level.

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Currently, Sanskrit is compulsory in all the classes in Sanskrit schools, while it is available as an optional third language from Class 9 to Class 12 in MGEMS schools, and in Class 6 to Class 8 in Hindi medium and PM-Shree schools, said officials.

Also read: Govt school building caves in, 7 students killed in Rajasthan

Aiming to start the subject at the pre-primary level soon, education minister Madan Dilawar and chief minister Bhajan Lal Sharma, during the state-level Bhamashah Felicitation Ceremony on June 28, also launched the three books prepared by the Rajasthan State Council for Educational Research and Training (RSCERT) for these classes.

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NCERT book under fire for 'distorting' 600-year Ahom legacy

TNN | Aug 14, 2025, 02.27 AM IST



Guwahati: Six centuries of rule. Repeated victories against Mughal armies. And now, a Class VIII textbook under fire for getting the Ahoms' story wrong.

Jorhat MP Gaurav Gogoi, a member of Ahom community, said Wednesday the newly revised NCERT history textbook carries "significant inaccuracies" about the dynasty that ruled much of present-day Assam for 600 years. He urged education minister Dharmendra Pradhan to "immediately correct" the errors.

The disputed content in chapter 'Tribes, Nomads and Settled Communities' states Ahoms migrated from Myanmar. Gogoi countered that research places their origins in Mung Mao, a Tai polity in present-day Yunnan, China.

He objected to describing the Paik system as "forced labour", calling it a rotational administrative and military service offering land and mobility. Calling the portrayal of the 1663 Treaty of Ghilajarighat as an Ahom defeat misleading, he said it was a calculated truce preceding the Mughals' expulsion.

Omissions - such as Khel administrative system, Rang Ghar, Talatal Ghar and the Ahoms' role in Assamese

identity - also undermined the narrative, he said. Gogoi urged the ministry to consult Assam experts to ensure the chapter reflects historical truths with balance & respect. -

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The Telegraph online

Tuesday, 19 August 2025

Gaurav Gogoi flags NCERT 'errors' on Ahom dynasty, seeks expert review and corrections

In an August 12 representation to Union education minister Dharmendra Pradhan, the Jorhat MP and Assam PCC president flagged errors in the Tribes, Nomads and Settled Communities chapter, which covers the Ahoms' six-century rule and defense against Mughal invasions

Umanand Jaiswal | Published 14.08.25, 07:44 AM



Gaurav Gogoi

File picture

Gaurav Gogoi, deputy leader of the Opposition in the Lok Sabha, has sought "urgent rectification" of "historical inaccuracies" about the Ahom dynasty in NCERT's revised Class VIII history textbook, urging consultation with subject experts from Assam.

In an August 12 representation to Union education minister Dharmendra Pradhan, the Jorhat MP and Assam PCC president flagged errors in the Tribes, Nomads and Settled Communities chapter, which covers the Ahoms' six-century rule and defense against Mughal invasions. While welcoming their inclusion, Gogoi, himself an Ahom, said misrepresentations risk distorting students' understanding.

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The NCERT, set up in 1961, prepares model textbooks for schools. Gogoi said the book incorrectly states the Ahoms migrated from present-day Myanmar, whereas research locates their origins in Mung Mao, a Tai polity in Yunnan, China.

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He also called the portrayal of the Paik system as "forced labour" erroneous, saying it was a rotational administrative and military service offering land and advancement. Similarly, he disputed the account of the 1663 Treaty of Ghilajarighat as an Ahom defeat, calling it a strategic truce that paved the way for expelling the Mughals.

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The claim that the Ahoms "suppressed" the Bhuiyan landlord class, he said, oversimplifies socio-political integration. Key aspects such as the Khel

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350 fake NCERT books found at bookshop

Aug 14, 2025, 12.33 AM IST



Bhopal: 350 counterfeit NCERT books were recovered by Kotwali police and an NCERT inspection team from a bookshop on Sultania Road on Tuesday afternoon

A tip-off informed the inspection team that the shop owner was allegedly selling duplicate NCERT textbooks for Classes 9, 10, 11, and 12.

Police said the NCERT team received information that counterfeit versions of NCERT books were being sold. Cops recovered 49 different types of pirated books for Classes 9 to 12, all being sold under the NCERT name. The accused, identified as Amit Khandelwal, 37, a resident of Kotwali Road, was booked under sections of the Copyright Act. The FIR was filed based on an application submitted by the assistant production officer of the NCERT inspection team, Prakash Veer Singh. The seized books are estimated to be worth Rs 41,000.

15 million primary-age girls out of school globally due to gender discrimination, says a UN report

ANI |

Updated on: Aug 14, 2025 04:50 pm IST

The situation is particularly stark when compared to boys, with 15 million girls out of primary school versus 10 million boys, the report revealed.

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15 million primary-age girls around the world are currently out of school, as systemic gender discrimination continues to hinder equal access to education for girls and young women



15 million primary-age girls around the world are currently out of school, as systemic gender discrimination continues to hinder equal access to education for girls and young women globally, a new report by UN Women revealed on Wednesday. (Representative image)(AFP File)

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According to the report, despite progress over recent decades, including near gender parity in primary and secondary school enrolment rates on average, the disparities remain significant in many regions, with some areas where as many as 48.1 per cent of girls stay out of school.

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ort notes that more girls than ever before are attending school, and each additional year of education after the primary level greatly improves a girl's chances of avoiding early marriage, gaining employment, and achieving better health and overall well-being.

However, adolescent girls continue to face barriers to education, with many dropping out of secondary school due to early pregnancy and expectations to assist with domestic responsibilities.

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"More girls than ever before are going to school. Not only do they learn to read and write, but each year that they remain in school after the primary level reduces their chance of marrying at too young an age. It increases their prospects for employment, health and overall well-being. Girls and women have an equal right to a quality education and learning throughout all phases of their lives," the report read.

PhD graduate refuses to take degree from Tamil Nadu Governor RN Ravi

"Despite progress, as many as 48.1 per cent of girls remain out of school in some regions. Gender gaps in primary and secondary enrolment rates have nearly closed, on average. Yet 15 million girls are not in primary school right now, compared to 10 million boys. In adolescence,

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The United Nations in a post on X also highlighted that matter, stating, "Education is a human right. Yet, young women & girls continue to face discrimination & marginalisation in many countries, including unequal access to school."

The report came during a time which marks the fourth anniversary of Taliban rule in Afghanistan, after it recaptured the country following the US and the allied forces' withdrawal in 2021.

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According to UN Women, 78 per cent of young Afghan women are not in education, employment or training, nearly four times the rate for young men. It also mentioned that by 2026, early childbearing is projected to rise by 45 per cent, with Maternal mortality potentially increasing by more than 50 per cent.

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NEP has brought far-reaching changes, aligned learning with values: President Droupadi Murmu

PTI Last Updated: Aug 14, 2025, 10:08:00 PM IST

Synopsis
President Droupadi Murmu highlighted the transformative impact of the National Education Policy 2020. It aligns education with values and skills. The government is fostering a conducive environment for entrepreneurs. India's space program is expanding, fueled by young minds. Shubhanshu Shukla's space journey inspires a generation. India's youth are excelling in sports, particularly chess.



The National Education Policy (NEP) 2020 has brought in far-reaching changes, aligning learning with values and skills with tradition, **President Droupadi Murmu** said on Thursday.

In her address to the nation on the eve of the 79th Independence Day, Murmu said the government has created the most conducive ecosystem for those with **entrepreneurial aspirations**.

"Our youth have finally found the right environment for the realisation of their dreams. The National Education Policy has brought in far-reaching changes, aligning learning with values and skills with tradition. Employment opportunities are booming. For those with entrepreneurial aspirations, the government has created the most conducive ecosystem," she said.

The President noted that, fueled by young minds, the country's space programme has witnessed unprecedented expansion.

"I am sure that Shubhanshu Shukla's space journey to the International Space Station has fired a whole generation to dream bigger. It will prove extremely helpful for India's upcoming human space flight programme 'Gaganyaan'. Brimming with new confidence, our youth are making a mark in sports and games.

"Chess, for example, is now dominated by India's youngsters like never before. We foresee transformative changes which will establish India as a global sporting power-house under the vision contained in the National Sports Policy 2025," she said.

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नवभारत टाइम्स, 15 अगस्त 2025, Delhi Times - 1

टीचर बोले, किताब से जवाब दे सकेंगे लेकिन पढ़ाई जरूरी है!

CBSE स्कूल के अगले सेशन यानी 2026-27 से नौवीं क्लास के बच्चों के लिए ओपन बुक एग्जाम करवाने जा रही है। इस खबर से छात्र खुश हैं कि अब छोटी-छोटी चीज़ें भूलने पर उनके मार्क्स नहीं कटेंगे। वहीं टीचर्स का कहना है कि कुछ मामलों में यह बच्चों का तनाव बढ़ा भी सकती है। इसके तमाम पहलुओं पर हमने एक्सपर्ट्स से बात की :

Shubham.Tripathi@timesofindia.com



ओपन बुक्स एग्जाम यानी ऐसी परीक्षा जिसमें छात्र परीक्षा हॉल में किताबें और नोटबुक्स ले जा सकेंगे और परीक्षा के दौरान उन किताबों-नोटबुक्स से उत्तर देख भी सकेंगे। केंद्रीय माध्यमिक शिक्षा बोर्ड (CBSE) अगले साल से नौवीं क्लास के लिए कुछ विषयों में इस तरह की परीक्षा आयोजित करने जा रहा है। खबरों के मुताबिक पायलट स्टडी के आधार पर पढ़ाई के दबाव और उनके तनाव को कम करने के लिए यह फैसला लिया गया है।

पहले से हो रहा है ओपन बुक टेस्ट

ओपन बुक एग्जाम की सूचना के बाद जहां आठवीं क्लास के वे छात्र खुश हैं जो अगली साल नौवीं क्लास में जाएंगे। वहीं पैरंट्स की मिली-जुली प्रक्रिया सामने आ रही है। हालांकि दिल्ली के कुछ स्कूल अभी भी ओपन बुक टेस्ट लेते हैं। एक प्राइवेट स्कूल की आठवीं क्लास में पढ़ने वाली गीतू बताती है, 'हमारे स्कूल में ओपन बुक टेस्ट होता है, तो हमारे लिए यह कुछ नया नहीं होगा। लेकिन हमारे स्कूल में होने वाला टेस्ट सिर्फ निबंध या लेटर लिखने तक होता है। टीचर कहते हैं कि अगर आपको लेटर लिखने का फॉर्मेट नहीं पता है, तो किताब से देख सकते हो और बहुत सारे बच्चे किताब का सहारा लेते भी हैं। अब अगर हमारा ओपन बुक एग्जाम होता है तो अच्छा है क्योंकि फिर हर चीज याद करने का प्रेशर खत्म हो जाएगा।' वहीं उनके पिता सिद्धार्थ कहते हैं कि बच्चों पर से प्रेशर कम करने के लिए अच्छा कदम है, लेकिन एग्जाम का फॉर्मेट ऐसा भी ना रखा जाए कि पढ़ने वाले और ना पढ़ने वाले, दोनों बच्चों की परफॉर्मेंस एक जैसी हो जाए।'

> **ओपन बुक एग्जाम के बावजूद छात्रों को पढ़ना तो होगा ही। वरना उन्हें पता ही नहीं लगेगा कि सवाल कहां से पूछा गया है।**
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> *- रूमा पाठक, स्कूल प्रिंसिपल*

> **इस तरह के एग्जाम में अगर एप्लिकेशन बेस्ड सवाल आते हैं और बच्चे ने कुछ पढ़ा नहीं है तो उसका तनाव बढ़ भी सकता है।**
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> 
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> *- ज्योति अरोड़ा, स्कूल प्रिंसिपल*

> **इस एग्जाम के लिए टीचर्स और छात्रों की ट्रेनिंग बहुत अहम होगी क्योंकि सभी बच्चों का दिमाग अलग है और बिना प्रैक्टिस के लिए यह एग्जाम देना मुश्किल हो सकता है।**
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> 
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> *- जया जोशी, शिक्षाविद*

'पढ़ने वाले छात्रों के लिए अच्छा, वरना बढ़ सकता है प्रेशर'

शिक्षकों का कहना है कि चूंकि इसमें सवाल सीधे-सीधे नहीं पूछे जाते बल्कि ऐसे पूछे जाते हैं, जो तथ्यों को याद करने बजाय समझाने और प्रॉब्लम सॉल्व करने पर बेस्ड होते हैं। ऐसे में किताबें और नोटबुक से देखने के बावजूद वही बच्चा बेहतर परफॉर्म करेगा जिसने टॉपिक को अच्छे से पढ़ा और समझा होगा। एम. एम. पब्लिक स्कूल की प्रिंसिपल रूमा पाठक कहती हैं, 'ओपन बुक एग्जाम के बावजूद बच्चों को पढ़ना तो होगा ही। ऐसा नहीं होगा कि आपने कुछ पढ़ा नहीं है और एग्जाम हॉल में किताब से देखकर पूरा उत्तर लिख दिया। अगर आपने कुछ पढ़ा नहीं होगा तो आप एग्जाम हॉल में उत्तर ढूंढते ही रह जाओगे।' वहीं माउंट आबू पब्लिक स्कूल की प्रिंसिपल ज्योति अरोड़ा कहती हैं कि अभी इसे लेकर कोई गाइडलाइंस नहीं आई है। जब गाइडलाइंस आएंगी तब पता लगेगा कि यह एग्जाम किस तरह से होगा। मगर ओपन बुक का मतलब यह नहीं है कि पढ़ना ही नहीं पड़ेगा। अगर एप्लिकेशन बेस्ड सवाल आते हैं तो दिमाग तो लगाना ही पड़ेगा। अगर आपने नहीं पढ़ा है, तो यह तनाव बढ़ाने वाला हो सकता है।'

'टीचर्स और छात्रों की ट्रेनिंग होगी बहुत जरूरी'

शिक्षाविदों का मानना है कि ओपन बुक एग्जाम की नीति को ठीक से लागू करने के लिए शिक्षकों और बच्चों की ट्रेनिंग बहुत जरूरी है। शिक्षाविद जया जोशी कहती हैं, 'ओपन बुक एग्जाम में अगर एप्लिकेशन बेस्ड सवाल आते हैं या ऐसे जिनका विश्लेषण करना होगा, तो हमें यह समझना भी जरूरी है कि नौवीं क्लास के बच्चों का दिमाग इतना तेज नहीं होता कि वे एकदम से विश्लेषण करके उत्तर बना लेंगे। फिर एक ही क्लास की, एक ही सब्जेक्ट की बहुत सारी रेफरेंस बुक्स बाजार में मिलती है और बच्चे अलग-अलग किताबों से पढ़ते हैं। तो यह देखना होगा कि उस सवाल का किस तरह का उत्तर CBSE चाहता है, क्योंकि हर बच्चे का विश्लेषण अलग होगा। हर बच्चे का स्तर अलग होता है और उसकी रेफरेंस बुक्स भी अलग हो सकती हैं। चेक करने वाले शिक्षक भी अलग होंगे। इसके लिए एग्जाम से पहले बच्चों की ट्रेनिंग जरूरी होगी ताकि वह एग्जाम में सवाल को समझकर उसी हिसाब से उत्तर लिखे और ज्यादा मार्क्स ला सके। बच्चों की ट्रेनिंग के लिए उन्हें पढ़ाने वाले शिक्षकों की ट्रेनिंग भी बहुत जरूरी होगी।'

दैनिक जागरण, 15 अगस्त 2025, Pg-5

सीबीएसई ने बढ़ाई 10वीं और 12वीं की बोर्ड परीक्षा की फीस

रीतिका मिश्रा • जागरण

नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने 10वीं और 12वीं की बोर्ड परीक्षाओं के लिए पंजीकरण और परीक्षा शुल्क बढ़ा दिया है। यह संशोधित शुल्क शैक्षणिक सत्र 2025-26 से लागू होगी। बोर्ड की 141वीं गवर्निंग बाडी की बैठक में ये फैसला लिया गया है। बैठक में निर्णय लिया गया कि परीक्षा शुल्क में 20 रुपये प्रति विषय प्रति छात्र की बढ़ोतरी की जाएगी, जो लगभग 6.66 प्रतिशत की नाममात्र वृद्धि है। इसके अलावा, प्रति विषय शुल्क में 10 प्रतिशत की वृद्धि नेपाल और अन्य देशों में स्थित स्कूलों के लिए भी होगी। प्रायोगिक विषय के लिए भारत में 10 रुपये और नेपाल व अन्य देशों में 25 रुपये प्रति विषय प्रति छात्र बढ़ाया जाएगा। नौवीं और 11वीं के पंजीकरण शुल्क में 20 रुपये की वृद्धि की जाएगी। नेपाल और अन्य देशों में भी 10 प्रतिशत की बढ़ोतरी होगी। सीबीएसई के अधिकारियों का कहना है कि यह बढ़ोतरी नाममात्र है, ताकि शिक्षा पर आर्थिक बोझ न्यूनतम रखा जा सके, साथ ही परीक्षा आयोजन की गुणवत्ता और संसाधनों को बनाए रखा जा सके।



सीबीएसई मुख्यालय

परीक्षा शुल्क 10वीं-12वीं के लिए नई शुल्क संरचना (2025-26 से लागू)

श्रेणी	अभी	पहले
एक विषय के लिए	320 रुपये	300 रुपये
पांच विषयों के लिए	1,600 रुपये	1,500 रुपये
प्रायोगिक विषय (12वीं)	160 रुपये प्रति विषय	150 रुपये प्रति विषय

पंजीकरण शुल्क

नौवीं	320
11वीं	320

(नोट: सभी आंकड़े रुपये में)

141 वीं गवर्निंग बाडी की बैठक में ये फैसला लिया गया है

क्यों की गई बढ़ोतरी: सीबीएसई के अनुसार, वर्ष 2020 के बाद से परीक्षा शुल्क में कोई संशोधन नहीं किया गया था। इस दौरान बोर्ड का खर्च कई गुना बढ़ चुका है। पंजीकरण और परीक्षा शुल्क बोर्ड की आय का प्रमुख स्रोत है, जिससे परीक्षा आयोजन और अन्य खर्च पूरे किए जाते हैं। इसके अलावा, 2024-25 से माइग्रेशन सर्टिफिकेट की रसीदें भी बंद हो गई हैं, जिससे अतिरिक्त आय का स्रोत खत्म हो गया। सीबीएसई ने कहा कि फीस में वृद्धि की समीक्षा हर वर्ष की जा सकती है, ताकि वित्तीय आवश्यकताओं और खर्चों के अनुसार बदलाव किए जा सकें।

विशेष प्रविधान: दिल्ली सरकार के एससी/एसटी छात्रों के लिए पूर्ववत नियम जारी रहेंगे। दिल्ली सरकार इन छात्रों से परीक्षा शुल्क के रूप में 240 रुपये प्रति विषय लेती है, जिसे बाद में छात्रों को वापस कर दिया जाता है।

जनसत्ता, 15 अगस्त 2025, Pg - 6

विकास के समांतर शिक्षा का सवाल

शिक्षा के बारे में केंद्र सरकार के दावे चाहे जो हों, मगर सच्चाई कुछ और ही कहती है। पिछले तीन वर्षों में केंद्र सरकार का शिक्षा पर निवेश तीन फीसद से भी कम रहा है। आंकड़े बताते हैं कि भारत का शिक्षा पर खर्च 2.7 फीसद से 2.9 के बीच स्थिर रहा है।

अखिलेश आर्येंदु

भारतीय उद्योग परिसंघ (सीआइआइ) की सलाह है कि भारत में शिक्षा खर्च सकल घरेलू उत्पाद (जीडीपी) का छह फीसद किया जाना चाहिए। सीआइआइ की यह सलाह ऐसे समय आई है, जब केंद्र सरकार यह दावा कर रही है कि आने वाले कुछ वर्षों में भारत दुनिया की तीसरी सबसे बड़ी आर्थिक ताकत बन जाएगा। इसका आधार पर्याप्त विदेशी पूंजी, रक्षा क्षेत्र में आत्मनिर्भरता, जीडीपी में बढ़ोतरी और कर संग्रह में सुधार है। मगर कोई देश दुनिया में सबसे ताकत वाला कब माना जाता है? क्या केवल विदेशी पूंजी निवेश और रक्षा क्षेत्र में आत्मनिर्भरता की वजह से या और भी क्षेत्र हैं, जिनके आधार पर देश की प्रगति मापी जाती है? क्या शिक्षा के मामले में भारत की वही स्थिति है जो स्थिति उसकी आर्थिक क्षेत्र में है? यह सवाल महत्त्वपूर्ण इसलिए है कि विकास और प्रगति का दारोमदार आर्थिक स्थिति के साथ शिक्षा पर आधारित हुआ करता है।

शिक्षा के बारे में केंद्र सरकार के दावे चाहे जो हों, मगर सच्चाई कुछ और ही कहती है। पिछले तीन वर्षों में केंद्र सरकार का शिक्षा पर निवेश तीन फीसद से भी कम रहा है। आंकड़े बताते हैं कि भारत का शिक्षा पर खर्च 2.7 फीसद से 2.9 के बीच स्थिर रहा है। फिर भी सरकार शिक्षा में क्रांति के दावे करती रही है। सवाल यह है कि क्या शिक्षा पर इतने कम निवेश से भारत विकास की उन ऊंचाइयों को छू पाएगा, जिसको छूने के लिए शिक्षा पर निवेश आबादी के मुताबिक जीडीपी का कम से कम छह फीसद होना चाहिए? सीआइआइ का यह मानना उचित लगता है कि शिक्षा में वैश्विक मानकों को पूरा करने के लिए इस पर निवेश तुरंत बढ़ाया जाना चाहिए।

पिछले दिनों स्कूल शिक्षा प्रणालियों के तुलनात्मक अध्ययन की एक रपट जारी की गई थी। उस अध्ययन में ब्रिटेन, अमेरिका, भारत, आस्ट्रेलिया, चीन, थाईलैंड, स्वीडन और इंडोनेशिया में शिक्षा पर उन देशों के खर्च का विवरण दिया गया है। इसमें 2018 से 2023 तक आठ देशों में शिक्षा पर हो रहे खर्च का विश्लेषण किया गया है। जिसमें भारत सबसे कम खर्च कर रहा है, जो विकसित देशों की कतार में आने के लिए जरूरी शिक्षा खर्च से बहुत कम है। अध्ययन के मुताबिक, दुनिया में स्वीडन शिक्षा पर सबसे ज्यादा 6.7 से 6.9 फीसद खर्च करता है। यह वैश्विक मानक के अनुरूप है जो स्वीडन को विकसित देशों की कतार में खड़ा करता है। इसके बाद अमेरिका है जो अपने जीडीपी का 5.3 से 5.6 फीसद खर्च करता है। थाईलैंड अपनी जीडीपी का चार से से 4.3 फीसद, आस्ट्रेलिया 5 से 5.50 फीसद, ब्रिटेन 5 से 5.50 फीसद, चीन 4.0 से 4.10 फीसद, इंडोनेशिया 3.7 से 4.3 फीसद और भारत लगातार तीन फीसद से भी कम खर्च करता आ रहा है।

भारत सरकार शिक्षा पर जीडीपी का जितना खर्च कर रही है, क्या उससे बेरोजगारी, आर्थिक हालात, गरीबी और मानव मूल्य सूचकांकों में सुधार किया जा सकता है? दुनिया के ज्यादातर देश प्राथमिक शिक्षा नामांकन में वैश्विक लक्ष्य हासिल कर चुके हैं। माध्यमिक स्तर पर



मामूली अंतर है। वहीं भारत में माध्यमिक स्तर पर नामांकन की स्थिति विकसित देशों से कम है। भारत को माध्यमिक नामांकन के स्तर को सुधारने की बहुत जरूरत है। इसके लिए जीडीपी का यदि शिक्षा पर व्यय छह या सात फीसद कर दिया जाए, तो माध्यमिक स्थिति

शहरों की अपेक्षा ग्रामीण क्षेत्रों में शिक्षा पर होने वाला खर्च और भी कम है। पिछले कुछ वर्षों में ग्रामीण इलाकों में शिक्षा पर खर्च बढ़ाने की जगह घटाया गया और शहरों में बढ़ाया गया। केंद्र सरकार की ओर से हाल ही में जारी उपभोक्ता व्यय सर्वेक्षण के मुताबिक, गांवों में वर्ष 2023-24 में प्रति व्यक्ति मासिक खर्च में शिक्षा पर होने वाले खर्च की हिस्सेदारी घट कर 3.24 फीसद पर आ गई, जो वर्ष 2022-23 में 3.30 फीसद थी। दूसरी तरफ शहरों में कुल खर्च में शिक्षा पर होने वाला व्यय 5.97 फीसद रहा, जो 2022-23 में 5.78 फीसद था। ये सभी आंकड़े तस्दीक करते हैं कि केंद्र सरकार को ग्रामीण क्षेत्रों में शिक्षा पर खर्च बढ़ाने की जरूरत है।

(माध्यमिक स्कूल) सुधर जाएगी। जो विकसित देशों में माध्यमिक शिक्षा की स्थिति पर खर्च की बात करें, तो ब्रिटेन, स्वीडन 100 फीसद, अमेरिका 98 फीसद, चीन 92 फीसद, आस्ट्रेलिया 90 फीसद, इंडोनेशिया 82 फीसद और थाइलैंड 80 फीसद के साथ काफी अच्छी स्थिति में है। भारत माध्यमिक विद्यालयों पर महज 79.6 फीसद ही खर्च कर रहा है। यह आंकड़ा बताता है कि भारत को प्राथमिक शिक्षा सहित सभी स्तरों की शिक्षा पर व्यय हर हाल में बढ़ाना होगा।

शहरों की अपेक्षा ग्रामीण क्षेत्रों में शिक्षा पर होने वाला खर्च और भी कम है। पिछले कुछ वर्षों में ग्रामीण इलाकों में शिक्षा पर खर्च बढ़ाने की जगह घटाया गया और शहरों में बढ़ाया गया। केंद्र सरकार की ओर से हाल ही में जारी उपभोक्ता व्यय सर्वेक्षण के मुताबिक, गांवों में वर्ष 2023-24 में प्रति व्यक्ति मासिक खर्च में शिक्षा पर होने वाले खर्च की हिस्सेदारी घट कर 3.24 फीसद पर आ गई, जो वर्ष 2022-23 में 3.30 फीसद थी। दूसरी तरफ शहरों में कुल खर्च में शिक्षा पर होने वाला व्यय 5.97 फीसद रहा, जो 2022-23 में 5.78 फीसद था। ये सभी आंकड़े तस्दीक करते हैं कि केंद्र सरकार को ग्रामीण क्षेत्रों में शिक्षा पर खर्च बढ़ाने की जरूरत है। यह इसलिए भी जरूरी है कि भारत में ग्रामीण इलाकों में शहरों की अपेक्षा शिक्षा खर्च का फीसद और शिक्षा का स्तर दोनों काफी कम है। बीमारू राज्यों में तो हालात और ही खराब है। इसलिए ऐसे राज्यों पर ज्यादा ध्यान देने की जरूरत है जहां प्राथमिक, माध्यमिक, उच्च माध्यमिक और उच्च शिक्षा के क्षेत्र में अभी काफी कुछ करना होगा।

शिक्षा के क्षेत्र में वर्ष 2020 में पाठ्यक्रमों में बदलाव कर उन्हें समसामयिक, उपयोगी और तर्कसंगत बनाया गया। यह प्रचारित किया गया कि इससे विद्यार्थियों को कई तरह के लाभ होंगे, जिससे उनके तनाव कम होंगे, लेकिन पिछले चार वर्षों में विद्यार्थियों में तनाव कई स्तरों पर देखा गया और उनमें आत्महत्या की प्रवृत्ति ऐसी बढ़ी कि यह एक बड़ी समस्या बन गई। शिक्षा के सभी स्तरों पर स्थिति में सुधार लाने के लिए उन देशों से हमें सीखने की जरूरत है जो शिक्षा के क्षेत्र में सभी स्तरों पर दुनिया में सबसे आगे हैं। विद्यार्थियों का तनाव कम करने के लिए उसे चीन से सीखने की जरूरत है। इसी तरह स्वीडन से सीख कर प्रशिक्षण का विस्तार और विद्यालयों को बढ़ावा दिया जा सकता है। आस्ट्रेलिया और इंडोनेशिया के तरीके से हाशिये पर पड़े समूहों को शामिल किया जा सकता है।

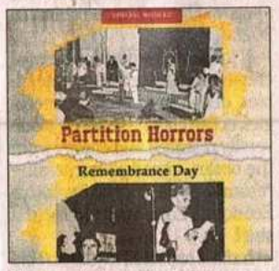
सभी देश एक दूसरे से विकास की गाड़ी को रफ्तार देने के लिए सीखते रहते हैं। भारत के शिक्षा, वाणिज्य और दूसरे तमाम क्षेत्रों के विशेषज्ञ दूसरे देशों में जाकर सीखते रहे हैं। शिक्षा व्यक्ति की प्रगति और उद्देश्य का आधार है। इस पर चिंतन, अध्ययन, सर्वेक्षण और समीक्षा होनी चाहिए। सभी स्तरों पर भारतीय शिक्षा का वह कौन-सा माडल हो सकता है, इस पर गहन विमर्श की जरूरत है। इससे व्यक्ति, परिवार, समाज की सोच में साफ-साफ बदलाव दिखाई देगा। शिक्षा के क्षेत्र में जीडीपी का छह फीसद खर्च करने के साथ इसके सभी स्तरों पर नए सिरे से विचार करने की जरूरत है। ऐसी शिक्षा देश के लिए वरदान साबित हो सकती है जो समाज के सभी वर्गों, जातियों और समुदायों का विकास सुनिश्चित करने में योगदान दे। वर्तमान सरकार से बुनियादी बदलाव और शिक्षा के बजट में बढ़ोतरी की हम उम्मीद कर सकते हैं।

शहरों की अपेक्षा ग्रामीण क्षेत्रों में शिक्षा पर होने वाला खर्च और भी कम है। पिछले कुछ वर्षों में ग्रामीण इलाकों में शिक्षा पर खर्च बढ़ाने की जगह घटाया गया और शहरों में बढ़ाया गया। केंद्र सरकार की ओर से हाल ही में जारी उपभोक्ता व्यय सर्वेक्षण के मुताबिक, गांवों में वर्ष 2023-24 में प्रति व्यक्ति मासिक खर्च में शिक्षा पर होने वाले खर्च की हिस्सेदारी घट कर 3.24 फीसद पर आ गई, जो वर्ष 2022-23 में 3.30 फीसद थी। वहीं दूसरी तरफ शहरों में कुल खर्च में शिक्षा पर होने वाला व्यय 5.97 फीसद रहा, जो 2022-23 में 5.78 फीसद था। ये सभी आंकड़े तस्दीक करते हैं कि केंद्र सरकार को ग्रामीण क्षेत्रों में शिक्षा पर खर्च बढ़ाने की जरूरत है।

Hindustan Times, 15 August 2025, Page 1, 10

{ NEHRU QUOTED }

NCERT's 'Partition horrors' module identifies three culprits: Jinnah, Congress, Mountbatten



The modules are short publications on specific topics that aren't part of the texts.

Sanjay Maurya
letters@hindustantimes.com

NEW DELHI: Who is responsible for Partition? And who are the culprits of the humanitarian tragedy that killed at least 600,000 people and displaced 15 million?

A new special module created by the National Council of Education Research and Training (NCERT) on "Partition Horrors Remembrance Day" (August 14) holds three people responsible: "Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it".

This quote is part of a section in the module, titled Culprits of the Partition. The section also features a quote by former prime minister Jawaharlal Nehru, from a speech in July 1947: "We have come to a stage when we must either accept division or face continued conflict and chaos. Partition is bad. But whatever the price of unity, the price of civil war would be infinitely greater."

The modules are separate short publications on specific topics that are not part of the textbooks; one is meant for Classes 6 to 8 (middle stage), and another for Classes 9 to 12 (secondary stage). The section on Culprits of the Partition appears in the first. Both modules open with Prime Minister Narendra Modi's message marking the observance of Partition Horrors Remembrance Day in 2021. →P10

{ SPECIAL MODULE FOR CLASSES 6 TO 8 }

Congress among culprits responsible for Partition, says NCERT module

Sanjay Maurya
letters@hindustantimes.com

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NCERT's special modules are supplementary resources in English and Hindi that cover contemporary and culturally significant topics. They are not part of regular textbooks and are taught through projects, posters, discussions, and debates.



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Dr Ruchika Sharma, a Delhi-based historian and professor, welcomed the inclusion of Partition in school lessons but cautioned against oversimplifying its causes. "It is unfair to hold only Jinnah, Mountbatten, and the Congress solely responsible. The rise of the Hindu Mahasabha as an extremist organisation was equally significant. In his writings, Hindu ideologue VD Savarkar argued for 'Hindusthan' — a nation exclusively for Hindus — which contributed to the perception among Muslims that they would have no rights in independent India."

Both modules open with Prime Minister Narendra Modi's message marking the observance of Partition Horrors Remembrance Day from August 14, 2021. Citing his post on X that day, they recall his words: "Partition's pains can never be forgotten. Millions of our sisters and brothers were displaced, and many lost their lives due to mindless hate and violence. In memory of the struggles and sacrifices of our people, 14th August will be observed as Partition Horrors Remembrance Day."

The module for the middle stage states that India's partition "was not inevitable" and happened due to "wrong ideas".

The module for the secondary stage says that Muslim leaders, citing differences in "religion, culture, customs, history, and world view," saw themselves as fundamentally separate from Hindus, rooted in the ideology of "political Islam," which it claims rejects any permanent equality with non-Muslims.

Mountbatten became Viceroy in March 1947, but with Jinnah adamant on Pakistan and violence escalating, Nehru and Patel agreed to Partition. On 3 June 1947, Mountbatten announced the plan to divide India, create Pakistan, and let princely states choose their allegiance — accepted by both Congress and the Muslim League.

Between 1947 and 1950, Partition fractured India's unity, created hostile borders, triggered mass killings and displacement, deepened communal distrust, devastated Punjab and Bengal's economies, and set Jammu and Kashmir on a path of social, economic, and demographic decline later worsened by terrorism, the module says.

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S Lalitha

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The objective is to inspire students and motivate them to contribute to nation-building. The updated textbooks are aligned with the National Education Policy 2020.

The Ministry of Defence, in a statement on the Urdu Class VII book and the Class VIII English and Urdu textbooks, said, "The newly added chapters provide students with inspiring stories of courage and duty. Field Marshal Sam Manekshaw, India's first Field Marshal, is remembered for his exceptional leadership and strategic skills. Brigadier Mohammad Usman and Major Somnath Sharma, recipients of the Mahavir Chakra and Param Vir Chakra (posthumously), gave their lives in service of the nation and remain symbols of supreme sacrifice."

To promote the National War Memorial (NWM) as a key national landmark, the Ministry of Defence has partnered with the Ministry of Education and NCERT to include NWM and related references in school curricula.

"Students will not only learn about India's military history but also absorb important lessons on resilience, empathy, emotional intelligence, and the significance of nation-building," the Ministry added.

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Sharma, India's first Param Vir Chakra awardee.

Leading 90 soldiers on November 3, 1947, he faced a brutal attack by 500 invaders from Pakistan in the Kashmir Valley and saved Srinagar, sacrificing his life. His famous words, "I shall not withdraw an inch but will fight to the last man and the last round", are highlighted.

Another hero featured is Captain Vikram Batra, the D Company commander and 'Shershah of Kargil', who captured Point 5140 on June 20, 1999, before succumbing to his injuries.

The Grade 7 English book has a full unit titled 'Bravehearts', presented as a Bengaluru student visiting the memorial in Delhi and describing the experience in a letter. Heroes like Lance Naik Albert Ekka and Major Padmapani Acharya of the Kargil War are featured.

The textbooks also showcase the bravery of Rani Abbakka Devi, who drove the Portuguese out of Ullal in Karnataka, and Padma Bhushan awardee Rani Gaidinlu, a Naga leader who led uprisings against the British in Manipur, Nagaland, and Assam.

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NCERT's 'Partition horrors' module identifies three culprits: Jinnah, Congress, Mountbatten

By **Sanjay Maurya**, New Delhi

Updated on: Aug 15, 2025 07:26 am IST

The modules are separate short publications on specific topics that are not part of the textbooks

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Who is responsible for Partition? And who are the culprits of the humanitarian tragedy that



Congress among culprits responsible for Partition, says NCERT module

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A new special module created by the National Council of Education Research and Training (NCERT) on "Partition Horrors Remembrance Day" (August 14) holds three people responsible: "Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it".

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This quote is part of a section in the module, titled Culprits of the Partition. The section also features a quote by former Prime Minister Jawaharlal Nehru, from a speech in July 1947: "We have come to a stage when we must either accept division or face continued conflict and

chaos. Partition is bad. But whatever the price of unity, the price of civil war would be infinitely
"

dules are separate short publications on specific topics that are not part of the textbooks; one is meant for Classes 6 to 8 (middle stage), and another for Classes 9 to 12 (secondary stage). The section on Culprits of the Partition appears in the first.

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NCERT's special modules are supplementary resources in English and Hindi that cover contemporary and culturally significant topics. They are not part of regular textbooks and are taught through projects, posters, discussions, and debates.

Dr Ruchika Sharma, a Delhi-based historian and professor, welcomed the inclusion of Partition in school lessons but cautioned against oversimplifying its causes. "It is unfair to hold only Jinnah, Mountbatten, and the Congress solely responsible. The rise of the Hindu Mahasabha as an extremist organisation was equally significant. In his writings, Hindu ideologue VD Savarkar argued for 'Hindusthan'—a nation exclusively for Hindus—which contributed to the perception among Muslims that they would have no rights in independent India."

Both modules open with Prime Minister Narendra Modi's message marking the observance of Partition Horrors Remembrance Day from August 14, 2021. Citing his post on X that day, they

were displaced, and many lost their lives due to mindless hate and violence. In memory of the ...s and sacrifices of our people, 14th August will be observed as Partition Horrors ...brance Day."

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The module for the middle stage states that India's partition "was not inevitable" and happened due to "wrong ideas".

The module for the secondary stage says that Muslim leaders, citing differences in "religion, culture, customs, history, and world view," saw themselves as fundamentally separate from Hindus , rooted in the ideology of "political Islam," which it claims rejects any permanent equality with non-Muslims.

This ideology, it states, underpinned the Pakistan movement, with Jinnah acting as its "able lawyer-leader."

Mountbatten became Viceroy in March 1947, but with Jinnah adamant on Pakistan and violence escalating, Nehru and Patel agreed to Partition. On 3 June 1947, Mountbatten announced the plan to divide India, create Pakistan, and let princely states choose their allegiance—accepted by both Congress and the Muslim League.

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Nehru and Patel accepted Partition due to the fear of civil war. Upon their agreeing, ıa Gandhi, also gave up his opposition to Partition. On 14 June 1947, in a meeting of gress Working Committee, he persuaded other Congress leaders also to accept Partition," the module for middle stage states.

It adds that Gandhi opposed it but " not with violence or anger"; Patel called it "bitter medicine" to avert civil war; and Nehru, though calling it "bad", said division was preferable as the "price of civil war would be infinitely greater." While Gandhi and Patel's quotes are in a section titled "How the Partition happened" Nehru's quote is under the "Culprits of the Partition" section.

The special module for secondary stage states that India's Partition has "no parallel in world history".

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Between 1947 and 1950, Partition fractured India's unity, created hostile borders, triggered mass killings and displacement, deepened communal distrust, devastated Punjab and Bengal's economies, and set Jammu and Kashmir on a path of social, economic, and demographic decline later worsened by terrorism, the module says.

Under a section titled "Long-Term Losses — still ongoing," the module states, "India continues to face both external hostility and internal communal fragmentation. The same suspicion and animosity between the two major communities still persists – the very sentiment that had led to Partition."

The module links Partition to the Kashmir conflict – marked by wars, terrorism, and thousands of deaths – and to foreign powers backing Pakistan to pressure India, resulting in India's heavy defence costs and lasting strains in foreign policy.

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NCERT special module calls Jinnah, Congress and Mountbatten culprits of Partition

B Balagopal

15 August 2025, 04:04 PM IST

2 min

A special NCERT module for classes 6–8 highlights the three main figures behind India's partition and includes Nehru's 1947 speech

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New Delhi: A new NCERT module for schoolchildren on Partition Horrors Remembrance Day has named Muhammad Ali Jinnah, the Congress and Lord Mountbatten as the three culprits behind India's Partition.

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The module explains that Jinnah demanded partition, the Congress accepted it, and Mountbatten implemented it. This reference appears under the subhead Culprits of the Partition. It also includes a portion of a speech delivered by Jawaharlal Nehru in 1947. The chapter notes that Nehru said: “We have come to a stage when we must either accept division or face continued conflict and chaos. Partition is bad. But whatever the price of unity, the price of civil war would be infinitely greater.”

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In the introduction to the special module, Prime Minister Narendra Modi’s words have been included: “Partition’s pains can never be forgotten. Millions of our sisters and brothers were displaced and many lost their lives due to mindless hate and violence. In memory of the struggles and sacrifices of our people, 14th August will be observed as Partition Horrors Remembrance Day.”

This special module is not part of the regular textbook. It has been designed for students from Class 6 to 8. NCERT has also prepared another special module for students from Class 9 to 12.

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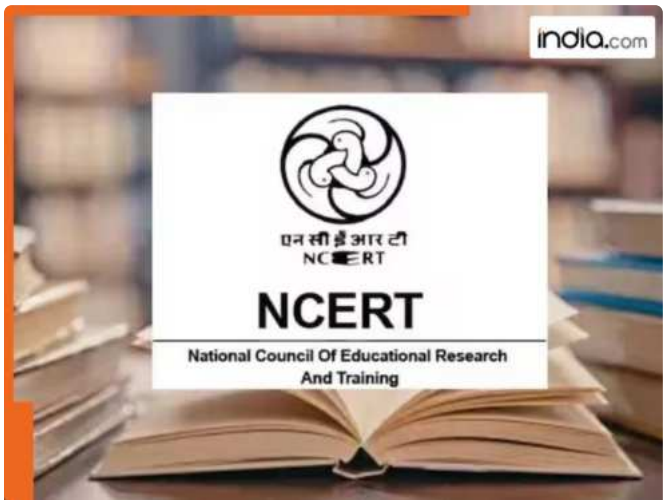
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Across India, the availability of advanced laboratory experiences remains uneven, particularly in schools where physical infrastructure,

trained personnel, or safety resources are limited. This gap can influence how students understand and apply scientific concepts, with a direct impact on exam performance and readiness for higher studies.



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On 13 August in New Delhi, the National Council of Educational Research and Training (NCERT) and Kwala signed an MoU to develop Prayog Shala, an augmented reality immersive chemistry lab for Class 11 students. The agreement was signed by a representative from NCERT and Shubham Raj, CTO of Kwala, accompanied by Saharsh Sinha, a member of the technical team, in the presence of Raman Malhotra, Research Manager at Mai Labs.

The initiative aims to deliver practical chemistry learning experiences through mobile devices, tablets, and PCs, expanding access to interactive science education in diverse settings. With Prayog Shala, students will be able to perform immersive virtual experiments aligned with NCERT curricula, bringing advanced laboratory experiences to places where physical facilities are limited.

NCERT shared that after seeing a demonstration of Prayog Shala, they found the product to be revolutionary with strong potential for large-scale implementation, and expressed appreciation to the team for developing such an innovative solution.



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The goal is not only to digitise the lab experience but also to ensure that each experiment a student completes can be validated, recorded, and recognised regardless of location. This is enabled by blockchain infrastructure. Using the permissioned Kalp mainnet, student certificates, completions, and teacher verifications will be stored immutably on-chain. Kwala, the automation layer for the project, will manage notifications, periodic credential issuance, and governance guardrails, while integrating with NCERT's DIKSHA platform for nationwide scalability.

Such verification can have benefits beyond compliance. In a distributed education ecosystem that spans urban centres and remote villages, verifiable and tamper-proof records can strengthen institutional trust, reduce fraud in credentialing, and provide students with portable proof of learning. With more than 50 million students in NCERT's network, the potential reach is substantial.

The rollout will begin in one or two states before expanding nationally. Lessons from these early phases will help refine the programme. The design prioritises inclusivity so that even students in low-connectivity areas can benefit from immersive lab simulations.

"Our vision is to combine immersive learning with the reliability and security of blockchain verification," said Mr. Tapan Sangal, Director of Kalp Foundation. He added that by integrating AR content with



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Education

Why CBSE making APAAR mandatory for board exam registration has sparked privacy debate

ZENAIRA BAKHSH 15 August, 2025 07:30 am IST



Representational image. A student undergoes biometric check at an examination centre. | ANI

New Delhi: The Central Board of Secondary Education (CBSE) has made it mandatory for students to submit their 12-digit APAAR Ids while registering for their Class 10 and 12 board exams, sparking a debate around data security and privacy.

The Automated Permanent Academic Account Registry (APAAR) was introduced through the National Education Policy (NEP) 2020. It is an identification number linked to a student's enrollment and contains details of his or her academic journey. It is a lifelong record of a student's educational scores, achievements and related statistics, and is voluntary.

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It makes it easier to access their report cards and records through DigiLocker, a digital platform launched by the government where one can store and access one's documents digitally.

In 2023, the Ministry of Education wrote to states, asking schools to take the consent of parents to create their wards' APAAR Ids, since it is still voluntary, under the 'One Nation, One Student' scheme launched by the Union government.

Moreover, the ministry also asked schools to organise parent-teacher meetings, educating parents on the APAAR initiative. To get the APAAR Id made, a student has to submit his or her personal details including name, age, date of birth, gender, photograph and Aadhaar number.

While the government has said the APAAR Id will put an end to fake education certificates, the CBSE move has raised concerns among experts and privacy advocates.

Critics draw parallels with Aadhaar, which is still voluntary but is required for accessing certain government benefits and subsidies, as well as for linking with PAN cards and for some banking services.

They see linking the APAAR Id with board exam registration as pushing towards its mandatory adoption, and warn of potential risks to privacy, data security, and individual freedom.

Mishi Choudhary, the founder of Software Freedom Law Centre (SFLC), told ThePrint that Indians are being asked to comply with new forms of identification on a daily basis. "First, Aadhaar was supposed to solve all problems, now children are being tied to APAAR, and parents are being harassed," she said, claiming that APAAR has no legal or statutory backing.

Choudhary added that the creation of the Id is loosely based on the letter issued by the secretary of the Ministry of Education. "In the absence of legal sanction, it is worrisome to see that schools are being directed to enroll students en masse after forcing parents' consent," she said.

ThePrint reached the CBSE for a comment on the decision through messages and email. This report will be updated if and when a response is received.

Also Read: *Govt grants patent to Bengaluru firm for first-of-its-kind system to manage Aadhaar data*

From voluntary to mandatory

Shreeja Sen, an independent tech researcher, highlighted operational and regulatory gaps, questioning the necessity of APAAR given existing systems like DigiLocker.

"Whether all schools have the infrastructure to carry out this mandatory process in an error-free and smooth manner remains to be seen," she said, adding, "There is no understanding of what the government wants to achieve by c

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"If the goal is to streamline systems then the DigiLocker already does that. Otherwise, what we end up with is a multitude of IDs, one for education, one for health, all on top of PAN, Aadhaar, passport, and so on," she said.

Moreover, Sen said that over the years, there has been a trend of digital frauds through Aadhaar and in case of APAAR IDs, without clear regulation or a functioning data protection board, students' personal and academic records will remain vulnerable.

Srinivas Kodali, another independent researcher, emphasised the risk of over-profiling and "exclusion, particularly for minors". Centralising vast amounts of children's sensitive data, from grades to health details, increases the likelihood of breaches, especially given past examples like leaks from the Ministry of Education's Diksha portal, he said.

In January 2023, an article by *Wired* said that government-run education platform Diksha had left a Microsoft Azure cloud server unsecured for over a year, exposing sensitive data of millions of teachers and students. The information included full names, contact details, school affiliations, course records, and, in the case of teachers, complete email and phone lists.

Kodali further said such systems require explicit legal backing and proportionate safeguards, as per Supreme Court rulings on privacy. Globally, he said, student profiles from schools have been breached when schools didn't invest enough in security measures. "This data will leak as it becomes ubiquitous everywhere," he said.

Harleen Kaur, a researcher working with The Digital Futures Lab (DFL), told ThePrint that APAAR is a part of a broader pattern where state "services" blur into surveillance tools. "Education is a right. Placing education records in a centralised repository is a service," she said.

Kaur warned that making APAAR practically mandatory undermines the Supreme Court's Puttaswamy judgment, referring to the landmark 2017 Justice K.S. Puttaswamy (Retd.) vs. Union of India litigation in which the Supreme Court unanimously held that the Right to Privacy is a fundamental right under Article 21 and other parts of the Constitution.

Kaur said making APAAR ID mandatory erodes institutional autonomy. The central storage of both academic and co-curricular achievements could enable intrusive profiling, with consequences for personal freedom, she said.

"Who will take responsibility when that happens? This is why activists treat privacy, data hoarding, and centralisation as urgent concerns rather than abstract ideas," she said. "As citizens, we cannot allow our right to choose or not to choose a service to be chipped away bit by bit."

(Edited by Ajeet Tiwari)

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By **HT Education Desk** | Edited by **Papri Chanda**

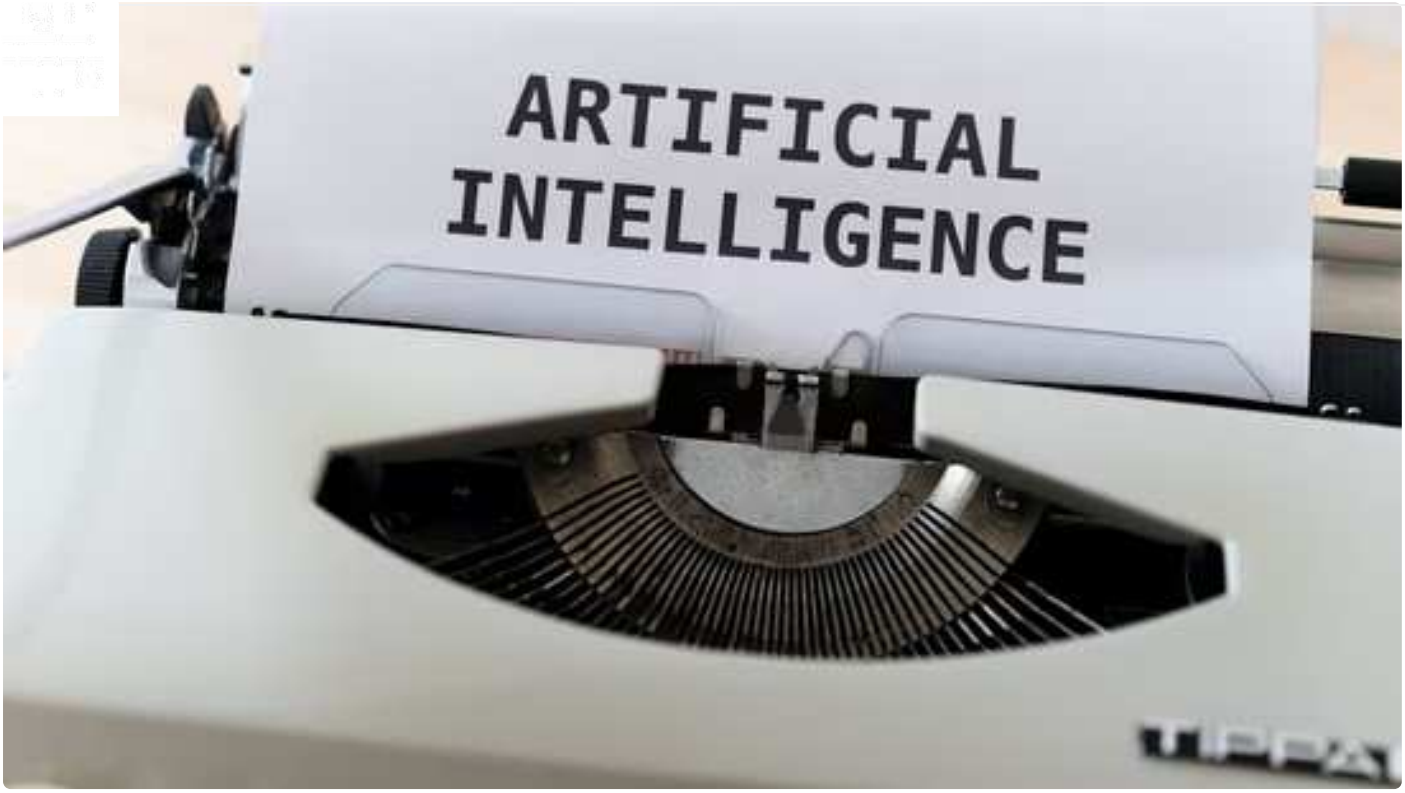
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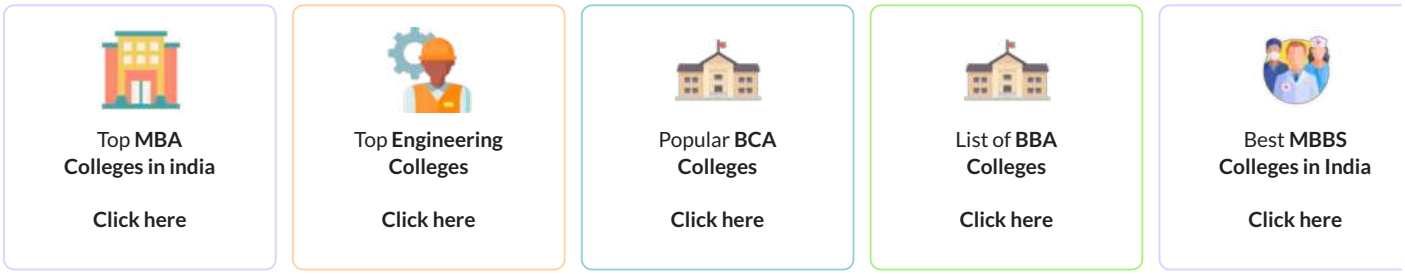
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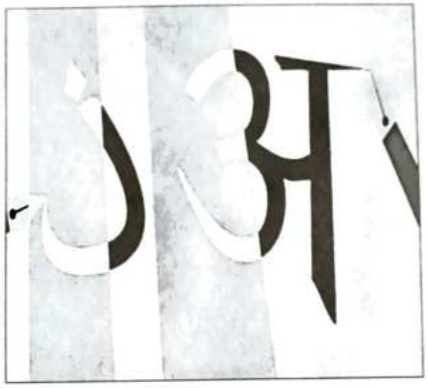
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जनसत्ता, 16 अगस्त 2025, Pg-6

लुप्त होती लिपियां और संकट में भाषाएं

इस समय भाषाओं के साथ उनकी लिपियों को बचाने की भी चुनौती है। मुश्किल का सामना कर रही भाषाएं श्रुति परंपरा के कारण किसी तरह से अपने अस्तित्व को बचाए रखने में सफल होती भी हैं, तो प्रचलन से बाहर होने के कारण उनकी लिपि को पढ़ने और समझने वाले नहीं मिलते।

अतुल कनक



भाषा केवल अभिव्यक्ति का माध्यम नहीं होती। उससे व्यक्ति के जीवन की शुरुआत के संस्कार जुड़े होते हैं, इसलिए वह अपने उपयोगकर्ताओं के लिए आत्मिक और मानसिक संबल भी होती है। शायद इसीलिए भारतेंदु हरिश्चंद्र ने एक बार कहा था- 'निज भाषा उन्नति अहे, सब उन्नति को मूल।' यानी अपनी भाषा की उन्नति ही सभी प्रकार की उन्नति का आधार है। आजादी के पहले जब अंग्रेजों ने भारत में लार्ड मैकाले की शिक्षा नीति लागू की थी, तो उसका भी उद्देश्य यही था कि भारतीयों से उनका सांस्कृतिक और भाषाई गौरव छीन लिया जाए, ताकि ब्रिटिश शासन को उसके उद्देश्यों की पूर्ति के लिए पढ़े-लिखे सेवक मिल सकें। कहना नहीं होगा कि अंग्रेज अपनी इस नीति में बहुत हद तक सफल भी रहे थे।

आजादी के बाद भी समाज में ऐसा वर्ग आज भी अभिजात्य होने के गर्व में जीता है, जो अंग्रेजी और अंग्रेजियत को ही सार्थक जीवन का सोपान समझता है। इसका सबसे बड़ा दुष्परिणाम यह हुआ कि ऐसी कई भारतीय भाषाएं हैं जो सीधे तौर पर रोजगार से नहीं जुड़ी होने के कारण धीरे-धीरे चलन से बाहर हो गई हैं और आज उनका उपयोग करने वाले लोग कम ही बचे हैं। अंडमान और निकोबार द्वीप समूह की जरवा, शोम्पेन, वहीं मणिपुर की एमोल, कोइरेन, तराओ; हिमाचल प्रदेश की बधाती, हंदुरी, पंगवाली, ओड़ीशा की मंझा, परजी, पेंगो; कर्नाटक की कोरोगा, कुरूबा और इसी तरह असम की तेई नोरा एवं तेई तेई रोंग ऐसी ही भाषाएं हैं। यूनेस्को की सूची में ऐसी 197 भारतीय भाषाएं हैं जो या तो लुप्त हो चुकी हैं या लुप्त होने के खतरे का सामना कर रही हैं।

आधुनिक समाज के सम्मुख प्राचीन भाषाओं के साथ उनकी लिपियों को बचाने का भी संकट है। संकटग्रस्त भाषाएं श्रुति परंपरा के कारण किसी तरह से कुछ और समय तक अपने अस्तित्व को बचाए रखने में सफल होती भी हैं, तो प्रचलन से बाहर होने के कारण उनकी लिपि को पढ़ने और समझने वाले नहीं मिलते। राजस्थानी भाषा के उदाहरण से इस बात को समझा जा सकता है। इस भाषा को बोलने वालों की संख्या आज भी करोड़ों में है, लेकिन प्राचीन राजस्थानी लिपि मुंडिया को पढ़ने और समझने वाले लोग आज गिनती के हैं।

दरअसल, आजादी के बाद तत्कालीन परिस्थितियों को देखते हुए देश की एकता बचाए रखने के लिए संत गोविंद वल्लभ पंत ने राजस्थानी भाषा को देवनागरी लिपि में लिखने का आग्रह किया। राष्ट्र की अखंडता बनाए रखने के लिए राजस्थानियों ने इस भावनात्मक आग्रह को स्वीकार कर लिया। परिणाम यह हुआ कि धीरे-धीरे मुंडिया लिपि चलन से बाहर हो गई और उससे परिचित लोग घटते चले गए। आज जब राजस्थानी भाषा के समर्थक अपनी भाषा को संवैधानिक मान्यता देने की मांग करते हैं, तब विरोधियों द्वारा एक तर्क यह भी दिया जाता है कि इस भाषा की पृथक लिपि ही नहीं है।

भाषा के सवाल को राजनीतिक सवाल के तौर पर भी बार-बार इस्तेमाल किया गया है। भाषा से लोगों का भावनात्मक जुड़ाव क्या रूप ले सकता है, इसका सबसे बड़ा उदाहरण वर्ष 1971 में बांग्लादेश का निर्माण है। वर्ष 1947 में जब अंग्रेजों ने भारत छोड़ा, तो उन्होंने गंगा और सिंधु की धरती को बांट दिया। तब ढाका की तरफ वाले हिस्से यानी पूर्वी बंगाल को पाकिस्तान में शामिल होना बेहतर लगा। मगर धीरे-धीरे पूर्वी बंगाल के लोगों का मोह टूटने लगा। इस क्षेत्र को पूर्वी पाकिस्तान नाम दिया गया। मगर जब वहां की भाषा को विस्थापित करने की कोशिश की गई, तो जनता के सब्र का बांध टूट गया। फिर हिंसा फैली और भारत को हस्तक्षेप करना पड़ा। तब जाकर एक नए राष्ट्र का उदय हुआ।

> आज भी मैथिली, भोजपुरी, अंगिका, मुंडारी, राजस्थानी बोलने वाले लोग अपनी-अपनी भाषाओं के संरक्षण के लिए चिंतित हैं और अपनी भाषा को संवैधानिक मान्यता दिए जाने की मांग कर रहे हैं। इन भाषाओं के समर्थकों का कहना है कि उनकी भाषा को संवैधानिक संरक्षण या मान्यता नहीं मिली, तो नई पीढ़ी अपनी भाषा से दूर होती जाएगी। इस तरह उनकी भाषा के अस्तित्व पर संकट बढ़ता चला जाएगा। मगर यूनेस्को की संकटग्रस्त 197 भाषाओं की सूची में शामिल भूमिज भाषा के समर्थकों ने अपने अनूठे संकल्प से यह साबित कर दिया कि भाषा के सबसे बड़े संरक्षक उसके अपने समर्थक होते हैं।

भारत में भाषाएं बार-बार संघर्ष का मुद्दा बनती हैं। हाल ही में पश्चिम बंगाल की मुख्यमंत्री ममता बनर्जी ने प्रवासी बांग्लाभाषियों के हितों की रक्षा के लिए एक अभियान शुरू किया है। इसे बांग्ला भाषा अभिमान नाम दिया गया है। कुछ दिनों पहले महाराष्ट्र में मराठी बनाम हिंदी की मुगबुगाहट हुई थी। दक्षिण भारत में तो हिंदी विरोध के कई आंदोलन हुए। उत्तर और पूर्वी भारत में भाषा के नाम पर राज्यों के पुनर्गठन किए गए हैं। भारत में भाषाई आधार पर गठित होने वाला पहला राज्य आंध्र प्रदेश था जो तत्कालीन मद्रास राज्य के तेलुगू भाषी क्षेत्रों से बना। दरअसल, भाषा के आधार पर राज्यों का गठन किए जाने की बात जब संविधान सभा में बार-बार उठी, तो संविधान सभा के अध्यक्ष राजेंद्र प्रसाद ने वर्ष 1948 में इलाहाबाद उच्च न्यायालय के सेवानिवृत्त न्यायाधीश एसके धर की अध्यक्षता में एक आयोग का गठन किया। इसने भाषा के आधार पर राज्यों के गठन का विरोध किया। इस पर जवाहर लाल नेहरू, वल्लभ भाई पटेल और पट्टाभि सीतारमैया की सदस्यता वाली एक समिति बनाई गई। इस समिति ने भी अपनी सिफारिशों में आयोग की बात का समर्थन किया।

इसके बाद तेलुगू भाषियों ने आंदोलन कर दिया। अक्तूबर 1952 में पोट्टी श्रीरामालू ने तेलुगू भाषी आंदोलन के तहत अपनी मांग को लेकर आमरण अनशन शुरू कर दिया। अनशन के 56वें दिन उनकी मृत्यु हो गई। आंदोलन ने हिंसक रूप ले लिया और अंततः सरकार को झुकना पड़ा। आजाद भारत में ही बंबई राज्य का विभाजन मराठी और गुजराती भाषा के आधार पर किया गया। वर्ष 1966 में असम से नगालैंड, वर्ष 1966 में ही पंजाब से हरियाणा बनने जैसी घटनाओं के पीछे भी भाषा ही आधार रही।

आज भी मैथिली, भोजपुरी, मुंडारी, अंगिका और राजस्थानी बोलने वाले लोग अपनी-अपनी भाषाओं के संरक्षण के लिए चिंतित हैं और उन्हें संवैधानिक मान्यता दिए जाने की मांग कर रहे हैं। इन भाषाओं के समर्थकों का कहना है कि उनकी भाषा को संवैधानिक संरक्षण या मान्यता नहीं मिली, तो नई पीढ़ी अपनी भाषा से दूर होती जाएगी। इस तरह उनकी भाषा के अस्तित्व पर संकट बढ़ता चला जाएगा। मगर यूनेस्को द्वारा संकटग्रस्त घोषित 197 भाषाओं की सूची में शामिल भूमिज भाषा के समर्थकों ने अपने अनूठे संकल्प से यह साबित कर दिया कि भाषा के सबसे बड़े संरक्षक उसके अपने समर्थक होते हैं। उल्लेखनीय है कि पश्चिम बंगाल के जंगल महल क्षेत्र यानी झारग्राम, पुरुलिया, बांकुड़ा और पश्चिमी मेदिनीपुर जिलों में भूमिज समुदाय की एक बड़ी आबादी रहती है। इस समाज के कुछ जागरूक लोगों ने वर्ष 2018 में अपनी भाषा को बचाने के लिए कुछ करने की ठानी और क्षेत्र में ऐसे स्कूल खोले, जहां लोगों को अपनी भाषा का शिक्षण दिया। नई पीढ़ी को अपनी भाषा से जोड़ने के लिए पढ़ाया भी। परिणाम यह हुआ कि जिस भाषा के अस्तित्व पर संकट मंडराता दिखता था, उसे पचास हजार से अधिक लोगों ने सीख लिया। अब इन पचास हजार लोगों को यह दायित्व दिया गया है कि वे कम से कम एक व्यक्ति को भूमिज भाषा सिखाएंगे।

रूस के महान उपन्यासकार फ्योदोर दोस्तोएव्स्की ने एक स्थान पर लिखा है- 'यदि तुम चाहते हो कि दूसरे तुम्हारा सम्मान करें, तो इसकी सबसे पहली और सबसे महत्त्वपूर्ण जरूरत यह है कि तुम स्वयं अपने आप का सम्मान करो।' भूमिज समुदाय के लोगों ने अपने संकल्प से यह साबित किया है कि अपनी मातृभाषा के संरक्षण के लिए किसी का मुंह ताकने से अच्छा है कि हम स्वयं अपने संकल्पों को हौसलों का आसमान दें।

The Times of India, August 16 2025, Pg - 7

New Education Bill Comes Into Effect

At Town Hall With Parents, Sood Discusses Provisions

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New Delhi: Education minister Ashish Sood on Friday hosted a "parents' town hall" in Janakpuri to brief parents on the benefits of the school fee regulation law. The event followed the notification of the Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, 2025.

Chief minister Rekha Gupta termed the legislation as a "revolution in Delhi's education sector" and expressed happiness that it was coming into effect on Independence Day.

The bill aims to keep a check on arbitrary fee hikes by private schools. "This Act is a big relief for Delhiites. They cannot be fleeced anymore. Previous govts did not make any law in Delhi to check arbitrary fee hikes by private schools, but our govt understood the pain of Delhi's parents," Gupta said during her I-Day speech.

At the town hall, Sood interacted with parents and discussed the key provisions of the fee bill. During the interaction, comprehensive details related to the bill were shared with parents, such as how the bill was implemented, what rights parents have under it and how they can be part of this change.

Sood assured parents that every child in the capital would now get quality education and that no one would be deprived of education due to financial reasons

Around 200 parents from Janakpuri participated in the programme, discussed the bill with the minister and sought information on various provisions. They also shared several important suggestions and requested him to address their concerns at the earliest.

Sood assured parents that every child in the capital would now get quality education and that no one would be deprived of education due to financial reasons. "Private schools are necessary for Delhi, but transparency and accountability in fee fixation are equally essential," he said.

Addressing the parents, Sood said the bill would ensure transparency in fee fixation, active participation of parents and veto power on fee hikes. "The previous govts did not create a robust system or law for fee regulation. We prepared this bill after discussions with parents and several education experts, which will not only curb the commercialisation of education but also protect children's dreams," he said.

Sood clarified that due to a loophole in the 1973 law, only 300 of Delhi's 1,700 private schools were subject to fee regulation. However, with the new law, all private schools will now come under the ambit of fee regulation, he said. The new process also lays down specific timelines – committee decision by July 15, district-level decision by July 30 and the final decision by Sept. "If no decision is made within 45 days, the matter will go to the appellate committee," he said.

Shri Sanjay Kumar flags off 34 students from India for Sakura Science Programme to Japan

Posted On: 16 AUG 2025 9:21PM by PIB Delhi

The National Education Policy (NEP) - 2020, while emphasizing the importance of Curriculum and Pedagogy in Schools, endorses that "Learning should be Holistic, Integrated, Enjoyable and Engaging in itself. Furthermore, the NEP-2020, states that in all stages, experiential learning will be adopted as standard pedagogy within each subject, and with explorations of relationships among different subjects.

In this context, educational trips and excursions to places of historical, cultural, social, scientific and technological importance are of paramount importance. Japan, as a developed and friendly nation known for its technological advancements, is also a preferred destination for educational exposure. Therefore, visiting a country like Japan is always enriching and provides an opportunity for exploration of innovative practices.



To broaden the intellectual horizons and foster scientific exploration among young learners, the Japan Science and Technology Agency (JST) has been implementing the 'Japan-Asia Youth Exchange Program in Science,' also known as the 'Sakura Science Programme,' since 2014. India was included in the Sakura Program in 2016. Under this programme, students are invited for short-term visits to Japan, providing them with the opportunity to experience Japan’s cutting-edge science and technology as well as its rich culture.

India participated in the program for the first time in April 2016. So far, 639 students along with 93 supervisors have visited Japan under this programme. The most recent batch visited Japan in June 2025.



For the upcoming Sakura Programme 2025, JST has invited 34 school students and 3 supervisors from India, alongside participants from six other countries (Egypt, Ghana, Kenya, Nigeria, South Africa and Zambia), for the period between August 17th to August 23rd, 2025. These 34 students (13 boys & 21 girls) are from Government Schools of Andhra Pradesh, Bihar, Delhi, Himachal Pradesh, Lakshadweep, Odisha, Puducherry, West Bengal and Demonstration Multipurpose Schools of RIEs-NCERT at Ajmer (Rajasthan), Bhopal (Madhya Pradesh), Bhubaneswar (Odisha) and Mysore (Karnataka).



The enthusiastic students were flagged off in a ceremony at NCERT, New Delhi, organized by the Department of School Education & Literacy (DoSEL), Ministry of Education (MoE), Government of India. The flagging-off ceremony for the Sakura Science Program was conducted by Sh. Sanjay Kumar, Secretary, Department of School Education & Literacy, Ministry of Education, Government of India, Prof. Prakash Chandra Agrawal, Joint Director, NCERT, and Smt. Archana Sharma Awasthi, Joint Secretary, Department of School Education & Literacy, Ministry of Education, Government of India.

During the event, Sh. Sanjay Kumar offered inspiring words to the students and the supervisor teachers, emphasizing that the program presents a golden opportunity for them to explore a developed nation like Japan. He conveyed that immersing themselves in Japan's highly advanced system is short of a blessing. He further stressed the imperative for all students and their accompanying teachers to fully appreciate the immense importance of this Sakura Science journey, recognizing its profound impact on shaping future innovators and strengthening bilateral ties.

Mr Sanjay Kumar highlighted the importance of our country's language by saying that Indian students should greet by Namaste as the entire world now knows this Indian greeting thanks to our Prime Minister NarendraModi.

He mentioned that we should know the fact that Japanese are famous for their punctuality and we must learn it from there, as there's a famous saying "time and tide wait for none".

He highlighted that Japan's history and their economic growth is something to study about and we can take Japan as an example and take India forward with the same approach.

He mentioned that Japan is known for their culture and even tea. The way they behave is also a part of their culture and they take it very seriously. We, Indians also have our great culture and we should take pride in it.

Japanese Cherry blossom is a sight to behold and they keep their environment clean. The 34 students going to Japan are the young ambassadors of India, so make friends, observe, learn and adopt from them as much as you can.

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MV/AK

MOE/DoSEL/16 August 2025

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NCERT's new partition modules put spotlight on Congress, Jinnah, and Mountbatten

The modules portray Partition as a human catastrophe without parallel, marked by large-scale massacres, the forced migration of nearly 15 million people, horrific cases of sexual violence, and refugee trains reaching their destinations carrying nothing but the bodies of those slaughtered en route.



NCERT's new partition modules put spotlight on Congress, Jinnah, and Mountbatten.

IMAGE SOURCE : NCERT

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the National Council of Educational Research and Training (NCERT) has reshaped how young Indians will be taught about the division of the country. The educational body argues that the Partition of India and the birth of Pakistan were not inevitable, but the result of three key actors:

1. Jinnah, who demanded it,
2. The Congress leadership, which accepted it, and
3. Mountbatten, who hurriedly formalised and implemented it.

Congress leaders "Underestimated Jinnah"

The modules hold the Congress leadership accountable for conceding to Partition, suggesting that Jawaharlal Nehru and Sardar Patel underestimated Jinnah's intent and failed to grasp the horrific consequences of division. They also underline that Indian leaders had li experience in administration, policing, or governance, which left them unprepared for t scale of violence and displacement that followed.

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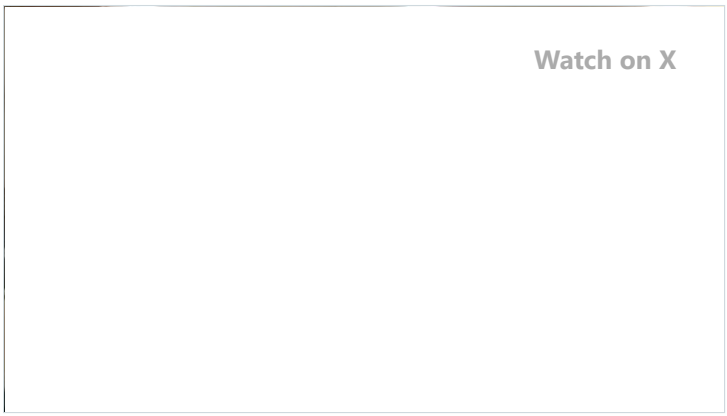
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A human tragedy without parallel

The texts describe Partition as an "unprecedented human tragedy", recounting the mass killings, displacement of nearly 1.5 crore people, sexual violence, and refugee trains arriving "filled only with corpses." Events like the Noakhali and Calcutta riots (1946) and the Rawalpindi massacres (1947) are highlighted as early signs of the horror.

Turning point: Direct action day

The modules point to Direct Action Day (Augu 1946), when the Muslim League called for ma mobilization that spiraled into widespread bloodshed. Jinnah's warning, "Either a divided India or a destroyed India," is described as the

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The modules call this decision a "great act of carelessness", which left millions confused about which nation they belonged to even on the day of Independence.

The long shadow of partition

According to the secondary-stage module, the ripple effects of Partition continue: from the Kashmir conflict and communal divisions in politics to Pakistan waging wars and later resorting to cross-border terrorism. "All this is a consequence of Partition," the text declares.

Lessons for the future

In a reflective conclusion, the modules warn future generations against political shortsightedness. "Concessions to violent groups in the hope of peace only whet their appetite for more violence," it notes. The overarching message: India must reject communal politics and choose leaders who put national interests above personal or party gains.

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NCERT special module terms Jinnah, Congress, Viceroy Mountbatten 'culprits' of India's partition

Congress party says such books should be burnt

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India-Pakistan Border in Wagah Credit: iStock Photo

New Delhi: The National Council of Educational Research and Training (NCERT) has caused yet another row by claiming that three entities were responsible for the Partition — Mohammad Ali Jinnah, the Congress and Mountbatten. In retaliation, the Congress party said that such books should be burnt.

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Also Read: NCERT book shows Jaisalmer as part of Maratha Empire, attracts royal family's ire



"There were three elements responsible for the Partition of India: Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it," the special module says.

The module also quotes Jawaharlal Nehru saying: "We have come to a stage when we must either accept division or face continued conflict and chaos. Partition is bad. But whatever the price of unity, the price of civil war would be infinitely greater."

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These are not textbooks but in addition to them. One of these modules is designed for the middle stage for Classes 6 to 8, and the other is for the secondary stage for Classes 9 to 12.

The module also says that both Nehru and Sardar Patel eventually accepted Partition to avoid the possibility of a civil war. Mahatma Gandhi who was opposed to the idea of Partition, too, gave up, it said. "In fact, Nehru and Patel accepted Partition due to the fear of civil war. Upon their agreeing, Mahatma Gandhi, also gave up his opposition...," it notes.

The module adds that Patel called it "bitter medicine", while Nehru described it as "bad but unavoidable".

Congress spokesperson Pawan Khera said that the book must be burned.

"Set this book on fire ...The truth is that Partition happened because of the collaboration between the Hindu Mahasabha and the Muslim League. If history has the biggest villain, it is the RSS. Future generations will not forgive the role it played in spying, which it continued for 25 years at that time. And in that spying, there was collaboration with Muslims and with Jinnah," he said.

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NCERT new modules blame Congress for partition, say leaders 'underestimated Jinnah' and failed to foresee horrors

ANI | Updated: Aug 16, 2025 13:05 IST

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New Delhi (/topic/new-delhi) [India], August 16 (ANI): NCERT (/topic/ncert)'s new special modules on the Partition (/topic/partition) of India have placed significant responsibility on the Congress leadership for the division of the country, saying they "accepted the plans of Partition (/topic/partition)" and "underestimated Jinnah" while failing to anticipate the long-term horrors that followed.

Two modules, one for the middle stage and another for the secondary stage, were released this August to mark Partition (/topic/partition) Remembrance Day.

"The Partition (/topic/partition) of India and the creation of Pakistan were by no means inevitable," the module states. Instead, they argue, three actors shaped the division, "Jinnah, who demanded it; the Congress, which accepted it; and Mountbatten, who formalised and implemented it."

The secondary stage module notes, "None of the Indian leaders had experience in running national or even provincial administration, the army, police, etc. Hence, they had no idea of the massive problems that would naturally arise... Otherwise, such haste would not have been made."

The modules describe Partition (/topic/partition) as an "unprecedented human tragedy, with no parallel in world history." They document mass killings, the displacement of nearly 1.5 crore people, large-scale sexual violence, and trains of refugees arriving "filled only with corpses, having been slaughtered en route."

One section notes, "Some horrors began even before Partition (/topic/partition) was finalised... The horrific events in Noakhali and Calcutta (1946), and Rawalpindi, Thoha, and Beval (March 1947) stand as chilling examples."

The content highlights that the Muslim League's Direct Action Day in August 1946, accompanied by violence, was a turning point. It cites Jinnah's warning, "Either a divided India or a destroyed India," as pressure that led Congress leaders Nehru and Patel to finally concede.

The secondary module also links Partition (/topic/partition) directly to enduring challenges, including the Kashmir conflict, communal politics, and external pressures on India's foreign policy.

"Pakistan has waged three wars to annexe Kashmir and, after losing them, adopted a policy of exporting jihadist terrorism... All this is a consequence of Partition (/topic/partition)," it states.

Even Jinnah, the module notes, later admitted he had not expected Partition (/topic/partition) to materialise in his lifetime: "I never thought it would happen. I had never expected to see Pakistan in my lifetime."

For younger students (/topic/students), the middle stage module narrates the Partition (/topic/partition) in simpler terms but strikes the same note of shared responsibility. It states, "There were three elements responsible for the Partition (/topic/partition) of India: Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it."

The section also emphasises Mountbatten's role in advancing the transfer of power from June 1948 to August 1947, calling the haste "a great act of carelessness" that left millions unaware which country they belonged to even after Independence Day.

The modules conclude by framing Partition (/topic/partition) as a warning for future generations: "Shortsightedness in rulers can become a national catastrophe. Giving concessions to violence to gain peace results in whetting the appetite of violence-prone groups."

They emphasise that recalling the "horrors of Partition (/topic/partition)" is crucial only if India draws lessons, rejecting communal politics and ensuring leadership that prioritises national welfare over personal or party interests. (ANI)

TAGS NCERT (/topic/ncert/) Partition (/topic/partition/) students (/topic/students/) New Delhi (/topic/new-delhi/) congress (/topic/congress/)

NCERT new modules blame Congress for partition, say leaders 'underestimated Jinnah' and failed to foresee horrors

ANI Last Updated: Aug 16, 2025, 02:28:00 PM IST

Synopsis
New NCERT modules hold Congress partly responsible for India's Partition. The modules cite Jinnah's demands, Congress's acceptance, and Mountbatten's implementation as key factors. They highlight the tragedy's immense human cost, including violence and displacement. Modules link Partition to ongoing issues like the Kashmir conflict. They emphasize lessons for future leaders, warning against shortsightedness and communal politics.



NCERT new modules blame Congress for partition, say leaders 'underestimated Jinnah' and failed to foresee horrors

New Delhi: **NCERT**'s new special modules on the **Partition of India** have placed significant responsibility on the Congress leadership for the division of the country, saying they "accepted the plans of Partition" and "underestimated Jinnah" while failing to anticipate the long-term horrors that followed.

Two modules, one for the middle stage and another for the secondary stage, were released this August to mark Partition Remembrance Day.

"The Partition of India and the creation of Pakistan were by no means inevitable," the module states. Instead, they argue, three actors shaped the division, "Jinnah, who demanded it; the Congress, which accepted it; and Mountbatten, who formalised and implemented it."

The secondary stage module notes, "None of the Indian leaders had experience in running national or even provincial administration, the army, police, etc. Hence, they had no idea of the massive problems that would naturally arise... Otherwise, such haste would not have been made."

The modules describe Partition as an "unprecedented human tragedy, with no parallel in world history." They document mass killings, the displacement of nearly 1.5 crore people, large-scale sexual violence, and trains of refugees arriving "filled

only with corpses, having been slaughtered en route."

One section notes, "Some horrors began even before Partition was finalised... The horrific events in Noakhali and Calcutta (1946), and Rawalpindi, Thoha, and Beval (March 1947) stand as chilling examples."

The content highlights that the Muslim League's **Direct Action Day** in August 1946, accompanied by violence, was a turning point. It cites Jinnah's warning, "Either a divided India or a destroyed India," as pressure that led Congress leaders Nehru and Patel to finally concede.

The secondary module also links Partition directly to enduring challenges, including the Kashmir conflict, communal politics, and external pressures on India's foreign policy.

"Pakistan has waged three wars to annexe Kashmir and, after losing them, adopted a policy of exporting jihadist terrorism... All this is a consequence of Partition," it states.

Even Jinnah, the module notes, later admitted he had not expected Partition to materialise in his lifetime: "I never thought it would happen. I had never expected to see Pakistan in my lifetime."

For younger students, the middle stage module narrates the Partition in simpler terms but strikes the same note of shared responsibility. It states, "There were three elements responsible for the Partition of India: Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it."

The section also emphasises Mountbatten's role in advancing the transfer of power from June 1948 to August 1947, calling the haste "a great act of carelessness" that left millions unaware which country they belonged to even after Independence Day.

The modules conclude by framing Partition as a warning for future generations: "Shortsightedness in rulers can become a national catastrophe. Giving concessions to violence to gain peace results in whetting the appetite of violence-prone groups."

They emphasise that recalling the "horrors of Partition" is crucial only if India draws lessons, rejecting communal politics and ensuring leadership that prioritises national welfare over personal or party interests.

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News

NCERT drops Maratha empire, regional powers from history books in major syllabus overhaul

New textbooks under NEP 2020 eliminate transitional period between Mughal decline and British rule, sparking debate over 'missing middle' in Indian history narrative



NCERT officials defend the changes as "rationalisation" to prevent curriculum overload (Image: EdexLive Desk)

EdexLive Desk

Published on: 16 Aug 2025, 1:01 pm

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According to a report by *India Today*, the National Council of Educational Research and Training (NCERT) has implemented sweeping changes to middle school history textbooks that fundamentally alter how students learn about early modern Indian history.

The revised textbooks, introduced under the National Education Policy (NEP) 2020, have eliminated crucial chapters covering the decline of the Mughal Empire and the subsequent rise of regional powers including the Marathas.

Major omissions reshape narrative

The most significant change appears in the Class 8 textbook "Exploring Society: India and Beyond," where sections detailing political developments after Emperor Aurangzeb's death in 1707 have been completely removed. Students now encounter a direct jump from Mughal rule to British colonial dominance.

The deleted content previously covered how regional kingdoms emerged as the Mughal Empire contracted, including Maratha power and various Afghan contests

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for supremacy. This "missing middle" leaves students without understanding of transitional decades that shaped India's political landscape.

Other major cuts include a comprehensive two-page table in Class 7 listing Mughal emperors and their policies, and Class 12's "Theme 9: Kings and Chronicles, The Mughal Courts" chapter. Notable regional figures like Tipu Sultan, Haidar Ali, and the Anglo-Mysore Wars have also been dropped from Class 8.

Reframed approach

The remaining Mughal content has been significantly reframed. Babur is now characterised as "ruthless," while Akbar's reign combines political accommodation with coercion. Aurangzeb is noted for "religious intolerance" alongside military achievements.

A new "No-Blame" footnote instructs students to study historical figures contextually rather than making moral judgments, reflecting the NEP's emphasis on critical thinking.

Justification vs criticism

NCERT officials defend the changes as "rationalisation" to prevent curriculum overload, arguing that Mughal history continues in other classes. The government states that individual states can include regional content through supplementary materials.

Critics argue these deletions strip away historical complexity and deprive students of understanding India's composite history. The controversy reflects broader tensions between streamlined curricula advocates and historians warning against selective omissions.

As NEP 2020 implementation continues, these revised textbooks represent a test case for curriculum reform, with success depending on classroom reception and ongoing public debate shaping future revisions.

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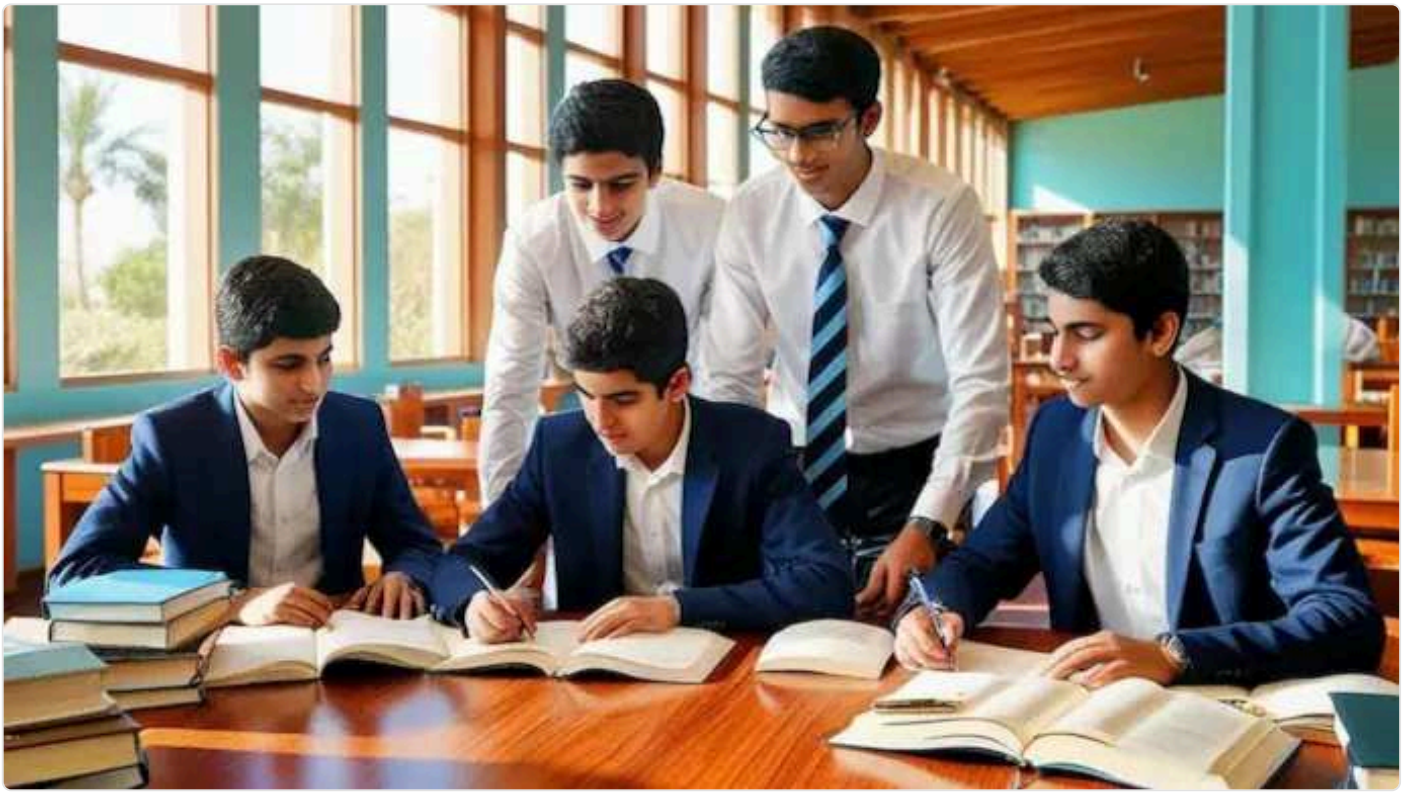
How NEP 2020 can transform Indian learning at par with international standards

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NEP, 2020, is a vision for a flexible, holistic, and inclusive education system that fuels the growth of young minds, while fulfilling their tech-based learning needs.

India Today Education Desk
New Delhi, UPDATED: Aug 16, 2025 20:23 IST

India's National Education Policy (NEP) 2020 is one of the most impactful and ambitious overhauls of India's education system, as it leads the way to transform the education ecosystem at large. The government has made some pathbreaking reforms, with the inclusion of a progressive framework that focuses on eliminating the redundancy from outdated curricula, rote learning, and limited up-skilling practices. NEP, 2020, is a vision for a flexible, holistic, and inclusive education system that fuels the growth of young minds, while fulfilling their tech-based learning needs.

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A NEW FOUNDATION: THE 5+3+3+4 MODEL

As per NEP 2020, the school curriculum has been restructured to a 5+3+3+4 system, revamping the old 10+2 model. This framework is in line with the cognitive development cycle of a child:

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Preparatory Stage (3 years): Grades 3 to 5

Middle Stage (3 years): Grades 6 to 8

Secondary Stage (4 years): Grades 9 to 12

With the foundational learning forming the core of this framework, starting from age 3, this new foundation paves the way for Early Childhood Care and Education (ECCE), ensuring children are given structured stimulation in their early years.

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NEP 2020 strongly develops reforms and structures to promote skill-based and vocational education. The goal of NEP 2020 is to ensure that skill-based, and vocational education is implemented as early as Grade 6 with compulsory internships.

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The policy introduces a flexible learning approach by offering multiple exit options for the students pursuing undergraduate education. It states that students can exit after 1 year with a certificate, after 2 years with a diploma and after 3-4 years with a degree.

To promote digital scoring, the policy also introduces **Academic Bank of Credits (ABC)** that digitally store student credits, making it easy for them to take academic breaks and resume education when they can.

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The policy gives special emphasis to the aspect of **technology in education** and specifically recommends the development of digital infrastructure, e-content, and le platforms.


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At the same time, it also promotes **digital equity**, making sure that remote and underprivileged students are not left behind.

NEP 2020 also strongly advocates **inclusive education** for learners with disabilities and those coming from socio-economically backwards backgrounds, promoting equity and access for all.

EFFECTIVE IMPLEMENT IS THE KEY!

NEP 2020 lays down a progressive vision for the Indian education system, the only challenge being its effective implementation.

It is necessary that the centre and state government work in close collaboration to ensure that the policies are implemented across all educational institutions and communities.

Curriculum development, teacher training, infrastructure development, and public awareness must be given special emphasis to lay strong pillars of strength for the Indian education system.

(THE ARTICLE IS AUTHORED BY AMAN SAHANI, DIRECTOR, THE BEACON SCHOOL, GURUGRAM)

- Ends

Published By: Rishab Chauhan

Published On: Aug 16, 2025

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"If there is a villain in this history, then it is the Rashtriya Swayamsevak Sangh. Generations will not forgive them," Pawan Khera said. Photo: X/@Pawankhera (Screengrab)

India

Congress slams NCERT partition module, says 'set book on fire'; BJP hits back

Pawan Khera claimed important historical dates were omitted from the book, which held the Congress responsible for partition, along with Muhammad Ali Jinnah and Lord Mountbatten

The Federal

16 Aug 2025 9:01 PM

The National Council of Educational Research and Training (NCERT) on Saturday (August 16) faced the Congress's ire after releasing a special module to remember the "Partition Horrors Remembrance Day", which held, besides the Opposition party, former Muslim League leader Muhammad Ali Jinnah, and British Viceroy Lord Mountbatten, responsible for the country's partition in 1947.

The ruling Bharatiya Janata Party (BJP) also hit back at the Congress, triggering a full-blown war of words.

The 'Partition Horrors Remembrance Day' is observed on August 14 every year since 2021 to remember the victims and sufferings of people during the partition.

Also read: Kerala governor's circular on 'Partition Horrors Day' triggers fresh rift with govt

At a press conference in New Delhi, senior Congress leader Pawan Khera lashed out at the council over its new module, saying it overlooked important facts and presented a concocted history. He also called the Rashtriya Swayamsevak Sangh (RSS), the ideological mentor of the BJP, the biggest villain in the country's history.

Khera gives historical account

“Is 1938 mentioned or not (in the NCERT module)?” Khera, who is the chairman of the All India Congress Committee’s (AICC) media and publicity department, asked, adding that the year was “a very significant date” when the Hindu Mahasabha’s national conference in Gujarat announced that Hindus and Muslims could not live as one nation.

“Let us move forward to 1940. Is it there in the module?” he continued, saying Jinnah reiterated the same idea at the Muslim League’s session in Lahore that year. He said the former governor-general of Pakistan repeated what the Hindu Mahasabha said after just two years.

Also read: ‘Akhand Bharat is a very ugly word’: Historian Pushpesh Pant

Defending the Congress, Khera said, in 1942, leaders of the party left provincial assemblies to join the Quit India Movement led by Mahatma Gandhi.

“Hindu Mahasabha and Muslim League made alliance regimes in provinces including NWFP, Bengal, Sindh. In the Sindh Assembly, the partition proposal was tabled by Hindu Mahasabha and Muslim League. Is it written in the NCERT module?” the leader asked.

'Set book on fire'

“Set fire to the book if all this is not mentioned in it,” he said. Khera then alleged that it was the “jugalbandi” (in tandem) of the Mahasabha and League that India was partitioned.

“If there is a villain in this history, then it is the Rashtriya Swayamsevak Sangh. Generations will not forgive them,” he said.

What the module said

The NCERT module, in a section titled ‘Culprits of the Partition’, said, “Ultimately, on August 15, 1947, India was divided. But this was not the doing of any one person. There were three elements responsible for the Partition of India: Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it.”

Also read: Eight non-fiction books that capture the tragedy and trauma of Partition, and its aftermath

It added, “But Mountbatten proved to be guilty of a major blunder. He preponed the date for the transfer of power from June 1948 to August 1947. He persuaded everyone to agree to this. Because of this, complete preparations could not be made before the Partition. The demarcation of the Partition boundaries was also done hastily. For that, Sir Cyril Radcliffe was given only five weeks. In Punjab, even two days after 15 August 1947, millions of people did not know whether they were in India or in Pakistan. Such haste was a great act of carelessness.”

The module, which said the country’s partition was not inevitable, claimed that Jawaharlal Nehru, the first prime minister, and Sardar Vallabhbhai Patel, the first deputy prime minister and home minister, accepted Partition due to the fear of civil war. And when the duo agreed, Mahatma Gandhi also gave up his opposition to Partition.

The material has been prepared in separate versions for Classes 6-8 and 9-12. It is a supplementary resource outside regular textbooks and will be used through posters, projects, and discussions in both English and Hindi.

Partition 'gave rise to security problems'

The module said the partition gave birth to future problems for India, including those related to security. “The remaining India became surrounded on two sides by unfriendly borders. This gave rise to new security problems. The communal animosity between the two major communities of the country remained. Apart from this, Kashmir emerged as a new problem, which had never existed in India before.”

Also read: PM Modi's I-Day speech: Clear bid to placate RSS ahead of its centenary

The module also mentioned what Prime Minister Narendra Modi said while announcing the 'Partition Horrors Remembrance Day' in 2021.

“Partition’s pains can never be forgotten. Millions of our sisters and brothers were displaced, and many lost their lives due to mindless hate and violence,” he said in a post on X (formerly Twitter).

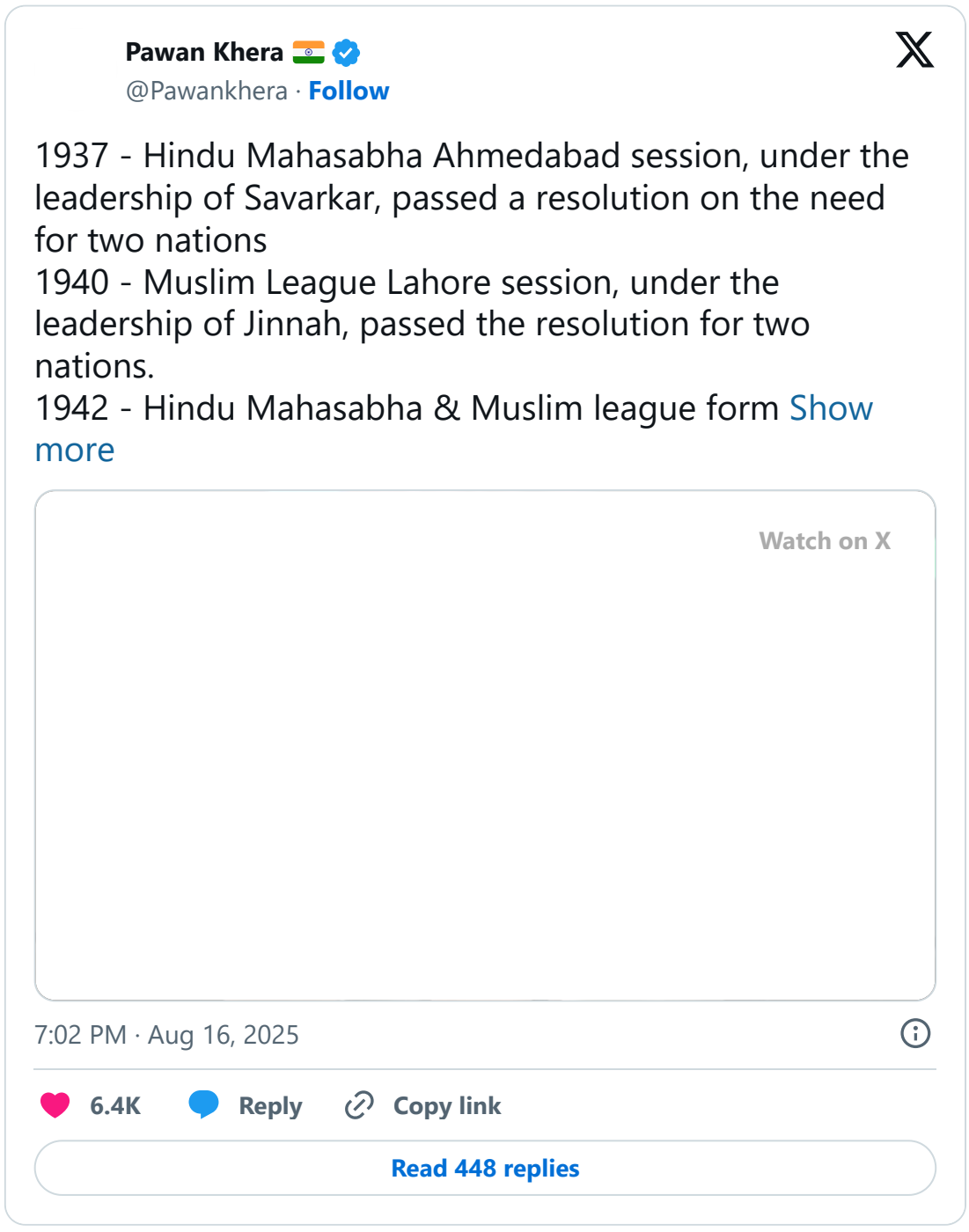
BJP blames Congress

Responding to Khera's statement on the NCERT module, BJP national spokesperson Shehzad Poonawalla on Saturday counter-accused the Congress of not stopping the partition.

"I want to ask Congress...Who had the power to stop this at the last moment?... Everyone knows the two-nation theory, which was implemented by Congress and Muhammad Ali Jinnah. Congress still talks about Muslim first and the partition of India...," he said.

Gaurav Bhatia, another national spokesperson of the BJP, mocked the Congress as the "Rahul-Jinnah" party and said it was upset with the truth.

He said Rahul Gandhi, the Leader of Opposition in Lok Sabha, is synonymous with Jinnah. According to him, the former Pakistani leader's "poisonous thinking of appeasement and communalism is also seen in today's fake Gandhi, Rahul Gandhi and the Congress".



Congress Pawan Khera BJP Pakistan NCERT

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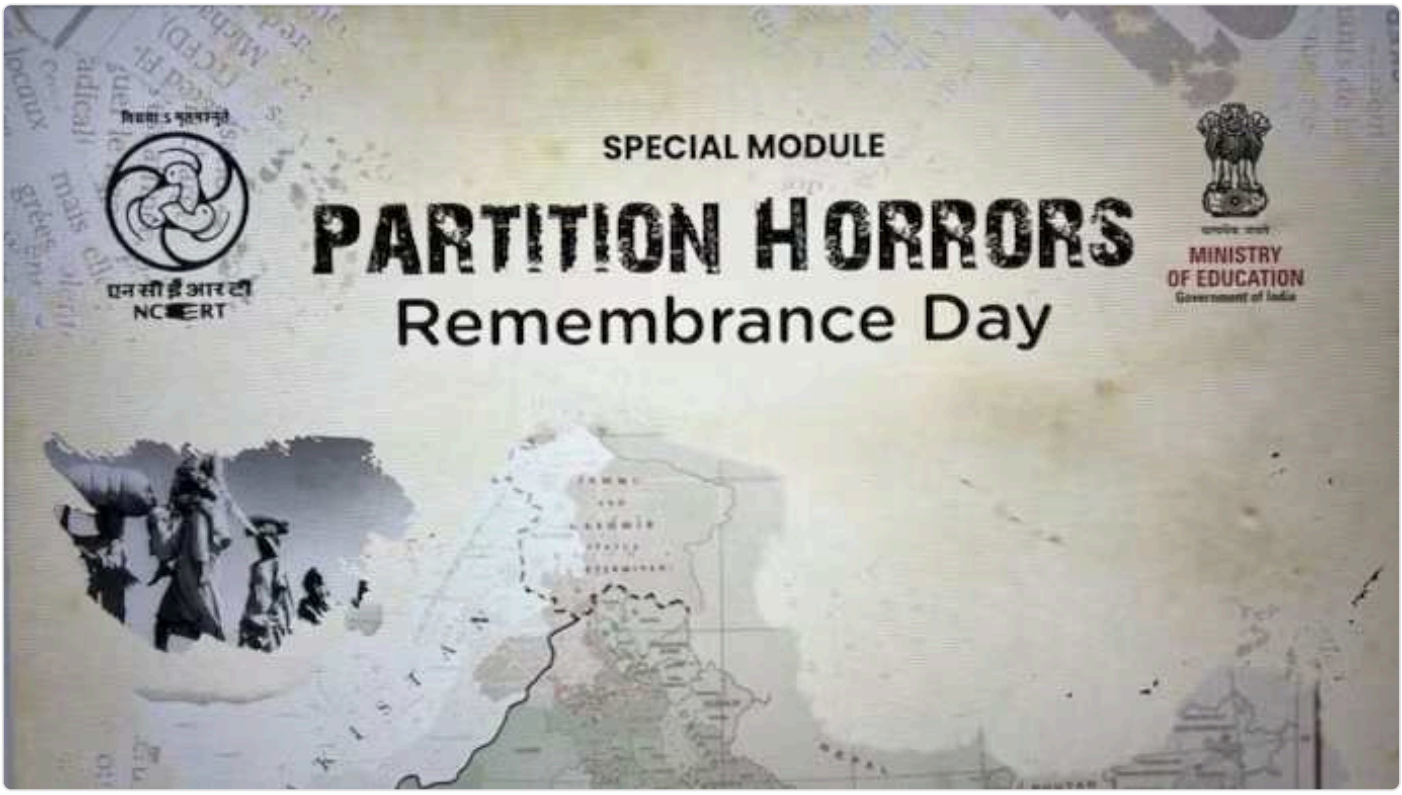
Set fire to book if facts missing: Congress slams NCERT's Partition module

An NCERT module to mark Partition Horrors Remembrance Day holds Muhammad Ali Jinnah, the Congress, and then Viceroy Lord Mountbatten responsible for the partition. The module has evoked a sharp reaction from the Congress.

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NCERT released a special module for schools to mark Partition Horrors Remembrance Day.

India Today News Desk
New Delhi, UPDATED: Aug 16, 2025 17:50 IST
Edited By: Anuja Jha

In Short

- Congress's Pawan Khera criticises NCERT module on Partition for omitting key facts
- NCERT Module blames Jinnah, Congress and Mountbatten for Partition
- Khera highlights Hindu Mahasabha and Muslim League's roles ignored in module

Congress leader Pawan Khera on Saturday launched a sharp attack on the **NCERT's new module** on Partition Horrors Remembrance Day, alleging that it omits crucial facts and presents a distorted history.

The special module was released by NCERT to mark Partition Horrors Remembrance Day. It holds Muhammad Ali Jinnah, the Congress, and then Viceroy Lord Mountbatten responsible for India's division.

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The module has not gone down well with the Congress.

“Is 1938 mentioned or not [in the NCERT module]?” Khera asked, stressing that the year was “a very significant date” when the Hindu Mahasabha’s national conference in Gujarat declared that Hindus and Muslims could not live in one country.

“Let us move forward to 1940. Is it there in the module?” he said, pointing out that Jinnah repeated the same idea at the Muslim League’s Lahore session. “It was floated in 1938 by the Hindu Mahasabha, Jinnah repeated it in 1940.”

Khera further claimed that in 1942, when Congress leaders resigned from provincial assemblies to join the Quit India movement, “Hindu Mahasabha and Muslim League made alliance regimes in provinces including NWFP, Bengal, Sindh. In the Sindh Assembly, the partition proposal was tabled by Hindu Mahasabha and Muslim League. Is it written in the NCERT module?”

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“Set fire to the book if all this is not mentioned in it,” Khera said. “Partition happened due to the jugalbandi of Hindu Mahasabha and Muslim League. If there is a villain in this history, then it is the Rashtriya Swayamsev[illegible] Sangh. Generations will not forgive them.

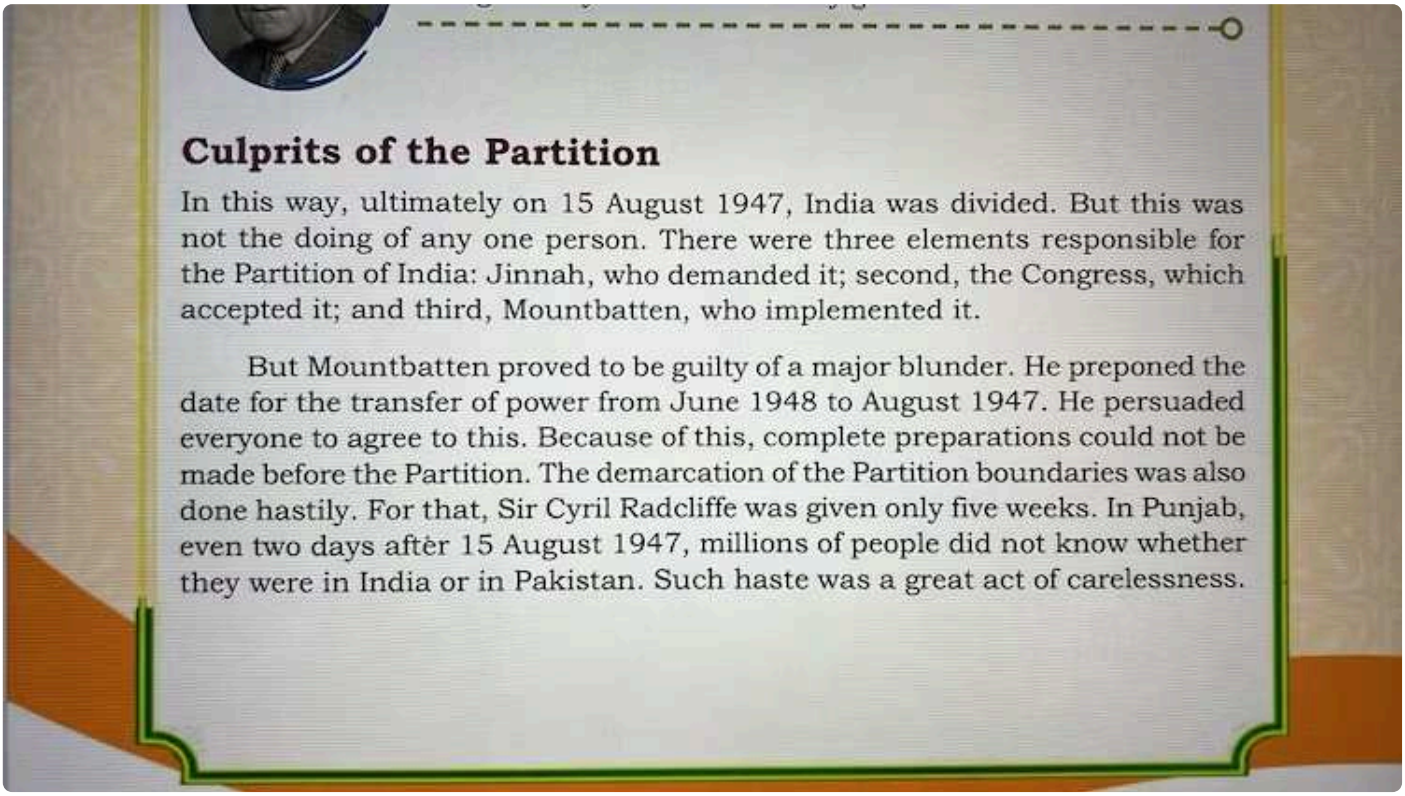
W[illegible]MODULE SAYS


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In a section titled “culprits of Partition,” the NCERT module states: “Ultimately, on August 15, 1947, India was divided. But this was not the doing of any one person. There were three elements responsible for the Partition of India: Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it. But Mountbatten proved to be guilty of a major blunder.”



Culprits of the Partition

In this way, ultimately on 15 August 1947, India was divided. But this was not the doing of any one person. There were three elements responsible for the Partition of India: Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it.

But Mountbatten proved to be guilty of a major blunder. He preponed the date for the transfer of power from June 1948 to August 1947. He persuaded everyone to agree to this. Because of this, complete preparations could not be made before the Partition. The demarcation of the Partition boundaries was also done hastily. For that, Sir Cyril Radcliffe was given only five weeks. In Punjab, even two days after 15 August 1947, millions of people did not know whether they were in India or in Pakistan. Such haste was a great act of carelessness.

The text accuses Mountbatten of advancing the transfer of power from June 1948 to August 1947, calling the rushed demarcation of boundaries a “great act of carelessness.” It says: “In Punjab, even two days after 15 August 1947, millions of people did not know whether they were in India or in Pakistan.”

The module highlights the 1940 Lahore Resolution, where Jinnah declared that Hindus and Muslims belonged to “two different religious philosophies, social customs, and literatures.” It notes that while Jinnah pushed for Partition, he later admitted: “I never thought it would happen. I never expected to see Pakistan in my lifetime.”

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It quotes Sardar Vallabhbhai Patel as saying, “India had become a battlefield, and it was better to partition the country than to have a civil war.”

Mahatma Gandhi’s stance is also included: he opposed Partition but “would not stop Congress from accepting it with violence.” Patel had called it “bitter medicine,” while Jawaharlal Nehru described it as “bad” but “unavoidable.”

The material, prepared in separate versions for Classes 6–8 and 9–12, is a supplementary resource outside regular textbooks. It is meant to be used through posters, projects, discussions and debates in English and Hindi.

Both versions open with Prime Minister Narendra Modi’s 2021 message announcing Partition Horrors Remembrance Day, quoting his post on X: “Partition’s pains can never be forgotten. Millions of our sisters and brothers were displaced, and many lost their lives due to mindless hate and violence.”

The module also notes that Partition turned Kashmir into a new security problem for India, with Pakistan and other countries continuing to use the issue to put pressure on New Delhi.

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Published By: Anuja Jha

Published On: Aug 16, 2025

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C TS (31)

'Burn this document...' Congress fumes over new NCERT module on Partition

News Desk

16 August 2025, 03:49 PM IST

2 min

Partition happened due to nexus between Hindu Mahasabha and Muslim League, says Congress party

PIB Photo

The political controversy over the National Council of Educational Research and Training's (NCERT) new modules on the Partition of India, which partly blame the Congress party, has escalated with Congress spokesperson Pawan Khera demanding that the document be "burnt."

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In a press conference, Khera said, "Burn this document as it doesn’t tell the truth. Partition happened due to nexus between Hindu Mahasabha and Muslim League."

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The NCERT modules, released to mark Partition Horror Remembrance Day, are intended for middle and secondary school students and present new perspectives on the causes of the Partition.

Describing the "culprits of Partition," the text states that three players contributed to the event: Muhammad Ali Jinnah, who demanded it; the Congress, which accepted it; and Lord Mountbatten, who implemented it.

Congress blasts historical interpretation

The secondary-stage module also notes that Indian leaders at the time had no experience in running a national administration, suggesting that this inexperience contributed to the "haste" with which the Partition was carried out.

Khera, however, rejected this interpretation and placed the blame squarely on other political groups. "RSS is danger to this nation. Idea of partition was first propagated by Hindu Mahasabha in 1938. It was repeated by Jinnah in 1940," he said.

The NCERT modules also highlight the long-term impacts of the Partition, including turning Kashmir into a major security issue that is exploited by foreign powers. They conclude by framing the Partition as a warning about the consequences of political shortsightedness and giving concessions to violence.

दैनिक जागरण, 17 अगस्त 2025, Pg - 3

खाली उत्तर पुस्तिकाएं एक वर्ष तक रखेगा सीबीएसई

- शैक्षणिक सत्र 2025-26 से लागू होगा नया नियम
- आर्थिक बोझ कम होने के साथ प्रक्रिया पारदर्शी होगी

जागरण संवाददाताए नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने बोर्ड परीक्षाओं की उत्तर पुस्तिकाओं को सिर्फ एक वर्ष तक ही रखने का निर्णय लिया है। बोर्ड अधिकारियों के मुताबिक अब किसी भी वार्षिक परीक्षा की बची हुई उत्तर पुस्तिकाएं सिर्फ एक वर्ष तक ही रखी जाएंगी। निर्धारित अवधि पूरी होने पर उन्हें नष्ट कर दिया जाएगा। यह व्यवस्था शैक्षणिक सत्र 2025-26 की बोर्ड परीक्षाओं से लागू होगी।

सीबीएसई की गवर्निंग बाडी ने यह निर्णय लिया है, जिसमें बड़ी संख्या में अप्रयुक्त उत्तर पुस्तिकाएं हर वर्ष बर्बाद होती हैं। बोर्ड के अनुसार केवल पिछले वर्ष ही उत्तर पुस्तिकाओं की प्रिंटिंग, भंडारण और परिवहन पर करीब तीन करोड़ रुपये खर्च किए गए थे। इस खर्च में उन कापियों की लागत भी शामिल है, जो इस्तेमाल नहीं हो सकीं। इन अप्रयुक्त कापियों को अगले वर्ष दोबारा उपयोग में लाने के लिए पन्ने बदलने, री-बाइंडिंग और लाजिस्टिक व्यवस्था पर और अधिक खर्च करना पड़ता है। सीबीएसई अधिकारियों के मुताबिक, यह कदम खर्चों में कमी लाएगा और परीक्षा प्रक्रिया को पारदर्शी बनाएगा।

संडे नवभारत टाइम्स, 17 अगस्त 2025, Pg - 15

NCERT किताब में जिन्ना, कांग्रेस विभाजन के दोषी

17 पेज का स्पेशल कंटेंट, बीजेपी-कांग्रेस आमने-सामने

■ NBT रिपोर्ट, नई दिल्ली

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (NCERT) ने 'विभाजन विभीषिका स्मृति दिवस' के मौके पर विशेष मॉड्यूल जारी किया है, जिसमें कहा गया है कि देश के विभाजन के लिए उस समय जिन्ना, कांग्रेस और तत्कालीन वायसराय माउंटबेटन जिम्मेदार हैं। विशेष मॉड्यूल में बताया गया है कि जिन्ना ने अलग पाकिस्तान की बात करते हुए विभाजन की मांग रखी थी, जिसे कांग्रेस ने स्वीकार किया और माउंटबेटन ने इसे लागू करने में बड़ी भूमिका निभाई। कश्मीर समस्या विभाजन के बाद उभरी और इस समस्या ने देश की विदेश नीति के लिए एक चुनौती पैदा कर दी। वहीं, एनसीईआरटी के इस मॉड्यूल पर राजनीति भी तेज हो गई है।

NCERT ने 'विभाजन विभीषिका स्मृति दिवस' पर विशेष मॉड्यूल जारी किया

कांग्रेस नेता पवन खेड़ा ने इन दावों को खारिज करते हुए कहा कि बंटवारे के पीछे आरएसएस की भी बड़ी भूमिका थी। वहीं, बीजेपी ने कांग्रेस पर इतिहास से भागने का आरोप लगाया।

एनसीईआरटी के विशेष मॉड्यूल में यह भी बताया गया है कि कुछ देश पाकिस्तान को सहायता देते रहते हैं और कश्मीर मुद्दे के नाम पर भारत पर दबाव बनाते रहते हैं। करीब 17 पेज के विशेष मॉड्यूल में लिखा है कि भारत का विभाजन गलत विचारों के कारण हुआ। मुस्लिम लीग ने 1940 में लाहौर में एक सम्मेलन आयोजित किया था, जहां लीग के नेता मुहम्मद अली जिन्ना ने कहा था कि हिंदू और मुसलमान दो अलग-अलग धार्मिक दर्शन, सामाजिक रीति-रिवाजों और साहित्य से संबंधित हैं।

AI Image



'सीमाओं का सीमांकन जल्दबाजी में हुआ'

भारत के विभाजन के लिए तीन तत्व जिम्मेदार थे। कांग्रेस ने जब जिन्ना की मांग को स्वीकार कर लिया तो उसके बाद माउंटबेटन ने इसे लागू किया। लेकिन माउंटबेटन एक बड़ी भूल के दोषी साबित हुए। माउंटबेटन ने सत्ता हस्तांतरण की तारीख जून 1948 से अगस्त 1947 कर दी। उन्होंने सभी को इसके लिए राजी कर लिया। इस वजह से, विभाजन से पहले पूरी तैयारी नहीं हो सकी। विभाजन की सीमाओं का सीमांकन भी जल्दबाजी में किया गया। इसके लिए सर सिरिल रेडक्लिफ को केवल 5 हफ़्ते का समय दिया गया। विभाजन के दो दिन बाद भी पंजाब में बड़ी संख्या में लोगों को पता ही नहीं था कि वे भारत में हैं या पाकिस्तान में। जल्दबाजी बहुत बड़ी लापरवाही थी।

जनसत्ता, 17 अगस्त 2025, Pg - 1

गांधी ने विरोध किया था, पटेल ने कहा था कि गृहयुद्ध से बेहतर है विभाजन **एनसीईआरटी का विशेष पाठ** बाद में, जिन्ना ने माना कि उन्होंने विभाजन की उम्मीद नहीं की थी

जिन्ना, कांग्रेस और माउंटबेटन भारत विभाजन के गुनहगार

जनसत्ता ब्यूरो
नई दिल्ली, 16 अगस्त।

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) द्वारा 'विभाजन विभीषिका स्मृति दिवस' के मौके पर जारी एक विशेष पाठ में भारत के बंटवारे के लिए मोहम्मद अली जिन्ना, कांग्रेस और तत्कालीन वायसराय लार्ड माउंटबेटन को जिम्मेदार ठहराया गया है।

पाठ में यह भी उल्लेख किया गया है कि विभाजन के बाद कश्मीर नई समस्या के रूप में उभरा। यह समस्या भारत में पहले कभी मौजूद नहीं थी और इसने देश की विदेश नीति के लिए चुनौती पैदा कर दी। इसमें यह भी कहा गया है कि कुछ देश पाकिस्तान को सहायता देते रहते हैं और कश्मीर मुद्दे के नाम पर भारत पर दबाव बनाते रहते हैं। इसमें कहा गया है, 'भारत का विभाजन गलत विचारों के कारण हुआ। भारतीय मुसलमानों की पार्टी, मुस्लिम लीग ने 1940 में लाहौर में एक सम्मेलन आयोजित किया। इसके नेता मोहम्मद अली जिन्ना ने कहा कि हिंदू और मुसलमान दो अलग-अलग धार्मिक दर्शन, सामाजिक रीति-रिवाज और साहित्य से संबंधित हैं।'

पाठ में यह भी उल्लेख किया गया है कि विभाजन के बाद कश्मीर नई समस्या के रूप में उभरा। यह समस्या भारत में पहले कभी मौजूद नहीं थी और इसने देश की विदेश नीति के लिए चुनौती पैदा कर दी।

एनसीईआरटी के विशेष पाठ में 'विभाजन के अपराधी' शीर्षक वाले खंड में कहा गया है, 'अंततः 15 अगस्त, 1947 को भारत का विभाजन हुआ। लेकिन यह किसी एक व्यक्ति का काम नहीं था। भारत के विभाजन के लिए तीन तत्व जिम्मेदार थे – जिन्ना, जिन्होंने इसकी मांग की दूसरे, कांग्रेस, जिसने इसे स्वीकार किया और तीसरे, माउंटबेटन, जिन्होंने इसे लागू किया। माउंटबेटन एक बड़ी भूल के दोषी साबित हुए।'

इसमें कहा गया कि माउंटबेटन ने सत्ता हस्तांतरण की तारीख जून 1948 से घटाकर अगस्त 1947 कर दी। उन्होंने सभी को इसके लिए सहमत कर लिया। इस वजह से विभाजन से पहले पूरी तैयारी नहीं हो सकी। सीमाओं का सीमांकन भी जल्दबाजी में किया गया। इसके लिए सर सिरिल रेडक्लिफ को केवल पांच सप्ताह का समय दिया गया। इसमें कहा गया है, 'पंजाब में 15 अगस्त 1947 के दो दिन बाद भी लाखों लोगों को यह नहीं पता था कि वे भारत में हैं या पाकिस्तान में। इतनी जल्दबाजी बहुत बड़ी लापरवाही थी।'

पाठ में जिन्ना को दोषी ठहराया गया है, लेकिन उनके हवाले से यह भी कहा गया है कि उन्होंने कभी नहीं सोचा था कि ऐसा होगा या वे अपने जीवनकाल में पाकिस्तान देख पाएंगे। इसमें कहा गया, 'बाद में, जिन्ना ने भी स्वीकार किया कि उन्होंने विभाजन की उम्मीद नहीं की थी। उन्होंने अपने सहयोगी से कहा, मैंने कभी नहीं सोचा था कि ऐसा होगा। मैंने अपने जीवनकाल में पाकिस्तान देखने की कभी उम्मीद नहीं की थी।' पाठ में सरदार वल्लभभाई पटेल के हवाले से कहा गया है, 'भारत में स्थिति विस्फोटक हो गई। भारत युद्ध का मैदान बन गया, और गृहयुद्ध की बजाय देश का विभाजन करना बेहतर है।' इसमें महात्मा गांधी के रुख का हवाला देते हुए कहा गया है कि उन्होंने विभाजन का विरोध किया था, लेकिन कांग्रेस के फैसले का हिंसा के कारण विरोध नहीं कर पाए।

एनसीईआरटी ने दो पाठ प्रकाशित किए हैं। इसमें छठी कक्षा से आठवीं (मध्य चरण) के लिए और नौवीं कक्षा से 12वीं (माध्यमिक चरण) के लिए एक-एक पाठ है। ये अंग्रेजी और हिंदी में पूरक पाठ हैं, नियमित पाठ्यपुस्तकों का हिस्सा नहीं हैं, और इनका इस्तेमाल परियोजनाओं, पोस्टरों, चर्चाओं और वाद-विवादों के माध्यम से किया जाना है। दोनों पाठ प्रधानमंत्री नरेंद्र मोदी के 2021 के संदेश के साथ शुरू होते हैं जिसमें विभाजन विभीषिका स्मृति दिवस मनाने की घोषणा की गई है।

The Sunday Tribune, 17 August 2025, Pg - 01, 16

Row as NCERT puts Partition blame on Congress, Jinnah

NEW DELHI: The NCERT has released a special module on the Partition, blaming Mohammad Ali Jinnah, Congress and Lord Mountbatten for the division of the nation. The module has also sparked a row as the BJP and the Congress traded barbs over the issue. Congress spokesperson Pawan Khera demanded that the module be burnt. He accused the Hindu Mahasabha and the Muslim League of "collaborating" for division of the nation. BACK PAGE

NCERT module blames Congress, Jinnah, Mountbatten for Partition

Sparks political slugfest as BJP, Cong trade barbs over issue

TRIBUNE NEWS SERVICE

NEW DELHI, AUGUST 16

The NCERT has released a special module on the Partition, blaming Mohammad Ali Jinnah, Congress and Lord Mountbatten for the division of the nation. The module has also sparked a political row as the BJP and the Congress traded barbs over the issue.

Refuting claims made in the module, Congress spokesperson Pawan Khera demanded that the module be burnt. He accused the Hindu Mahasabha and the Muslim League of "collaborating" for division of the nation into India and Pakistan.

"Set this book on fire, if it does not mention this. If history has the biggest villain, it is the RSS. Future generations will not forgive the role it played in spying, which it continued for 25 years. In that spying, there was collaboration with Muslims and Jinnah," Khera said.

BJP spokesperson Shehzad Poonawalla said, "We have come to know about the special module of the NCERT on Partition, but we cannot run away from facts. Who was at the helm at the time of partition — Muslim League and the Congress, which was led by Nehru."

"There are Nehru's statements in favour of Partition. Besides, wrong steps taken in greed of power and appeasement politics, led to the deaths of lakhs of people, rape of thousands and displacement of crores," he stated.

AIMIM MP Asaduddin Owaisi demanded that the book 'Muslims against Partition' by Shamsul Islam should also be included in the NCERT curriculum.

"This lie is told again and again about Partition. At that time, not even two to three Muslims had the right to vote, and today people blame us for the Partition. How were we responsible for that? There were those who fled from here, but those who were loyal stayed," he added.

The new NCERT module has stated that just before Direct Action Day in August 1946, Muslim League leader Muhammad Ali Jinnah threatened, "Either a divided India or a destroyed India."

It further mentioned that the "persistent" problem in Kashmir emerged after the Partition. The module stated, "The Kashmir issue, a new and persistent problem, emerged after the Partition. Pakistan has waged three wars to annex Kashmir and, after losing them, adopted a policy of exporting jihadist terrorism to inflict "a thousand cuts" on India from within. This has claimed thousands of lives, both civilian and military."

"All of this is a consequence of Partition. Previously, Kashmir had always been a peaceful and stable part of India, rarely the subject of any political or economic concern," the module said.

The book also quoted the July 1947 statement of Jawaharlal Nehru and Sardar Patel in favour of Partition.

The module stated that the Congress accepted the Partition mainly to avoid communal strife. As per the module, "Historically, three actors were responsible for Partition: Jinnah, who demanded it, the Congress, which accepted it, and Mountbatten, who formalized and implemented it. Thus, only when Jinnah remained adamant and Nehru and Patel reluctantly gave their consent did Mountbatten present Partition as a final solution."

"The British government tried their best to preserve India as one until the end. Viceroys Linlithgow and Wavell had both maintained that Partition will not solve the Hindu-Muslim problem. In London, Prime Minister Clement Attlee's government made various efforts to keep India united until May 1947. Even the Congress accepted Partition mainly to avoid such violence," it added.

The NCERT module claimed that Mountbatten preponed the date for the transfer of power from June 1948 to August 1947.

SET THE BOOK ON FIRE



"The truth is that the Partition happened because of the collaboration between the Hindu Mahasabha and the Muslim League. Set the book on fire if it does not mention all this. If history has the biggest villain, it is the RSS. them. **Pawan Khera**, CONGRESS SPOKESPERSON

NEHRU'S STATEMENTS IN FAVOUR OF DIVISION



We cannot run away from facts. Who was at the helm at the time of the Partition — the Muslim League and the Congress, led by Nehru. There are statements of Nehru in favour of division. **Shehzad Poonawalla**, BJP SPOKESPERSON

Sunday Pioneer, August 17, 2025, Page - 4

NCERT module blames Congress, Mountbatten, Jinnah for Partition

There were three elements responsible for the Partition of India: Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it. But Mountbatten proved to be guilty of a major blunder."

"He preponed the date for the transfer of power from June 1948 to August 1947. He persuaded everyone to agree to this. Because of this, complete preparations could not be made before the Partition. The demarcation of the Partition boundaries was also done hastily. For that, Sir Cyril Radcliffe was given only five weeks. In Punjab, even two days after 15 August 1947, millions of people did not know whether they were in India or in Pakistan. Such haste was a great act of carelessness," it said.

While the module blames Jinnah, it also quotes him saying he never thought it would happen or that he would see Pakistan in his lifetime. "Later, even Jinnah admitted that he had not expected Partition to happen. He told his aide, 'I never thought it would happen. I never expected to see Pakistan in my lifetime'," it said.

The module quotes Sardar Vallabhbhai Patel as saying that the situation in India had become explosive. "India had become a battlefield, and it was better to partition the country than to have a civil war."

It cites Mahatma Gandhi's stance, noting that he opposed Partition but would not resist the Congress' decision through violence. The text states: "He said that he could not be a party to the Partition, but he would not stop Congress from accepting it with violence."

NCERT has published two separate modules -- one for Classes 6 to 8 (middle stage) and another for Classes 9 to 12 (secondary stage). These are supplementary resources in English and Hindi, not part of regular textbooks, and are meant to be used through projects, posters, discussions and debates.

Both modules open with Prime Minister Narendra Modi's 2021 message announcing the observance of Partition Horrors Remembrance Day.

Quoting the prime minister's post on X (formerly Twitter), the book mentions, "Partition's pains can never be forgotten. Millions of our sisters and brothers were displaced, and many lost their lives due to mindless hate and violence. In memory of the struggles and sacrifices of our people, 14th August will be observed as Partition Horrors Remembrance Day."

The module for middle-stage classes asserts that Partition "was not inevitable" and resulted from "wrong ideas." Patel had called it "bitter medicine," while Nehru described it as "bad" but "unavoidable".

The secondary-stage module traces Partition to Muslim leaders' belief in a separate identity rooted in "political Islam," which, it claims, "rejects any permanent equality with non-Muslims." It states that this ideology drove the Pakistan movement, with Jinnah as its "able lawyer-leader."

The Hindu, Sunday, August 17 2025, Pg - 9

NCERT module blames Congress for Partition; party says history distorted

The Hindu Bureau
NEW DELHI

The Opposition Congress alleged here on Saturday that a segment of a course module, "Culprits of Partition", designed by the NCERT for Classes 6 to 8 is a distortion of history. The module blamed the Congress and then All India Muslim League leader Mohammad Ali Jinnah for Partition.

The module is a supplementary resource and not part of regular textbooks. It is meant to be used for projects, posters, discussions, and debates

The NCERT module said: "Ultimately, on August 15, 1947, India was divided. But this was not the doing of any one person. There were three elements responsible for the Partition of India: Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten [then Viceroy], who implemented it."


Pawan Khera

'Tear it up'

Asked about the module blaming the trio, Congress leader Pawan Khera said the book could be torn up if it did not mention the role of the Hindu Mahasabha.

"In 1938, the Hindu Mahasabha at their national convention in Gujarat first proposed that the Hindus and Muslims stay separately. In 1942, the coalition government in Sindh province, formed by the Hindu Mahasabha and the Muslim League, adopted a resolution," Mr. Khera said at a press conference. "If these dates are not mentioned in the NCERT book, it should be torn up."

Senior Congress leader and MP Manish Tewari said on social media that the two-nation theory that led to Partition pre-dated Partition by at least seven decades, if not more. "It had proponents on both sides – Muslims and Hindus," he said, providing quotes from various people such as V.D. Savarkar, Syed Ahmed Khan, Bhai Parmanand and Lala Lajpat Rai.

The Partition was not the partition of India but of two of its provinces - Punjab and Bengal. The NCERT chapter on Partition Horrors is a case of distorting history," Mr. Tewari said, adding that in the North West Frontier Province, the Hindu Mahasabha members joined hands with Sardar Aurang Zeb Khan of the Muslim League to form a government in 1943.

The module released to mark "Partition Horrors Remembrance Day" said Partition happened due to wrong ideas. "The Muslim League, held a conference in Lahore in 1940. Its leader, Muhammad Ali Jinnah, said that Hindus and Muslims belonged to two different religious philosophies, social customs, and literatures," the module said.

(With PTI inputs)

The Sunday Express, 17 August 2025, Pg - 7

BJP, Congress war of words over NCERT special module on 'culprits' of Partition

PRESS TRUST OF INDIA
NEW DELHI, AUGUST 16

A SPECIAL MODULE released by the NCERT to mark "Partition Horrors Remembrance Day" has held Muhammad Ali Jinnah, the Congress and then Viceroy Lord Mountbatten responsible for India's Partition.

The module has also noted that post-Partition, Kashmir emerged as a new problem, which had never existed in India before and created a challenge for the country's foreign policy.

The contents of the special module led to a war of words between the Congress and the BJP Saturday. Congress alleged that Partition happened because of a "jugalbandi" of the Hindu Mahasabha and the Muslim League and accused the BJP of interfering in institutions while trying to distort the country's history.

"If there is anyone who is the biggest villain in history, it is the RSS. Generations will not forgive them..." Congress's media and publicity department head Pawan Khera said.

"Has the NCERT module written this that the Hindu Mahasabha and the Muslim League formed joint coalition governments," Khera asked. He said BJP leader L K Advani had gone to the mazar of Jinnah to pay his respects as the Hindu Mahasabha and the Muslim League were "together in seeking Partition".

BJP slammed Congress, saying the Opposition party is in pain because the "truth" has been brought out.

Calling Congress the "Rahul-Jinnah party", BJP national spokesperson Gaurav Bhatia alleged that the thinking of LS Leader of Opposition Rahul Gandhi was similar to that of Jinnah.

"The Rahul-Jinnah party was the first to feel the pain. And it won't be wrong to say that Jinnah and Rahul have the same thinking. Both have become synonymous with each other," Bhatia said.

"Jinnah had a poisonous thinking of appeasement and communalism. Rahul Gandhi and the Congress have the same thinking," he said, adding that it is the right of the people to know why the Partition took place and whose failure it was. It happened because the "ambition of Congress and its leader" had taken precedence over national interest, he said without naming anyone.

According to the NCERT module, "India's Partition happened due to wrong ideas. The party of Indian Muslims, the Muslim League, held a conference in Lahore in 1940. Its leader, Muhammad Ali Jinnah, said that Hindus and Muslims belong to two different religious philosophies, social customs, and literatures."

In a section titled "culprits of Partition", the module said, "Ultimately, on August 15, 1947, India was divided. But this was not the doing of any one person. There were three elements responsible for the Partition of India: Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it. But Mountbatten proved to be guilty of a major blunder."

Sunday Pioneer, August 17, 2025, Sunday, Page - 1

NCERT module blames Congress, Mountbatten, Jinnah for Partition



Union Ministers JP Nadda and Gajendra Singh Shekhawat, Delhi LG VK Saxena, CM Rekha Gupta and others during a march on Partition Horrors Remembrance Day on the eve of the Independence Day PTI

PRESS TRUST OF INDIA
■ New Delhi

A special module released by the National Council of Education Research and Trainning (NCERT) to mark "Partition Horrors Remembrance Day" has held Muhammad Ali Jinnah, the Congress and then Viceroy Lord Mountbatten responsible for India's partition.

The module has also noted that post-Partition, Kashmir emerged as a new problem, which had never existed in India before and created a challenge for the country's foreign policy.

It has also flagged that some countries keep giving aid to Pakistan and exert pressure on India in the name of the Kashmir issue.

"India's Partition happened due to wrong ideas. The party of Indian Muslims, the Muslim League, held a conference in Lahore in 1940. Its leader, Muhammad Ali Jinnah, said that Hindus and Muslims belong to two different religious philosophies, social customs, and literatures," the module said. In a section titled "culprits of Partition", the NCERT module said, "Ultimately, on August 15, 1947, India was divided. But this was not the doing of any one person.

CONTINUED ON >> P4

The Asian Age, 17 August 2025, Pg-2

Module also calls Kashmir as post Partition issue

NCERT blames Jinnah, Cong, & Mountbatten for Partition

AVINASH PRABHAKAR
NEW DELHI, AUG. 16

Underlining the 'Partition' as the largest displacement in human history, the National Council of Educational Research and Training (NCERT), in a special module released to mark "Partition Horrors Remembrance Day," has held Muhammad Ali Jinnah, the Congress, and then Viceroy Lord Mountbatten responsible for India's partition.

"The Partition was the largest displacement in human history. At least 6 lakh people were killed in communal violence during the Partition. Crores of people became homeless and, as refugees in their own country, were forced to search for shelter. The atrocities committed against women were unimaginable," underlines the module.

It highlights that the Partition happened due to wrong ideas.

It says the party of Indian Muslims, the Muslim League, held a conference in Lahore in 1940. Its leader, Muhammad Ali Jinnah, said that "Hindus and Muslims belong to two different religious philosophies, social customs, and literatures.... They have different epics, different heroes, and different episodes. Very often, the hero of one is the villain of the other."

In a section titled 'culprits of Partition,' the module says, "In this way, ultimately on August 15, 1947, India was divided. But this was not the doing of any one person. There were three elements responsible for the Partition of India — first, Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it."

It further adds, "But Mountbatten proved to be guilty of a major blunder. He preponed the date for the transfer of power from June 1948 to August 1947. He persuaded everyone to agree to this. Because of this, complete preparations could not be made before the Partition. The demarcation of the Partition boundaries was also done hastily. For that, Sir Cyril Radcliffe was given only five weeks. In Punjab, even two days after August 15, 1947, millions of people did not know whether they were in India or Pakistan. Such haste was a great act of carelessness."

The module has also underlined that Kashmir emerged as a new problem post Partition, which had never existed in India before and created a challenge for the country's foreign policy.

It has also flagged that some countries keep giving aid to Pakistan and exert pressure on India in the name of the Kashmir issue.

It quotes Sardar Vallabhbhai Patel as saying that the situation in India had become explosive.

Cong fumes, says Muslim League & Hindu Mahasabha responsible

New Delhi, Aug. 16: The Congress on Saturday alleged that the partition of India happened because of the 'jugalbandi' of the Hindu Mahasabha and the Muslim League, as it accused the ruling BJP of interfering in institutions while trying to distort the country's history. The Congress also dubbed the RSS as "the biggest villain" in the country's history, and said that the coming generations would not forgive them.

The Congress said that as a special NCERT module to mark the "Partition Horrors Remembrance Day", it held Muhammad Ali Jinnah, the Congress and the then Viceroy Lord Mountbatten responsible for India's partition.

Congress spokesperson and head of the party's media and publicity department Pawan Khera said the book does not mention anything about the Hindu Mahasabha forming coalition governments with the Muslim League and both propagating, in pre-partition days, that Hindus and Muslims cannot live together in one country.

"The partition happened because of the Hindu Mahasabha and Muslim League's 'jugalbandi'. If there is anyone who is the biggest villain in history, it is the RSS. Generations will not forgive them for the contribution," Mr Khera said.

— *PTI*

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The Sunday Standard

Special NCERT module on Partition gets Congress' goat

Responding to the Congress' allegations, BJP spokesperson Gaurav Bhatia said Rahul Gandhi's 'appeasement politics' mirrors Jinnah's divisive ideology.



Congress leader Pawan Khera Photo | ANI

Preetha Nair

Updated on: 17 Aug 2025, 7:44 am · 2 min read

NEW DELHI: A political row broke out on Saturday over a new special module by the National Council of Education Research and Training (NCERT), which holds the Congress leadership, Muhammad Ali Jinnah, and Viceroy Lord Mountbatten responsible for Partition of India.

The module, released by NCERT to mark 'Partition Horrors Remembrance Day', drew the ire of the Congress, which demanded that the module be set on fire as it presents a distorted history.

Speaking to reporters on Saturday, Congress leader Pawan Khera said, "Is 1938 mentioned or not in the NCERT module? In 1938, the Hindu Mahasabha's national conference in Gujarat announced that Hindus and Muslims could not live in one country. Is 1940 mentioned in the module?" he asked. In 1940, Jinnah adopted the Hindu Mahasabha's idea at the Muslim League's Lahore session. "It was mooted in 1938 by the Hindu Mahasabha, and Jinnah repeated it in 1940," he said.

"Burn the document if all this is not mentioned in it. Partition happened due to the nexus between Hindu Mahasabha and Muslim League. Generations will not forgive them," he said, adding that Mahasabha-Muslim League coalition governments in Bengal, Sindh and North West Frontier Province (NWFP) after 1942, led to Partition.

Responding to the Congress' allegations, BJP spokesperson Gaurav Bhatia said Rahul Gandhi's 'appeasement politics' mirrors Jinnah's divisive ideology. "NCERT has brought the truth of Partition to textbooks. The Rahul-Jinnah party is rattled because their role is exposed," Bhatia said.

NEW

NCERT published two separate modules — one for Classes 6 to 8 and another for Classes 9 to 12. These are supplementary resources in English and Hindi, not part of regular textbooks, and are meant to be used through projects, posters, discussions and debates.

The module quotes Jinnah as saying he never thought Partition would happen. “Later, even Jinnah admitted that he had not expected Partition to happen. He told his aide, ‘I never thought it would happen. I never expected to see Pakistan in my lifetime’,” it said.

‘Stale, troubling’: Congress slams PM’s I-Day speech

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NEW



Telangana

Owaisi hits out at RSS-BJP over NCERT textbook revision, accuses them of historical distortion

The AIMIM Chief also said that the BJP government at the Centre should include the book 'Muslims Against Partition' by Shamsul Islam in the NCERT-recommended syllabi.



Asaduddin Owaisi File Photo

Written by: IANS

Published on: 17 Aug 2025, 10:52 am

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All India Majlis-e-Ittehadul Muslimeen (AIMIM) Chief Asaduddin Owaisi has launched a scathing attack on the Rashtriya Swayamsevak Sangh (RSS) and the Bharatiya Janata Party (BJP), accusing them of systematically distorting history through selective changes in school NCERT textbooks. In a televised debate on Saturday, August 16, Owaisi questioned the omission of key historical facts from school syllabi, including the role of Bharatiya Jana Sangh leader Syama Prasad Mookherjee in the Bengal Cabinet alongside Fazlul Haq, who had moved the Pakistan resolution at the Muslim League's Lahore session.

"Why don't you teach that Mukherjee was a Cabinet member? This is history. Why hide it?" the AIMIM Chief asked. He further alleged that the RSS's involvement in major freedom movements such as the Civil Disobedience Movement, Quit India Movement, and Anti-Settlement Satyagraha (likely refers to the Rowlatt Satyagraha, a nationwide protest

You selectively teach things and portray your ideological leaders as spotless," he said, adding that the truth must be taught without ideological filters. Owaisi also challenged the portrayal of the Prime Minister in educational content, urging transparency about the RSS's prayer, oath, and foundational principles. "You're trying to present your ideology as noble while portraying others as bad. Teach everything -- why are you hiding things?" he said. Responding to a question on whether NCERT textbooks have been systematically altered over the years, Owaisi asserted, "The habit of changing history has always been there with RSS and BJP. Whenever they've been in power, this has been their primary agenda."

The AIMIM Chief also said that the BJP government at the Centre should include the book 'Muslims Against Partition' by Shamsul Islam in the NCERT-recommended syllabi. "This lie about partition is repeated time and again. At that time, not even 2 to 3 per cent of Muslims had the right to vote. Only elitists such as zamindars and jagirdars were enfranchised. Even today, they (RSS and BJP) blame us (Muslims) for the partition of the country. How were we responsible for that? Those who fled, fled. Those who were loyal, stayed," he added. His remarks come amid growing concerns over ideological influence in curriculum design and the politicisation of education.

Telangana | Controversy | Politics | IANS

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Dhanya Rajendran · 15 Jul 2025

राष्ट्रीय सहारा, 18 अगस्त 2025, Pg -2

परीक्षा में बड़ी भूल को लेकर सीबीएसई ने छात्रों को दी राहत

■ राकेश नाथ

नई दिल्ली। एसएनबी

केन्द्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की 12वीं के विद्यार्थियों की परीक्षा में एक बड़ी भूल सामने आई है। दरअसल, देश के एक स्कूल के छात्रों ने भूलवश अंग्रेजी विषय की कोर विषय की परीक्षा की जगह इलेक्टिव विषय की परीक्षा दे दी। कारण यह था कि स्कूल द्वारा उनकी परीक्षा के विषय का गलत पंजीकरण हो गया था, इसके चलते जब परीक्षार्थी परीक्षा देने पहुंचे तो उन्हें अंग्रेजी इलेक्टिव का प्रश्नपत्र मिला।

यह पंजीकरण 11वीं कक्षा में हुआ और 12वीं में भी यह जारी रहा और इसके बारे में न ही शिक्षकों, छात्रों और न ही अभिभावकों ने ध्यान दिया, जब 12वीं की परीक्षा हुई तो तब जाकर उन्हें पता चला। लिहाजा इस साल 11 मार्च को हुई अंग्रेजी की परीक्षा में स्कूल ने 32 छात्र शामिल हुए तो उन्हें पता चला। ऐसी स्थिति में स्कूल के अनुरोध के बाद एक महीने बाद यानि 11 अप्रैल को इन विद्यार्थियों के लिए विशेष परीक्षा आयोजित की गई। उड़िसा आदर्श विद्यालय द्वारा बोर्ड को पत्र लिखकर बताया गया कि इन छात्रों ने अपने करियर को लेकर नीट और जेईई जैसे परीक्षाएं दी हैं, विद्यार्थियों की योग्यता को बरकरार रखने के लिए छात्रों को विशेष परीक्षा में बैठने की अनुमति दी जाए। बोर्ड ने स्वीकृति के बाद विद्यार्थियों को बदले हुए विषय की परीक्षा में बैठने की अनुमति दी। बदले हुए विषय में बोर्ड की गवर्निंग बॉडी की बैठक में बताया गया कि परीक्षा दोबारा करवाने को लेकर बोर्ड पर आंशिक रूप से आर्थिक बोझ भी आया। बताया जाता है कि इस साल की परीक्षा के लिए बोर्ड ने स्कूलों को परीक्षार्थियों की लिस्ट को लेकर पांच बार रिमाइंडर दिया था, लेकिन स्कूल द्वारा फिर भी भूल हो गई। इस भूल को लेकर सीबीएसई ने छात्रों की हित में फैसला लेकर उनके भविष्य को बचाया।

- छात्रों को देनी थी अंग्रेजी कोर की परीक्षा, दे दी इंग्लिश इलेक्टिव की
- विशेष परीक्षा कराकर बचाया छात्रों का भविष्य
- बोर्ड की प्रबंध समिति की बैठक में की गई पुष्टि

नवभारत टाइम्स, 18 अगस्त 2025, Pg -4

केंद्रीय शिक्षा मंत्री ने इनोवेशन के लिए किया प्रेरित

■ NBT रिपोर्ट, नई दिल्ली

आईआईटी दिल्ली का रविवार को केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने दौरा किया और स्टूडेंट्स से संवाद किया। उन्होंने कहा कि आज का समय भारत को आत्मनिर्भर बनाने का है और युवाओं को अपने विचारों और शोध के जरिए देश को नई दिशा देनी होगी।

मंत्री ने अंडरग्रैजुएट, पोस्टग्रैजुएट और रिसर्च स्कॉलर्स से कहा कि सरकार नवाचार और शोध के क्षेत्र में युवाओं के साथ कंधे से कंधा मिलाकर खड़ी है और भारत को वैश्विक स्तर पर समाधान देने वाला हब बनाएगी। उन्होंने जानकारी दी कि वह फिर से यहां आएंगे और प्रोजेक्ट्स की प्रगति देखेंगे।

कहा- युवाओं को अपने विचारों और शोध से देश को नई दिशा देनी होगी

धर्मेंद्र प्रधान ने स्टूडेंट्स से कहा कि वे चुनौतियों पर काम करें, नए-नए समाधान लेकर आएं और तब तक मेहनत करते रहें जब तक भारत हर क्षेत्र में आत्मनिर्भर न हो जाए। उन्होंने भरोसा जताया कि युवाओं की प्रतिभा और लगन से भारत की तकनीकी और आर्थिक संप्रभुता मजबूत होगी। इस मौके पर उच्च शिक्षा विभाग के सचिव डॉ. विनीत जोशी ने भी पीएम मोदी के स्वतंत्रता दिवस संदेश को दोहराते हुए कहा कि विभाग हर संभव सहयोग कर रहा है, ताकि उच्च शिक्षा संस्थान शोध और नवाचार में अग्रणी भूमिका निभा सकें।



रविवार को केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने आईआईटी दिल्ली का दौरा किया और स्टूडेंट्स से बातचीत की

Millennium Post, 18 August 2025, Pg-03

'MCD SCHOOLS CONTINUE TO LAG DUE TO WEAK INFRA'

Free education, zero value? Why MCD schools fail to match private standards

ANAMTA FATIMA

NEW DELHI: Despite visible efforts by the Municipal Corporation of Delhi (MCD) to strengthen its primary schools with NGO collaborations, mid-day meal schemes, and government-provided learning kits these institutions continue to lag significantly behind their private counterparts. A recent on-ground reporting exercise, involving teacher interactions and observations in South Delhi, highlights a reality that remains troubling yet largely overlooked.

On paper, MCD schools appear adequately supported. Teachers confirmed that the Modi Care Foundation has been assisting since 2022, providing additional Hindi instructors, furniture, and creative learning materials. Salaries are credited on time,



library books are accessible, and even stationery allowances reach students' accounts.

Yet, the picture changes when compared to the private sector.

Teachers themselves admit that while MCD ensures "free education," parents rarely value it. "Whenever something is free, people don't appreciate it until it's gone," remarked one teacher. Parents, often engaged in daily-wage or informal work, struggle to guide their children

> **"Lack of swings, insufficient furniture in classrooms, and waterlogging during monsoon seasons make schools less child-friendly"**

at home, leading to poor attendance, incomplete homework, and negligible communication skills. Unlike private schools, where parents actively drop, pick, and monitor their children, MCD schools suffer from low parental involvement.

Basic facilities further deepen the divide. Lack of swings, insufficient furniture in classrooms, and waterlogging during monsoon seasons make schools less child-friendly. Teachers candidly admitted that student attendance drops sharply whenever heavy rains flood surrounding areas, raising safety concerns. "We often have to tell parents to keep children at home during water logging safety is more important than attendance," one teacher explained.

Even schemes like the mid-day meal, designed to incentives education, fail to inspire. Children reject staples like dalia or khichdi, preferring festive foods such as puri-sabzi or pakoras. While nutrition is prioritised, palatability remains a hurdle.

The real hurdle is perception: private schools are aspirational, MCD schools a last resort. Free education is undervalued, and without parental mindset shifts and infrastructure fixes, bridging the government-private school gap will remain elusive.

THE HINDU, 18 August 2025, Pg - 2

Promise or pitfall?

While the idea of foreign universities setting up campuses in India may sound progressive, it comes with serious concerns.

P. John J. Kennedy
S.P. Mishra



GETTY IMAGES/ISTOCKPHOTO

India's higher education sector has grown remarkably, boasting 1,168 registered universities and 45,473 colleges serving millions of students. Despite this expansive network, the government's move to allow foreign universities to establish campuses in India raises some concerns.

Studying abroad

Each year, eight to 10 lakh Indian students choose to pursue higher education abroad, even as over 4.33 crore students enroll in institutions within India. However, the decision to study overseas isn't driven by academic quality alone. Many of those who can afford the high costs often see international education as a worthwhile investment. What they're really seeking is not just a degree but the experience of living in a new culture, building global networks, and gaining professional exposure, which cannot be replicated by foreign campuses located within India.

Career prospects also play a significant role. Many students believe they stand a better chance of securing high-paying jobs in developed economies after graduation. In fact, education often becomes a stepping stone toward long-term goals like permanent residency in or citizenship of countries such as the U.S., U.K., Canada, or Australia, which attract students with their stronger economies, higher salaries, and robust career opportunities. While foreign universities operating in India may offer excellent academic programmes, they could fall short of delivering these broader, more aspirational benefits.

Challenges

The idea of global institutions setting up campuses in India may sound progressive or even visionary, but it comes with several serious concerns that deserve closer examination.

A pressing issue is the potential financial drain without corresponding benefits to the local education ecosystem. Foreign universities will likely repatriate profits to their home countries instead of reinvesting in India. In contrast, domestic institutions typically use their earnings for faculty development, fund research, and upgrade infrastructure. This means foreign campuses could create a steady outflow of resources that benefits their countries of origin more than India's education sector.

Another major concern is the limited alignment of these campuses with the real aspirations of Indian students. Indian students seek overseas education for immigration benefits, international job markets, and cultural exposure. Without these incentives, their appeal remains limited.

There's also the risk of competitive displacement. India already boasts an extensive higher education network. Bringing in established global institutions could marginalise smaller or less-known Indian universities. The brand power of foreign universities might attract the best students and faculty, leaving local institutions to struggle for relevance and resources.

Cost is another major factor. Global universities tend to operate on a high-cost model, charging tuition fees far above what most Indian institutions ask for. If they follow a similar pricing strategy here, access will likely be limited to affluent students, creating an elitist and exclusionary education system. Such a model goes against the broader national goal of inclusive and equitable education for all.

Further, the long-term benefits of foreign campuses remain unproven. India already enables international education collaborations through IITs, IIMs, and other premier institutions. The effectiveness of standalone foreign campuses in significantly improving education standards remains uncertain, making the policy a risky experiment.

Alternatives

Given these concerns, India would do well to consider alternative strategies that enhance its higher education sector while maintaining economic and academic autonomy.

A more sustainable approach would begin with strengthening Indian universities themselves. This means increasing funding, expanding research opportunities, and investing in faculty development so that domestic institutions can offer globally competitive education without depending on foreign players.

Another promising strategy involves encouraging global collaborations within Indian campuses. Joint research projects, faculty exchange programmes, and integrated curricula can bring international standards and perspectives into Indian classrooms without leading to large-scale financial outflows. Technology also offers an effective and affordable pathway to global exposure. Virtual exchange programmes, international webinars, and global faculty lectures could offer students exposure to world-class education at lower costs, making international learning more accessible.

Finally, if the objective is to facilitate global education, increasing scholarships for Indian students seeking international opportunities would be a more effective and targeted approach.

The focus should be on strengthening Indian institutions, fostering international collaborations, and expanding global exposure more effectively. For now, this policy seems like a miscalculated opportunity rather than a strategic advancement for India's higher education ecosystem.

(Views expressed are personal)

P. John J. Kennedy is former Professor and Dean, Christ University, Bengaluru.
S.P. Mishra is Founder, India Career Centre, Hyderabad.

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Rewards: Up to ₹ 75,000
Application: Online
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www.b4s.in/edge/HDFC57

Courtesy: Buddy4study.com

TVS Indus Design Honours

The TVS Motor Company has launched the 'TVS Indus' Design Honours, an annual challenge to nurture design talent and redefine the future of mobility by tapping into blend India's rich design heritage. Participants must propose mobility concepts spanning mono-wheel, two-wheeler, and three-wheeler formats, while incorporating environmental, social, and cultural relevance.
Eligibility: Design students (UG or PG) and non-design students between 14 and 20 years.
Deadline: October 6.
For more details about the challenge and how to enter, visit www.tvsindus.com

The Hindu, 18 August 2025, Page - 7

India's patent landscape: universities as changemakers

The country is steadily moving from being merely a consumer of global technology to becoming its creator

DATA POINT

Twincle Halder
Vidhya Soundararajan

For 'Make in India' to succeed, India must "first discover, then invent, and then make," said David Gross, American theoretical physicist and co-recipient of the 2004 Nobel Prize in Physics, at the inaugural Quantum India Bengaluru Summit 2025. Investment in research and development (R&D) and the strengthening of innovation capabilities are particularly relevant, given the growing uncertainty in global trade and financial flows.

How is India faring on the innovation front? Are we moving towards producing technology of our own? Statistics from the Office of the Controller General of Patents, Designs, and Trade Marks are telling. In the early 2000s, countries such as China, the U.S., Japan, Germany, and South Korea dominated global filings, with Indian institutions accounting for less than 20% of the patents filed domestically. That picture has shifted dramatically (**Chart 1**). For the first time in 2023, Indian-origin filings surpassed those from any single foreign country. Indian applicants accounted for 57% of all patent filings – a milestone marking India's growing role in the global intellectual property ecosystem. Even among granted patents, India's share has been rising, overtaking the U.S. as the second-largest recipient in 2021.

This transformation did not happen overnight. India is steadily moving from being merely a consumer of global technology to becoming its creator. This shift reflects the government's sustained efforts to build an innovation-friendly environment and support local inventors through initiatives such as the National Intellectual Property Rights (IPR) Policy and the Atal Innovation Mission, which have encouraged startups, students, and researchers to think big and protect their ideas. Amendments to patent rules have introduced reforms such as expedited examinations for specific groups, simplified timelines, reduced application fees by 80% for educational institutions, MSMEs, and startups, and full digitalisation of filing and communication. With continued investment in faster, more efficient patent systems, stronger inventor support, and better linkage between patents and commercial value, India's innovation story could strengthen even further over the next two decades.

Historically, mechanical and chemical engineering dominated the patent landscape. By contrast, filings in computer science rose from just 1.27% in 2000 to 26.5% in 2023, while electrical engineering grew from 8.27% to 16.41%. Physics-related patents increased from 2% to 4%, and biomedical patents jumped from 0.6% to 10% over the same period.

Nearly 80% of patents filed in the past two years are still "awaiting decision," reflecting both rising volumes and bureaucratic and legal complexities. Nonetheless, processing times have improved. In the early 2000s, patent grants could take 8-10 years; by the late 2010s and early 2020s, many were approved within 2-3 years, with some granted in the same year of filing (**Chart 2**). This acceleration reflects the maturing of India's intellectual property infrastructure and its alignment with the government's innovation push.

Even the face of patent filers in India is changing. In 2000, about 43% of Indian patents were filed by companies. But by 2023, this share fell to under 17% (**Chart 3**). Meanwhile, the share of filings from individuals jumped from under 10% in 2000 to around 32% by 2023. Government bodies and hospitals remained minor contributors. Educational institutions also increased their share steadily, reaching nearly 43% in recent years.

Government initiatives have helped drive this change. For example, KAPILA (Kalam Program for IP Literacy and Awareness), launched in 2020, promotes IP awareness in higher education institutions. The Atal Innovation Mission, launched in 2016 by NITI Aayog, fosters problem-solving skills and entrepreneurship within universities and research centres. Awards for outstanding patents by government and industry bodies further incentivise innovation.

Universities have also taken the lead by establishing dedicated IP cells and legal support units to assist faculty, researchers, and students with patent filing, technology transfer, and IP monetisation. For instance, IIT Madras doubled its patents granted from 156 in 2022 to 300 in 2023, while IIT Bombay led nationally in 2023-24 with 421 patents granted.

With government and universities creating an enabling environment, sustained increases in research funding are essential to maintain momentum. Foundational and technology-driven research often starts in university labs or early-stage startups – long before patenting. India's R&D expenditure currently stands at just 0.67% of GDP, far below the U.S. (3.5%) and China (2.5%). Raising this to around 2% of GDP is critical if India is to become a global knowledge leader. This investment is even more urgent in today's uncertain global trade and financial environment, as India must strive for self-sufficiency in both consumer and advanced technologies.

Finally, it is important to acknowledge the relentless efforts of professors and researchers, often working with limited resources, to expand the boundaries of knowledge. Strengthening their work through greater funding is not just support for academia; it is a strategic investment in India's long-term growth and global standing.

Changing patent landscape

The data for the charts were sourced from the Office of the Controller General of Patents, Designs, and Trade Marks



Chart 1: Country-wise share of patent filings (left axis, in %) and the total number of filings over time (right axis)

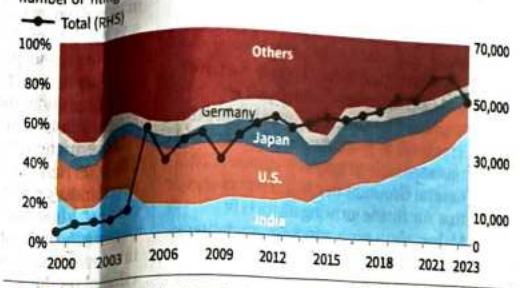


Chart 2: Average time taken to grant patents in India since 2000 (in number of years)

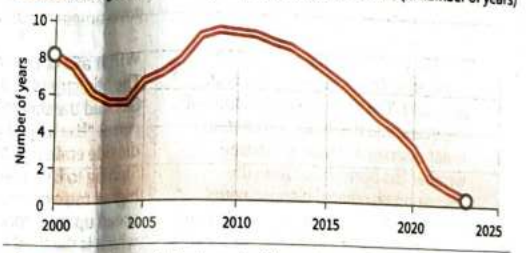
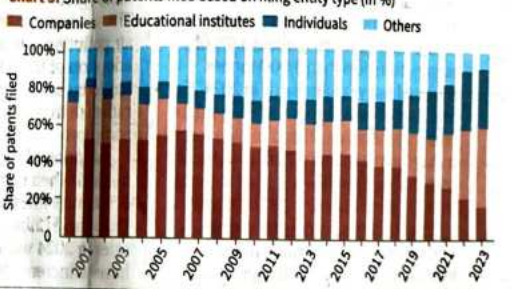


Chart 3: Share of patents filed based on filing entity type (in %)



Twincle Halder and Vidhya Soundararajan are affiliated with Centre for Advanced Financial Research and Learning

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Special NCERT module on Partition gets Congress' goat

2d • 2 min read



Congress leader Pawan Khera

NEW DELHI: A political row broke out on Saturday over a new special module by the National Council of Education Research and Training (NCERT), which holds the Congress leadership, Muhammad Ali Jinnah, and Viceroy Lord Mountbatten responsible for Partition of India.

The module, released by NCERT to mark 'Partition Horrors Remembrance Day', drew the ire of the Congress, which demanded that the module be set on fire as it presents a distorted history.



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Speaking to reporters on Saturday, Congress leader Pawan Khera said, “Is 1938 mentioned or not in the NCERT module? In 1938, the Hindu Mahasabha’s national conference in Gujarat announced that Hindus and Muslims could not live in one country. Is 1940 mentioned in the module?” he asked. In 1940, Jinnah adopted the Hindu Mahasabha’s idea at the Muslim League’s Lahore session. “It was mooted in 1938 by the Hindu Mahasabha, and Jinnah repeated it in 1940,” he said.

“Burn the document if all this is not mentioned in it. Partition happened due to the nexus between Hindu Mahasabha and Muslim League. Generations will not forgive them,” he said, adding that Mahasabha-Muslim League coalition governments in Bengal, Sindh and North West Frontier Province (NWFP) after 1942, led to Partition.

Responding to the Congress’ allegations, BJP spokesperson Gaurav Bhatia said Rahul Gandhi’s ‘appeasement politics’ mirrors Jinnah’s divisive ideology. “NCERT has brought the truth of Partition to textbooks. The Rahul-Jinnah party is rattled because their role is exposed,” Bhatia said.

NCERT published two separate modules — one for Classes 6 to 8 and another for Classes 9 to 12. These are supplementary resources in English and Hindi, not part of regular textbooks, and are meant to be used through projects, posters, discussions and debates.

The module quotes Jinnah as saying he never thought Partition would happen. “Later, even Jinnah admitted that he had not expected Partition to happen. He told his aide, ‘I never thought it would happen. I never expected to see Pakistan in my lifetime’,” it said.

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Shortage of teachers hits NEP in colleges

By **Niraj Pandit**

Published on: Aug 18, 2025 05:38 am IST

According to data obtained through the Right to Information (RTI) Act, 11,918 posts of lecturers and assistant professors in 2,000 government-aided colleges were vacant as of December 31, 2024. The situation is particularly dire in aided colleges affiliated to the University of Mumbai, where there are 2,127 vacancies – a staggering 41%

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l Education Policy (NEP).



Shortage of teachers hits NEP in colleges

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principal of a South Mumbai aided college. “We are currently hiring teachers on a clock-hour basis, but most of them don’t continue beyond six months owing to low remuneration at government-approved rates.”

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Another college principal in Mumbai, said, “We started implementing the NEP in our college three years ago, but offering students open electives in the spirit of providing a truly multidisciplinary education is impossible with the current staff strength. Without adequate faculty, the very purpose of the NEP is defeated. We are operating with contractual staff.”

According to information sourced from the higher education department by RTI activist Abhay Kolhatkar, the state had sanctioned 31,185 teaching posts in over 2,000 aided colleges across the state, of which 11,918 remain vacant.

The shortage of teachers began during the Covid pandemic, which began to unfold in early 2020, when the government ordered a recruitment freeze. Although 3,580 posts for assistant professors had been approved in 2018, only 1,492 were filled before the pause in May 2020. In 2021, another 2,088 posts were sanctioned but recruitment remained sluggish.

The challenge has grown since the NEP was rolled out in autonomous colleges in 2023-24, and extended to affiliated colleges in 2024-25. The new policy introduced skill-based and practical subjects, requiring a greater number of teaching hours and specialised instructors.

The University Grants Commission (UGC) has directed all states to fill at least 80% of sanctioned posts to maintain their accreditation grades under the National Academic Accreditation Council (NAAC).

In July, the state government approved recruitment for over 7,900 teaching posts and more than 2,200 non-teaching posts across universities and government aided colleges. Chief Minister Devendra Fadnavis cleared the long-pending drive, which was last attempted in 2022 but had stalled. However, no advertisements have been published so far.

Professor Kushal Mude, national convenor of the All India NET and SET Teachers' Organisation, said, "If a healthy teacher-student ratio is not maintained, the standards set by the central government for NEP cannot be achieved. Nearly 40% of sanctioned posts in aided colleges are vacant, and many private colleges have no full-time teachers. The government must recruit assistant professors in mission mode."

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NCERT module blames Jinnah, Congress for Partition, triggers row

TNN | Aug 18, 2025, 03.59 PM IST



NCERT module blames Jinnah, Congress for Partition, triggers row

NEW DELHI: NCERT's newly released Partition Horrors Remembrance Day modules have triggered a political storm by explicitly naming Muhammad Ali Jinnah, Congress and then Viceroy Lord Mountbatten as "culprits" behind India's division in 1947.

The supplementary modules - separate versions for classes VI-VIII and IX-XII - are not part of regular textbooks but designed for discussions, debates and projects. They open with PM Narendra Modi's 2021 message declaring Aug 14 as Partition Horrors Remembrance Day: "Partition's pains can never be forgotten. Millions of our sisters and brothers were displaced and many lost their lives due to mindless hate and violence."

In a section titled "Who Was Responsible for Partition?", the secondary-stage module states: "Historically, three actors were responsible for Partition: 1. Jinnah, who demanded it. 2. The Congress, which accepted it. 3. Mountbatten, who formalised and implemented it." The text criticises Mountbatten for advancing the transfer of power from June 1948 to Aug 1947. "Due to it many essential arrangements that should have preceded Partition were never completed. The Partition became disorderly and chaotic."

The framing has drawn sharp criticism, with Congress spokesperson Pawan Khera rejecting the NCERT's

narrative. "Burn this document as it doesn't tell the truth. Partition happened due to the nexus between Hindu Mahasabha and Muslim League," Khera said at a press briefing.

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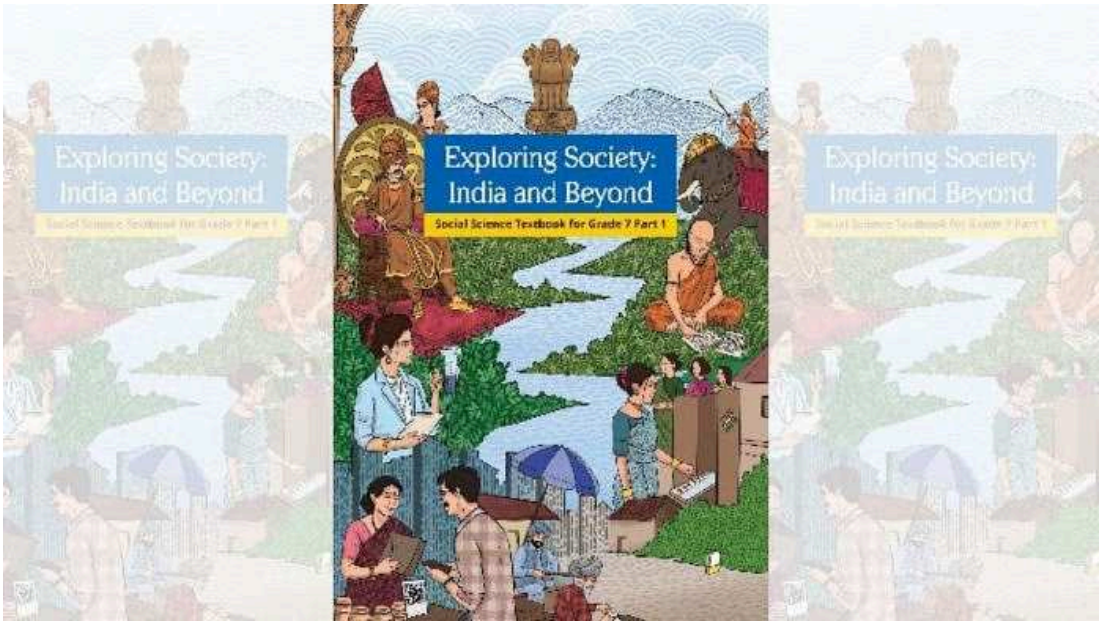
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Opinion

History teaching requires revision more than textbooks




ERIC CHOPRA and KUDRAT SINGH 18 August, 2025 09:59 am IST



Cover of the new NCERT Class 7 Social Science textbook. Chapters on the Mughals and Delhi Sultanate have been dropped, with new ones on ancient Indian dynasties like the Magadha, Mauryas, Shungas, and Sātavāhanas | By special arrangement

What does it mean to be a historian in India? Both of us have formally studied the subject. In the years we've spent working as public historians, we've told myriad stories of India's chequered pasts through heritage walks, museum trails, cultural events, podcasts, an annual journal, book reviews, articles, and social media posts. We've pored over archives and conducted on-ground research. We've also translated scholarship into language and experiences that anyone, from an academic to a casual listener, can connect with.

Yet, despite this range of work, one question almost always follows when we explain what we do: "Okay, but what is your real job?" The question says as mu

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about how history itself is perceived in India.

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After all, how often do Indian households encourage history as a job? A base-level problem here is: how do you support the study of history when it isn't even clear what a historian does?

In childhood, history may occasionally bask in the dreamy, cinematic glow of *Indiana Jones* and *Night at the Museum*. Or *Bharat Ek Khoj*, Akbar-Birbal adaptations, the delightfully gory *Horrible Histories*, and Amar Chitra Katha. In adulthood, though, it either fades into collective amnesia, gets wrapped in nostalgia, or turns into a battlefield of contested claims. Where is the middle ground where we carry forward that childlike curiosity, tempered with adult discernment, to engage with the past with the depth and nuance it deserves?

A polarising debate has recently been sparked after yet another round of revisions in NCERT history textbooks. But more than textbooks, history teaching requires revision.

Also Read: *Indus Valley to Mughal Empire—How illustrated history books guide us in polarising times*

Updating isn't the problem

What do you remember from your history classes? For most, the answers fall into familiar buckets: rote learning of names, dates, dynasties, and wars. There was little room to explore the texture of lived experience, or to ask: how can this subject help me become a better thinker, a more reflective human? The discipline was frozen in time, and with it, many of us felt we too were trapped — learning about the past in a way that felt wholly disconnected from the present, let alone the future.

This is part of the reason historical studies aren't seen as foundations for sustainable careers. But paradoxically, history seems to dominate our headlines. It's everywhere: in TV debates, political speeches, social media threads. Everyone, it seems, has something to say about the past.

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That's why the current debate on revisions matters. The probl
Our understanding of the past evolves as our present changes

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their time, drawing not only on the materials and theoretical bases available, but also on their own perspectives and questions.

So revisions themselves aren't the issue.

The real concern is how history textbooks are revised. If these changes were aimed at helping students approach the past critically, and provided them with the historian's toolkit — by introducing them to a range of sources, perspectives, and debates — then they would be fruitful.

More revisions, less reasoning

Our NCERT textbooks have been subject to regular revisions, with new theories and ideas inserted alongside scholars' evolving approaches to history. This exercise is necessary, so long as the emphasis remains on updations that accurately convey the latest reflections on continuities and changes over time.

Increasingly, however, sporadic revisions have become the norm. Since 2018, textbooks have been altered to remove sections on communalism in the 1940s, Mughal manuscripts, caste struggles, and popular movements.

When textbooks were revised during the Covid-19 pandemic, deletions were made on grounds of 'rationalisation'. It is perplexing that post-pandemic, too, the NCERT has failed to offer academic explanations for revising humanities textbooks. 'Rationalised' textbooks remain prescribed, with intermittent 'revisions' still trickling in.

In its latest revision of history textbooks for eighth grade students, the NCERT introduces Mughal emperors as 'brutal' and 'ruthless', Delhi Sultans' policies as 'public humiliation' for non-Muslims, and Maratha leadership as 'visionary'.

Earlier textbooks covered the most notable features of each of these polities, minus the adjectives. A reading of *Our Pasts – II*, the medieval history text prescribed to seventh grade students from 2007 to 2021, allows useful comparison. The text discussed administrative successes and failures, economic policy, and societal changes, and tested students' critical thinking skills based on their understanding of objective details.

The most telling aspect of the history textbook revision is the NCERT's inclusion of a 'Note on Some Darker Periods in History'. Here, a disclaimer reads that "no one should be held responsible today for events of the past", which appears to be an admission of the provocative nature of the updated content. Students as young as the eight
part of a wide curriculum spanning science, mathematics, an
introduced to history in a manner that shapes them into info
optimistically, stimulates deeper engagement with the discip

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The goal should be to teach students that history, and the humanities more broadly, are about thinking more, asking better questions, and becoming sharper citizens. What students need is not less complexity, but more clarity on how complexity functions.

But the kinds of revisions we're seeing strip that away. They remove the very skills that make historical thinking meaningful, and the result is a citizen who either dismisses history entirely or defends it without support, often overwhelmed by louder, ahistorical voices that dominate discourse.

Also Read: *India's new search for Hindu warrior kings to celebrate. Vikramaditya, Suheldev to Agrasen*

Teaching history for the future

Perhaps the most important revision we need is in how we frame history — it should be less a closed book of facts and more a lens to view the world.

In 2025, it's worth asking, how can we teach history as a subject that helps carve a path forward? How do we make sure students don't feel like history is either just for nostalgic glorification or adversarial defence? How do we make its dissemination promising enough for students to be able to say they wish to become academics, curators, conservators, archaeologists, museologists, or historians?

Through our public history platform Itihāsology, we repeatedly highlight the foremost issue with history as a school subject — that it is 'boring', unappealing to young learners. A lack of interest in history during the formative years of schooling manifests in detachment from scholarly debates, and an unfortunate turn toward distorted, coloured versions of the past in adult life. This becomes relevant because history frequently comes up in popular discourse and debates, with socially and politically active adults justifying current stances by drawing on the past.

Since the problem of subscribing to ahistorical renderings of the past is rooted in studenthood, the solution lies in devising more effective ways to communicate history to young learners so they grow up knowing there is indeed a future with a past — one that they need to protect from falling into the pit of homogeneity.

Eric Chopra and Kudrat B. Singh run Itihāsology, an educational platform dedicated to making Indian history and art inclusive and accessible. Views are personal.

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(Edited by Asavari Singh)

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From NEP 2020 To CBSE: Education Reforms Will Equip Students For Global Opportunities

The K-12 educational system in India is undergoing significant policy changes that may alter how students prepare for opportunities both domestically and abroad. From the NEP 2020 to Maharashtra's plan to transition many government schools to the CBSE curriculum by 2028, these changes are aligning state-level schooling with global standards, says Ganesh Kohli, founder of the IC3 Movement.

Simple Vishwakarma | **Updated:** Monday, August 18, 2025, 09:28 AM IST



Ganesh Kohli, founder of the IC3 Movement |

Mumbai: The K-12 educational system in India is undergoing significant policy changes that may alter how students prepare for opportunities both domestically and abroad. From the National Education Policy (NEP) 2020 to Maharashtra's plan to transition many government schools to the CBSE

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curriculum by 2028, these changes are aligning state-level schooling with global standards, says Ganesh Kohli, founder of the IC3 Movement.

Kohli describes Maharashtra's decision as more than an academic switch. "It's a gateway to transform the student experience," he told The Free Press Journal. "This is a rare opportunity to embed structured career and college counselling into the DNA of our schools." Maharashtra's CBSE move and the counselling gap: He pointed to Maharashtra's consistently high student suicide rates as an indicator of urgent need.

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"Many students, particularly in underserved parts of the state, lack access to basic guidance. The CBSE's emphasis on holistic development offers the right platform to institutionalize career and college counselling in government schools. By giving students access to trained teachers, mindfulness exercises, and early exposure to post-school options, we can help them not only plan their future but also feel good about it. This aligns with recent CBSE initiatives. The board has rolled out a Career Guidance Dashboard and a Counselling Hub and Spoke model that connects well-resourced 'hub' schools with smaller 'spoke' schools to expand counselling access. Schools have welcomed these steps, saying they fill a longstanding gap in student support.

Holistic Approach: According to Kohli, integrated counselling models are becoming increasingly important in schools. For instance, the IC3 Career and College Counselling Laboratory supports the NEP's emphasis on flexibility and learning from a wide range of fields while assisting students from middle school through graduation. "These frameworks help students build self-awareness, explore international pathways, and make informed decisions—not just at the end of high school, but throughout their journey," he explained.

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This method also includes new ideas, like the IC3 school plays. These kinds of programs give students safe places to be creative, talk to each other, and feel better about themselves. These are all traits that universities around the world are looking for more of. Meanwhile, Maharashtra's introduction of new skill- and activity-based Std I textbooks— rooted in local storytelling and puzzles—is reshaping early learning. Covering 68 foundational skills, they reflect the

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experiential, contextual approach advocated by the NEP. Aspirations rising, preparedness lagging: According to Kohli, policy reforms are sparking a shift in mindset. “We’re seeing more students aspire to international higher education. However, while aspiration is rising, preparedness varies,” he said.

Curriculum initiatives like CBSE’s skillbased modules from Grade 6 onwards and its recently announced plan to introduce open-book exams for Class 9 from 2026-27 are designed to build critical thinking and reduce rote learning. But Kohli warns that “without trained educators and counsellors, many students will struggle to convert ambition into action.” He also stresses the importance of collaboration between the government and schools to make reforms effective. “Policies like the NEP 2020 and state-led changes are creating a unified academic structure, but we must match them with strong support systems in career guidance, language proficiency, and critical thinking.”

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Early guidance as a game-changer

Kohli is emphatic about starting early. “When a student begins exploring their future as early as Grade 6, they gain the space to reflect, experiment, and grow,” he said. This approach, he argues, can level the playing field between metro and rural students. CBSE’s capacity-building workshops for teachers and school leaders, he notes, are a positive step, but more is needed. “The NEP’s call to introduce career counselling from middle school is timely. Once students in underserved areas are given the right exposure and mentorship, they are just as motivated and capable of pursuing global opportunities.”

What lies ahead?

Kohli sees three key policy directions shaping India’s schools: More skill-based learning—making vocational and 21st-century skills a main part of the curriculum. Required career and college counselling—with money and clear orders for trained professionals in every school. Mental health and wellbeing—going beyond campaigns to raise awareness to structured interventions like mindfulness training, peer counselling, and dedicated staff to help. “These shifts, if implemented effectively, will give Indian students not just the academic credentials but the life tools to thrive on the global stage,” Kohli added.

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Thiruvananthapuram

Errors in textbook: ABVP sends letters to Centre and NCERT

ABVP national secretary Shravan B Raj said that CPM is showing loyalty to its ideological progenitors, China, by omitting Assam from the map.



According to the right-wing student organisation, the Class 4 social sciences teachers handbook mentions that Netaji fled to Germany out of fear for the British regime. File photo | PTI

Express News Service

Updated on: 18 Aug 2025, 8:23 am · 1 min read

NCERT director on Sunday.

According to the right-wing student organisation, the Class 4 social sciences teachers handbook mentions that Netaji fled to Germany out of fear for the British regime.

The organisation said the students textbook of the same grade also deliberately omitted the names of the states of Assam and Jharkhand from a map in the second chapter.

ABVP national secretary Shravan B Raj said that CPM is showing loyalty to its ideological progenitors, China, by omitting Assam from the map. “We firmly believe this is a massive ploy by the ruling dispensation to spread poisonous narratives, harboured from the minds of anti-nationals,” the outfit’s state secretary, E U Easwaraprasad, stated in a release.

However, sources said that General Education Minister V Sivankutty will respond to the issue on Monday.

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ABVP | textbook errors

दैनिक जागरण, 19 अगस्त 2025, पृष्ठ संख्या – 8

शिक्षा में इतिहास या राजनीति



राजीव शुक्ला

वास्तविकता है कि कांग्रेस ने विभाजन की मांग कभी नहीं की। उसने तो विभाजन का विरोध किया। भारत विभाजन तो मुस्लिम लीग और जिन्ना का एजेंडा था

भारत पर शासन के दौरान 1905 में जब अंग्रेजों ने बंगाल का पहला विभाजन किया तो शायद ही किसी ने सोचा होगा कि वही बीज एक दिन पाकिस्तान के रूप में धरती के मानचित्र पर अंकित होगा। यह औपनिवेशिक सत्ता की "बांटो और राज करो" की नीति का परिणाम था। इस नीति ने धीरे-धीरे पूरे उपमहाद्वीप को सांप्रदायिक आधार पर बांटने की राह तैयार की। विडंबना यह है कि 21वीं सदी में भी उसी नीति को अलग-अलग तरीकों से भुनाने की कोशिश की जा रही है। एनसीईआरटी का विशेष माड्यूल "विभाजन की त्रासदी" इसी प्रवृत्ति की एक कड़ी प्रतीत होता है। इसमें जिन्ना और माउंटबेटन के साथ-साथ कांग्रेस को भी भारत विभाजन के लिए जिम्मेदार ठहराने का प्रयास किया गया है। समझना कठिन है कि आखिर ऐसा क्यों किया गया और इससे किसके हित सधेंगे?

यह सच है कि विभाजन भारतीय इतिहास की सबसे भीषण त्रासदियों में से एक था। भारत विभाजन में लाखों लोग मारे गए, करोड़ों विस्थापित हुए और सामाजिक ताने-बाने को गहरी चोट पहुंची। इसी के साथ यह भी उतना ही सच है कि भारत के दुर्भाग्यपूर्ण और त्रासदी विभाजन का कारण केवल कुछ नेताओं के व्यक्तिगत निर्णय नहीं थे, बल्कि दशकों से पनप रही औपनिवेशिक नीतियां, सांप्रदायिक राजनीति और लंबे समय से चले आ रहे किस्म-किस्म के सामाजिक तनाव का नतीजा थे। ऐसे जटिल ऐतिहासिक प्रसंगों का खतरनाक ढंग से सरलीकरण करके जिन्ना और माउंटबेटन के साथ कांग्रेस के माथे पर ठीकरा फोड़ना न केवल अन्याय है, बल्कि इतिहास को वर्तमान की राजनीति के हिसाब से मोड़ने का दुस्साहस भी है। इसका प्रतिकार किया जाना चाहिए। इतिहास वैसा ही पेश किया जाना चाहिए, जैसा घटित हुआ हो। इतिहास का मतलब ही है कि ऐसा हुआ था।

यह एक वास्तविकता है कि कांग्रेस ने विभाजन की मांग कभी नहीं की। उसने तो विभाजन का विरोध किया और उसे रोकने के लिए भरसक प्रयत्न भी किए। भारत विभाजन तो मुस्लिम लीग और जिन्ना का एजेंडा था। अंग्रेजों ने भी इसे प्रोत्साहन दिया, क्योंकि उनका उद्देश्य भारत को कमजोर करके यहां लंबे समय तक शासन करना था। इसके अलावा वे भारत का विभाजन इसलिए भी करना चाहते थे, ताकि उससे अलग होकर बने देश यानी पाकिस्तान में अपनी चला सकें। साल 1909 के चुनावों में अलग निर्वाचन क्षेत्र की व्यवस्था हो या 1932 का कम्युनल अवार्ड, हर कदम पर ब्रिटिश शासन ने हिंदू-मुस्लिम एकता को चोट पहुंचाने का काम किया।



अवधेश राजपूत

अंग्रेज हिंदुओं और मुसलमानों के रिश्तों में दरार डालने के काम करते ही रहते थे, ताकि उन्हें भारत पर शासन करने में आसानी हो। कांग्रेस लगातार राष्ट्रीय एकता की बात करती रही, लेकिन जब 1940 के दशक में सांप्रदायिक तनाव चरम पर पहुंच गया, तब उसके पास समझौते के अलावा कोई विकल्प शेष नहीं बचा। अच्छा होता कि आज लोग उस समय की परिस्थितियों को समझें। कहा भी जाता है कि देश, काल और परिस्थितियों के हिसाब से चलना चाहिए।

इस बात को सदैव ध्यान में रखा जाए तो अच्छा कि 1946-47 का भारत आज के लोकतांत्रिक भारत से बिल्कुल अलग था। उस समय 500 से अधिक रियासतें थीं, जिनकी अपनी-अपनी आकांक्षाएं और सोच थी। बंगाल, पंजाब और बिहार में भयंकर दंगे भड़क चुके थे। सांप्रदायिक तनाव इतना बढ़ चुका था कि हर दिन हजारों निर्दोष लोग मारे जा रहे थे। ऐसे में देश की सबसे बड़ी राजनीतिक शक्ति के रूप में कांग्रेस के सामने दो ही रास्ते थे- या तो विभाजन स्वीकार कर देश को आगे बढ़ने दें या फिर विभाजन रोकने की कोशिश में पूरे उपमहाद्वीप को खून-खराबे में झोंक दें। इतिहास गवाह है कि कांग्रेस ने पहला रास्ता चुना और भारत को लोकतांत्रिक व्यवस्था की मजबूत नींव दी। इसे उन लोगों को समझना चाहिए, जो विभाजन के लिए कांग्रेस को दोषी ठहराने के लिए तरह-तरह के सुविधाजनक तर्क पेश करते रहते हैं। यह कहना आसान है कि कांग्रेस ने भारत विभाजन को स्वीकार कर गलती की। इसी तरह यह कहना भी भूल होगी कि उस दौर में नेताओं के सामने और कोई विकल्प उपलब्ध था।

महात्मा गांधी जैसे नेता भी विभाजन के सख्त खिलाफ थे, लेकिन जब लाखों लोगों की जान दांव पर लगी थी, तब समझौते को ही व्यावहारिक रास्ता माना गया। कांग्रेस का लक्ष्य सत्ता पाना नहीं, बल्कि देश को भीषण गृहयुद्ध की आग से बचाना था। आज 79 साल बाद सुरक्षित माहौल में बैठकर विभाजन के दौर की विवशताओं को अनदेखा करना आसान है, लेकिन यह समझना जरूरी है कि यदि उस समय कांग्रेस ने विभाजन स्वीकार न किया होता तो शायद हालात और भी भयावह होते। ऐसे में यह कहना अनुचित नहीं होगा कि कांग्रेस ने कठिन, मगर आवश्यक निर्णय लिया, ताकि भारत का भविष्य बचाया जा सके।

एनसीईआरटी का माड्यूल इतिहास की जटिलताओं को सरलीकृत करके वर्तमान की राजनीति के लिए इस्तेमाल करने का प्रयास है। इस नए माड्यूल को भले ही किसी कक्षा में पाठ के तौर पर न पढ़ाया जाए, लेकिन आखिर इसे पूरक शैक्षिक सामग्री के तौर पर पेश करने और उसमें विभाजन के लिए जिन्ना और माउंटबेटन के साथ कांग्रेस को भी जिम्मेदार ठहराने का क्या मतलब? सत्ता चाहे कितनी भी ताकतवर क्यों न हो, इतिहास बदलने की कोशिश हमेशा अधूरी और संदिग्ध रहती है। वास्तविक इतिहास हमें यही सिखाता है कि भारत का विभाजन औपनिवेशिक नीतियों और जिन्ना की सांप्रदायिक राजनीति का परिणाम था, न कि कांग्रेस की महत्वाकांक्षा का। इसलिए यह आवश्यक है कि इतिहास को न्यायपूर्ण और संतुलित दृष्टि से पढ़ाएं। विभाजन के पन्नों से सीखकर हमें आगे बढ़ना चाहिए, न कि उन्हें आज की राजनीति का हथियार बनाना चाहिए। कांग्रेस को दोषी ठहराना आसान है, लेकिन सच्चाई यही है कि उसने उस दौर में देश की एकता और भविष्य की रक्षा के लिए कठिन निर्णय लिया। इतिहास का मूल्यांकन उसी समय की परिस्थितियों के आलोक में होना चाहिए, न कि आज की राजनीतिक सुविधा के आधार पर।

(लेखक कांग्रेस के राज्यसभा सदस्य एवं पूर्व केंद्रीय मंत्री हैं)
response@jagran.com

The Indian Express, 19 August 2025, Page No - 9

Academia margins to NCERT row: French-born scholar's tryst with India's past

Michel Danino rejects charges of 'communalisation of education' and 'RSS influence', says textbooks focus on 'what is really important' in a 'limited space'

ABHINAYA HARIGOVIND
NEW DELHI, AUGUST 18

"I ENJOY (historical) controversies in a kind of perverse way, perhaps," Michel Danino, 69, said during his lecture at Azim Premji University in October last year. Arguing that "historical controversies" are inherent part of the discipline, he said: "We should not shun controversies, we should desire them. We should make use of them to go deeper into issues."

Danino, who heads the panel on the NCERT social science textbooks, is no stranger to row. He has delved into subjects, that have generated heat in academic and political circles for decades, which include questions related to the Aryan invasion — in his writings and lectures he rejects it — and the Sarasvati river, which he terms the "life-giving river" of the "Indus-Sarasvati civilisation" or the Harappan civilisation.

Recently, NCERT's new social science textbooks sparked a row over various matters including their portrayal of Mughal and Delhi Sultanate periods in a negative light, omission of Tipu Sultan and Anglo-Mysore wars over resistance to the East India Company, and a map showing a large swathe of the country and beyond, including Rajasthan belts, as part of the Maratha empire. In his response to criticism against these books, Danino, also a guest professor at IIT Gandhinagar, told *The Indian Express*: "Criticism is welcome, but the strident criticism that this is communalisation of education... or sometimes people say my clan, my hero is missing... that's not acceptable... We take representative figures, and try to select them in a way that bears significance across India."

While the new NCERT books have brought him into the limelight again, the French-born Danino, who was awarded the Padma Shri in 2017, was once, in his words, "on the margins of academia". In France, he studied maths, physics and engineering. While he enjoyed science, he felt it didn't have "answers to major issues". In the early 1970s, he got interested in Indian spirituality, Sri Aurobindo, and the "Mother" (Mirra Alfassa, who established Auroville in Pondicherry).

"It was in the air — there was information going around (on Sri Aurobindo and Auroville). There was a famous short movie on French TV by a well-known filmmaker. Auroville started in 1968, and people were already working there. It attracted me because of Sri Aurobindo's vision of human unity — it would be possible only with a very substantial transformation of human nature. I landed in Auroville in 1977," said Danino.

Deciding to spend his life in India, Danino started translating, editing and publishing texts related to Aurobindo and the "Mother". He was drawn to Aurobindo's ideas on Indian civilisation and its ancient past. "In his writings, he (Aurobindo) brought up what used to be called the 'genius of Indian civilisation'. He was convinced going back to those roots could help us meet today's and tomorrow's challenges much better. This led me to further exploration of Indian civilisation."



NCERT social science panel head Michel Danino

His "cursory readings" became systematic, and he began to take part in conferences, and present, publish papers. He gave three series of lectures at IIT Kanpur. Danino was then scholar-in-residence at IIT Kanpur. The lectures caught IIT Gandhinagar's founding director Professor Sudhir Jain's attention. Danino began as guest professor at IIT Gandhinagar in 2011, helped set up Archaeological Sciences Centre at the institute, coordinated an Indian Knowledge Systems discipline, and offered courses like "Perspectives on Indian Civilisation".

Now, referring to his NCERT panel, Danino said it was mandated to develop the social science textbooks within the framework of the National Education Policy 2020 and the National Curriculum Framework for School Education 2023. On new textbooks, he said: "In some of our workshops, I said we'll get brickbats when the textbooks are out. I declared my objective was to get equal brickbats from both sides of the spectrum so that we will know we have done a good job. And ironically, that's almost what's happening."

Danino said since the new curriculum involves having a single social science book instead of separate ones for subjects like history, geography, and political science, "we have limited space". "We try to focus on what is important that we would like our students to remember, if possible, all their life."

Danino said: "The least genuine criticism is we are writing under the gaze of ideological movements like RSS, etc. This is completely false. We never felt any undue influence. People are not willing to believe that because it's a convenient argument to dismiss the whole effort without seriously looking at it. We have not said that the textbooks are perfect. How can they be perfect? It's the first attempt and done in a short time. They have to be revised and looked at afresh from year to year."

The Tribune, 19 August 2025, Page No - 11

Language funds allocated on basis of need, not preference, says Education Minister

₹308cr granted to promote Hindi, Classical Tamil, Sindhi & Urdu in 2024-25

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, AUGUST 18

Under the Grants for Promotion of Indian Language (GPIL), Union Education Minister Dharmendra Pradhan has clarified that funds are not allocated on the basis of language, but according to requirement and utilisation.

In 2024–25, the Centre allocated Rs 308.44 crore to promote Hindi, Veda, Classical Tamil, Sindhi and Urdu.

In a written response to AIMIM MP Asaduddin Owaisi, Pradhan said, "Allocation of funds are not done on language basis rather they are provided as per the requirement and utilisation.

PAST ALLOCATION

- 2021-22: ₹197.50 crore
- 2022-23: ₹250 crore
- 2023-24: ₹300.70 crore

Under the Grants for Promotion of Indian Language (GPIL), Government of India provides grants to Kendriya Hindi Sansthan (KHS), Maharishi Sandipani Rashtriya Ved Vidya Pratishthan (MSRVVP), Central Institute of Classical Tamil (CICT), National Council for Promotion of Sindhi Language (NCPSL) and National Council for Promotion of Urdu Language (NCPUL) for the promotion of Hindi, Veda, Classical Tamil, Sindhi and Urdu respectively."

Owaisi had asked whether Sanskrit had received higher allocation under GPIL.

Pradhan further said that under the National Education Policy (NEP), the government had laid emphasis on promoting multilingualism. "The Government in the NEP has provided that wherever possible the medium of instruction up to at least Class V and preferably up to Class VIII will be in the home language/mother tongue/local language/regional language," he said.

Responding to MP Sambit Patra, Minister of State for Education Jayant Chaudhary said that NCERT textbooks in Science, Mathematics, Social Science, Art Education, Environmental Education, Health and Well-being had been translated into 22 Indian languages and English. He also stated that the UGC had conceptualised a project, ASMITA, to promote academic writing in higher education.

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THE TIMES OF INDIA

'Pak denied involvement but ...': NCERT releases special module on Operation Sindoor; curriculum for classes 3 to 12

TIMESOFINDIA.COM | Aug 19, 2025, 11.18 PM IST



'Pak denied involvement but ...': NCERT releases special module on Operation Sindoor; curriculum for classes 3 to 12

NEW DELHI: National Council of Educational Research and Training (NCERT) on Tuesday released a special module on Operation Sindoor for students from classes 3 to 12, news agency PTI reported.

The module describes Operation Sindoor as "not just a military operation but a promise to protect peace and honour the lives lost."

It further states that while Pakistan publicly denied involvement in the Pahalgam terror attack, the strike was "directly ordered by its military and political leadership."

NCERT sources earlier said that the content has been designed in a simplified, age-appropriate style, weaving together historical context, India's military achievements, and the nation's future aspirations.

On May 7, India launched Operation Sindoor, a massive military operation targeting terror infrastructure deep inside Pakistan and Pakistan-occupied Kashmir (PoK).

The strikes were a direct response to the April 22 terror attack in Pahalgam, Jammu and Kashmir, which claimed 26 innocent lives.

The Indian armed forces launched precision strikes on nine terror launchpads across Pakistan, including major hubs linked to Jaish-e-Mohammad in Bahawalpur and Lashkar-e-Taiba in Muridke.

The strikes also destroyed key Pakistani military facilities, including the Nur Khan Airbase in Rawalpindi and the Rahim Yar Khan airbase, marking a significant escalation in India’s counterterror response.

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Education

Op Sindoor, now in NCERT classrooms—'mission of honour' to counter terror 'ordered by Pakistan leadership'

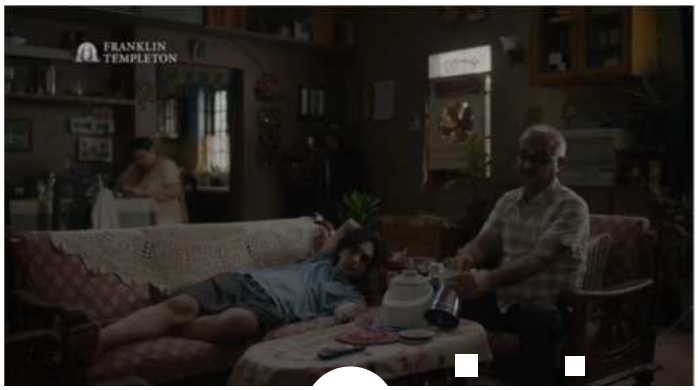
FAREEHA IFTIKHAR 19 August, 2025 06:51 pm IST



NCERT office | Commons

New Delhi: Over three months after Operation Sindoor, the National Council for Education Research and Training (NCERT) has introduced two new modules on the military operation as supplementary reading material for school children. The modules state that although Pakistan denied any involvement in the Pahalgam terror attack, it was carried out on "direct orders" by "Pakistan's military and political leadership".

The modules, which are basically supplementary reading material for students, also explain that the name Operation Sindoor was chosen as a tribute to the widows of the victims, symbolising solidarity, empathy, and respect.

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The two modules are titled “Operation Sindoor—A Saga of Valour” for preparatory and middle stages or Classes 3 to 8, and “Operation Sindoor—A Mission of Honour and Bravery” for secondary stage or Classes 9 to 12. The modules have been created with the aim of raising awareness about India’s military power among school children.

Calling Operation Sindoor “a triumph of bravery, strategy, and innovation”, the modules also mention India’s air defence systems, like the S-400, which shot down enemy aircraft at long distances and also prevented enemy drones from causing damage.

Initiated in the early hours of 7 May, Operation Sindoor involved military strikes by India against terror camps in Pakistan and Pakistan-occupied Kashmir (PoK). The strikes were carried out in response to the Pahalgam terror attack, which took place on 22 April, with terrorists killing 26 tourists.

The modules highlight that people across the country stood united, with candlelight marches held nationwide in solidarity.

“Muslim communities in Hyderabad, Lucknow, and Bhopal wore black armbands and openly denounced the attack. In Kashmir, shopkeepers closed their shops in protest. Villages near the border demanded strong action and supported the Armed Forces,” the secondary stage module states.

“The local (Kashmiri) population stood up and spoke against terrorists. Their response breaks stereotypes and shows the real voice of peace-loving people,” it added.

It also says that the Resistance Front, or TRF, a known proxy of the Pakistan-based Lashkar-e-Taiba, first claimed responsibility, then denied it four days later.

However, India’s National Investigation Agency confirmed the group was behind it—with solid evidence and eyewitness accounts. “Indian agencies found that the attack was a well-planned conspiracy led by Pakistan’s ISI and Lashkar-e-Taiba (LeT). It was directly ordered by Pakistan’s military and political leadership,” the secondary stage module states.

The modules include several quotes from Prime Minister Narendra Modi on Operation Sindoor, highlighting how, under his strategic leadership, the planning for the operation was “very clear and empowering”.

The modules describe Operation Sindoor as a military success, a technological breakthrough, and a political message—all rolled into one. They call the operation “a triumph of bravery, strategy, and innovation”.

“The valiant actions of the Indian Armed Forces compelled the Pakistan Armed Forces to seek an urgent ceasefire by breaking their will to continue the fight,” the secondary stage module adds.

The NCERT has been preparing special modules as supplementary reading material for students, focusing on key national themes. So far, 16 such modules have been released. They are

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designed to be interactive and engaging and are set in a classroom format, presented as a discussion between a teacher and students.

Balakot to Op Sindoor

The modules highlight retaliatory actions by Indian military forces, including the Balakot air strikes in 2019 following the Pulwama terror attack, and more recently, Operation Sindoor after the Pahalgam terror attack.

“In the past, India has never shied away from standing up for its citizens. We gave a strong reply in the wars of 1947, 1965, 1971, and 1999.... Operation Sindoor was also India’s way of stopping terrorism, led by Jaish-e-Mohammed (JeM), Lashkar-e-Taiba (LeT), Hizbul Mujahideen (HuM) and Pakistan’s spy agency, ISI.”

“It was not just a military operation; it was a promise to protect peace and honour the lives lost,” the preparatory and middle stage modules state.

The NCERT modules detail the planning of Operation Sindoor and the roles played by the Army, Navy, and Air Force.

“Our Air Force, Army, and Navy worked together to defend India with great skill. Our air defence systems, like the S-400, shot down enemy aircraft at long distances and also prevented enemy drones from causing damage,” the modules add.

The modules elaborate how Chief of Defence Staff and the Chiefs of the Army, Navy, and Air Force worked closely with intelligence agencies. Their planning included pinpointing terrorist infrastructure such as training camps and launchpads, choosing the right weapons for precision strikes, setting the date and time for the attack, balancing precautionary deployments without losing the element of surprise, strategically moving naval assets forward, and even preparing for civil defence in case of war—air raid precautions and shelters.

They state that 21 sites were filtered, and nine terrorist locations were ultimately targeted—including Sawai Nala, Syedna Bilal Camp, Gulpur, Barnala, Abbas, Sarjal, Mehmoona Joya, Bahawalpur, and Muridke—key bases of Lashkar-e-Taiba (LeT) and Jaish-e-Mohammed (JeM). The modules note that the Indian Army destroyed seven of these camps, while the Air Force targeted Muridke and Bahawalpur. “The precision strikes were executed in just 22 minutes,” the modules add.

The modules also say that soon after the Indian Army and Air Force destroyed terror camps in Pakistan and Pakistan-occupied Kashmir, Pakistan responded with ceasefire violations along the Line of Control. Starting 8 May 2025, it escalated the conflict by attacking air bases, logistics nodes, forward posts, and Army headquarters—using artillery and Unmanned Aerial Systems (UAS).

However, India was well prepared for such threats. “The integrated air defence and counter-UAS systems, including the S-400, were already in place to effectively counter these attacks,”

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say the modules. The response shook the Pakistani establishment as "our air strike breached their air defence, creating visible gaps that the world saw".

Story behind the name 'Operation Sindoor'

The modules explain that the origin of the name "Operation Sindoor".

"Sindoor is a symbol of marriage, love, and respect. You often see brides wearing Sindoor at weddings. Now, imagine her as a soldier's wife, waiting for him to return. How would she feel if he never came back?... So, this operation has been named in honour of the wives who lost their husbands," the modules state.

The modules also emphasise how a coordinated and extensive exercise was taken to reach out diplomatically by our missions abroad. "On 18 July 2025, the United States officially declared TRF a foreign terrorist organisation. That was a major move. TRF is widely recognised now as just another face of Lashkar-e-Taiba," they state.

The modules state that many countries stood with India. "The United Nations Security Council even issued a strong statement, saying that the people who plan, fund, and carry out terrorist attacks must be punished," they add.

The modules also include maps of the targeted sites and photographs of Pakistani drones destroyed by Indian air defence systems.

The modules state that while India strategically avoided civilian locations during Operation Sindoor, Pakistan retaliated by targeting civilian areas such as schools and religious sites in Jammu and Kashmir, resulting in the deaths of 14 Indian civilians.

"But the Indian Army responded strongly and prevented further damage. They neutralised 35–40 Pakistani Army personnel, as per intelligence inputs," the modules state.

The modules also highlight how the 'Make in India' campaign also shines through Operation Sindoor. "Our Hon'ble Defence Minister Shri Rajnath Singh said the operation proved India can break through any enemy defence using what we've made ourselves."

(Edited by Viny Mishra)

Also read: *History teaching requires revision more than textbooks*

The Indian EXPRESS
JOURNALISM OF COURAGE

India’s quest for knowledge about future of mankind: Pradhan at IIT Kharagpur foundation day

Adani Group chairman says India’s 'future independence will depend on command on technology, data, innovation'.

By: Express News Service
Kolkata | Updated: August 19, 2025 08:55 AM IST

NewsGuard

3 min read



When we speak of Viksit Bharat, we speak of an India leading in clean energy and health care for every village, said Union Minister Dharmendra Prasad at IIT Kharagpur. (Express Photo)

Union Education Minister Dharmendra Pradhan on Monday said India’s quest for knowledge has always been about shaping the future of mankind and that IITs presently stand as global power houses of ideas.

Addressing the faculty and students at IIT Kharagpur’s 75th foundation day, Pradhan said, “It is not just a celebration of the past but also a window to the future. When we speak of Viksit Bharat, we speak of an India leading in clean energy and health care for every village. The question should not be what job you will get but what change you can bring.”

Union Minister Sukanta Majumdar said, “This institute (IIT) was born in the heart of Bengal, the land that once was the torchbearer of India’s cultural scientific and cultural renaissance. It must not only honour its legacy but must lead the resurgence. We look at these as lighthouses of knowledge reaching out to the remotest part of the country.”

In his special address, Adani Group chairman Gautam Adani said India’s “future independence would depend not on territorial control but on command over technology, data, and innovation”.

“We must now fight for the freedom of atmanirbharta if we are to be truly free. You are the next generation of freedom fighters. Your innovation, your software code and your ideas are today’s weapons. You will decide whether India takes command of its destiny or surrenders it to others. Infrastructure, technology, intellectual property are the roots of our freedom. A nation standing on borrowed soil cannot hold its head high,” he added.

Drawing a parallel between India’s struggle for Independence and the challenges the nation faces in today’s rapidly shifting global landscape, he said while the country is politically independent, its heavy reliance on imported semiconductors, oil, and defence systems leaves it vulnerable. “The wars we have to fight today are often invisible. They are fought in server farms, not trenches. The weapons are algorithms, not guns. Empires are built in data centres, not on land,” he said.

IIT Kharagpur director Prof Suman Chakraborty said, “On this historic day, we celebrate 75 years of wisdom, resilience and achievement and we also stand ready to embrace new horizons and create new landmarks that will define our future. Our legacy isn’t a museum but a launch pad. We stand at a turning point in history when the world is being reshaped by the convergence of digital and biological frontiers.”

EDITOR'S CHOICE



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This article went live on August nineteenth, twenty twenty-five, at fifty-three minutes past eight in the morning.

TAGS: Dharmendra Pradhan Education IIT IIT Kharagpur Union Minister

The Indian EXPRESS
JOURNALISM OF COURAGE

Draft textbook in Kerala says Subhas Chandra Bose 'fled to Germany in fear of British', govt says 'historical mistake'

The controversial portion was seen in the teachers' handbook for class four, prepared by the State Council of Educational Research and Training.

Written by Shaju Philip
Thiruvananthapuram | Updated: August 19, 2025 04:46 AM IST

NewsGuard

2 min read



The Education Department has since corrected the draft and debarred the members of the textbook committee from further academic activities. (Express Archive/Partha Paul)

A draft school textbook in Kerala, which said Netaji Subhas Chandra Bose had fled to Germany in fear of the British, has courted controversy, with the state government saying the portion with the "historical mistakes" had been corrected.

The controversial portion was seen in the teachers' handbook for class four, prepared by the State Council of Educational Research and Training. The Education Department has since corrected the draft and debarred the

members of the textbook committee from further academic activities.

Education Minister and CPI(M) leader V Sivankutty told the media, “Certain historical mistakes have emerged in the draft of the textbook. When the issue came to notice, directions were given to make corrections and ensure that the textbook is printed only with historical facts. The Kerala government does not share the stand of the Union government that history can be distorted for political ends. SCERT has been given direction to debar the members of the particular textbook committee.”

The RSS-affiliated Akhil Bharatiya Vidhyarthi Parishad said there were more mistakes in the book. “The distortion of history was the CPI(M) government’s malicious attempts to disseminate distorted history to students in Kerala. Furthermore, the same textbook deliberately omitted the names of Assam and Jharkhand from a map in the second chapter. This omission is part of a hidden political agenda to destroy the nation’s integrity and secretly support the Chinese Communist Party’s attempt to invade Assam,” ABVP national secretary Shravan B Raj said in a statement.

EDITOR'S CHOICE



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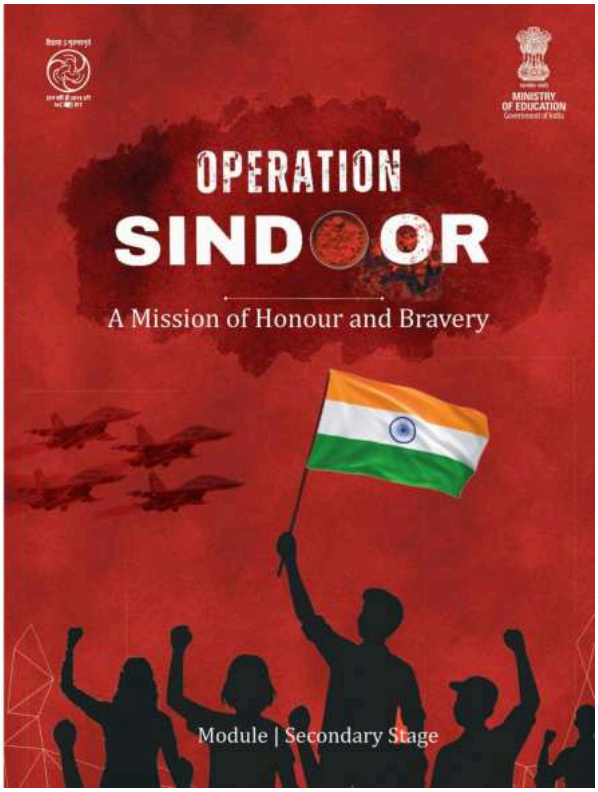
Operation Sindoor lessons now part of NCERT syllabus

The NCERT has prepared special modules as supplementary reading material for students, focusing on key national themes

Updated - August 20, 2025 10:54 am IST - New Delhi



MAITRI PORECHA



The module states that Operation Sindoor was named as such to honour the pain and strength of wives who had lost their soldier husbands to conflict. Photo: https://ncert.nic.in/

Over three months after the Pahalgam killings and subsequent military conflict between India and Pakistan, the National Council of Educational Research and Training (NCERT) has introduced two new modules on 'Operation Sindoor — A saga of valour' for Classes 3 to 8 and 'Operation Sindoor — A mission of honour and bravery,' for Classes 9 to 12.

The modules state that 'Pakistan denied any involvement and didn't take any steps to stop the terrorists' and also states that the attack was 'directly ordered by Pakistan's political and military leadership.'

The modules are meant as supplementary reading material for schoolchildren and are available online on NCERT website.

Operation Sindoor has been described as 'a confluence of India's policy, intent and decisive capability,' and as 'our answer to protect peace of our country and stop these attacks (Pahalgam and so forth).'

The module states that Operation Sindoor was named as such to honour the pain and strength of wives who had lost their soldier husbands to conflict.

The module mentions the killing of 19 soldiers in Uri in 2016 and 40 CRPF jawans in Pulwama in 2019. It also mentions that 'the situation (in Jammu and Kashmir) changed over the years with abrogation of Article 370.'

It further mentions that 'India's intelligence agencies found that Pakistan-based groups were planning terror attacks from across the border.' Additionally, it says, 'Operation Sindoor was India's way of stopping terrorism, led by Jaish-e-Mohammed (JeM), Lashkar-e-Taiba (LeT), Hizbul Mujahideen (HuM) and Pakistan's spy agency, ISI.'

The module for Classes 9 to 12 states that 'Since independence, Pakistan has often tried to disturb peace in India — sometimes through war, and at other times, through terrorism.'

It further states that abrogation of Article 370 paved way for development of Jammu and Kashmir, but 'Pakistan was not ready to accept this progress.'

Candlelight marches

The module also states that there were candlelight marches by civilians and how communities across India stood up to protest against the attack. It further states, 'Muslim communities in Hyderabad, Lucknow and Bhopal wore black armbands and openly denounced the attack. In Kashmir, shopkeepers closed their shops in protest. Villages near the border demanded strong action and supported the Armed Forces," the module states.

"The local population stood up and spoke against terrorists. Their response breaks stereotypes and shows the real voice of peace-loving people," it added.

The module also mentions, 'Under the leadership of Prime Minister Narendra Modi, strategic guidance was very clear and empowering.'

The module also states that 'On May 8, Pakistan escalated the conflict by attacking our airbases, logistic nodes, forward posts, all along the LoC and Army formation HQs — some

using Unmanned Aerial Systems.'

It goes on to say, 'Our (India's) integrated air defence grid and Counter-UAS grid were already in place. These systems — like the S-400, MRSAM, AKASH and traditional air defence guns — proved highly effective.'

The module states that Pakistan intensified attacks on May 9 and targeted schools, religious places and civilian infrastructure. Indian Army neutralised 35-40 Pakistani Army personnel, as per intelligence inputs, the module states.

'The response (India's) shook Pakistani establishment as our airstrike breached their air defence, creating visible gaps that the world saw,' the module says.

The NCERT has prepared special modules as supplementary reading material for students, focusing on key national themes. So far, 16 such modules have been released, including those on Partition Horrors and Chandrayaan Utsav among others. They are designed in a classroom format as a dialogue between a teacher and students intermingled with Q&A format activities.

Published – August 19, 2025 10:20 pm IST

‘Operation Sindoor’ in classrooms NOW: NCERT introduces modules for classes III-XII

News Desk

19 August 2025, 10:37 PM IST

2 min

NCERT brings Operation Sindoor into classrooms with new modules for Classes 3–12, blending national pride with counter-terror awareness

NCERT Logo | NCERT Website

New Delhi: The National Council of Educational Research and Training (NCERT) has introduced two new learning modules on Operation Sindoor for students in Classes 3 to 12, marking a first-of-its-kind effort to integrate national security lessons into the school curriculum.

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Framed not merely as a military strike but as a national resolve for peace, justice, and remembrance, the modules revisit India's decisive response to the April 2025 Pahalgam terror attack, which claimed 26 lives.

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Launched three months after the incident, Operation Sindoor — conducted on May 7, 2025 — is described as a precise and calibrated retaliation. According to the modules, India carried out missile and air strikes on nine terrorist hubs across Pakistan and Pakistan-occupied Jammu and Kashmir (PoJK), destroying seven terror camps and key strongholds of Lashkar-e-Taiba and Jaish-e-Mohammed in Muridke and Bahawalpur.

The NCERT notes that no civilian casualties were reported, underscoring India's "moral and strategic high ground." Each

target, it states, was carefully verified to ensure that only terrorist infrastructure was hit.

Two versions of the modules have been developed:

- “Operation Sindoor – A Saga of Valour” for Classes 3 to 8
- “Operation Sindoor – A Mission of Honour and Bravery” for Classes 9 to 12

Beyond military details, the modules emphasise the synergy between India’s Army, Air Force, and strategic command, portraying the operation as a turning point in counter-terror doctrine. They also highlight local civilian voices in Kashmir that condemned the Pahalgam attack, breaking stereotypes and underscoring the region’s rejection of violence.

Quoting Prime Minister Narendra Modi, the modules state: “Operation Sindoor is not an ordinary military operation. It is a confluence of India’s policy, intent, and decisive capability.”

Through these lessons, NCERT aims to instil national pride, awareness of India’s defence preparedness, and understanding of its principled stance in global geopolitics—while honouring the memory of terror victims.

News

Ministry of Education Launches 5 Free AI Courses o SWAYAM for Students

SWAYAM AI courses 2025: The Ministry of Education is offering five free AI courses on the SWAYAM p government platform for online education. Professors from IIT created these courses, which cover a var like accounting, physics, chemistry, Python, and cricket analytics. In order to prepare professionals and their future employment, the program seeks to offer free, high-quality AI training.

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By **SIDDHI SHARMA**
AUG 19, 2025, 10:04 IST



AI Courses on SWAYAM

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SWAYAM AI courses 2025: The Ministry of Education has launched five free online courses on the SWAYAM site, ensuring that AI education is available to everybody. Understanding that education nowadays goes beyond books, this project intends to expose pupils to artificial intelligence at an early age in order to prepare them for their future employment.

These courses guarantee top-notch instruction from basic to advanced levels because they are created by experts from India's top IITs. They are helpful not just for college and high school students but also for professionals who want to improve their skills. With this important step, learners can acquire critical AI abilities at a lower cost without having to pay for pricey private instruction. With this platform, students may now get in-depth, cost-free AI training from the comfort of their own homes.

What Is a SWAYAM Portal?

In India, the government launched the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) program to give everyone access to free, high-quality education. It was started by the Ministry of Education with the intention of closing the digital divide by ensuring that education is available to professionals, students, and lifelong learners from all walks of life.

The platform provides a large selection of courses in a variety of subjects, including engineering, the humanities, social sciences, and management, at all educational levels and beyond graduation. Prominent scholars from esteemed establishments such as the IITs, IIMs, and other national universities develop these courses. Video lectures, specifically prepared readings, self-assessment exams, and online discussion boards are the four quadrants on which SWAYAM operates. The program uses technology to provide education that is equitable, accessible, and of high quality.

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Operation Sindoor for Classes 3 to 12: NCERT Introduces Special Modules Highlighting the Military Operation

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Five AI courses are offered for free on the SWAYAM Portal

Five free AI courses are available on the SWAYAM portal from the Ministry of Education. Students and professionals from a variety of areas can enroll in these courses, which were created by IIT professors.

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Concepts of machine learning and artificial intelligence are introduced in this introductory course. It covers data visualization, Python programming, and fundamental mathematical concepts like statistics, linear algebra, and optimization—all of which are necessary for real-world AI/ML applications.

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This course, which is intended for sports fans, covers the foundations of AI-based cricket analytics. It discusses data science concepts and Python programming, illustrating how AI may be used to evaluate sports data through real-world case studies.

AI in Physics

This course investigates the application of AI technologies, such as neural networks and machine learning, to the resolution of challenging physics issues. Students get the ability to apply AI techniques to basic physics ideas through interactive seminars and practical laboratories.

AI in Chemistry

With an emphasis on real-world applications such as drug design, molecular property prediction, and chemical reaction modeling, this course presents the use of AI in chemistry. It blends lab exercises, real-world datasets, and theoretical instruction.

AI in Accounting

This course, which is aimed for students studying management and commerce, describes how artificial intelligence might change accounting procedures. It discusses fundamental AI ideas and how they relate to accounting principles, utilizing Python and actual datasets to offer real-world, hands-on experience.

New NCERT tie-up to bring interactive e-books into school curriculum

The National Council of Educational Research and Training (NCERT) has signed an MoU with UEducate Global to digitize its curriculum into interactive KATBOOKs. The move aims to make learning more engaging, inclusive, and accessible in line with NEP 2020 and the Digital India vision.

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NCERT to digitise curriculum with UEducate's KATBOOKs for 250 million students

India Today Education Desk
New Delhi, UPDATED: Aug 19, 2025 16:03 IST

In Short

- NCERT signs MoU with UEducate to digitise textbooks
- KATBOOKs to offer interactive, multimedia-rich content
- Features include videos, AI tools, translators, audiobooks

In a major stride towards advancing India's digital education ecosystem, the National Council of Educational Research and Training (NCERT) has entered into an MoU with UEducate Global Private Limited to convert its textbooks into interactive digital formats. The collaboration, formalized at NCERT headquarters in New Delhi, aims to make learning more engaging, inclusive, and technology-enabled in line with the National Education Policy (NEP) 2020 and the Digital India initiative.

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Highlighting the significance of the initiative, Sarath Kakumanu, Founder and Managing Director of UEducate Global, said, "This partnership represents a milestone in reimagining how India learns. With KATBOOK, we seek to empower teachers, inspire students, and create classrooms that are more interactive, inclusive, and multilingual. Our goal is to ensure every learner, regardless of location, has access to quality education."

The MoU was signed by NCERT Secretary Aman Sharma, alongside senior council officials and Manpreet Chadha, Director of Global Strategic Partnerships at UEducate.

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Under this partnership, NCERT's trusted textbooks will be transformed into KATBOOKs--immersive, multimedia-rich digital textbooks. These enhanced resources will feature videos, animations, simulations, and AI-powered classroom tools designed to simplify teaching and enrich student learning. Additional features include built-in translators, dictionaries, and audiobooks, with offline availability to bridge the digital divide for students in remote regions.

The large-scale rollout is expected to reach over 250 million students across India, positioning it as one of the world's largest EdTech initiatives. Pilot projects are scheduled in select states before nationwide implementation within the next 18 months.

- Ends

Published By: Shruti Bansal

Published On: Aug 19, 2025

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Research backs NEP 2020's multilingual and inclusive education goals

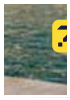
NEP 2020 emphasises mother tongue teaching and inclusive education to support all learners. Research shows strong teacher-student relationships and language affirmation reduce absenteeism and bullying.

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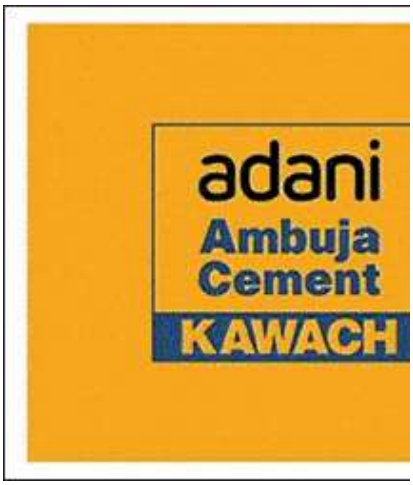
In Short

- NEP 2020 promotes education in mother tongue up to Grade 5 or 8
- Teacher-student relationships protect against absenteeism in culturally diverse settings
- Bullying decreases when schools affirm students' home languages and identities

India's National Education Policy (NEP) 2020 envisions an education system that is equitable, inclusive, and rooted in India's linguistic and cultural diversity. It emphasizes teaching in the mother tongue or regional language at least until Grade 5 (preferably up to Grade 8), focuses on supporting socio-economically disadvantaged groups (SEDGs), and calls for investing in teacher training and professional development.

Dr. Daman Chhikara, an Indian-born, award-winning education scholar and postdoctoral researcher at the University of California, Irvine, has conducted studies that speak directly to these priorities. His research shows how teacher-student relationships and inclusive instructional practices have measurable effects on student engagement, attendance, and well-being.

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One strand of his research investigates absenteeism in U.S. schools, a problem that echoes global challenges of student disengagement. He found that when teachers and students come from different cultural or racial backgrounds, students are more likely to miss school. However, his research also showed that strong and trusting teacher-student relationships mitigated these negative effects. As he emphasizes, "Relationships are not just supportive â€" they are protective." These findings highlight the central role of relationships in keeping

In another study, Chhikara analyzed peer victimization among students from multilingual households in U.S. schools. He found that children whose primary language at home was not English faced higher levels of bullying than their native English-speaking peers. Yet, programs that affirmed students' home languages and cultural identities â€" such as bilingual and dual-language models â€" reduced bullying and improved school climate. Reflecting on this work, Chhikara notes, "When schools affirm the languages and identities children bring, it doesn't just support learning â€" it changes the climate."

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These findings attest the NEP 2020's call for multilingual education. Language is not just a tool for instruction but also a marker of identity. Validating children's home languages supports their academic growth while reducing the social risks they face in school. In this sense, the NEP's emphasis on teaching in the mother tongue is both an educational strategy and an inclusion strategy.

Together, these findings underscore lessons that resonate strongly with NEP 2020:

Language Policy: Validating children's home languages promotes inclusion and safety, supporting NEP's emphasis on multilingual instruction.

Equity & Inclusion: Reducing bullying and absenteeism helps socio-economically disadvantaged and marginalized students remain engaged in school.

Teacher Training & Development: Professional development must equip teachers not only with instructional strategies but also with skills to build strong relationships and respond effectively to students' cultural and linguistic diversity.

NEP 2020 represents an ambitious rethinking of India's education system. By linking global evidence to its priorities, it becomes clear that the success of the policy will depend not only on structural reforms but also on whether classrooms become places of safety, respect, and belonging for all learners. The challenge ahead lies in translating these principles into everyday practice. If implemented with care, NEP 2020 can serve as a model for how education systems worldwide can foster equity, belonging, and human dignity

- Ends

Published By: Megha Chaturvedi

Published On: Aug 19, 2025

NCERT releases special module on Operation Sindoor for classes 3 to 12

The NCERT module mentions that Operation Sindoor, launched in May this year, was India's "strong and clear response to the cowardly attack" on tourists in Pahalgam in April.

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New Delhi, UPDATED: Aug 19, 2025 22:55 IST

In Short

- Ncert module covers India's response to Pahalgam terror attack
- Mentions how locals in Pahalgam spoke against terrorism after attack
- Details precision strikes on terror camps in Pakistan and POK

NCERT has brought out a special module on Operation Sindoor to teach schoolchildren about India's response to the Pahalgam terror attack and the counter-terror operations that followed. The module, meant for students from classes 3 to 12, explains the country's defence preparedness, use of new technology, and rising global role.

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This classroom module is aimed at helping students understand how the nation responds to terror threats and how defence, diplomacy, and coordination between ministries play a role in national security.

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Before delving into the details of Operation Sindoor, the module for the secondary stage mentions several attempts by Pakistan to disrupt peace in India. Specific terror incidents like the Uri attack in 2016 and the 2019 Pulwama attack are touched upon briefly.

The module mentions that Operation Sindoor, launched in May this year, was India's "strong and clear response to the cowardly attack" on tourists in Pahalgam in April. The terror attack had claimed 26 lives, and "the terrorists' goal was to create fear and religious tension", the module mentions.

It makes special note of the local people's role in the aftermath of the terror attack. "The local population stood up and spoke against the terrorists. Their response breaks stereotypes and shows the real voice of peace-loving people," it mentions.

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"On 7 May 2025 at 0105 hrs, India launched a strategic military mission 'Operation Sindoor'... it was a precision strike. The Indian armed forces targeted terror hideouts and training centres in Pakistan and Pakistan-occupied Jammu and Kashmir. Thie was a planned, strategic move demonstrating India's sovereignty and resolve," the module says.

The module details India's planning and coordination between April 22 and May 7 and the close synergy between the Chief of Defence Staff and the Chiefs of the Army, Navy, and Air Force in successfully planning and executing precision strikes against terror infrastructures.

"The Indian Army and Air Force worked together. Seven camps were destroyed by the Army, and two- Muridke and Bahawalpur- were hit by the Air Force," the module states.

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Do you believe teaching about military responses to terror in schools is important?

- Yes
- No
- Can't Say

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It then describes how Pakistan escalated the conflict on May 8 by attacking "India's air bases, logistic nodes, forwards posts all along the Line of Control and Army formation headquarters- some using Unmanned Aerial Systems, or UAS".

India was able to successfully thwart the attack and defend itself. "Our integrated air defence grid and counter-UAS grid were already in place. These systems- like the S-400, MRSAM, AKASH, and traditional air defence guns- proved highly effective," it says.

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India then gave a calibrated response and targeted select Pakistan air defence systems and sensor networks using precision air launched munitions.

"Operation Sindoor was designed to be a precise and responsible answer to Pakistan-sponsored terrorism. The goal wasn't just retaliation - it was strategic deterrence," the NCERT teaching module mentions.

The module for the preparatory and middle stages also outlines the planning and execution of Operation Sindoor, albeit in less details.

Both the modules- Preparatory and Middle Stages module and Secondary stage module- has Prime Minister Narendra Modi's effusive praise for the Indian Armed Forces that delivered such a decisive response to the terror attack.

- Ends

Published By: Prateek Chakraborty

Published On: Aug 19, 2025

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Operation Sindoor now in NCERT school books, special modules released

By HT News Desk

Updated on: Aug 19, 2025 10:06 pm IST

The NCERT module also talks of Pakistan's alleged involved in the Pahalgam terror attack.

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National Council of Educational Research and Training (NCERT) has released special modules on Operation Sindoor, which will be taught to students from classes 3 to 12.



Chief of the Air Staff Air Chief Marshal A. P. Singh speaks on Operation Sindoor at the Air Chief Marshal LM Katre lecture, in Bengaluru (ANI)

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As per a PTI report, the module states that Operation Sindoor was “not just military operation but a promise to protect peace and honour the lives lost.”

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The NCERT module also talks of Pakistan's alleged involved in the Pahalgam terror attack.

“Pakistan denied any involvement in Pahalgam terror attack but it was directly ordered by its military and political leadership,” reads the NCERT module.

As per a report by *The Print*, the two modules are titled “Operation Sindoor—A Saga of Valour” for students of Classes 3 to 8, and “Operation Sindoor—A Mission of Honour and Bravery” for students of Classes 9 to 12.

Also Read | NCERT panel to examine content amid row over Maratha map

Last week, another NCERT special module for 'Partition Horrors Remembrance Day", titled the "culprits of Partition."

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A quote from the module sparked a row between Congress and the BJP which said that the partition was caused by three people - "Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it".

The partition module and Operation Sindoor module will be provided to students as supplementary readings, as opposed to being part of the main curriculum.

About Operation Sindoor

Operation Sindoor was India's military response to the Pahalgam terror attack. On April 22, a group of terrorists opened fire on tourists in Pahalgam's Baisaran valley, killing 25 Indians and one Nepali tourist.

In response to this attack, Indian armed forces carried out strikes targeted terror camps across Pakistan and Pakistan-occupied Kashmir in May.

Following this, India and Pakistan found themselves engaged in a military stand-off and at the edge of a fifth war with the neighbouring country.

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After four days of hostilities, India and Pakistan reached a ceasefire understanding.

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Why and How NCERT Partition row grows as Congress pushes Hindu Mahasabha angle: Why is Nehru back into spotlight despite opposing partition?

2 days ago

Author: Anjali Rajgovind



The release of NCERT's new Partition module has reignited a fierce political row.

While the material holds Muhammad Ali Jinnah, Lord Mountbatten, and Pandit Jawaharlal Nehru responsible for India's division, the Congress Party has hit back sharply, accusing NCERT of distorting history.

Leaders argue that the module overlooks the Hindu Mahasabha's role in fuelling communal tensions, and have demanded a fuller, more balanced account.

The BJP, however, has defended the changes, framing them as a correction of the historical record. The clash has once again brought the politics of Partition into the heart of today's national debate.

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stance of opposing the partition so clear.



A picture showing Pandit Nehru, Lord Mountbatten and Jinnah together.

What exactly is NCERT's 'Partition Horrors' module, and why was it launched?

The 'Partition Horrors' module is a new digital resource launched by NCERT in August 2025.

It was introduced on Partition Horrors Remembrance Day, first observed in 2021.

The module is available on the DIKSHA platform, which students across India use for online learning.

It brings together photographs, maps, documents, and survivor stories.

The aim is to help students understand what the Partition of 1947 meant for ordinary people.

Almost 14 million were displaced, and more than a million lost their lives in communal violence.

Families were forced to leave behind homes, friends, and memories.

The Education Ministry says the idea is not only to record the past but also to warn future generations about the dangers of division and hatred.

NCERT explains that the project will keep the "anguish of Partition alive" in public memory

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Why is the module problematic to Congress party members?

The Congress party has strongly criticised NCERT's 'Partition Horrors' module, saying it presents a biased view of history.

According to Congress, the module blames leaders like Nehru and Patel while minimising the role of the British and overlooking the Muslim League's demand for Pakistan.

This, they argue, creates a distorted account that could shape students' understanding in a misleading way.

Congress leaders say the project looks more political than educational, and accuse it of being part of an attempt to weaken the party's historical role in India's freedom movement.

They believe young people deserve a fuller picture, not a selective retelling of traumatic events.

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Who all have voiced criticism over the module?

It wasn't only the module that was criticised, and it wasn't only the Congress party that was criticising.

The whole idea of the Partition Horrors Remembrance Day faced backlash.

Congress leaders were the ones who went first. Spokesperson Pawan Khera slammed the module and its claim that Congress was a culprit.

Kerala's Left government opposed related campus observances.

Higher Education Minister R. Bindu told colleges not to mark Partition Horrors Day, saying it could polarise students.

Chief Minister Pinarayi Vijayan also criticised the Governor's directive linked to this push.

Opposition leader V. D. Satheesan objected too.

Student groups pushed back. SFI and KSU said they would resist such events in Kerala.

At TISS, the Progressive Students' Forum criticised the framing around Partition Horrors activities.

Academic voices weighed in. Historian Dr Ruchika Sharma warned against

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Congress spokesperson Pawan Khera.

Was the partition of India not discussed by NCERT before this module was launched?

Yes, the Partition of India was already part of NCERT textbooks long before this new module was launched.

Class 12 history, for example, has a full chapter titled “Understanding Partition: Politics, Memories, Experiences”.

It discusses why the partition happened, how leaders responded, and what ordinary people went through.

The chapter also uses letters, memoirs, and oral histories to show the human side of the tragedy.

Similarly, Class 8 social science books include sections on how independence came with displacement and violence.

What is new in the Partition Horrors module is the format and focus.

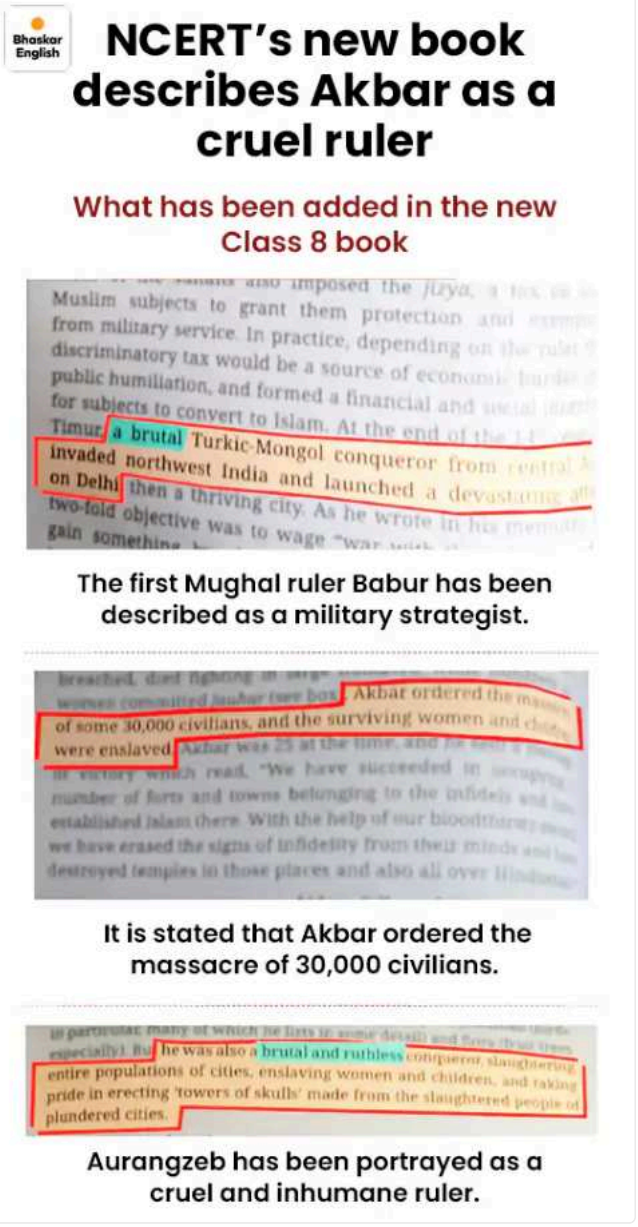
It collects archival photos, survivor stories, and documents in a digital space, and places more emphasis on the trauma and “horrors” of 1947.

Critics say the earlier chapters gave a more balanced picture, while the new module leans heavily on one side of the story.

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To what extent can anyone be blamed for the partition of India?

We spoke to Dr Achyut Chetan, author of 'Founding Mothers of the Indian Republic: Gender Politics of the Framing of the Constitution'.

> He explained that blaming one individual for the Partition oversimplifies a profoundly complex historical rupture.
>
> While leaders such as Jinnah, Nehru, or Mountbatten played decisive roles, their actions were enmeshed in decades of

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Partition was not simply the product of a single decision but the convergence of many pressures: colonial policy, conflicting national visions, and local insecurities.

Dr Chetan emphasised that such an event cannot be reduced to individual responsibility, for its causes were too many and too entangled.



What were the major stances of Indian leaders during the partition?

Indian leaders held sharply different positions on Partition in the 1940s.

Mahatma Gandhi stood firmly against it. He believed Hindus and Muslims could live together and said Partition would be a "tragedy" for India.

Jawaharlal Nehru, while unhappy, eventually accepted the plan. He felt independence could not be delayed any longer and that Partition was the only way to end the deadlock.

Sardar Vallabhbhai Patel also accepted Partition, arguing that a divided India was better than a weak, unstable one.

On the other side, Muhammad Ali Jinnah of

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homeland to protect their political and cultural rights.



Leaders like Maulana Azad opposed Partition, warning it would cause immense human suffering. These divisions among leaders shaped the final agreement in 1947.

How did Nehru react to the idea of partition when he first heard about it?

When Lord Mountbatten first showed Jawaharlal Nehru the Partition proposal, reportedly during a breakfast or dinner at Shimla's Viceregal Lodge, Nehru reacted with fury.

The plan, which allowed for princely states to remain independent and didn't guarantee India's unity, struck him as a destructive idea.

Nehru stormed into V. P. Menon's room, hurled the plan onto a bed, and declared sharply: "It's all over."

This reaction was likened to a bomb going off.

Mountbatten himself later remarked that six weeks of hard work collapsed in an instant.

The phrase "balkanise India" is used to describe what Nehru feared, that India would splinter rather than stand united.

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Pandit Nehru having breakfast with the Mountbattens in Shimla.

Why was his stance made into a controversy despite his reaction?

The controversy lies not in Nehru's anger at the plan, but in how his rejection was later interpreted.

> Critics suggested that his uncompromising vision of a strong centralised India left little room for negotiation, thereby pushing the Muslim League further towards Partition.
>
> To them, what he saw as protecting unity appeared instead as political rigidity.
>
> Mountbatten's own lament that "six weeks of hard work collapsed in an instant" added to this perception, making Nehru appear responsible for shutting the door on alternative arrangements.
>
> In retrospect, his principled defence of unity was recast as inflexibility, fuelling the long debate over his role in Partition.

Graphics: Anas Shakir

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नवभारत टाइम्स, 20 अगस्त 2025, पृष्ठ संख्या - 14

इतिहास पर बखेड़ा

ताजा मामला

- क्लास 6-8 और 9-12 तक के दो मॉड्यूल बने
- 14 अगस्त को नए मनाए जाने वाले 'विभाजन विभीषिका स्मृति दिवस' के लिए बने

इस पर विवाद



- जिन्ना ने विभाजन की मांग की, कांग्रेस ने इसे स्वीकार किया, माउंटबेटन ने इसे लागू किया
- नेहरू और पटेल ने गृहयुद्ध के डर से देश का विभाजन स्वीकार कर लिया
- इसके बाद महात्मा गांधी ने भी अपना विरोध छोड़ दिया

2025: विवाद

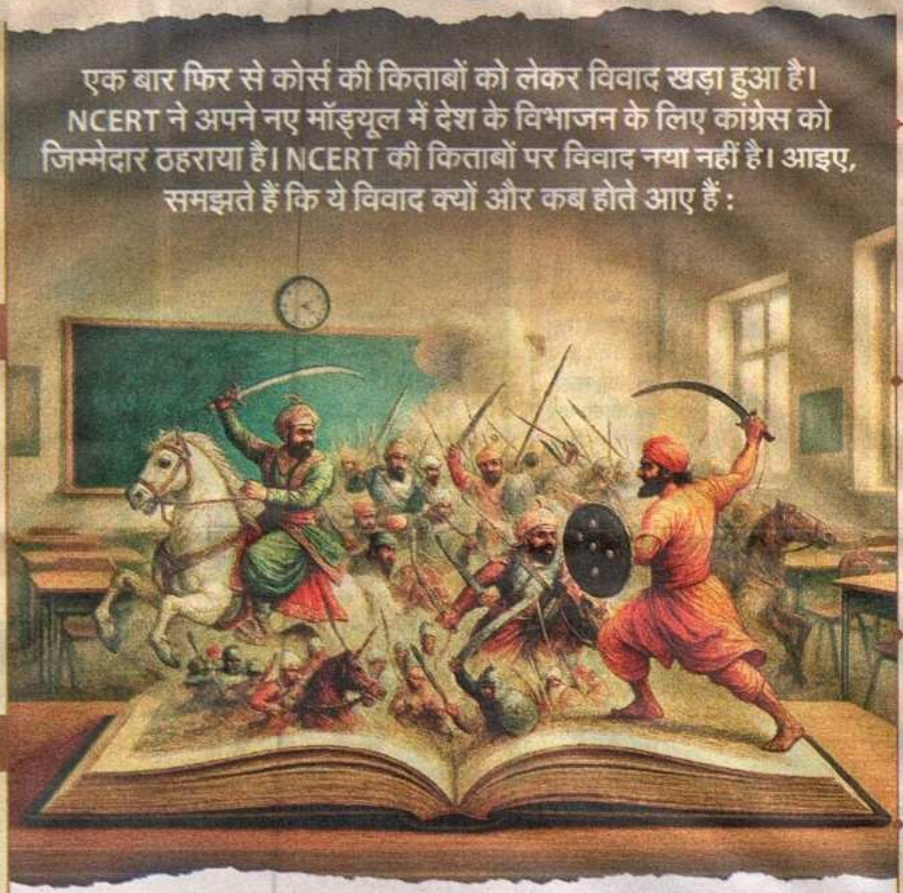
अगस्त

- असम के अहोम वंश की उपलब्धियों को 'अपर्याप्त' स्थान देने का मामला
- क्लास 8 की सामाजिक विज्ञान की किताब में 1759 के मराठा साम्राज्य में राजस्थान शामिल

जुलाई



- क्लास 8, इतिहास- रजिया सुल्तान और नूरजहां का जिक्र हटाया
- क्लास 8- बाबर को क्रूर और निर्दयी, अकबर को क्रूरता और सहिष्णुता का मिश्रण बताया
- टीपू सुल्तान, हैदर अली, एंग्लो-मैसूर युद्ध हटाए
- अप्रैल- 12वीं, इतिहास- आर्य बाहर से आए यह सिद्धांत खारिज



एक बार फिर से कोर्स की किताबों को लेकर विवाद खड़ा हुआ है। NCERT ने अपने नए मॉड्यूल में देश के विभाजन के लिए कांग्रेस को जिम्मेदार ठहराया है। NCERT की किताबों पर विवाद नया नहीं है। आइए, समझते हैं कि ये विवाद क्यों और कब होते आए हैं :

बदलते नाम

इसी वर्ष कई किताबों के नाम बदले



- अंग्रेजी किताब- 'मृदंग', 'संतूर', 'पूर्वी'
- मैथ्स की किताब- गणित प्रकाश
- वीणा, मल्हार, पूर्वी, ख्याल और दीपकम् जैसे नाम
- NCERT के मुताबिक इन पर फीडबैक में पहली बार मिली 5 स्टार रेटिंग

बदलते विषय



- 7वीं क्लास, सोशल साइंस- महाकुंभ, मेक इन इंडिया, बेटी बचाओ बेटी पढ़ाओ, चार धाम जुड़े, मुगल और दिल्ली सल्तनत गायब
- मगध, मौर्य, शुंग और सातवाहन जैसे प्राचीन भारतीय राजवंशों पर नए चैप्टर

किताबों में परिवर्तन आवश्यक हैं। कोई भी किताब 5-6 साल से अधिक नहीं चल सकती, चाहे वो किसी भी विषय की हो। सभी में परिवर्तन करना पड़ता है, नई-नई खोज होती हैं, नए-नए तथ्य सामने आते हैं। किताबें बदलना एक राष्ट्रीय आवश्यकता है।



- जेएस राजपूत, पूर्व निदेशक, NCERT

जो भी फेरबदल हो रहा है, वो सोची समझी राजनीति है। इसका अतीत से संबंध नहीं दिखता, आज से ज्यादा दिखता है। इसमें मध्यकालीन भारत पर ही बात होती है, क्योंकि वो सिर्फ एक कॉन्फ्लिक्ट जोन है, उसमें सिर्फ युद्ध है, और वो इनकी राजनीति को सूट करता है।



- एस. इरफान हबीब, इतिहासकार

रियर व्यू

2024



क्लास 12, राजनीति विज्ञान- बाबरी मस्जिद विध्वंस का संदर्भ हटाया
क्लास 11, राजनीति विज्ञान- गुजरात दंगे हटाए

2023



क्लास 9-10, विज्ञान- डार्विन का सिद्धांत, आवर्त सारणी हटाई
क्लास 12, - 'किंग्स एंड क्रॉनिकल्सः द मुगल कोर्ट्स' हटाया

2020



फैज अहमद फैज की कविताएं, नर्मदा बचाओ आंदोलन हटाया

2017



182 पाठ्यपुस्तकों में 1,334 बदलाव, मुगल इतिहास, गांधी हत्या पर विवरण घटाए

2012



आठवले ग्रुप का 11वीं की किताब में बाबा साहेब के अपमान का आरोप

2006



12वीं के इतिहास में सिख धर्म से संबंधित पाठों में संशोधन पर विरोध

2002



प्राचीन भारत को केवल स्वदेशी और आर्यों का निवास बताया गया

कंटेंट: राहुल पाण्डेय, ग्राफिक: उमेश कुमार

जनसत्ता, 20 अगस्त 2025, पृष्ठ संख्या -1

एनसीईआरटी ने कक्षा तीन से 12 तक के लिए आपरेशन सिंदूर पर विशेष पाठ पेश किए

जनसत्ता ब्यूरो
नई दिल्ली, 19 अगस्त।

एनसीईआरटी ने कक्षा तीन से 12 तक के लिए आपरेशन सिंदूर पर दो विशेष पाठ पेश किए हैं। इनमें कहा गया है कि यह मिशन न केवल एक सैन्य अभियान था, बल्कि यह शांति की रक्षा करने और पहलगाम आतंकवादी हमले में मारे गए लोगों के सम्मान का वादा भी है। पाठ्यक्रम में पूरक सामग्री के रूप में शामिल किए गए पाठ आपरेशन सिंदूर के तीन माह बाद आए हैं।

पाठ्यक्रम में पूरक सामग्री के रूप में शामिल किए गए पाठ आपरेशन सिंदूर के तीन माह बाद आए हैं।

इसमें से एक पाठ में कहा गया है, 'भारत ने सात मई, 2025 को पाकिस्तान और इसके अवैध कब्जे वाले कश्मीर में स्थित नौ आतंकवादी ठिकानों को निशाना बनाकर मिसाइलों और हवाई हमलों की शुरुआत की। अंत में चुने गए और अनुमोदित नौ लक्ष्यों में से सात आतंकी शिविरों को भारतीय थलसेना ने नष्ट कर दिया, जबकि भारतीय वायुसेना ने मुरीदके और बहावलपुर में आतंकवादी ठिकानों को नष्ट कर दिया, जो लश्कर-ए-तैयबा और जैश-ए-मोहम्मद के मुख्य केंद्र थे।' राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) ने सरकार के इस रुख को दोहराया है कि भारत ने यह सुनिश्चित किया कि किसी भी असैन्य नागरिक को नुकसान न पहुंचे। इसने कहा, 'प्रत्येक लक्ष्य की दोबारा पड़ताल की गई। केवल आतंकवादी ठिकानों पर ही हमला किया गया। इस आपरेशन से पता चला कि भारत आतंकी सरगनाओं को सजा से बचने नहीं देगा।'

दैनिक जागरण, 20 अगस्त 2025, पृष्ठ संख्या - 3

सीबीएसई कराएगा 10वीं की बुनियादी व मानक गणित का तुलनात्मक अध्ययन

रीतिका मिश्रा • जागरण

- अध्ययन के लिए गठित होगी पांच सदस्यीय विशेषज्ञ समिति
- शोधकर्मी और डाटा विश्लेषक समिति को देंगे सहयोग

नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने 10वीं की गणित के बुनियादी और मानक स्तर का तुलनात्मक अध्ययन कराने का फैसला किया है। इस अध्ययन में छात्रों के प्रदर्शन ट्रेंड, क्षेत्रीय और जनसांख्यिकीय पैटर्न, सामान्य गलतियां और सीखने की खामियां सामने लाई जाएंगी।

इसके लिए पांच सदस्यीय विशेषज्ञ समिति गठित की जाएगी, जिसमें सीबीएसई के शोधकर्मी और डाटा विश्लेषक सहयोग देंगे। गणित विषय के ये दोनों स्तर वर्ष 2019-20 में इस उद्देश्य से शुरू किए गए थे कि छात्रों पर परीक्षा का दबाव कम हो और उन्हें अपनी क्षमता के अनुसार अलग-अलग विकल्प मिल सकें। अब सीबीएसई छात्रों के प्रदर्शन का गहराई से



अध्ययन करेगा, ताकि यह समझा जा सके कि दोनों स्तरों पर बच्चों की उपलब्धियां और चुनौतियां क्या हैं।

सीबीएसई की गवनर्निंग बाडी की बैठक में यह सुझाव आया कि गणित के अनुभवी शिक्षक और विषय विशेषज्ञ दोनों स्तरों के प्रश्नपत्रों का ब्लाइंड-रिव्यू करें। इसके अलावा एंकर आइटम्स यानी साझा प्रश्न शामिल किए जाएं।

तैयार होगी पीएमयू

बोर्ड ने कौशल विषयों और माड्यूल्स की सामग्री को राष्ट्रीय पाठ्यचर्या रूपरेखा-स्कूली शिक्षा (एनसीएफ-एसई) के अनुरूप ढालने के लिए बोर्ड में एक प्रोजेक्ट मैनेजमेंट यूनिट (पीएमयू) बनाई जाएगी। बोर्ड के अनुसार एनसीएफ-एसई को समय पर और प्रभावी ढंग से लागू करने को उच्च गुणवत्ता वाली सामग्री उपलब्ध कराना बहुत जरूरी है। शुरुआत में यह विचार था कि किसी बाहरी एजेंसी को यह जिम्मेदारी दी जाए। चूंकि कंटेंट निर्माण का काम पहले से ही एनसीईआरटी कर रहा है, इसलिए तय हुआ कि किसी बाहरी एजेंसी के बजाय बोर्ड के अंदर ही पीएमयू बनाई जाए।

दैनिक जागरण, 20 अगस्त, 2025, पृष्ठ- जागरण सिटी-I

एनसीईआरटी माड्यूल को लेकर एनएसयूआइ का विरोध

जागरण संवाददाता, नई दिल्ली: दिल्ली विश्वविद्यालय की आर्ट्स फैकल्टी में नेशनल स्टूडेंट्स यूनियन आफ इंडिया (एनएसयूआइ) ने सत्ता पक्ष पर 'इतिहास को तोड़-मरोड़कर प्रस्तुत करने' और 'नफरत फैलाने वाले एनसीईआरटी माड्यूल' थोपने का आरोप लगाते हुए विरोध प्रदर्शन किया। प्रदर्शन में बड़ी संख्या में छात्रों ने भाग लिया और 'भारत की आजादी की असली विरासत बचाने' का संकल्प लिया।

एनएसयूआइ के राष्ट्रीय अध्यक्ष वरुण चौधरी ने इस मौके पर कहा कि 'भारत का इतिहास झूठ और नफरत से नहीं लिखा जाएगा। जब पूरा देश स्वतंत्रता संग्राम लड़ रहा था, तब ये लोग अंग्रेजों के साथ खड़े थे। वही लोग आज गांधी, नेहरू और सरदार पटेल जैसी महान हस्तियों पर झूठे आरोप लगाकर छात्रों को गुमराह करना चाहते हैं, लेकिन हम बच्चों को विकृत इतिहास का शिकार नहीं बनने देंगे।'

चौधरी ने साफ कहा कि यह संघर्ष सिर्फ दिल्ली तक सीमित नहीं रहेगा, बल्कि देश के हर राज्य और हर विश्वविद्यालय में चलेगा। एनएसयूआइ ने मांग की है कि विवादित एनसीईआरटी माड्यूल को तुरंत वापस लिया जाए और पाठ्यपुस्तकों में आजादी की लड़ाई के सच्चे इतिहास और मूल्यों को उचित स्थान दिया जाए। एनएसयूआइ के नेताओं ने चेतावनी दी कि यदि सरकार ने छात्रों की आवाज नहीं सुनी तो आंदोलन और तेज होगा।

The Tribune, 20 August 2025, Page No- 09, Delhi Tribune - 02

Promise to protect peace: NCERT releases two modules on Op Sindoor

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, AUGUST 19

The NCERT has now introduced two new modules on Operation Sindoor. The modules have been titled "Operation Sindoor — A Saga of Valour" for preparatory and middle stages and "Operation Sindoor — A Mission of Honour and Bravery" for secondary stage.

The modules termed Operation Sindoor as India's way of stopping terrorism, led by Jaish-e-Mohammed (JeM), Lashkar-e-Taiba (LeT), Hizbul Mujahideen (HuM) and Pakistan's spy agency, ISI.

The special modules said Indian agencies found that the Pahalgam attack was a well-planned conspiracy, led by the ISI and the LeT.

"It (Operation Sindoor) was not just a military operation; it was a promise to protect peace and honour the lives lost," the module read further.

The two modules also pointed to 'Make in India' initiatives that made Operation Sindoor a success. "ISRO satellites guided our soldiers and pilots, while the operation was also supported by Indian-made drones like the Hawk, Scout and Eagle," said the module.

The text further said the abrogation of Article 370 in 2019 paved the way for development in J&K. "By 2023, Kashmir saw the highest-ever number of tourists. People were living in peace. Unfortunately, Pakistan was not ready to accept this progress," it added.

India's outreach to the international community post Operation Sindoor was also mentioned in the modules. "By naming the operation Sindoor, our country's leadership and armed forces paid tribute to the widows of the victims. It was to show solidarity, empathy and respect," it added.

NSUI protests new NCERT module at Delhi University

Accuses RSS-BJP of historical distortion, vows nationwide agitation

HARSH YADAV
TRIBUNE NEWS SERVICE

NEW DELHI, AUGUST 19

The National Students' Union of India (NSUI) staged a protest at the Arts Faculty of Delhi University on Monday, alleging a newly introduced NCERT module has been influenced by the RSS and BJP to distort India's history and promote communal narratives among students.



NSUI members stage a protest at the Arts Faculty, Delhi University on Tuesday.

The demonstration drew hundreds of students who raised slogans and held placards in what they described as a defence of the true legacy of India's freedom struggle. NSUI leaders said the protest was a reflection of growing youth anger over what they claim is the misrepresentation of historical facts in educational content.

Addressing the gathering, NSUI national president Varun Choudhary condemned the contents of the module. "The history of India will not be written with lies and hatred. When the nation was fighting for freedom, these people were standing with the British. The same traitors of that time are today blaming Gandhi, Nehru and Sardar Patel with falsehoods," he said. "We will not allow the innocent children of this country to be victims of the RSS and BJP's distorted history."

NSUI announced the agitation would not remain confined to Delhi University. The student body said it plans to take the protest to universities and states across the country, warning that the movement would intensify if the module is not withdrawn.

Reiterating its position, NSUI declared it would not relent until what it termed the "hateful and misleading" NCERT module is scrapped and the "truth and dignity of India's freedom struggle" are restored in the national education system.

The Pioneer, 20 August 2025, Page No - 1, 4

NCERT introduces special modules on Operation Sindoor for classes 3-12

PRESS TRUST OF INDIA
New Delhi

The National Council of Educational Research and Training (NCERT) has introduced two modules on the Operation Sindoor for classes 3 to 12 describing the mission not just as a military operation but a promise to protect peace and honour the lives lost in the Pahalgam terror attack.

The modules which have been introduced as supplementary material in the curriculum come over three months after Operation Sindoor. The modules also state that although Pakistan denied any involvement in the Pahalgam terror attack, it was carried out on "direct orders" by "Pakistan's military and political leadership".

"India launched missiles and air strikes, targeting nine terrorist sites situated in Pakistan and Pak-occupied Jammu and Kashmir (POJK) on May 7, 2025. Out of nine targets which were finally chosen and approved, seven of these terror camps were destroyed by the Indian Army, while the Indian Air Force destroyed terrorist targets in Muridke and Bahawalpur, which are the nerve centres of Lashkar-e-Taiba and Jaish-e-Mohammed," one of the modules said.

THE MODULES HAVE BEEN CREATED WITH THE AIM OF RAISING AWARENESS ABOUT INDIA'S MILITARY POWER AMONG SCHOOL CHILDREN

The NCERT has reiterated Governmentstand that India made sure no civilians were harmed.

"Every target was double-checked. Only terrorist bases were attacked. This operation showed that India would not let terror masterminds escape punishment," it added. The two modules are titled 'Operation Sindoor-A Saga of Valour' for preparatory and middle stages or classes 3 to 8, and 'Operation Sindoor-A Mission of Honour and Bravery' for secondary stage or classes 9 to 12. The modules have been created with the aim of raising awareness about India's military power among school children. Calling Operation Sindoor "a triumph of bravery, strategy, and innovation", the modules also mention India's air defence systems, like the S-400, which shot down enemy aircraft at long distances and also prevented enemy drones from causing damage.

The modules highlight that people across the country stood united, with candlelight marches held nationwide in solidarity.

"Muslim communities in Hyderabad, Lucknow and Bhopal wore black armbands and openly denounced the attack. In Kashmir, shopkeepers closed their shops in protest. Villages near the border demanded strong action and supported the Armed Forces," the secondary stage module stated.

"The local (Kashmiri) population stood up and spoke against terrorists. Their response breaks stereotypes and shows the real voice of peace-loving people," it added.

The modules also explain that the name Operation Sindoor was chosen as a tribute to the widows of the victims, symbolising solidarity, empathy and respect.

CONTINUED ON >> P4

NCERT introduces special modules on Operation Sindoor for classes 3-12

The modules highlight retaliatory actions by Indian military forces, including the Balakot air strikes in 2019 following the Pulwama terror attack, and more recently, Operation Sindoor after the Pahalgam terror attack.

"In the past, India has never shied away from standing up for its citizens. We gave a strong reply in the wars of 1947, 1965, 1971, and 1999... Operation Sindoor was also India's way of stopping terrorism, led by Jaish-e-Mohammed (JeM), Lashkar-e-Taiba (LeT), Hizbul Mujahideen (HuM) and Pakistan's spy agency, ISI," one of the modules said.

"It was not just a military operation; it was a promise to protect peace and honour the lives lost," it said.

Printed from
THE TIMES OF INDIA

NCERT launches modules on Operation Sindoor for middle and secondary school stages: Here is what's in store for students

TOI Education | Aug 20, 2025, 11.28 AM IST



The National Council of Educational Research and Training (NCERT) has launched two specially designed modules on *Operation Sindoor* for students of classes 3 to 12, aiming to bring lessons of courage, strategy, and national pride straight into the classroom. Far more than a military story, these modules frame Operation Sindoor as a promise to protect peace and honour the lives lost during the Pahalgam terror attack, as reported by PTI. According to ANI, the modules are being introduced as supplementary curriculum material, featuring maps of precision strikes, images of downed Pakistani drones, and Made-in-India defence systems. Written in a conversational style between teachers and students, they make complex military events accessible and engaging for young learnersI.

Modules tailored for different stages

The modules designed by NCERT are as follows:

- Classes 3 to 8: *"Operation Sindoor — A Saga of Valour"* focuses on courage, empathy, and the human side of the mission.
- Classes 9 to 12: *"Operation Sindoor — A Mission of Honour and Bravery"* provides a deeper look at strategic objectives, technological advances, and India's military prowess.

According to PTI, the modules explain that although Pakistan denied involvement in the Pahalgam attack, it was carried out on “direct orders by Pakistan’s military and political leadership.” On April 22, 2025, terrorists from The Resistance Front (TRF), a known proxy of Lashkar-e-Taiba, opened fire on tourists in Baisaran Valley, killing 26 people, including a Nepali citizen.

Lessons from the past

Students are introduced to earlier events to provide context:

- The Pulwama attack in February 2019, which killed 40 CRPF personnel.
- The Balakot airstrikes later that month, in which Mirage 2000 jets destroyed a Jaish-e-Mohammed training camp.
- The abrogation of Article 370, which brought peace, infrastructure development, improved schools, and increased tourism to Jammu and Kashmir. ANI notes that Pakistan was reportedly unsettled by these changes.

Operation Sindoor: A precise and coordinated mission

Launched on May 7, 2025, at 1:05 am, Operation Sindoor targeted nine terror bases in Pakistan and Pakistan-occupied Jammu and Kashmir, including the key hubs of Muridke and Bahawalpur. In just 22 minutes, the Indian Army and Air Force neutralized the camps using Rafale and Su-30MKI jets, BrahMos missiles, drones, and ISRO satellite surveillance, PTI reports.

Despite Pakistan’s retaliatory attempts using drones, artillery, and missiles, India’s multi-layered air defence system, including S-400 and Akash, prevented any damage to critical assets or civilian areas. The Navy asserted maritime dominance in the Arabian Sea, and the Border Security Force successfully foiled infiltration attempts.

National unity and solidarity

The modules emphasise how India stood together in the wake of the attack. Candlelight marches were held nationwide, Muslim communities in Hyderabad, Lucknow, and Bhopal wore black armbands in protest, and border villages demanded strong action in support of the Armed Forces. In Kashmir, shopkeepers closed their shops to protest, and local communities actively denounced terrorism, breaking stereotypes and highlighting the voice of peace-loving citizens.

The operation's name, *Sindoor*, was chosen to honour the widows of the victims, symbolizing empathy, solidarity, and respect. Prime Minister Modi described it as a tribute that underscores both national courage and personal compassion.

Technology, diplomacy, and national pride

The modules spotlight India's technological self-reliance, showcasing indigenous jets, missiles, drones, and satellites. These modules also highlight how the operation demonstrated the effectiveness of the Make in India defence push, combining innovation with precision. Diplomatically, the modules also note that India successfully persuaded the US to officially declare TRF a foreign terrorist organisation in July 2025, PTI reports.

Summing up, NCERT describes Operation Sindoor as "a military success, a technological breakthrough, and a political message all rolled into one—a triumph of bravery, strategy, and innovation," as reported by ANI.

By bringing this story into classrooms, NCERT hopes to inspire students with lessons of courage, unity, and patriotism, while also raising awareness about India's defence capabilities and the importance of standing up against terrorism.

NCERT introduces module on Operation Sindoor as part of school curriculum

The content, developed as supplementary material for students of Classes 3 to 12, aims to provide a detailed understanding of recent national security developments beyond regular textbooks.

By **STORYBOARD18** | Aug 20, 2025 12:14 PM

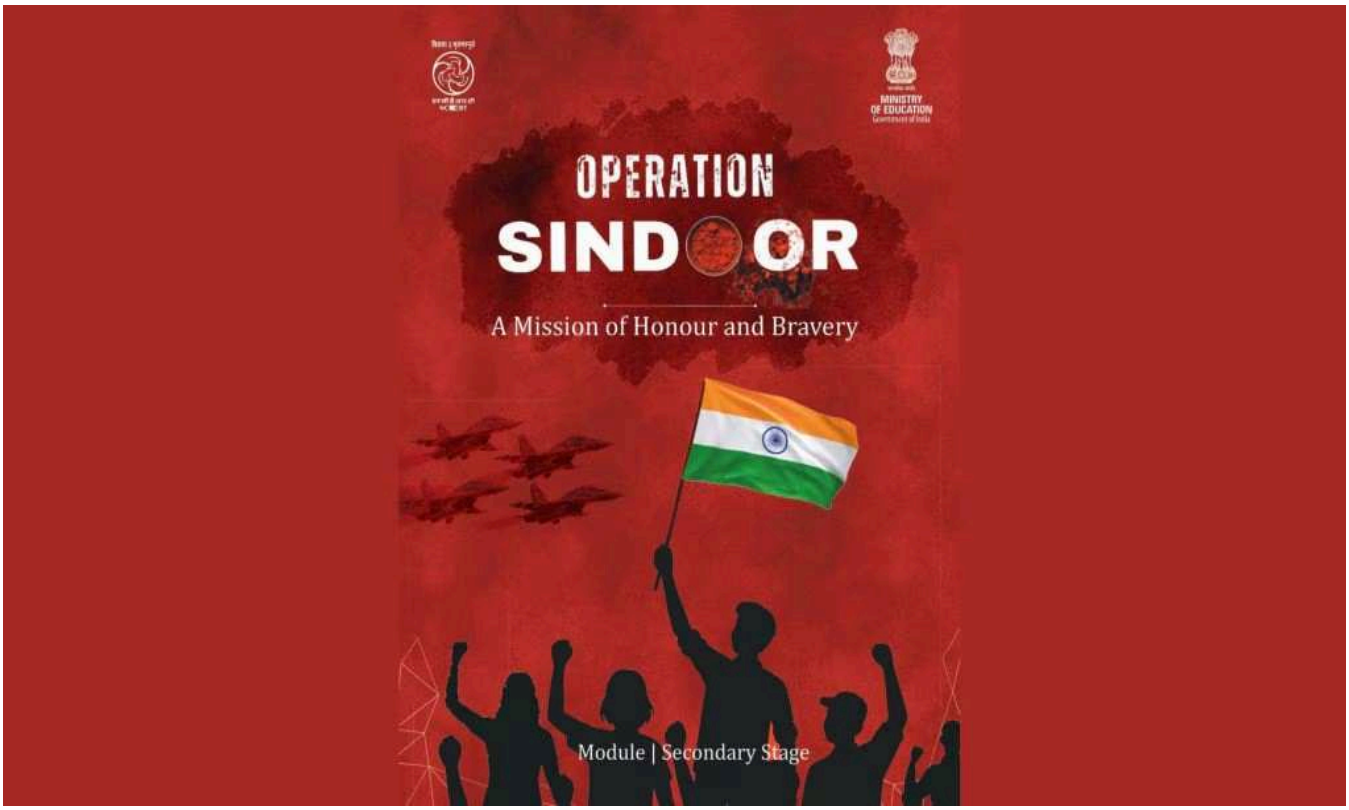


Image source: NCERT

ADVERTISEMENT

The National Council of Educational Research and Training (NCERT) has introduced a

The content, developed as supplementary material for students of Classes 3 to 12, aims to provide a detailed understanding of recent national security developments beyond regular textbooks.

Read More: Ministry of I&B blocked over 1,400 URLs to combat fake news during Operation Sindoor, Vaishnaw tells Parliament

Background to the Operation

The module traces its roots to the Pahalgam terror attack of April 2025, in which 26 tourists were killed. According to the NCERT material, the attack was "directly ordered by Pakistan's military and political leadership" and executed by Lashkar-e-Taiba operatives under the guidance of Pakistan's Inter-Services Intelligence (ISI).

While the militant group The Resistance Front (TRF) initially claimed responsibility, India's National Investigation Agency (NIA) later confirmed TRF's role using evidence and eyewitness accounts.

The Pahalgam attack, the document notes, was intended to derail progress in Jammu and Kashmir following the 2019 abrogation of Article 370, which had paved the way for upgraded schools, improved infrastructure, direct rail connectivity, and record tourism numbers by 2023.

Operation Sindoor - India's Response

In retaliation, India launched Operation Sindoor, a coordinated military action by the Indian Air Force that targeted nine key terror-linked sites inside Pakistan. The targets reportedly included command centres, radars, surface-to-air missile systems, runways, and aircraft hangars.

The module highlights that the strikes were carried out with precision to avoid civilian casualties while demonstrating India’s growing reliance on indigenously developed defence technologies such as the S-400, Akash, MRSAM, Pechora, and OSA-AK platforms.

Escalation Along the Border

In the aftermath, Pakistan resorted to repeated ceasefire violations along the Line of Control (LoC), targeting both military and civilian areas, including schools and religious sites. These attacks led to the deaths of 14 Indian civilians. The Indian Army responded, neutralising an estimated 35-40 Pakistani soldiers, according to the document.

On May 10, Pakistan launched fresh attacks on Indian Air Force bases and cantonments. However, the NCERT notes that “no critical Indian asset was damaged.”

In response, the Indian Navy deployed its Carrier Battle Group, equipped with MiG-29K fighter jets and advanced surveillance systems, in the North Arabian Sea to safeguard India’s maritime interests and deter further escalation.

Read More: Operation Sindoor: India orders 1,000+ daily removals of social media misinformation after Pahalgam Attack

Linking Past and Present

To give students a broader perspective, the module also revisits the 2019 Pulwama attack and subsequent Balakot air strikes, drawing parallels to Operation Sindoor and emphasising continuity in India’s counter-terror policy.

The narrative underscores how such operations are tied to larger national security strategies and the evolving role of self-reliance in defence manufacturing.

Wider Implications

According to the NCERT, Operation Sindoor was more than a tactical strike. It represented a military, diplomatic, and psychological victory, bolstering public morale, reaffirming trust in the armed forces, and signalling to the global community that India is committed to protecting its sovereignty.

Read More: Indian Army reveals designers behind powerful ‘Operation Sindoor’ logo

Tags

Brand Makers | how it works

NCERT Launches Modules On Operation Sindoor, Calls It A Saga Of Courage



The National Council of Educational Research and Training (NCERT) on Tuesday introduced new modules on Operation Sindoor, describing it as a "military success, a technological breakthrough, and a political message rolled into one."

The modules, designed for middle and secondary school students, include images of downed Pakistani drones, maps marking India's precision strikes on terror camps in Pakistan and Pakistan-occupied Jammu and Kashmir (PoJK), and references to Made-in-India defence systems. Written in a conversational style between teachers and students, they explain how India launched the decisive campaign in May 2025 following a terror attack in Jammu and Kashmir.

"Operation Sindoor was not just a military operation but a promise to protect peace and honour the lives lost," the text notes.

Before describing the operation, the modules revisit key milestones – such as the 2019 Pulwama terror attack that killed 40 CRPF personnel, the subsequent Balakot airstrike, and the abrogation of Article 370. They highlight the peace and development that followed in Jammu and Kashmir, including upgraded schools, rail connectivity, and record tourism, while stating that "Pakistan was not ready to see peace in Kashmir after Article 370 abrogation."

The modules are titled Operation Sindoor – A Saga of Valour for Classes 3-8, and Operation Sindoor – A Mission of Honour and Bravery for Classes 9-12.

They recount the April 22, 2025, terror attack in Pahalgam's Baisaran Valley, where 26 people, including one Nepali citizen, were killed by The Resistance Front (TRF) terrorists. Prime Minister Narendra Modi is quoted as cutting short his Saudi Arabia visit to return home, strongly condemning the attack, and joining the nation in mourning. The modules also recall candlelight marches, Muslim communities wearing black armbands, and border villagers demanding strong action.

The turning point, according to the text, came on May 7, 2025, when Operation Sindoor was launched at 1:05 am. Explaining the name, the module says: "Sindoor symbolises the marital bond. By naming the operation Sindoor, the leadership and armed forces paid tribute to the widows of the victims, showing solidarity, empathy, and respect."

The strikes, executed in just 22 minutes, targeted nine terror bases in Pakistan and PoJK, including Muridke and Bahawalpur – strongholds of Lashkar-e-Taiba and Jaish-e-Mohammed. The module highlights the role of Made-in-India defence systems, Rafale and Su-30MKI jets using indigenous BrahMos missiles, and drone-based real-time surveillance, backed by ISRO satellites.

Pakistan's retaliation with drones, artillery, and a major missile offensive was neutralised by India's multi-layered air defence grid, including S-400 and Akash systems. "Not one critical Indian asset was damaged," the module underlines.

The Indian Navy's dominance in the Arabian Sea and the Border Security Force's success in foiling infiltration attempts are also detailed. Defence Minister Rajnath Singh is quoted as saying the operation proved "India can break through any enemy defence using what we've made ourselves."

While noting the loss of 14 civilian lives in Pakistan's ceasefire violations, the module stresses that India avoided targeting civilians, framing the strikes as "a precise and responsible answer to Pakistan-sponsored terrorism."

The lessons conclude by highlighting India's diplomatic outreach, including the US declaring TRF a foreign terrorist organisation in July 2025 after evidence was shared. They reinforce the idea that the terror attack sought to divide communities, but "people chose unity and courage."

(With inputs from ANI)

The Tribune, 21 August 2025, Page No - 10, Delhi Tribune - 02

NCERT develops app to help identify special kids

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, AUGUST 20

MoS in the Education Ministry Jayant Chaudhary on Wednesday informed Parliament that the Department of School Education and Literacy through the NCERT had developed a screening tool — Prashast app — for early identification of children with special needs, including those with neurological disorders. The app is being used by teachers and special educators in schools.

Responding to BJP MP Sikander Kumar's question if the government had launched any project to support children with neurological disorders in getting a good education, Chaudhary said, "The shortlisted kids, using the screening tool, are then sent for assessment for identification and certification of the disability."

Institutes under the Department of Empowerment of Persons with Disabilities are providing a range of services like early intervention, special education and tele-rehabilitation, he said.

41.2L students enrolled in over 110 free AI-related courses, says minister

Outlines national initiatives to foster AI skills among students, teachers

NEP 2020

HARSH YADAV
TRIBUNE NEWS SERVICE

NEW DELHI, AUGUST 20

In the Lok Sabha, MP Jagdambika Pal raised a question regarding the integration of Artificial Intelligence (AI) into the education system under the National Education Policy (NEP) 2020, with particular focus on aspirational districts in Uttar Pradesh.

In response, Union Minister of State for Education, Sukanta Majumdar, said the NEP 2020 envisions the introduction of contemporary subjects such as artificial intelligence (ai), design thinking, holistic health, organic living, environmental education, and Global Citizenship Education (GCED) at appropriate stages to help students develop essential skills at all levels.

He said the Central Board of Secondary Education (CBSE) currently offers AI as a 15-hour skill module from Class VI and as an optional subject from Classes IX to XII.



Union Minister of State for Education Sukanta Majumdar. FILE

He noted the DIKSHA platform, developed by the NCERT, has incorporated AI-based keyword search within educational videos to help users quickly locate relevant concepts. The platform also features a read-aloud tool to support visually impaired students.

Majumdar highlighted the national-level initiative SOAR (Skilling for AI Readiness), launched by the Ministry of Skill Development and Entrepreneurship. The programme includes three progressive 15-hour modules for students — 'AI to be Aware', 'AI to Acquire' and 'AI to Aspire' — and a dedicated 45-hour module for teachers, ' titled AI for Educators.

This programme introduces key concepts such as AI fundamentals, generative AI, the role of AI in everyday life, programming basics, ethics, cybersecurity and potential career paths in the field.

The minister also said the All India Council for Technical Education (AICTE) has introduced AI-related subjects in IT programmes. Special AI courses have also been designed for non-computer science streams such as Mechanical, Civil, and Electrical Engineering, to enable students to apply AI in their respective domains.

He noted AICTE had developed a model curriculum for AI and Data Science in 2021 and is also running Faculty Development Programmes in AI and other emerging technologies.

He highlighted the new 'IndiaAI Mission', launched to build an inclusive AI ecosystem aligned with national development goals. The Mission aims to position India as a global leader in artificial intelligence and is structured around seven key pillars: IndiaAI Compute Capacity, IndiaAI Innovation Centre (IAIC), IndiaAI Dataset Platform, IndiaAI Application Development Initiative (IADI), IndiaAI Future Skills, IndiaAI Startup Financing and Safe & Trusted AI.

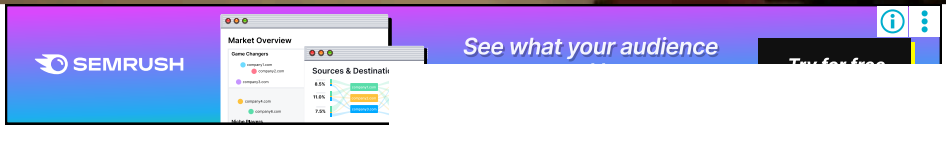
Highlighting online learning, he said that SWAYAM has offered "over 110 free AI-related courses, curated by premier institutions such as the IITs, IISc among others. As on date, more than 41.2 lakh students have enrolled in these courses."

Expanding the education eco-system

The National Education Policy (NEP) 2020 has introduced a transformative approach to India's higher education system with the aim to achieve the three primacies of access, quality and future readiness.

V K PAUL, SHASHANK SHAH AND ARUNAVA DEY | New Delhi | August 21, 2025 8:15 am





The National Education Policy (NEP) 2020 has introduced a transformative approach to India's higher education system with the aim to achieve the three primacies of access, quality and future readiness. It emphasizes setting up more Higher Education Institutions (HEIs) in underserved areas to 'ensure full access, equity, and inclusion while recommending at least one large multidisciplinary HEI in or near every district.It has proposed a 50 per cent Gross Enrolment Ratio (GER) in higher education by 2035, which would nearly double the student population from 4 . 3 3 crore (2021-22) in a decade.

This would make India the world's largest higher education system. To accommodate this massive growth, India will need to nearly double its current number of universities. An analysis of the current geographical distribution of universities in India reveals that over the last seven decades, their locations have been primarily determined by supply – side considerations srath erthan demand-driven factors. As a result, universities are concentrated in and around urban centres, rather than being spread across districts. For a more balanced distribution over the next decade, evidence-based spatial analyses can help provide insights for the strategic location of new universities across India.

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The Ministry of Education publishes the All-India Survey on Higher Education (AISHE), an annual report that offers comprehensive insights into the state of higher education across the country. When combined with available demographic data, this information holds significant potential for analysing the geographical distribution and concentration of colleges and universities. It also provides policymakers with valuable evidence to recommend optimal locations for establishing new universities. The key highlights are published alongside

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A recent Working Paper by NITI Aayog on ‘ Establishing New Universities in India’ used in-depth spatial and statistical analysis to provide insights at three levels. District-level: There are 81 districts with 50 or more colleges, but no universities. Given their large population base and demand for higher education, these districts may consider establishment of new cluster universities.UP accounts for 32 of these districts, followed by Maharashtra with 13 districts.In UP, 32 State Public Universities (SPUs) have an exceptionally high number of 8,375affiliated colleges. This translates to 262 colleges per SPU. While UP comprises about 7.8 p er cent of India’s universities , accounts for approximately 18.4 per cent of colleges.

This situation provides an opportunity for focused efforts to integrate high potential colleges into cluster universities for decentralized capacity expansion. Region-level: After mapping the location of existing universities, spatial autocorrelation identifies contiguous regions spanning multiple districts with low university presence. These regions account for more than 75 per cent of Aspirational Districts, spread across our major are as : North-eastern States (especially Arunachal Pradesh, Assam, and Manipur), eastern Maharashtra with south-western Odisha, eastern Madhya Pradesh with south-eastern Uttar Pradesh and Bihar, and eastern Gujarat with neighbouring western Madhya Pradesh .To enhance higher education access in these underserved regions, establishing new and specialized universities tailored to local needs is recommended.

State-level: A composite index created using five key indicators helped evaluate demand for universities at the state-level. The index included two positive factors where higher values indicate greater demand: percentage of state’s population relative to national population, and percentage of 18-23-year-olds within the state. It also used three negative factors where lower values indicate higher demand: GER in the state, and ratio of universities and colleges per lakh population. States with higher composite scores in the index indicate a requirement for more universities to meet existing demand.

areas. This is despite significant growth in number of universities in these states between 2012 and 2022 — Maharashtra increased from 45 to 74, West Bengal from 26 to 58, Bihar from 20 to 37, Rajasthan from 47 to 90, and Madhya Pradesh from 36 to 77.

While planning for creation and/or expansion of universities, greenfield and brownfield, it is essential to account for multiple factors in addition to spatial and statistical analysis and conduct detailed micro-scale studies. These would involve careful evaluation of regional demand,socio-economic characteristics, accessibility, proximity to existing universities, and opportunities for collaboration with academic institutions, research organisations, and industries. In addition to expansion, clear prioritisation in four areas is crucial for success of new universities.

Firstly, developing specialized curricula that enhances skilling and employability in emerging fields.Secondly, designing courses that ensure quality education, nurture human values, promote sociocultural identities, and strengthen teacher training. Thirdly, transforming universities into multidisciplinary hubs equipped with state-of-the-art infrastructure including smart classrooms, digital libraries, cutting-edge research centres, incubation hubs, and robust sports and wellness facilities. Lastly, fostering gender-inclusive campuses with hostels and barrier-free access for Divyangjan.

These would ensure holistic and comprehensive higher education for all. To achievethe vision of Viksit Bharat@2047, a strategic shift in approach for creation of new universities is needed. This involves moving away from traditional supply-based resource planning to demand-driven, proactive planning. Incorporating evidence-based statistical analyses alongside spatial evaluations can ensure an effective, efficient, inclusive, and sustainable expansion of higher education infrastructure.

Key Highlights	
Types of Universities	152 Institutes of National Importance (INIs); 70% of 1,168 Universities are State Public or Private Universities
Rural-Urban Distribution	66% of universities are in urban areasthat accountfor 34% of population
Temporal Change	Number of universities increased by over 80% in last 10 years; doubledin 9 states including Assam, Gujarat, Haryana, Jharkhand, and West Bengal
State-level distribution	Gujarat, Rajasthan, and UP have 90+ universities each; UP has the highest number of colleges (8,375); followed by Maharashtra (4,692); Karnataka leads in number of colleges per lakh population (66)
District-level distribution	4 districts have 6+ universities (Jaipur with 35); ~300 districts have upto 3 universities; 4 districts account for 6% of all colleges (Bengaluru Urban has 1,108); 153 districts have 100 or more colleges
Remote Regions & Aspirational Districts	Only 30% of 169 remote districts have at least 1 university; 43 of 112 Aspirational Districts have 1 or more universities

(The writers are, respectively, Member, Senior Specialist and Research Officer at NITI Aayog. The views expressed are personal.)

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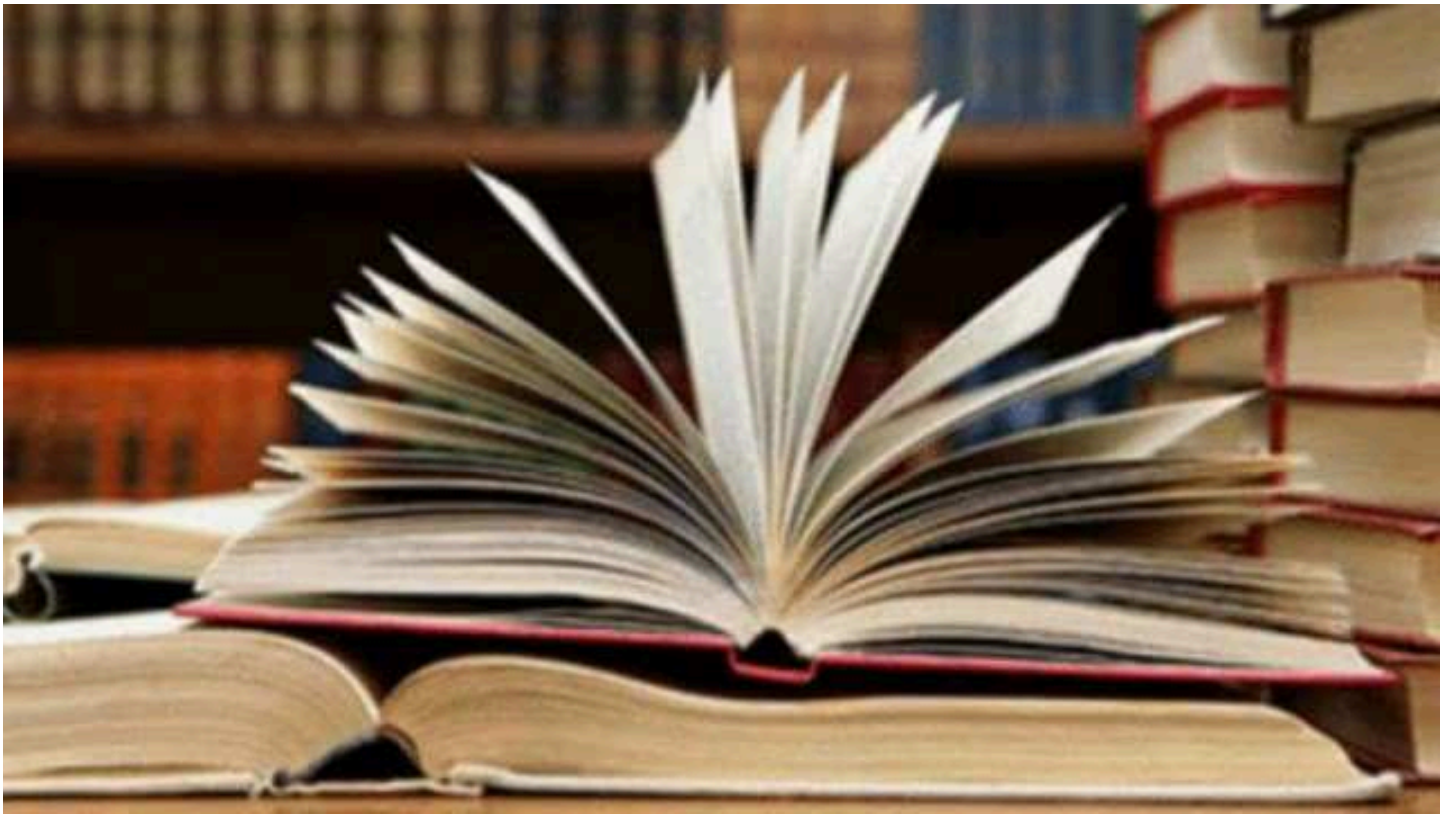
NCERT officials to train Balbharati members on textbook development at Pune workshop

The main objective of the workshop in Pune is to educate members of Maharashtra's school textbook preparation body on topics like National Education Policy 2020 and the Indian knowledge system, according to Balbharati.

Written by Soham Shah
Pune | August 21, 2025 05:56 PM IST

NewsGuard

2 min read



Balbharati said it is preparing new textbooks inspired by NCERT textbooks. (Representative image)

Officials of the National Council of Educational Research and Training (NCERT) will train members of the Board of Studies of Balbharati, or the Maharashtra State Bureau of Textbook Production and Curriculum Research, at a two-day workshop starting on Friday in Pune.

Experts such as Professor Manjul Bhargava (Princeton University, US), Anurag Behar (CEO, Azim Premji Foundation), Gajanan Londhe (Head, Programme Office, National Syllabus and Teaching Learning Material Committee), Professor Indrani Bhaduri (CEO and Head of PARAKH), and Dr Madhushree Savji will train

over 500 members during the workshop titled “Textbook Writing – Orientation Session” on Friday and Saturday, Balbharati said in a statement.

Balbharati said it is preparing new textbooks inspired by NCERT textbooks.

Anuradha Oak, Director of Balbharati, said in the statement, “We have already published textbooks for Class 1 in 2025. Currently, the textbooks for Classes 2, 3, 4, and 6 are being developed to be published in 2026-2027. In order to ensure that the textbooks of all subjects are of high quality and of good quality and to facilitate the textbook writing process for all subject committee members, Balbharati has organised this two-day awareness session at the Boxing Hall of Shri Shivchhatrapati Krida Sankul, Balewadi, Pune.

The main objective of this inaugural session is to educate on topics like National Education Policy 2020, the Indian knowledge system, and Panchkosh, as well as to build the capacity of the subject committee members.”

Balbharati is implementing a new curriculum for various classes in a phased manner. New textbooks have been introduced for Class 1 in this academic year, while in 2026-27, new books will be introduced for Classes 2, 3, 4, and 6. In 2027-28, new textbooks will be introduced for Classes 5, 7, 9, and 11. In 2028-29, new textbooks will be introduced for Classes 8, 10, and 12.

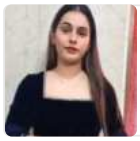
School Education Minister Dada Bhuse will inaugurate the workshop.

Pankaj Bhoyar, Minister of State, School Education Department; Ranjit Singh Deol, Principal Secretary, School Education; Sachindra Pratap Singh, Commissioner of Education; Rahul Rekhawar, Director, State Council of Educational Research and Training (SCERT); Sharad Gosavi, Director, Primary Education; Mahesh Palkar, Director of Education; Secondary; and Krishnakumar Patil, Director of the scheme, among other officials, will also attend the inauguration.

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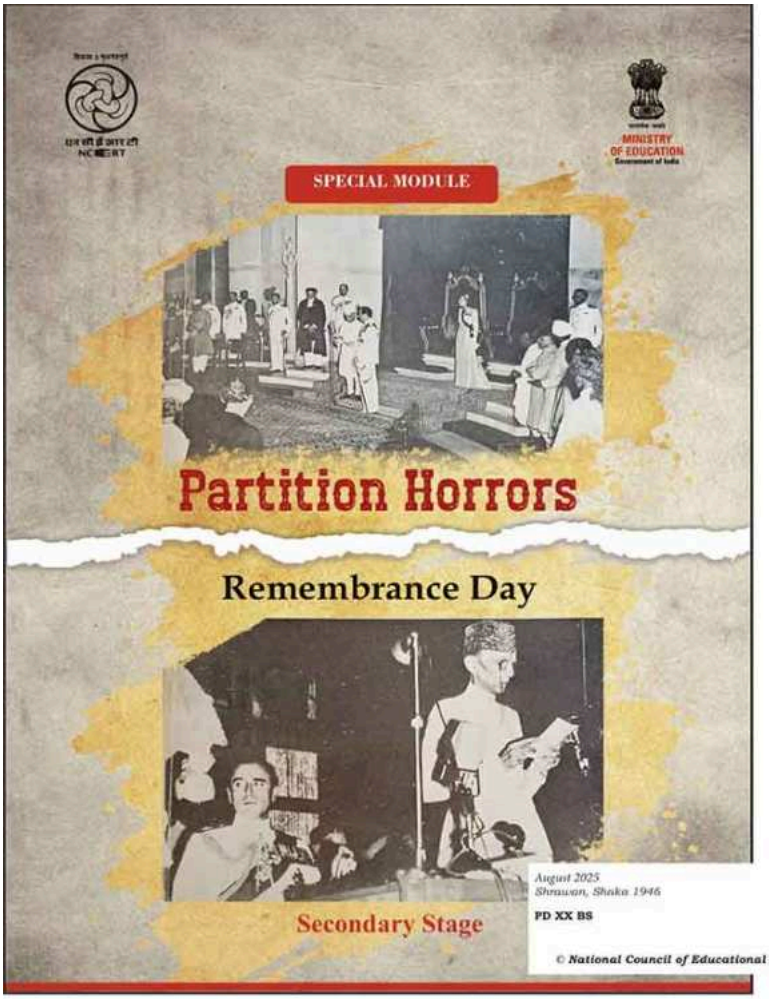
Greater Noida dowry death: Victim’s father-in-law, brother-in-law arrested



Soham Shah Follow

NCERT Modules on Partition: Distortions Galore

in India by Dr Ram Puniyani 21/08/2025



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NCERT, which prepares the school texts for the CBSE Board, is on a speedy journey to change the school texts and supplementary reading materials. Mostly it is modifying and changing the contents to suit the agenda of the ruling party. BJP is pursuing the agenda of Hindu nationalism. It is constructing the past through these books to ensure that the new generation thinks in a way to support BJP-RSS's political program. They have already deleted Mughals from the Text books; they have also presented ancient history to glorify Aryans as first-comers' on this land to strengthen their case of Hindutva nationalism, as Aryan race is one of the pillars of Hindu Nationalism. The latest in the series is the misrepresentation of India's partition. They have issued two modules on 'Partition Horrors Day and partition. These modules are meant to be supplementary reading for making projects, debates etc.

Commenting on the partition module says, "Ultimately, on August 15, 1947, India was divided. But this was not the doing of any one person. There were three elements responsible for the Partition of India: Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it."

The module quotes Sardar Vallabhbhai Patel as saying that the situation in India had become explosive. "India had become a battlefield, and it was better to partition the country than to have a civil war." while Jawaharlal Nehru described it as "bad" but "unavoidable". It quotes Mahatma Gandhi's saying that he could not be a party to the Partition, but he would not stop Congress from accepting it with violence."

The module traces Partition to Muslim leaders' belief in a separate identity rooted in "political Islam," which, it claims, "rejects any permanent equality with non-Muslims." It states that this ideology drove the Pakistan movement, with Jinnah... as its "able lawyer"

In a way it totally white washes the role of British policy of 'divided and rule' and the parallel and opposite roles of Hindu Communalism, singling out only Muslim Communalism, calling it political Islam. Incidentally, the political Islam phrase was not coined or used at that time, it was called Muslim Communalism. It erases the role of the social bases of Hindu communalism and Mu Communalism. As the social changes

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were taking place after the coming of the British, the new rising classes Industrialists, business men, workers and modern educated classes came up. Their associations were formed which culminated in the formation of Indian National Congress. The workers movements as begun by Narayan Meghaji Lokhande, Comrade Singarvelu formed associations and for worker's rights. Bhagat Singh and his comrades were the most powerful expression against the atrocities of colonial rule and longing for equality and oppression.

Jotirao Phule, Savitribai Phule, Bhimrao Ambedkar and Periyar Ramasamy Naicker stood for social equality, which was to run parallel with national movement and found a place in our Constitution.

The old, declining classes, the landlords, kings (of both religions) were disturbed by the rise of these changes and formed organizations like Musim League and Hindu Mahasabha. Muslim League stood for Muslim Nation and Hindu Mahasabha asserted that we are a Hindu Nation. For the goal of Hindu Nation RSS came up in 1925. These communal organizations opposed Indian nationalism and its values of Liberty, Equality, fraternity, and social justice. The British introduced communal historiography which was picked up by them as per their convenience and this sowed the seed of communal hate leading to violence. It was this violence due to which Gandhi and Maulana Azad of Congress had to quietly accept the partition tragedy.

To say that none of the British Viceroys wanted partition is a very superficial statement. The role of Lord Wavell and British becomes clear in Rajinder Puri's article "Sir Martin Gilbert, the British biographer of Winston Churchill revealed that Churchill had asked Jinnah to dispatch secret letters to him by addressing them to a lady, Elizabeth Giliat, who had been Churchill's secretary. This secret interaction continued for years. Jinnah's key decisions between 1940 and 1946, including the demand for Pakistan in 1940, were taken after getting the nod from Churchill or Lord Linlithgow and Wavell."

It was primarily the British who wanted partition. They were keeping their future goals in mind. As the world at that time was having two superpowers, US and USSR, the fear among British was that India, if remained united, may tilt towards USSR as major leaders of India's freedom struggle were

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having left leanings. The British feared India may ally with the USSR. So, they wanted to divide the country to reduce its impact.

Lord Mountbatten did come with the mandate to divide the country in which he succeeded. Congress with Nehru and Patel in the Interim Government realized that it is very difficult to remain united. Jinnah's call for 'Direct Action' led to the sparking series of violence which was a major factor due to which Congress leadership had to concede the demand from Muslim League which was well backed by the British.

As far as the concept of nationalism is concerned Hindu Mahasabha (and RSS) and Muslim League were on the same page. Savarkar had in his book, 'Hindutva or who is a Hindu' did state that there are two nations in the country, the Hindu Nation and Muslim Nation.

Let's note "In fact, Dr B.R. Ambedkar concluded that both Vinayak Damodar Savarkar and Muhammad Ali Jinnah were in complete agreement about two separate nations in India—one the Muslim nation and the other the Hindu nation." Savarkar in the 1938 Mahasabha convention declared that Hindus and Muslims could not coexist. Jinnah's 1940 Lahore resolution was on similar lines. Their similarity was reflected in their ideology, and the formation of Hindu Mahasabha–Muslim League coalition governments in Bengal, Sindh and North West Frontier Province (NWFP) after 1942.

By clever distortion now Hindu Nationalist ideologues are putting the blame of partition on Muslim League and Congress, the truth is so different. While these modules let the British go away lightly, it was their clever manipulation which encouraged the Muslims League and Hindu Nationalists in their social actions which led to the ghastly tragedy. And partition horrors were due to this competitive communalism and the hurry in which the British partitioned the country without adequate preventive measures.

The deeper cause surely was the communalism in which Savarkar was the first one to give it an ideological cover, while both communalisms ran parallel and opposite, to create an atmosphere of hate leading the hardships and mass migrations and accompanying sufferings of both Hindus and Muslims.

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NCERT launches free online Mathematics course for class XII students via SWAYAM platform

The course is designed to help students clear their doubts, strengthen core concepts, and enhance their analytical and problem-solving skills

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TNN | Posted August 21, 2025 01:25 PM



The National Council of Educational Research and Training (NCERT) has introduced a free online mathematics course for Class XII students. This initiative aims to strengthen students' understanding of key mathematical concepts and enhance their problem-solving abilities. The course is available on the SWAYAM portal, a government-run online education platform, where students can register and access all materials without any cost.

The free course offered through the SWAYAM platform is designed to help students clear their doubts, strengthen core concepts, and enhance their analytical and problem-solving skills. Structured on a weekly basis, the course offers a comprehensive learning experience through digital study materials, video lessons, self-assessment quizzes, and additional online resources. It covers important topics such as Relations and Functions, Inverse Trigonometric Functions, Matrices, Determinants, Continuity and Differentiability, and Applications of Derivatives, making it a valuable resource for exam preparation and concept clarity.

Course Design

Chapters	Modules	Assignments
Relations and Functions	Relations and Types Bijective Functions Composition of Functions Invertible Functions Binary Operations	Assignment 1
Inverse Trigonometric Functions		Assignment 2
Matrices		Assignment 3
Determinants		Assignment 4
Continuity and Differentiability		Assignment 5

Steps to register for the course

- Visit the official SWAYAM portal (https://swayam.gov.in) or download the SWAYAM mobile app.
- Create a new account or log in with your existing credentials.
- Search for “NCERT Class 12 Mathematics” or visit https://ciet.ncert.gov.in/drive/moocs-on-swayam for more details.
- Enroll in the course completely free of cost.
- Start learning by accessing all the study materials provided.
- Complete the final assessment to receive a certificate of completion.

At the end of the course, a final evaluation will assess the student’s overall understanding. This initiative ensures that all learners, regardless of their background, can access quality math education and build essential skills for academic and career success.

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NCERT Partners With UEducate To Digitise Curriculum Using KATBOOKs

BW Online Bureau Aug 21, 2025

NCERT # UEducate # MoU # Students # KATBOOKs

The MoU aims to transform India's learning landscape with interactive digital textbooks, reaching over 250 million students and supporting teachers with AI-powered tools

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The National Council of Educational Research and Training (NCERT) has signed a memorandum of understanding (MoU) with UEducate Global Private to digitise its entire curriculum using the KATBOOK format. The agreement, signed at NCERT's headquarters in New Delhi, aims to make learning more accessible and technology-driven, in line with the objectives of NEP 2020 and the Digital India Mission.

Speaking on the occasion, Sarath Kakumanu, Founder and Managing Director, UEducate Global, stated, "With KATBOOK, teachers will be supported, students engaged, and learning made more interactive, inclusive, multilingual, and impactful. The collaboration reflects a shared commitment to ensuring that quality education is accessible to every child in India, regardless of location."

The MoU was formalised by Aman Sharma, Secretary of NCERT, and senior officials of the council, together with Manpreet Chadha, Director of Global Strategic Partnerships at UEducate.

Through this partnership, NCERT's textbooks will be converted into KATBOOK interactive digital editions, providing multimedia-rich learning experiences. Students will have access to videos, animations, and simulations that illustrate lessons, while teachers will be supported with AI-powered classroom tools, translators, dictionaries, and audiobooks to aid preparation and teaching. These resources will also be available offline, ensuring access to learning across the country.

The rollout of KATBOOKs is expected to reach over 250 million students across India. Pilot programmes will commence in select states, followed by nationwide implementation over the next 18 months.

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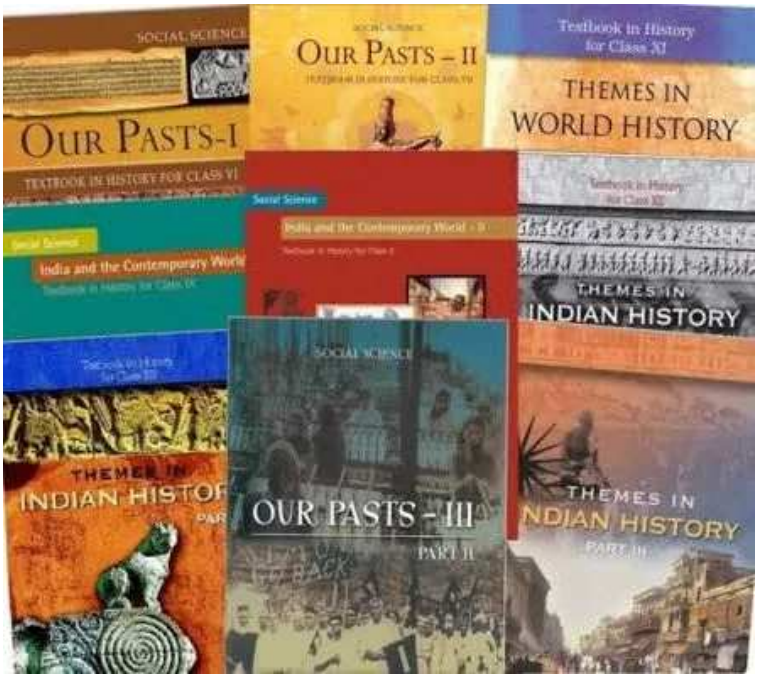
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Rejoinder: Not true, RSS has no role whatsoever in preparing NCERT textbooks

Friday, August 22, 2025



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By Michel Danino*

Prof. Shamsul Islam has been writing mendacious and slanderous articles about the new NCERT Social Science textbooks in Muslim Mirror (click August 8 and August 20). In Counterview these appear to be their shortened versions (August 9 and August 21).

In both articles, Prof. Islam alleges that the new textbooks were prepared under the control of the RSS. This is a baseless claim, and I felt compelled to respond with the following rejoinder:

In these writings, apart from his heavily distorted comments on the new NCERT Social Science textbooks—books he has clearly not read in full—he has indulged in slander, calumny, and language that at times borders on hate speech.

First, his allegation that the new textbooks were prepared “under the influence of RSS” is an outright falsehood. He offers no evidence, because there is none—except in his imagination. I have repeatedly clarified that our team prepared these textbooks without any political or ideological interference.

Our sole mandate was to follow the National Education Policy 2020 (NEP 2020) and the National Curriculum Framework for School Education 2023

(NCF-SE 2023), two major documents designed to bring transformative changes in education. Prof. Islam has evidently not read them. Our team was given full freedom to develop the material, which went through multiple reviews by experts, colleagues, and teachers. The RSS has no role whatsoever in this process.

Secondly, he has sought to demonize me personally as “a Hindutva supporter,” once again without the slightest evidence. I have nothing to do with Hindutva. My academic contributions—many published internationally—are available for all to see on my Academia.edu page.

Impartial readers have often remarked that my work, unlike Prof. Islam’s, presents a diversity of viewpoints before arriving at an argument, and does so in a polite, respectful manner. Much of my work deals with aspects of Indian civilization, which perhaps he regards as a crime.

Lastly, Prof. Islam cannot even get his basic facts right. In his August 20 article, whose shorter version was published in Counterview on August 21, he claims that I “supervised” the recent NCERT modules on Partition. This is entirely false. Neither I nor my Social Science team had anything to do with those modules or others of that kind. In fact, I have not yet even had the opportunity to read them.

It is regrettable that such misrepresentation and abuse is being published, which hardly fits the definition of a “Counterview.”

Counterview's guidelines to contributors state that content “should not be derogatory, should not incite hate.” Publishers, including online platforms such as Counterview, are legally bound to ensure that the material they carry does not contain false, deliberately misleading, slanderous, or defamatory statements.

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NCERT Module 2025: Students will read the glory story of the Indian Army, Operation Sindoor included in NCERT module..

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NCERT Module 2025: Students will read the glory story of the Indian Army, Operation Sindoor included in NCERT module..

NCERT Module 2025 Operation Sindoor: Students will now grow the glory saga of the Indian Army and learn about the success of the army. For this, the National Council of Educational Research and Training (NCERT) has included Operation Sindoor in its module. This module has been specially designed to teach children the importance of courage, patriotism, and responsibility. NCERT has introduced it in two parts. A Saga of Valor (Preparatory and Middle Stage) which is designed for primary and middle-class children. The second part is Operation Sindoor: A Mission of Honor and Bravery, which is designed for secondary class students. Both modules have been designed in such a way that teachers can interact with the children in the classroom and explain to them.



This operation was India's military action after the terrorist attack in Pahalgam in April 2025. Terrorists killed 26 people in Pahalgam, after which the Indian Army retaliated, which was named Operation Sindoor.

What is special about the module

According to the module, Pakistan was behind the Pahalgam terror attack. It says that Pakistan's political and military leadership was involved in this attack. It also says that India urged Pakistan several times to close the terrorist camps, but no concrete action was taken from their side. Pakistan always denied its involvement in this attack, while it did not take any steps to prevent the terrorists.

Indian Army's response

According to the secondary stage module, the Indian Army retaliated bravely. The book ends with a clear message. It says that the bravery and determination of the Indian armed forces forced Pakistan to give up its desire to continue the war and demand a ceasefire. This message is to teach students how important patience, courage, and right decisions are in difficult situations.

Message related to education

According to NCERT, children should understand that every citizen has a role in the security and unity of the country. This is the reason why this module has been made a part of the curriculum. Through this, students will not only get information about the bravery of the army but will also be taught why patriotism, responsibility, and unity are important.

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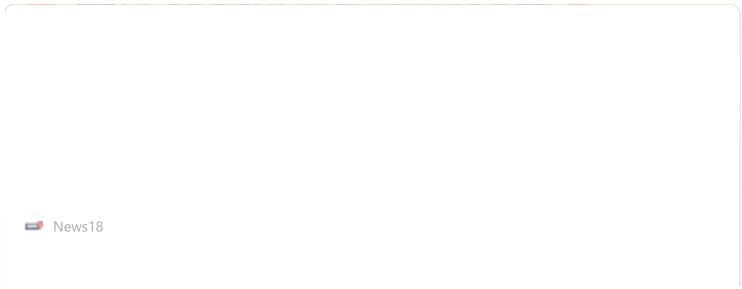
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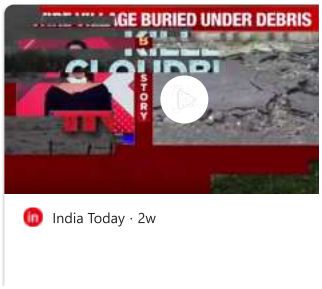
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National Space Day Today: UP Schools Celebrate With Launch Of New NCERT Module



As the nation celebrates the second National Space Day on Saturday, schools across Uttar Pradesh (UP) are marking the significant milestone in India's space journey by fostering scientific curiosity among students with the launch of the National Council of Educational Research and Training's (NCERT's) new educational module titled 'India – A Rising Space Power.'

National Space Day commemorates the historic soft landing of ISRO's Chandrayaan-3 mission on the Moon's South Pole on August 23, 2023, a feat that made India the first country to reach the lunar South Pole and only the fourth nation to achieve a successful moon landing.

To mark this occasion, the NCERT's new educational module titled 'India – A Rising Space Power' will be introduced in classrooms across UP.

This module is designed to showcase India's journey in space science, from early innovations to modern-day achievements, and will highlight key

missions such as Chandrayaan, Mangalyaan, and the upcoming Gaganyaan mission.

Special events are being organised in all government-run primary, upper primary, composite schools, and Kasturba Gandhi Balika Vidyalayas (KGBVs) in the state.

These include science exhibitions, interactive sessions with space experts, classroom discussions, and educational assemblies centred on India's contributions to space exploration.

The goal is to inspire young minds to pursue careers in science, technology, engineering, and mathematics (STEM), while instilling pride in the country's achievements.

Digital platforms such as DIKSHA, NISHTHA, and the India on the Moon portal are also being integrated into today's celebrations to provide accessible, high-quality content related to space science and innovation.

This year's theme for National Space Day 2025, 'Aryabhatta to Gaganyaan: Ancient Wisdom to Infinite Possibilities,' captures the essence of India's scientific heritage and future ambitions.

It connects the ancient astronomical legacy of scholars like Aryabhatta with the cutting-edge advancements of modern Indian space missions, emphasising the continuity of knowledge and innovation.

The celebration of National Space Day was initiated in 2024 to honor Chandrayaan-3's success and to motivate the younger generation to take pride in India's scientific progress.

(IANS)

From Bullock carts to Moon Landing: NCERT launches special modules on India's space journey

ANI | , New Delhi

Published on: Aug 23, 2025 02:21 pm IST

The special modules have been designed with photographs, diagrams and timelines to help students understand the country's space journey.

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National Council of Educational Research and Training (NCERT) has released special modules on


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The NCERT has released a special module, "India: A Rising Space Power," that traces the country's rise as one of the world's most cost-efficient space powers with landmark missions. (Representative image/File)

Advertisement

The modules, India: A Rising Space Power, have been designed with photographs, diagrams and timelines to help students understand the country's space journey.

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It highlights how the Indian National Committee for Space Research (INCOSPAR), set up in 1962


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Also read: NCERT releases two special modules hailing Operation Sindoor

space programmes, these are synergetic and focused," the module notes, summing up ISRO's approach to space exploration.

The two modules-- one catering to middle-stage students and the other to secondary students-- pays tribute to India's astronauts, Squadron Leader Rakesh Sharma, who became the first Indian to travel to space in 1984 on a Soviet mission, and Group Captain Shubhanshu Shukla, who in June 2025 became the first Indian to stay at the International Space Station (ISS).

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It recalls the launch of Aryabhata in 1975, India's first satellite, and the Satellite Instructional Television Experiment (SITE), which brought television to villages across India.

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The early days are contrasted with present-day feats such as Chandrayaan-3's historic south pole landing in 2023, which made India the first nation to touch down in that region of the Moon.

The module lists several landmark missions, including Chandrayaan-1, which discovered water molecules on the Moon; Mangalyaan (2013), which made India the first Asian country to reach Mars and the first globally to succeed on its maiden attempt; Chandrayaan-2 (2019), whose orbiter


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It also mentions the upcoming NASA-ISRO NISAR satellite, which is set to provide high-resolution data on Earth's ecosystems, ice cover, and natural disasters, scanning the planet every 12 days.

The document also outlines India's human spaceflight programme Gaganyaan, which aims to send a three-member crew to a 400 km low Earth orbit for three days. It describes future projects such as Chandrayaan-4, a sample return mission from the Moon, and the planned Bharatiya Antariksh Station (BAS), approved in 2024, that will serve as India's own space station for long-duration missions and microgravity research.

Alongside scientific milestones, the module stresses India's emergence as a global space service provider. It notes that ISRO has carried out 131 spacecraft missions and 101 launch missions, including the launch of more than 430 foreign satellites from 35 countries, bolstering India's reputation as a reliable and low-cost launch hub.

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The NCERT module also highlights the role of India's space applications in everyday life -- from NavIC, India's own navigation system recognised internationally for maritime use, to tele-education, telemedicine, disaster management and real-time information services.


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The content also points to the future, noting that over 200 space startups are emerging in India, collaborating with ISRO and international agencies. With this momentum, the government has set a

Deschooling Society through New Education Policy 2020

By **Garhwal Post** - August 23, 2025





By Devendra Kumar Budakoti

In his book 'Deschooling Society', in 1971, Ivan Illlich writes that Deschooling envisions a society where learning is self-directed accessible to all and interwoven with everyday life. He critiques the role and practice of education in the modern world and writes that schools have monopolised the function of education using money and manpower for the task. Earlier, educationist Paulo Freire in his 1968 book, "Pedagogy of the oppressed", writes that the present educational approach hinders critical thinking and creativity and reinforces the existing power imbalances. Gurudev Rabindranath Tagore also emphasised holistic development, creativity and strong connection with nature. The ancient Indian system of Gurukul education was holistic, focused on the residential mentorship of students in a natural setting. The infamous Macaulay minute of 1835 wanted to create a class of Indians who were "English in taste, in opinions, in morals, and in intellect, while being Indians by blood and colour". The British were successful in creating English speaking babus for its administrative machinery, the burden of which we carry to this day.

In light of the New Education Policy 2020, one can notice the shades of Deschooling society, as the policy document reads, "Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable

learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.”

In light of the New Education Policy, we need to give clear directions to school, mentioning that teaching of the three Rs (Reading, Writing and Arithmetic) from the early stages is not enough, but it should include, Dance, Drama, theatre, music, puppetry, storytelling and later Painting, Pottery, Sculpture, and in higher classes the basics of electricity repair, refrigeration, computer hardware, welding, carpentry, plumbing, and some basic masonry. Also music with musical instruments in higher classes. Not to forget all kinds of games and sports right from the primary classes. It should be clear to teachers and parents that education is not just three Rs, but also what is called CCA – Co-Curricular Activities and there should be marks given for these activities, not to forget NCC, NSS and boy and girl scouts.

The subject streaming after standard tenth, viz. science, commerce and arts, creates complexes among students. Coupled with this is the behaviour of some teachers shaming students for poor understanding and gasp of the subjects. This kills the confidence and creativity of many students in the coming years. This behaviour of teachers and parents can lead to mental health issues in individuals for years to come.

We need to also have a common syllabus for sciences, commerce and social sciences. Individual states can include some chapters on their history, geography and culture. Once the common syllabus is done, there is then no need to work on having a single all India board like the Central Board of School Education.

Besides the above, the government should actively encourage and promote alternative education systems such as Gurukul schools and home schooling. A clear provision should be made to allow any individual who has attained the age of 17 to directly apply for and appear in the Class 12 board examination conducted by any state or central education board.

With the emergence of Digitalisation, Artificial Intelligence, cyber security, etc., in changing syllabus, the pedagogy should remain sympathetic to the young sensitive mind. Teaching is a serious business, particularly in early childhood and primary education, as education shapes the future of a state and society.



Garhwal Post

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दैनिक जागरण, 24 अगस्त 2024, पृष्ठ संख्या 9, 11

एआइ - रोबोटिक्स को नई ऊंचाई देने को संस्कृत पर विज्ञानियों का जोर

नई दिल्ली, जेएनएन : दुनिया की सबसे प्राचीन भाषाओं में से एक संस्कृत जर्मनी, अमेरिका और ब्रिटेन जैसे देशों में लोकप्रिय हो रही है। वरिष्ठ पत्रकार मीरा जोशी ने इंडिया नैरेटिव में लिखे लेख में बताया है कि जैसे-जैसे दुनिया सांस्कृतिक पहचान, डिजिटल संचार और अंतःविषय ज्ञान के मुद्दों से जूझ रही है, संस्कृत भविष्य की भाषा के तौर पर उभर रही है। संस्कृत की सटीकता और तार्किक संरचना के चलते एआइ और रोबोटिक्स जैसे क्षेत्र में ये भाषा अहम योगदान दे सकती है।

संस्कृत की प्रसिद्ध व्याकरण प्रणाली को दो हजार साल पहले पाणिनी ने संहिताबद्ध किया था। विज्ञानी इसे भाषाई विज्ञान का एक अद्भुत नमूना मानते हैं। इसकी सटीकता ऐसी है कि जटिल विचारों को संक्षिप्त और स्पष्ट रूप से व्यक्त किया जा सकता है। इस विशेषता का महत्व कंप्यूटर विज्ञान और सूचना प्रौद्योगिकी में ज्यादा है।



संस्कृत भाषा ● सौ. इंटरनेट मीडिया

- महत्व को समझते हुए पश्चिमी देशों में बढ़ रही इसकी लोकप्रियता
- बड़ी बात को छोटे में कहने की खूबी कोडिंग में कर सकती है कमाल

जर्मनी के 14 विश्वविद्यालय पढ़ा रहे संस्कृत

जर्मनी के 14 विश्वविद्यालय संस्कृत में पाठ्यक्रम चला रहे हैं। हाइडलबर्ग विश्वविद्यालय में समर स्कूल का आयोजन किया गया। विस्तार स्विट्जरलैंड और इटली तक है। हार्वर्ड, आक्सफोर्ड और कैम्ब्रिज जैसे संस्थान भी संस्कृत पाठ्यक्रम प्रदान करते हैं। अमेरिकी विश्वविद्यालयों में नामांकन में वृद्धि देखी जा रही है।

करियर के नए अवसर

संस्कृत में रुचि केवल शैक्षणिक ही नहीं है। संस्कृत स्नातकों के लिए करियर के नए अवसर खुल रहे हैं। कम्प्यूटेशनल भाषाविज्ञान, अनुवाद, योग, आयुर्वेद आदि क्षेत्रों में प्रचुर अवसर उपलब्ध हैं। प्राचीन हिंदू, बौद्ध और जैन ग्रंथों के डिजिटलीकरण के लिए संस्कृत में दक्षता आवश्यक है।

शोधकर्ताओं ने इस बात पर जोर दिया है कि संस्कृत का वाक्य-विन्यास गणितीय रूप से इतना सुसंगत है कि इसे एक 'कंप्यूटर-अनुकूल भाषा' कहा जा सकता है। इसकी मदद से एआइ और रोबोटिक्स के क्षेत्र को और ऊंचाई मिल सकती है। साथ ही ये भविष्य की प्रौद्योगिकियों के लिए भी अहम साबित हो सकती है। जोशी ने लिखा कि भारत में प्रौद्योगिकी कंपनियां और शैक्षणिक संस्थान कंप्यूटिंग और एआई अनुसंधान में संस्कृत को शामिल कर रहे हैं। साथ ही, गूगल जैसी कंपनियां भी सूचनाओं की पुनर्प्राप्ति और मानव-मशीन संवाद में संस्कृत की संरचना के उपयोग पर दिलचस्पी दिखा रही हैं।

यूजीसी मसौदा पाठ्यक्रम में स्नातक में प्राचीन गणित पढ़ाने का प्रस्ताव

नई दिल्ली, प्रेट्र : विश्वविद्यालय अनुदान आयोग (यूजीसी) ने एक मसौदा पाठ्यक्रम तैयार किया है जिसमें स्नातक छात्रों को प्राचीन गणित पढ़ाने का प्रस्ताव है। इसके तहत काल गणना (पारंपरिक भारतीय समय गणना), भारतीय बीजगणित, भारतीय परंपरा में 'पुराणों' का महत्व, नारद पुराण में वर्णित बुनियादी अंकगणित और ज्यामिति से संबंधित गणितीय अवधारणाओं और तकनीकों को पढ़ाने की बात कही गई है।

मसौदा पाठ्यक्रम के अनुसार, यूजीसी ने परावर्त्य योजयात सूत्र (एक पारंपरिक वैदिक गणित तकनीक जिसका अर्थ है 'स्थानांतरित करना और लागू करना') का उपयोग करके बहुपदों (पोलीनामियल्स) का विभाजन और भारतीय बीजगणित के इतिहास एवं विकास को पढ़ाने की सिफारिश की है। पाठ्यक्रम में पंचांग (भारतीय कैलेंडर) जैसी अवधारणाओं को पढ़ाना भी शामिल है। प्रस्तावित पाठ्यक्रम खगोल विज्ञान, पौराणिक


इसमें काल गणना, भारतीय बीजगणित, भारतीय परंपरा में 'पुराणों' का महत्व पढ़ाने की सिफारिश

कथाओं और संस्कृति का सम्मिश्रण है - जो भारत की समृद्ध काल-विज्ञान विरासत को जीवंत करता है। प्राचीन वेधशालाओं, उज्जैन की प्रधान मध्याह्न रेखा व प्राचीन वैदिक काल इकाइयों, घटी व विघटी की तुलना ग्रीनविच मीन टाइम व भारतीय मानक समय जैसी आधुनिक प्रणालियों से कैसे की जाती है, इस पर चर्चा की गई है।

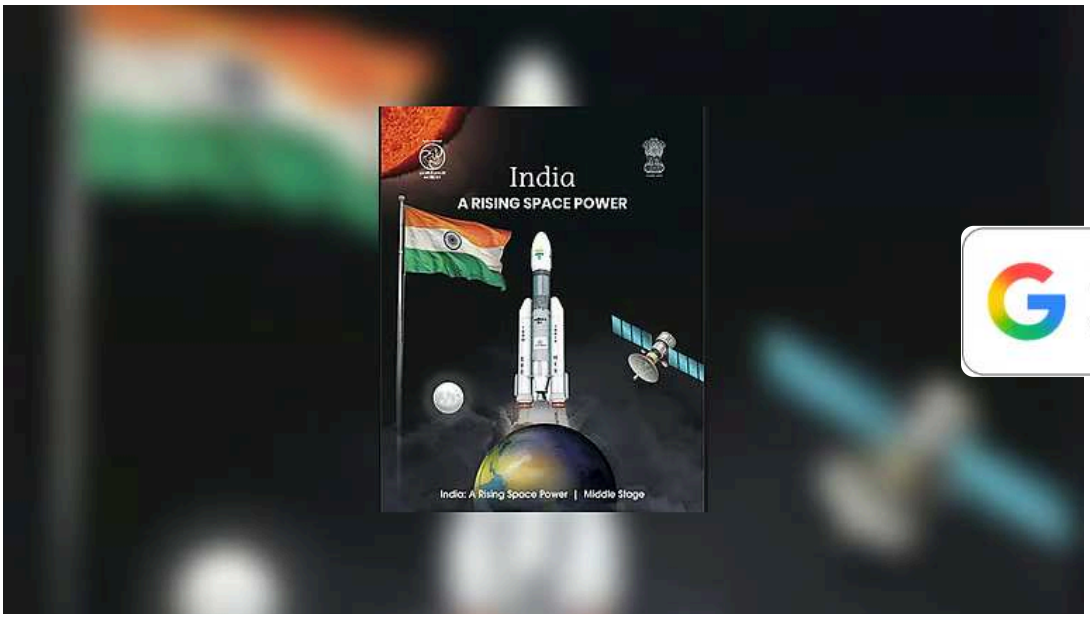
पाठ्यक्रम समिति के अध्यक्ष सुशील के. तोमर ने कहा, "हमें विश्वास है कि यह पाठ्यक्रम गणित शिक्षा में परिवर्तनकारी पहल होगा।

Advert

Nation

India's giant strides in space highlighted in NCERT's special modules

Titled, 'India A Rising Space Power', one module was out for the Middle Stage (Class 6 to 8) and another for the Secondary stage (Class 9 and Class 10) classes.



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The topic is presented in a colourful, conversational style to hold the attention of students. (Photo | ANI)

Express News Service

Updated on: 24 Aug 2025, 4:18 pm · 1 min read

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NEW DELHI: To mark the National Space Day on August 23, the National Council of Educational Research and Training (NCERT) on Saturday released two special modules showcasing the massive strides India has made in space.

Titled, 'India A Rising Space Power', one module was out for the Middle Stage (Class 6 to 8) and another for the Secondary stage (Class 9 and Class 10)

In the module for the secondary stage, a teacher details India's space journey to her students. India's space story began in 1962 with the setting up of the Indian National Committee for Space Research (INCOBAR). The first rockets were launched from the Thumba Equatorial Rocket Launching Station in Thiruvananthapuram, it highlights. In 1969, INCOBAR evolved into the Indian Space Research Organisation (ISRO).

India's advances in space have been highlighted throughout - Until August 2025, ISRO has launched 160 satellites into different Earth orbits, completed 131 spacecraft missions, 101 launch missions, and even nine re-entry missions. India has helped launch more than 433 foreign satellites from 35 foreign countries, it highlighted.

The stalwarts of ISRO since its inception have been showcased through photographs. Group Captain Shubanshu Shukla's visit to the International Space Station has been included.

Similar content is produced more visually in the Middle Stage module with multiple pictures of Shukla and his conversation with the PM on June 28, 2025, when he was at the International Space Station. It quoted the PM, "Our children no longer just look at the sky – they believe they can reach it."

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NEWS BRIEF

India's Space Milestones Enter Classrooms With NCERT's Special 'India: A Rising Space Power' Modules

SHRINITHI K

Aug 24, 2025, 02:45 PM | Updated 02:45 PM IST



Pic Via NCERT

NCERT has released two new modules, *India: A Rising Space Power*, to introduce middle and secondary school students to India's space journey.

The material traces progress from early bullock-cart rocket launches to major achievements like Chandrayaan-3 and Aditya-L1, *NDTV* reported.

The modules include Group Captain Shubhanshu Shukla's 2025 International Space Station mission, where he conducted experiments on muscles, plant growth, and microbes in microgravity before returning on 15 July.

His mission is described as "remarkable" and "a matter of national pride."

Opening with Prime Minister Narendra Modi's words at the PSLV-C23 launch, the modules use photographs, diagrams, and timelines to explain India's space milestones.

The middle stage module says India is "doing incredible work in space science and technology and indeed rising as a space power," while the secondary stage traces the journey from Aryabhatta in 1975 to cutting-edge missions of 2025.

"From this simple start, ISRO has grown into one of the most respected space agencies in the world. Today, it is a global leader in cost-effective space exploration-proving that big dreams can start small, but with determination, they can reach the stars," it notes.

The module highlights Chandrayaan-1's discovery of water on the Moon (2008), Mangalyaan's first-attempt success (2013), Chandrayaan-3's south pole landing (2023), and Aditya-L1's solar research.

Future projects like Chandrayaan-4, Gaganyaan, and the Bharatiya Antariksh Station are also covered.

Part of NCERT's supplementary series on contemporary themes, these modules will be taught through projects, discussions, and debates rather than traditional textbooks.

Also Read: **Ganesh Chaturthi 2025: Mumbai CSMT–Madgaon Vande Bharat To Get 8 Extra Coaches For Festive Travelers**

दैनिक जागरण, 25 अगस्त 2025, पृष्ठ संख्या -10

आनलाइन माध्यम से नहीं होगी मनोविज्ञान-हेल्थकेयर की पढ़ाई

- यूजीसी ने उच्च शिक्षण संस्थानों को जारी किए निर्देश, ऐसे किसी पाठ्यक्रम में न दें प्रवेश
- व्यावसायिक प्रशिक्षण में गुणवत्ता लाने के मकसद से उठाया गया है यह कदम

नई दिल्ली, प्रेट्र : विश्वविद्यालय अनुदान आयोग (यूजीसी) ने सभी उच्च शिक्षण संस्थानों को निर्देश दिया है कि वे 2025 के शैक्षणिक सत्र से मनोविज्ञान और पोषण सहित स्वास्थ्य सेवा से संबंधित विषयों के दूरस्थ शिक्षण (डिस्टेंस एजुकेशन) या आनलाइन मोड में पढ़ाई न कराएं। यह रोक नेशनल कमीशन फार एलायड एंड हेल्थकेयर प्रोफेशंस (एनसीएएचपी) एक्ट, 2021 के तहत लागू होगी। इन पाठ्यक्रमों में मनोविज्ञान, माइक्रोबायोलाजी, फूड एंड न्यूट्रिशन (खाद्य एवं पोषण विज्ञान), बायोटेक्नालाजी (जैव प्रौद्योगिकी), क्लिनिकल न्यूट्रिशन (नैदानिक पोषण) और डाइटेटिक्स (आहार विज्ञान) शामिल हैं।

यूजीसी सचिव मनीष जोशी ने कहा-'किसी भी उच्च शिक्षण संस्थान (एचईआइ) को शैक्षणिक सत्र जुलाई-अगस्त, 2025 और उसके बाद मुक्त एवं दूरस्थ शिक्षण और आनलाइन माध्यम से मनोविज्ञान समेत एनसीएएचपी अधिनियम, 2021 में शामिल किसी भी संबद्ध और स्वास्थ्य सेवा पाठयक्रम पढ़ाने की अनुमति नहीं दी जाएगी। जुलाई-अगस्त 2025 और उसके बाद के शैक्षणिक सत्र के लिए ऐसे कार्यक्रमों की पेशकश करने के लिए एचईआइ को पहले से दी गई कोई भी मान्यता यूजीसी द्वारा वापस ले ली जाएगी।' यह निर्णय व्यावसायिक प्रशिक्षण में गुणवत्ता मानकों को लेकर चिंताओं के बीच लिया गया है।

The Hindu, 25 August 2025, Page No-12

NCERT textbooks introduce Indian art forms

Maitri Porecha
NEW DELHI

In line with the National Education Policy that education be rooted in the Indian ethos, the National Council of Educational Research and Training (NCERT) has included art forms such as Indian classical music, dance, theatre, and visual arts in the new textbooks for Class 3 to 8.

The new arts education textbook, titled *Kriti*, introduced for Class 8 students in the academic year 2025-26, delves into the details of *swar*, *laya*, and *shabd* – the basic components of classical Indian music. The book prescribes the recitation of *shlokas* in Sanskrit through *swar* and *laya* patterns, introduces folk or traditional songs in regional languages, and also exposes students to the patterns of seven notes of classical music in different *layas*. The curriculum also focuses on the rendition of *ragas* from Hindustani and Carnatic music.



Teaching traditions: Students will be exposed to Indian dance forms such as Bharatnatyam, Kathak, Kathakali, and Kuchipudi.

Similarly for dance, students are exposed to Indian dance forms such as Bharatnatyam, Kathak, Kathakali, Kuchipudi, Manipuri, Mohiniyattam, Odissi, and Sattriya.

"Before this, there was no school textbook which exposed students to classical forms of dance and music. They would have to enrol in private training for learning these forms. Now they will get exposed to these as a part of the school curriculum," Sangeet Natak Akademi Chairperson Sandhya Purecha, who is also chairing the textbook development team working in collaboration with the NCERT, told *The Hindu*.

The textbook draws heavily from the *Natyashastra*, a Sanskrit treatise on performing arts; *Brihaddeshi*, a Sanskrit text on Indian classical music; and *Sangita Damodara*, among others. Chapters on dance quote from the Sanskrit scripture *Abhinaya Darpanam*, which focuses on expression through *hasta mudras*, or hand gestures.

Basic concepts

Ms. Purecha said that school students were mostly attracted to cultural activities and looked forward to the arts period. "Activities such as storytelling, *abhinaya* (acting or facial expressions), and dance are enjoyed by children," she said.

"Our idea is not to develop a student's expertise in Bharatnatyam or Kathak, or Indian classical music at this stage. That would take years of practice. What we have done in the book is drawn from these concepts, for instance, basic *hasta mudras* (hand gestures) in Indian dance forms, which are photographically depicted and can be incorporated in dance or theatre performances that students conceive. Also, basic leaps, jumps, circles are formations that are derived from classical dances can be incorporated into contemporary or folk dances that students may conceive as a part of their projects," Ms. Purecha said. "Similarly, basics of classical music like *ragas* and *taal* is inculcated so that a student may appreciate a classical singing performance with some background knowledge."

The new textbooks for Class 3 to 5 are titled *Bansuri*, while those for Class 6 to 8 are titled *Kriti*. They expose children to Indian art forms in stages, in an age-appropriate manner, and have been conceived after over a year of deliberations. In the foreword of the Class 8 textbook, NCERT Director Dinesh Saklani notes, "*Kriti* has infused in its visuals and other components, the rich Indian Knowledge systems, India's artistic and cultural heritage, values - all deep[y rooted in Bharat."

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THE TIMES OF INDIA

Indian History Congress slams NCERT for ‘distorting Partition history’, accuses it of communal bias

TNN | Aug 25, 2025, 08.51 PM IST

NEW DELHI: The Indian History Congress (IHC) has sharply criticised NCERT’s new Partition Horrors Remembrance Day modules, alleging that they spread “falsehoods, with a clear communal intent” by depicting the Congress as complicit in Partition while absolving the British. In a resolution adopted on Monday, the IHC warned that “tender minds” were being fed “distorted, polarising history.”

Majority of historians associated with the IHC are seen to be of left ideological orientation, and post-Independence Indian history writing has largely been dominated by academicians of the Left, a fact that often becomes a point of contention whenever NCERT textbooks or modules are revised.

The NCERT modules — prepared separately for Classes VI–VIII and IX–XII — describe the “culprits of Partition” as Jinnah, who demanded it; the Congress, which accepted it; and Mountbatten, who formalised and implemented it. They also state that the British “tried their best to preserve India as one until the end.”

The IHC objected to this framing, arguing that it misrepresented history. “Turning history completely upside down, the modules hold not only the Muslim League but also the Indian National Congress responsible for the Partition of the country. Quite in tune with the loyalist stance of the communal forces during the freedom struggle, the British colonial rulers are given a clean chit in these modules,” the resolution said.

Historians also alleged that the modules selectively omit key facts. “What is not mentioned is the two nation theory propounded by the ‘Hindutva’ icon V. D. Savarkar three years earlier, in 1937, in his presidential address to the Hindu Mahasabha: ‘India cannot be assumed today to be a unitarian and homogenous nation, but on the contrary there are two nations in the main, Hindus and Muslims, in India.’”
The resolution, passed by the executive committee on Monday, further claimed that the portrayal of nationalist leaders as “culprits” was misleading: “It is indeed ironical that Hindu communalists are never included in the list of those responsible for Partition. But among the chief ‘culprits’ are said to be the nationalist leaders when the entire spectrum of the national movement, Moderates, Extremists, Gandhians, Congress Socialists, Communists, Revolutionaries etc., all believed that India had a long civilisational history of being able to live together with difference... The Indian National Congress, which since its inception in 1885, struggled relentlessly against religious communal division, its greatest leader Mahatma Gandhi giving up his life for it, is projected as one of the main ‘culprits’ of partition!”

Earlier, Congress echoed this line of attack, with spokesperson Pawan Khera declaring: “Burn this document as it doesn’t tell the truth. Partition happened due to the nexus between Hindu Mahasabha and Muslim League.”

While the NCERT text links Partition to subsequent conflicts such as Kashmir and terrorism, historians argue it promotes “a hateful polarized future” instead of a balanced reckoning with the tragedy.

NCERT textbooks introduce Indian art forms

The Hindu (Erode) · 25 Aug 2025 · Maitri Porecha NEW DELHI

In line with the National Education Policy that education be rooted in the Indian ethos, the National Council of Educational Research and Training (NCERT) has included art forms such as Indian classical music, dance, theatre, and visual arts in the new textbooks for Class 3 to 8.



The new arts education textbook, titled Kriti, introduced for Class 8 students in the academic year 202526, delves into the details of swar, laya, and shabd — the basic components of classical Indian music. The book prescribes the recitation of shlokas in Sanskrit through swar and laya patterns, introduces folk or traditional songs in regional languages, and also exposes students to the patterns of seven notes of classical music in different layas. The curriculum also focuses on the rendition of ragas from Hindustani and Carnatic music.

Similarly for dance, students are exposed to Indian dance forms such as Bharatnatyam, Kathak, Kathakali, Kuchipudi, Manipuri, Mohiniyattam, Odissi, and Sattriya.

“Before this, there was no school textbook which exposed students to classical forms of dance and music. They would have to enrol in private training for learning these forms. Now they will get exposed to these as a part of the school curriculum,” Sangeet Natak Akademi Chairperson Sandhya Purecha, who is also chairing the textbook development team working in collaboration with the NCERT, told The Hindu.

The textbook draws heavily from the Natyashastra, a Sanskrit treatise on performing arts; Brihaddeshi, a Sanskrit text on Indian classical music; and Sangita Damodara, among others. Chapters on dance quote from the Sanskrit scripture Abhinaya Darpanam, which focuses on expression through hasta mudras, or hand gestures.

Basic concepts

Ms. Purecha said that school students were mostly attracted to cultural activities and looked forward to the arts period. “Activities such as storytelling, abhinaya (acting or facial expressions), and dance are enjoyed by children,” she said.

“Our idea is not to develop a student’s expertise in Bharatnatyam or Kathak, or Indian classical music at this stage. That would take years of practice. What we have done in the book is drawn from these concepts, for instance, basic hasta mudras (hand gestures) in Indian dance forms, which are photographically depicted and can be incorporated in dance or theatre performances that students conceive. Also, basic leaps, jumps, circles are formations that are derived from classical dances can be incorporated into contemporary or folk dances that students may conceive as a part of their projects,” Ms. Purecha said. “Similarly, basics of classical music like ragas and taal is inculcated so that a student may appreciate a classical singing performance with some background knowledge.”

The new textbooks for Class 3 to 5 are titled Bansuri, while those for Class 6 to 8 are titled Kriti. They expose children to Indian art forms in stages, in an ageappropriate manner, and have been conceived after over a year of deliberations. In the foreword of the Class 8 textbook, NCERT Director Dinesh Saklani notes, “Kriti has infused in its visuals and other components, the rich Indian Knowledge systems, India’s artistic and cultural heritage, values all deep[y rooted in Bharat.”

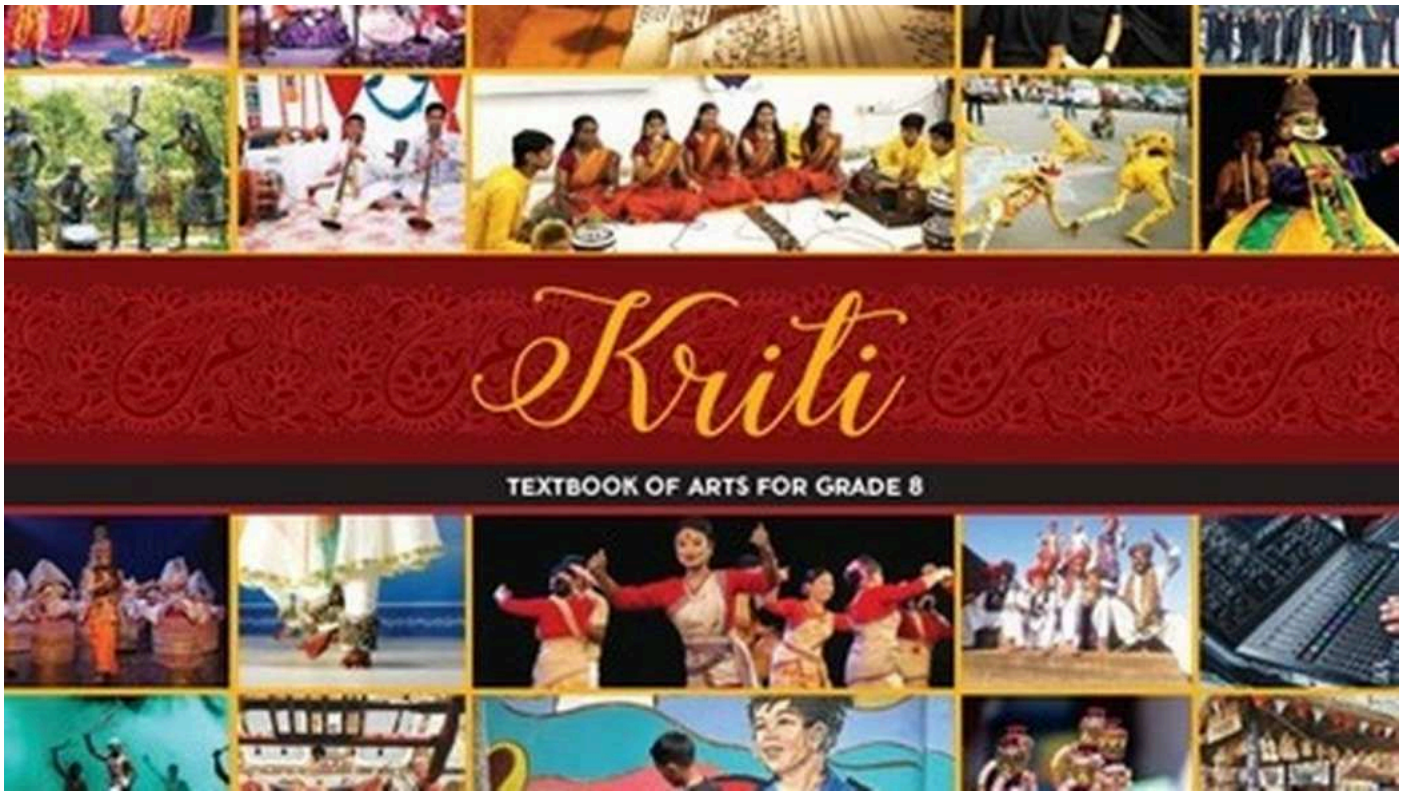
New NCERT Arts textbooks expose students to classical Indian dance and music

Rather than trying to develop expertise, new curriculum aims to introduce basic concepts such as *ragas* and *mudras*, which can be incorporated into student projects; QR codes link to audio, video elements

Published - August 25, 2025 06:07 am IST



MAITRI PORECHA



The new Arts Education textbook, titled *Kriti*, introduced for Class 8 students in the current academic year 2025-26, delves into the details of *swar*, *laya*, and *shabd* — the basic components of classical Indian music. Photo: ncert.nic.in

In line with the National Education Policy's requirement that education be rooted in the Indian ethos, art forms such as Indian classical music, dance, theatre, and visual arts have been included for the first time in primary and middle school textbooks introduced for primary and middle school (Class 3 to 8).

The National Council of Educational Research and Training (NCERT) has brought out new textbooks with such content for the first time, for Classes 3 to 8.

Classical music and dance

The new Arts Education textbook, titled *Kriti*, introduced for Class 8 students in the current academic year 2025-26, delves into the details of *swar*, *laya*, and *shabd* — the basic components of classical Indian music. The book prescribes the recitation of *shlokas* in Sanskrit through *swar* and *laya* patterns, introduces folk or traditional songs in regional languages, and also exposes students to the patterns of the seven notes of classical music in different *layas.* The curriculum also focusses on the rendition of *ragas* from Hindustani and Carnatic music.

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QR codes link to audio, video

When asked about the paucity of specialised music, dance, and theatre teachers, especially in rural schools, Ms. Purecha said, “The chapters contain QR codes which can be scanned to access video and audio elements for dance, drama and music, which can be used for self learning.”

Ms. Purecha added that local village teachers can pick up elements from the textbooks to incorporate in cultural activities. “There is a flow to the curriculum beginning from Class 3, and senior grades which are exposed to these concepts for the first time are advised to browse through the textbooks of junior classes too. In fact, parents and teachers of senior classes are taking interest the junior class textbooks,” she added.

Class 8 students who are required to produce a script can incorporate what they have learnt from the dance and music lessons in theatre performances too. “Students are expected to conceive group performances for dance, drama, applied arts, and music. They will be graded on the basis of these projects. There are no marks to be allotted, neither will there be a theory paper. Schools are expected to conduct practical-based graded assessment,” Ms. Purecha said.

To improve wider accessibility and reach, the books have been translated into 19 languages, including Hindi, Urdu, Bengali, Maithili, Marathi, Nepali, Punjabi, Bodo, Gujarati, Dogri, Konkani, Santhali, Tamil, Telugu, Assamese, Kannada, Sanskrit, Malayalam, and Odia.

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Tender minds being fed distorted history: India History Congress on NCERT's Partition modules

NEW DELHI: (Aug 25) The Indian History Congress (IHC) has attacked NCERT’s new Partition Horrors Remembrance Day modules, alleging that they spread “falsehoods with a clear communal intent” by depicting the Congress as complicit in Partition while absolving the British.

The council warned that "tender minds" were being fed "distorted and polarising history".

The special modules released by the NCERT to mark "Partition Horrors Remembrance Day" have held Muhammad Ali Jinnah, the Congress and then viceroy Lord Mountbatten responsible for India's Partition.

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The Pioneer, 26 August 2025, Page No- 8

Teacher burnout: Impact of the silent strain on teachers



SAKSHI SETHI

THE PIONEER
2ND OPINION

When people think of teacher burnout, the image that often comes to mind is of a frazzled educator battling noisy classrooms and restless students. But ask any teacher, and they will say the same thing: The students are not the problem. In fact, they are the best part of the day. It's the sparkle in a child's eye when a concept clicks, the quiet "thank you" after extra help, or the laughter that brightens a morning that keeps teachers going. These moments rarely cause burnout. What drains teachers is everything else-the responsibilities far removed from nurturing young minds. Endless paperwork, shifting policies and unrealistic expectations consume hours that should be spent inspiring curiosity. Teachers today spend as much time on screens as they do with students, uploading lessons, filing compliance reports and completing inspection notes. A 2023 UNESCO survey showed over 60 per cent of teachers in India cited non-teaching duties as their biggest stress. Added to this are vast syllabi, board exam pressures and workplace politics — favouritism, micromanagement and unfair appraisals. The job often feels like a tightrope walk with little reward. Technology, though essential, has become a double-edged sword. Smart classrooms and AI-driven assessments promise innovation but often overwhelm.

With little training, teachers struggle to navigate complex systems, increasing workload instead of reducing it. As one remarked, "We're expected to fly the plane while building it." Teachers also wear many hats: counsellors, mediators, even social workers. They notice when children struggle emotionally but are expected to handle it with minimal resources. The pandemic magnified this burden. Overnight, teachers became tech experts, recording lessons and adapting to virtual classrooms while managing their own families. Their resilience was immense, yet unlike doctors or nurses, their struggles rarely made headlines. Policy reforms, though well-intentioned, often arrive without support. The National Education Policy (NEP) 2020 and new assessment strategies add to pressure when rolled out hastily. The obsession with standardised testing compounds the problem, pushing teachers to "teach to the test" rather than nurture critical thinking. Unrealistic expectations from management and parents further erode autonomy, reducing teachers to data managers rather than mentors. Perhaps the most disheartening factor is the lack of recognition. Teachers work long hours-marking papers, preparing lessons, mentoring students-yet their pay rarely reflects the effort. Professional development is limited, and mental health support almost non-existent. As one veteran summed up: "I can handle forty students, but what breaks me is fighting for resources, constant scrutiny, and never feeling valued." The cost of burnout is high. Talented educators leave, or worse, remain disengaged.

And when teachers suffer, students inevitably pay the price. As the saying goes, "When the gardener is weary, the flowers suffer." The solution lies in fixing the system, not toughening teachers. Schools must cut unnecessary paperwork, streamline platforms like UDISE+, ensure fair practices, and provide proper training for technology. CPD must be meaningful, not token. Above all, real appreciation is needed: Better salaries, lighter workloads, greater autonomy and public respect. Teaching is a calling, but passion alone cannot sustain it. If we ease these burdens, we keep the joy of teaching alive and ensure every child benefits from inspired, supported educators.

The writers is an educator

The Times of India, 26 August 2025, Page No- 13

Indian History Congress slams NCERT modules on Partition

'History Being Distorted & Polarised'

Manash.Gohain
@timesofindia.com

New Delhi: Indian History Congress has criticised NCERT's new Partition Horrors Remembrance Day modules, alleging they spread "falsehoods, with a clear communal intent" by depicting Congress as complicit in Partition while absolving the British. In a resolution adopted Monday, IHC warned that "tender minds" were being fed "distorted, polarising history."

Majority of historians associated with IHC are seen to be of Left ideological orientation, and post-Independence history writing has long been dominated by Left-leaning academicians, often triggering contention whenever NCERT texts are revised.

The new NCERT modules — prepared for Classes VI-VIII and IX-XII — describe the "culprits of Partition" as Muhammad Ali Jinnah, who demanded it; Congress, which accepted it; and Lord Mountbatten, who implemented it. They also state the British "tried their best to preserve India as one until the end."

IHC objected, arguing this misrepresented history. "Turning history upside down, the modules hold not only Muslim League but also Indian National Congress responsible for Partition. Quite in tune with the loyalist stance of the communal forces during freedom struggle, British colonial rulers are given clean chit," the resolution said.

IDEOLOGY CLASH

Historians also said the modules selectively omit key facts. "What is not mentioned is the two-nation theory propounded by Hindutva icon VD Savarkar in 1937, in his presidential address to the Hindu Mahasabha: 'India cannot be assumed today to be a unitarian and homogenous nation but... there are two nations in the main, Hindus and Muslims'," it noted.

The resolution further claimed portraying nationalist leaders as "culprits" was misleading. "It is ironical that Hindu communalists are never included. But among the 'culprits' are nationalist leaders, though the entire spectrum — Moderates, Extremists, Gandhians, Congress Socialists, Communists, Revolutionaries — believed India had a civilisational history of living together. The Congress, since 1885, struggled relentlessly against communal division, its greatest leader Mahatma Gandhi giving up his life for it, yet is projected as a main 'culprit'," it said.

Earlier, Congress echoed this line, with party spokesperson Pawan Khera declaring, "Burn this document as it doesn't tell the truth. Partition happened due to the nexus between Hindu Mahasabha and Muslim League."

Education Ministry Selects 21 Exemplary Teachers For National Awards 2025



Twenty-one teachers from Higher Education Institutions and Polytechnics have been selected for the National Awards to Teachers 2025. Union Education Ministry said the selected teachers are from Polytechnics, State Universities and Central Higher Education Institutions. The selection is based on the performance of the teacher, such as Teaching Learning Effectiveness, Outreach activities, Research and Innovation, Sponsored Research and Faculty Development Programs. NAT is conferred on the exemplary teachers and faculty members of higher education institutions and Polytechnics.

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Nation

In a first, physical education enters NCERT class VIII textbooks

The National Council for Educational Research and Training (NCERT) is upgrading the syllabus this year across classes in line with the National Education Policy 2020.



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Union Education Minister Dharmendra Pradhan Photo | PTI

S Lalitha

Updated on: 26 Aug 2025, 7:54 am · 2 min read

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Research and Training (NCERT) is upgrading the syllabus this year across classes in line with the National Education Policy 2020.

Dinesh Prasad Saklani, NCERT Director, states in the foreword to 'Khel Yatra' that it is "meticulously designed to develop motor skills in students and engage children in the team sports of Athletics, Table Tennis and Volleyball."

It is divided into six chapters, one of which is earmarked for Yoga. Each chapter specifies the warm-up to be done, the activity and the cool-down steps.

The opening chapter begins with physical games—Horse Vault Race which goads participants to split into pairs and vault over one another, Mass Drill which involves performing co-ordinated movements to the count of 8 and Conduction Relay which helps students understand conduction (heat transfer) through an interactive relay race.

Along with fun, awareness is brought about. For instance, the lesson 'Baraf Pani' educates students about the ill-effects of bullying and encourages other students as well as bystanders to take action to reduce its impact. Similar is the 'Char Tali' game which makes students understand the role society can take on in stopping harassment of any individual.

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The next chapter details different kinds of relay races and how to enjoy them by building physical and motor finess. The 'Athletics' lesson illlustrates how

detailed upon.

Volleyball skills like Pass, Serve, Spike, Black and Digging are exhaustively presented with colourful pictorial descriptions in Chapter 5.

“Yoga can support us, particularly as we navigate changes and learn to manage our emotions,” says Chapter 6. The postures of Sukshma Vyayama, Sthula Vyayama, Surya Namaskara, asanas, Pranayama (breathing exercises), Pratyahara (learning to control the senses) and Dhyana (meditation) will be among the aspects covered.

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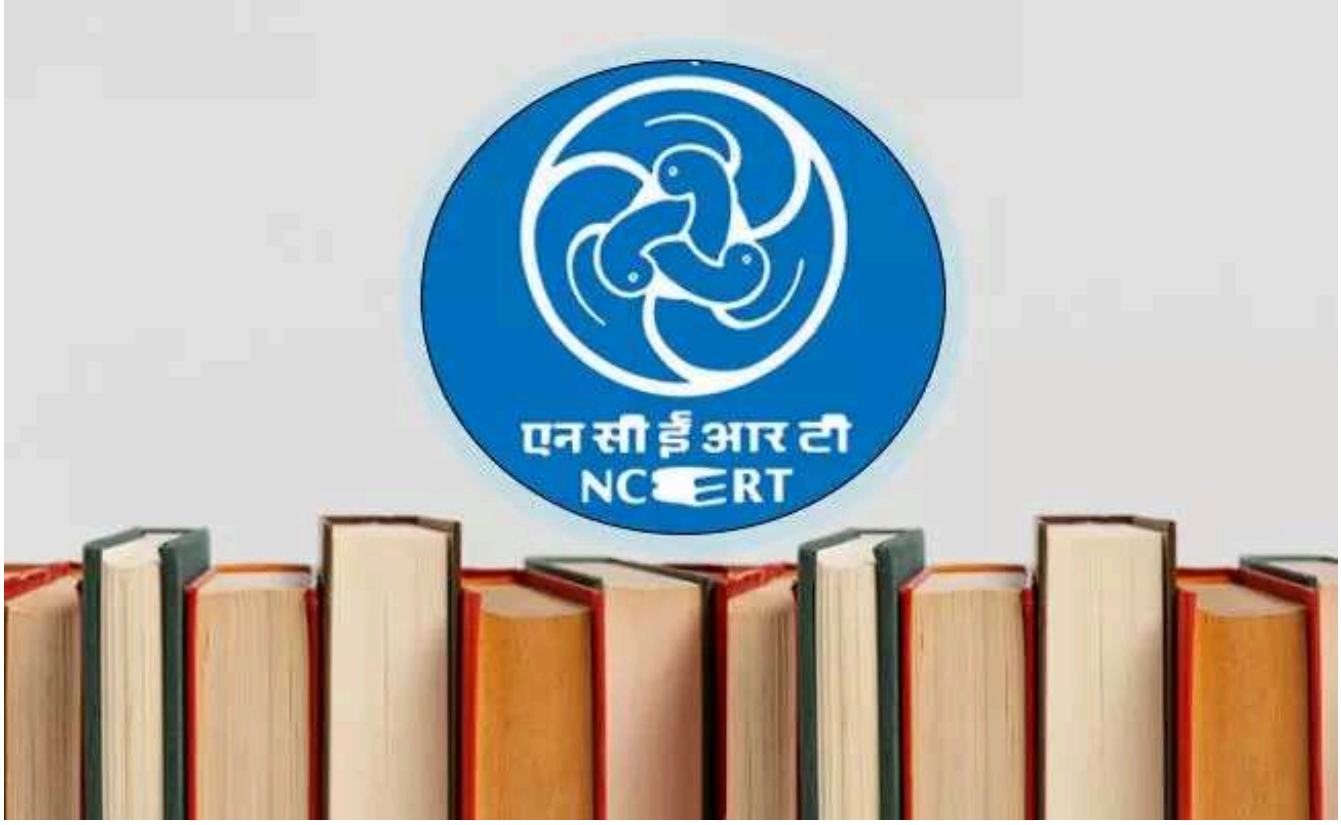
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Designed to develop motor skills in students: Physical edu makes debut in NCERT class VIII textbooks

Vartha Bharati | 26-08-2025 | 13:19:00 IST



New Delhi: In a move to prioritise fitness and overall well-being, the National Council for Educational Research and Training (NCERT) has introduced a new subject—Physical Education and Well Being—for Class VIII students this academic year. This addition comes as part of the NCERT's ongoing syllabus upgrades in line with the National Education Policy (NEP) 2020.

Dinesh Prasad Saklani, NCERT Director, states in the foreword to 'Khel Yatra' that it is "meticulously designed to develop motor skills in students and engage children in the team sports of Athletics, Table Tennis and Volleyball," as reported by The New Indian Express on Tuesday.

The subject is divided into six chapters. Each chapter specifies the warm-up to be done, the activity and the cool-down steps.

The first chapter introduces physical games such as the Horse Vault Race, where students partner up and vault over each other, the Mass Drill which involves synchronised movements, and the Conduction Relay, a creative relay race designed to teach the concept of heat transfer. These activities aim to cultivate both physical strength and teamwork.

In addition to promoting fun, the curriculum also raises awareness on important social issues. For example, the lesson Baraf Pani educates students about the harmful effects of bullying and encourages both victims and bystanders to take action in reducing its impact.

As the curriculum progresses, it delves deeper into more structured sports activities. The Athletics chapter focuses on the technique of sprinting, teaching students the importance of posture, drive, and acceleration. Chapter 4 provides a detailed exploration of Table Tennis, covering aspects like grip, footwork, and forehand and backhand pushes. In Chapter 5, students learn about the essential skills in Volleyball, including passing, serving, spiking, blocking, and digging, with colorful and detailed illustrations for better understanding, the report added.

“Yoga can support us, particularly as we navigate changes and learn to manage our emotions,” states Chapter 6. Students will learn various postures, such as Sukshma Vyayama, Surya Namaskara, asanas (yoga postures), Pranayama (breathing exercises), Pratyahara (sensory control), and Dhyana (meditation).

Let the Truth be known. If you read VB and like VB, please be a VB Supporter and Help us (https://www.instamojo.com/@varthabharati) deliver the Truth to one and all.

COMMENTS

Karnataka constitutes 72-member Greater Bengaluru Authority led by CM

26-08-2025 ¦ 26-08-2025 IST



Courtesy: PTI

Bengaluru (PTI): Karnataka Government on Tuesday constituted a 75-member Greater Bengaluru Authority to oversee the coordination of the newly formed five corporations. It will be led by Chief Minister Siddaramaiah.

Prime Movers of National Education Policy 2020

The Pioneer,
27 August 2025,
Page No - 9, 6



T SENTHIL SIVA SUBRAMANIAN

National Education Policy 2020 is a successful game-changer of the educational ecosystem in the era of the 21st century and a torchbearer of Yuva Bharat (युवा भारत). NEP 2020 acts as a learning tool by reinforcing the concept of learning by doing (करके सीखो) and learning by experience (अनुभव से सीखें). The NEP 2020 has brought about holistic development among Yuva Shakti, thereby creating many opportunities.

The vision of Hon'ble Prime Minister of India, Shri Narendra Modi ji, on "Mann Ki Baat" episode 107 reverberates the theme of Intelligence, Idea, and Innovation. The initiative of "Lab to Market" by the Science and Technology clusters in India, under the Office of the Principal Scientific Advisor to the Government of India, has further strengthened the Government-Academia-MSME interface, thereby transforming India from a service to a production nation ["Vocal for Local"].

The Pioneer
SINCE 1865

The advent of the Government of India initiative of CSIR — Jigyasa Virtual Labs has kindled school students' interest in experiential learning by performing experiments through virtual mode. This is a tangible outcome of "Digital India". The programme "One Day as a Scientist" at CSIR has opened new avenues for youngsters to explore the scientific temperament within them through physical visits to 37 CSIR laboratories and interactions with scientists.

The tinkering initiative of CSIR-AIM (Atal Innovation Mission), Niti Aayog's Atal Tinkering Lab, acts as a think tank for various frugal jugaad innovations, thereby paving the way for youth to be "Think Tank Preneurs". NEP 2020 has astonishing driving elements through various initiatives in digital learning platforms such as SWAYAM (NPTEL), DIKSHA, Swayam Prabha, and e-PATHSHALA, enabling students to become competent in knowledge, skills, and future-ready complete professionals.

The initiative of the Ministry of Education, Government of India, under Unnat Bharat Abhiyan, to adopt nearby villages by academic institutions has provided enormous opportunities for higher education students to reinvent digital transformation technologies of the fourth industrial revolution (Industry 4.0), such as the Internet of Things (IoT) and other disruptive technologies, to facilitate rural development in India. Additionally, RuTAG (Rural Technology Action Group) and IEEE Smart Village have further enhanced NEP 2020 by enabling students to adapt community-based learning.

The technology-based Swachh Bharat Mission (SBM), or Clean India Mission, has facilitated NEP 2020 by transforming India into a "Smart India" through the successful implementation of best practices and various innovative technologies such as integrated command control systems, Digital Health, SCADA, Data Centres, Intelligent Transport Systems, and Artificial Intelligence-based waste management.

The Recognition of Prior Learning (RPL) stated in NEP 2020 stands out as one of the strong pillars for promoting vocational education in schools and higher educational institutions, which has become an integral part of the academic system.

The successful implementation of various short-term and certificate courses on soft skills, called 'Lok Vidya', and Online Distance Learning (ODL), forms a primary vision of NEP 2020 to make youth more employable and industry-ready.

NEP 2020 has additional success stories, especially the recently introduced Prime Minister Internship, National Apprenticeship 2.0, and Apprenticeship Enabled Degree programme, which have played a vital role in establishing strong industry connections and facilitating hands-on experience for the youth.

NEP 2020 has also empowered women and acts as a catalyst for women's empowerment by addressing and promoting gender equality, thereby creating a more inclusive and equitable education system through the successful implementation of the *Beti Bachao, Beti Padhao* policy.

NEP 2020 is playing a crucial role in transforming undergraduate programmes through a research-based curriculum, thereby inculcating research aptitude among students.

The National Research Foundation (NRF), also called the "Anusandhan National Research Foundation (ANRF)", has been introduced in educational institutions with strong objectives to foster core scientific and technological research, innovation, and entrepreneurship among young research communities.

Overall, NEP 2020 has developed various qualities among youth, such as holistic decision-making, social responsibility, universal human values, creativity, and self-reliance, thereby paving the way to achieve Sustainable Development Goals (SDG#4, 5, 9 & 10) and marching towards Viksit Bharat@20247.

The writer is the Head of the Institute Industry Interface Program and Assistant Professor in Electronics and Instrumentation Engineering Department

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The Pioneer

Third of school kids take private coaching: CMS

PIONEER NEWS SERVICE
New Delhi

Nearly one-third of school students take private coaching and the trend is more common in urban areas, the Centre's Comprehensive Modular Survey (CMS) on education has found.

The survey noted that government schools play a pivotal role in providing education across India, accounting for 55.9 per cent of total enrolments.

"It is higher in rural areas, where two-thirds (66.0 per cent) of students are enrolled, in comparison to urban areas (30.1 per cent). The private unaided (recognised) schools account for 31.9 per cent of enrolment nationwide," the survey report said. The CMS Education survey, part of the 80th round of the National Sample Survey (NSS), focused specifically on household expenditure for currently enrolled students in school education. Data was collected from 52,085 households and 57,742 students across India using Computer-Assisted Personal Interviews (CAPI).

The survey noted that nearly a third of all students (27.0 per cent), were taking or had taken private coaching during the current academic year.

This trend was more common in urban areas (30.7 per cent) than in rural areas (25.5 per cent). The average annual household expenditure on private coaching per student in urban areas (₹3,988) was higher than that in rural areas (₹1,793).

The Hindu, 27 August 2025, Page No-7

Play-based learning for India's future



Annpurna Devi

Union Minister for Women and Child Development, Government of India

If we are to build a Viksit Bharat, we must start where life begins – by nurturing the potential of our youngest citizens. It is in the joyful laughter of a child at an Anganwadi centre, in the rhymes they sing and the blocks they build, that the promise of our nation's future takes shape. Under the leadership of Prime Minister Narendra Modi, India has placed its youngest citizens at the heart of its development journey. Mr. Modi has redefined our national priorities – not only by investing in universities and digital infrastructure, but by recognising the critical importance of the first classroom a child steps into: the Anganwadi.

In today's India, play is no longer just a pastime; it is policy. And the results speak for themselves. Over the past decade, the Modi government has fundamentally reimagined its approach to early childhood development. The National Education Policy (NEP) 2020 recognises that 85% of brain development occurs before the age of six. If we seek a smarter, healthier, and more productive population, we must invest where in the first six years of life.

Scientific evidence supports this shift. A study by the Department of Clinical Epidemiology at CMC Vellore found that children who received 18 to 24 months of structured early childhood care and education (ECCE) showed significant and lasting IQ gains – up to 19 points by age five, and 5 to 9 points by age nine.

These findings are aligned with global research. As Nobel Laureate Dr. James Heckman famously said, "The earlier, the better – and the smarter the return." His research estimates that investments in early childhood yield returns of 13-18%.

A child's first school

Recognising both the economic and social importance of ECCE, the Ministry of Women and Child Development launched Poshan Bhi Padhai Bhi – an initiative that transforms Anganwadi Centres into vibrant early learning hubs. For the first time, Anganwadi workers are being systematically trained in ECCE, focusing on activity-based and play-oriented approaches using local and indigenous materials. Budget allocations for teaching-learning materials have also been significantly enhanced, and monthly ECCE days have been institutionalised. Today, the Anganwadi Centre is not just a place for nutrition – it is every child's first school, nurturing curiosity, creativity, and holistic development in the most critical years of life.

Anganwadi Centres across the nation are being transformed into nurturing spaces for holistic early learning

Holistic development

To guide this transformation, the Ministry has introduced Aadharshila, the National Curriculum for Early Childhood Care and Education for children aged 3-6 years. Aadharshila focuses on the holistic development of children – emphasising not only intellectual growth but also emotional, physical, and social well-being. It approaches learning through structured play, allowing children to grow and thrive in a nurturing environment.

Children are instinctively drawn to play – turning every corner of their world into a space for discovery and joy. With the right environment, this instinct becomes the foundation for lifelong learning. Poshan Bhi Padhai Bhi nurtures this spirit by providing safe, structured, and stimulating settings where children can thrive through guided play and learning. ECCE plays a foundational role in shaping the future of our nation.

Under the Poshan Bhi Padhai Bhi initiative, Anganwadi Centres across the nation are being transformed into nurturing spaces for holistic early learning. A structured Aadharshila's 5+1 weekly plan ensures that the day begins with 30 minutes of free play, followed by structured activities that enhance language, creativity, motor skills, and social interaction. After a nutritious lunch and rest time, the day concludes with outdoor play and conversation that reinforce values and build emotional connections.

This balanced approach to structured and unstructured play is critical, especially in the light of NEP 2020 which has raised the formal school entry age to six years. Structured ECCE ensures that children are ready for school – emotionally, socially, and cognitively. What is truly heartening is the growing trust of parents across the country. Families who once viewed Anganwadis as just nutrition centres now see them as the first stepping stones in their child's educational journey.

Every child deserves a strong start, right from birth. Recognising the foundational importance of the birth-to-three age group, the Ministry has also introduced Navchetna, the National Framework for Early Childhood Stimulation. This initiative empowers parents and caregivers with simple, play-based, age-appropriate activities to nurture young minds at home.

Parental involvement is key to a child's development. While families in higher-income households may invest in toys and books, it is the role of the state to act as an equaliser for those with fewer means. Through Navchetna and Poshan Bhi Padhai Bhi, we are bridging this gap, ensuring that every child, in every corner of the country, receives the stimulation, care, and nurturing they need to thrive from the very beginning.

If India is to truly become Viksit, our youngest generation must be empowered with the right start in life. Play is not a luxury; it is foundational to learning. The Ministry of Women and Child Development remains committed to ensuring that every child gets the opportunity to learn, grow, and flourish, because building the nation begins with nurturing its youngest citizens.

The Hindu, 27 August 2025, Page No-12

Govt. schools account for 55.9% of total enrolments, says survey

66% of students are in public institutions in rural areas as against 30.1% in urban; private unaided schools account for 31.9% of enrolment; nearly a third of all students get private coaching, says study undertaken as part of National Sample Survey

Maitri Porecha
NEW DELHI

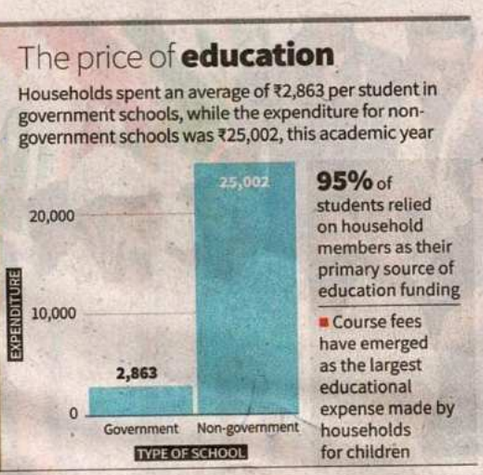
Students enrolled in private or non-government schools across India end up paying nearly nine times more in school fees than those enrolled in government schools.

A third of all students across education Boards opt for private coaching in addition to classes in school, data collected by the Comprehensive Modular Survey (Education) for April-June 2025 as part of the 80th round of the National Sample Survey (NSS) revealed.

The average per-student expenditure made by households on school education during the current academic year (2025-26) in government schools is estimated at ₹2,863, while it was significantly higher at ₹25,002 in non-government schools.

Nearly a third of all students (27%) were taking or had taken private coaching during the current academic year. This trend was more common in urban areas (30.7%) than in rural areas (25.5%).





The data focused specifically on household expenditure for currently enrolled students in school education. Data were collected from 52,085 households and 57,742 students across India through computer-assisted personal interviews.

The survey says government schools play a key role in providing education across India, accounting for 55.9% of total enrolments.

It is higher in rural areas, where two-thirds (66%) of students are enrolled as against 30.1% in urban areas. Private unaided (recognised) schools account for 31.9% of enrolment nationwide.

Education expenses

Among the students who paid for school education, 95% reported that the first major source of their funding was from other household members. This trend is consistent across both rural (95.3%) and urban (94.4%) areas.

On the other hand, 1.2% of the students reported that government scholarships were their first major source of funding for school education.

Course fees have emerged as the largest education expense made by households for children's education.

Across all types of schools at the all-India level, the highest average expenditure per student during the current academic year was on course fees – ₹7,111 – followed by textbooks and stationery – ₹2,002.

Rural-urban differences

Urban households pay significantly more for education and related expenses across all categories.

Notably, the average expenditure on course fees in urban areas is estimated at ₹15,143, whereas it is ₹3,979 in rural areas.

"This trend of higher expenditure in urban areas is evident for other types of education-related expenses such as transportation, uniforms, and textbooks," the survey states.

Only 26.7% of students enrolled in government schools reported paying course fees, in contrast to 95.7% of students in non-government schools. Among different types of non-government schools, 98% students reported paying course fees in private unaided schools in urban areas. In rural areas, 25.3% of students reported paying course fees in government schools.

The primary objective of the survey was to generate national-level estimates of average expenditure on school education and private coaching during the current academic year, a press statement released by the Ministry of Statistics said.

UIDAI Calls on Schools across India to Ensure Timely Aadhaar Mandatory Biometric Updates (MBU) for Children in the age group of 5 to 15 years.

CEO UIDAI writes to Chief Secretaries of States & UTs urging them to complete the pending MBUs by organising camps in schools

UIDAI and Ministry of Education join hands to facilitate pending MBU in Aadhaar on Unified District Information System for Education Plus (UDISE+) platform for Nearly 17 Crore Children

Posted On: 27 AUG 2025 5:29PM by PIB Delhi

The Unique Identification Authority of India (UIDAI) has joined hands with the Department of School Education and Literacy, to provide the Mandatory Biometric Update (MBU) status pertaining to Aadhaar of school children on the Unified District Information System for Education Plus (UDISE+) application – a move that will facilitate MBU in Aadhaar for crores of students.

Timely completion of MBU in Aadhaar is an essential requirement for children at the age of five and once again at fifteen years of age. It is crucial for maintaining the accuracy and reliability of biometric data of children in Aadhaar. There are approximately 17 crore Aadhaar numbers where the mandatory biometrics update is pending.

Updating biometrics in Aadhaar is important for the child otherwise later it may lead to difficulties while carrying out authentication for receiving benefits under various Govt. schemes, registering in competitive and university examinations like NEET, JEE, CUET etc. It is noted that many times students and parents rush for Aadhaar updates at the last moment leading to anxieties. This can be avoided with timely biometric updates.

CEO, UIDAI Shri. Bhuvnesh Kumar has also written to all the Chief Secretaries of states and union territories apprising them of the initiative and requesting them to support in conducting targeted MBU camps.

“It was thought that a camp approach through the schools could help in completing the pending MBUs. The main question was how the schools would know which students have not done the biometric updates. The technology teams of UIDAI and Department of School Education and Literacy, Govt of India have worked together to successfully implement a solution through the UDISE+ application. Now all the schools can have the visibility of the pending MBUs,” CEO UIDAI has written in his letter.

About UDISE+

The Unified District Information System for Education Plus (UDISE+) is an educational management information system under the Department of School Education & Literacy and captures various statistics related to school education.

This joint initiative from UIDAI and Department of School Education is expected to go a long way towards providing ease of updating biometrics of children.

***

Katalon
Unified Low-code Platform

NEP 2020 at Five: Vision vs Implementation

Checks and Balances: Geetanjali Minhas discusses the policy and its implementation with education experts

GN Bureau | August 27, 2025

#Education (https://www.governancenow.com/category/tags/Education) #NEP (https://www.governancenow.com/category/tags/NEP)



Five years since the National Education Policy (NEP) 2020 was unveiled, India finds itself at a pivotal crossroads in educational reform. Envisioned as a transformative blueprint for overhauling the education system, NEP promised not just access, but a holistic and inclusive approach from early childhood through higher education. However, as multiple experts note, the real challenge lies not in its vision but in its implementation.

In this episode of #ChecksandBalances, **Geetanjali Minhas** discusses with education experts the transformative policy and its implementation challenges

You can watch the episode here: https://youtu.be/lq50rd-uj04?si=GPYHKYA724-bOJpx (https://youtu.be/lq50rd-uj04?si=GPYHKYA724-bOJpx)

Here are the highlights of what the experts said:

NEP2020: A transformative vision for Indian education
Prof. Shrinivasa Varakhedi, Vice Chancellor, Central Sanskrit University

Beyond RTE: A holistic framework
NEP 2020 broadens the scope to ages 3–18, integrating foundational learning, higher education, and research. It is not just about increasing enrollment but focuses on holistic development, inclusivity, and quality education.

Addressing learning outcomes and teacher training
The current challenges in learning outcomes due to untrained teachers and quality infrastructure. The NEP introduces the Integrated Teacher Education (ITE) program and initiatives like NISHTHA and MMMTEC to train over 4.5 million teachers. These programs aim to create a pool of well-equipped educators who are trained alongside their academic degrees.

Multilingualism and language policy
The NEP emphasizes multilingual learning, debunking the myth that only English ensures employability. Students can learn in their mother tongue, and the three-language formula is designed to be flexible, offering choices without imposing Hindi. Indian languages are positioned as national languages, promoting unity while respecting diversity.

Higher education in regional languages
The NEP proposes an optional path for students to pursue specialised streams in higher education like engineering and medicine in regional languages, ensuring equal opportunity. English-medium education will continue to coexist, giving students the freedom to choose.

Implementation roadmap
Critics may say that there is lack of clear SOPs, but policies are flexible frameworks, not rigid protocols. The National Curriculum Framework (NCF) and new textbooks up to Grade 8 are already in place, showing early success. A systemic impact needs consistent implementation for 10 years for required results.

Funding and infrastructure
The NEP targets 6% of GDP for education, but India currently spends around 3.1%. The Union Budget for 2025–26 saw a 10% rise in allocation, reflecting the government's intent. Infrastructure and planning must precede budget hikes, and needs support of all stakeholders including state and public-private collaboration.

Bridging the digital divide
Initiatives like ABP (Amended BharatNet Program) aim to digitally empower rural areas, reaching every gram panchayat. Digital access, while still a challenge, is improving rapidly.

Inclusivity and disability
The NEP addresses education access for marginalized and differently-abled students. The focus now must shift to social acceptance, parental awareness and building customized support infrastructure, particularly for students with autism or slow-learning needs.

Concerns on autonomy and commercialization
The NEP encourages autonomy for academic innovation, but there is the need for strong regulation to prevent commercial exploitation. Models like 25% reservation in private institutions for underprivileged students have been successful examples of balancing access and quality.

The NEP is a dynamic and adaptive policy, requiring time, cooperation, and infrastructure to succeed. All stakeholders — government, educators, parents and communities — need to be patient yet proactive in its implementation.

Five Years of NEP: A Flexible Blueprint, Not a Uniform Mandate
Dr Shakila T Shamsu, former OSD (New Education Policy) Ministry of Education, former Secretary, Draft NEP

Implementation and federal structure
The NEP respects India's federal structure by allowing states to localize reforms, particularly in school education where a detailed implementation framework exists. In higher education, even without a central roadmap, regulatory bodies like UGC and AICTE have issued guidelines to guide institutions, with flexible timelines based on their readiness.

Empowerment and autonomy
The policy aims to empower three core stakeholders: students, teachers and institutions. The NEP promotes autonomy but warns against its misuse, especially amid fears of commercialization. While autonomy is necessary for innovation, regulatory bodies must act firmly against profiteering and misleading practices by private players.

Beyond RTE: Holistic and inclusive reform
The NEP expands the education paradigm from ages 3 to 18, with a focus on pedagogical and curricular transformation rather than mere access. The NEP also integrates vocational education, arts, physical development, and technology into the curriculum, aiming for holistic student development.

Foundational learning and Anganwadi capacity building

We are conscious of the issue of age-appropriate competencies among students and we started the focus on foundational literacy and numeracy through the NIPUN Bharat Mission. In Early Childhood Care (ECC), we emphasized capacity building for Anganwadi workers through certification and online modules, with multiple implementation models to reduce over-dependence on a single workforce.

Teacher training and digital divide

For teacher training, initiatives like NISHTHA also address their attitudinal barriers toward technology. With students often more digitally adept than teachers, there is a need for improved digital infrastructure and digital device banks, especially for underprivileged students. One cannot but emphasize the importance of bridging the digital divide while scaling up smart classrooms and AI-driven learning under schemes like PM SHRI and a lot of responsibility coming in from CSR funds as also our own attempt to have digital banks.

On the three-language formula

NEP 2020 promotes flexibility and never mandates any specific language. It encourages early learning in the mother tongue and supports bilingual education to ease transitions into higher education. Misinterpretations stem from political narratives rather than policy directives.

6% GDP allocation: still a distant goal

The challenge lies not just in budgetary constraints but also in institutional capacity to utilize funds effectively. This requires better planning, transparency and leveraging public-private partnerships, CSR and alumni networks to bridge funding gaps.

Inclusivity and special needs education

The NEP adopts a broad definition of 'socially and economically disadvantaged groups' and includes provisions for children with physical and learning disabilities. While frameworks exist, there needs more concrete action at the ground level, including mapping, specialized educators and sensitive learning environments.

Policy, not politics

Stakeholders should separate politics from policy and focus on the shared objective of strengthening Indian education. This needs patience and flexibility in implementation. In a diverse country like India, 'one size fits all' is neither realistic nor desirable.

Missed Opportunities and the Road Ahead

Prof. Leena Wadia, Dean (Education & Outreach), University of Trans-Disciplinary Health Sciences and Technology, and member, the Drafting Committee, Draft NEP 2019

Policy implementation and urgency

Despite efforts by the Ministry of Education and some states we have lost a decade from the policy's announcement in 2014 to its implementation delays till 2025. This has impacted an entire generation of schoolchildren because every year we let go our children are one year older. Our demographic dividend is flying past. We need urgency, collaboration, and clarity in execution.

Federal coordination and role of states

There is lack of coordination between the centre and states, especially after forums like the Central Advisory Board of Education (CABE) stopped functioning. Education, as a concurrent subject, requires the centre to guide and support states, given that over 90% of students study in state-run institutions.

Beyond RTE: NEP's broader vision

While the RTE Act laid the groundwork, the NEP extended its vision across all stages of learning—from early childhood to higher and vocational education. The integration of Early Childhood Care and Education (ECCE) into mainstream schooling in the NEP is a significant step to fix mismatches in age-appropriate learning and language instruction.

Digital infrastructure and vocational education

Digital and vocational education remains underdeveloped. With only around half of schools having access to computers and the internet, the situation is way off the mark. Lack of understanding and vocational education being perceived as second class education has led to underfunding of vocational programs. There is an urgent need for investment in teacher training and learning infrastructure to capitalize on India's demographic dividend.

Three-language policy

NEP has a flexible, non-mandatory approach to the three-language policy, especially the removal of Hindi as a compulsory subject. Research supports multilingual learning in early childhood but across states there are inconsistencies in its implementation.

Rashtriya Shiksha Aayog (RSA) and governance gaps

The omission of the proposed National Education Commission or Rashtriya Shiksha Aayog (RSA) from NEP 2020 has weakened the policy. RSA was envisioned as a long-term oversight and coordination body, and meant to provide continuity in education policy amid frequent political and bureaucratic changes.

Teacher training and NISHTHA

The NISHTHA training program is very good but only about half of India's 9.8 million schoolteachers have been covered so far. The program requires faster and more inclusive rollout, especially as teacher training has long-term impacts.

Autonomy vs. commercialization

Institutional autonomy is essential for responsiveness in education. However, there is a need for stronger accreditation to eliminate poor-quality institutions and avoid exploitation.

Inclusivity and multiple entry/exit

The NEP's multiple entry and exit system in higher education was designed to support students facing economic distress, allowing them to pause and resume studies. Its original intent—equity and flexibility—has been diluted during implementation, shifting focus away from its target demographic.

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Other News

Why India`s family businesses face succession crisis (/views/columns/why-indias-family-businesses-face-succession-crisis)

Family-owned businesses in India contribute nearly 79% of the country's GDP, one of the highest ratios globally, according to HSBC's latest report on succession trends. Yet their future looks uncertain. The study shows that while most entrepreneurs trust the next generation's ability to m

When Rajesh Khanna came close to defeating L.K. Advani (/news/books-ideas/when-rajesh-khanna-came-close-to-defeating-lk-advani)

Dark Star: The Loneliness of Being Rajesh Khanna By Gautam Chintamani Rupa Publications, 272 pages, Rs 395 Rajesh Kha

NICSI aspires to be Mini Ratna soon (/news/gn-connect/nicsi-aspires-to-be-mini-ratna-soon)

NICSI, established in 1995 under NIC and MeitY celebrated its 30th foundation day on August 29, 2025. Over the years NICSI had become the trusted partner to central ministries, state governments, and various public sector bodies. Speaking at the occasion Hon'ble Minister of State for E

'The world is not just watching India, it is counting on India' (/news/regular-story/the-world-is-not-just-watching-india-it-is-

Editor's Note: Miles to go

A century after empire, India's classrooms remain bound by caste, class, and narrow nationalism, far from Tagore's vision of equal schooling.

Published : Aug 27, 2025 00:01 IST - 2 MINS READ



VAISHNA ROY
Vaishna Roy is the Editor of Frontline.

COMMENTS (11) SHARE READ LATER



In his foreword to a new reprint of the educationist J.M. Kumarappa's book on Rabindranath Tagore as India's schoolmaster, G.N. Devy writes that "it needs no saying that many of the modern-day social evils in India originate in the anarchy and breakdown of its educational system". It is a gaping wound that ought to worry us as we race towards the 100th year of freedom from colonialism while not having ensured for all our children, even now, the freedom to access the finest education.

Where exactly did we go wrong?

It could be India's unique problem of class sharpened by the noxious presence of caste, because even the notoriously unequal America manages to provide free high-quality primary schooling for all its children, regardless of class or race.

It could be the myopic decision to allow education to be seen as a “sector” rather than a “service”, which has created an unbridgeable gap between the once highly regarded government schools and the highly expensive private schools that have mushroomed in their thousands now.

FRONTLINE NEWSLETTER

Power Play by Anand Mishra

A seasoned eye on the capital's power games, minus the fluff.

SIGN UP

Read Previous Episode

It could be that successive governments have converted the vivifying space of the classroom into a red-taped prison that confines children to rote learning and rigid rules instead of cutting them loose and letting them soar.

Without acknowledging these fundamental flaws, it is futile to merely tweak textbooks or the language of instruction. The New Education Policy 2020 tries to do just that. It assumes that schooling must hark back to a “golden past” to retrieve the “colonised” Indian mind. This narrow nationalism is what Tagore warned against. For him, as Devy writes, the path forward was for India to seek knowledge equality, not knowledge isolation.

It was to thrash out some of these thoughts that we invited Vishal Vasanthakumar, a bright young PhD student brimming with ideas, to conceptualise this issue on education, our second special this year. Vishal has brought together an array of brilliant minds working in pedagogy who together explore the gaps that persist in the country’s schooling system and point to the spaces of hope.

In one of the essays, the social entrepreneur Tarun Cherukuri invokes the anthropologist James Ferguson to argue for schooling as a commons that every citizen can use regardless of their resources.

Or, as Tagore wrote, a country “where knowledge is free... into that heaven of freedom, my father, let my country awake”.

CONTRIBUTE YOUR COMMENTS (11)

GET OUR NEWSLETTERS SHARE THIS STORY

Stories that help you connect the dots

Books pricing poor students out of pvt schools? HC seeks replies from govt, CBSE and NCERT

TOI, Page No - 2

TIMES NEWS NETWORK

New Delhi: Delhi High Court on Wednesday sought a response from Delhi govt, CBSE and NCERT on a plea alleging "commercialisation" and "systemic exclusion" of EWS students from private schools through the forced purchase of expensive books from private publishers and exorbitantly priced academic materials.

Hearing a PIL, a bench of Chief Justice D K Upadhyaya and Justice Tushar Rao Gedela issued notices directing Delhi govt, CBSE and NCERT to file their replies within four weeks. The plea was posted for Nov 12.

Petitioner Jasmit Singh Sahni, who stated he was an education policy researcher and social activist working in the field of educational equity, contended that EWS or disadvantaged group students selected under RTE Act were either being denied the benefit of admission or forced to withdraw due to the unaffordable cost of private publisher books and school kits.

His plea argued that despite repeated policy interventions by the ministry of education and CBSE, private schools continue to prescribe unregulated private publisher books costing up to Rs 12,000 annually, even when NCERT books are available for under Rs 700.

"This widespread practice not only violates CBSE affiliation bylaws and RTE rules, but also excludes children admitted under Section 12(1)(c) of RTE Act who cannot afford these materials, thereby defeating the very objective of inclusive education," it submitted.

The plea alleged Delhi govt provides only Rs 5,000 annual reimbursement, creating an unbridgeable gap that forces EWS families to withdraw admissions, which defeats the 25% reservation mandate for disadvantaged children. It said despite CBSE circulars issued in 2016-2017 mandating the exclusive use of NCERT books, private schools were prescribing expensive private publisher books.

"Excessive books violate the School Bag Policy 2020, which caps bag weight at 10% of a child's body weight. Students carry 6-8kg bags, causing musculoskeletal damage and psychological stress," it added.

Seeking HC's urgent intervention, the plea said the statutory 25% quota would remain unfilled or get converted into general category seats, causing irreparable harm to disadvantaged children and defeating the very object of RTE Act.

Schools cannot shut doors on juvenile offenders: DoE

The Times of India, 28 August, Page No - 7

NO EXPULSION, NO STIGMA: WHAT THE GUIDELINES SAY

No expulsion/admission denial | Schools must not deny admission, continuation of studies, exams, or opportunities to children dealt with under Juvenile Justice Act

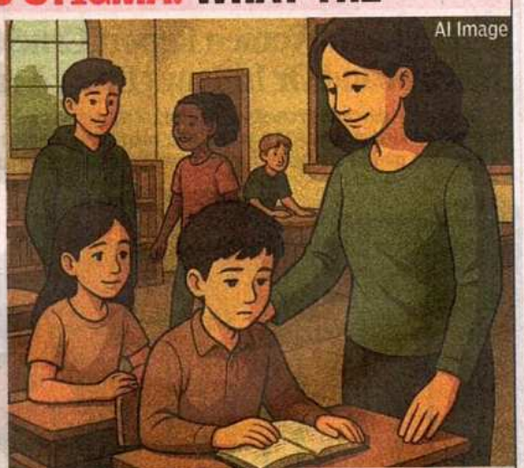
Mandatory reporting | Any child found abandoned, missing, neglected, or abused must be immediately reported to Child Welfare Committee (CWC) or District Child Protection Unit (DCPU)



Confidentiality | Schools must not disclose the identity of children in conflict with law or in need of care and protection in public, media, or accessible records

Reintegration | Heads of schools must actively facilitate reintegration of such children into the education system

No stigma/discrimination | No child should be stigmatised, labelled, or discriminated against on the basis of past circumstances


AI Image

Equal opportunities | Children must be given equal access to curricular, co-curricular, and extracurricular activities without bias or adverse remarks



Sensitisation and safe environment | Schools should conduct sensitisation programmes on child rights and maintain a 'child-friendly environment where dignity and rights are respected'

Sugandha.Jha
@timesofindia.com

New Delhi: Schools cannot expel or deny admission to students convicted of offences under the Juvenile Justice (Care and Protection of Children) Act, 2015, Delhi govt has directed, citing a recent court order.

In a circular on Aug 26, the Directorate of Education (DoE) reiterated that as per Section 24(1) of the JJ Act, a child who has committed an offence and has been dealt with under its provisions "shall not suffer disqualification, if any, attached to a conviction of an offence under such law".

The directive follows an order of the Juvenile Justice Court dated Aug 12, which asked education authorities to strictly comply with the Act. It stressed that schools being primary spaces for learning and child development "play a vital role in safeguarding child rights and supporting reintegration".

The circular has been sent to all heads of schools asking them to ensure "no child/student is denied admission, continuation of studies, participation in examinations, or any educational opportunity on account of having been dealt with under the JJ Act".

At the same time, DoE has instructed any staff member who comes across a child in need of care and protection, including those abandoned, missing, neglected or abused, to "immediately inform the Child Welfare Committee or the District Child Protection Unit. Failure to report may attract penalties under the Act."

Heads of schools have also been told to maintain strict confidentiality regarding the identity of such children. "The identity of children in conflict with law or in need of care and protection must not be disclosed in any public forum, media, or records accessible to outsiders. Schools must maintain secure records and ensure privacy in line with the JJ Act," the notification stated.

It further added that schools should "actively facilitate reintegration of such children into the education system" and that "no child shall be stigmatised, labelled, or discriminated against on the basis of past circumstances".

The guidelines also directed that all children must be given equal access to curricular, co-curricular and extracurricular opportunities, with schools ensuring that "no adverse remarks, bias, or discriminatory practices shall be accepted".

To build awareness, schools have been asked to organise regular sensitisation programmes for teachers, staff and school management committees on the JJ Act and child rights. They have further been encouraged to collaborate with the District Legal Services Authority and the Delhi Commission for Protection of Child Rights for awareness initiatives.

The circular emphasised that schools must create a "child-friendly environment where dignity and rights of children are respected" and called for special attention to be given to children who may be vulnerable due to socio-economic or family circumstances. It directed that "monitoring and compliance of the above-mentioned directions should be ensured at all levels of hierarchy".

The circular makes compliance binding on all schools under Delhi govt.

Indian Express, 28 August 2025, Page No - 2, 3

'PARTITION HORRORS REMEMBRANCE DAY'

IHC slams NCERT modules: Distorted polarizing history fed to schoolchildren's minds

EXPRESS NEWS SERVICE
NEW DELHI, AUGUST 27

TERMING NCERT's new modules on 'Partition Horrors Remembrance Day' as "falsehoods, with a clear communal intent," a resolution by the Indian History Congress (IHC) — an association of historians — said that "distorted polarizing history" is "being fed to tender minds of school going children."

The resolution, dated August 25, said, "Turning history completely upside down, the modules hold not only the Muslim League but also the Indian National Congress responsible for the Partition of the country. Quite in tune with the loyalist stance of the communal forces during the freedom struggle, the British colonial rulers are given a clean chit in these modules."

The NCERT modules – short publications on specific topics – on Partition Horrors Remembrance Day were released earlier this month, one for the secondary stage (Classes 9 to 12), and another for the middle stage (Classes 6 to 8).

The module states that three actors were responsible for Partition: "1. Jinnah, who demanded it. 2. The Congress, which accepted it. 3. Mountbatten, who formalized and implemented it."

The IHC resolution stated that the "reality is very different from what the modules argue."

"The partition of India was the result of a long-term strategy of the British pursued since the 19th century of divide and rule, particularly after the revolt of 1857, which Hindus and Muslims fought together, shoulder to shoulder..." it said.

"All descriptions in the modules refer to Hindus and Sikhs killed and humiliated and no mention of the retaliatory horrors inflicted on Muslims," it added.

Plea in HC claims EWS students forced to pay for 'exorbitantly priced' books and uniforms

SOHINI GHOSH
NEW DELHI, AUGUST 27

THE DELHI High Court on Wednesday sought responses from the Delhi government, the Central Board of Secondary Education (CBSE), and the National Council of Educational Research and Training (NCERT) in response to a public interest litigation (PIL) alleging "systemic exclusion" of economically weaker section (EWS) students with private schools "forcing" them to pay for "exorbitantly priced" books and uniforms.

The PIL filed by education policy researcher Jasmit Singh, a Delhi resident, was taken up before the bench of Chief Justice DK Upadhyaya and Justice Tushar Rao Gedela.

In the PIL, Sahni has highlighted the "ongoing commercialisation and systemic exclusion occurring in private unaided schools" affiliated to the CBSE, underlining that in these schools students are prescribed private publisher books.

Highlighting the price disparity, Sahni in the petition, argued that private publisher books cost up to Rs 12,000 annually, while the NCERT books are available under Rs 700.

Advocate Amit Prasad, appearing for the petitioner, told the court, "Education which was supposed to be free, requires payment through books and uniform, which run in over Rs 10,000-12,000."

Arguing that the pricing of the books excludes children belonging to economically weaker and other disadvantaged group (EWS/DG) admitted under the RTE (Right to education) Act, Sahni sought that the court direct the concerned authorities to ensure that no school shall compel parents of EWS/DG students to purchase private publisher books, uniforms or kits.

Sahni further sought the framing of rules, and regulations to enforce the same.

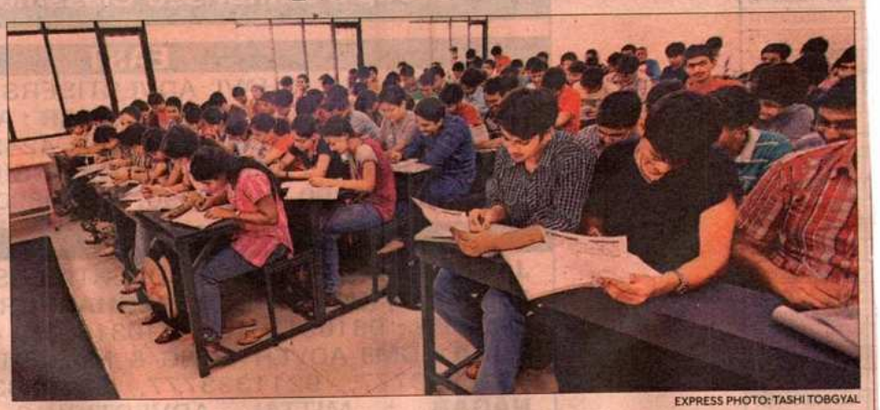
The Financial Express, 28 August 2025, Page No - 24

GST FROM COACHING INSTITUTIONS AT ₹5,517 CRORE IN 2023-24

Half of Class XI and XII urban students take pvt coaching

- Proportion for rural areas lower at 33.1%, says MoSPI survey

SIDDHARTH UPASANI
New Delhi, August 27



EXPRESS PHOTO: TASHI TOBGYAL

ALMOST HALF OF all urban Indian students in the 11th and 12th standard have taken private coaching classes in the current academic year, according to a new survey by the statistics ministry.

As per the ministry of statistics and programme implementation's (MoSPI) Comprehensive Modular Survey: Education, released on Tuesday, 44.6% of all urban students in the higher secondary segment were taking or had taken private coaching during the year, with the proportion for rural areas lower at 33.1%.

On the whole, 37% of all Indian students in classes 11th and 12th took private coaching this year.

In terms of expenditure, urban students in classes 11th and 12th are spending ₹9,950 per year on an average on private coaching, more than twice as much as their rural counterparts, who are spending ₹4,548.

At an all-India level, the average expenditure per student on private coaching in the higher secondary segment is ₹6,384, survey data showed.

The amount of money being spent on private coaching by Indian households will be a concern to policymakers, with India seeing a boom in online and offline classes in recent years amid a race to secure high marks and coveted seats in the top educational institutions of the country.

As per data provided by the education ministry in July 2024 to the Rajya Sabha, the Goods and Services Tax (GST) from coaching institutions had risen to ₹5,517.45 crore in 2023-24, more than double the ₹2,240.73 crore collected in 2019-20.

AVERAGE EXPENDITURE PER STUDENT

Region	Course fee	Private coaching	Transportation	Uniforms	Textbooks/ stationery	Others
Rural	3,979	1,793	1,359	887	1,664	494
Urban	15,143	3,988	3,082	1,540	2,867	838
All-India	7,111	2,409	1,842	1,070	2,002	590

Note: All figures in rupees for the academic year | Source: MoSPI

Big chunk of household spending

As per MoSPI's most recent Household Consumer Expenditure Survey (HCES), the annual consumption expenditure of Indian households in rural areas in 2023-24 was ₹49,464.

Urban households, meanwhile, spent ₹83,952 on an average in a year on all goods and services.

As such, households whose children are in 11th and 12th may be spending as much as 9-12% of their annual consumption expenditure just on private coaching classes, as per calculations by The Indian Express.

According to the 2023-24 HCES, 'education' accounted for 3.24% of rural households' monthly per capita consumption expenditure, almost half the urban households' figure of 5.97%.

Across all levels, the MoSPI survey data released on Tuesday showed 27% of all Indian students were taking or had taken private coaching during the year, with the proportion being higher in urban areas at 30.7% compared to 25.5% in rural areas. In terms of the costs, the average annual household expenditure on private coaching per student in urban areas was ₹3,988, ₹1,793 in rural areas, and ₹2,409 at a national level.

As per the survey, households expect to spend ₹1,842 in the academic year on transportation as against ₹1,070 on uniforms

The survey, part of the 80th round of the National Sample Survey (NSS), was conducted during April-June and covered 52,085 households in total — 28,401 in rural areas and 23,684 in urban areas — with data collected from 57,742 students currently enrolled in schools across India.

"Although the survey mainly aims to generate national-level estimates to support the requirements of the Department of School Education and Literacy, wherever possible, disaggregated estimates at the sub-national level have also been presented in the report," MoSPI said.

To be sure, the survey does not cover private coaching for skills such as coding and foreign language classes or extracurricular activities like art, dance, music, and sports.

The last time a survey on household consumption of education was conducted was from July 2017 to June 2018, which showed that 19.8% of students attended private coaching centres.

However, the statistics ministry cautioned on Tuesday that the findings of that survey "cannot be directly compared" with those of the latest one as anganwadi centres were previously not classified under pre-primary education and expenditures on school education earlier included private coaching.

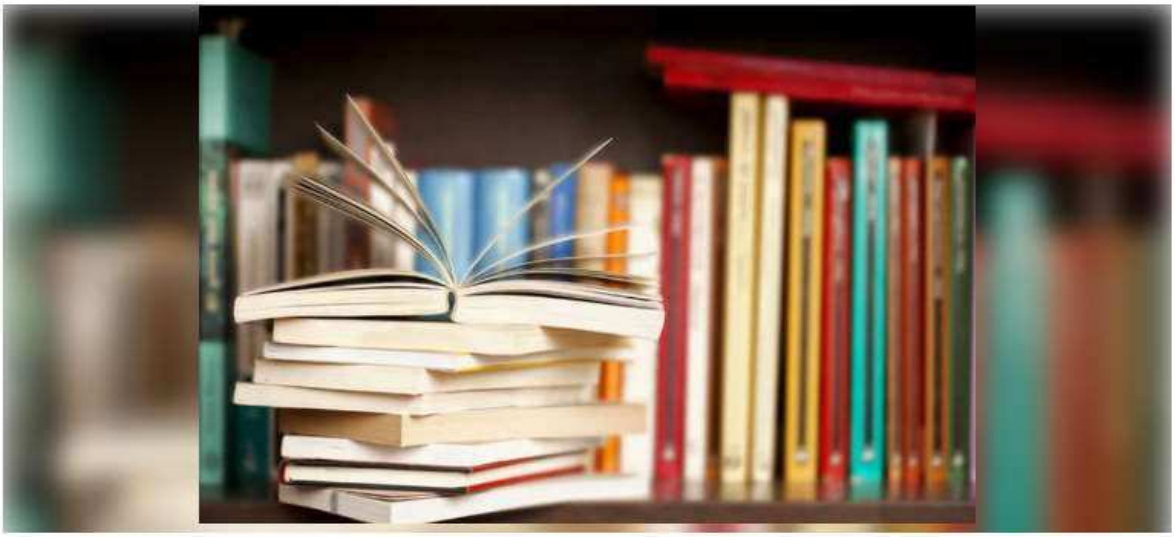
Private coaching classes apart, school-going children spent as little as ₹2,639 in a year on a government school education in rural areas to as high as ₹35,758 in unaided private schools in urban areas.

NCERT, Army Postal Service join forces to deliver textbooks to troops' children

The MoU will enable the availability of NCERT textbooks to the children of troops stationed in remote and far-flung parts of the country through the extensive network of Field Post Offices

TRIBUNE PHOTO | TRIBUNE NEWS SERVICE
New Delhi, Updated At : 11:05 AM Aug 28, 2025 IST

FOLLOW US CONNECT WITH US



The National Council of Educational Research and Training (NCERT) and the Army Postal Service Corps under the Ministry of Defence signed a Memorandum of Understanding (MoU) on Wednesday at NCERT Headquarters.

The MoU will enable the availability of NCERT textbooks to the children of troops stationed in remote and far-flung parts of the country through the extensive network of Field Post Offices.

The MoU was signed by Aman Sharma, Secretary, NCERT, and Major General Shipra Sharma, Additional Director General, Army Postal Service, in the presence of Prof. Dinesh Prasad Saklani, Director, NCERT, and Prof. P.C. Agrawal, Joint Director, NCERT.

This partnership will significantly enhance the availability of genuine NCERT textbooks to the children of defence forces stationed in the remotest parts of the country through the large network of Field Post Offices, which serve the Army, Air Force, and the Indian Navy.

This collaboration marks an important step towards creating a reliable and inclusive distribution system for NCERT textbooks, thereby advancing the goals of the National Education Policy 2020 and promoting equitable access to quality education for all.



India

NCERT partners with Army Postal Service to deliver textbooks to troops' children in remote areas

In a statement issued here, it was said that the MoU will make NCERT textbooks available to the children of troops stationed in remote and far-flung parts of the country through the extensive network of Field Post Offices.

Statesman News Service | New Delhi | August 28, 2025 7:12 pm

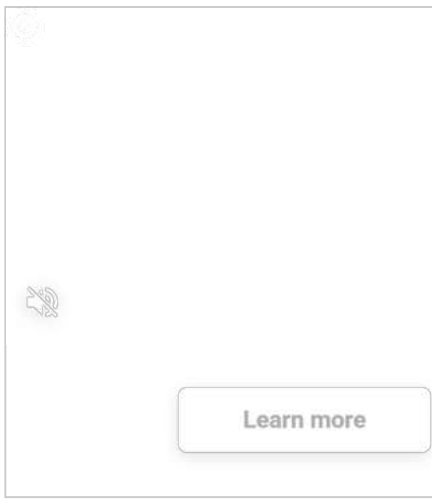


File Photo

In a bid to ensure that children of troops posted in remote areas of the country have access to National Council of Educational Research and Training (NCERT) books, the council has signed a Memorandum of Understanding (MoU) with the Army Postal Service Corps under the Ministry of Defence.

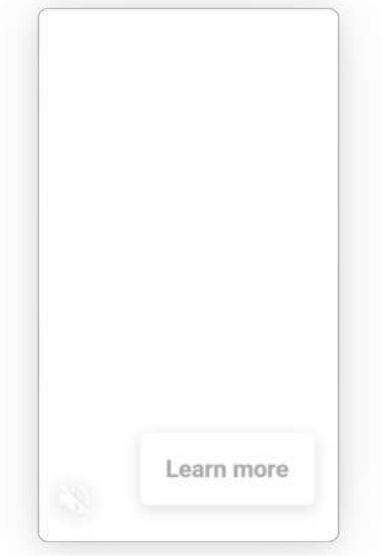
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The MoU was signed by Aman Sharma, Secretary, NCERT, and Major General Shipra Sharma, Additional Director General, Army Postal Service, in the presence of Prof Dinesh Prasad Saklani, Director, NCERT, and Prof PC Agrawal, Joint Director, NCERT.

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This partnership will significantly enhance the availability of genuine NCERT textbooks to the children of defence forces, stationed in remotest parts of the country, through the large network of Field Post Offices, which serve the Army, Air Force, as well as the Indian Navy, the release said.

This collaboration marks an important step towards creating a reliable and inclusive distribution system for NCERT textbooks, thereby advancing the goals of the National Education Policy 2020 and promoting equitable access to quality education for all, it added.

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Army Postal Service *NCERT* *Student*

Enrolment of school students aged 3 to 11 falls by 25 lakh: MoE report

Total school enrolment, from Class 1-12, drops by 11 lakh, an all-time low since 2018-19; officials say this could be due to falling birth rates and shifting demographics

Updated – August 28, 2025 11:41 pm IST – New Delhi



MAITRI PORECHA



Image for representational purposes only. The total number of school teachers across the country crossed the one crore mark during 2024–25, the Ministry of Education's said. | Photo Credit: M.A. Sriram

Total enrolment of students aged between three and 11 in schools across India – encompassing anganwadi, pre-school and Class 1 to 5 – dropped by nearly 25 lakh in 2024-25 as compared to 2023-24, say the latest Unified District Information System for Education Plus (UDISE+) data released by the Ministry of Education (MoE) on Thursday (August 28, 2025).

The UDISE+ 2023-24 report said that 12.09 crore students enrolled in foundational and preparatory stages, which declined to 11.84 crore students, a dip of 24.93 lakh, in 2024-25.

The latest data show that the total school enrolment number (from Class 1-12) has fallen by 11 lakh students, from 24.8 crore (2023-24) to 24.69 crore (2024-25), an all-time low since 2018-19. These include students in government, government-aided, private and other schools.

Falling birth rates, migration

“The decline in the enrolment numbers may largely be attributed to demographic shifts with falling birth rates in primary school-age population. In addition, the decline could also be explained in terms of the presence of the children in pre-primary standalone private institutions,” a senior official in MoE told *The Hindu.*

Except Uttar Pradesh, Bihar and Meghalaya, all States have achieved fertility rates below replacement levels. “Fewer children being born may be leading to lower enrollment,” said an official.

India’s total fertility rate (TFR) dropped to 1.91 per woman by 2021, below the replacement level of 2.1, according to the latest National Family Health Survey 2021 data which is available. TFR indicates average children born to a woman. Replacement level is the level of fertility at which a population replaces itself.

Officials said that for calculating parameters such as Gross Enrollment Ratio (GER) – the total enrolment in a specific level of education and expressed as a percentage of the eligible official school-age population – the 2011 Census data was used. “Once the 2026 census data is available, a lot of these projections will be modified,” the official added.

In the 2012-13 report, the total number of students studying in India from Class 1 to 12 was reported to be 26.3 crore. In November 2022, when the 2021-22 data were released, the number hovered around 26 crore. The 2022-23 data pegged the enrolment at 25.18 crore, which further fell to 24.8 crore in 2023-24, a drop of 6% or 1.22 crore, when compared to 2021-22.

MoE officials have given a disclaimer that the reports of 2022-23 and 2023-24 are not strictly comparable to previous years because of a change in the ‘methodology’ of data collection.

Increased enrolment, better GER

Officials pointed out that there was an increase of total enrolment of students by approximately 6 lakh between 2023-24 and 2024-25 in middle school (Class 6 to 8). While 6.31 crore students were accounted for in the 2023-24 report, this increased to 6.36 crore in 2024-25. Total enrolment in secondary section (Class 9 to 12) saw an increase of roughly 8 lakh, a spike from 6.39 crore in 2023-24 to 6.48 crore in 2024-25.

While the total enrolment has gone down, officials said that GER has improved. At middle level, GER rose from 89.5% in 2023-24 to 90.3% in 2024-25, while at secondary level it increased from 66.5% in 2023-24 to 68.5% in 2024-25.

Also, dropout rates have reduced, meaning those joining school are not leaving as compared to earlier years. In preparatory stages, dropout rates have reduced from 3.7% to 2.3% between 2023-24 and 2024-25. During the same years in middle school, dropouts reduced from 5.2% to 3.5% and in secondary school from 10.9% to 8.2%.

Improved teacher-student ratio

The Ministry said that while there was one teacher for every 15 students at foundational stage in 2014-15, this has now improved to one teacher for every 10 students in 2024-25. At the preparatory stage, there was one teacher per 18 students in 2014-15, which has improved to one teacher per 13 students in 2024-25. In middle school, this has improved from one teacher per 26 students to one teacher per 17 students, and in secondary school, from one teacher per 31 students to one teacher per 21 students, during the same duration.

Published – August 28, 2025 06:03 pm IST

Advertisement

Nation

NCERT and Army Postal Service Corps sign MoU

An official release from NCERT said, "The MoU will enable the availability of NCERT textbooks to the children of troops stationed in remote and far-flung parts of the country through the extensive network of Field Post Offices."



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Express News Service

Updated on: 28 Aug 2025, 12:46 am · 1 min read

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NEW DELHI: To ensure the availability of textbooks published by the National Council of Educational Research and Training (NCERT) to the children of

NCERT textbooks to the children of troops stationed in remote and far-flung parts of the country through the extensive network of Field Post Offices." These Post Offices serve the Army, Air Force as well as the Navy.

Aman Sharma, Secretary, NCERT and Major General Shipra Sharma, Additional Director General, Army Postal Service inked the pact in the presence of Professor Dinesh Prasad Saklani, Director, NCERT and Prof. P.C. Agrawal, Joint Director, NCERT.

"This collaboration marks an important step towards creating a reliable and inclusive distribution system for NCERT textbooks, thereby advancing the goals of the National Education Policy 2020 and promoting equitable access to quality education for all," the release added.

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NCERT launches modules on India's space journey and ISRO's key milestones

Story by India Today Education Desk • 1w • 2 min read



NCERT launches modules on India's space journey and ISRO's key milestones

The National Council of Educational Research and Training (NCERT) has rolled out two new educational modules titled "India: A Rising Space Power", designed to showcase the country's remarkable progress in space science and technology.

Aimed at middle- and secondary-level students, the modules trace India's journey from the modest days of transporting rockets on bicycles and bullock carts in the 1960s to today's status as a cost-effective leader in global space exploration, with achievements like Chandrayaan-3 and Aditya-L1. Illustrated with timelines,

photographs, and diagrams, the modules aim to make India's space story accessible and engaging for students.



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India's Rise in Space Science

The content highlights the transformation of the Indian National Committee for Space Research (INCOSPAR), founded in 1962 under Vikram Sarabhai, into the Indian Space Research Organisation (ISRO)---now counted amongst the world's leading space agencies. It underlines ISRO's philosophy of producing low-cost, robust, and self-reliant missions that balance simplicity with advanced technology.

The modules also honour Indian astronauts--Rakesh Sharma, who became the first Indian in space in 1984, and Shubhanshu Shukla, who in June 2025 became the first Indian astronaut to live aboard the International Space Station (ISS).

LANDMARK MISSIONS COVERED

Students will learn about pioneering projects such as the launch of Aryabhata (India's first satellite, 1975) and the Satellite Instructional Television Experiment (SITE), which introduced television to rural India. These early initiatives are contrasted with India's more recent successes, including:

Related video: ISRO chief: Chandrayaan-4, Venus mission, space station by 2035; India to land on Moon by 2040 (ANI - Video)

ANI - Video

ISRO chief: Chandrayaan-4, Venus mission, space station by 2035; India to land on Moon by 2040



Chandrayaan-1 (2008): First to detect water molecules on the Moon

Mangalyaan (2013): India's historic Mars Orbiter, successful on its maiden attempt

Chandrayaan-2 (2019): Orbiter still providing valuable lunar data

Chandrayaan-3 (2023): First ever landing on the Moon's south pole

Aditya-L1 (2023): First Indian solar observatory studying the Sun's outer layers

The modules also look ahead to NASA-ISRO's NISAR mission, which will track Earth's ecosystems and natural disasters, and India's ambitious Gaganyaan programme, which will send astronauts to low Earth orbit. Future goals include Chandrayaan-4 (a lunar sample

return mission) and the Bharatiya Antariksh Station (BAS), approved in 2024 as India's first dedicated space station.

APPLICATIONS FOR DAILY LIFE

While celebrating ISRO's 131 spacecraft missions and over 100 launches, including placing 430+ foreign satellites into orbit for 35 countries,the modules stress that India's space programme is not only about planetary exploration. It highlights practical applications like NavIC, India's navigation system; tele-education and telemedicine; weather forecasting; disaster management; and support for agriculture and communication.

The modules also point to the booming private space ecosystem, with more than 200 startups now working alongside ISRO and global agencies. With this momentum, India is aiming to capture 8% of the global space economy by 2035.

By blending science, culture, and innovation, the modules aim to inspire young learners. They portray India's space journey as both a story of exploration beyond Earth and a tool to improve lives at home through technology and applications.

(With ANI inputs)

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जनसत्ता, 29 अगस्त, 2024, पृष्ठ संख्या - 1

वर्ष 2024-25 में पहली बार स्कूल शिक्षकों की संख्या एक करोड़ के पार | रपट | विद्यार्थी-शिक्षक अनुपात में सुधार से सीखने के अनुभव में वृद्धि

शिक्षकों की संख्या बढ़ने से बच्चों के स्कूल छोड़ने की दर में आई कमी

जनसत्ता ब्यूरो
नई दिल्ली, 28 अगस्त।

शिक्षकों की संख्या बढ़ने से बच्चों के स्कूल छोड़ने की दर में कमी आई है। शिक्षा मंत्रालय के एकीकृत जिला सूचना प्रणाली के आंकड़ों से पता चलता है कि पहली बार 2024-25 के दौरान देशभर में स्कूल शिक्षकों की कुल संख्या एक करोड़ का आंकड़ा पार कर गई। शिक्षा के लिए एकीकृत जिला सूचना प्रणाली प्लस स्कूली शिक्षा संबंधी आंकड़ा एकत्र करने वाला एक मंच है।

रपट में कहा गया है कि शिक्षकों की संख्या में वृद्धि छात्र-शिक्षक अनुपात में सुधार, गुणवत्तापूर्ण शिक्षा सुनिश्चित करने और शिक्षकों की उपलब्धता में क्षेत्रीय असमानताओं को दूर करने की दिशा में एक महत्त्वपूर्ण कदम है। वर्ष 2022-23 की तुलना में समीक्षाधीन वर्ष के दौरान शिक्षकों की संख्या में 6.7 फीसद की वृद्धि हुई है। शिक्षा मंत्रालय के एकीकृत जिला सूचना प्रणाली प्लस के अनुसार, आधारभूत, प्राथमिक, मध्य व माध्यमिक स्तर पर विद्यार्थी-शिक्षक अनुपात अब क्रमशः 10, 13, 17 और 21 बताया गया है, जो राष्ट्रीय शिक्षा नीति के अनुशंसित अनुपात 1:30 की तुलना में काफी बेहतर है। इस बेहतर अनुपात से शिक्षकों और विद्यार्थियों के बीच बेहतर संवाद की सुविधा मिलती है, जिससे सीखने के अनुभव में वृद्धि होती है और बेहतर शैक्षणिक परिणाम प्राप्त होते हैं।


फाइल फोटो।

रपट में कहा गया है कि शिक्षकों की संख्या में वृद्धि छात्र-शिक्षक अनुपात में सुधार, गुणवत्तापूर्ण शिक्षा सुनिश्चित करने और शिक्षकों की उपलब्धता में क्षेत्रीय असमानताओं को दूर करने की दिशा में एक महत्त्वपूर्ण कदम है। वर्ष 2022-23 की तुलना में समीक्षाधीन वर्ष के दौरान शिक्षकों की संख्या में 6.7 फीसद की वृद्धि हुई है।

शैक्षणिक वर्ष 2024-25 में पिछले दो वर्षों अर्थात 2022-23 और 2023-24 की तुलना में प्राथमिक, मध्य और माध्यमिक स्तरों पर बच्चों के स्कूल छोड़ने की दर में उल्लेखनीय कमी देखी गई है। प्राथमिक चरण में यह दर पिछले वर्ष की तुलना में 3.7 फीसद से घटकर 2.3 फीसद, मध्य चरण में 5.2 फीसद से घटकर 3.5 फीसद तथा द्वितीयक चरण में 10.9 फीसद से घटकर 8.2 फीसद हो गई। शैक्षणिक वर्ष 2024-25 में सभी शैक्षिक स्तरों आधारभूत, प्राथमिक और माध्यमिक पर विद्यार्थियों को पढ़ाई छोड़ने से रोकने की दर में सकारात्मक रुझान देखा गया है।

पिछले वर्ष की तुलना में विद्यार्थियों को पढ़ाई छोड़ने से रोकने की दर में उल्लेखनीय सुधार हुआ है, जो आधारभूत स्तर पर 98.0 फीसद से बढ़कर 98.9 फीसद, प्राथमिक स्तर पर 85.4 फीसद से बढ़कर 92.4 फीसद, माध्यमिक स्तर पर 78.0 फीसद से बढ़कर 82.8 फीसद हो गई है। एकल शिक्षक वाले स्कूलों की संख्या में पिछले वर्ष की तुलना में आलोच्य वर्ष में लगभग छह फीसद की कमी आई है। इसी प्रकार, शून्य नामांकन वाले स्कूलों की संख्या में लगभग 38 फीसद की भारी गिरावट देखी गई है।

दैनिक जागरण, 29 अगस्त 2024, पृष्ठ संख्या - 11

दुनिया के 140 ऐसे देश जिनकी आबादी से ज्यादा भारत में शिक्षक

- पहली बार देश में स्कूली शिक्षकों की संख्या एक करोड़ के पार
- केंद्रीय शिक्षा मंत्रालय के यूडीआइएसई प्लस की रिपोर्ट
- गुणवत्तापूर्ण शिक्षा सुनिश्चित करने की दिशा में एक अहम कदम बताया गया



जागरण न्यूज नेटवर्क, नई दिल्ली : देश भर में नई पीढ़ी को तैयार करने वाले तथा जीवन मूल्यों को बोने वाले स्कूली शिक्षकों की संख्या शैक्षणिक वर्ष 2024-25 में पहली बार एक करोड़ को पार कर गई है। केंद्रीय शिक्षा मंत्रालय के यूनिफाइड डिस्ट्रिक्ट इंफोर्मेशन सिस्टम फार एजुकेशन (यूडीआइएसई) प्लस की रिपोर्ट में बताया गया है कि किसी भी शैक्षणिक वर्ष में पहली बार शिक्षकों की संख्या में यह वृद्धि छात्र-शिक्षक अनुपात में सुधार, गुणवत्तापूर्ण शिक्षा सुनिश्चित करने और शिक्षकों की उपलब्धता में क्षेत्रीय असमानताओं को दूर करने की दिशा में एक महत्वपूर्ण कदम है।

ये आंकड़े इस मायने में तो गर्व की अनुभूति कराते हैं कि वर्ल्डोमीटर की सूची में शामिल कुल 233 देशों में आबादी के घटने क्रम में 88 ही ऐसे देश हैं जिनकी कुल जनसंख्या एक करोड़ से अधिक है।

बाकी 145 देश में से प्रत्येक की आबादी एक करोड़ से कम है यानी भारत के सभी शिक्षकों की संख्या से कम। तस्वीर का दूसरा पहलू यह भी है इतने शिक्षक के बावजूद गुणवत्तापूर्ण शिक्षण देना आज भी बड़ी चुनौती बना हुआ है। देश में हजारों ऐसे स्कूल आज भी हैं जहां एक ही अध्यापक सभी कक्षा के छात्रों को हर विषय पढ़ाता मिल जाएगा। जिससे शिक्षा व्यवस्था पर सवाल भी उठते हैं।

छात्र-शिक्षक अनुपात में सुधार

आंकड़ों के मुताबिक, विभिन्न शैक्षिक स्तरों पर छात्र-शिक्षक अनुपात में भी सुधार देखने को मिला है। ये अनुपात राष्ट्रीय शिक्षा नीति द्वारा सुझाए गए 1:30 के मानक की तुलना में उल्लेखनीय रूप से बेहतर हैं। रिपोर्ट में कहा गया है, "बेहतर होता यह अनुपात शिक्षकों और छात्रों के बीच अधिक व्यक्तिगत ध्यान और मजबूत बातचीत को बढ़ावा देता है, जिससे बेहतर शिक्षण अनुभव और बेहतर शैक्षणिक परिणाम प्राप्त होते हैं।"

स्कूल छोड़ने की दर में कमी आई : साल 2024-25 में ड्रापआउट दर में भी उल्लेखनीय कमी देखी गई है। रिपोर्ट में कहा गया है कि, "यह सुधार छात्रों के स्कूल में बने रहने में सुधार और बच्चों को शिक्षा में जुड़े रखने के लिए उठाए गए कदमों की सफलता को दर्शाती है। सभी स्तरों पर लगातार गिरावट यह दर्शाती है कि स्कूल अब छात्रों की जरूरतों के प्रति अधिक संवेदनशील और सहायक बन रहे हैं।"

छात्रों के स्कूल में बने रहने की दर में भी सुधार : 2024-25 के दौरान स्कूलों में छात्रों के बने रहने की दर, यानी रिटेंशन रेट में महत्वपूर्ण सुधार आया है। रिपोर्ट के अनुसार, "माध्यमिक स्तर पर विशेष रूप से छात्रों की रिटेंशन दर में सुधार का एक प्रमुख कारण अधिक स्कूलों में माध्यमिक शिक्षा की उपलब्धता है।

इससे पहुंच बढ़ी और निरंतर नामांकन को प्रोत्साहन मिला। कुल मिलाकर, बढ़ती रिटेंशन दर शिक्षा प्रणाली में प्रगति का स्पष्ट संकेत है और लक्षित पहलों के प्रभाव को दर्शाती है।"

आधारभूत स्तर	1:10
प्रारंभिक स्तर	1:13
मध्यम स्तर	1:17
माध्यमिक स्तर	1:21

स्तर	पिछला वर्ष	मौजूदा वर्ष
प्रारंभिक	3.7%	2.3%
मध्य	5.2%	3.5%
माध्यमिक	10.9%	8.2%

आधारभूत स्तर	98.0% से बढ़कर 98.9%
प्रारंभिक स्तर	85.4% से बढ़कर 92.4%
मध्यम स्तर	78.0% से बढ़कर 82.8%
माध्यमिक स्तर	45.6% से बढ़कर 47.2%

क्या है यूडीआइएसई प्लस : यूडीआइएसई प्लस एक डाटा संग्रहण प्लेटफार्म है जिसे शिक्षा मंत्रालय संचालित करता है। यह देशभर के स्कूल शिक्षा संबंधी आंकड़े एकत्रित करने और उनका विश्लेषण करने में मदद करता है।

शून्य नामांकन वाले स्कूलों की संख्या घटी

यूडीआइएसई प्लस ने शून्य नामांकन के साथ-साथ एकल शिक्षक वाले स्कूलों की विशेषताओं की भी रिपोर्ट दी है जिसमें कहा गया है कि सचेत और सार्थक सरकारी पहलों के कारण शून्य नामांकन वाले स्कूलों और एकल शिक्षक वाले स्कूलों की संख्या में लगातार गिरावट आई है। पिछले वर्ष की तुलना में समीक्षाधीन वर्ष में एकल शिक्षक वाले स्कूलों की संख्या में लगभग छह प्रतिशत की कमी आई है। इसी प्रकार, शून्य नामांकन वाले स्कूलों की संख्या में भी लगभग 38 प्रतिशत की भारी गिरावट देखी गई है। जो कि सकारात्मक है।



अमर उजाला, 29 अगस्त 2025, पृष्ठ संख्या -13

मुख्यधारा की शिक्षा को गुरुकुल में जोड़ने की वकालत

नई शिक्षा नीति जरूरी थी, पुरानी गुलाम बनाने वाली

संघ प्रमुख ने नई शिक्षा नीति की तारीफ करते हुए कहा, नई शिक्षा प्रणाली इसलिए शुरू की गई, क्योंकि हमें केवल राज्य नहीं चलाना है, हमें लोगों को चलाना है। पुरानी शिक्षा प्रणाली विदेशी आक्रमणकारियों ने बनाई थी।

हम हमेशा विदेशी आक्रमणकारियों के गुलाम रहे, जो उस समय के राजा थे। वे इस देश पर शासन करना चाहते थे, इसका विकास नहीं करना चाहते थे। इसलिए उन्होंने सभी प्रणालियां इस बात को ध्यान में रखते हुए बनाईं कि हम लोगों को गुलाम बनाए रखते हुए कैसे इस देश पर शासन कर सकते हैं...लेकिन अब हम स्वतंत्र हैं। इसलिए नई शिक्षा प्रणाली इसलिए शुरू की गई।

संघ प्रमुख ने मुख्यधारा की शिक्षा को गुरुकुल शिक्षा से जोड़ने का आह्वान करते हुए कहा कि गुरुकुल शिक्षा का मतलब आश्रम में रहना नहीं, बल्कि देश की परंपराओं को सीखना है।

भागवत ने कहा, गुरुकुल शिक्षा का मॉडल फिनलैंड के शिक्षा मॉडल जैसा है। फिनलैंड में शिक्षकों के प्रशिक्षण के लिए अलग विश्वविद्यालय है। स्थानीय आबादी कम होने के कारण कई लोग विदेशों से आते हैं, इसलिए वे सभी देशों के छात्रों को स्वीकार करते हैं। वहां, आठवीं कक्षा तक की शिक्षा छात्रों की मातृभाषा में दी जाती है। इस दौरान कोई क्लास वर्क नहीं दिया जाता। दस छात्रों पर एक शिक्षक का औसत है।

हर भाषा राष्ट्रभाषा

संघ प्रमुख ने कहा, विदेशी नहीं, देश में इस्तेमाल होने वाली हर भाषा राष्ट्रभाषा है। सभी मातृभाषा के पास अपनी संस्कृति, अपनी विरासत है। सवाल संपर्क की भाषा पर सहमति बनाने की है। यह विदेशी नहीं होनी चाहिए। हमें मिलजुलकर तय करना होगा कि देश की संपर्क भाषा क्या होगी।

- इस दौरान उन्होंने संस्कृत की शिक्षा की वकालत करते हुए कहा कि चूंकि सारे ग्रंथ, उपनिषद इसी भाषा में लिखे गए, इसलिए संस्कृत के ज्ञान के बिना हम अपने देश को नहीं जान सकते। उन्होंने कहा कि अनुवाद ज्ञान का सर्वश्रेष्ठ स्रोत नहीं है। गलत अनुवाद के कारण ही देश में कई भ्रांतियां पैदा हुई हैं।

अंग्रेजी उपन्यास पढ़ें पर प्रेमचंद को न छोड़ें

भागवत ने कहा कि आप अंग्रेजी उपन्यास पढ़ें। हम अंग्रेज नहीं हैं, हमें अंग्रेज नहीं बनना है, लेकिन अंग्रेजी भाषा सीखने में क्या दिक्कत है?

- मुझे भी पिताजी ने कई अंग्रेजी उपन्यास पढ़ाए। इससे मेरे हिंदुत्व पर कोई प्रभाव नहीं पड़ा। लेकिन अंग्रेजी लेखकों को पढ़ें और प्रेमचंद जैसे भारतीय कहानीकारों को छोड़ दें, यह ठीक नहीं है।

The Indian Express, 29 August 2025, Page No - 10

OUTSIDE THE CLASSROOM

In the staggering number of Classes XI and XII students taking tuition, a story of disenchantment, anxiety over opportunities

IN CITIES ACROSS India, the school day now extends well beyond classroom hours. For nearly half of urban students in Classes XI and XII, learning continues across coaching centres, where futures are rehearsed through mock tests and multiple-choice drills. According to data published by the Ministry of Statistics and Programme Implementation's (MoSPI) Comprehensive Modular Survey: Education, 2025, 44.6 per cent of urban students are taking private tuition. At 33.1 per cent, the proportion is slightly lower for students in rural areas. Overall, the figures stand at 37 per cent for all students in Classes XI and XII who have enrolled for private tuition this year. The numbers underscore more than academic ambition — they highlight the growing chasm between aspiration and opportunity.

The implications of this trajectory are troubling. At one level, it reflects deep public mistrust in the quality and sufficiency of school education. Once seen as supplementary support for struggling students, private coaching has now morphed into an essential component for competitive success, driven by ambition and anxiety, a middle-class survival strategy amid a narrowing of higher education opportunities. As classrooms hollow out in significance, commercial tuition centres — shadow schools — are turning into preparatory ground for competitive examinations and elite institutions. This not only undermines the vision of the National Education Policy (NEP), 2020 to foster an inclusive academic model that values innovation and adaptability but also exacts a steep financial, emotional, and social toll. According to data, urban students in Classes XI and XII are spending Rs 9,950 per year on average on private coaching, more than twice as much as their rural counterparts at Rs 4,548. For many families, this means spending a significant share of household income on coaching. Students who cannot afford private tuition are often left navigating a system that underserves them, widening the gulf between the resourced and those with limited means.

The last years of school give shape to the future course of a student's life. Instead of being a journey of discovery and anticipation, the relentless pressure to excel turns education into an endurance test, measured in scores and achievements, pockmarked by stress and burnout, and in many instances, death by suicide. Regulation of the coaching industry is critical — in 2024, the Centre issued guidelines on the regulation of coaching centres — but that is only a part of the solution. Unless the metrics of academic success are diversified, seats in higher education expanded, and the school curricula strengthened not just in infrastructure but relevance, coaching will remain not just an option, but a perceived necessity in the rush to get a head start in life.

The Indian Express, 29 August 2025, Page No-1, 2

School enrolment drops for third year in a row; 'falling birth rates' cited

ABHINAYA HARIGOVIND
NEW DELHI, AUGUST 28

SCHOOL ENROLMENT has dropped for the third consecutive year, with the government's latest data showing a dip of 11 lakh in enrolment over 2023-24. The drop in enrolment is led by government and government-aided schools while enrolment in private schools went up in this period.

The Education Ministry's UDISE+ data — which tracks and monitors school education parameters from the pre-primary to the higher secondary levels — shows that total enrolment in 2024-25 dropped to 24.69 crore from 24.80 crore in 2023-24 and 25.18 crore in 2022-23.

The first year that UDISE+ data showed a fall in enrolment was in 2022-23 — when schools opened after the pandemic induced lockdown. Ministry officials had then attributed the drop — of over a crore compared to the average of the previous four years — to a change in the data collection method. From 2022-23 onwards, UDISE+ data is being collected as records of

CONTINUED ON PAGE 2

School enrolment drops for third year in a row; 'falling birth rates' cited

individual students instead of aggregate numbers at the school level. This change in methodology may have resulted in the weeding out of duplicate entries, officials had said.

Releasing the latest UDISE+ data on Thursday, a senior official in the Education Ministry attributed the drop in enrolment data for the third consecutive year to "demographic shifts with falling birth rates". The official, however, said only data from a fresh Census can confirm if a demographic shift was behind the drop in the primary school-going population.

Total enrolment in 2024-25 dropped by a marginal figure of around 0.5% (11.13 lakh students) compared to 2023-24.

While government school enrolment has steadily dropped over the past three years, private school enrolment has seen a rise. Government school enrolment dropped from 13.62 crore in 2022-23 to 12.75 crore in 2023-24 and 12.16 crore in 2024-25. Private school enrolment, meanwhile, rose from 8.42 crore in 2022-23 to 9 crore in 2023-24, and 9.59 crore in 2024-25.

Enrolment in private schools accounted for 39% of the total enrolment in 2024-25, the highest that this figure has been from 2018-19 onwards, when it ranged from 33-37%.

The number of government schools fell to 10.13 lakh in 2024-25, from 10.18 lakh in 2023-24. Private schools, however, saw a rise (3.79 lakh in 2024-25 vs 3.31 lakh in 2023-24).

The drop in enrolment in 2024-25 compared to the previous year is in the primary classes (classes 1 to 5). At all other levels — pre-primary, upper primary (classes 6-8), secondary (classes 9-10), and higher secondary (classes 11-12) — enrolment has seen marginal increases.

Officials in the ministry also pointed to a decline in the dropout rate in 2024-25 compared to 2022-23. For the secondary level — where dropouts have been a concern — the dropout rate has fallen from 13.8% in 2022-23 to 8.2% in 2024-25.

The Gross Enrolment Ratio (GER) — which is the enrolment at a level of education compared to the population of the age-group appropriate for that level — shows that GER at the foundational stage (pre-primary to class 2) has remained nearly the same in 2024-25 (41.4%) over the previous year 2023-24 (41.5%). At the preparatory level (classes 3-5), the GER saw a marginal fall in 2024-25 (95.4%) vs 2023-24 (96.5%). At the middle (classes 6-8), and secondary (classes 9-12), the GER has increased compared to 2023-24.

On GER, the official pointed out that the figure is based on the 'projected population' estimated from the 2011 census, and added that a fresh census could provide more accurate figures.

Enrolment among boys fell in 2024-25 — 12.76 crore when compared to 12.87 crore in 2023-24. In contrast, the figure rose marginally among girls —from 11,93,01,237 in 2023-24 to 11,93,34,162 in 2024-25.

OVERALL DIP IN ENROLMENT

Year	ENROLMENT			
	Total	Govt schools	Private schools	Govt-aided schools
2024-25	24.69 cr	12.16 cr	9.59 cr	2.48 cr
2023-24	24.80 cr	12.75 cr	9 cr	2.55 cr
2022-23	25.18 cr	13.62 cr	8.42 cr	2.62 cr
2021-22	26.52 cr	14.32 cr	8.83 cr	2.70 cr
2020-21	26.44 cr	13.49 cr	9.52 cr	2.68 cr
2019-20	26.45 cr	13.09 cr	9.82 cr	2.75 cr
2018-19	26.03 cr	13.11 cr	9.22 cr	2.80 cr

UDISE+ data: Ministry of Education

The Statesman, 29 August 2025, Page No - 3

Education Report 2024–25: Dropouts down, teachers cross 1-crore mark

STATESMAN NEWS SERVICE
New Delhi, 28 August



In a comprehensive snapshot of the Indian school education landscape, the Ministry of Education has released the Unified District Information System for Education Plus (UDISE+) report for the academic year 2024–25, highlighting significant progress across key indicators. For the first time, the total number of teachers has crossed the 1-crore mark, contributing to improved pupil-teacher ratios and better classroom engagement, the report has stated.

The report also notes a substantial drop in dropout rates, higher student retention and transition rates, and improved gross enrolment at Middle and Secondary levels. Alongside, major strides in school infrastructure, including enhanced digital access, sanitation, and inclusivity, reflect a growing commitment to quality and equitable education nationwide.

The representation of female teachers and girls' enrolment also saw a positive rise, underscoring continued efforts toward gender equity in the education system.

According to the report, the Pupil-Teacher Ratio (PTR) at the Foundational, Preparatory, Middle, and Secondary levels are now reported as 10, 13, 17, and 21 respectively, all significantly improved ratio qua NEP's recommended ratio of 1:30. This improved PTR facilitates more individualized attention and stronger interaction between teachers and students, contributing to enhanced learning experiences and better academic outcomes.

The academic year 2024-25 has seen a notable reduction in dropout rates across the Preparatory, Middle, and Secondary levels as compared to the last two years namely, 2022-23, and 2023-24. At the Preparatory stage, the rate declined from 3.7 per cent to 2.3 per cent, at the Middle stage from 5.2 per cent to 3.5 per cent, and at the Secondary stage from 10.9 per cent to 8.2 per cent in comparison with the previous year. This downward trend highlights improved student retention and reflects the success of initiatives aimed at keeping children engaged in their education. The consistent decrease across all levels suggests that schools are becoming more supportive and responsive to students' needs, helping to reduce early departures from the system.

Hindustan Times, 29 August 2025, Page No - 12

GOVERNMENT DATA

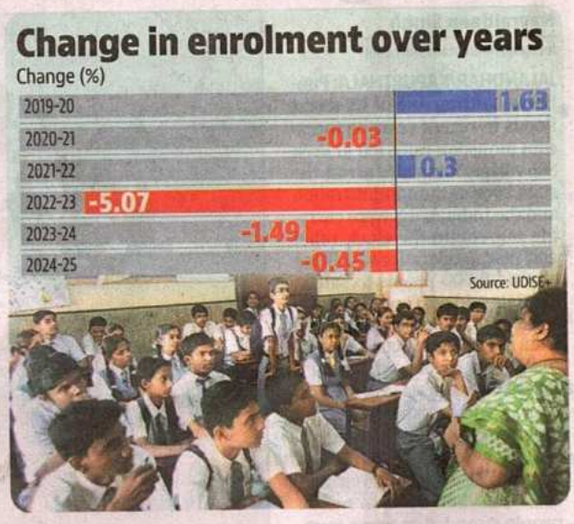
School enrolment fell by 1.1mn in 2024-2025

Sanjay Maurya and Abhishek Jha
letters@hindustantimes.com

NEW DELHI: School enrolment across India fell by 1.11 million students in 2024-25, with the steepest decline concentrated in the early years of education, according to the latest government data.

Total enrolment slipped 0.45% from 248 million in 2023-24 to 246.9 million in 2024-25, the education ministry's UDISE+ data showed. The foundational stage—covering pre-primary to Class 2—lost 1.1 million students, while the preparatory stage spanning Classes 3-5 shed nearly 1.4 million, together accounting for 2.5 million of the total decline.

Higher classes bucked the trend, with middle stage enrolment (Classes 6-8) rising by 570,000 and secondary stage (Classes 9-12) growing by 810,000 students.



Demographic shift behind decline

The drop reflects India's changing demographics as birth rates fall, according to ministry officials. The country's total fertility rate (TFR) declined from 2.8 in 2006 to 2.0 in 2022, according to Sample Registration System (SRS) data.

"The decline may largely be attributed to demographic shifts with falling birth rates in primary school-age population. It could also be explained by children attending pre-primary standalone private institutions," an education ministry official said, asking not to be named.

United Nations population projections released in 2024 indicate India's 5-14 age group population began declining in 2012, with the 5-9 age bracket shrinking since 2010. This trend has contributed to school enrolment declines across most states between 2018-19 and 2023-24, as previously reported.

The current 0.45% decline is smaller than the 5.1% drop in 2022-23 and 1.49% fall in 2023-24, but higher than the 0.03% decline in 2020-21.

The 2020-21 decline in pre-primary enrolment was likely a result of Covid-19 pandemic and lockdown, which would have discouraged parents from sending children to school for the first time.

At least some of the subsequent decline at levels higher than pre-primary (even 2020-21 saw a decline in pre-primary, primary, and secondary levels, but without any decline in overall enrolment) can also be on account of the Covid-19 pandemic affecting incomes of parents, if not the Aadhaar seeding of the database or demographic changes.

To the extent that the decline in income of parents was a reason for declining enrolment, post-pandemic economic recovery can also explain the growth in all levels other than primary in 2024-25.

Data quality improvements

The ministry partly attributes enrolment changes to improved data accuracy through Aadhaar seeding, which increased from 75.5% in 2022-23 to 79.4% in 2023-24 and 89.4% in 2024-25, helping establish student uniqueness in databases.

Rise in girls' enrolment

While girls' enrolment rose by 32,925, a sharp decline of 1.15 million boys drove the net fall. Girls now represent 48.3% of total school enrolment, up from 48.1% the previous year.

The ministry described this as reflecting "efforts to promote gender equity and expand access for girls". Women also comprise 54.2% of India's 10.1 million teachers, up from 53.3% when the workforce numbered 9.8 million.

Marginalised groups worst hit

Scheduled Caste students saw the steepest community-wise decline, losing over 810,000 enrolments, followed by Other Backward Classes (370,000) and Scheduled Tribes (250,000). Muslim student enrolment rose modestly by 138,000, though overall minority community numbers still fell by 57,592.

Migration patterns explain much of the drop among marginalised groups, Anurag Shukla, an education expert who teaches across Indian universities including Tata Institute of Social Sciences, Mumbai, said.

"Families from marginalised communities often move to cities seeking work. Their children travel with them, leading to school dropouts," Shukla said, citing high-migration states like Uttar Pradesh and Bihar.

Private schools gain ground

The data revealed a continuing shift towards private education. Private school enrolment jumped 5.8% from 90 million to 95.8 million students, while government schools declined 4.6% from 127.4 million to 121.5 million. Government-aided schools also fell 3.1% to 24.7 million.

"Since the 2010s, families with means increasingly opt for private schools, reflecting preference for perceived better quality," Shukla explained.

Mixed progress on access goals

Gross Enrolment Ratios showed varied trends. The foundational stage slipped marginally from 41.5% to 41.4%, while preparatory stage coverage declined from 96.5% to 95.4%.

However, middle stage ratios improved from 89.5% to 90.3%, and secondary stage ratios made the sharpest gain, climbing from 66.5% to 68.5%.

The National Education Policy, 2020 aims for 100% gross enrolment at secondary level. Ministry officials noted that current calculations use outdated 2011 Census population figures as denominators.

"Once 2026 Census data is released, these baselines will be revised, and GER figures are likely to show an upward shift," an official said.

Improvements in infrastructure

Despite enrolment challenges, school infrastructure continued improving. Among India's 1.47 million schools covered by UDISE+, 93.6% have electricity connections, 99.3% drinking water facilities, and 98.6% toilets. However, only 64.7% have computers and 63.5% internet access.

The Union Budget 2025-26 has proposed broadband connectivity for all government secondary schools.

The Pioneer, 29 August 2025, Page No- 9

Education in a Burnout Society

The key necessity of the time is for higher education institutions to implement behavioural change programs and provide students with opportunities to practice sustainability, creativity, innovation, and social connection in their daily lives

FIRST Column



ANANDAJIT GOSWAMI



The biggest fallacy of society today is that, despite being self-proclaimed progressives, we live in a burnout society, in the words of philosopher Byung Chul Han. This is one that thrives on excess positivity borne out of a culture of overproduction and relentless achievement, and marked by a deficit in understanding psychological and emotional health.

This discrepancy is felt most in the education ecosystem. The dilemma is that we are a part of the educational process, and the further we return to the classroom and the curriculum, the higher the burnout .

The current pressures of maintaining the metrics of education — through constant exams every week, grades, and the pressure to perform in assignments, classes, case studies, and every class project relative to the other in the classroom – have transformed the classroom into a combatant space. Here, the curriculum and educational institutions themselves have only led to the production of combatants. The process naturally takes out the learner from the students and often from an educator or administrator, making them silent combatants chasing the next check or tick box. The check box is ticked regularly to either scale a class ladder or an academic ladder to be better positioned in the metrics of the educational accreditation system. Along with students, the system often makes the educators record keepers of marks, certificates, and API scores without understanding their purpose and learning value. In the record-keeping process, silent lobbying and vested — interest group lobbying of human beings from different sections of society also persist. This leads to the infusion of a mediocre, record keeping metric of promotion which is not based on true learning, value proposition and knowledge.

Education has been replaced by a metaphor of a burning and burnt out society where every participant of the system is either a pathologist or a pathological patient. Classrooms, lecture halls and faculty rooms often turn out to be not community spaces for discussion and deliberation but spaces of subversive, combatant aggression. In such a space, [illegible] classrooms are not a community of free joyful happy learners but a bunch of combatants who are in a self perpetuating, imploding, insecure creatures looped in the game of a metric based career. It is because they are primarily driven by the instinct of survival at any cost as a combatant in a war does. If the combatant doesnot implode or attack in evasive, pervasive way, he or she would be killed. In a war, even if a combatant learns, the combatant learns to kill and survive for security and not to progress. Hence such a pathological situation of insecurity has pervaded the majority of educational system being driven by a systemic structure created unknowingly post commodification of an essential public good — "Education".

THE KEY NECESSITY OF THE TIME IS FOR HIGHER EDUCATION INSTITUTIONS TO IMPLEMENT BEHAVIORAL CHANGE PROGRAMS AND PROVIDE STUDENTS WITH OPPORTUNITIES

The aggression is hidden within the garb of academic theorisation, procedures, guidelines, reporting, and all other processes of a system, which, in essence, is violent from within with a peaceful, polished projection. This is happening more owing to the creation of a combatant which is actually working in a space which is supposed to be education, but not less than the norms of a battlefield where you either kill to survive or you get killed. On a war front, two combatant individuals kill each other not because they are good or bad, but they kill to protect their national security, identity security, and essentially from a primal instinct of survival with training to do so. The metaphor holds equally for the educational process right now, which is supposed to be a public good but has turned out to be a war front. The projection also has a sense of discipline of a curriculum for everyone — from the administrators to the academics to the students with a hidden string of a string puller. The puller is pulling the string by means of a changing narrative of private capital changing the meaning and purpose of something which was supposed to be a social good with an abstract perpetuity called — "Education". Education, which by its essence is a public good, has undergone a change in definition as a "Private Capital". To get education is not a right now but to achieve education is an outcome of a capitalist process of private capital accumulation by means and a platform of exchange which is a market — "New Education Market". In this new education market, a student is similar to a labourer in a capitalist process who puts in a sum of labour that generates a product that is exchanged in multiple forms of the market. Thus, private capital gets invested in this new labour called a student, who has to then create a product (which is, say, the student who has got a packaged placement outcome). The transformation of this private capital to a new labour to its transformation to a new product is driven by rules and norms of capital, surplus and wealth accumulation by the owner who is creating this transformation. The wealth is transferred from the parent who invests in the labour to the one who owns the process of transformation from labour to a product, accumulating the labour. In the entire process, what is lost is the duty to serve selflessly for the labour to learn, grow for the society, learn for values, contexts so that finally the labour is transformed to a learner for societal change and multiplier, value creation, proposition and not for just a product transformation.

The nature of this puller is often like a "Panoptical" regulator who also occasionally becoming like a "Mephistopheles." The dual identity of the string-pullers of the education system works like the "Invisible Hand" of the market and turns the entire education ecosystem as a society of combatants. With a bit of dark humor it can also be called as a "Community of Combatants". Often these combatants are only looking at metrics and like a Mephistopheles can go to any transaction game to make and perpetually create more combatants so that the established education system of combatants, pathologists, pathogens and patients can only survive. To come out of this combatant framework towards a learning framework of education, the need of the hour is to change the nature of the puppet strings. This will need a complete rehashing of the way of seeing education, the fundamental parameter of which should not be seen as wealth accumulation but with an ethical wealth accumulation complemented by the purpose of reinvesting back in society. One of the ways of doing it is through creating a framework of learning without competing. This approach equips young people with social and scientific knowledge and skills and changes their daily behaviors toward education for progress and development (Nguyen, 2023) through a larger citizenship-based education.

Learning pedagogy must come out of curricula, academic grade based grouping, and align with a constructivist learning approach – where learners actively participate in their knowledge and skill building through exploration, collaboration and experimentation – by investigating how innovation, both technological and social, affects and is affected by education as they create local, national, regional and global citizenship through education. Innovative learning methods play a critical role in revealing the learner's creative potential. STEM-based education can enhance the capabilities of students in innovation, creativity, scientific thinking and problem-solving skills as well as develop mindsets oriented towards sustainability. Globally, lecture-based, exam-based, and teacher-centered pedagogy is undergoing a shift toward more active learning, in which students build their own understanding of a subject through learning activities. This is an imperative to take education out of the combatant system and prevent the perpetuation of a burnout society. The key necessity of the time is for higher education institutions to implement behavioral change programs and provide students with opportunities to practice sustainability, creativity, innovation, and social connection.

To solve sustainable grand challenges, educational institutions must embrace their role as living laboratories for providing creative solutions that can be tested, refined, and scaled up to come out of a combatant education system. A key aspect of such an emancipated education system will be that the participant of the system is a learner first. The learner can be seen as a long-term investible resource which gives back values, principles, norms, empathy, kindness, learning and re-learnings to a society and a system which is becoming more of a combatant system.

Against the backdrop of an emerging society with humanoids, robotics, AI interference, and its control over our consciousness, it is imperative that we immediately change the nature of the education system. If not, we will only thrive with combatant puppets and zombies in the near future, controlled by a string pulled by AI consciousness. Such a situation will only have burnout on one side of society as human beings and string controllers with AI consciousness on the other side. Today's education has to *urgently break out of self-created Frankenstein's style of combatant to imagine a more ethical, compassionate and equitable future for society.*

The writer is Professor, MRIIRS, Research Fellow, ACPET, visiting Professor, IMPRI

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Odisha

Edu-leaders convention calls for implementation of NEP across country

Social worker and BJP leader Smruti Pattnaik, DPS Paradip principal Jagneswar Bora and Guru Nanak Public School, Cuttack principal Sanchita Mohanty along with other dignitaries were present on the occasion.



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Ekamra-Bhubaneswar MLA Babu Singh and others at the Edu-leaders Convention Photo | Express

Express News Service

Updated on: 29 Aug 2025, 10:12 am · 1 min read

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BHUBANESWAR: An Edu-leaders convention, commemorating the fifth anniversary of the National Education Policy (NEP)-2020 was organised in the state capital recently.

A joint initiative by CED India and CBSE Sahodaya School Complex, the convention focused on the vision of empowering schools and called for

skills, creativity, values and scientific temperament - the very essence of NEP-2020.

On the occasion, Ekamra-Bhubaneswar MLA Babu Singh praised the organisers' efforts and spoke on how NEP-2020 has paved way for promotion of inclusive education. Former director of NCERT Hrushikesh Senapati also emphasised inclusivity and holistic development of students during the event, while educationist Shankar Goenka highlighted the importance of visionary leadership in education. Sahodaya chairman Priyadarshi Nayak shared future schemes under Sahodaya's roadmap to strengthen NEP's implementation.

Around 100 educators and principals were also felicitated with Odisha Ratna, Odisha Gourav and Odisha Icon Awards for their innovative contributions to education, while national toppers were honoured by the Bharat Olympiad Foundation.

Social worker and BJP leader Smruti Pattnaik, DPS Paradip principal Jagneswar Bora and Guru Nanak Public School, Cuttack principal Sanchita Mohanty along with other dignitaries were present on the occasion.

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NEP Edu-leaders convention

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THE TIMES OF INDIA

How much do Indian families spend on school fees, books, and coaching in 2025?

TOI Education | Aug 29, 2025, 12.45 PM IST



A recently released survey on school education expenditure in India has highlighted significant differences in the cost of education for rural and urban households. The Comprehensive Modular Survey (CMS) on Education, conducted as part of the 80th round of the National Sample Survey (NSS), covered 52,085 households and 57,742 students across India, examining household expenditure between April and June 2025.

The findings reveal that rural students, who are more reliant on government schools, incur far lower education expenses compared to their urban counterparts. Government schools continue to serve as the mainstay of India's education system, accounting for 55.9% of total student enrolment.

Higher enrolment in government schools among rural households

According to the survey, 66% of rural students are enrolled in government schools, compared to 30.1% in urban areas. This trend reflects a greater dependence on publicly funded institutions in rural regions. In contrast, private unaided schools account for 31.9% of overall enrolments across the country.

Only 26.7% of students in government schools reported paying course fees. The share is significantly higher in private institutions, where 95.7% of students reported paying course fees. Among urban private unaided schools, the proportion rises further to 98%, while in rural government schools, only 25.3% of students pay any course fees.

Expenditure per student: government vs non-government schoolsThe average annual household expenditure per student in government schools stands at Rs 2,863. In non-government schools, this amount increases sharply to Rs 25,002. The largest component of spending across all schools is course fees, which average Rs 7,111 per student nationwide. This is followed by spending on textbooks and stationery at Rs 2,002.

Urban households bear a higher financial burden, spending an average of Rs 15,143 on course fees alone, while rural households spend Rs 3,979 for the same.

Category	Rural	Urban
% Enrolment in government schools	66%	30.10%
Avg. course fee (Rs)	3,979	15,143
% students paying fees in govt schools	25.30%	Not specified
Avg. total expenditure in govt schools (Rs)	2863	Not specified
Avg. total expenditure in non-govt schools (Rs)	Not specified	25,002 (national average)

Regional differences in annual school expenditure

State-wise data shows variations in household spending on school education. Chandigarh reports the highest average annual expenditure per student at Rs 49,711, followed by Himachal Pradesh at Rs 39,550 and Haryana at Rs 37,148. In Delhi, the average is Rs 20,411, while Uttar Pradesh records Rs 19,795.

In southern states, average expenditure per student is Rs 26,078 in Andhra Pradesh, Rs 28,951 in Tamil Nadu, Rs 30,848 in Telangana, and Rs 33,962 in Karnataka.

Private coaching contributes to additional costs

Private coaching represents a significant additional expense. About 27% of students received coaching during the academic year, with higher participation in urban areas (30.7%) than rural areas (25.5%). The expenditure on coaching varies by education level and location. Urban higher secondary students spent Rs 9,950 on coaching, while their rural counterparts spent Rs 4,548.

Most families fund education without external aid

The survey also reports that 95% of students rely on household members for funding their education. Only 1.2% cited government scholarships as their main financial source, indicating a minimal role of institutional financial assistance in covering education costs.

Read the complete report here

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NEP's vision transformative, higher education will play central role in developed Indiadream: Governor

Stresses that National Education Policy 2020 is a tool of transformative vision and the need for multidisciplinary learning, research, innovation, skill development, digital education and internationalisation of curricula

Updated - August 29, 2025 10:49 pm IST - HYDERABAD

THE HINDU BUREAU



Governor Jishnu Dev Varma being felicitated by MNR University Chancellor Ravi Verma Mantena (right) along with EPSI president M.R. Jayaram, chairman of Malla Reddy Viswavidyapeeth Malla Reddy during National Conference on 'India@2047: Role of Higher Education in Making India a Developed Nation' in Hyderabad on Friday. | Photo Credit: NAGARA GOPAL

Higher education institutions (HEIs) must prepare to meet the emerging challenges in the education sector and make the younger generations ready to seize opportunities, Governor Jishnu Dev Varma said on Friday.

Addressing the conference on the role of higher education in making India a developed nation by 2047, organised by the Education Protection Society for India (EPSI), New Delhi-based not-for-profit agency and hosted by MNR University here, he said HEIs will play a central role in realising Government of India's dream of a developed country.

"India already has one of the world's largest higher education systems with more than 1,100 universities and nearly 35 million students. We should ensure quality, innovation, inclusivity and global competitiveness," Mr. Jishnu Dev Varma said.

Listing five areas of focus for all universities — 'global competitiveness, skill development and employability, equity and inclusivity, research and innovation, and value-based education', he stressed that the National Education Policy 2020 is a tool of transformative vision and the need for multidisciplinary learning, research, innovation, skill development, digital education and internationalisation of curricula.

He observed that Hyderabad, to emerge as global hub of knowledge and growth, set a 'shining example' in leveraging education, technology and innovation.

According to Telangana Council of Higher Education chairman V. Balakista Reddy, the coming two decades would be critical for India's transformation.

In his address, he urged academic leaders to understand the law, the Constitution and World Trade Organisation provisions to stay globally competitive. He stressed that affordability, quality and innovation must be the necessary guiding principles for universities.

MNR University Chancellor Manthena Ravi Varma remarked that universities, 'the hubs of nation building', must integrate the topics of tomorrow into the curriculum of today, with focus on access and equity, and equal opportunities for marginalised communities and women.

Chairman of Malla Reddy Vishwavidyapeeth Ch. Malla Reddy opined that the country could convert the world's pressing challenges into advantages by focusing on youth, technology and skills.

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NCERT rejects IHC claims; says partition modules 'do not portray any community as only sufferer or villain'

Anu Parthiban | August 29, 2025 | 07:38 PM IST | 3…

NCERT said all the reported accusations made by the IHC stand incorrect and that these modules on Partition are about "remembering the human cost and learning lessons for the future, not about alleging anyone".



NCERT says all four accusations made by Indian History Congress are 'unfounded and false'. (Representational image: DIET Kupwara)

The National Council of Educational Research and Training (NCERT) has rejected the Indian History Congress' (IHC) criticism of its new modules on "Partition Horrors Remembrance Day", terming the allegations false. Rebutting four major accusations, NCERT said that "it is unfortunate that the IHC resolution misleads the unsuspecting public".

The NCERT recently introduced two modules for middle and secondary school students on the partition of India. The council faced opposition from several, including the Indian

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History Congress, one of the largest associations of historians having more than 9,000 members.

The NCERT listed four major charges made against the module:

- Falsehoods with a clear communal intent and distorted polarising history
- Holding the Muslim League and Indian National Congress responsible for partition
- Giving the British a clean chit
- No mention of Muslims but references to Hindus and Sikhs killed and humiliated

“All the four accusations are unfounded and false,” the NCERT said.

NCERT’s rebuttal

In a point-wise rebuttal, the council said the IHC failed to mention a single sentence in any of the two modules to be “false or distorted”.

On blaming the Congress party for India’s partition, the council said it is strange that the IHC chose to question it, and clarified that the modules — secondary stage pp. 5-6 and middle stage module, pp. 4-6 — have quoted Mahatma Gandhi, Jawaharlal Nehru, and Sardar Vallabhbhai Patel, “the tallest Congress leaders of the time, clearly saying so”.

On the allegation of giving a clean chit to the British rulers, the NCERT pointed to the secondary stage (p. 8), which talks about the role of Lord Mountbatten in the Partition:

> “The blame, however, for arbitrarily shift the date of transfer of power from June 1948 to August 1947 lies with Mountbatten. He secured agreement from all parties for this accelerated timeline. Due to it many essential arrangements that should have preceded Partition were never completed. The Partition became disorderly and chaotic.”

“All descriptions in the modules refer to Hindus and Sikhs killed and humiliated and no mention of the retaliatory horrors inflicted on Muslims, ” is also false, the council said.

Quoting from the module for the secondary stage (p.2): “One terrifying aspect of the Partition was the large-scale massacre of innocent people. Trains carrying refugees would sometimes arrive at their destinations filled only with corpses, having been slaughtered en route. Communal violence destroyed countless villages, or emptied them of an entire community.”

It also stated from the middle stage (pp.1-2) module:

> “At least 6 lacs people were killed in communal violence during the Partition. Crores of people became homeless and, as refugees in their own country, were

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forced to search for shelter. The atrocities committed against women were unimaginable. In many places, to preserve their honour, they jumped into wells and gave up their lives. For all these reasons, the Partition turned into an unprecedented human catastrophe. All this did not occur as any natural calamity."

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UDISE+ 2024-25: Sharp drop in SC, ST, OBC enrolment; government schools lose 5.9 lakh students

NCERT says 'all accusations' incorrect

Defending the newly launched modules, the NCERT said it has not communalised the sufferings of the partition and no community has been named as the "only suffers or the only villain".

"Thus, all the reported accusations made by the IHC stand incorrect…These modules on Partition are about remembering the human cost and learning lessons for the future, not about alleging anyone. NCERT recommends that people should go through the modules themselves to ascertain the facts of the matter," it added.

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शिक्षा व्यवस्था और संस्थाओं के दायित्व

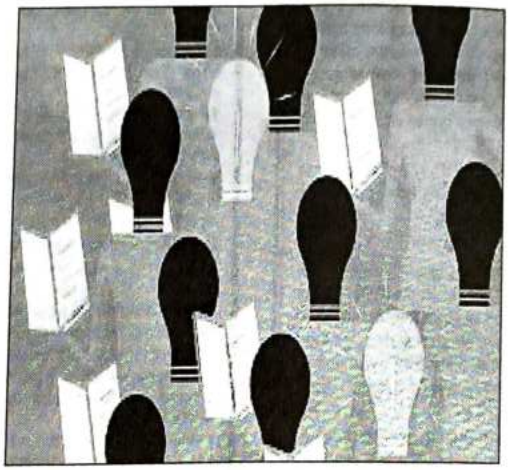
भारतीय ज्ञान परंपरा पर हर कोई गर्व करता है और यह कहने में किसी को हिचक नहीं होगी कि भारत ही गणतंत्र को लागू करने में अग्रणी था! मगर, वर्तमान स्थिति को देखकर कोई भी संवेदनशील व्यक्ति निराश ही होगा।

जगमोहन सिंह राजपूत

भारत की राजनीति को लेकर संचार माध्यम प्रतिदिन जो परोसते हैं, वह यही दर्शाता है कि हम अपनी प्राचीन संस्कृति के अत्यंत महत्त्वपूर्ण अंश भूल गए हैं: सुसंस्कृत सामाजिक व्यवहार और मर्यादापूर्ण वैचारिक अभिव्यक्ति! हमारे तरुण और युवा उन लोगों की तरफ देखते हैं, जिनका कृत्य और व्यवहार उनके समक्ष लगातार आता रहता है। इसमें सबसे पहले आते हैं चयनित प्रतिनिधि, विशेषकर संसद में जो कुछ होता है, या नहीं होता है। सवाल है कि क्या हमारे देश में संसद को सुचारु रूप से चलाने की क्षमता प्राप्त करना शेष है? अगर ऐसा है, तो इस चिंताजनक स्थिति के लिए जिम्मेदार कौन है। यह प्रश्न देश भर के शिक्षकों के समक्ष भी एक चुनौती बनकर पिछले कुछ दशकों में उभरा है कि क्या हम ऐसे व्यक्तित्व निर्माण में असफल रहे हैं, जो भारतीय लोकतंत्र को उसके मूलभूत सिद्धांतों और अवधारणाओं के अनुसार चला सकें? भारतीय ज्ञान परंपरा पर हर कोई गर्व करता है और यह कहने में किसी को हिचक नहीं होगी कि भारत ही गणतंत्र को लागू करने में अग्रणी था! मगर वर्तमान स्थिति को देखकर कोई भी संवेदनशील व्यक्ति निराश ही होगा!

प्रारंभ से 'महाजनो येन गतः सा पन्थाः' का सूत्र बच्चों को सिखाने वाली व्यवस्था इस समय असमंजस का शिकार होकर अपना रास्ता तलाश रही है। संसद के दोनों सदनों की कार्यवाही का प्रसारण इस असमंजस और अकुलाहट को और बढ़ा देता है। यदि संसद में कामकाज के बजाय हंगामा या अमर्यादित व्यवहार होता है, तो ऐसे दृश्यों को सारा देश बार-बार देखता है। विचारणीय बात यह है कि किशोरों और युवाओं के संवेदनशील मस्तिष्क पर इसका क्या प्रभाव पड़ेगा? अगर कोई किशोर या युवा ऐसा ही व्यवहार अपने शिक्षक के साथ करता है और उस पर कार्रवाई की जाती है, तो क्या यह नैसर्गिक न्याय होगा? जनप्रतिनिधियों के पास तो सभी संसाधन और सुविधाएं उपलब्ध होती हैं, मगर ऐसे किसी किशोर या युवा के सामने तो भविष्य का धुंधलका लगातार गहराता जाता है। उनका व्यग्र और व्यथित होना समाज तथा नीति निर्धारकों की समझ में आना चाहिए।

वर्ष 1960 के आसपास लोकतंत्र की प्रारंभिक समझ के लिए तैयार होते युवाओं के सामने उस समय स्वतंत्रता संग्राम के अनेक वरिष्ठ नायक देश में मौजूद थे। उनके त्याग, तपस्या और सेवा इतिहास की गाथाएं बनने के योग्य थीं और ये बनीं भी। आज के युवाओं के समक्ष आदर्श और नैतिकतापूर्ण आचरण वाले वे 'महाजन' कितने हैं और किस स्थिति में हैं, उस पर कुछ कहने की आवश्यकता नहीं है। जो हैं, वे समय और व्यवस्था की लगातार बढ़ती चमक-दमक से आच्छादित नई पीढ़ी के आचार-विचार और व्यवहार में लिप जाते हैं, या पीछे धकेल दिए जाते हैं। न्यायालय द्वारा अपराधी घोषित नेता भी अपनी राजनीतिक पार्टी से जुड़े रहते हैं और देश की सियासत की दिशा बदलने में अपनी ऊर्जा लगाते रहने का दिखावा करते रहते हैं। ऐसे नेताओं पर अक्सर कोई रोक-टोक लगाने का कार्य व्यवस्था नहीं कर पाती है। कई बार आपराधिक पृष्ठभूमि वाले लोग राजनीतिक दलों के दशकों तक तारणहार बने रहते हैं।



कुछ डाक्टर असुविधाजनक अस्पतालों और अध्यापक ग्रामीण स्कूलों में दो-तीन दिन ड्यूटी पर जाकर जिला स्तर के अधिकारियों से साठगांठ कर हफ्ते भर की पूरी उपस्थिति दर्ज करा लेते हैं। स्कूलों में तो 'एवजी अध्यापक' के चलन की खबरें कई दशकों से आती रही है। निस्संदेह

भारतीय संस्कृति और संस्कारों पर देश गर्व करता है, पुनः 'विश्व गुरु' बनने के सपने देखता है, लेकिन आज भी अनेक स्थानों पर कुछ लोग दलित दूल्हे का विवाह के अवसर पर घोड़ी पर बैठना सहन नहीं कर पाते हैं। सोच चाहे अमेरिकी राष्ट्रपति डोनाल्ड ट्रंप की हो या गांव के पूर्व जमींदार की, दोनों में कोई अंतर नहीं है। यह वैचारिकता अब राजनीतिक परिवारों में पीढ़ी-दर-पीढ़ी स्वरूप ले रही है। यदि थोड़ी देर के लिए पक्ष-विपक्ष की राजनीति से ऊपर उठकर देखा जाए तो स्पष्ट हो जाएगा की यह समय किसी भी भारतीय से केवल एक ही अपेक्षा करता है कि वह भारत सरकार की अमेरिका के समक्ष न झुकने की नीति का दृढ़तापूर्वक समर्थन करे!

भारत ने अपने युवाओं की मुखरता और मेधा से वैश्विक पटल पर बड़ा नाम कमाया है, जबकि उसके संभवतः 30-35 फीसद स्कूल ही अपेक्षित स्तर पर चल रहे हैं, बाकी राम-भरोसे हैं। राज्य सरकारें अन्य प्राथमिकताओं में व्यस्त हैं! सरकारी स्कूलों में लगभग दस लाख स्वीकृत पद खाली हैं। व्यवस्था में इस बात को लेकर कोई चिंता दिखाई नहीं देती है। नीति-निर्माताओं और उनका क्रियान्वयन करने वालों के लिए तो चमकीले निजी स्कूल उपलब्ध हैं!

शिक्षा की चुनौतियां राष्ट्र के समक्ष उभरने वाली चुनौतियों से अलग नहीं हो सकती हैं। यह प्रजातंत्र की किस अवधारणा को पोषित करता है कि एक सार्वभौमिक राष्ट्र भारत के लिए किस देश से क्या खरीदा जाए, यह अमेरिका तय करे? यानी वैश्विक स्तर पर जमींदारी, जिसे उपनिवेशवाद के आकाओं ने ईश्वर-प्रदत्त 'उत्तरदायित्व' मान लिया था और जिससे खुद को सुसज्जित कर उन्होंने 'असभ्यों के उद्धार' का उत्तरदायित्व उठा लिया था, वह 'अधिकार' अभी भी उनकी सोच से बाहर नहीं हो पाया है। 'अन्य पर श्रेष्ठता मेरा जन्मसिद्ध अधिकार' की अदम्य अभिलाषा को कुछ लोग छोड़ने को तैयार नहीं हैं। अमेरिका और पश्चिमी देश अपने बनाए हथियारों को यूक्रेन को बेचते या देते रहें, उस देश के लड़ते रहने में अपनी स्वार्थ पूर्ति करते रहें और भारत पर आरोप लगाएं कि उसके द्वारा रूस से तेल खरीद की वजह से युद्ध को बढ़ावा मिल रहा है! ऐसे में राष्ट्रीय एकता का सशक्त होना और विश्व के समक्ष उसका जाहिर होना, देश के सम्मान के लिए आवश्यक है।

भारतीय संस्कृति और संस्कारों पर देश गर्व करता है, पुनः 'विश्व गुरु' बनने के सपने देखता है, लेकिन आज भी अनेक स्थानों पर कुछ लोग दलित दूल्हे का विवाह के अवसर पर घोड़ी पर बैठना सहन नहीं कर पाते हैं। सोच चाहे अमेरिकी राष्ट्रपति डोनाल्ड ट्रंप की हो या गांव के इस (पूर्व) जमींदार की, दोनों में कोई अंतर नहीं है। यह वैचारिकता अब राजनीतिक परिवारों में पीढ़ी-दर-पीढ़ी स्वरूप ले रही है। यदि थोड़ी देर के लिए पक्ष-विपक्ष की राजनीति से ऊपर उठकर देखा जाए तो स्पष्ट हो जाएगा कि यह समय किसी भी भारतीय से केवल एक ही अपेक्षा करता है कि वह भारत सरकार की अमेरिका के समक्ष न झुकने की नीति का दृढ़तापूर्वक समर्थन करे, चाहे यह सरकार से कितना ही असंतुष्ट क्यों न हो!

पाकिस्तान के विरुद्ध जब सैन्य कार्रवाई हुई, सारे देश ने एकसाथ उस पर संतोष प्रकट किया, सेना के साहस और तैयारी की भूरि-भूरि प्रशंसा की गई। मगर, इस राष्ट्रीय अभिव्यक्ति में भी कुछ लोग अपनी हरकतों से बाज नहीं आए, वे ऐसे प्रश्न उठाते रहे, जो सरकार ही नहीं, बल्कि सेना पर भी अविश्वास पैदा कर दें। शायद वे भूल गए कि उन्होंने इस व्यवहार से अपने प्रति जन समाज में अनावश्यक दूरियां बना लीं! देश में अनुभवी, विचारशील और संयमित नेतृत्व की आवश्यकता हर स्तर पर होती है, राजनीति में इसकी हर दल को सख्त जरूरत होती है। इस परिप्रेक्ष्य में जब भारत में राजनीतिक अपरिपक्वता की स्थिति पर नजर डाली जाए, तो अनगिनत लोगों को अत्यंत निराशा होगी। इन सब मसलों का समाधान तो शिक्षा संस्थानों और संवैधानिक संस्थाओं से ही निकलेगा। जब हमारे भीतर संस्कार, सद्भाव, सदाचार, राष्ट्र प्रेम और कर्तव्य परायणता की नींव ही कमजोर होगी, तो जाहिर है कि हमारा व्यक्तित्व भी वैसा ही आकार लेगा। इसलिए शिक्षा व्यवस्था में समय के साथ जरूरत के हिसाब से सुधार कर उसके मूल्यों को समझने और समझाने की आवश्यकता है।

The Indian Express, 30 August 2025, Page No - 9

80% class 1 students had pre-school experience in 2024-25: UDISE+ report

ABHINAYA HARGOVIND
NEW DELHI, AUGUST 29

THE PERCENTAGE of students with pre-school experience when admitted to Class 1 has seen an uptick in recent years, hitting 80% in 2024-2025, says the Education Ministry's latest UDISE+ report.

Of the 1.92 crore students admitted to class 1 in 2024-25, 80% (1.54 crore students) had pre-school experience in the same school or another school or an anganwadi centre, according to the UDISE+ report for 2024-25 released on Thursday.

This is up from 73% in 2023-24 when of the 1.87 crore students admitted in class 1, around 1.37 crore had pre-school experience.

More students admitted to private schools in class 1 had pre-school experience (82%) compared to government schools (79%). The National Education Policy (NEP), 2020 recommends universal access to early childhood care and education, that is learning before class 1 in anganwadis and pre-primary classes of schools, by 2030. The policy envisions that every child, before the age of 5, will move to a 'preparatory class' or 'balvatika', which will have a teacher qualified in early childhood care and education.

SCHOOL READY

Year	Admitted to class 1	Students with pre-school experience	Students with pre-school experience (%)
2024-25	1.92 cr	1.54 cr	80%
2023-24	1.87 cr	1.37 cr	73%
2022-23	2.16 cr	1.67 cr	77%

UDISE+ reports: Ministry of Education

In line with the NEP, the Union Education Ministry had, in its communications to states in the past two years, urged them to ensure that students are enrolled in class 1 only at the age of 6 or above. States and Union Territories that had not been enforcing this so far, like Delhi, Karnataka, and Kerala, have announced that they are likely to do so from the next academic session onwards.

A senior official in the Ministry of Education said this push for enrolment only at age 6 or above in class 1 could result in more children arriving in class 1 with some degree of pre-school experience. The official added that some private pre-primary institutions remain out of the UDISE+ count and the Ministry is attempting to incorporate them in the system.

Compared to 2024-25 and 2023-24, a higher number of students (2.16 crore) were admitted to class 1 in 2022-23. Education Ministry officials had earlier pointed to the age limit of six years as a possible reason for the fall in class 1 admissions.

In 2022-23, around 77% (1.67 crore students) of those admitted in class 1 had pre-school experience. From 2018-19 to 2021-22, UDISE+ reports show that the percentage of students admitted in class 1 who had pre-school experience ranged from 41% to 53%. In 2021-22, for instance, 1.02 crore students had pre-school experience (53%) out of the 1.91 crore admitted in class 1. Officials in the Education Ministry, however, maintain that the UDISE+ data collection method has changed from 2022-23 onwards, when student-wise details began to be maintained rather than collecting aggregated numbers at the school level.

The Times of India, 30 August 2025, Page No.-8

City's Edu Scorecard Bags Mixed Results

Infra Boost, Stronger Tracking Mechanisms Among Positives, But Student Retention A Concern

Meghna.Dhulia
@timesofindia.com

New Delhi: Delhi's education system is showing signs of both progress and pressure, with student retention emerging as a key concern.

According to the ministry of education's Unified District Information System for Education Plus (UDISE+) 2024-25 report, while the city's primary education sector shows a dropout rate of zero, the figure rises sharply to 7.5% at the secondary level. This highlights the system's challenge in keeping students in school as they move to higher classes and reflects its difficulty in sustaining their participation through the final years of schooling.

At the same time, the report notes that Delhi has made strides in strengthening educational infrastructure and tracking mechanisms. Nearly 96% of the city's 44.9 lakh enrolled students provided Aadhaar, enabling more accurate monitoring and delivery of services.

TIMES Special

The capital also stands out for efficiently managing resources. Despite having just 5,556 schools, enrolments average over 808 students per institution, one of the highest in the country. Yet, the pupil-teacher ratio remains at 28, well within the Right to Education (RTE) norm, with 1.62 lakh teachers employed across schools. In higher secondary classes (XI-XII), the ratio improves to 20, reflecting concentrated teaching resources at the senior level.

According to the report, the Gross Enrolment Ratio (GER) also paints a telling picture. GER compares the enrolment in a specific level of education to the population of the age group which is most age-appropriate for that level of education. For example, the GER of primary is student enrolment in Class I to V expressed as a percentage of the population in the age group 6-10 years. At the primary level, the GER stands at 102, slightly above 100, likely due to the presence of over- or under-age students and interstate migration. The upper primary GER is even higher at 117, but it drops to 101 in secondary and plunges to 83 in higher secondary, underscoring retention gaps as children progress through the system.

The distribution of schools across levels also mirrors these challenges. Primary schools make up nearly half (45.5%) of Delhi's institutions, while higher secondary schools account for about a third (34.2%). However, the enrolment share shifts downward: 44.2% of students are in primary, but only 13.4% remain in higher secondary.

Infrastructure-wise, Delhi schools appear well-equipped on paper. Every school reports access to electricity, drinking water, and libraries, while over 5,500 institutions have ramps and toilets for children with special needs. Nearly 5,450 schools conducted medical check-ups last year, and more than 5,100 have functional rainwater harvesting systems.

On the digital front, Delhi has invested heavily. Almost all schools (99.7%) report functional desktop or PC facilities, with both govt and private schools showing near-complete coverage. Internet access is universal, but disparities appear in more advanced digital learning tools. While 82.6% private schools have functional smart classrooms, only 70.7% govt schools and 55.5% aided schools do. The availability of laptops and integrated teaching devices also skews heavily towards private institutions.

Social representation in enrolments shows general category students forming the largest group at 83.6%, followed by scheduled castes (9.5%), OBCs (6.4%), and scheduled tribes (0.5%). Muslim students constitute 14.5% of total enrolments.

The report points to a system that is simultaneously stretched and resilient. Delhi schools are accommodating large numbers of students per institution while maintaining favourable teacher-student ratios and expanding digital access. But the challenge ahead lies in bridging the retention gap, particularly at the secondary level, to ensure that the city's students not only enter school but also complete their educational journey.

DELHI IN A NUTSHELL

Total schools	Total enrolments	Teachers
5,556	44,91,043	1,61,958

Average enrolments per school in Delhi	Pupil-teacher ratio	Pupil-teacher ratio for higher secondary (XI-XII)	Average teachers per school
808	28	20	29

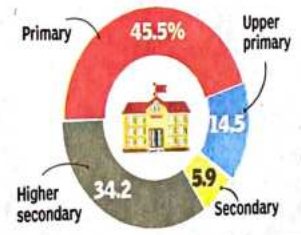


HOW DELHI FARES ON DROPOUTS (%)

Primary: 0
Upper primary: 0.8
Secondary: 7.5

- In Delhi, percentage of available schools are significantly less as compared to enroled students indicating more students per school
- Delhi has one of the number of students per school with pupil-teacher ratio within the RTE norms indicating optimum utilisation of school infrastructure

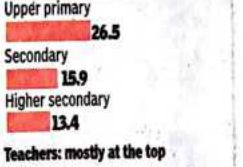
WHERE DELHI'S SCHOOLS ARE CONCENTRATED



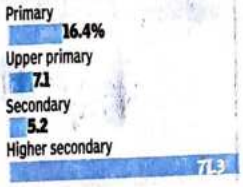
Students by caste, community & minorities
Enrolments (pre-primary to higher secondary)



Who's filling Delhi's classrooms



Teachers: mostly at the top

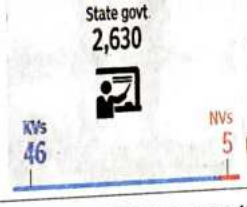


INFRASTRUCTURE SNAPSHOT: WHAT DELHI SCHOOLS HAVE

Library, book bank, reading corner	5,556	Internet	5,556
Playground	5,528	Drinking water	5,556
Digital library	430	Functional rainwater harvesting	5,157
Kitchen garden	4,528	Conducting Medical Checkup of Students in Last Academic Year	5,446
Functional girls' toilet	4,720	Ramp	5,512
Functional boys' toilet	4,781	Ramp and handrails	5,365
Electricity	5,556	Schools with CWSN Toilet facilities	5,523
Solar panel	1,844		
Computer facility	5,553		

GOVT-RUN SCHOOLS IN DELHI

Total 2,681



THE DIGITAL PUSH IN CLASSROOMS

Govt Govt aided Private unaided

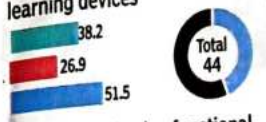
% of schools with functional desktops/PCs



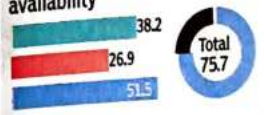
% of schools with functional laptops/notebooks



% of schools having PCs with functional integrated teaching learning devices



% of schools having functional smart classrooms used for teaching with digital boards, smart boards, virtual classrooms, smart TV availability





AADHAAR COVERAGE AMONG DELHI'S STUDENTS

Students' Aadhaar received in 2024-25: **95.99%**





GROSS ENROLMENT RATIO (GER): MEASURING REACH (%)

Compares the enrolment in a specific level of education to the population of the age-group which is most age-appropriate for that level of education. For example, the GER of primary is student enrolment in Class I to V expressed as a percentage of population in age group 6-10 years

Primary GER in Delhi: 102



बदलते भारत के साथ बदल रहा है पढ़ाई का तरीका, NCERT की किताबों में जुड़ा ISRO का नया चैप्टर

By MAHIMA SHARAN
AUG 30, 2025, 18:01 IST

बदलते भारत ने शिक्षा के तरीकों में काफी बदलाव देखने के लिए मिल रहा है। जहां पहले छात्रों को हिस्ट्री की किताबों में केवल मुगलों और अंग्रेजों के बारे में पढ़ाया जाता है, वहीं अब किताबों में ऑपरेशन सिंदूर और भारत के वीरों और नेताओं के बारे में भी पढ़ने के लिए मिलेगा, जिन्होंने भारत की प्रगति में महत्वपूर्ण किरदार निभाया है। एनसीईआरटी ने शिक्षा को मॉडरेट करते हुए ISRO को एक नए चैप्टर की तरह एनसीईआटी की किताबों में जोड़ दिया है।

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NCERT New Module: छात्रों की किताबों में अब स्पेस साइंस की झलक दिखेगी। एनसीईआरटी (NCERT) ने अपने कोर्स में इसरो (ISRO) मिशनों को शामिल किया है। नए पाठकर्म 'India: A Rising Space Power' के जरिए छात्रों को अब चंद्रयान से लेकर गगनयान तक भारत की ऐतिहासिक उपलब्धियों के बारे में जानने का मौका मिलेगा। यह मॉडल कक्षा 6 से 8वीं तक के छात्रों के लिए है। इसके साथ ही इसरो पर एक सेकेंडरी स्टेड मॉड्यूल भी जोड़ा गया है, जिसे खास तौर पर कक्षा 9वीं और 10वीं के छात्रों के लिए बनाया गया है।

कैसे हुई ISRO की शुरुआत?

इस नए अध्याय में छात्रों बताया गया है कि इसरो की शुरुआत कैसे हुई,अभी तक इसरो ने कितने मिशन को अंजाम दिया है आदि। इस चैप्टर की शुरुआत सवाल और जवाब से शुरू होगी, जिसमें दो लोग आपस में बात करें और एक-दूसरे से स्पेस से जुड़े सवाल-जवाब करेंगे। एक तरह से कहे तो बच्चों को प्ले रोल करने का मौका मिलेगा। इसके साथ ही इस नए अध्याय में आर्यभट्ट, कलाम साहब के बारे में बच्चों को जानने का मौका मिलेगा। इस नए अध्याय में उन तस्वीरों को भी शामिल किया जाएगा, जब वह पहली बार भारत का रॉकेट साइकिल पर लेकर जाया जाएगा।

पीएम मोदी के संदेश से शुरू होगी अध्याय की शुरुआत

अध्याय की शुरुआत भारत के प्रधानमंत्री नरेंद्र मोदी के एक संदेश से होती है। इसमें पीएम मोदी ने कहा है, "अंतरिक्ष भले ही दूर लगता हो, लेकिन यह हमारे दैनिक जीवन का अभिन्न अंग है। यह हमारे आधुनिक संचार को संचालित करता है और सबसे दूरस्थ परिवार को भी सामान्य जीवन से जोड़ता है। भारत का अंतरिक्ष कार्यक्रम 'पैमाने, गति और कौशल' के हमारे दृष्टिकोण का एक उत्कृष्ट उदाहरण है।"

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इसरो के सभी मिशन के बारे में पढ़ाया जाएगा

इसके अलावा इस नए अध्याय में चंद्रयान और गगनयान मिशन को भी जोड़ा गया है। इस मॉड्यूल के माध्यम से चंद्रयान से गगनयान तक भारत की बड़ी अंतरिक्ष सफलता को दिखाया जाएगा।

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Mahima Sharan
Sub Editor

Mahima Sharan, working as a sub-editor at Jagran Josh, has graduated with a Bachelor of Journalism and Mass Communication (BJMC). She has more than 3 years of experience working in electronic and digital media. She writes on education, current affairs, and general knowledge. She has previously worked with 'Haribhoomi' and 'Network 10' as a content writer. She can be reached... ... Read More

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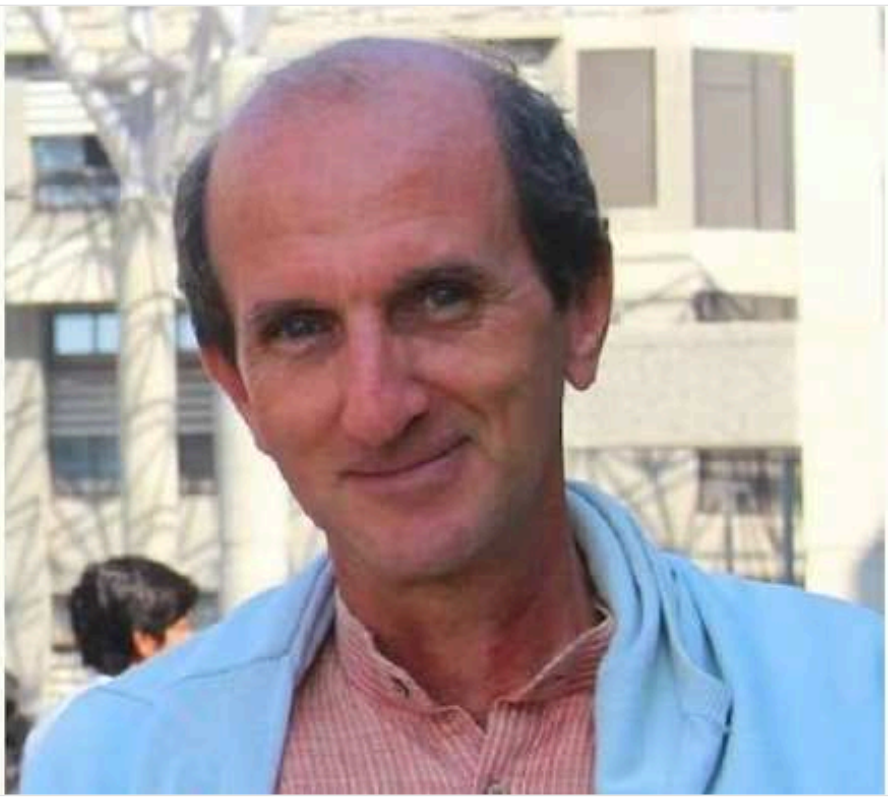
NCERT SSc textbook chief defends Mughal-era changes, denies RSS or govt influence

NCERT social science textbook committee head Michel Danino has defended NCERT textbook revisions against bias allegations, saying that the syllabus changes are not influenced by politics or ideology, and adding that the books showed "history as it happened".

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NCERT textbook committee head Michel Danino has defended NCERT textbook revisions against bias allegations, saying that the syllabus changes are not influenced by politics or ideology. (Photo: IIT Gandhinagar)

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NCERT Curricular Area Group for Social Science (CAG-SS).

SHOWING HISTORY 'AS IT HAPPENED'

Responding to criticism that the new books sanitise or selectively narrate history, Danino said, "We are trying to show history as honestly as possible.

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In earlier textbooks, history was often sanitised; we are showing history as it happened, without glorifying or demonising any historical period or figure."

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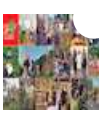
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One of the key flashpoints has been the treatment of the Mughal era and Islamic rulers. Danino explained that their place in the syllabus has been restructured, not erased, since the new textbooks combine five themes in a single book, and only one, 'Tapestry of the Past', deals with history.

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"We have given space to a number of regional developments in the Mughal era, including a whole chapter on the Marathas. This was necessary as there is a general misconception that the British conquered India from the Mughals, but that wasn't the case. Quite a few rulers resisted the Mughals before the British came in," he said.

PROPAGANDA CHARGES 'VERY STUPID'

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Opposition parties and several academics have accused NCERT the new Social Science textbooks of pushing a political or ideological agenda, something Danino dismissed outright.

POLL

Do you believe NCERT textbooks now show Indian history more honestly?

- Yes
- No
- Can't Say

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"The allegation that we are running an RSS or Hindutva agenda is very stupid," he said firmly.

He clarified that neither the government nor any political party dictates the content of the textbooks.

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According to him, suggestions did come from elected representatives, public figures, etc. to feature regional icons or specific events in the textbooks, but not all could be accommodated."

We have received through various channels representations from MLAs, MPs and public figures to include regional heroes or communities or some specific event in the book, but this has not often been possible, since we have to cover the whole of Indian history in just one theme out of five and over just three years (grades 6 to 8)," Danino pointed out.

DARKER CHAPTERS OF HISTORY

In consonance with its decision not to sanitise history, the Social Science group inserted in the Grade 8 textbook a “Note on the Darker Chapters of History” to explain to the students that brutal warfare, cruelty, bloodshed etc. are sometimes part of history and must be understood, if we wish to learn the lessons from the past.

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Quiz

What will Class 8 Part 2 textbook cover till its end?

When is the sec science book e

Ancient Indian kingdoms

British colonial policies

India's Independence and Partition views

Medieval Mughal history

1 / 5

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Video: PM, Putin, Xi ca at SCO summit; Sheht left on sidelines

On the release of the second parts of the NCERT Social Science textbooks for Grades 7 and 8, Danino said they would hopefully be ready by October. He explained how the narrative arc would move forward in different classes.

"'The Tapestry of the Past' theme of Class 8 Part 2 will end at India's Independence. We will present various approaches to the achievement of independence and diverse factors that led to the Partition," he said.

He added that the textbook's mandate was not to pass judgement over any historical figure, such as Tilak, Gandhi, Ambedkar, Subhash Chandra Bose, etc, but to explain their differences and invite the student to reflect upon them.

On Class 7 Part 2, he said, "The 'Tapestry of the Past' theme will end around 1200 CE, so as to connect with the Grade 8 Part 1 textbook."

Asked about the possible inclusion of figures like Savarkar, Danino did not give a direct answer but noted, "Within the limited space at our disposal, our objective is to keep to key events, figures, schools of thought, and to encourage students to develop critical thinking about the freedom movement and its outcome."

- Ends

Published By: Roshni

Published On: Aug 28, 2025

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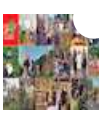
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NCERT rejects communal bias criticism of special partition module

By Sanjay Maurya, New Delhi

Published on: Aug 30, 2025 04:28 am IST

NCERT said the IHC accuses the modules of 'falsehood' and 'distortion' but had not cited a "single false or distorted sentence

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The National Council of Educational Research and Training (NCERT) has strongly rejected the Indian History Congress' (IHC) criticism of its new modules on "Partition Horrors Remembrance Day," dismissing the allegations of communal bias and exoneration of the British as "unfounded and false." Responding point-by-point to four major accusations, NCERT said it was "unfortunate that the IHC resolution seeks to mislead the unsuspecting public."



NCERT's modules for classes 6 to 8 (middle stage), and another for classes 9 to 12 (secondary stage) on India's partition released on August 14. NCERT's modules on "Partition Horrors Remembrance Day" (August 14) holds three people responsible: "Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it".

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In its resolution against NCERT modules, IHC said, "Turning history completely upside down, the modules hold not only the Muslim League but also the Indian National Congress responsible for the Partition of the country. Quite in tune with the loyalist stance of the communal forces during the freedom struggle, the British colonial rulers are given a clean chit in these modules."

IHC, one of the largest associations of historians having more than 9,000 members, in its resolution said that "tender minds" were being fed "distorted, polarising history."

In a press release on Thursday night, NCERT dismissed IHC criticism of its partition modules as "unfounded and false."

Responding to four key allegations — communal intent, blaming Congress and the Muslim League for Partition, giving the British a clean chit, and ignoring Muslim victims — NCERT issued a point-by-point rebuttal.

NCERT said the IHC accuses the modules of 'falsehood' and 'distortion' but had not cited a "single false or distorted sentence." On charges of holding Congress party and its leaders responsible for partition, NCERT said modules quote Mahatma Gandhi, Jawaharlal Nehru and Sardar Patel themselves on Congress' role in partition of India.

On the charge of exonerating the British, NCERT pointed to references from modules holding Mountbatten responsible for hastening Partition, leading to chaos. On the accusation of ignoring Muslim victims, it cited passages from modules describing communal massacres without attributing suffering to any one community.

"The modules do not communalise either the sufferers or the culprits of Partition. Nothing in them is incorrect or inauthentic," NCERT said, adding that "it is unfortunate the IHC resolution misleads the unsuspecting public."

IHC office-bearers did not respond to HT's queries.

NCERT modules are supplementary resources in English and Hindi that cover contemporary and culturally significant topics. They are separate short publications on specific topics that are not part of the textbooks but taught through projects, posters, discussions, and debates. NCERT has released 19 special modules so far including recent ones on Operation Sindoor and India's space journey.

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जनसत्ता, 31 अगस्त 2025, पृष्ठ संख्या - 6

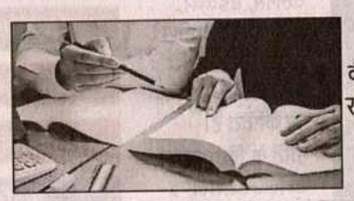
अभिभावक खर्च कर रहे राष्ट्रीय औसत से दोगुना पैसा | सर्वेक्षण | शीर्ष पर त्रिपुरा, इसके बाद बंगाल और ओड़ीशा

दिल्ली में 10 में से चार विद्यार्थी ले रहे निजी ट्यूशन

नई दिल्ली, 30 अगस्त (भाषा)।

दिल्ली में लगभग दस में से चार विद्यार्थी निजी कोचिंग लेते हैं, जो राष्ट्रीय औसत कहीं अधिक है। राष्ट्रीय स्तर पर चार में से एक विद्यार्थी निजी कोचिंग लेता है। यह बात एक सर्वेक्षण में सामने आई है। शिक्षा पर किए गए 'नैशनल सैंपल सर्वे' (एनएसएस) के व्यापक माड्यूलर सर्वेक्षण के अनुसार, कोचिंग लेने वाले छात्रों के अनुपात के मामले में दिल्ली देश में छठे स्थान पर है।

शीर्ष पर त्रिपुरा है, जहां 78.6 फीसद छात्रों ने निजी कोचिंग लेने की जानकारी दी। इसके बाद पश्चिम बंगाल और ओड़ीशा हैं। रपट में इस बात पर जोर दिया गया है कि दिल्ली में छात्रों की ट्यूशन पर निर्भरता प्राथमिक स्तर से ही शुरू हो जाती है और यह राष्ट्रीय औसत से ज्यादा है। उच्च स्तर की कक्षाओं के छात्रों के बीच पर यह निर्भरता तेजी से बढ़ जाती है, जहां परिवार कोचिंग पर राष्ट्रीय औसत से कहीं ज्यादा खर्च करते हैं। सर्वेक्षण में पाया गया कि चालू शैक्षणिक वर्ष के दौरान दिल्ली में 39.1 फीसद छात्र निजी कोचिंग ले रहे हैं या ले चुके हैं, जबकि अखिल भारतीय औसत 27 फीसद है। यह सर्वेक्षण अप्रैल से जून 2025 के बीच पूरे भारत में आयोजित किया गया। सर्वेक्षण में स्कूल दाखिले, शिक्षा पर घरेलू खर्च और निजी कोचिंग के रुझान से संबंधित राष्ट्रीय स्तरीय डेटा प्रदान किया गया है। सर्वेक्षण में कंप्यूटर की सहायता से व्यक्तिगत साक्षात्कारों का उपयोग करते हुए ग्रामीण और शहरी दोनों क्षेत्रों के 52,085 परिवारों और 57,742 छात्रों से जानकारी एकत्र की गई। राष्ट्रीय राजधानी में कोचिंग में दाखिला लेने वाली लड़कियों की संख्या लड़कों की तुलना में अधिक है। सर्वेक्षण के अनुसार, 42.7 फीसद लड़कियां और 36.5 फीसद लड़के ट्यूशन ले रहे हैं। उच्चतर माध्यमिक स्तर पर, दिल्ली के औसतन 59.2 फीसद छात्र कोचिंग ले रहे हैं, जबकि शहरी क्षेत्रों में इन छात्रों की संख्या 61 फीसद है। शहरी क्षेत्रों में 60.3 फीसद लड़के और 61.8 फीसद लड़कियां कोचिंग ले रही हैं। इसके विपरीत, ग्रामीण दिल्ली में यह दर 31.4 फीसद कम रही। उच्चतर माध्यमिक स्तर पर राष्ट्रीय औसत 37.9 फीसद रहा, जो काफी कम है। माध्यमिक विद्यालय स्तर पर, दिल्ली का कुल आंकड़ा 51.6 फीसद रहा। इनमें 48.1 फीसद लड़के जबकि 54.5 फीसद लड़कियां कोचिंग ले रही हैं। वहीं, राष्ट्रीय स्तर की बात की जाए तो 37.8 फीसद छात्र माध्यमिक कक्षाओं में कोचिंग ले रहे हैं। सर्वेक्षण में पता चला है कि दिल्ली में निजी कोचिंग पर प्रति छात्र औसत वार्षिक खर्च 5,643 रुपए है, जबकि अखिल भारतीय स्तर पर यह आंकड़ा 2,409 रुपए है। 8



सर्वेक्षण में पाया गया कि चालू शैक्षणिक वर्ष के दौरान दिल्ली में 39.1 फीसद विद्यार्थी निजी कोचिंग ले रहे हैं या ले चुके हैं, जबकि अखिल भारतीय औसत 27 फीसद है। यह सर्वेक्षण अप्रैल से जून 2025 के बीच पूरे भारत में आयोजित किया गया।

नवभारत टाइम्स, 31 अगस्त 2025, पृष्ठ संख्या - 1

कोचिंग के बढ़ते प्रभाव का कारण है स्कूली शिक्षा, एंट्रेंस टेस्ट में बड़ा गैप'

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■ नई दिल्ली: कोचिंग पर छात्रों की निर्भरता कम करने के लिए बनाई गई उच्च स्तरीय कमिटी की पहली बैठक हुई, जिसमें स्कूली शिक्षा और एंट्रेंस टेस्ट में गैप पर विशेषज्ञों ने अपनी-अपनी राय रखी। कमिटी में कोचिंग कल्चर के बढ़ते प्रभाव, तमाम एंट्रेंस टेस्ट के पैटर्न को समझने की पहल हुई है। सूत्रों का कहना है कि एक बात सामने आई है कि अब फैमिली का माइंडसेट भी इस तरह का बन चुका है कि वे अपने बच्चों को कोचिंग करवाना चाहते हैं।

कोचिंग पर शिक्षा मंत्रालय की कमिटी की बैठक

वहीं डमी स्कूलों के खिलाफ सीबीएसई के ऐक्शन को सही कदम बताया गया और डमी स्कूलों को रोकने के लिए बनी गाइडलाइंस का सख्ती से पालन किया जाएगा। पहली मीटिंग में कोचिंग लेने वाले छात्रों की बढ़ती संख्या के मुख्य कारणों की पड़ताल की शुरुआत हुई है। विशेषज्ञों का भी मानना है कि कोचिंग इंडस्ट्री के बढ़ते प्रभाव का एक कारण स्कूली शिक्षा और एंट्रेंस टेस्ट में बड़ा अंतर है, जिसके लिए कोर्स कंटेंट से लेकर एग्जाम पैटर्न तक में सुधार की जरूरत है।

AI Image



सर्वे से साफ हो जाती है तस्वीर

हाल ही में शिक्षा मंत्रालय की एक सर्वे रिपोर्ट में बताया गया है कि प्री-प्राइमरी की शुरुआत से ही बच्चों को कोचिंग में भेजा जाने लगा है। शहरों में कोचिंग का प्रभाव ज्यादा है। दिल्ली समेत तमाम बड़े शहरों में कोचिंग फैक्टर बढ़ रहा है। सर्वे रिपोर्ट का एक आंकड़ा देखें कि प्री प्राइमरी में शहरों में 13.6 और ग्रामीण में 10.7% छात्र कोचिंग ले रहे हैं।

देश के शहरी इलाकों में कोचिंग पर खर्च दोगुना

प्राइवेट कोचिंग पर होने वाले खर्च की तुलना करें तो शहरों में पैरंट्स को अपने बच्चों के लिए दोगुनी कोचिंग फीस देनी पड़ती है। जैसे-जैसे बच्चा बड़ी क्लास में जाता है तो कोचिंग की फीस बढ़ने के साथ-साथ कोर्स फीस, किताबों और स्टेशनरी की फीस में भी इजाफा होता जाता है। व्यापक मॉड्यूलर सर्वेक्षण (अप्रैल - जून 2025) के मुताबिक अगर शहर और ग्रामीण दोनों को मिलाकर देखें तो मौजूदा शैक्षणिक वर्ष के दौरान प्राइवेट कोचिंग पर प्रति छात्र अनुमानित औसत खर्च 2409 रुपये है। कोचिंग पर प्रति छात्र औसत खर्च 2572 और प्रति छात्रा पर यह खर्च 2227 है। सरकारी स्कूलों में मौजूदा शैक्षणिक वर्ष के दौरान स्कूली शिक्षा पर परिवारों द्वारा किया गया औसत प्रति छात्र खर्च 2863 रुपये का अनुमान लगाया गया, जबकि गैर-सरकारी स्कूलों में यह काफी अधिक 25,002 रुपये था।

The Tribune, 31 August 2025,

Page No - 4

Teacher-pupil ratio in govt schools poor, intake dips

TRIBUNE NEWS SERVICE

CHANDIGARH, AUGUST 30

Punjab's schools have a pupil-teacher ratio of 22, lower than the national average of 24, with the average number of teachers per school at 10, according to the Union Education Ministry's latest UDISE+ 2024-25 report.

The report highlights a continued shift in student enrolment from government to private schools and provides a detailed look at school infrastructure across the state.

Punjab's total school enrolment stands at 59.08 lakh, a decline of nearly 80,000 from last year's figure of 59,88,681. The data shows that more students study in private schools than those run by the government.

Government school enrolments have gone down from 28.23 lakh last year to 26.69 lakh, while private school enrolments have risen from 29.81 lakh to 30.63 lakh.

Government-aide schools have also witnessed a decrease, with enrolments dropping to 1.74 lakh from last year's 1.82 lakh. Another 1,179 students are in schools under "other categories".

The state has 27,281 schools, comprising 19,243 government schools, 437 government-aided schools, 7,589 private-unaided schools, and 12 others.

More parents opting for private education



Teacher numbers saw a modest rise, reaching 2,73,130, up from 2,73,092 last year. Notably, the number of teachers in zero-enrolment schools has decreased to nine. Only 13 schools report zero enrolment. There are 2,431 single-teacher schools with a combined enrolment of 76,942.

Of the state's 27,281 schools, 26,890 have libraries or reading corners, 26,438 have playgrounds, 1,453 offer digital libraries, and 20,462 have kitchen gardens. Nearly all schools (27,273) have drinking water facility. For sanitation, 26,727 schools have functional toilets for girls, and 26,260 for boys. The report also notes 27,261 schools are equipped with electricity and 5,772 have solar panels.

Millennium Post, 31 August 2025, Page No - 5

Private matter: Four in 10 school students of Delhi take coaching

Survey suggests they spend twice the national average

NEW DELHI: Nearly four out of ten school students in Delhi take private coaching, much higher than the all-India average of one in four, according to the National Sample Survey's Comprehensive Modular Survey on Education.

Delhi ranked sixth highest in the country on the proportion of students taking coaching. At the top was Tripura, where 78.6 per cent of students reported taking private coaching, followed by West Bengal and Odisha.

The report underlined that Delhi students' reliance on tuition begins as early as the primary stage and is higher than the national average. This rises sharply at senior levels, with households spending far more than the national average on coaching.

The survey found that 39.1 per cent of students in Delhi were taking or had taken private coaching during the current academic year, against the all-India average of 27 per cent.



In Short

» Delhi ranked sixth highest in the country on the proportion of students taking coaching

» At the top was Tripura, where 78.6 per cent of students reported taking private coaching, followed by West Bengal and Odisha

The Comprehensive Modular Survey (CMS) on Education is part of the 80th round of the National Sample Survey (NSS), conducted across India between April and June 2025. It offers nationally representative data on school enrolment, household spending on education, and private coaching trends.

Using Computer-Assisted Personal Interviews, the survey collected information from 52,085 households and 57,742 students, covering both rural and urban areas to support state- and national-level comparisons of educational participation and expenditure.

Girls in the national capital were more likely to be enrolled in coaching than boys, with 42.7 per cent of girls and 36.5 per cent of boys reporting tuition attendance.

At the higher secondary stage, the reliance was the sharpest as an average of 59.2 per cent of Delhi's students reported being in coaching, with the share touching 61 per cent in urban areas (60.3 per cent boys, 61.8 per cent girls).

In contrast, rural Delhi recorded a lower 31.4 per cent (28.6 per cent boys, 36.3 per cent girls). The national average at this level stood much lower at 37.9 per cent. At the secondary school level, Delhi's overall figure was 51.6 per cent (48.1 per cent boys, 54.5 per cent girls), compared to 37.8 per cent nationally. This surge in coaching at the secondary and higher secondary levels coincides with board examinations and competitive entrance tests.

At the primary stage, nearly a third of Delhi's surveyed students (30.2 per cent) reported attending tuitions. AGENCIES

The Times of India, 31 August 2025, Page No- 22

Sci-Hub case: What's really at stake is future of research in India

BY INVITATION



ARUL GEORGE SCARIA

On August 19, researchers across India woke up to unsettling news: access to Sci-Hub — the shadow library that has long been their lifeline — had been blocked by order of the Delhi High Court. If appropriate long-term measures are not taken, this could have enormous implications for the future of research in the country.

THE LEGAL BACKSTORY

The ban did not come out of nowhere. It was the outcome of a long-running copyright battle playing out in Indian courts since 2020. On one side was Sci-Hub, founded by Kazakhstani computer programmer Alexandra Elbakyan, which has long provided free access to millions of published research articles. On the other were three major international publishers (Elsevier, Wiley and American Chemical Society) who filed a copyright infringement suit against it. During the proceedings, Ms Elbakyan gave an undertaking that no new articles covered by the plaintiffs' copyright would be uploaded till the proceedings conclude. But while this undertaking remained in force, she released new articles through another website named Sci-Net. Arguing that this violated her undertaking, the publishers went back to court, leading to the blocking order on Sci-Hub, Sci-Net and all mirror websites.

WHAT THE COURT IGNORED

While this appears like a simple blocking order, one should not overlook some of the public interest dimensions.

First, it is an undeniable fact that even the most resource-rich institutions in India like IITs and IIMs fail to provide access to all the publications necessary for facilitating good quality research. One can only imagine the plight of researchers in other institutes.

Second, the blocking order relies heavily on jurisprudence laid down in the context of issues like online movie piracy. But are these comparable infringements? The business models in academic publishing are very different — not just from movies but even fiction and newspaper publishing. Journal authors are almost never paid royalties or remuneration for their contributions. Even open access journals that allow the authors to retain copyright often charge them 'processing' fees, clearly illustrating the continued exploitation by journals. In such a context, the traditional incentive-based justifications for grant of copyright protection hardly exist. Most researchers contribute to journals for reasons such as advancing knowledge, signalling expertise, and meeting requirements for appointments/ promotion in academic and research institutions. This fundamental difference is why scholars like Steven Shavell argue for abolition of copyright in academic works and placing them in the public domain for broader social benefits.

Third, it is debatable whether the publishers own valid copyright in all the articles available through Sci-Hub, as this also requires valid copyright assignments from the authors to journals. A substantial number of articles could already be available in the public domain for multiple reasons such as expiry of copyright term, relinquishment of copyright by authors or application of open-access mandates by those who funded the research. These are complex issues that can only be determined through a full trial, and in such circumstances, the courts should avoid sweeping blocking orders applicable to the entire website. It is also worth adding here that cases like this should not be seen as mere private disputes between two parties. It is important to look at the broader public interest dimensions before issuing any injunction.

Even the most resource-rich institutions in India like IITs and IIMs fail to provide access to all the publications necessary for facilitating good quality research. One can only imagine the plight of researchers in other institutes



Illustration by Chad Crowe (USA)

URL WAR: Such cases are not mere private disputes. It is important to look at the public interest dimensions before issuing sweeping orders

THE PATH FORWARD

The case and the resulting blocking order should act as a wake-up call for our policymakers. If India has to achieve economic and scientific progress, access to scientific information is a must for researchers and students. While the country has initiated the One Nation One Subscription (ONOS) policy to provide access to journals for institutions across the country, the economic prudence of the scheme is questionable. It is also important to notice that not all publishers are part of ONOS, thereby limiting coverage.

The only sustainable long-term solution to the crisis is open access to research publications. A starting point would be to mandate that all work funded by public money — and all research produced in publicly funded institutions — be made openly accessible. The draft National Science, Technology and Innovation Policy 2020 had recommended steps in this direction; it is time to implement it.

Another important step is enacting restrictions on assignment of copyright to journals. For instance, France has adopted a specific secondary publication right for authors, which empowers authors to share their final accepted author version of publications, irrespective of any exclusive contract they may have signed with publishers. While allowing authors to publish in any journal they prefer, such measures can help authors and institutions address the current imbalance in bargaining power. It is also important to note that author-protective measures are not alien for Indian copyright law. For example, the Copyright (Amendment) Act 2012 introduced restrictions with regard to assignment of copyright and mandatory royalty sharing, with the primary objective of protecting lyricists and composers against economically powerful producers.

The long-term solution is, therefore, to take inspiration from our own history and achieve a fair balance between copyright protection and broader social interests. Only then can we create a research ecosystem that truly democratises knowledge. ■

Scaria is a professor of law at the National Law School of India University, Bengaluru

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THE TIMES OF INDIA

School enrolment in India hits a seven-year low at 24.68 crore: Is falling birth rate the key reason?

TOI Education | Aug 31, 2025, 09.42 AM IST



India's classrooms are beginning to reflect the country's demographic shifts. According to new data from the *Unified District Information System for Education Plus (UDISE+)*, overall school enrolment has dropped to a seven-year low of 24.68 crore in 2024–25, registering a fall of 11 lakh students compared to the previous year. The most significant decline was at the primary level (Classes 1–5), where enrolment shrank by nearly 34 lakh students.

While total enrolment has been declining steadily since 2021–22, this year's dip has been officially linked, primarily, to India's falling birth rate, a trend that demographers have been warning of for years.

Falling fertility, shrinking classrooms

Senior officials in the Union Ministry of Education said the decline is "primarily due to falling birth rates, except in a few states." India's Total Fertility Rate (TFR) fell to 1.91 children per woman in 2021, below the replacement level of 2.1. This marks the first time the fertility transition has visibly translated into fewer children entering the school system.

A senior official explained that calculations such as the Gross Enrolment Ratio (GER) are still based on the 2011 Census, which inflates the denominator in current projections. “Once the new Census data is available in 2026, many of these figures are likely to change,” the official said.
The trend was anticipated. A 2022 *National Council of Educational Research and Training (NCERT)* study had already projected a fall in enrolments by 2025, citing a shrinking population in the 6–16 age group.

Gains at higher levels, but primary enrolment dips sharply

The UDISE+ data shows that while primary enrolment has fallen from 10.78 crore in 2023–24 to 10.44 crore in 2024–25, other segments have registered gains. Pre-primary, upper primary (Classes 6–8), secondary (Classes 9–10), and higher secondary (Classes 11–12) saw a steady increase in student numbers.

This uneven pattern suggests fewer new entrants but stronger continuation among older cohorts. It also reflects India’s broader demographic structure: As the base narrows, upper levels continue to grow temporarily due to earlier, larger birth cohorts still moving through the system.

Government vs private schools: Contrasting trends

The shift is also institutional. Government school enrolment fell sharply from 12.75 crore to 12.16 crore, a decline of about 59 lakh students. In contrast, private schools saw a surge, rising from 9 crore to 9.59 crore, adding nearly 60 lakh students.

The near mirror-image shift highlights the growing preference for private schooling, even as overall student

numbers decline. For policymakers, the challenge is two-fold: Managing shrinking cohorts while addressing the exodus from government schools.

Dropout rates fall, retention improves

The decline in new enrolments is tempered by one encouraging trend: Fewer students are leaving the system. Dropout rates across Preparatory (Classes 3–5), Middle (Classes 6–8), and Secondary (Classes 9–10) levels fell significantly between 2023–24 and 2024–25.

- Preparatory: From 3.7% to 2.3%
- Middle: From 5.2% to 3.5%
- Secondary: From 10.9% to 8.2%

Retention has improved across the board — 98.9% at the Foundational level, 92.4% at the Preparatory level, and 82.8% at the Middle level. At the Secondary level, where dropouts have historically been high, retention rose modestly from 45.6% to 47.2%.

The ministry credits this improvement to targeted interventions, including the expansion of secondary schools and initiatives to keep students engaged.

Regional contrasts: Southern states see sharper declines

State-level data reveals a mixed picture. Uttar Pradesh and Assam registered modest increases in enrolment, while several states in the south and west reported declines.

- Bihar: Down from 2.13 crore to 2.11 crore
- West Bengal: Down from 1.80 crore to 1.71 crore
- Maharashtra: Down from 2.14 crore to 2.13 crore

The steepest falls were in the south:

- Andhra Pradesh: 87.42 lakh to 84.55 lakh (–2.89 lakh)
- Kerala: 62.82 lakh to 61.64 lakh (–1.18 lakh)
- Tamil Nadu: 1.30 crore to 1.25 crore (–0.48 lakh)
- Karnataka: 1.19 crore to 1.18 crore (–0.14 lakh)

The concentration of declines in southern states aligns with their lower fertility rates, some of the lowest in the country.

Policy implications: From ageing to political representation

The data has stirred wider conversations on India’s demographic future. At the NITI Aayog governing council meeting in 2023, Prime Minister Narendra Modi urged states to prepare demographic management plans, warning of the challenges of population ageing.

This July, Andhra Pradesh Chief Minister N. Chandrababu Naidu went further, announcing plans for a policy to encourage families to have more children, arguing that persistently low fertility could affect the state's future representation in Parliament.

What the numbers signal

India's school enrolment story is no longer just about access or infrastructure, it is about demographics. A falling birth rate, once seen largely as a marker of economic and social progress, is now reshaping classrooms.

The paradox is stark: Fewer children are entering schools, but those already inside are staying longer. As the base narrows and upper levels continue to expand temporarily, India will need to recalibrate its education planning, managing both the quality of schooling and the uneven geography of demographic change.

(with PTI inputs)

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NCERT conducts 5-day workshop to make Class 3 English textbook more accessible

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Every child, including Children with Special Needs (CwSN) should have access, understanding, and engagement with the new learning materials effectively, the NCERT said in an official statement.



"Textbooks are not just repositories of knowledge; they are bridges to learning," Rajendra Patel, head, MDP, CIET, NCERT, said. (Representational image: Freepik)

The National Council of Educational Research and Training (NCERT) has conducted a 5-day workshop on making the English textbook, Santoor for class 3 more inclusive and accessible.

The workshop was held by Central Institute of Educational Technology (CIET), which is a constituent unit of the NCERT. It was held from August 25 to 29, 2025.

Aimed at accessible feature mapping of the textbook based in Universal Design for Learning (UDL), the NCERT said that every student, including Children with Special Needs

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According to Bharti Kaushil, programme coordinator, CIET NCERT, the workshop has been a collective effort to "re-think and reshape how textbooks in schools can become more inclusive."

"Textbooks are not just repositories of knowledge; they are bridges to learning," Rajendra Patel, head, MDP, CIET, NCERT, said in an official statement.

Amarendra Begera, head, planning and research division, CIET, NCERT, after attending the workshop said that marking textbooks accessible is not only about redesigning pages, it's also about redesigning opportunities.

"Together, we move a step closer to creating classrooms where No child is left behind as envisioned by NEP 2020," the NCERT's official statement reads.

Recently, the NCERT introduced two modules for middle and secondary school students on the partition of India. Several associations, including the Indian History Congress (IHC) criticised the new modules on 'Partition Horrors Remembrance Day.'

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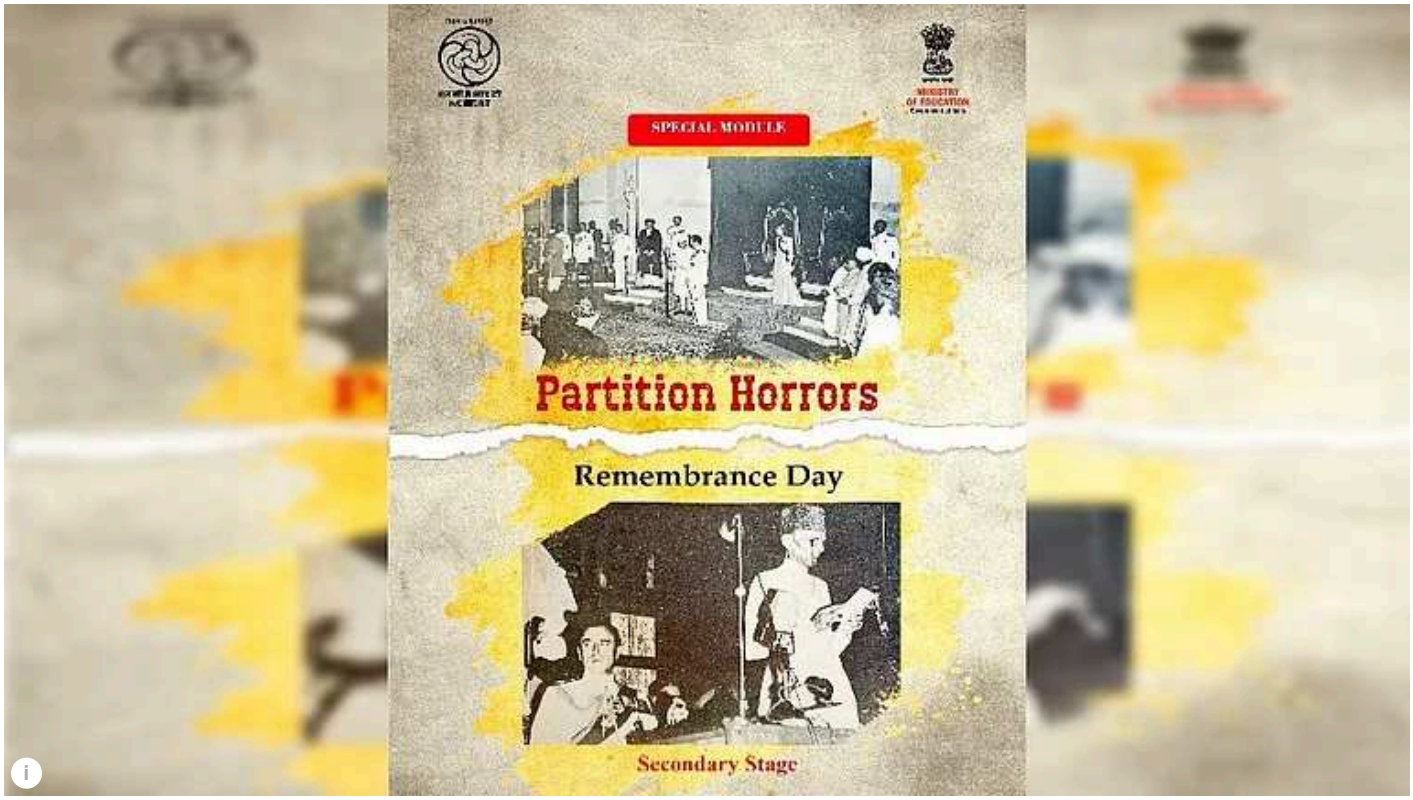
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OPINION

Propaganda masquerading as history

NCERT special modules on 'Partition Horrors' risk turning historical tragedy into political farce, writes historian Hasnain Naqvi



Hasnain Naqvi
Published: 31 Aug 2025, 1:31 PM

The Partition of India in 1947 remains one of the most cataclysmic ruptures in South Asian history. It displaced between 10–20 million people, claimed anywhere between 200,000 and two million lives, and left scars that still haunt India, Pakistan and Bangladesh.

Since 2021, India has officially been observing 14 August as 'Partition Horrors Remembrance Day'. On 13 August this year, the NCERT (National Council of Educational Research and Training) released two supplementary modules — for Classes 6–8 and 9–12 — under the same rubric ('Partition Horrors Remembrance Day').

The stated intent is to ensure that future generations remember the magnitude of the horrors of Partition and draw the right lessons. To quote from the special module for 'middle stage': 'Ignorance of history keeps difficult problems alive in the same form. As a result, the new generation is not prepared to face them. Therefore, knowing history is absolutely necessary.' Hard to argue with that.

But the modules reduce causality to a triad of villains — Muhammad Ali Jinnah, the Indian National Congress and Lord Mountbatten — while absolving figures such as V.D. Savarkar and the Hindu Mahasabha, who played critical roles in theorising and deepening communal divides.

Instead History repeats itself, first as tragedy,

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The triad of blame

To quote from the so-called 'special module': 'There were three elements responsible for the Partition of India: Jinnah, who demanded it; the Congress, which accepted it; and Mountbatten, who implemented it.'

Undeniably, Jinnah's trajectory — from the 'ambassador of Hindu–Muslim unity' to the architect of Pakistan — was decisive. The Lahore Resolution of 1940 enshrined the 'two-nation theory', declaring Hindus and Muslims incompatible as one nation.
The Congress, faced with escalating communal strife and British intransigence, ultimately conceded Partition as a pragmatic way to avert civil war. In his autobiographical work *India Wins Freedom*, Maulana Abul Kalam Azad described this as a 'tragic compromise' rather than endorsement. Mountbatten's hasty timetable — advancing Independence to August 1947 and delegating boundary-making to Cyril Radcliffe, a man unfamiliar with India — fuelled chaos and carnage.

So, presenting this triad as 'Culprits of the Partition' is to amputate and distort history. It erases decades of colonial divide-and-rule policies, ignores the ideological scaffolding of Hindu majoritarianism, and oversimplifies the interplay of economic, social and political anxieties that shaped the catastrophe.

The missing history

Perhaps the most glaring omission in these new modules is the role of V.D. Savarkar and the Hindu Mahasabha. Long before Jinnah, Savarkar had articulated a vision of Hindus and Muslims as distinct nations. In his 1923 treatise *Hindutva: Who is a Hindu?*, he argued that India was fundamentally a Hindu nation, relegating Muslims and Christians to the status of 'outsiders' who must accept the idea of Hindu primacy.

In 1937, as president of the Hindu Mahasabha, Savarkar declared in Ahmedabad: "India cannot be assumed today to be a unitarian and homogeneous nation, but on the contrary, there are two nations in the main — the Hindus and the Muslims." This was three years before Jinnah's Lahore Resolution.

Besides, the Mahasabha's political stride flies in the face of claims that it was opposed to Partition. It entered coalition governments with the Muslim League in Bengal, Sindh and the North-West Frontier Province — even as the League pressed for Pakistan.

Syama Prasad Mookerjee, later founder of the Jana Sangh, served as finance minister in a Muslim League-led government in Bengal. Such alliances revealed a willingness to trade principle for power, which the selective NCERT reading of this slice of history seeks to misrepresent.

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By omitting this history, the modules exonerate Hindu communalism and treat Partition as a Muslim League conspiracy. This is not the kind of scholarship our children need or deserve.

The role of the RSS

The NCERT also overlooks the role of the Rashtriya Swayamsevak Sangh (RSS), the ideological kin of the Hindu Mahasabha. During the freedom struggle, the RSS under M.S. Golwalkar was conspicuously absent from mass movements, including the Quit India movement of 1942. It chose not to confront the colonial powers and disbanded its military wing to comply with British restrictions.

We should remember that the RSS did not even fly the national flag at its headquarters until 2002. For its successors to now pose as the guardians of national unity is a bit rich. Its silence and aloofness during Partition-era convulsions deserve inclusion in any honest educational narrative.

Colonial cynicism, administrative haste

Another critical strand of the Partition story the NCERT suppresses is the role of British colonialism. From the 1905 partition of Bengal to the 1909 Morley–Minto reforms introducing separate electorates, and the 1932 Communal Award institutionalising divisions, colonial policy rewarded separatism and sidelined moderates.

By 1946, when the Cabinet Mission Plan offered a last-ditch federal formula to preserve unity, distrust and exhaustion had set in. Jinnah rejected the grouping provisions of the plan, and the Congress feared Hindu-majority provinces would lose autonomy.

With Britain reeling from war fatigue, Prime Minister Clement Attlee sent Mountbatten with instructions to exit quickly. The transfer of power, originally scheduled for June 1948, was brought forward to August 1947, leaving administrative vacuums and weak safeguards.

The Radcliffe Award, which was kept secret until two days after Independence, drew arbitrary, hastily determined lines to split Punjab and Bengal, unleashing mass migrations and massacres. To then pin the blame on Mountbatten on the British side, as the NCERT does, is to understate the cynical drift of British policy over decades.

The Congress' reluctance

The NCERT faults the Congress for 'accepting' Partition. This, too, requires nuance. Congress leaders, particularly Gandhi and Azad, resisted Partition till the very end. Gandhi went so far as to suggest that Jinnah be offered leadership of a united government to preserve unity. Nehru and Patel eventually accepted the division, as the only way to avert endless bloodshed.

Azad lamented the Congress's impatience, while Ambedkar, in *Pakistan or Partition of India*, argued separation was inevitable given communal polarisation. Rammanohar Lohia, in *Guilty Men of India's Partition*, held all elites — Jinnah, the British, the Congress and Hindu communalists — responsible, calling for future reunification through democratic socialism.

To present the Congress leaders' reluctant acceptance of Partition as authorship, as the NCERT modules imply, is historically inaccurate and morally

Serious scholarship — from Bipan Chandra and Sumit Sarkar to Mushirul Hasan, Gyanendra Pandey and Urvashi Butalia — has seen many interlocking factors leading to Partition:

• Colonial policies that entrenched divisions

• Competing communal nationalisms that fed off one another

• Leadership failures across communities

• Structural anxieties of minorities, caste groups and provinces

• Administrative haste that turned political separation into mass slaughter

Pandey's *Remembering Partition* underscores how violence shaped national identities and silenced subaltern voices — particularly the women who were abducted, raped or displaced. Hasan's *Legacy of a Divided Nation* highlights how Hindu majoritarianism and Muslim separatism mirrored each other, sustaining cycles of suspicion long after 1947.

The truth is complex, multi-layered — and our students must be exposed to the story in all its messy, confounding complexity. What the NCERT is offering them is a prosecutorial cheat-sheet.

Hasnain Naqvi *is a former history faculty member of St Xavier's College, Mumbai*
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