EDUDOC SERVICE SERIES

# EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

**DECEMBER 2024**

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 DECEMBER 2024.

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

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राष्ट्रीय सहारा, 1 दिसंबर 2024, पृष्ठ संख्या - 2

# एआईसीटीई : इलेक्ट्रिकल इंजीनियरिंग में यूजी डिग्री के लिए मॉडल पाठ्यक्रम लांच

**नई दिल्ली (एसएनबी)।** अखिल भारतीय तकनीकी शिक्षा परिषद (एआईसीटीई) के अध्यक्ष प्रो. टीजी सीताराम ने दयालबाग शैक्षणिक संस्थान के पूर्व कुलपति प्रो. प्रेम कुमार कालरा की अध्यक्षता वाली विशेषज्ञ समिति के साथ इलेक्ट्रिकल इंजीनियरिंग में स्नातक पाठ्यक्रमों के लिए मॉडल करिकुलम लांच किया। प्रो. टीजी सीताराम ने विशेषज्ञ समिति के योगदान की सराहना करते हुए इस बात पर जोर दिया कि पाठ्यक्रम को तकनीकी शिक्षा खासकर इलेक्ट्रिकल इंजीनियरिंग के क्षेत्र में उत्कृष्टता और नवाचार को बढ़ावा देने के लक्ष्य से डिजाइन किया गया है। हमारा दृष्टिकोण छात्रों को वैश्विक मानकों का ध्यान रखते हुए उद्योग संबंधित कौशल से लैस करना है। मॉडल करिकुलम में छात्रों में क्रिटिकल थिंकिंग, एथिकल लीडरशिप और उद्यमी मानसिकता विकसित करने पर जोर दिया गया है। प्रो. सीताराम ने कहा कि इस मॉडल पाठ्यक्रम की एक प्रमुख विशेषता यह है कि इसमें व्यावहारिक व साथ-साथ सीखने पर ध्यान केंद्रित किया गया है। इसमें छात्रों को उद्योग प्रशिक्षण, फील्ड विजिट और इंटर्नशिप के अवसर मिलेंगे। पाठ्यक्रम की विशेषता व्यावहारिक शिक्षा पर इसका जोर है, जिसमें औद्योगिक माहौल में व्यावहारिक अनुभव प्रदान करने लिए इंटर्नशिप कार्यक्रम शामिल है। इसमें आर्टिफिशियल इंटेलीजेंस और मशीन लर्निंग जैसे उभरते क्षेत्रों वाले वैकल्पिक पाठ्यक्रम का भी प्रावधान है। हितधारकों को अतिरिक्त वैकल्पिक पाठ्यक्रम जैसे कि माइनर स्पेशलाइजेशन और माइक्रो-क्रेडिट कोर्स शुरू करने के लिए प्रोत्साहित किया जाता है। मॉडल करिकुलम इंडस्ट्री लीडर्स की उपस्थिति में तैयार किया गया है ताकि छात्रों को वास्तविक दुनिया की चुनौतियों के लिए तैयार किया जा सके और उनमें नवीकरणीय ऊर्जा और एआई-संचालित विद्युत प्रणालियों जैसे उभरते क्षेत्रों के लिए दक्षता विकसित की जा सके और विद्युत सुरक्षा को बढ़ाया जा सके।

■ तकनीकी शिक्षा खासकर इलेक्ट्रिकल इंजीनियरिंग के क्षेत्र में उत्कृष्टता और नवाचार को बढ़ावा देने के लक्ष्य से डिजाइन किया गया है पाठ्यक्रम

The Statesman, 01 December 2024, Page No.- 4

# NESTS organises Manthan Shivir for Eklavya schools

**STATESMAN NEWS SERVICE**
NEW DELHI, 30 NOVEMBER

National Education Society for Tribal Students (NESTS), organised a 'Manthan Shivir' here to strengthen management of Eklavya Model Residential Schools.

The event, which was held on Friday, brought together State Nodal Officers from 22 states across the country for a comprehensive brainstorming session, focused on strengthening the management of Eklavya Model Residential Schools (EMRSs), with an emphasis on enhancing the quality of education and infrastructure for tribal students.

The 'Shivir', chaired by NESTS Commissioner Ajeet Kumar Srivastava, featured robust discussion on various critical aspects of tribal education. Key topics addressed included improvements in the examination system, admissions, recruitment, infrastructure development, and financial management among other items, all aimed at transforming the educational landscape for tribal students in India.

**The meeting also provided an update on the progress of the EMRSs initiative. As of now, 476 EMRS's are operational across the country, with plans to add more than 100 additional schools in the next year.**

During his address, the NESTS Commissioner highlighted the inherent natural talents of tribal students in various domains such as sports, arts, culture, education, and innovation. He stressed that with collective and concerted efforts these students could reach new heights and make significant contributions in diverse fields. He also reaffirmed NESTS' commitment to working closely with various bodies to improve the performance in EMRSs and facilities provided to tribal students across the country.

The meeting also provided an update on the progress of the EMRSs initiative. As of now, 476 EMRSs are operational across the country, with plans to add more than 100 additional schools in the next year. This expansion will significantly increase access to quality education for deprived tribal children in remote and underserved areas.

The recruitment process was another key focus, with the successful completion of the first phase of recruitment, which included posting of more than 9,000 teaching and non-teaching staff members. Discussions were also held regarding the planning and execution of the next recruitment cycle.

State Nodal Officers participated actively in the Shivir, providing valuable suggestions aimed at strengthening the management of EMRSs and improving the quality of facilities available to students. These suggestions will be incorporated into future plans to ensure that tribal students have access to world-class education and the resources they need to thrive.

The 'Manthan Shivir' underscored NESTS' dedication to creating an inclusive and sustainable education system for tribal students and ensuring their holistic development.

हिन्दुस्तान, 02 दिसम्बर 2024, पेज नं - 04

# 'इतिहास की पुस्तकों से छेड़छाड़ हुई'

नई दिल्ली,एजेंसी। भारत मंडपम में रविवार को राजा महेंद्र प्रताप की 138वीं जयंती समारोह मनाया गया। इस अवसर पर सभा को संबोधित करते उपराष्ट्रपति जगदीप धनखड़ ने कहा कि भारत की इतिहास की किताबों में स्वतंत्रता संग्राम के कुछ नायकों के साथ अन्याय हुआ है। स्वतंत्रता के बाद की कहानियों में हेरफेर करके केवल चुनिंदा व्यक्तियों को श्रेय दिया गया। भावी पीढ़ियों में देशभक्ति की भावना जगाने के लिए ऐतिहासिक विवरण प्रस्तुत करना अनिवार्य है।



नई दिल्ली स्थित भारत मंडपम में रविवार को आयोजित राजा महेंद्र प्रताप की 138वीं जयंती समारोह में सभा को संबोधित करते उपराष्ट्रपति जगदीप धनखड़। ● एजेंसी

उन्होंने कहा कि हम अपने नायकों को छोटा नहीं होने दे सकते। हमारे इतिहास के साथ छेड़छाड़ की गई है, कुछ लोगों का एकाधिकार बनाया गया है जिससे हमें स्वतंत्रता मिली है। यह हमारी अंतरात्मा पर असहनीय दर्द है। यह हमारी आत्मा और दिल पर बोझ है। उन्होंने कहा कि यदि देश की आजादी की बुनियाद को देखें तो हमें बहुत अलग तरीके से पढ़ाया गया है। देश की आजादी की बुनियाद राजा महेंद्र प्रताप सिंह और अन्य गुमनाम नायकों या कम चर्चित नायकों के सर्वोच्च बलिदान पर टिकी है।

उपराष्ट्रपति ने किसानों से बातचीत और समझ के माध्यम से समस्याओं के समाधान के लिए काम करने का भी आह्वान किया। उन्होंने कहा कि हमें याद रखना होगा कि हम अपने लोगों से नहीं लड़ते हैं। जब किसानों की समस्याओं का तुरंत समाधान नहीं हो रहा है तो कोई कैसे सो सकता है?

दैनिक जागरण, 2 नवंबर 2024, पृष्ठ संख्या - 13

# स्कूलों में शोध और इनोवेशन के फूटने लगे अंकुर

जागरण ब्यूरो, नई दिल्ली : स्कूलों में पढ़ने वाले बच्चे भी अब शोध और इनोवेशन के सपने देख रहे हैं। नई राष्ट्रीय शिक्षा नीति (एनईपी) के बाद स्कूली स्तर पर यह संभव होते दिख रहा है। बच्चों को स्कूली स्तर से शोध व इनोवेशन से जोड़ने पर जोर दिया गया है ताकि देश में इसे लेकर बेहतर माहौल बन सके। इसे साकार करने के लिए देशभर में प्रयास (प्रमोशन आफ रिसर्च एट्टीट्यूड एमंग यंग एंड एस्पायरिंग स्टूडेंट) कार्यक्रम की शुरूआत की गई है।

इसके तहत स्कूली स्तर पर बड़ी संख्या में छात्र शोध व इनोवेशन के साथ आगे आ रहे हैं। इस साल भी स्कूली छात्रों के 400 से अधिक प्रोजेक्ट मानकों पर खरे उतरे हैं। प्रोजेक्ट के तहत स्कूलों में नौवीं से 12वीं तक के छात्र हिस्सा ले सकते हैं। इस दौरान जिन छात्रों के प्रोजेक्ट मानकों पर खरे उतरते हैं, उन्हें आगे के शोध कार्य के लिए 50 हजार रुपये की मदद दी जाती है। इसमें से 10 हजार रुपए छात्र के होते हैं। दो छात्रों ने मिलकर प्रोजेक्ट दिया है तो प्रत्येक को पांच-पांच हजार रुपए मिलेंगे। वहीं 20 हजार रुपए स्कूल के होते हैं, जो छात्रों को शोध के प्रेरित कर मदद करते हैं। बाकी के 20 हजार उच्च शिक्षण संस्थान के होते हैं, जहां छात्र आगे का शोध कार्य करता है। प्रोजेक्टों का चयन आइआइटी की मदद के लिए होता है।

## अंतरिक्ष में खोज से लेकर इलेक्ट्रिक वाहनों की फास्ट चार्जिंग जैसे प्रोजेक्ट शामिल

छात्रों ने जिन शोध व इनोवेशन से जुड़े प्रोजेक्ट को इस साल शार्टलिस्ट किया किया गया है, उनमें अंतरिक्ष से जुड़े शोध से लेकर इलेक्ट्रिक वाहनों की फास्ट चार्जिंग जुड़े प्रोजेक्ट शामिल हैं। इसके साथ ही वायु प्रदूषण, जल प्रदूषण, बाढ़ जैसे आम जनजीवन से जुड़ी समस्याओं से निपटने के लिए भी बड़ी संख्या में छात्रों ने प्रोजेक्ट पेश किए है।



Financial Express, 02 December 2024, Page No.-17

INTERNATIONALISATION OF EDUCATION

# One world, one classroom

## • A unified knowledge network is needed

■ ALISON BARRETT MBE

**VISUALISE THIS:** Sixteen centuries ago, thousands of students from China, Korea, Japan, Tibet, Mongolia, Sri Lanka, and Southeast Asia flocked to Nalanda, considered the world's oldest residential university. Their hunger for knowledge made the arduous journey worth it. In the hyperconnected world of today, the journey is much simpler, but the hunger burns as intensely.

Late 20th and early 21st century was characterised by large-scale international student mobility. From a minuscule 0.11 million international students in 1950, the number swelled to 1.1 million in 1985, 2.2 million in 2001, and 6.3 million in 2020. It was strong even during Covid-19 (2020-21), when the number of internationally mobile students grew from 6.38 million to 6.39 million.

India — world's second largest source of international students — leads this movement. In 2021, over half a million students (8% of all internationally mobile students) were Indians. This crossed the 1.3-million mark in 2024. In the UK, Indians form the largest student community — 173,190 in 2021-22, up from 17,715 in 2016-17.

### A new narrative

The National Education Policy 2020 aims to convert India into a global education hub through research/teaching collaborations, faculty/student exchanges, and targets 500,000 international students by 2035. It encourages high-performing Indian universities to set up campuses abroad (there are 14 Indian universities in the UK and other countries), and provides a framework for foreign universities to set up campuses in India. The UGC's regulations for academic collaboration between Indian and foreign higher educational institutions to offer twinning, joint or dual degree programmes or to open a branch campus in India have been transformational. The University of Southampton has became the first UK university to be granted a licence to create a campus in India, in Gurugram.



**The NEP 2020 aims to convert India into a global education hub through collaborations, faculty/student exchanges**

### India-UK partnership

The UK and India are collaborating through the Internationalising Higher Education (IHE) programme, the Going Global Partnerships which seed-funds joint teaching initiatives and helps connect academia to industry, and capacity building and exchange in science through programmes such as the UK India Education and Research Initiative (UKIERI).

### Expanding the sphere

India has signed agreements on the Mutual Recognition of Academic Qualifications with the UK, Ireland, Australia, and France. States such as Delhi, Tamil Nadu, Karnataka, Gujarat, Maharashtra, West Bengal, and Odisha are collaborating with countries to promote internationalisation of HEIs via curriculum reform, accelerating student mobility, and academic exchange. The Government of Telangana and Wales joined hands to roll out a unique curriculum reform project that stands to benefit 800,000 students in the state annually over the next five years.

As tech and AI act as force-multipliers to the global pace of development, the hunger for knowledge will burn brighter. Global citizens with awareness of their interconnected existence will drive this new paradigm — one of the power sources they will tap into would be the global knowledge commons — with internationalisation of education acting as a foundation and catalyst to the development of a truly global human intelligence.

*The author is country director India, British Council*

अमर उजाला, 3 दिसम्बर 2024, पेज नं-1

# एक वर्षीय बीएड डिग्री पाठ्यक्रम फिर होगा शुरू

## चार वर्षीय स्नातक डिग्री प्रोग्राम वाले छात्रों को मिलेगा दाखिला, वर्ष 2026 से बदलेगा प्रारूप

सीमा शर्मा

नई दिल्ली। शैक्षणिक सत्र 2026-27 से शिक्षा स्नातक यानी बीएड का प्रारूप और पाठ्यक्रम बदलने जा रहा है। राष्ट्रीय शिक्षा नीति (एनईपी)-2020 के तहत प्रस्तावित बदलाव में दस साल बाद अब बीएड का पाठ्यक्रम फिर एक वर्षीय हो जाएगा। बीएड कॉलेजों के लिए वर्ष 2025 से नए बदलाव की अधिसूचना जारी होगी। इसमें चार वर्षीय स्नातक डिग्री वाले विद्यार्थियों को दाखिला मिलेगा।

शिक्षक पात्रता परीक्षा यानी टीईटी के नियमों व मापदंड में बदलाव भी 2027 में चार वर्षीय इंटीग्रेटेड डिग्री पाने वाले बैच के निकलने से पहले हो जाएगा। राष्ट्रीय शिक्षक शिक्षा परिषद (एनसीटीई) के अध्यक्ष प्रो. पंकज अरोड़ा ने बताया कि स्कूली शिक्षा की गुणवत्ता में सुधार एवं फर्जी व डमी कॉलेजों पर नकेल कसने की तैयारी तेज हो गई है। शिक्षा नीति के तहत चार भागों फाउंडेशन, प्रीपेटरी, मिडिल व सेकेंडरी स्तर के अनुरूप ही शिक्षक तैयार किए जाएंगे। स्नातक पाठ्यक्रम में बदलाव के कारण अलग-अलग बीएड कार्यक्रम शुरू किए जा रहे हैं।



प्रो. पंकज अरोड़ा

### इस तरह से मिलेगी बीएड डिग्री

- **एक साल में बीएड :** इसमें चार वर्षीय स्नातक व स्नातकोत्तर का पाठ्यक्रम पूरा कर चुके विद्यार्थी दाखिला ले सकेंगे।
- **दो साल में बीएड :** तीन वर्षीय स्नातक करने वाले विद्यार्थियों को दाखिला मिलेगा। स्नातक के बाद शिक्षक बनने के इच्छुक अभ्यर्थियों को फायदा मिलेगा।
- **एमएड डिग्री :** चार वर्षीय इंटीग्रेटेड बीएड व दो साल बीएड की पढ़ाई वाले विद्यार्थी इसमें दाखिला ले सकेंगे।

### इन पाठ्यक्रमों का होगा विस्तार

**चार वर्षीय इंटीग्रेटेड बीएड :** 2023 में बीए-बीएड, बीएससी-बीएड और बीकॉम-बीएड का पहला बैच शुरू हुआ है। 2025 से इसमें चार नए विशेषज्ञता कोर्स शारीरिक शिक्षा, कला शिक्षा, योग शिक्षा व संस्कृत शिक्षा जुड़ेंगे। जो छात्र 12वीं के बाद शिक्षक बनना चाहेंगे, वे इसमें दाखिला ले सकेंगे।

- **पुराना दो वर्षीय बीएड :** अभी 750 कॉलेजों में चल रहे इस पाठ्यक्रम का भी विस्तार किया जाएगा।

### फर्जी कॉलेजों पर नकेल

देशभर के साढ़े 15 हजार बीएड कॉलेजों को शिक्षकों के पैन नंबर, उनकी वेतन खाते से पंजीकृत करने के निर्देश दिए गए हैं। इससे वे एक से ज्यादा कॉलेजों में सेवाएं नहीं दे सकेंगे।

- डमी व फर्जी कॉलेजों को पकड़ने के लिए जियो कोऑर्डिनेट के तहत शिक्षकों व छात्रों की लाइव फोटो अपलोड करनी होगी।
- कॉलेजों को वर्ष 2021-22 और 2022-23 की परफोर्मेंस अप्रेजल रिपोर्ट (पीएआर) 10 दिसंबर तक अनिवार्य तौर पर अपलोड करने के निर्देश हैं। इसमें शिक्षकों व छात्रों की संख्या, छात्र-शिक्षक अनुपात, पाठ्यक्रम, मूल्यांकन, परिणाम, पास प्रतिशत जैसी अहम जानकारियां देनी है। इससे पढ़ाई की गुणवत्ता में सुधार होगा।

नवभारत टाईम्स, 3 दिसम्बर 2024, पेज नं - 10

# नर्सरी : प्री-स्कूल हो या मेन, एक ही एडमिशन प्रोसेस

AI Image

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■ **नई दिल्ली:** नर्सरी दाखिले का एक खास हिस्सा है मॉन्टेसरी स्कूल/ जूनियर/ प्री-स्कूल, जिन्हे लेकर पैरंट्स अक्सर उलझन मे रहते है। इन स्कूलो मे दाखिले की उलझन को दूर करने के लिए दिल्ली सरकार ने कहा है कि ये स्कूल अपने मेन स्कूल का ही हिस्सा होंगे और इनके लिए अलग से दाखिले की प्रक्रिया नही रखी जा सकती।

**मॉन्टेसरी स्कूल, जूनियर, प्री-स्कूल को लेकर अक्सर उलझन मे रहते है पैरंट्स**

कई स्कूलो की दो से तीन प्री स्कूल यूनिट है। कुछ स्कूलो की शिकायते भी सामने आती रहती है कि ये प्री स्कूल के लिए अलग से दाखिले करते है।

नर्सरी के फॉर्म 20 दिसंबर तक भरे जाएंगे और पहली एडमिशन लिस्ट 17 जनवरी को जारी होगी। दिल्ली मे कई बड़े स्कूलो के मॉन्टेसरी स्कूल है। मॉन्टेसरी स्कूल या प्री-स्कूल वही स्कूल चला सकते है जो मान्यता प्राप्त सोसायटी या ट्रस्ट के तहत आते है। मॉन्टेसरी स्कूल क्लास 1 से नीचे के स्कूल है यानी प्री स्कूल। इसमे प्री स्कूल, नर्सरी, केजी सभी आते है। एजुकेशन एक्टिविस्ट खगेश झा का कहना है, दिल्ली मे करीब 60 ऐसे मॉन्टेसरी स्कूल है, जिनके मेन स्कूल 12वी क्लास तक है, मगर दाखिले के नियमो को लेकर सरकार की ओर एडमिशन को लेकर कोई स्पष्टता नही है।

शिक्षा निदेशालय के एक अधिकारी कहते है, निदेशालय ने जूनियर/ प्री-स्कूल/ मॉन्टेसरी स्कूलो को लेकर 1999 मे ऑर्डर जारी किया था। इसके हिसाब से एक ही सोसायटी/ट्रस्ट के अंदर दिल्ली मे चल रहे प्री स्कूल हर उद्देश्य के लिए एक इंस्टिट्यूशन माने जाएंगे। मॉन्टेसरी/प्ले स्कूल और नर्सरी स्कूल के बीच अंतर बहुत कम है। मॉन्टेसरी स्कूलो मे 2+ उम्र का बच्चा भी हो सकता है। खगेश कहते है, कई मॉन्टेसरी स्कूल मेन स्कूल के नियम पर ही चलते है, मगर कुछ मे मेन स्कूल के कुछ नियम दिक्कत पैदा कर देते है जैसे नेबरहुड क्राइटेरिया। कई स्कूल डिस्टेंस मे घर से दूरी को मेन स्कूल से नाप रहे है। अगर कोई स्कूल मेन स्कूल से पांच किलोमीटर की दूरी पर है, मगर प्री स्कूल के पास भी है तब भी उसे एडमिशन नही मिल पाता है। वह कहते है, कुछ स्कूलो ने राइट टु एजुकेशन से बचने के लिए मॉन्टेसरी स्कूल खोले है। जब मेन ब्रांच मे स्टूडेंट्स को भेजते है, वहां दाखिले की मॉनिटरिंग नही होती। इससे वे फ्री ईडब्ल्यूएस दाखिले से भी बच जाते है और मॉन्टेसरी स्कूल मे गलत तरीके से डोनेशन लेकर दाखिले कर लेते है। दिल्ली मे नर्सरी स्कूलो के लिए डीडीए ने करीब 400 प्लॉट 1980 से 2002 तक सस्ते रेट मे अलॉट किए थे। कई मेन स्कूल किसी और नाम से प्री स्कूल चला रहे है और वे इन्हे इंडिपेंडेंट स्कूल का नाम देते है।

हिन्दुस्तान, 3 दिसम्बर 2024, पेज नं - 4

# नियम : बच्चों की उम्र में छूट के लिए अभिभावक दावा कर सकेंगे

## विशेष आवश्यकता वाली श्रेणी में प्रवेश के लिए अभी इंतजार

नर्सरी दाखिला

**नई दिल्ली, कार्यालय संवाददाता।**

शैक्षणिक सत्र 2025-26 के लिए निजी स्कूलों की नर्सरी से पहली कक्षा में आवेदन प्रक्रिया जारी है। अभिभावक दाखिले के लिए उम्र में छूट का दावा कर सकेंगे।

शिक्षा निदेशालय ने न्यूनतम और अधिकतम उम्र में 30 दिन तक की छूट का प्रावधान किया है। इससे बच्चे का साल खराब नहीं होगा। निदेशालय के अनुसार, नर्सरी कक्षा में दाखिले की उम्र 31 मार्च तक चार वर्ष से कम, केजी कक्षा में पांच वर्ष से कम और पहली कक्षा में छह वर्ष से कम होनी चाहिए। मयूर विहार फेज तीन स्थित विद्या बाल भवन सीनियर सेकेंडरी स्कूल के प्रधानाचार्य डॉ. सतवीर शर्मा ने बताया कि दाखिले के लिए उम्र में 30 दिन की छूट का प्रावधान है। इसके लिए अभिभावक को आवेदन के समय स्कूल प्रमुख से संपर्क करना होगा। उम्र में छूट की मांग के लिए आवेदन पत्र देना होगा। कई अभिभावक दाखिले के समय उम्र छूट के लिए सवाल-जवाब करते हैं। नर्सरी दाखिला प्रक्रिया को लेकर सोमवार तक 1741 स्कूलों में से 262 स्कूलों ने दाखिला मानदंड अपलोड नहीं किए है। शिक्षा निदेशालय के मानदंड अपलोड न करने वाले स्कूलों को प्रवेश प्रक्रिया से अलग करने के निर्देश है।

### हेल्पलाइन

निजी स्कूलों में दाखिले की प्रक्रिया शुरू हो चुकी है। आवेदन से जुड़ी किसी भी समस्या को लेकर यदि कोई सवाल है तो आप हिन्दुस्तान की हेल्पलाइन आईडी **hellohindustan@livehindustan.com** पर ईमेल कर सकते हैं। अभिभावकों के सवालों का जवाब वसुंधरा एन्क्लेव स्थित एवरग्रीन पब्लिक स्कूल की प्रधानाचार्य प्रियंका गुलाटी ने दिए। उन्होंने बताया कि अभिभावक सभी निजी स्कूलों की वेबसाइट पर जाकर दाखिला से जुड़े मानदंड चेक कर सकते हैं।

■ **मेरे बेटे की उम्र छह वर्ष है। ऑटिज्म की बीमारी से पीड़ित है। उम्र के हिसाब से उसको पहली-दूसरी कक्षा में होना चाहिए। मगर, कोई स्कूल इस संबंध में जानकारी नहीं दे रहा है। - अनीता जैन**

- अभी सामान्य सीटों पर प्रक्रिया चल रही है। विशेष आवश्यकता वाले बच्चे की श्रेणी के तहत दाखिले के लिए इंतजार करना होगा। इस श्रेणी में स्कूल में दाखिला होने की पूरी संभावना रहेगी।

■ **मेरी बेटी 26 अप्रैल 2025 में तीन साल की हो जाएगी। क्या इस सत्र में दाखिले के लिए आवेदन किया जा सकता है। - गरिमा अरोड़ा**

- हां, आप बिल्कुल आवेदन कर सकते हैं। शिक्षा निदेशालय की तरफ से दाखिले के लिए उम्र में 30 दिन की छूट का प्रावधान किया गया है।



**प्रियंका गुलाटी**, प्रधानाचार्य, एवरग्रीन पब्लिक स्कूल

■ **मेरा बेटा तीन साल का हो गया है। वह ठीक ढंग से बोल नहीं पाता है। क्या उसको नर्सरी कक्षा में दाखिला मिल जाएगा। - विशाल शर्मा**

- अगर आपका बच्चा पूरी तरह सामान्य है। कोई दिव्यांगता संबंधी बीमारी नहीं है तो आप दाखिले के लिए जरूर आवेदन कर सकते हैं। 20 दिसंबर आवेदन की आखिरी तारीख है।

■ **मेरे बेटे का जन्म वर्ष 2022 में फरवरी में हुआ है। नर्सरी कक्षा में दाखिला करवाना चाहते हैं। क्या बेटा योग्य है। - राजेश सिंह**

- हां, आवेदन किया जा सकता है। नर्सरी दाखिले के लिए न्यूनतम और अधिकतम उम्र में 30 दिन की छूट का प्रावधान है। इसके लिए आपको एक पत्र स्कूल प्रमुख को लिखना होगा।

The Hindu, 03 December 2024, Page No. - 8

# India's 'One Nation, One Subscription' plan

**Is the global research ecosystem increasingly embracing open access publishing away from subscription-based models? What is an article processing charge? Do researchers own the copyrights of their work after it has been published in a journal? What are open access repositories?**

EXPLAINER

Moumita Koley

**The story so far:**

The Union Cabinet approved the Indian government's 'One Nation, One Subscription' (ONOS) scheme on November 25. The ONOS promises to provide equitable access to scholarly journals in all public institutions.

**What does the ONOS entail?**

First mooted around 2018-2019, the scheme's ambitious rollout comes with a substantial financial outlay of ₹6,000 crore over three years (2025-2027), to be paid to 30 major international journal publishers. For perspective, the Indian public and its academic institutions collectively spend around ₹1,500 crore every year on journal subscriptions. This is a rough estimate and probably includes the cost of subscription to databases as well; if so, the current total public expense to access journals will be well lower than ₹2,000 crore per year.

At the outset, ONOS's promise to offer equitable access to research articles, irrespective of an institution's prestige or financial capacity, which seems like a step towards democratising knowledge. But a closer examination reveals complexities that call for deeper analysis.

**Is ONOS swimming against the tide?**

The central question is: why is India investing heavily in a subscription-based model at a time when the global research ecosystem is increasingly embracing Open-Access (OA) publishing?

In the subscription model, a journal receives manuscripts from scientists (about their studies, etc.), evaluates them through peer review, and accepts (or rejects) them. Once a paper is accepted, the journal publishes it and makes money by charging people and institutions to access it. OA refers to papers that are published to be freely accessible. There are different kinds of OA. A common type is called gold OA, where the journal makes money by charging authors an article processing charge (APC) to publish papers in the journal. The APC for a single paper has been known to be thousands of dollars. For example, *Nature Communications* charges $6,790 per paper. Scientific knowledge, as a public good, should ideally be accessible to all, especially when taxpayers fund it. The *COVID-19 pandemic showed why it is important to have immediate and unrestricted access to research, not just for scientists but also for the people at large: to combat misinformation and drive informed decision-making.*

Today, more than 53% of all scientific papers worldwide are open access in some way, according to data from Clarivate's Web Of Science platform. This is a significant increase since 2018-2019, when ONOS was first conceptualised, and raises questions about ONOS's financial prudence. If more than half of the research articles are freely accessible, should India not be paying significantly less for subscriptions than before? ONOS risks draining taxpayer money to achieve an obsolete good.

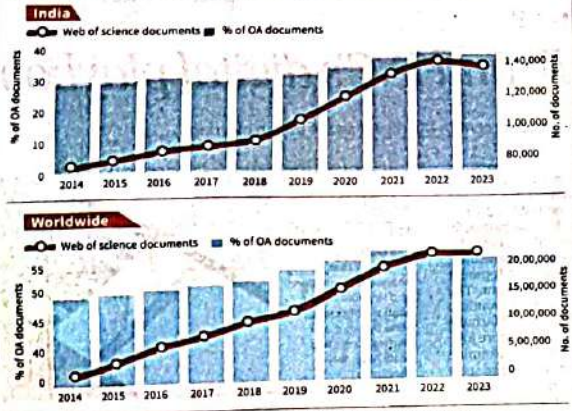
Some international developments further complicate the picture. The U.S. Office of Science and Technology Policy has mandated that from 2026, all publicly funded research articles must be freely accessible without any delay. Similarly, Horizon Europe, the European Union's flagship funding program, requires peer-reviewed publications resulting from its funding be made freely available online. Considering these moves, in another year a significant fraction of research produced worldwide is likely to be freely accessible to everyone.

This timeline raises questions about ONOS's relevance beyond 2025.

## Is open access the future?

Scientific knowledge, as a public good, should ideally be accessible to all, especially when taxpayers fund it. Today, more than 53% of all scientific papers worldwide are open access in some way, according to data from Clarivate's Web Of Science platform.









Source: Web of Science* The data only covers science, technology, engineering, and mathematics papers.

**What are the challenges of commercial publishing?**

The global scholarly publishing system is dominated by a handful of commercial publishers based in Western countries, *and they have long been criticised for* excessive subscription fees, inefficiencies resulting in delays in publishing articles, and resistance to innovation.

The scholarly publishing industry is built on publicly funded research. Researchers generate new knowledge, write their findings, and perform peer reviews – all without direct compensation from publishers. In the subscription model, these publishers charge exorbitant fees for access, creating a situation where public institutions must pay to access work they have already supported. Publisher profit margins often exceed 30%, revealing the exploitation implicit to scholarly publishing systems.

Even the shift towards OA has been dominated by gold OA and its high APCs. Many prominent journals in a few disciplines, such as biological science, have transitioned to become fully OA. Indian researchers wishing to publish in these journals will have to pay APCs since the allocation for ONOS doesn't provide for this fee. Moreover, most subscription journals are now hybrid, so researchers – especially from the U.S. and the EU – are paying APCs to publish their articles to be OA in these journals.

India, with its immense pool of talent and resources, has the potential to reimagine this publishing ecosystem, fostering innovation in the workflow. Especially when most of the backend work in the publishing industry is outsourced to India, the infrastructure and knowhow definitely exist in the national ecosystem. But ONOS risks entrenching the status quo by reinforcing reliance on Western publishers.

**What about copyright transfers?**

Another significant issue with the subscription model is the need for researchers to surrender their copyrights to publishers. This allows publishers to use their work without considering the authors' rights or consent. A recent controversy involving *Taylor & Francis* (T&F) and Microsoft exemplifies the extent of this problem. In early 2024, *T&F* had signed a deal allowing Microsoft to use its journal content to train artificial intelligence (AI) models. Since authors don't hold the copyright of their work, there is no need for permission from authors – yet they objected because the use of their work to train AI models was going unpaid. There is an urgent need for policies that protect researchers' intellectual property.

There are ways to address copyright violation concerns. Harvard University pioneered a policy in 2008 that granted the university a non-exclusive, irrevocable right to disseminate the work of university researchers. Researchers retained the right to self-archive their work in OA repositories. Many institutes like the Massachusetts Institute of Technology and the University of Oxford followed suit. ONOS has the opportunity to emulate these models by incorporating a nationwide 'rights retention' policy, enabling Indian researchers to deposit their work in institutional repositories immediately after publication – a practice known as green open access.

India's own 2014 Open Access Policy requires researchers funded by the Departments of Biotechnology and of Science & Technology to make their work openly accessible – but its implementation has been lacklustre. The ONOS could have been the ideal platform to enforce this mandate, ensuring Indian research becomes globally accessible through open repositories immediately after publication.

**Is digital content preserved?**

Another issue is the long-term preservation of research articles, now that almost all major journals are published online. A recent study in the *Journal of Librarianship and Scholarly Communication* reported that 28% of articles with Data Object Identifiers (DOIs) – unique IDs to identify published papers – aren't preserved, exposing gaps in current practices. The discontinuation of *Heterocycles*, a journal published by the Japan Institute of Heterocyclic Chemistry, in 2023 left around 17,000 articles inaccessible, highlighting the risks of relying solely on publishers to preserve scientific knowledge. In this case access was eventually restored, but the delay illustrates the need for solutions like self-archiving through green OA.

**Is self-reliance possible in publishing?**

In an era where self-reliance is a national priority, it has been overlooked in scholarly publishing. While Indian researchers may continue publishing in journals like *Nature*, *Science*, *Cell*, etc., significant potential exists to elevate Indian journals to world-class standards.

India has the resources and expertise to build a robust indigenous publishing ecosystem. Preprinting and data sharing should also be considered as an integral part of the publishing workflow (preprinting refers to a paper being published online before it has been peer-reviewed). By investing in infrastructure, editorial processes, and global visibility for Indian journals, the country can reduce its dependence on Western publishers and attract high-quality submissions from across the world. This is not just about the money being drained from our ecosystem: it's also about establishing India as a leader in science and innovation.

**What could ONOS have done?**

ONOS can be lauded for its ambition to democratise research access, but it should have addressed deeper structural issues plaguing scholarly publishing. There should have been parallel efforts to allow authors to retain copyright, implement OA through institutional repositories, and, importantly, improve self-reliance in scholarly publishing.

Given the allocation ONOS has received from the Indian government, it certainly had the potential to set a precedent for equitable and innovative publishing by addressing all the issues in parallel – yet it chose to overlook them. Without addressing these challenges, ONOS risks becoming a costly short-term fix. It is time to re-evaluate whether this initiative is a step forward or an expensive detour.

*Moumita Koley is a senior research analyst at Indian Institute of Science, Bengaluru.*

## THE GIST

- In the subscription model, a journal receives manuscripts from scientists (about their studies, etc.), evaluates them through peer review, and accepts (or rejects) them. Once a paper is accepted, the journal publishes it and makes money by charging people and institutions to access it.
- Open Access (OA) refers to papers that are published to be freely accessible. There are different kinds of OA. A common type is called gold OA, where the journal makes money by charging authors an article processing charge (APC) to publish papers in the journal. The APC for a single paper has been known to be thousands of dollars. For example, *Nature Communications* charges $6,790 per paper.
- ONOS can be lauded for its ambition to democratise research access, but it should have addressed deeper structural issues plaguing scholarly publishing. There should have been parallel efforts to allow authors to retain copyright, implemented OA through institutional repositones, and, most importantly, improved self-reliance in scholarly publishing.

The Hindu, 03 December 2024, Page No.-12

# Oxford study lauds PRAGATI system for fast-tracking projects

**The Hindu Bureau**
NEW DELHI

A study by Oxford University's Saïd Business School has lauded Prime Minister Narendra Modi's PRAGATI infrastructure monitoring system for accelerating 340 projects worth $205 billion across the country and bringing about economic transformation.

The study titled "From gridlock to growth: how leadership enables India's PRAGATI ecosystem to power progress" was authored by Soumitra Dutta, dean at the SBS, and co-authored by associate fellow Mukul Pandya. It was presented at a symposium hosted by the Indian Institute of Management, Bangalore, on Monday.

The study looked at factors including close monitoring of infrastructure projects and their completion since 2015 through the PRAGATI system, an acronym for Pro-Active Governance and Timely Implementation of projects.

"The platform symbolises India's commitment to overcoming bureaucratic inertia and fostering a Team India mindset and culture of accountability and efficiency," says the report. "PRAGATI has brought together diverse stakeholders from Central and State governments onto a single platform and this collaborative approach has been instrumental in addressing some of the complex challenges in infrastructure development, from land acquisition to inter-ministerial coordination," the report says.

**The report says that PRAGATI system symbolises India's commitment to overcoming bureaucratic inertia**

The report adds that the economic impact of PRAGATI is evident. According to studies by the Reserve Bank of India and the National Institute of Public Finance and Policy, for every rupee spent on infrastructure, India sees a gain of ₹2.5 to ₹3.5 in GDP. "By fast-tracking projects that provide services like roads, railways, water, and electricity, PRAGATI has improved the quality of life for millions of Indians. It has incorporated sustainability into its core operations, facilitated faster environmental clearances and promoted the use of green technologies. This holistic approach ensures that India's development is both inclusive and sustainable," the report says.

The Indian Express, 03 December 2024, Page No.-1, 2

# CBSE plan: Pick from standard or advanced Social Science and Science in Classes 9-10

## Proposal to start from 2026-27, must be cleared by CBSE governing body

**ABHINAYA HARIGOVIND**
NEW DELHI, DECEMBER 2

AFTER INTRODUCING two levels of Mathematics (standard and basic) for Class 10 students, the Central Board of Secondary Education (CBSE) is learnt to be working towards a similar structure for Science and Social Science (standard and advanced) for Classes 9 and 10, starting from the 2026-27 academic session.

The decision to offer these subjects at two levels was taken during a recent meeting of the CBSE's curriculum committee. The Board's governing body, which serves as its highest decision-making authority, has to give the final approval.

The framework for this change, including whether students opting for the advanced level will use different study material or simply take a different exam, is yet to be finalised.

EXPLAINED

### In line with NEP

AS PART of the attempt to "reduce pressure", the National Education Policy, 2020, stated that "all subjects and corresponding assessments, beginning with Mathematics, could be offered at two levels, with students doing some subjects at standard level and some at higher level".

According to sources, the CBSE is awaiting the release of new textbooks by the National Council of Educational Research and Training (NCERT), aligned with the updated National Curriculum Framework.

While the NCERT, which advises the Centre on school education and classroom curriculum, released new textbooks for Classes 1 and 2 last year and for Classes 3 and 6 this year, it is expected to release textbooks for a few more classes in early 2025 before the new academic session begins.

CONTINUED ON PAGE 2

## CBSE plan: Pick from standard or advanced Social Science and Science in Classes 9-10

The decision is in line with the National Education Policy, 2020, which states that "all subjects and corresponding assessments, beginning with Mathematics, could be offered at two levels, with students doing some of their subjects at the standard level and some at a higher level". This suggestion is part of the policy's push to "reduce pressure and the coaching culture".

Currently, the Board offers only one subject at two levels in Class 10. In this model, the syllabus for students opting for Mathematics (Standard) and Mathematics (Basic) is the same, but the question papers and the difficulty level of the questions in the Board examination differ. This system was introduced in the 2019-20 academic session.

According to CBSE data, in the 2023-24 exam, more students registered for the standard level (15,88,041 students) of Maths as compared to the basic level (6,79,560 students).

The objective behind offering Science and Social Science at two levels for Classes 9 and 10 is to allow students with the aptitude for these subjects to study them at an advanced level before they take up these subjects in Class 11, said a source.

Students are likely to be granted a certain time-frame to take a final decision on whether they want to take the advanced or standard levels, allowing them to switch within that period.

The advanced level could mean additional learning material, different textbooks or the same textbook with more advanced exercises, and/ or additional learning hours. For the exams, it could mean an entirely different set of question papers for the advanced level, or a question paper that may have a different set of questions for the standard and advanced levels.

The framework – on how the two levels will be implemented – will depend on the new textbooks that will be developed by the NCERT.

Textbooks that align with the National Curriculum Framework for School Education (NCFSE), 2023, have already been introduced for Classes 1, 2, 3 and 6. The NCERT is in the process of developing textbooks for Classes 4, 5, 7 and 8, and these are set to be made available to students from the 2025-26 academic session.

At an event in October this year, Education Minister Dharmendra Pradhan had said that new textbooks for more classes are likely to be made available from next year. "By January 2026...desh mein nayi pathyapustak aa hi jayega (the country will have new textbooks)," he had said.

राष्ट्रीय सहारा, 4 दिसंबर 2024, पेज नं -5

# 9वीं-10वीं में विज्ञान, सामाजिक विज्ञान के दो स्तर रखने पर विचार

नई दिल्ली (एसएनबी)। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) नौवीं और 10वीं कक्षाओं के छात्रों के लिए विज्ञान एवं सामाजिक विज्ञान के दो स्तर रखने पर विचार कर रहा है। अधिकारियों ने यह जानकारी दी। बोर्ड ने पहले से ही कक्षा 10 के छात्रों के लिए गणित के दो स्तर का प्रावधान कर रखा है। इसकी पाठ्यक्रम समिति ने इस विचार को मंजूरी दे दी है, जो नई राष्ट्रीय शिक्षा नीति (एनईपी) के अनुरूप है। हालांकि, बोर्ड के शासी निकाय ने अभी तक अपनी मंजूरी नहीं दी है। एनईपी के अनुसार इन विषयों के मूल्यांकन दो स्तर पर किए जा सकते हैं, जिसमें कुछ छात्र 'स्टैंडर्ड' और अन्य 'एडवांस' स्तर पर विषयों का अध्ययन करेंगे। सीबीएसई के एक वरिष्ठ अधिकारी ने कहा कि 'प्रस्ताव को पाठ्यक्रम समिति ने मंजूरी दे दी है। हालांकि, इसकी रुपरेखा पर काम किया जाना बाकी है। वर्तमान में हमने 10वीं कक्षा में दो स्तरों पर केवल एक विषय के अध्ययन की अनुमति दे रखी है। गणित (स्टैंडर्ड) और गणित (बेसिक) के लिए पाठ्यक्रम समान है, जबकि

**■ पाठ्यक्रम समिति इस विचार को मंजूरी दे चुकी है, जो नई राष्ट्रीय शिक्षा नीति (एनईपी) के अनुरूप है**

बोर्ड परीक्षा में प्रश्न पत्र और प्रश्नों की कठिनाई का स्तर अलग-अलग होता है।' अधिकारी ने कहा कि 'कक्षा 9 और 10 के लिए दो स्तरों पर विज्ञान और सामाजिक विज्ञान की पेशकश करने का उद्देश्य इन विषयों में रुचि रखने वाले छात्रों को कक्षा 11 में रखने से पहले 'एडवांस' स्तर पर इनका अध्ययन करना है।' बोर्ड ने अभी तक इस विकल्प को शुरू करने की समयसीमा तय नहीं की है, क्योंकि नए पाठ्यक्रम (एनसीएफ) के अनुसार, राष्ट्रीय शैक्षिक अनुसंधान और विकास परिषद (एनसीईआरटी) की पाठ्य पुस्तकें अभी तक तैयार नहीं हुई हैं। सीबीएसई ने नई एनसीएफ में की गई सिफारिश के अनुसार बोर्ड परीक्षाएं दो चरणों में कराने की योजना पर भी निर्णय अभी नहीं लिया है। शिक्षा मंत्रालय की प्रारंभिक योजना 2024-25 शैक्षणिक सत्र से इसे शुरू करने की थी। हालांकि, इसे टाल दिया गया है।

Hindustan Times, 4 December 2024, Page No.-13

{ STANDARD TO ADVANCED }

# CBSE plans 'levels' for science, social science

**Press Trust of India**

letters@hindustantimes.com

**NEW DELHI:** The Central Board of Secondary Education (CBSE) is considering introducing two levels of science and social science — standard and advanced — for students in Classes 9 and 10, according to officials.

The board already offers two levels of mathematics for Class 10 students. Its curriculum committee has approved the idea, which is in line with the new National Education Policy (NEP). However, the board's governing body is yet to give its nod.

According to the NEP, all subjects and corresponding assessments, beginning with mathematics, could be offered at two levels with some students studying subjects at the standard level and others at the advanced level.

"The proposal was approved by the curriculum panel. However, the logistics and the framework are yet to be worked out. Currently, we offer only one subject at two levels in Class 10. While the



**The board offers two levels of mathematics already.**

syllabus for students opting for maths (standard) and maths (basic) is the same, the question papers and the difficulty level of the questions in the board exam differ," a senior CBSE official aware of the matter said.

"The objective behind offering science and social science at two levels for Classes 9 and 10 is to allow students with the aptitude for these subjects to study them at an advanced level before they take up these subjects in class 11," the official added. The board has not yet decided on the timeline for introducing this option as NCERT textbooks as per the new framework are not yet ready.

# What can parents do for their children?

The Statesman, 4 December 2024, Page No.- 7

SRINIVAS MADHAV

India is a young nation, with over 600 million persons under the age of 25. The demographic dividend relies on empowering the youth to face key challenges, some virtual and some tangible.

**First:** social media, a praised democratizing tool and a parental curse. "Every parent knows the harm social media addiction can inflict on their children — isolation from human contact, stress and anxiety, and endless hours wasted late into the night," said California Governor Gavin Newsom, marking the passage of the Protecting Our Kids from Social Media Addiction Act, which, from 2027, requires social media companies to offer minors chronological feeds instead of algorithmic feeds. State Senator Nancy Skinner, who authored the law, said, "Social media companies have designed their platforms to addict users, especially our kids."

Union Minister of Information and Broadcasting, AshwiniVaishnaw, remarked during his National Press Day address on November 16 that the algorithms driving digital platforms often prioritize content that maximizes engagement by amplifying sensational or divisive narratives. For example, Californian law mandates that any comments posted on a YouTube video should appear in chronological order, not as decided by the algorithm based on the aggressiveness of the comments.

On November 28, the Australian Parliament passed the Online Safety Amendment (Social Media Minimum Age) Bill 2024, mandating social media platforms to implement measures to prevent children under 16 from accessing their platforms. Under the world's toughest law, to be implemented within one year, social media platforms could be fined up to $32 million for allowing access to children. "We want our kids to have a childhood, and parents to know we have their backs," Prime Minister Anthony Albanese told reporters afterward.

France has a law that requires parental consentfor using social media by those under 15, while Britain is reported to be studying Australia's initiative.France is advocating for an EU-wide ban. However, age verification would be a major challenge. A survey conducted by Ofcom, the UK media regulator, indicates that 22 per cent of eight- to 17-year-olds lie about being 18or older on social media apps. Australia is still figuring out the mechanism to be used for age verification.

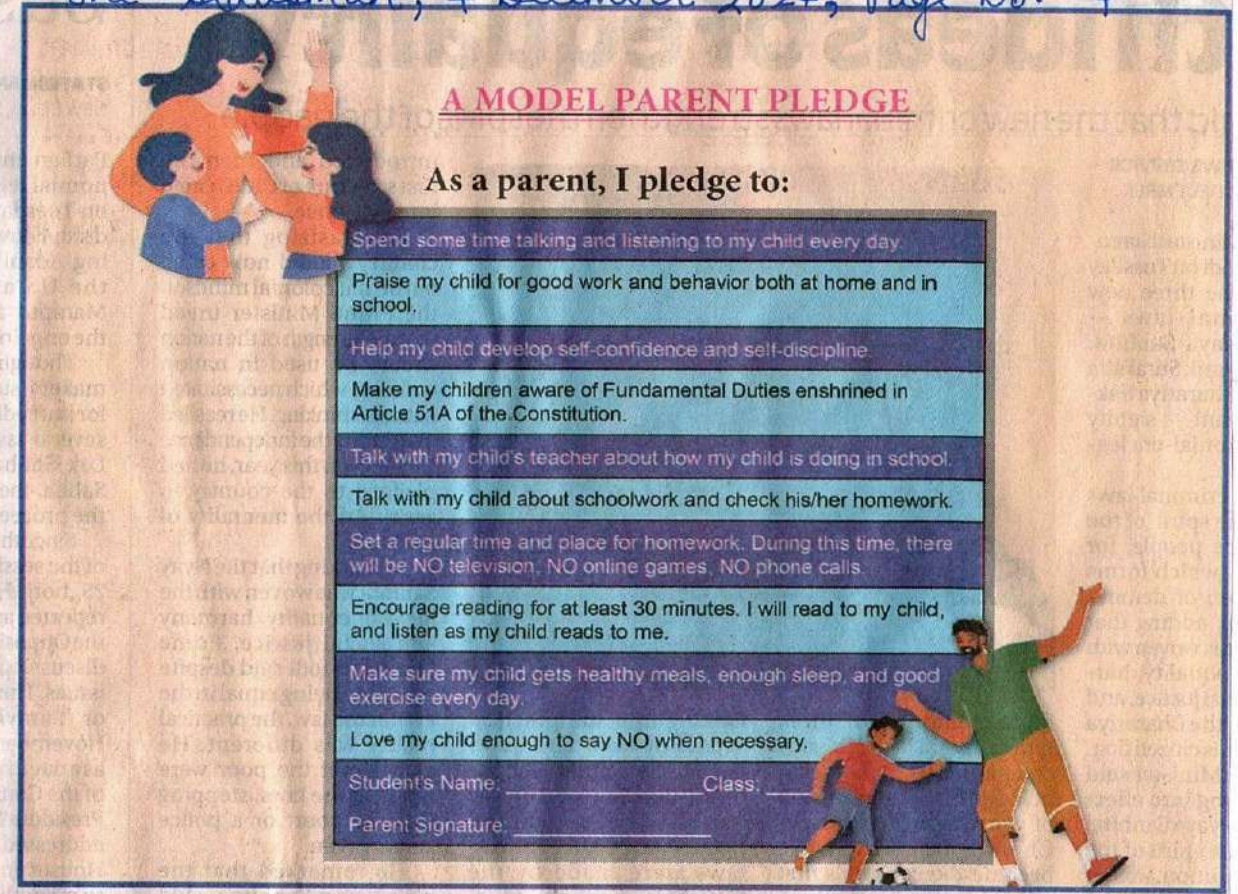
On the other hand, online gaming has become a growing concern. Recognized by the Ministry of Education as a "gaming disorder," gaming addiction disrupts academic performance and social interactions, further jeopardizing children's well-being. The Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 cast due diligence obligations on social media intermediaries. These platforms are required to take expeditious action toward removing unlawful information harmful to children.

As suggested in Parliament, the Standing Committee on Communications and ITneeds to address these issues and save the Indian youth and their parents from the digital curse.

Now, **the tangible threat:** substance abuse. A 2018 national survey by the National Drug Treatment Center of the All India Institute of Medical Sciences revealed that 1.18 crore youth under the age of 18 are affected by drug abuse.

Peer pressure is often a driving force behind harmful behaviours like drug and alcohol use. Young people are highly influenced by their friends and peers, and this influence can be both positive and negative. For example, healthy competition with peers in academics and sports can help some excel in life, while others may struggle to say "no" to harmful influences, such as alcohol and drug use. It is a paradox of teenagers that they have the courageto defy their elders but they are often too forgiving of the negative influences of their peers.

Bad friendships are not the sole cause of these issues, but the lack of positive friendships is certainly a contributing factor. Peers are often the first to notice signs of distress or harmful behaviours, yet friendship can only be truly beneficial when it is accompanied by the skill and willingness to offer help.




Another solution is for parents to build friendships with their children. "India is my country... I shall give respect to my parents, teachers and elders...," children recite in schools the pledge written by Sri PydimarriVenkataSubbarao.

While children pledge to respect their parents and elders, parents must also reflect on the quality of time spent with their children. Do they listen to their problems? Do they celebrate their successes? Do they praise their good deeds? Appreciation is the foundation of a strong relationship. Those who appreciate also have the right to offer constructive criticism when needed.

Countries like Iceland have implemented a mandatory Parent Pledge, where parents commit to spending quality time with their children, praising their good actions, accepting "no" when necessary, and ensuring they receive adequate nutrition, sleep, and exercise. The results have been remarkable: alcohol consumption among youth under 16 in Iceland dropped from 42 per cent in 1998 to 5 per cent in 2016. Similarly, smoking rates fell from 23 to 3 per cent, and drug use from 17 to 7 per cent.

While young birds leave the nest before they can fully fly, human development is different. The 'prefrontal cortex,' responsible for rational decision-making, does not fully mature until around the age of 25. Until that time, parents should take responsibility for guiding and protecting their children.

It is distressing that India ranks second globally in suicides. According to the National Crime Records Bureau's 2022 report, 1.71 lakh suicides were recorded, with 70,000 of those being young persons underthe age of 30. The suicide rate in India stands at 12.4 per lakh, a concerning statistic and the highest ever recorded in the country. With depression being the most common cause, the Parent Pledge can play a transformative role in addressing these issues. By nurturing stronger bonds between parents and children, parents can pledge to spend quality time with their children, appreciate positive actions and promote resilience.

(The writer is a Hyderabad-based transparency advocate and author. The views expressed are personal)

The Pioneer, 4 December 2024, Page No.-6

# One nation one subscription as a catalyst for equitable education



BIJU DHARAMPALAN

## Access to quality academic resources remains a significant challenge for students and researchers, especially in India's remote regions

Access to quality resource materials remains a critical challenge for students and research scholars, particularly in the remote corners of India. While the digital age has transformed the way information is disseminated, physical libraries continue to be the cornerstone of academic excellence.

Yet, these essential knowledge hubs are increasingly becoming relics of the past, accessible only to a privileged few associated with national institutions and selected universities. So far, every agency in the country has subscribed for their digital library resources, UGC have INFLIBNET, which is available in selected universities and colleges, CSIR and DST institutions have the National Knowledge Resource Consortium (NKRC); ICAR institutions have CeRA, etc, paying crores of rupees. In many cases, these e-resources are limited to the users of the host institute alone, though they are funded through public money. The ambitious One Nation One Subscription initiative, if implemented effectively, has the potential to



address this disparity and revitalize the educational landscape. Despite technological advancements, access to quality academic resources has not been democratised in India till now.

Libraries in most colleges and universities face an alarming decline for various reasons. The lack of interest among younger generations in visiting libraries and shrinking funds has exacerbated this crisis. Unfortunately, in many public institutions, mainly libraries associated with national institutions, library staff often lack the enthusiasm and interpersonal skills to create a welcoming environment for readers.

This, in turn, alienates even the most genuine readers who, despite the odds, make the effort to visit libraries. A lack of support and an uninviting atmosphere can deter students and researchers from making libraries their go-to space for academic and intellectual pursuits, further eroding the library culture that is already under threat.

The One Nation One Subscription initiative aims to address these challenges by providing nationwide access to high-quality academic resources through a centralized system. By negotiating bulk subscriptions to international and national journals, databases, and e-books, the initiative can ensure that every student has the same knowledge regardless of geographic or economic constraints.

What a student or scholar gets in a national institute will be available to a student in a university situated in a remote corner of the country. It's democratising the knowledge resource. However, the success of this initiative depends on more than just access. India needs a parallel effort to rejuvenate its library ecosystem. Even in the digital age, physical libraries are irreplaceable as spaces for reflection and collaboration.

The Government should provide adequate funds to modernise the libraries and also take steps to recruit skilled, motivated librarians who understand the evolving needs of readers and can effectively manage digital and physical resources. To ensure inclusivity, The One Nation One Subscription must provide individual login credentials to every registered student and scholar, enabling direct access to resources anytime, anywhere. This would bypass traditional institutional gatekeeping and foster a more reader-friendly environment.

Policymakers must ensure this ambitious plan does not falter due to a lack of implementation or neglect of complementary measures. Knowledge is the cornerstone of progress, and access to it must be recognised as a fundamental right, not a privilege. To fully realise the potential of this initiative, it is essential that the government ensures access to these resources for every student.

*(The writer is an adjunct faculty at the National Institute of Advanced Studies; views are personal)*

The Pioneer, 4 December 2024, Page No. - 3

# LG expresses concern over neglect of Punjabi language in Govt schools

STAFF REPORTER ■ NEW DELHI

Delhi Lieutenant Governor(LG) Vinai Kumar Saxena has expressed serious and deep concern over the neglect towards Punjabi, one of the official languages of Delhi, in government schools in the capital, Raj Niwas said on Tuesday. Critical concerns, including a severe shortage of Punjabi teachers in both, Delhi government and MCD schools, and decreasing funding have been raised before the LG by various stakeholders in the past, officials said.

Giving details, they said disposing a file with regards to a status report submitted by the Punjabi Academy, GNCTD, on the condition of Punjabi Language, Saxena underlined many a shortcomings and asked for a thorough re-examination.

The report was put up by the Punjabi Academy, Department of Art, Culture and Language, GNCTD, after a representation was made by the Delhi Sikh Gurudwara Management Committee



(DSGMC) to the LG and had subsequently been forwarded by the LG Secretariat to ACL.

Observing that the report submitted by the Department is incomplete, inconclusive and does not reflect the whole picture with respect to the concerns raised by DSGMC, Saxena has ordered a thorough investigation into the matter, directing the Chief Secretary, to examine the issue with all stakeholders.

The LG also observed that the ACL Department in the first instance should have sought the details from these agencies on current vacancy position of Punjabi teachers and efforts made to address the deficiencies, if any.

While 752 posts of TGT Punjabi and 4 posts of PGT Punjabi are lying vacant in Schools of Education Department, GNCTD, Punjabi Academy could spend only Rs. 19.99 Cr against the paltry Rs. 27.28 Cr allocated to it during FY 2023-24.

There has been a reduction of 17% in the budget allocation for the Punjabi Academy in the current fiscal. Similarly, large number of positions of Punjabi Teachers in MCD schools also remain vacant.

This acute teacher crisis has directly impacted the quality of Punjabi language education, hindering the development of linguistic skills and cultural understanding among students.

Saxena also observed that there is lack of seriousness in the overall efforts on the part of authorities concerned towards attaining the aims and objectives with which the Punjabi Academy was established, adversely affecting the promotion, propagation and development of Punjabi Language, the second official language as per the Delhi Official Language Act, 2000 and its Literature and Culture in Delhi.

Saxena noted that gap areas may be identified and necessary corrective measures may be undertaken in a time bound manner, in terms of extant law and guidelines, for ensuring fulfilment of statutory responsibilities towards the Punjabi Language, literature and culture in Delhi.

The Pioneer, 5 December 2024, Page No. - 6

# The role of teachers in building positive learning spaces



ALKA **KAPUR**

A successful classroom isn't just about books and resources; it's about creating an environment where students feel valued, heard and empowered to succeed

A thriving learning classroom is grounded in the way the students perceive their classroom. It's not just about utilising the appropriate resources but establishing a space where students feel recognised, heard and valued. Teachers are the key catalysts in making this possible by nurturing a balanced, cohesive and well-organised environment that allows students to reach their potential. By implementing strategies to cater to individual requirements, connect thoughtfully, and commemorate milestones, educators can establish an educational atmosphere that supports progress, self-esteem, and teamwork.

*Teachers can build a positive and inspiring learning space:*

**Develop a sense of anticipation:** Teachers should give explicit instructions and procedures to their students so that they feel comfortable. When students know what comes next, their interaction with the lesson increases and their belief in their learning abilities is enhanced, leading to a serene and concentrated mood. Address students' needs. No student is entirely



similar to another in the classroom. Instructors should appreciate academic and emotional needs and take a personalised approach to materials, attention, and motivation .

**Welcome learners into the classroom** First impression means a lot. A simple smiling morning wish makes students receive and look forward to the day. A welcoming environment causes active involvement and participation in the class's activities.

**Interact with students** Ideally, this should help prepare a powerful fondness between teachers and students. Teachers must take an active role in students' lives; they should ask questions and pay attention to the answers. This builds trust, develops reading skills, and makes students want to speak more. Team-building activitiesTeam-building activities help in practising directives and showing appreciation to others.

**Be experiential** Sometimes, the mistakes, failings and losses of the teachers make the learning environment comfortable and emotionally intelligent. This ensures that students are encouraged to connect and share, indicating that learning is collective and not individual.

**Celebrate success and appreciate students:** Recognising and celebrating students' achievements enhances their self-confidence and encourages them to try again. Teachers must reward such behaviour with verbal appreciation, prizes, or other forms of reward in the classroom.

**Avoid judgement:** Acceptance and open-mindedness are evident in a conducive learning environment. Judgement should not be attached to the students so that the students can feel free to explore and even commit mistakes without being laughed at.

**Suppress anger and act strategically:** Emotional regulation is expected from the teachers. Keeping cool during conflicts or problems serves as a good decorum for the students' emotions and problem-solving skills, this practice leads to a learning environment that is calm and goal-oriented.

**Listen to their thoughts** Allowing students to express their opinions also encourages them to take responsibility for their learning. Studies suggest that teachers should nurture students to enable them to speak their minds.

**Acknowledge feedback:** The teachers should encourage and respond to any feedback from their students. If the students are appreciated for their response, then the atmosphere becomes interactive. Simple activities such as organising the room, attending to students, or recognising achievement encourage teachers to design a safe, friendly, and welcoming space for students. A welcoming and nurturing classroom facilitates academic achievement among learners and emotional and social development.

*(The writer is principal of Modern School; views are personal)*

The Indian Express, 5 December 2024, Page No. - 4

# Social media to blame, need to sensitise students and parents on mental health: School heads

**SOPHIYA MATHEW**
NEW DELHI, DECEMBER 4



Have to ensure campuses remain safe, say schools. *Archive*

A DAY after the death of a 12-year-old boy at a Vasant Vihar school following an alleged scuffle between him and another student, teachers across schools in Delhi are on their toes to ensure campuses remain "safe".

Several school principals *The Indian Express* spoke to all had a common concern — aggression induced by social media and a lack of focus on mental well-being has led to such untoward violence among young children. They also called for an "urgent reassurance" to parents who may lack faith in safety of schools.

Asked about what is still lacking in schools in terms of safety, Tania Joshi, principal of The Indian School in South Delhi, responded, "I feel we are still behind in providing children with an outlet to speak up. When we counsel them, we ask them to listen, but they must be encouraged to ask questions and talk freely... Yesterday's incident is a wake-up call for us. As teachers, we cannot miss the red flags and need to question why aggression is there among students."

"...Steps like the buddy system and peer educator are being followed widely by schools but talking to adults might lead to better, mature results," Joshi added.

Other principals agreed that while several measures including CCTV surveillance, safety-related workshops and counselling are already in place, a lot needs to be done in terms of sensitising students and parents.

L V Sehgal, principal of Bal Bharati Public School, Ganga Ram Hospital Marg, said, "Many progressive schools already have programmes on conflict management, tolerance building and discussions on the power of dialogue. There is a need to communicate with parents. After yesterday's shocking incident which unfolded because of a small scuffle, we did have talks among principals. Everyone agreed that concerted efforts are needed where we sensitise children and teach them about building an environment of tolerance and respect."

Other school principals are following suit. Pallavi Sharma, principal of Mamta Modern School in Vikaspuri, has decided to push for a discussion with students and teachers in her school.

Talking about the triggers for violence, all principals pointed out the heightened role of social media among students.

ITL Public School principal Sudha Acharya said, "This is a result of the direct impact of social media and gaming technology. In my school, smartphones are strictly banned and it is followed very successfully. But in houses, children as young as those in Class IV are given smartphones. Even hybrid mode of learning... such measures are to be blamed for increased gadget exposure among kids, which goes unsupervised. How else can 10- to 12-year-olds show such aggression?"

Talking about parents, Sehgal said they have expressed concern. "I am fully with them during this time. The incident has spread great negativity and anxiety among the parents. Reassuring them is urgently needed."

Now, schools are looking towards taking proactive steps.

About measures that need to be taken and which are already in place, Sehgal said his school has all-round CCTV surveillance, and senior students and parents undertake 'safety walks' to make sure all areas around the school are safe. He added, "We need to go beyond teaching them about a safe environment and the physical health and safety of the child. We need to focus on their mental well-being as well."

Alka Kapur, principal of Modern Public School, Shalimar Bagh, said, "Schools should be a safe place for children. If we are not able to assure our children's safety in homes and schools, then it's a collective failure of the community..."

दैनिक जागरण, 06 दिसम्बर 2024, पेज नं -9

# आर्ट्स से 12वीं पास भी विज्ञान में कर सकेंगे स्नातक

## यूजीसी ने स्नातक और परास्नातक पाठ्यक्रमों का तैयार किया नए नियमों का मसौदा

जागरण ब्यूरो, नई दिल्ली : आर्ट्स, साइंस और कामर्स स्ट्रीम यानी संकाय के बंधन में जकड़ी शिक्षा से छात्रों को अब आजादी मिलेगी। किसी विषय या स्ट्रीम से 12वीं करने वाले छात्र अब पसंद के किसी भी विषय से स्नातक कर सकेंगे। यानी आर्ट्स या कामर्स विषयों में 12वीं करने वाले छात्र अपनी स्नातक की पढ़ाई विज्ञान विषयों के साथ भी कर सकते हैं। हालांकि, इसके लिए उन्हें उन विषयों या कोर्स में दाखिले के लिए आयोजित राष्ट्रीय प्रवेश परीक्षा या विश्वविद्यालय से जुड़ी प्रवेश परीक्षा की पात्रता हासिल करनी होगी। इसी तरह किसी भी विषय से



यूजीसी चेयरमैन प्रो. एम. जगदीश कुमार

स्नातक करने वाले अब परास्नातक की पढ़ाई भी किसी भी विषय से कर सकते हैं।

विश्वविद्यालय अनुदान आयोग (यूजीसी) ने नई राष्ट्रीय शिक्षा नीति (एनईपी) की सिफारिशों के तहत पढ़ाई को लचीला बनाते हुए स्नातक और परास्नातक पाठ्यक्रमों में प्रवेश को लेकर नए नियमों का मसौदा जारी कर दिया है। ये नियम कब से लागू होंगे, यह तो अभी साफ नहीं है, लेकिन यूजीसी का कहना है कि उच्च शिक्षण संस्थानों को जल्द ही इन्हें अपनाने की सिफारिश की जाएगी। अब तक विज्ञान संकाय में 12वीं पास स्नातक स्तर पर कला विषयों में दाखिला ले सकते हैं, लेकिन कला विषयों में 12वीं करने वालों को विज्ञान या फिर दूसरे किसी विषय में दाखिले की पात्रता नहीं थी।

यूजीसी चेयरमैन प्रो. एम. जगदीश कुमार के मुताबिक, उच्च शिक्षण संस्थानों में साल में दो बार दाखिला देने की पहल भी की गई है। इसमें पहले सत्र के लिए जुलाई-अगस्त और दूसरे सत्र के लिए जनवरी-फरवरी में प्रवेश दिया जाएगा। दोनों ही सत्र में छात्रों को सीयूईटी की मेरिट के आधार पर ही प्रवेश दिया जाएगा। यह परीक्षा साल में एक बार ही आयोजित की जाती है।

**बीएससी आनर्स करने वाले एमटेक-एमई में पा सकेंगे दाखिला:** फिजिक्स, बायोलाजी और गणित आदि विषयों से चार वर्षीय बीएससी आनर्स करने वाले छात्र भी अब एमटेक-एमई कर सकते हैं। अभी तक एमटेक-एमई में सिर्फ बीटेक और बीई करने वाले छात्रों को ही प्रवेश दिया जाता रहा है।

The Tribune, 06 December 2024, Page No. - 13

# UGC set to introduce new rules to overhaul higher education

TRIBUNE NEWS SERVICE

NEW DELHI, DECEMBER 5

The University Grants Commission (UGC) has introduced a draft for new regulations aimed at overhauling undergraduate (UG) and postgraduate (PG) degree frameworks in India. The UGC (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulations, 2024, aims to create a flexible, multidisciplinary, and inclusive academic structures to transform higher education.

The UGC has proposed to remove the traditional discipline-specific eligibility criteria for UG and PG admissions. The draft further suggests the introduction of biannual admissions; multiple entry and exit; recognition of prior learning; and the opportunity for students to pursue two UG/PG programmes simultaneously.

M Jagadesh Kumar, UGC Chairperson, stated that the regulation would allow students to earn 50 per cent of their credits in their chosen major discipline, with the rest allocated to skill development, apprenticeships, or interdisciplinary courses. Additional provisions include flexible degree durations and the introduction of Accelerated Degree Programmes and Extended Degree Programmes for UG students.

Hindustan Times, 06 December 2024, Page No. - 9

{ UG, PG COURSES }

# In major overhaul, UGC unveils draft regulation

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**NEW DELHI:** The University Grants Commission (UGC) has released draft regulations outlining minimum standards for higher education institutions (HEIs) that introduce several key changes including biannual admissions, flexible attendance policies, recognition of prior learning, and skill-based assessment.

The "UGC (Minimum Standards for the Grant of Undergraduate Degree and Postgraduate Degree) Regulations, 2024" will replace the commission's previous regulations from 2003 and their amendments in 2008 and 2014.

The guidelines aim to make Indian higher education more flexible and multidisciplinary while staying "rooted in inclusivity and adaptability", UGC chairman M Jagadesh Kumar said. While some academicians welcomed the changes, others warned of potential disruption to the education system.

"The guidelines aim to transform higher education in India by introducing greater flexibility, removal of disciplinary rigidity, inclusivity, and multidisciplinary learning opportunities for students," Kumar said.

According to the general guidelines, HEIs should admit students biannually in July/August and January/February, with intake capacity determined by available facilities.

A significant provision requires students to earn at least 50% of their total credits in their chosen major discipline for an undergraduate degree. The remaining credits can come from skill courses, apprenticeships or multidisciplinary subjects.

The regulations establish flexible pathways through Accelerated Degree Program (ADP) — an option in which students finish their degrees early by completing more credits — and Extended Degree Program (EDP) at the undergraduate level. HEIs can allocate up to 10% intake for ADP, with no limit for EDP. Eligibility will be determined based on performance in the first or second semester, with students following the same curriculum but adjusted duration.

To be sure, the specifics of these guidelines have previously been disclosed as being in the works by the UGC. The draft is open for public feedback before finalisation.

New certification pathways have been introduced — students completing 40 credits and a 4-credit skill enhancement course will receive an undergraduate certificate; those completing 80 credits and a 4-credit skill course will earn an undergraduate diploma; and 120 credits will lead to an undergraduate degree.

Assessment will combine tests, seminars, class performance and fieldwork, with emphasis on continuous evaluation. HEIs will have flexibility to decide attendance requirements, considering varied learning modes including online and blended learning.

Anju Srivastava, principal of Hindu College, Delhi University, welcomed the reforms while acknowledging implementation challenges. "Students, particularly in central universities like ours, come from diverse backgrounds. The guidelines are a welcome move since they are much more inclusive through different provisions such as biannual admissions and multiple entry and exits," she said.

Abha Dev Habib, secretary of Democratic Teachers' Front and Miranda House professor, said "the UGC has been implementing reforms without consulting people who will have to put it on the ground" and warns that the reforms risk diluting value of degrees. "You're introducing four-year programs without adequate funding, pushing for online education in the name of multidisciplinary learning," she said.

## UGC plans major reforms

The University Grants Commission has introduced draft regulations for reforms in UG and PG programmes and invited feedback. Some highlights:

**BIANNUAL ADMISSION**
has been facilitated for higher education institutions prepared to handle biannual admissions and may admit students twice a year, in July/August and January/February.

**MULTIPLE ENTRY & EXIT**
Provisions for multiple entry and exit, continuous formative assessment, recognition of prior learning, pursuing two UG/PG programmes, aligning with National Credit Framework

**FLEXIBILITY FOR STUDENTS**
Irrespective of the disciplines taken by a student in class 12 or in UG, a student is eligible for admission in any discipline of UG programme or PG programme

**MINIMUM ATTENDANCE**
Higher education institutes shall decide on the minimum attendance requirement of students in different programmes with the approval of their statutory bodies

**CREDITS IN UG DEGREE**
A student has to earn a minimum of 50% of total credits in a discipline to earn an undergraduate degree with a major in that discipline. For remaining credits, the students may choose skill courses and apprenticeships



The Hindu, 06 December 2024, Page No. - 1 & 14

# UGC draft proposes biannual admissions

**The Hindu Bureau**
NEW DELHI

The University Grants Commission published the Draft UGC (Minimum Standards of Instructions in the Award of UG and PG Degrees) Regulations, 2024, on Thursday allowing enrolment of students in higher education institutions (HEIs) twice a year.

The regulations also allow students to join two undergraduate or postgraduate programmes simultaneously, and make UG and PG aspirants "eligible for admission in any discipline" of their choice, besides offering a multiple entry-exit option.

UGC Chairman M. Jagadesh Kumar said the aim of the new guidelines was to transform higher education in the country and introduce greater flexibility.

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# UGC draft proposes biannual admissions

"The regulations incorporate provisions for multiple entry and exit, recognition of prior learning, and the flexibility to pursue two UG/PG programmes simultaneously. We have also decoupled eligibility for UG and PG admissions from the rigid discipline-specific requirements of school education. Under these regulations, students can choose to study in any programme irrespective of their past disciplinary qualification if they demonstrate their competency by clearing the relevant entrance examinations," Professor Kumar said.

He added that these regulations provide autonomy to HEIs to determine student attendance requirements, ensuring they align with evolving academic needs. "Additionally, students will now have the option to earn 50% of their credits in their major discipline, while the remaining credits can be allocated to skill development, apprenticeships, or multidisciplinary subjects, fostering holistic development," he said.

The draft allows biannual admission for HEIs and they may admit students twice a year, in July/August and January/February. Provisions for multiple entry and exit, continuous formative assessment, and recognition of prior learning are some of the features of the guidelines. Irrespective of the disciplines taken by a student in Class 12 or in UG, a student is "eligible for admission in any discipline" of UG or PG programmes if the student has qualified in the "National-level or University-level entrance examination in the discipline of UG/PG programme", it said.

The duration of an undergraduate degree shall be either three or four years, and a postgraduate degree shall normally be either one year or two years. "However, duration of an undergraduate degree can be shorter or longer," it said, highlighting provisions in the Accelerated Degree Programme (ADP) and the Extended Degree Programme (EDP).

The Times of India, 06 December 2024, Page No.-1, 21

# Draft UGC rules moot flexibility for students

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**New Delhi:** Students from any stream in Class 12 can now pursue any UG programme of their choice, and UG students can join any PG discipline, provided they clear a national or university-level entrance exam, such as CUET, according to a draft of new UGC regulations aimed at bringing sweeping reforms in India's higher education.

UGC also proposes to offer biannual admissions, flexibility in minimum credit requirements to obtain a degree, and interdisciplinary learning opportunities through an option of pursuing two programmes simultaneously.

**INTERIM CERTS**

- Students' **professional experiences can translate into academic credits**
- Institutes may conduct **biannual admissions:** during July-Aug and Jan-Feb
- Students can transition between academic levels with interim certificates
- Applicable to **central, state, pvt, deemed univs**

▶Continued on P 21

# Draft rules to let students pick courses outside prior streams

▶Continued from P 1

The draft UGC regulations released Thursday for feedback and suggestions will be applicable to central, state, private and deemed universities. The regulations aim at dismantling "traditional disciplinary rigidities" by allowing students to choose programmes outside their prior streams, provided they meet the entrance exam requirements.

"Irrespective of the disciplines taken by a student in level 4/Class XII schooling, a student is eligible for admission in any discipline of UG programme, if the student qualifies national-level or university-level entrance examination in the discipline of UG programme," according to the regulations.

UGC chairperson M Jagadesh Kumar said, "The draft UGC regulations, 2024, aim at transforming higher education by promoting flexibility, inclusivity, and adaptability. By removing rigid disciplinary boundaries, students can now explore diverse learning opportunities, ensuring India's education system evolves to global standards."

The latest framework also encourages mobility between vocational and general education, and recognition of prior learning — whereby students' professional experiences can translate into academic credits. Under these regulations, higher education institutions (HEIs) are authorised to conduct admissions twice a year — during July/Aug, and Jan/Feb.

**The draft UGC regulations aim at 'transforming higher education by promoting flexibility, inclusivity, and adaptability'**

The draft further introduces options for multiple entry and exit points, allowing students to transition between academic levels with interim certifications such as diplomas or degrees, depending on their earned credits. Minimum 50% of total credits must be earned in the student's chosen core subject to obtain a degree, while the remaining can be accumulated through multidisciplinary or skill-based courses.

The reforms also redefine attendance norms, allowing HEIs to tailor minimum requirements based on the programme structure, in alignment with National Education Policy (NEP) 2020. The focus on continuous formative assessment and flexibility in curriculum content reflects a commitment to fostering holistic and multidisciplinary education, UGC said.

The regulations also have provisions for three or four year duration for UG degrees, with optional extensions under the extended degree programme or acceleration via accelerated degree programme. For PG, a two-year programme is standard, though graduates from four-year UG courses may qualify for a one-year Master's programme.

The regulations advocate for integration of skilling, internships, and apprenticeships into UG and PG curricula.

The Pioneer, 06 December 2024, Page No. - 7

# Financial literacy: The key to unlocking India's economic power

## By teaching money management skills early, India can cultivate a generation of financially savvy individuals capable of driving economic growth



AJAY **LAKHOTIA**

As we are about to wrap up 2024, it cannot be underestimated how important financial literacy is with changing trends of the economy, where education is pivotal in determining India's arrival as an economic superpower. Even now, with the growing financial awareness, only 27 per cent of Indian adults are financially literate; that number drops to a mere 16.7 per cent for students. Recognising the urgency for the skills of financial management, the National Education Policy (NEP) 2020 revolves around putting in place financial literacy from the early days of schooling in the country's educational system. Teaching children money management skills early in life helps develop financially responsible adults who can make sound decisions benefiting both themselves and the economy. In earlier times, financial education was largely informal. The previous generation was focused on accumulating tangible assets like gold and property. However, India's banking and financial system has undergone a vast transformation since the 1990s. With SEBI paving the way for new regulated asset classes for the common public - mutual funds, stocks, bonds, REITS and multiple other financial products are available for the common public to invest and grow their capital. The establishment of the Securities Exchange Board of India (SEBI), has instilled confidence in financial markets and led to greater participation in investments. As India progresses towards a digital financial ecosystem, the demand for financial literacy has never been so crucial in navigating opportunities.

**Why Financial Literacy Needs to Start Early:** Financial literacy goes beyond just education; it is a life skill and mindset that needs to be cultivated from an early age. All the education policies stress encourage students to be mindful and well-read towards financial issues so that they can cope with anything ranging from budgeting to retirement savings. Students with such financial sensibilities provided that they have been exposed practically to these concepts, would be able to cope with investment volatility, financial contingencies and planning for a strong future. Building such a ground is vital for citizens to contribute towards building a balanced economy.

**Taking Inspiration across the globe:** Switzerland, Japan, and South Korea have leveraged their core strengths—banking, technology, and manufacturing, respectively—to drive economic growth and establish distinct global identities. These unique specialisations have not only accelerated their economic development but also secured their positions as global leaders in their respective domains.




Following their example, India could prioritise financial literacy as a national initiative to enhance its citizens' saving and investing behaviours while increasing economic participation. This focus could yield significant social benefits: reducing poverty, narrowing income inequality, and improving the quality of life for millions.

India's abundant advantages—from its tech-savvy youth to its robust educational infrastructure—position it favourably for global leadership in financial prosperity. However, these strengths alone are insufficient. Without proper financial knowledge, even the most talented individuals may struggle to maximise their potential, ultimately hindering economic growth. By combining financial education with India's technological expertise and expanding educational framework, the nation can nurture future entrepreneurs, investors, and professionals who will not only excel in their careers but also effectively manage and grow their wealth.

*A multi-pronged approach can help to establish a financially literate India. The key steps to follow:*

**Integrating Personal Finance into Curriculums:** Personal finance should be included as part of the school and college syllabus so that a strong foundation towards money management & finance for a lifetime.

**Nationwide Awareness Programs:** Public campaigns on financial literacy will reach areas lacking financially literate communities, effectively democratising access to that knowledge as well as encouraging wider economic participation.

**Leveraging Technology and Partnerships:** Public-private partnerships can make financial education accessible and attractive. By using technology, it is possible to cast interactive sessions and impart practical, real-life skills to a broader audience, regardless of their location.

**A Call to Action for all of us:** It is now time to recognise financial literacy as an indispensable part of our journey towards education and the economic boom of India. Financial literacy, more than a skill, should be regarded as a strategic enabler to achieve personal growth. Through the infusion of financial education across all levels, which range from classrooms to boardrooms, we can unleash a superpower that will help our population bloom and lead us into the 21st century.

*(The writer is founder and CEO of StockGro; views are personal)*

नवभारत टाइम्स, 7 दिसम्बर 2024, पेज नं - 4

# 207 बच्चों को मिला 'एक्सिलेंस इन एजुकेशन अवॉर्ड'

■ विशेष संवाददाता, नई दिल्ली

**त्यागराज स्टेडियम** में हुए 'एक्सिलेंस इन एजुकेशन अवॉर्ड 2024' समारोह में सर्वश्रेष्ठ प्रदर्शन करने वाले सरकारी, एडेड और प्राइवेट स्कूलों के बच्चों को 10वीं और 12वीं की परीक्षा में उत्कृष्ट प्रदर्शन करने वाले 207 बच्चों को पुरस्कृत किया गया। शुक्रवार को हुए इस समारोह में आतिशी ने जीजीएसएस समयपुर को दिल्ली के सर्वश्रेष्ठ स्कूल का अवॉर्ड देकर सम्मानित किया। इस मौके पर आतिशी ने कहा कि बहुत सारे बच्चे मुश्किल परिस्थितियों में होते हैं लेकिन उसके बावजूद हमारे बच्चों ने हिम्मत नहीं हारी और शानदार प्रदर्शन किया।



त्यागराज स्टेडियम में हुआ कार्यक्रम, CM आतिशी ने बच्चों को किया सम्मानित

कार्यक्रम में दिल्ली सरकार के स्कूलों, पांच सरकारी सहायता प्राप्त स्कूलों के 58 बच्चों को 10वीं और 12वीं की बोर्ड परीक्षा में उत्कृष्ट प्रदर्शन करने वाले दिव्यांग बच्चों को सम्मानित किया गया। इस दौरान आतिशी ने इन बच्चों से बात भी की। दो कैटिगरी में पुरस्कार दिए गए। पहली, 10वीं और 12वीं के उन स्टूडेंट्स को सम्मानित किया गया, जिनका परीक्षा में शानदार प्रदर्शन रहा। दूसरे कैटिगरी में स्टेट, डिस्ट्रिक्ट और जोनल स्तर पर अच्छा काम करने वाले स्कूलों को सम्मानित किया गया। जिन स्कूलों ने अपने प्रबंधन में अच्छी उपलब्धियां हासिल की हैं, उनको भी सम्मानित किया गया।

> GGSS समयपुर को दिल्ली के सर्वश्रेष्ठ स्कूल का अवॉर्ड

स्टेट बेस्ट स्कूल के लिए चीफ मिनिस्टर ट्रॉफी एक स्कूल को दी गई, डिस्ट्रिक्ट बेस्ट स्कूल के लिए एजुकेशन मिनिस्टर ट्रॉफी से 13 स्कूलों को और जोनल बेस्ट स्कूल के खिताब 18 स्कूलों को नवाजा गया। बेस्ट आरपीवीवी की ट्रॉफी एक स्कूल को और रीजन बेस्ट गवर्नमेंट एडेड स्कूल का खिताब एक स्कूल को मिला। रीजन बेस्ट रिकॉग्नाइज्ड प्राइवेट अनएडेड स्कूल का पुरस्कार चार स्कूलों को दिया गया।

इस मौके पर सीएम आतिशी ने कहा कि आज दुनिया में सबसे सफल लोग भारतीय है लेकिन मन में यह सवाल भी उठता है कि जब हमारे देश के लोग हर फील्ड में शानदार काम कर रहे है, दुनियाभर में टॉप पदों पर है तो फिर हमारा देश क्यों पीछे रह गया? बहुत सारे ऐसे देश है, जिन्हें भारत के साथ ही आजादी मिली। तब बहुत सारे देश ऐसे थे जो द्वितीय विश्वयुद्ध में पूरी तरह तबाह हो चुके थे जैसे जापान, जर्मनी, दक्षिण कोरिया। लेकिन उन देशों ने पिछले 75 सालों में जीरो से शुरुआत कर अपने देश को विश्व में टॉप पर पहुंचा दिया। इन देशों ने अपने बच्चों की शिक्षा को अपनी पहली प्राथमिकता बनाई इसलिए आज ये विश्व के टॉप देश हैं।

सीएम ने कहा कि पिछले 10 सालों के हमने दिल्ली में अरविंद केजरीवाल के मार्गदर्शन में शिक्षा को, अपने बच्चों को नंबर 1 पर रखा है। आज दिल्ली देश का इकलौता राज्य है जो अपने बजट का 25% हिस्सा शिक्षा पर खर्च करता है। हमारे शिक्षकों के मेहनत की बदौलत पिछले 10 सालों में दिल्ली में शिक्षा क्रांति आई।

The Pioneer, 7 December 2024, Page No - 3

# Britannica Education launches Sustainable School Learning

STAFF REPORTER ■ NEW DELHI

Britannica Education on Friday launched its India operations, unveiling an expansive suite of digital learning solutions designed to transform the country's educational ecosystem. The event, held in the heart of New Delhi, convened over 150 distinguished educators, policymakers, and thought leaders who explored Britannica's vision for making world-class, skill-based education accessible to learners nationwide.

Building on its 256-year legacy of providing trusted knowledge, Britannica Education introduced 12 innovative digital products tailored for Indian schools, teachers, and students from K–12. These offerings not only facilitate the move from rote-based methods to skill-driven pedagogy, but also align seamlessly with the Government of India's National Education Policy (NEP 2020) by focusing on foundational literacy, numeracy, and 21st century competencies.

Among the solutions unveiled were Britannica School, Britannica Library, Britannica Professional Learning, and Britannica Connect – Global Community for Collaborative Learning (GCCL). Each product is subscription-based, ensuring scalability, accessibility, and affordability. They aim to foster critical thinking, digital literacy, and lifelong learning habits, while equipping educators with the necessary tools for professional development and global collaboration. Some of the salient features introduced includes sustainability which is a program designed to instil environmental stewardship; education reforms for aligning with NEP 2020 to promote experiential, skill-based, and holistic learning amongst others.

"Our mission is to inspire curiosity and the joy of learning, providing trusted, verified content that supports both teachers and students. By empowering educators and nurturing skill-based growth, we aim to ensure that every learner—regardless of background—can achieve their dreams," said Sal De Spirito, Global Executive Vice President, Britannica Education.

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# Central School Push: 85 new Kendriya Vidyalayas, 13 in J&K; 28 Navodayas, N-E focus

KVs are intended for children of central government and defence employees. JNVs, on the other hand, are residential schools (from Class VI to XII) established in rural districts to nurture talented students from rural areas.

By: Express News Service
New Delhi | Updated: December 8, 2024 10:08 IST

3 min read

NewsGuard



Currently, apart from those newly approved by the Union Cabinet on Friday, there are 1,256 functional KVs and 653 functional JNVs.

The Union Cabinet on Friday approved Rs 8,231 crore for what may be the largest expansion of central schools in a decade, sanctioning 85 new Kendriya Vidyalayas (KVs) and 28 Jawahar Navodaya Vidyalayas (JNVs). The Union Territory of Jammu & Kashmir will receive the highest number of new KVs (13), while Arunachal Pradesh will get the most JNVs (8).

KVs are intended for children of central government and defence employees. JNVs, on the other hand, are residential schools (from Class VI to XII) established in rural districts to nurture talented students from rural areas.

Currently, apart from those newly approved by the Union Cabinet on Friday, there are 1,256 functional KVs and 653 functional JNVs.

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48%

The 85 new central schools will be established over a period of eight years starting from 2025-26, while the 28 JNVs will be set up over five years from 2024-25 to 2028-29. Collectively, these schools are expected to create additional enrollment capacity for nearly one lakh students and generate roughly 6,600 new posts for employment, the government said on Friday.

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Although the new KVs are spread across 19 states and Union Territories, a senior government official explained the rationale behind the districts chosen for the new schools. "New Kendriya Vidyalayas are created based on demand, which means we usually establish a new school where there are at least 500 families of central government employees. For instance, in Jammu & Kashmir, a larger number has been approved to cater to the families of the many CRPF personnel posted there. To give you another example, in Andhra Pradesh we have approved a KV in a district where the revenue department has started a new training institution," the official told The Indian Express.

48%

more than half of the new KVs green-lit on Friday.

“As for the JNVs, a large number has been sanctioned for three Northeastern states — Arunachal Pradesh, Assam, and Manipur — a decision strategically aimed at opening more schools in border states of the region,” the official said. While 6 JNVs were cleared for Assam, Manipur got 3. Along with Arunachal Pradesh, they account for 17 of the 28 new JNVs.

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The last two sizable tranches of new KVs approved by the Centre were in March 2019 (50) by the incumbent government and in February 2014 (54) by the UPA government, just ahead of the 2014 Lok Sabha elections. According to sources, although all these KVs have started functioning, many are still operating from temporary premises.



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“So this time, the Union Cabinet has decided that a new KV or new JNV will not start functioning, not even from a temporary premises, unless the land for the

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# Centre committed to ensuring quality school education to all, says PM Modi

Story by **ATV** | Posted by **Vidushi Gaur** | Date 07-12-2024





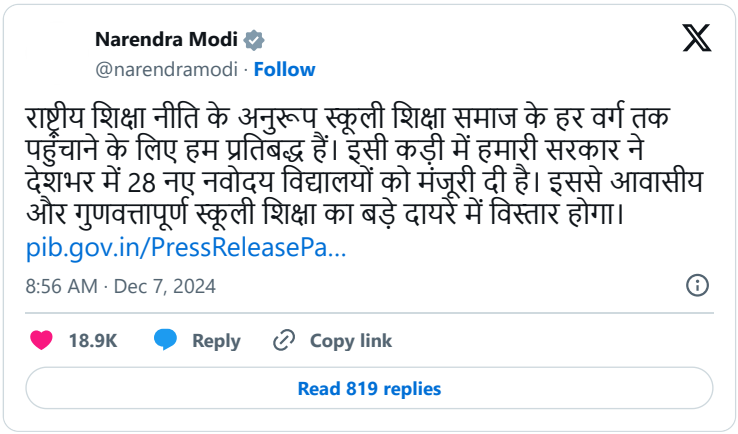
Prime Minister Narendra Modi

**New Delhi**

**Prime Minister Narendra Modi on Saturday reaffirmed the Centre's commitment to providing quality school education to every section of society, aligning with the National Education Policy (NEP).**

On Friday, the Cabinet Committee on Economic Affairs (CCEA), chaired by PM Modi, approved the establishment of 85 new Kendriya Vidyalayas (KVs) and 28 Navodaya Vidyalayas (NVs) in uncovered districts under the Navodaya Vidyalaya Scheme.

Taking to X, PM Modi wrote, "Our government has taken another big decision to make school education as accessible as possible. Under this, 85 new Kendriya Vidyalayas will be opened across the country. While this step will benefit a large number of students, it will also create many new employment opportunities."




In another post, he stated, "We are committed to providing school education to every section of society in accordance with the National Education Policy. In this regard, our government has approved 28 new Navodaya Vidyalayas across the country. This will expand residential and quality school education on a large scale."

The total estimated cost for establishing the 85 KVs, along with expanding one existing KV, is approximately Rs 5,872.08 crore over eight years from 2025 to 26. This includes Rs 2,862.71 crore for capital expenditure and Rs 3,009.37 crore for operational costs.

Currently, there are 1,256 functional Kendriya Vidyalayas, including three overseas (in Moscow, Kathmandu, and Tehran), catering to approximately 13.56 lakh students. With the establishment of 85 new KVs, about 82,560 additional students will benefit.

In line with the NEP 2020, most Kendriya Vidyalayas have been designated as PM Shri Schools, serving as exemplary institutions showcasing the policy's implementation.

The Ministry of Education highlighted the increasing demand for KV admissions annually and noted the consistent excellence of KV students in CBSE Board exams, outperforming other educational systems.

Meanwhile, for the 28 NVs, the government has allocated Rs 2,359.82 crore over five years (2024-25 to 2028-29), with Rs 1,944.19 crore earmarked for capital expenditure and Rs 415.63 crore for operational costs.

The NVs are entirely residential, co-educational institutions that offer high-quality modern education for students from Class VI to XII, specifically aimed at gifted children, mainly from rural backgrounds, regardless of their family's economic status. Admissions to these schools are based on a Selection Test, with approximately 49,640 students being enrolled in Class VI each year.

**READ MORE: Did India ignore tell tale signs of trouble that was brewing in Bangladesh**

As of now, there are a total of 661 sanctioned NVs throughout the country, which includes 2nd NVs in 20 districts with a high concentration of SC/ST populations and three special NVs. Out of these, 653 NVs are currently operational.

The Pioneer, 8 December 2024, Page No-4

# Government committed to make school education accessible: PM Modi

**PIONEER NEWS SERVICE**
NEW DELHI

Prime Minister Narendra Modi on Saturday said his government has taken another big decision to make school education as accessible as possible with the Cabinet approving the opening of 85 new Kendriya Vidyalayas.

He asserted that while the step will benefit a large number of students, many new employment opportunities will also be created.

"Our government has taken another big decision to make school education as accessible as possible. Under this, 85 new Kendriya Vidyalayas will be opened across the country.

While this step will benefit a large number of students, many new employment opportunities will also be created," Modi said in a social media post.




The prime minister said the government is committed to providing school education to every section of the society in accordance with the National Education Policy.

"As part of that, our government has approved 28 new Navodaya Vidyalayas across the country. This will expand residential and quality school education to a larger extent," Modi said in another post in Hindi.

The prime minister also said his government is determined to improve connectivity across the country. "In this direction, our government has approved the Rithala-Kundli corridor under the fourth phase of Delhi Metro in the National Capital Region. This will make commuting between Delhi and Haryana easier," Modi said. The Union Cabinet approved on Friday the opening of 85 new KVs and 28 new NVs.

It also gave its nod to expanding one KV.

The opening of these new KVs will provide an opportunity for over 82,000 students to receive affordable and high-quality education across the country. The total estimated requirement of funds for the establishment of the 85 new KVs and the expansion of one existing KVs is Rs 5,872.08 crore spread over a period of eight years from 2025-26. As of date, there are 1,256 functional Kendriya Vidyalayas, including three abroad - Moscow, Kathmandu and Tehran - and 13.56 lakh students are studying in these schools, an official statement said.

The Union Cabinet also approved on Friday the 26.463-km Rithala-Kundli corridor of the Delhi Metro's Phase-IV project that will further enhance connectivity between the national capital and neighbouring Haryana.

The entire stretch will comprise 21 stations, all of them elevated. The decisions were taken at a Cabinet meeting chaired by Modi.

The Indian Express, 08 December 2024, Page No - 6

# Government committed to providing school education to every section of society: Modi

**PRESS TRUST OF INDIA**
NEW DELHI, DECEMBER 7

PRIME MINISTER Narendra Modi on Saturday said his government has taken another big decision to make school education as accessible as possible with the Cabinet approving the opening of 85 new Kendriya Vidyalayas.

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PM Narendra Modi gets a flag from Brig D S Basera, Secretary, Kendriya Sainik Board (KSB), on the occasion of Armed Forces Flag Day on Saturday *Express*

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राष्ट्रीय सहारा, 09 दिसम्बर 2024, पेज नं -2

# एलओसी के गांवों के स्कूलों में सेना जगा रही शिक्षा की अलख!

- लेह के ग्रामीण क्षेत्र के नन्हें-मुन्हें विद्यार्थी एम्स में, फैकल्टी से लिए टिप्स
- दिल्ली की रौनक देख गदगद हुए छात्र, कहा कि मोदी इज द बेस्ट पीएम

■ ज्ञानप्रकाश

नई दिल्ली। एसएनबी



भारतीय सेना का आदर्श वाक्य राष्ट्र की सेवा करना है और सामुदायिक विकास और सशक्तिकरण के प्रति उनकी प्रतिबद्धता को दर्शाती है। इस आदर्श थीम के तहत लेह में एलओसी के पास के गांवों के स्कूल में पढ़ाई करने वाले 40 नन्हें मुन्ने विद्यार्थियों को दिल्ली के अखिल भारतीय आयुर्विज्ञान संस्थान (एम्स) के साथ ही दिल्ली का पहली बार भ्रमण करने का मौका मिला। उन्होंने एम्स में गुणवत्तापूर्ण स्वास्थ्य सेवाओं को सुचारू करने संबंधी फैकल्टी, पैरामेडिकल स्टाफ से टिप्स भी लिए। यहां उपलब्ध विभिन्न स्वास्थ्य सेवाओं की बारीकियों से भी रूबरू होकर भाव विविल और गदगद हो गए।

एम्स फैकल्टी ने बच्चों से बात की। सैन्य अधिकारी ने कहा कि दिल्ली विजिट के साथ ही लेह क्षेत्र के गांव के स्कूलों में बच्चों को शिक्षा, स्वास्थ्य, खेती, चिकित्सा विज्ञान क्षेत्र में रुचि पैदा करने के लिए हर स्तर पर प्रयास कर रहे हैं।

**भारतीय सेना की विश्वसनीय पहल :** दिल्ली बिजिट दल में शामिल रूबिन ओला ने कहा कि आई एम हैप्पी टू सी दिल्ली, एम्स फैकल्टी से दोस्ताना लहजे में बातचीत की। दिल्ली दर्शन कर मुझे खुशी हो रही है। वहीं, एक अन्य छात्र आरकेएस फंदे ने कहा कि मैं, डाक्टर बनना चाहता हूं, और मैं देश के सबसे बड़े संस्थान के डाक्टर के बीच हूं। डाक्टरी पेशा में आने वाले हर स्टूडेंट् का यही सपना होता है कि उसका एडमीशन एम्स दिल्ली में मिले, अन्य मेडिकल कॉलेज भी देश में अच्छे हैं लेकिन एमबीबीएस में प्रवेश पाने की उसकी पहली प्राथमिकता रहती है उसे एम्स दिल्ली में ही प्रवेश मिले। वहीं, रूबिया जुआ ने कहा कि आई एम प्राउड आफ माई पीएम मोदी सर, वह भारत के अब तक सबसे अच्छे और शक्तिशाली पीएम है। उनका विजन गांव को विकसित करना है बच्चों को मुफ्त शिक्षा, स्वास्थ्य सेवाएं देना है। कृषि प्रधान देश बनाने के लिए वे कई योजनाए ला रहे हैं। नदियों के संरक्षण, संवर्धन के लिए नीतिगत गंभीर फैसले ले रहे हैं। भारत आत्म निर्भर भारत की ओर बढ़ रहा है। अन्य बच्चों में भी कई स्वप्न थे उनका कहना है कि वे अपने लक्ष्य की ओर बढ़ रहे हैं। उन्होंने एम्स दिल्ली बिजिट कराने के लिए इंडियन आर्मी को थैंक्स कहा।

**एम्स देखने पहुंचे बच्चे:** दल का नेतृत्व कर रहे आर्मी के आफिसर ने कहा कि लेह के ग्रामीण इलाकों के अंदरूनी इलाकों के 40 बच्चों को यहां लाया गया। इनमें से कई बच्चे पहली बार अपने राज्य के बाहर गए थे। इस परियोजना ने न केवल उनके क्षितिज को व्यापक बनाया बल्कि उन्हें चिकित्सा क्षेत्र से भी परिचित कराया।

बच्चों को देश के बारे में जानने और विशेषकर एम्स की सुविधाओं का पता लगाने, वरिष्ठ संकायों के साथ बातचीत करने और एमबीबीएस, नर्सिंग और पैरामेडिक्स छात्रों से सीखने का मौका मिला। उन्होंने चिकित्सा क्षेत्र में कैरियर के दृष्टिकोण पर बहुमूल्य अंतर्दृष्टि प्राप्त की और प्रमुख संस्थानों के लिए प्रवेश पत्रों को हल करने के बारे में सुझाव दिए। युवा दिमागों को आकार देने और भावी पीढ़ियों को प्रेरित करने में भारतीय सेना प्रयासरत है। एम्स की प्राटोकॉल डा. रीमा दादा ने सेना के प्रयासों की सराहना की।

The Hindu, 10 December 2024, Page No. - 14

# UGC finalises draft guidelines promoting access to 'life-long' learning and education

**The Hindu Bureau**
NEW DELHI

The University Grants Commission (UGC) has finalised the 'Draft Guidelines for Implementation of Recognition of Prior Learning (RPL) in Higher Education' to provide access to education and to enable the concept of life-long education. RPL is defined in the guidelines as a formal mechanism used to evaluate a person's existing knowledge, skills, and experience gained through formal, non-formal, or informal learning.

UGC Chairman M. Jagadesh Kumar said the guidelines are to address the challenges faced by India's large informal workforce, which requires formal education and career progression opportunities.

He said RPL is integral to the vision of the National Education Policy (NEP), 2020. "RPL allows individuals to gain formal recognition for skills and competencies acquired through informal, non-formal, or experiential learning. Through RPL, such individuals can access higher education, earn formal qualifications, and improve their employability," he said.


M. Jagadesh Kumar

The National Credit Framework (NCrF) supports RPL by facilitating the creditisation of all learning forms –academic, vocational, and experiential, he said.

"To enable individuals to convert their skills into qualifications, RPL helps bridge the gap between real-world experience and formal education and enhance career prospects. RPL contributes to economic growth, social inclusion, and a more skilled workforce," Mr. Kumar said.

The guidelines emphasise robust governance, quality assurance, and collaboration among policymakers, educational institutions, employers, and assessment bodies to ensure fairness, consistency, and inclusivity while implementing RPL.

The objectives of RPL guidelines include enabling individuals who have acquired competencies through non-formal and informal learning methods to access higher education programmes.

The Times of India, 10 December 2024, Page No. - 18

# UGC Is Chasing 'Flexibility' In A Blind Maze

## 40% Indians hold jobs for which they're undereducated, 13% with advanced degrees remain jobless. Adding 'options' doesn't fix the gulfs between choosing a course, getting a degree & landing a job

**Chandrima.Banerjee@timesofindia.com**



Those not chronically online may have missed this. But last week, an innocuous post by a University of Cambridge academic announcing she had completed her PhD became an astonishing source of outrage for far too many people. The problem? The subject of her thesis – *Olfactory Ethics: The Politics of Smell in Modern and Contemporary Prose*.

Trolls had a lot of questions. Why say 'olfactory' and not simply 'smell'? Don't 'modern' and 'contemporary' mean the same thing? (They don't.) And who even studies smell? By now, the post has had over 100mn views, what started with mockery had turned into death and rape threats. Why this disproportionate rage? Anti-intellectualism, a lot of people commented. But it is more than that. It is the culmination of a neoliberal fallacy – where the purpose of study is judged by its market value. Is it that different in India?

**What's the UGC proposal?** | The buzzword of University Grants Commission's recent draft regulations seems to be 'flexibility'. It *should* mean progress in how higher education is seen and structured. If the draft goes through, students will be able to seek admissions twice a year, rejoin courses they may have left, complete courses quicker than usual or slower than usual, pursue two UG or PG programmes simultaneously, and – most importantly – be eligible for courses without a background in those specific disciplines. That means a significant amount of openness and choice for students in planning their education.

But besides the immediate questions about capacity and infra to actually see this liberalisation through, the *laissez faire* approach leads back to the important question about purpose.

In India, it might be too late (and sometimes misguided) to make a case for students simply following through on what genuinely interests them. Without generational wealth or an ecosystem that supports people in working on what they are drawn to, aptitudes and passions are often best left for the privileged to explore. Data from the latest All India Higher Education Survey bear this out.

**What does it mean for underprivileged students?** | How many students from SC and ST communities complete degrees in art education? 3%. Interior design? 3%. Visual arts? 4%. In which courses do students from SC and ST communities account for the largest share? Those which prepare them to become medical lab techs and nurses. If the choice of disciplines is still dictated by social background, flexibility may not always mean choice – not for everyone.

Besides, shifts in the choice of subject do not always follow straightforward supply-demand logic. For instance, when Unesco data show that the most dramatic surge in India has been in arts and humanities graduates (while social sciences plummeted) – from 6% of college degrees in 2020 to 29% now – it might seem like a translation of growing interest. But as academics have pointed out, expansion in humanities in India has historically been more about how inexpensive it is to create more 'seats' than about a commitment to the interrogative ideals of humanities.

**Is faith in college degrees misplaced?** | India places a lot of faith in the value of a college degree, and having one – even if it is mismatched to skills or interests – is believed to be better than not having any formalised certificate of study.




It's not going too well, though. Because what comes after actually getting the degree is even more confounding. ILO data show that less than 40% of Indians are engaged in work that matches their education level – India, at 124, is one of the lowest in this ILO list of 145 countries. A little under a quarter of Indians hold jobs for which they are overqualified. But many more hold jobs for which they are undereducated – 40%, one of the highest shares in the world.

There *can* be a surge in undereducated workers when there are more high-skill jobs than high-skill workers. But that is clearly not the case in India, unlike developed economies like Australia and Israel where high-skill jobs make up the largest share. In fact, the share of high-skill jobs in India has dropped from 17% in 2018 to just under 12% now.

**Who's doing India's high-skill jobs?** | Not just people with college degrees. About 40% of high-skill jobs are held by people without advanced degrees – and about half of them are people with primary or lower secondary education.

Obviously, job mismatches are not degree-to-work anagrams, which simple rearrangements can resolve. But the scale of these incongruities means that India simply doesn't know what to do with its educated workforce. Even though just one-third of Indians who are of college-going age actually go to college – that share is about 80% in US and UK – 13% of Indians with advanced degrees remain unemployed, one of the highest shares in the world. In US, that share is 2.3% and in UK, 2.7%.

Flexibility is great. But what would India do if every college-age student actually signed up for a degree?

दैनिक जागरण, 11 दिसम्बर 2024, पेज नं -3

# अब सिर्फ कंप्यूटर पर सीयूईटी-यूजी

## यूजीसी ने किए कई बड़े बदलाव, अधिकतम पांच विषयों की परीक्षा दे सकेंगे छात्र

## नए सत्र में नहीं मिलेंगे प्रश्नों के विकल्प, पूछे जाने वाले सभी प्रश्न किए गए हैं अनिवार्य

जागरण ब्यूरो, नई दिल्ली: विश्वविद्यालयों में दाखिले से जुड़े कामन यूनिवर्सिटी एंट्रेस टेस्ट-अंडर ग्रेजुएट ( सीयूईटी -यूजी) में कई अहम बदलाव किए गए हैं। 2025 यानी अगले सत्र से यह पूरी परीक्षा कंप्यूटर आधारित (सीबीटी) होगी। साथ ही इसमें अब प्रश्नों को चुनने का विकल्प नहीं मिलेगा, बल्कि पूछे जाने वाले सभी प्रश्नों के उत्तर देने होंगे। यही नहीं, विषयों को लेकर भी कोई बाध्यता नहीं होगी यानी 12वीं में पढ़े विषयों की परवाह किए बगैर किसी भी विषय में परीक्षा दे सकेंगे।

विश्वविद्यालयों में प्रवेश की प्रक्रिया शुरू होने से पहले विश्वविद्यालय अनुदान आयोग (यूजीसी) ने सीयूईटी-यूजी की 2025 में होने वाली परीक्षा को और पारदर्शी व सुव्यवस्थित बनाने के लिए इस बार कुछ सुधार किए हैं। वैसे वर्ष 2022 में इस परीक्षा के शुरू होने के बाद से साल दर साल सुधार किया जा रहा है। शुरुआत में पूरी परीक्षा पेन व पेपर मोड में आयोजित की गई थी, जबकि इस साल इसका आयोजन हाइब्रिड मोड में हुआ था। इनमें 15 विषयों की परीक्षा कंप्यूटर के जरिये, जबकि 48 की पेन व पेपर मोड में हुई थी।

विश्वविद्यालयों में प्रवेश को लेकर जारी नए मसौदे के बाद यूजीसी ने सीयूईटी-यूजी में भी सुधार किया है। जैसे 12वीं में पढ़े विषयों के साथ सीयूईटी की परीक्षा में शामिल होने की बाध्यता को खत्म कर दिया गया है। छात्र किसी भी विषय में प्रवेश के लिए परीक्षा में शामिल हो सकता है। चाहे उसने 12वीं में उस विषय की पढ़ाई की हो या न की हो।

यूजीसी अध्यक्ष प्रो. एम. जगदीश कुमार के मुताबिक, यदि कोई छात्र प्रवेश से जुड़ी परीक्षा उत्तीर्ण कर लेता है तो उसे नई व्यवस्था में पसंद के विषय में प्रवेश दिया जाएगा। गौरतलब है कि सीयूईटी यूजी में 2024 में करीब 13.47 लाख छात्रों ने हिस्सा लिया था।

**अब 33 की बजाय 13 भाषाओं में होगी परीक्षा:** यूजीसी ने सीयूईटी यूजी में अब तक विषयों में शामिल कुल 33 भाषाओं में से 20 विदेशी भाषाओं को हटा दिया है। अब इनमें सिर्फ 13 भारतीय भाषाओं को ही रखा गया है, जिनकी परीक्षा आयोजित होगी। ये हैं-हिंदी, अंग्रेजी, उर्दू, असमिया, बंगाली, गुजराती, कन्नड़, मलयालम, मराठी, पंजाबी, तमिल, उड़िया और तेलुगु। हालांकि, यदि किसी को बाकी की 22 भाषाओं में से किसी में प्रवेश लेना है तो उसे अब जनरल एप्टीट्यूट टेस्ट के अंकों के आधार पर ही प्रवेश मिलेगा। सीयूईटी यूजी में जनरल टेस्ट की जगह अब जनरल एप्टीट्यूट टेस्ट होगा। जो विषय सीयूईटी में शामिल नहीं हैं, उनमें प्रवेश जनरल एप्टीट्यूट के जरिये दिया जाएगा।

**63** की जगह अब 37 विषयों में होगी परीक्षा, टेस्ट की अवधि 60 मिनट

**12** वीं में पढ़े विषयों की परवाह किए बगैर किसी भी विषय में दे सकेंगे परीक्षा



### सीयूईटी में सुधार को लेकर प्रस्ताव

- अब छात्र अधिकतम पांच विषयों में ही परीक्षा दे सकते हैं।
  इससे पहले 2024 में छह विषयों का विकल्प दिया गया था। 2023 में 10 और 2022 में नौ विषयों को चुनने का विकल्प दिया गया था।
- यह परीक्षा अब अधिकतम 60 मिनट की होगी। पहले यह 45 से 60 मिनट तक की होती थी।
- छात्रों को 63 की जगह अब सिर्फ 37 विषयों का विकल्प मिलेगा।
- डोमेन विशिष्ट विषयों को 29 से घटाकर 23 कर दिया गया है। हटाए गए डोमेन विशिष्ट पेपर उद्यमिता, टीचिंग एप्टीट्यूड, फैशन स्टडीज, टूरिज्म, लीगल स्टडीज और इंजीनियरिंग ग्राफिक्स हैं।
- सीयूईटी-पीजी की अवधि भी 105 मिनट से घटाकर 90 मिनट कर दी गई है।

(यूजीसी के मुताबिक, सभी सुधारों पर सहमति बन गई है। जल्द ही उन्हें सीयूईटी में शामिल विश्वविद्यालयों के साथ रायशुमारी के बाद अंतिम रूप दे दिया जाएगा।)

### वर्ल्ड यूनिवर्सिटी रैंकिंग में आइआइटी शीर्ष पर

नई दिल्ली: भारतीय प्रौद्योगिकी संस्थान (आइआइटी) दिल्ली ने एक बार फिर वैश्विक स्तर पर अपने मेधा का लोहा मनवाया है। वैश्विक उच्च शिक्षा विशेषज्ञ क्यूएस क्वाक्वेरेली साइमंड्स ने मंगलवार को 'क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग: सस्टेनेबिलिटी 2025' का तीसरा संस्करण जारी किया। इसमें आइआइटी दिल्ली ने देशभर में जहां पहला स्थान हासिल किया है। वहीं, वैश्विक स्तर पर 255 रैंकों की सुधार करते हुए 171वां स्थान हासिल किया है। क्यूएस का मूल्यांकन तीन श्रेणियों में विश्वविद्यालय के प्रदर्शन पर आधारित है। • पेज 5

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# अब छात्र किसी भी विषय में दे सकते हैं सीयूईटी-यूजी की परीक्षा

- अब जरूरी नहीं 12वीं में उस विषय की पढ़ाई की हो
- वैकल्पिक प्रश्नों की अवधारणा भी समाप्त, अब सभी प्रश्न अनिवार्य होंगे

**नई दिल्ली (एसएनबी)।** विश्वविद्यालय अनुदान आयोग (यूजीसी) के अध्यक्ष जगदीश कुमार ने कहा है कि 2025 से (विश्वविद्यालयी सामान्य प्रवेश परीक्षा - स्नातक) सीयूईटी-यूजी केवल कंप्यूटर आधारित परीक्षा के तौर पर आयोजित की जाएगी। विद्यार्थी किसी भी विषय में सीयूईटी-यूजी परीक्षा देने की इजाजत होगी, भले ही उन्होंने 12वीं में उस विषय की पढाई न की हो। कुमार ने ने कहा कि आयोग द्वारा गठित की गयी विशेषज्ञों की एक समिति ने इस परीक्षा की समीक्षा की तथा कई बदलावों का प्रस्ताव दिया। कुमार ने कहा कि पिछले साल के 'हाइब्रिड मोड' (कंप्यूटर आधारित एवं उत्तर पुस्तिका वाली व्यवस्था) के विपरीत 2025 से माध्यम सीबीटी (कंप्यूटर आधारित परीक्षा) ही होगा। हमने विषयों की संख्या भी 63 से घटाकर 37 कर दी है तथा हटा दिये गये विषयों के लिए प्रवेश सामान्य योग्यता परीक्षण में मिले अंक के आधार पर दिये जायेंगे। उन्होंने कहा कि प्रतिभागियों को सीयूईटी-यूजी में उन विषयों को चुनने की भी अनुमति दी जाएगी, जिसकी पढाई उन्होंने 12वीं कक्षा में नहीं की, ताकि विद्यार्थियों को उच्च शिक्षा में कठोर विषयात्मक सीमाओं को पार करने का अवसर मिल सके। परीक्षा के 2025 के संस्करण में किये गये बदलावों की व्याख्या करते हुए कुमार ने कहा कि विद्यार्थी अब छह के बजाय अधिकतम पांच विषयों में सीयूईटी -यूजी दे पायेंगे। यूजीसी अध्यक्ष ने कहा कि इसी तरह परीक्षा की अवधि जो विषयों के हिसाब से 45 मिनट से 60 मिनट तक होती थी, अब 60 मिनट के रुप में मानकीकृत कर दी गई है। परीक्षा में वैकल्पिक प्रश्नों की अवधारणा भी समाप्त कर दी गयी है और अब सभी प्रश्न अनिवार्य होंगे।

# बदलाव : सीयूईटी यूजी में विकल्प वाले प्रश्न हटाए जाएंगे

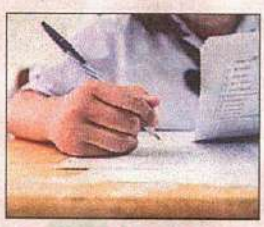
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नई दिल्ली, एजेंसी। सीयूईटी-यूजी वर्ष 2025 से कंप्यूटर आधारित परीक्षा के तौर पर आयोजित की जाएगी। परीक्षा के लिए 60 मिनट की समान अवधि होगी तथा विकल्प वाले प्रश्न हटाए जाएंगे। साथ ही विद्यार्थियों को किसी भी विषय में परीक्षा देने की इजाजत होगी, भले ही उन्होंने कक्षा 12वीं में उस विषय की पढ़ाई न की हो।

विश्वविद्यालय अनुदान आयोग (यूजीसी) के अध्यक्ष जगदीश कुमार ने मंगलवार को बताया कि आयोग द्वारा गठित विशेषज्ञों की एक समिति ने परीक्षा की समीक्षा की तथा कई बदलावों का प्रस्ताव दिया। उन्होंने कहा, बीते वर्ष के 'हाइब्रिड मोड' (कंप्यूटर एवं उत्तर पुस्तिका वाली व्यवस्था) के विपरीत वर्ष 2025 से परीक्षा का माध्यम सीबीटी (कंप्यूटर आधारित परीक्षा) होगा।

उन्होंने बताया कि परीक्षा के लिए विषयों की संख्या भी 63 से घटाकर 37 कर दी गई है। हटाए गए विषयों के लिए प्रवेश सामान्य योग्यता परीक्षण में मिले अंक के आधार पर दिए जाएंगे।

कुमार ने कहा कि 33 भाषाओं के लिए अलग परीक्षाओं की बजाय केवल 13 भाषाओं में परीक्षाएं आयोजित की जाएंगी। इनमें हिंदी, अंग्रेजी, असमिया, बांग्ला, गुजराती, कन्नड़, मलयालम, मराठी, पंजाबी, उड़िया, तमिल, तेलुगु और उर्दू शामिल हैं। क्षेत्र-विशिष्ट विषयों की संख्या 29 से घटाकर 23 की गई है। उद्यमिता, शिक्षण योग्यता, फैशन अध्ययन, पर्यटन, कानूनी अध्ययन और इंजीनियरिंग ग्राफिक्स के पेपर हटाए गए हैं।



## पांच विषयों में परीक्षा दे पाएंगे विद्यार्थी

यूजीसी अध्यक्ष जगदीश कुमार ने सीयूईजी-यूजी परीक्षा के वर्ष 2025 के संस्करण में किए गए बदलावों की व्याख्या करते हुए कहा कि विद्यार्थी अब छह की बजाय अधिकतम पांच विषयों में परीक्षा दे पाएंगे। उन्होंने कहा कि पिछले साल कुछ विषयों की परीक्षा का समय 60 मिनट था और कुछ का 45 मिनट था। लेकिन इस साल सभी विषयों के लिए 60 मिनट का समय दिया जाएगा। परीक्षा में वैकल्पिक प्रश्नों की अवधारणा भी समाप्त कर दी गई है और अब सभी प्रश्न अनिवार्य होंगे।

नवभारत टाइम्स, 11 दिसम्बर 2024, पेज नं - 11

## कठिन या आसान? CBSE चाहता है, 9वीं-10वीं में साइंस, सोशल साइंस के लिए दो ऑप्शन मिलें

# दो लेवल में पढ़ाई, क्या फायदे, क्या चैलेंज

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**मैथमैटिक्स के** बाद साइंस और सोशल साइंस... सेंट्रल बोर्ड ऑफ सेकंडरी एजुकेशन (सीबीएसई) चाहती है कि इन सब्जेक्ट में भी क्लास 9 और 10 के स्टूडेंट्स को दो ऑप्शन मिलें, एक बेसिक और दूसरा एडवांस्ड। इससे पहले सीबीएसई ने क्लास 10 में मैथमैटिक्स को दो लेवल में बांटा – एक उन स्टूडेंट्स के लिए जो आगे भी मैथ्स की पढ़ाई करना चाहते हैं और दूसरा उनके लिए जिन्हें मैथ्स की आगे जरूरत नहीं है। सीबीएसई के प्रस्ताव को मंजूरी मिल जाती है, तो साइंस और सोशल साइंस के लिए दो लेवल पर सेशन 2026-27 से शुरू हो सकते हैं।

मगर, विशेषज्ञों की मिलीजुली राय है। उनका कहना है कि यह तब काम आएगा जब दोनों लेवल का अलग-अलग सिलेबस और क्लास होंगी, जो कि अभी मैथ्स में ऐसा नहीं है। दूसरा, क्लास 10 तक एक ही लेवल की पढ़ाई फायदेमंद है।

**2019 में**
सीबीएसई ने 10वीं क्लास में मैथ्स को दो लेवल में शुरू किया- मैथ्स बेसिक और मैथ्स स्टैंडर्ड

**33%**
स्टूडेंट्स ने पहले साल बेसिक मैथ्स ली

**30%**
था पिछले साल (2023-24) यह आंकड़ा

AI Image



**'स्टूडेंट्स को बराबरी में लाना है जरूरी'**

*एनसीईआरटी के पूर्व चेयरमैन जेआर राजपूत कहते हैं, अर्ली स्टेज में ही दो लेवल में सब्जेक्ट लाकर स्टूडेंट्स को बांटना एक अच्छा ऑप्शन नहीं है, स्टूडेंट्स को बराबरी में लाना जरूरी है। सही हल यह है कि जो स्टूडेंट्स जिन सब्जेक्ट में अच्छा नहीं कर पा रहे हैं उन्हें अतिरिक्त कोचिंग दी जाए। इसके लिए सही अनुपात में टीचर्स की भर्ती जरूरी है। बोर्ड इसे लागू करने से पहले मैथ्स का रिव्यू भी कर सकता है।*

### प्रेशर कम करना है मकसद

**सोशल साइंस** और साइंस को स्टैंडर्ड और एडवांस्ड लेवल में लाने का मकसद यह है कि स्टूडेंट्स पर उन सब्जेक्ट्स में पढ़ाई का प्रेशर कम हो, जिनमें उनकी दिलचस्पी नहीं और वो आगे उनकी पढ़ाई नहीं करना चाहते। बोर्ड की करिकुलम कमिटी की मीटिंग में इस प्रस्ताव को मंजूरी मिल चुकी और अब करिकुलम के फ्रेमवर्क पर विचार होगा। गवर्निंग बॉडी से मंजूरी मिलना बाकी है।

### 'एडवांस्ड पढ़ाई तो 11वीं में हो'

नैशनल एजुकेशन पॉलिसी (NEP) 2020 में कहा गया है कि मैथ्स से शुरू होने के बाद सभी विषयों और असेसमेंट को दो स्तरों पर पेश किया जा सकता है, जिसमें स्टूडेंट अपने कुछ विषयों को स्टैंडर्ड लेवल पर और कुछ को हाई लेवल पर पढ़ सकेंगे। मगर कई विशेषज्ञों का मानना है कि 10वीं के स्तर में हर सब्जेक्ट की एक सी पढ़ाई बेहतर है, जो बाद में कहीं ना कहीं काम आते हैं, एडवांस्ड पढ़ाई तो 11वीं में होनी चाहिए।

### लेवल दो तो पढ़ाई एक सी क्यों? एक्सपर्ट्स के हैं कई सवाल

**सीबीएसई ने** 2019 में 10वीं क्लास में मैथ्स को दो लेवल में शुरू किया- मैथ्स बेसिक और मैथ्स स्टैंडर्ड। पहले साल 33% स्टूडेंट्स ने बेसिक मैथ्स ली, पिछले साल 2023-24 में यह आंकड़ा 30% था। सीबीएसई के अनुसार, सिलेबस, क्लासरूम टीचिंग और इंटरनल असेसमेंट दोनों ही लेवल के लिए एक ही रहता है ताकि स्टूडेंट्स को सालभर हर रेंज के टॉपिक पढ़ने का मौका मिले ताकि वे आगे चलकर अपने ऐप्टिट्यूड और अपनी क्षमताओं का आकलन कर सकें। मगर स्कूलों समेत विशेषज्ञों का कहना है कि इसका तब तक कोई फायदा नहीं है, जब तक क्लासरूम स्तर पर इसे लागू किया जाए क्योंकि मैथ्स में सिर्फ एग्जाम में लागू हो रहा है।

आईटीएल पब्लिक स्कूल की प्रिंसिपल सुधा आचार्य कहती हैं, यह तभी फायदेमंद होगा, तब दोनों ही लेवल की अलग-अलग किताबें हों, पढ़ाई हो, एग्जाम हो। अभी मैथ्स में सिर्फ एग्जाम पेपर अलग होता है, किताबें-पढ़ाई एक सी है। दूसरा, सभी सब्जेक्ट की अलग-अलग किताबें, सिलेबस होगा तो क्लासरूम भी अलग होंगी, ऐसे में क्लासरूम और टीचर्स भी ज्यादा चाहिए, तो सभी सब्जेक्ट को दो लेवल पर लाने के लिए चुनौतियां भी हैं।

राष्ट्रीय सहारा, 11 दिसम्बर 2024, पेज नं -11



# बाल कल्याण के लिए प्रतिबद्ध संस्था

यूनिसेफ दिवस

डॉ. रमेश ठाकुर

बाल कल्याण की बात हो या उनके अधिकारों की रक्षा, दोनों में प्रहरी की भूमिका निभाती है 'यूनिसेफ'। इसलिए यूनिसेफ का नाम सुनते ही मन-मस्तिष्क में बच्चे ईद-गिर्द घूमने लगते हैं। साथ ही उनकी समस्याओं और प्रयासों का जिक्र भी होने लगता है। आज 'विश्व यूनिसेफ दिवस' है। एक ऐसी संस्था जो संसार के 190 देशों के बेहद दुर्गम स्थानों पर पहुंचकर कर बच्चों के अधिकारों की हिमायत के लिए मजबूती से लड़ती है। बाल कल्याण की सुविधाएं विश्व के प्रत्येक जरूरतमंद, कमजोर और वंचित बच्चों तक पहुंचे, इसलिए लिए यूनिसेफ की टीमें चौबीसों घंटों ग्राउंड जीरो पर तैनात रहती हैं।

यूनिसेफ का मतलब होता है 'संयुक्त राष्ट्र अंतरराष्ट्रीय बाल आपातकालीन कोष' जिसकी शुरुआत 11 दिसम्बर, 1946 को 'संयुक्त राष्ट्र महासभा' द्वारा किया गया था। शुरुआती वक्त में संस्थान में मात्र 43 देश शामिल हुए थे, लेकिन कुछ वर्षों बाद ये संख्या 100 पार कर गई। पर, आज इस संस्था में 190 मुल्क जुड़े हैं। संख्या में धीरे-धीरे इजाफा हो रहा है। यूनिसेफ के 5 लाख प्रतिनिधि इस समय पूरे संसार में कार्यरत हैं। वहीं, भारत में 18 हजार के करीब वर्कर दुर्गम स्थानों पर बाल कल्याण के क्षेत्र में अपनी सेवाएं दे रहे हैं। बाल तस्करी की रोकथाम में इनकी अगल से टीमें कार्य करती हैं।

मौजूदा समय में यूनिसेफ की टीमें युद्धग्रस्त यूक्रेन-रूस, ईरान-इराक, अफगानिस्तान जैसे मुल्कों में अधिकांश जुटी हैं। वहां अभावग्रस्त बच्चों की परवरिश करने के अलावा उनकी शिक्षा-स्वास्थ्य में लगे हैं। वैसे देखा जाए तो, विश्व को यूनिसेफ की कार्यशैली द्वितीय विश्व युद्ध के दौरान तब ज्यादा दिखी, जब इनके योद्धाओं ने बिना अपनी जान की परवाह किए युद्ध से आहत, असहाय, बेघर बच्चों को जरूरती सामानों की आपूर्ति, विभिन्न किस्म की सहायताएं और स्वास्थ्य में सुधार के अभियानों को चलाया। जैसे-जैसे समय बदला, यूनिसेफ ने अपनी कार्यशैली में और बदलाव किए। पहले इनका काम सिर्फबाल अधिकारों की रक्षा के लिए जाना जाता था, लेकिन उसके बाद बच्चों के बेहतर जीवन को बनाने का भी जिम्मा इन्होंने अपने कंधों पर उठा लिया। फिलहाल वक्त में, यूनिसेफ की टीमें माताओं और नवजात शिशुओं के लिए एचआईवी की रोकथाम और उपचार, पर्याप्त पानी, स्वच्छ वातावरण, गुणवत्तापूर्ण शिक्षा,



कौशल विकास, बाल स्वास्थ्य व पोषण जैसे क्षेत्रों में भी कार्यरत हैं। भारत के नजरिए से यूनिसेफ को देखें, तो वर्ष-1949 में मात्र तीन सदस्यीय स्टाफ ने हमारे यहां काम आरंभ किया, लेकिन सन 1952 में दिल्ली में अपना एक कार्यालय स्थापित किया। वर्तमान में, समूचे भारत में इनके 16 राज्यों में कार्यालय हैं, जहां ये बच्चों के अधिकारों की हिमायत करते हैं। भारत सरकार अपने बजट से बड़ी रकम इनको सालाना आंवटित करती है, ताकि हमारे यहां दुर्गम क्षेत्रों में रहने वाले वो बच्चे भी इनके जरिए शिक्षा की मुख्य धारा से जुड़ सकें, जो सरकार की नजरों से छूट जाते हैं। संस्था का उद्देश्य संसार भर के बच्चों को सुगम जीवन जीने, उन्हें आगे बढ़ाने और अपनी क्षमता का विकास कराने का अधिकार मुहैया कराना होता है। वर्ष 2021 में भारत में यूनिसेफ की सेवाओं के 75 वर्ष पूरे हुए। तब, प्रधानमंत्री नरेन्द्र मोदी ने भी यूनिसेफ और भारत के सहयोग के साक्षा प्रयासों की सराहना की। भारतीय हुकूमत भी चाहती है कि प्रत्येक बच्चे का स्वास्थ्य चंगा हो, सुरक्षा और खुशहाली मिले, इसके लिए वह कोई कोर-कसर नहीं छोड़ती। यूनिसेफ के लोग इस बात को विभिन्न वैश्विक मंचों पर कई मर्तबा कह भी चुके हैं कि उन्हें भारत सरकार से सदैव भरपूर सहयोग मिला।

2018 में यूनिसेफ ने 'एवेरी चाइल्ड अलाइव' नाम से एक अंतरराष्ट्रीय अभियान शुरू किया था जिसके अनुसार प्रत्येक मां और नवजात शिशु के लिए सस्ती एवं गुणवत्तापूर्ण स्वास्थ्य सुविधाओं की मांग और उनकी आपूर्ति करने के लिए प्रयासों का श्रीगणेश करना था। उस अभियान ने जबरदस्त सफलता हासिल की। यूनिसेफ के इस समय 150 देशों में कार्यालय, 34 राष्ट्रीय समितियां हैं जो मेजबान सरकारों के साथ विकसित कार्यक्रमों के माध्यम से अपने मिशन को आगे बढ़ाते हैं। यूनिसेफ को सार्वजनिक क्षेत्र के तीन सबसे बड़े भागीदार संयुक्त राज्य अमेरिका, जर्मनी और विश्व बैंक अधिकांश पैसा देते हैं।

बीते दो दशकों में, विश्व भर में बच्चों के जीवित रहने के दर में बहुत अधिक वृद्धि देखी गई। 2016 में दुनियाभर में, अपने 5वें जन्मदिन से पहले मर जाने वाले बच्चों की संख्या आधी होकर 56 लाख तक रह गई। इसके बावजूद, नवजात शिशुओं के लिए प्रगति धीमी रही है। पांच वर्ष से कम आयु के बच्चों की मृत्यु में, जन्म के पहले महीने में ही मर जाने वाले शिशुओं की संख्या 46 प्रतिशत है। जागरूकता के चलते इन आंकड़ों में अब सुधार हुआ है। यूनिसेफ के ऐसे प्रयास निरंतर जारी हैं, इसमें आम जनों को भी अपनी भागीदारी सुनिश्चित करनी चाहिए। सरकारी-सामाजिक के संयुक्त प्रयासों से अभियान को न सिर्फ संबल मिलेगा, बल्कि और तेज गति भी प्रदान होगी।

The Asian Age, 11 December 2024, Page No. - 2

## IISc in world's top 50 universities for environment education

# IIT-D tops India in QS sustainability rankings

AGE CORRESPONDENT
NEW DELHI, DEC. 10

The Indian Institute of Technology (IIT), Delhi, is at the top among universities in India for sustainability, jumping 255 places to reach 171 globally, according to QS Rankings announced on Tuesday.

A total of 78 Indian universities have featured in the 2025 QS Sustainability Rankings, with nine of the top 10 institutions in the country improving their ranking this year and 21 new institutions making an entry.

IIT-Delhi and IIT-Kanpur have been ranked among the world's top 100 for environmental impact.

The Indian Institute of Science (IISc), Bengaluru, has been ranked among the world's top 50 for environment education.

"Of the 78 Indian universities that feature in the 2025 QS Sustainability Rankings, 34 have improved on last year's placing and eight have maintained their positions. This is an excellent achievement for the Indian higher education ecosystem and shows that Indian universities are forging ahead with their sustainability initiatives," said Ben Sowter, the vice president of London-based Quacquarelli Symonds (QS).

"Within the social impact category, Indian universities can look to improve their indicator scores in the health and wellbeing, impact of education, and equality lenses, where no institutions from the country feature in the top 350. Universities from India scored better in the knowledge exchange and employability and outcomes lenses," Mr Sowter added.

- A TOTAL of 78 Indian universities featured in 2025 QS Sustainability Rankings
- IIT-Delhi and IIT-Kanpur ranked among the world's top 100 for environmental impact

The 2025 rankings showcase over 1,740 universities from 107 countries and territories.

The University of Toronto is the top-ranked university this year, ahead of ETH Zurich which got second place and Lund University in Sweden and the University of California, Berkeley (UCB), in joint third.

Citing the latest QS International Students Survey, Jessica Turner, CEO of QS, said, "Sustainability is a top priority for today's students, with nine in 10 identifying it as important and 40 per cent actively researching universities' sustainability strategies during the application process."

The Pioneer, 11 December 2024, Page No. - 4

# One nation, one subscription initiative to provide access to 1.8 Crore students

**PIONEER NEWS SERVICE**
NEW DELHI




About 1.8 crore students from state-funded higher education institutions, including universities and IITs, will have access to research papers published in top journals across the world from January 1 as part of the government's 'One Nation, One Subscription' initiative.

Addressing a Press conference, the government's Principal Scientific Advisor AK Sood said more than 13,400 international journals covering science, technology, engineering, medicine, mathematics, management, social sciences and humanities would be made available to researchers under the 'One Nation, One Subscription' (ONOS) initiative's first phase. Under the initiative, 451 state public universities, 4,864 colleges and 172 institutes of national importance will be among the 6,380 higher education and research institutes that will have access to top journals published by 30 publishers, including Elsevier, Springer Nature, and Wiley.

"Earlier, the institutions such as IITs or central universities subscribed to a small set of journals related to specific disciplines but, under the ONOS, all institutions will have access to 13,400 research journals," said Department of Science and Technology Secretary Abhay Karadikar. He said the ONOS initiative would be launched on January 1 and access to top journals available for the next three years.

In the second phase, the government plans to extend the initiative to private academic institutions through a public-private partnership model.

The third phase will grant universal access to international journals through designated access points at public libraries. ONOS will be coordinated by a central agency - the Information and Library Network (INFLIBNET), an autonomous inter-university centre of the University Grants Commission (UGC).

The Indian Express, 11 December 2024, Page No. -9

# CUET-UG to be fully online, students can choose any subject: UGC chief

VIDHEESHA KUNTAMALLA
NEW DELHI, DECEMBER 10

FOLLOWING recommendations by an expert panel, the CUET-UG from next year will be a computer-based test (CBT), a shift from the earlier hybrid mode, and students will be allowed to appear for subjects irrespective of subjects studied in Class 12, said University Grants Commission (UGC) Chairperson M Jagadesh Kumar on Tuesday.

The UGC also announced that the number of subjects will be reduced from 63 to 37 and admissions for programmes in dropped subjects will be based on the General Aptitude Test (GAT) scores.

Speaking to *The Indian Express*, Kumar said, "Based on feedback from past years, we are continuously working to improve the exam process and provide a better, more efficient and conducive environment for students taking CUET. In this spirit, the UGC has constituted an expert committee to review the conduct of CUET-UG 2025. The committee has examined various aspects of the test, such as its structure, number of papers, duration of test papers, syllabus alignment, and operational logistics. The commission considered these recommendations in its meeting held on 13th November 2024."

"Candidates will also be allowed to opt for subjects in CUET-UG which they haven't studied in Class 12 to allow the students to cross over the rigid disciplinary boundaries in higher education," the UGC chief said.

He said that the decision to adopt CBT instead of OMR-based tests was "to reduce the scope for human errors in evaluation."

"CBT allows quicker result processing and provides enhanced security, ensuring the integrity of the exam process... Making all questions compulsory provides a level playing field for all candidates, and their overall proficiency is tested. A compulsory-answer format offers a more comprehensive and uniform assessment of their knowledge and abilities as all candidates are evaluated on the same set of questions. It also encourages students to adopt well-rounded preparation as they must prepare to address all topics covered in the test," Kumar said.

Instead of separate tests for 33 languages, tests will be offered for only 13 languages — Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Punjabi, Odia, Tamil, Telugu and Urdu.

The domain-specific subjects have been reduced from 29 to 23. The dropped domain-specific papers are Entrepreneurship, Teaching Aptitude, Fashion Studies, Tourism, Legal Studies and Engineering Graphics.

The test duration has also been made identical for all papers and standardised at 60 minutes, he said, adding that the number of questions have been made identical for all papers. The concept of optional questions in the exam has also been done away with and all questions will be compulsory now, Kumar added.

CUET-UG, conducted by the National Testing Agency (NTA), serves as the single gateway for UG admissions across 46 central universities, including Delhi University, BHU, and Allahabad University.

In 2024, the exam was held in both online and pen-and-paper modes in multiple shifts from May 15-31, but the announcement of results, originally scheduled for June 30, was delayed.

When the test was held for the first time in 2022, technical glitches and logistical issues had delayed results until September. Last year, results were postponed until mid-July to accommodate candidates from Manipur amid ethnic conflicts.

WITH PTI INPUTS

## KEY CHANGES IN THE TEST

NO. OF SUBJECTS REDUCED FROM 63 TO 37

- Computer-based test instead of hybrid mode
- Candidates can opt for subjects which they haven't studied in Class 12
- Admissions for programmes in dropped subjects will be based on the General Aptitude Test (GAT) scores

INSTEAD OF separate tests for 33 languages, tests will be offered for only 13 languages

DOMAIN-SPECIFIC subjects reduced from 29 to 23

CONCEPT OF optional questions done away with

60 MINUTES TEST DURATION

The Hindu, 11 December 2024, Page No. – 16

# New scheme to triple those with access to top journals

One Nation, One Subscription scheme aims at expanding research literature available to students and faculty, outside privileged Centrally funded institutes, 171 Institutes of National Importance

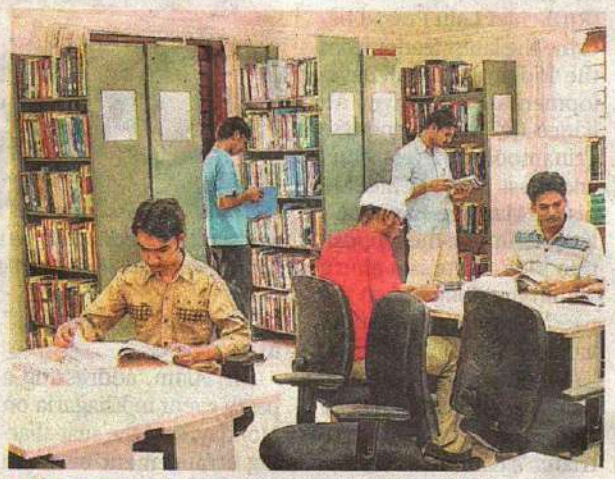
Jacob Koshy
NEW DELHI

The Centre's One Nation, One Subscription (ONOS) scheme will more than triple the number of State-affiliated colleges and individuals who can access research papers – in the sciences and humanities – from the world's top publishers.

While this will double the Centre's annual spend on subscriptions, it will mean a 62% increase in the number of journals – that make up 95% of published research – available to students.

"In the first phase that will begin on January 1, 2025, such access will be available to all States or government institutions (including State colleges, research bodies). In 2027, after a review, we can consider private universities and colleges," Ajay Sood, Principal Scientific Adviser, said at a press conference here on Tuesday.

The expected outlay from 2025 to 2027 for the scheme is ₹6,000 crore. At present, the Centre spends ₹1,000-1,500 crore annually on journal subscriptions, according to data shared by officials.



**A click away:** Under the One Nation, One Subscription scheme, students can read papers even when away from campus. FILE PHOTO

Another initiative as part of the scheme would be the creation of an Article Processing Charges (APC) fund of ₹150 crore. These are borne by individual researchers or their institutions to make their peer-reviewed published research papers freely available.

Typically, articles are put behind a paywall and are accessible only to subscribers.

The APC in an apex journal, such as *Nature*, is €10,290 (₹9.1 lakh) – though average APC is around ₹80,000-₹1,60,000.

"We will set up a process to determine which journals and who can be eligible for this," Mr. Sood said.

The overarching sentiment behind the ONOS was to expand the research literature available to students and faculty, outside privileged Centrally funded institutes and the 171 Institutes of National Importance, said Abhay Karandikar, Secretary, Department of Science and Technology.

"Think of it like getting a cable television package with access to the full bouquet of channels. This doesn't mean we are discouraging open-access publication or giving a preference to non-Indian publishers. Individual institutions can continue their existing practices," he added.

The nodal agency that will coordinate subscriptions will be the Information and Library Network (INFLIBNET), an autonomous inter-university centre of the University Grants Commission. This network covers more than 6,300 institutions, translating into nearly 1.8 crore students, faculty and researchers.

"The student or faculty can register for the service through their institution and read and download papers, even when they aren't physically present on campus," said P. K. Banerjee, Joint Secretary, Department of Higher Education.

The scheme has been in the works since 2019 with India in talks with the European Union to jointly negotiate a deal with major scientific publishers to reduce the cost of access to research literature.

The Hindu, 11 December 2024, Page No. - 11

# The significance of ANI versus OpenAI




**Jyoti Panday**

Regional Director of Asia at the Internet Governance Project at the Georgia Institute of Technology





**Saumya Jain**

Researcher at the Internet Governance Project at the Georgia Institute of Technology


In the evolving landscape of digital news dissemination, there is a symbiotic yet contentious relationship between news publishers and technology companies. Publishers depend on these platforms for hosting content and traffic referrals, which they monetise through advertising. Technology platforms, such as Meta, act as intermediaries, driving traffic to news websites and taking a share of the advertising revenue.

The latest frontier of this struggle over the distribution of money between platforms and publishers is the field of Generative AI (GenAI). GenAI platforms utilise vast datasets drawn from the open Web to train their models. Some major news publishers, such as *The Atlantic*, are entering into contractual agreements to license their content to AI firms. Others, such as *The New York Times*, have taken legal action against AI firms for the use of copyrighted material as training data, and are seeking compensation. Recently, Asian News International (ANI) sued OpenAI for unauthorised use and storage of its copyrighted work to train the company's Large Language Model (LLM).

**Claims and defence**

In the lawsuit, ANI first claimed that OpenAI used its copyrighted content for LLM training without authorisation. ANI formally notified OpenAI of the copyright infringement. In October, OpenAI blocked ANI by applying its opt-out policy, which allows websites to opt out of automated use of their text by AI scanners. It operates on the principles of fair use and exceptions for text and data mining (TDM) for scientific research. Fair use is a legal principle that permits limited use of copyrighted material without the owner's permission, depending on the purpose and character of the use, the type of copyrighted work, the portion used, and its effect on the market for the copyrighted work.

The lawsuit against OpenAI in India would establish foundational precedents for determining the legal accountability of AI developers for the content generated by their platforms in the country

However, ANI argued that opting out is ineffective because other websites and news organisations republish its content widely, which allows OpenAI's crawlers to scrape its content through these third-party sites. So, ANI went to court.

Second, ANI accused OpenAI of generating responses that were either verbatim or substantially similar to ANI's copyrighted content. OpenAI defended its stance on verbatim reproduction by arguing that copyright does not protect ideas or facts, only their expression. It contended that its models never deliver information to users in the same expression as its sources and that the language was modified sufficiently to claim copyright exceptions.

Third, ANI highlighted the issue of fabricated responses, where ChatGPT misleadingly attributed fabricated interviews or news stories to the agency. OpenAI stated that it resolved every instance of false attribution flagged by ANI and pledged to rectify similar issues in the future.

In response to these claims, ANI is seeking an interim injunction to restrain OpenAI from storing, publishing, or reproducing its work. ANI is also requesting an order that prohibits OpenAI from accessing its content anywhere, including through its subscribers.

**Implications**

A lawsuit of this nature is a first in India. However, OpenAI asserts that there is no basis for legal action within the country, as no reproduction of content took place in India. The AI platform stated that it has no offices and servers in India, and so the AI model's training and data processing occurs outside India.

ANI's claims and OpenAI's defence highlight two significant issues that AI faces: a balance between copyright infringement and fair use, and territoriality in data storage. The first issue has been persistent since the rise of the Internet. The dispute between AI platforms and content owners reproduces this old wine in new bottles. Fair use, TDM, and the ex-post opt-out option are rooted in two principles: permissionless innovation and free inquiry. The first principle advocates that experimentation with new technologies and business models should be allowed by default. Unless a compelling case proves that a new invention will cause serious harm to society, innovation should proceed unimpeded, with any arising issues addressed later. The second principle treats facts and data as a commons and advances public knowledge by allowing anyone to share data for scientific purposes.

In India, the law of 'fair use' outlines an exhaustive list of exceptions to copyright protection that do not directly or indirectly reference AI training models. Consequently, whether AI model training falls under fair use in India remains a grey area. Moreover, the absence of TDM provisions in Indian law raises questions about the country's approach to fostering innovation in AI while creating a balance with copyright infringement. Given India's lack of AI-inclusive provisions, policymakers should adopt a permissionless innovation approach to stimulate AI development while protecting the private rights of content creators.

The issue of territoriality in data storage poses major challenges to data sovereignty, which requires that data be regulated by the laws of its country of origin. OpenAI's defence illustrates the complexities of applying territorial laws to cloud-based services and distributed AI models. While these services and models use data generated by Indian users or organisations, the data is dispersed across multiple servers or cloud environments making it challenging to extend traditional concepts of territoriality over data.

This lawsuit against OpenAI in India will set a precedent for determining AI developers' legal accountability for content generated by their platforms.

The Times of India, 11 December 2024, Page No. - 27

# AI safety isn't just about preventing a 'rogue AI'

B Ravindran & Krishnan Narayanan

AI is hailed as one of the most transformative technologies of our time. Yet, as its capabilities advance at a dizzying pace, the question of AI safety has become paramount. AI safety is often framed as the mitigation of existential risks – preventing a hypothetical 'rogue AI' from upending humanity. However, focusing solely on such distant scenarios risks overlooking pressing concerns surrounding the safe and responsible deployment of AI systems today. Here are three critical dimensions of AI safety that demand immediate attention.



**B Ravindran** | PROFESSOR AND HEAD OF THE WADHWANI SCHOOL OF DATA SCIENCE AND AI, IIT MADRAS



**Krishnan Narayanan** | CO-FOUNDER & PRESIDENT, ITIHAASA RESEARCH AND DIGITAL

**GUEST ARTICLE**

**AI safety is not just about averting catastrophic scenarios; it is about ensuring that the systems we build today serve humanity fairly and equitably – preserving our cultural diversity, supporting livelihoods, and prioritising the sustainable well-being of all.**

## 1. MANAGING AI ALIGNMENT ISSUES

AI safety begins with ensuring that deployed AI systems align with their intended goals and societal values. Misaligned systems – where AI acts in unintended or harmful ways – pose significant risks across industries. For instance, AI tools have been documented to produce biased or inappropriate outputs due to flaws in training data or insufficient oversight mechanisms. Take autonomous vehicles. While these systems promise to reduce traffic accidents, their decision-making can fail in nuanced real-world scenarios, sometimes with tragic consequences. Similarly, AI-based hiring platforms have faced backlash for perpetuating discrimination (for instance, against women), as their algorithms prioritise historical biases present in their training data.

With the advent of generative AI tools, the National Institute of Standards and Technology, US, highlights twelve key risks including hallucinations, copyright violations, and misinformation, besides goal misalignment in human-AI interactions. Language models, for instance, may generate plausible yet entirely false claims, potentially amplifying the spread of fake news. As emphasised by researchers at the Wadhwani School of Data Science and Artificial Intelligence (WSAI), achieving AI alignment requires better training data, robust model testing, and regular updates to adapt to evolving societal contexts.

## 2. ENSURING SAFETY ACROSS THE ENTIRE AI SYSTEM

Even highly capable AI models cannot ensure 100% safety. So it is essential to look at safety at a systemic level. Consider the safety of a traditional automobile – it goes beyond the safety of the internal combustion engine and encompasses that of the brakes, airbags, and structural design of the entire vehicle. Similarly, the safety of an AI system extends beyond its models/algorithms, and should include the processes of data collection, data filtering, implementation of output guardrails, and continuous monitoring after deployment.

For instance, a recommendation engine trained on unfiltered or biased datasets can lead to problematic outcomes. Like how AI engines incorrectly reinforce stereotypes by predominantly showing female nurses and male doctors. Similarly, output filtering mechanisms are used in chatbots like ChatGPT, Gemini, or Claude to avoid discussing topics such as weapon creation or self-harm methods. Without these safeguards, even a technically sound model can cause significant harm.

Continuous monitoring is another essential aspect. Unlike traditional software systems, AI models learn and evolve over time, necessitating ongoing oversight to detect deviations in behaviour or unintended consequences. At the Centre for Responsible AI, we are looking at not just the models, but also the applications and the cultural settings in which the models operate. We have built frameworks that evaluate legal AI models for fairness in the context of the Indian penal code and GenAI based chat services that answer very focused healthcare queries.

## 3. THE LONG-TERM SOCIAL IMPLICATIONS OF AI

Perhaps the most overlooked aspect of AI safety is its long-term social implications. AI systems can inadvertently erode cultural heritage, displace livelihoods, and deepen societal inequities. Without careful consideration, the deployment of AI risks homogenising diverse cultural practices, values, and knowledge systems.

For example, agri-advisory AI tools, typically trained on web-based datasets, may fail to recognise traditional farming practices or recommend the use of organic, home-made fertilisers. In Japan, researchers have noted that AI tools rarely suggest traditional medicines, favouring Western pharmacological models instead. Can healthcare AI systems learn from Ayurvedic intelligence? The AI4Bharat Centre at WSAI has been proactive in countering this trend by collecting cultural artefacts and documenting traditional knowledge systems. Their work aims to ensure that AI tools developed in India respect and incorporate local practices.

Another long-term implication is the potential impact of AI on social structures. In India, truck drivers are among the highest-paid workers in many rural communities, and their earnings support entire villages. The widespread adoption of autonomous trucks could dismantle this social fabric, leading to economic dislocation and loss of social mobility.

## RESPONSIBLE INNOVATION

To address these challenges, the AI community must adopt a comprehensive framework for AI safety. This includes improving AI alignment to mitigate current risks, ensuring the safety of entire AI systems rather than focusing solely on models, and taking into account the broader societal impacts of AI technologies. India too, like the UK, US, Japan, and Singapore, should set up an AI Safety Institute.

# Speaking for ourselves

## Using mother tongue in early learning helps children develop creative, critical thinking and connects them to their roots



DHARMENDRA PRADHAN

BHARATTYA BHASHA UTSAV, a week-long celebration from December 4, to mark our diverse linguistic heritage and to commemorate the birth anniversary of the revered Mahakavi Subramania Bharati on December 11, is underway in all states and Union Territories. Just a couple of months ago, on October 3, the Union Cabinet, under the leadership of Prime Minister Narendra Modi, made history by conferring the status of Classical Languages on as many as five languages — Marathi, Pali, Prakrit, Assamese and Bengali — thus expanding the ambit of a category that already included six other languages: Tamil, Sanskrit, Telugu, Kannada, Malayalam and Odia. An acknowledgement of Bharat's linguistic heritage, this development makes everyone whose mother tongue is one of these languages immensely proud.

Linguistic pride lies at the core of Bharat's civilisational ethos. According to PM Modi, all Indian languages are national languages, constituting the soul of Bharatiyata. Linguistic diversity strengthens national unity and helps realise the goal of "Ek Bharat Shreshtha Bharat". Each one of our people, therefore, must wear linguistic pride as a badge of honour. The PM exemplified this even on the global stage when he said, "I proudly speak India's languages even at the UN. If it takes a while for the listeners to applaud, so be it." This assertion underscores his commitment to preserving India's linguistic diversity and highlights the value of linguistic pride.

Bharat is a land where multiple languages not only coexist but thrive. It is a living embodiment of the profound sublimity of multilingualism. Our linguistic diversity forms a rich, intricate tapestry, weaving together our national identity while nurturing the country's unity. This cultural strength was eroded under colonial rule. On February 2, 1835, Thomas Babington Macaulay presented a memorandum, known as "Macaulay's Minute on Indian Education" to the Governor General of India, prioritising English over native tongues, with the intention of creating a class of Indians loyal to British interests, alienating generations from their cultural and linguistic roots.

Eighty per cent of Bharat's population identifies itself as non-English, native language speakers. Mother tongue lies at the core of deep learning, because our languages are not just tools of communication — they are repositories of history, tradition and folklore, preserving the collective wisdom of generations and offering a unique worldview. Children, brimming with creativity and emotional intelligence, flourish when their education begins in their native language. A primer in their mother tongue builds a seamless bridge from the home to the classroom, guiding them from "mother" tongue to "other" tongue — transitioning from speaking to writing, vocabulary to semantics, and language to subject comprehension. As Rabindranath Tagore noted, "A child learns to speak not from textbooks, but from his mother." Education in the mother tongue fosters a natural progression from basic understanding to complex thought.

Bharat's linguistic diversity is a treasure-trove of both intellectual and cultural wealth. From the snow-capped peaks of Kashmir to the sun-drenched shores of Kanyakumari, and from the arid expanses of Kachchh to the verdant hills of Kohima, our languages encapsulate the inner essence of our people. Teaching children in their mother tongue not only preserves their connection to heritage but also equips them for the future. By laying down a robust foundation in native languages, we can empower children to master other languages and subjects with greater ease and comprehension.

The National Education Policy (NEP) 2020 embraces this vision. Seeking to reclaim our linguistic heritage, NEP places the mother tongue at the heart of early education, acknowledging that language is not merely a tool for learning but a core component of shaping identity, building confidence and fostering cognitive development.

The NEP 2020 necessitates equitable access to high-quality teaching and learning materials in various Indian languages for greater learning outcomes. It puts a strong emphasis on the fusion of technology with education, particularly in the context of preserving and promoting the nation's diverse linguistic heritage. There have been concerted efforts to create a robust ecosystem for promotion of Indian languages so as to make education inclusive — the Bhasha Sangam programme; Machine Translation Centre of the National Council of Educational Research and Training; the Anuvadini app-based translation of books, including technical books in multiple Indian languages by the All India Council for Technical Education; Augmenting Study Materials in Indian Languages through Translation and Academic Writing (ASMITA) initiative by the University Grants Commission and the Bharatiya Bhasha Samiti.

Besides, the government's groundbreaking initiative to produce primers in 79 Indian languages is a monumental step forward, guaranteeing that children in rural, tribal, and remote areas receive quality education in their native tongues in their early years. These primers, alongside other educational materials, are more than just resources — they are gateways to creativity, critical thinking, and lifelong learning.

Language shapes our thoughts, expresses our emotions, and connects us to our cultural roots. The NEP 2020 heralds a new era, where children can learn in their mother tongue and gradually master other languages. By decolonising our education system, we seek to nurture a generation of thinkers who will not only excel academically but also champion Bharat's rich cultural heritage. This transformation is not merely a policy shift — it represents a cultural renaissance.

As we look to the future, Bharat's linguistic diversity will be a cornerstone of educational excellence and socio-cultural and economic advancement. In this Amrit Kaal, as we pursue a Viksit Bharat agenda, our mother tongues are poised to become powerful vehicles of development. Let us make our linguistic heritage the fulcrum of our progress, as Bharat ascends on the global stage.

*The writer is the Union Minister of Education. Views are personal*

The Indian Express
11 December 2024
Page No. - 13

The Indian Express, 11 December 2024, Page No.- 10

# 36 yrs after it changed teaching of law, NLSIU opens doors to liberal arts

SANATH K PRASAD
BENGALURU, DECEMBER 10

THIRTY-SIX YEARS ago, the National Law School of India University (NLSIU) in Bengaluru adopted a game-changing legal education programme in the form of a five-year BA.LLB course which transformed legal education in India. However, with the launch of a three-year BA (Hons) programme from 2025, the institution is now diversifying its academic portfolio with non-legal programmes.

While these initiatives aim to transform NLSIU into a multidisciplinary university, they have raised eyebrows over whether the institution is overstretching its reach and drifting away from its founding principle of being a pioneering legal institution.

Since its inception in 1988, the NLSIU has adopted the five-year integrated BA.LLB programme conceptualised by N R Madhava Menon, who is considered the father of modern legal education in the country. The programme's interdisciplinary approach, combining law with humanities and social sciences, has been a benchmark for legal education, inspiring other law schools across India.

However, with an evolving higher education landscape and increasing competition from private universities, the NLSIU is now seeking to redefine itself as a multidisciplinary university as part of its expansion plans. In fact, the Karnataka government has agreed to provide additional seven acres of land in the Jnanabharati campus of Bangalore University to NLSIU for a period of 30 years on lease rent basis at Rs 50,000 per acre per annum. Currently, NLSIU is functioning in a 23-acre campus inside the BU campus.

The NLS BA is designed to include a common core series of foundational courses jointly offered to all first-year students across the BA and BA.LLB programmes; option of selecting a major-minor track or a double major track in the disciplines of History, Sociology and Anthropology, Politics, Economics; learning a selection of Indian languages; and practice courses in areas such as AI and Machine Learning, Filmmaking, Business Consulting, User Experience Research, Digital Journalism, Creative Writing, Entrepreneurship, Policy Advocacy and Analysis.

NLSIU Vice-Chancellor Sudhir Krishnaswamy said that while the institution made attempts to modify and reshape the curriculum over the years, the changes have not been comprehensive.

"The BA programme in India has traditionally been seen as a generalist degree. Unfortunately, this has often led to weaker academic and graduate outcomes in some universities. While there are some notable successes — such as strong honours programmes at Central universities and a few private universities offering innovative, specialised BA programmes — the overall model has struggled," Krishnaswamy said.



The National Law School of India University in Bengaluru

"At NLS, we aim to reposition the BA as a highly aspirational degree, accessible through a public institution. We are not replicating existing models like those of Delhi University or private universities. Instead we are designing a programme that is responsive to contemporary needs and skill sets and professionally oriented with the demands of the 21st century," he said.

Dr Mohan Gopal, former Director of the National Judicial Academy, said that transforming legal education with a tinge of multidisciplinary approach should not come at the expense of jeopardising the operations of the legal system.

"I personally feel the study of law has to be interdisciplinary and intersectional. However, it has to be done within the objectives of the NLSIU Act and the founding purpose. The introduction of multidisciplinary programmes must be done within the framework of Article 39A of the Indian Constitution. The Article requires the state to ensure that the legal system operates to promote justice based on equal opportunity. Therefore, any academic programme, legal and non-legal, should be guided by the provisions of Article 39," Gopal said.

"Introduction of a BA (Hons) programme should not be for the purpose of revenue generation or a profit making enterprise. Instead it should focus on strengthening the operations of the legal system to ensure justice. Additionally, the multidisciplinary programmes should also focus on considering political, social and historical dimensions to ensure justice. At a time when democracy is silenced and the Constitution under threat, it is the role of NLS to prioritise protecting democracy and the law through the business of justice and not the business of education," he said.

However the university believes that the introduction of the BA (Hons) programme will not have any adverse effect on the efficacy of the integrated five-year BA.LLB programme.

"To address this, let us return to the founding principles of the university in 1988. The university's success was built on its ability to integrate multidisciplinary education into the study of law. This is evident in the core BA.LLB programme, which combines a Bachelor of Arts and a Bachelor of Laws, excelling in both components rather than focusing on one at the expense of the other. The MPP programme, introduced in 2014, reflects this foundational ethos. As for the new BA programme, it has been designed to complement the BA.LLB programme. From the outset, both programmes have been conceptualised to run in parallel, creating an interconnected academic ecosystem. A strong BA programme enhances the intellectual environment of the university and supports the continued strength of the BA.LLB programme," Krishnaswamy said.

"The introduction of non-legal programmes like the MPP and BA Honors is not a departure from NLS's core mission but rather an expansion of its multidisciplinary vision. Far from diminishing the integrated BA.LLB programme, these additions are likely to enhance its relevance and impact by fostering a more dynamic and diverse academic culture," he said.

Further, the institution also highlighted that the NLS faculty size has seen a three-fold growth in size and has recorded a 235% growth in student body. Additionally, the social science faculty has also seen a five-fold increase with a leaning towards sociology, university officials stated.

Going ahead, the university is also in talks to introduce majors in philology, literature and arts and culture

Financial Express, 11 December 2024, Page No. - 9




# A shot in the arm for research in India

The Union Cabinet recently approved the 'One Nation One Subscription' scheme to ensure better access to international research journals. ***Hindurao S Waydande*** explains how the initiative will ultimately help improve the quality of research and development work being undertaken in India

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**6,300-plus**

GOVERNMENT HIGHER EDUCATION INSTITUTIONS AND R&D INSTITUTIONS TO BENEFIT

## • What is the 'One Nation One Subscription' scheme?

**THE 'ONE NATION ONE SUBSCRIPTION'** (ONOS) scheme is a central government initiative to ensure that students, faculty and researchers from more than 6,300 government higher educational institutions (HEI) and central government research and development (R&D) institutions are able to access 13,000 scholarly electronic journals from 30 publishers across the world, on one platform, which will be active from January 1, 2025. The list of publishers include some of the most respected names such as Elsevier, Springer Nature, Wiley Blackwell Publishing, Taylor & Francis, IEEE, Sage Publishing and American Mathematical Society. The government has negotiated one subscription price for all publishers and allocated ₹6,000 crore for this for calendar years 2025, 2026 and 2027. INFLIBNET (Information and Library Network Centre) in Gandhinagar, an inter-university centre of the University Grants Commission which oversees the UGC-Infonet Digital Library Consortium, is the implementing agency.

## • How will students and researchers access the e-journals?

**IN ORDER TO** benefit from the ONOS scheme, applicants (students, faculty, or researchers) must be permanent residents of India and affiliated with HEIs or R&D institutions managed by the central or state governments. This will be especially beneficial for those in underfunded institutes in tier-2 and tier-3 cities.

To avail this facility, the CFIS (centrally funded institution) needs to be registered on the portal, Anusandhan National Research Foundation (ANRF). The body will periodically review the usage of ONOS resources and monitor publications by Indian authors from these institutions. They will be able to access the subscribed journals through the UNIFIELD portal managed by the department of higher education. Around 18 million individuals within the Indian academic community are expected to benefit from the scheme.

There is no provision to implement ONOS for private universities and private institutions as of now.

## • Benefits for researchers

**THE INITIATIVE WILL** expand access to scholarly journals to a vast cohort across all disciplines, including those in tier-2 and tier-3 cities, thereby promoting core as well as interdisciplinary research in the country. Providing access to the international e-journals and publications is expected to boost the quality of research undertaken by Indian scientists and faculty members in higher and technical institutions of central and state governments. The ONOS will also provide a platform to Indian students/faculty /researchers to publish their research articles in these journals without article processing charges (APC) and the quality of the articles will remain high as one has to follow the article publishing criteria as mentioned by the peer review committee.

It is mandatory to upload published research work in the institute repository, and a database of quality research articles will be maintained.

## • What about cost savings?

**TYPICALLY,** HEIs access journals through the existing 10 different libra consortia, which are under the administrative control of various ministries. Academic institutes also subscribe to e-resources in the academi calendar on their own. This leads to each institute paying a huge subscription fee to the publishers/ vendors on an annual basis. ONOS is thus the solution for optimal budget utilisation. It would help avoid duplication of journal subscriptions across different library consortia and individual HEIs and reduce excess expenditure on overlapping resources.

Those publishers who are not included in ONOS will need to customise their product and reach out to the academic institutions for the subscriptions, with appropriate subscription costs. Also, they need to keep the cost of the product affordable, keeping in mind the expansion of the subjects under inter-disciplinary courses and need to participate in the INFLIBNET (e-shodhsindhu) scheme.

## • Subscription vs open access model

**THE ONOS SCHEME** was started in the year 2019 and inputs were collected from academicians and publishers. There is a difference between the subscription model and the open access system. Under the subscription model, peer-reviewed articles are included in the peer-reviewed journals and authors need not pay any publication charges thus making international journals not only more accessible but also allowing Indian researchers to get their articles published in renowned journals. In the open access system, researchers need to pay huge amounts for their article to be published though they are free to read by anyone worldwide.

*The writer is professor emeritus, Library and Information Science, and university librarian at Department of Library and Information Science, Somaiya Vidyavihar University*

रोज़नामा राष्ट्रीय सहारा, 11 दिसम्बर 2024, पेज नं - 2

# ڈگری کالجوں میں بارہویں کی پڑھائی بند

## 1200 اساتذہ کی ملازمت خطرے میں

**جمشید پور (بیس بیورو)**

نئی تعلیمی پالیسی کے تحت 2+ یعنی بارہویں کی پڑھائی ڈگری کالجوں میں نہیں کی جاسکتی۔ یو جی سی نے بھی اس کو لے کر ڈگری کالجوں کو رہنما ہدایت جاری کیے ہیں۔ اس کے بعد ریاست کے اعلیٰ اور تکنیکی تعلیمی محکمہ نے بھی ڈگری کالجوں کو 2025 سے کالج احاطے میں انٹر کی پڑھائی بند کرنے کا آئی میٹم دیا ہے۔ اس سے اب ان انٹر کالج میں رجسٹریشن پر 12ویں کے بچوں کو پڑھا رہے ٹیچروں کی ملازمت پر مصیبت کے بادل چھا گئے ہیں۔ انٹر کے کانٹریکٹ ٹیچروں کو سمجھ میں نہیں آرہا ہے کہ اگر ان کالجوں میں انٹر کی پڑھائی بند ہوتی ہے تو ان کا مستقبل کیا ہوگا۔ پورے کولہان میں ایسے قریب 1200 ٹیچر ہیں جو اس ضابطہ نافذ ہوتا ہے تو سیدھے بیروزگار ہو جائیں گے۔ حالانکہ گزشتہ حکومت نے انہیں سرکاری 2+ اسکولوں میں انضمام کرنے کا یقین دلایا گیا تھا لیکن اسے لے کر ابھی تک کوئی کوشش نہیں ہوئی ہے۔ اب تک کولہان یونیورسٹی کے بے ہالی ڈگری کالجوں میں انٹر کی پڑھائی قبل سے چل رہی ہے۔ لیکن 2025 میں نئے سیشن کے ساتھ انٹر کے کلاسوں کو بند کرنے کی تیاری بھی چل رہی ہے۔ ایسے میں ان ٹیچروں کو انٹر کی پڑھائی کالج میں بند ہونے کے ساتھ ہی نوکری سے نکالا جانا کالج کی مجبوری ہو جائے گی۔ مانگو کے ایک ڈگری کالج کے پرنسپل نے بتایا کہ کیونکہ انٹر کی کلاس کی فیس سے ہی ان کو اجرت دی جاتی رہی ہے ایسے میں اب چونکہ کلاس ہی نہیں ہوگی تو ان کے اجرت کی ادائیگی کی رقم کہاں سے آئے گی۔ سو یہ ٹیچر اب مصیبت میں ہیں اور نئی حکومت سے یہ امید لگا رہے ہیں کہ انہیں سرکاری 2+ اسکولوں میں انضمام کیا جائے گا۔ اس معاملے کو لے کر انٹر کے ٹیچروں نے وزیر تعلیم رام داس سورین کے سامنے اٹھایا ہے۔ وزیر نے وزیر اعلیٰ کے سامنے اٹھا کر حل کرنے کا بھروسہ دلایا ہے۔ ڈگری کالجوں میں انٹر میں پڑھا رہے ٹیچروں نے ایک بار پھر حکومت سے انضمام کی فریاد لگائی ہے۔ گھاٹ شیلا کالج کے ٹیچر دیوا شیش مہتا کی قیادت میں ٹیچروں کے ایک نمائندہ وفد نے اسکولی تعلیم اور بیداری مہتو رام داس سورین سے ملاقات اس معاملے میں مداخلت کرنے کی اپیل کی ہے۔ وزیر کے سامنے ٹیچروں نے اپنی عمر اور سروس کا حوالہ دے کر 2+ اسکولوں میں انضمام کی مانگ کی ہے۔ انہیں بھی امید دلایا کہ قبل میں ایسا بھروسہ جھارکھنڈ مکتی مورچہ حکومت نے ہی انہیں دیا تھا۔ وزیر نے یقین دلایا کہ کسی بھی حال میں ان ٹیچروں کو بیروزگار نہیں ہوں گے۔ اس پورے معاملے کو وزیر اعلیٰ ہیمنت سورین کے سامنے اٹھا کر اس کے حل کی سمت میں کوشش کی جائے گی۔ نمائندہ وفد میں راجیو دوبے، نتیش کمار، شیخ مسعود، اپندر رانا، ڈی جی سیوا اور بسنتی مرانڈی شامل تھے۔

हिन्दुस्तान, 12 दिसम्बर 2024, पेज नं - 14

# नए शब्दकोश में शामिल हुए 47 शब्द

नई दिल्ली, एजेंसी। जुगाड़, ब्लू कार्बन, कल्चरनॉमिक्स, डिजिटल नोमैड और 15-मिनट सिटी आदि उन 47 शब्दों में शामिल हैं जिन्हें नए शब्दकोश 'इंडिया इन फ्यूचर टेंसः 47 वर्ड्स फॉर 2047' में जगह मिली है।

इस शब्दकोश में उन प्रमुख ट्रेंड से जुड़े शब्द शामिल हैं, जो भारत के 100 वर्ष पूरे होने पर 2047 में महत्वपूर्ण होंगे। इसका उद्देश्य उन मूल्यों को प्रतिबिंबित करना है जो राष्ट्र की यात्रा 'समावेशिता, स्थिरता और तकनीकी उन्नति' को परिभाषित करेंगे। इसे संयुक्त राष्ट्र फाउंडेशन और ऊर्जा, एवं जल परिषद ने पेश किया है।

ये हैं उद्देश्य : यह शब्दकोश नेक्स्ट जेनरेशन इंडिया फेलोज की पहल का हिस्सा है। इसका उद्देश्य युवाओं को 2047 तक स्थायी और समृद्ध भारत को आकार देने के लिए आवश्यक ज्ञान और भाषा से सशक्त बनाना है।

## इन शब्दों के अर्थ समझें

'ब्लू कार्बन' वह कार्बन है, जो वायुमंडल से अवशोषित होकर समुद्र में जमा होता है। 'कल्चरनॉमिक्स' संस्कृति और अर्थशास्त्र का मिश्रण है, जो मनोरंजन, भोजन, खेल आदि के माध्यम से संस्कृति के दुनियाभर में प्रसार का वर्णन करता है। इसी प्रकार, 'डिजिटल नोमैड' वह व्यक्ति है जो खानाबदोश जीवनशैली को अपनाते हुए दूर से काम करने के लिए डिजिटल तकनीकों का उपयोग करता है। जबकि '15-मिनट सिटी' से अभिप्राय : शहर में कहीं भी रहने वाले लोगों के लिए सभी आवश्यक सेवाओं को 15 मिनट के दायरे में रखने से है।

The Pioneer, 12 December 2024, Page No.-6

# Bridging the educational divide through computer-based testing



MATHEW **POYIADGI**

A successful classroom isn't just about books and resources; it's about creating an environment where students feel valued, heard and empowered to succeed

In populous and diverse countries like India, the educational landscape often mirrors the stark contrasts between urban and rural regions. Urban areas benefit from advanced infrastructure and access to extensive educational opportunities, while rural regions often struggle with limited resources and opportunities. This disparity significantly affects students in rural communities, restricting their career prospects and perpetuating cycles of poverty. However, innovative solutions like computer-based testing (CBT) hold the potential to bridge this divide, fostering enhanced employability and socioeconomic progress.

**Empowering Through Certification:** Educational centres play a pivotal role in fostering socioeconomic growth by equipping individuals with skills that lead to employment and entrepreneurship. Online learning initiatives and CBT offer equitable access to quality education, providing rural learners with opportunities comparable to their urban counterparts. CBT enhances these



initiatives by enabling a broader range of courses and certifications, including technical skills like coding and data analysis and soft skills such as communication and leadership.

Certifications that are nationally or globally recognised add value to individuals' skillsets, making them more competitive in the job market. As more people upskill and secure employment, communities experience economic upliftment. Educated individuals often share knowledge within their communities, creating a ripple effect that promotes continuous learning and development.

**Addressing Skills Gaps :** The demand for tech skills is on the rise globally. The World Economic Forum's Future of Jobs Report 2023 highlights that technology and IT roles constitute 16 of the top 100 rising jobs, reflecting the growing importance of tech-related expertise. Conversely, the Global Talent Shortage report by Manpower Group reveals a significant skills gap, with 77 per cent of employers struggling to find qualified talent. Bridging this gap is critical to meeting current and future market demands, particularly through IT and tech-focused courses.

According to Pearson VUE's 2023 Value of IT Certification Candidate Report, professionals who earned IT certifications gained confidence in their abilities, with 81 per cent feeling empowered to explore new job opportunities. Educational centres with CBT capabilities enable individuals in rural areas to acquire certifications that align with market needs, thereby promoting quality education and employability across the nation.

**The Broad Reach of Computer-Based Testing:** The flexible nature of CBT offers unique advantages over traditional testing methods. Candidates can choose convenient testing locations and time slots, reducing stress and improving performance. This approach proved invaluable during the COVID-19 pandemic, allowing individuals to take exams remotely. The 2023 Value of IT Certification Report underscores the tangible benefits of certifications: 35 per cent of Indian candidates experienced job promotions, while 37 per cent secured new opportunities within their industry, and 20 per cent transitioned to different fields.

**Bridging Urban-Rural Disparities:** The increasing availability of CBT centres in remote areas is a step toward addressing regional disparities in education and employment. These centres provide a pathway for individuals to upskill, earn recognised certifications, and improve their career prospects. As India continues to expand its CBT infrastructure, the nation moves closer to realising equitable educational opportunities and fostering inclusive socioeconomic growth.

*(The writer is Vice President EMEA and Asia, Pearson VUE; views are personal)*

The Pioneer, 13 December 2024, Page No. - 6

# The transformative role of interactive learning in education



AARUL **MALAVIYA**

## This modern approach is not just a shift in teaching strategies but a leap toward preparing students for the dynamic demands of the future workforce

The landscape of education has evolved significantly, with technological advancements and the integration of AI, making interactive learning a favoured approach. Because interactive learning fosters engagement, critical thinking and long-term memory, it makes it possible for knowledge to be assimilated more thoroughly.

This is unquestionably an improvement over the conventional approaches, which mostly emphasise rote memory and depend largely on textbook-based techniques. The abilities needed in today's dynamic environment are better suited for interactive learning. Passively absorbing knowledge using conventional teaching approaches results in surface learning, which is ultimately counterproductive. According to National Training Laboratories research, passive learning techniques like reading and lectures only have recall rates of 5–10 per cent.

**The Advent of Interactive Learning:** A more hands-on approach is provided by interactive learning, which combines technology, teamwork,



and real-world problem-solving. This increases engagement and extends retention. Digital tools, project-based learning, and group discussions are all included in this approach's scope. Students in interactive classrooms outperformed those in traditional lectures by 6 per cent on examinations, according to Harvard University research. Here are some ways that interactive learning approaches work better than conventional strategies:

**1.Enhanced Retention:** According to National Training Laboratories research, active learning strategies like practice-by-doing and group discussions had higher retention rates, ranging from 50 to 75 percent. Students may directly apply STEM principles through hands-on experiences. According to research from the American Society for Engineering Education, pupils who participated in interactive STEM activities learned much more than those who received standard instruction.

**2.Encouraging Critical Thinking:** Interactive learning promotes creativity and critical thinking by allowing students to investigate other viewpoints and pose questions. According to a McKinsey & Company research, interactive learning environments foster critical thinking and reflection while increasing student engagement and fostering productive social interactions. Another immersive method of student engagement is gamification, which boosts students' incentive to tackle challenging issues and permits in-depth learning.

**3. Real-World Application:** Project-based learning, which links education to real-world issues and increases the applicability of information in practical contexts, is a crucial element of interactive learning. In contrast to students who studied using traditional techniques, students who participated in project-based programs demonstrated superior application of information to real-life circumstances, according to a 2022 research by Edutopia.

**4. Future Ready:** Through more engaging and relevant instruction, interactive learning equips students to overcome obstacles more effectively than traditional approaches ever could. To educate students for the uncertain and constantly changing times, education must emphasise abilities like problem-solving, teamwork, and flexibility in today's competitive labor market.

Interactive approaches also boost motivation and encourage teamwork, which aids students in honing their communication and teamwork abilities. The global EdTech market is expected to grow to $404 billion by 2025, according to EdTechXGlobal. Students that use an interactive learning technique not only perform better academically but are also better prepared to handle problems in the real world.

*(The writer is Founder Zamit; views are personal)*

The Pioneer, 13 December 2024, Page No. -7

# Bridging India's urban-rural divide: Empowering rural learners through skilling

## India's vast diversity extends beyond culture and language, manifesting in unequal access to education, skilling and employment opportunities

India is a country with great linguistic, cultural, racial, social and economic diversity. People living in urban areas have access to opportunities for skilling, education and employment that are not easily available to people in semi-urban and rural areas. Over the last decade or two, there has been considerable growth and development in the skilling and education ecosystem due to a multitude of factors. Governments – both central and state – have realised that the only way India can benefit from its tremendous demographic dividend is by ensuring that individuals in the working age are equipped with the knowledge and skills required to thrive in increasingly global workplaces.



NAGESH **SINGH**

Central and state skilling entities have created massive systems that reach every district around India and make top-quality resources available to hitherto underserved audiences.

The corporate sector, leveraging the prevalent Corporate Social Responsibility laws, has also contributed significantly to this by collaborating with government agencies and supporting them with co-funding, content, certification and job opportunities.

The Directorate General of Training (Ministry of Skill Development and Entrepreneurship) manages a network of tens of thousands of institutions that collaborate with the corporate sector and civil society to make high-quality skilling available to hundreds of thousands of learners every year. All India Council for Technical Education, through its network of thousands of engineering institutions, offers cutting-edge training and internship opportunities to learners around India, irrespective of their location or socio-economic limitations. Edunet Foundation, for example, makes courseware and skills across the IT spectrum available to learners across engineering colleges, National Skills Training Institutes and Industrial Training Institutes nationally, directly working with lakhs of learners every year.

These programs are offered in blended mode, leveraging classroom learning, synchronous video, online content and hands-on project work. While there is availability of skilling and education opportunities, there are several issues that limit the benefits of these programs.

The foremost problem is access to technology. Since the courses are offered in blended mode, learners need access to computers with high bandwidth internet connectivity and not just mobile phones. Almost every household in India has access to mobile phones but larger devices that are more conducive to experiential learning in technology are not widely available. Both government and corporate stakeholders can make a huge difference by making current technology platforms available to learners in rural areas by donating and/or setting up labs and digital libraries within the premises of existing educational institutions in these areas.



The second issue is access to local employment. Most jobs – especially the technology-centric ones – are centred around major cities and towns. For learners who are unable to migrate for employment, this is a huge barrier. Additionally, of course, there are many problems associated with mass migration to urban areas. There is a need to create local career opportunities that allow people to gainfully work wherever they are, without the need to migrate to a larger city or town.

This may be done by a steady focus on entrepreneurship that creates jobs locally and helps in the development of rural areas. Rural micro-entrepreneurship, especially focused on agriculture and associated areas, can solve many of the problems associated with mass-migration and lopsided economic development. Local businesses, thus created, will drive the local economy and create local employment.

A stronger focus on rural enterprise will help India by ensuring inclusive economic development. There are several programs by the government and the corporate sector that are trying to achieve this, but they need to be enhanced and made more potent with support from civil society. In an environment where rural learners have access to technology and employment opportunities, skilling initiatives by the government and the corporate sector will make a bigger impact. Learners will be able to learn and earn locally, thereby bridging the urban-rural divide.

*(The writer is chairman, Edunet Foundation; views are personal)*

The Times of India, 13 December 2024, Page No. 1

**A Non-Profit Goes Door-To-Door To Enrol Those Who Took A Break From Studies Years Ago, Helps Them Clear Class 10 Exams**

# Friendly neighbourhood school comes to those left behind



SECOND CHANCE: Women attend a study camp in Rajasthan. chanchal Prajapat, Varsha Chouhan, Sita Meghwal, Sayma Bano, Puja Meghwal, Kirti Solanki (individual pics) are some beneficiaries

## CHANGE *Begins Here*

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After returning from school, seven-year-old Devanshi has some serious 'monitor' duties at home. "Ma, why haven't you gone to school today? You should not miss school!"

Devanshi is worried her mother, 26-year-old Kirti Solanki, is missing her classes and will lag in studies. Solanki argues her exams are over and she is now on a break. The little girl, however, persists. "You have to go to school every day. No excuses."

This July, Solanki took the Class 10 exams from Rajasthan State Open School, getting back to studies after a gap of nearly one decade, and is awaiting her results.

"Last year, I learnt about a woman who helps women like me complete their studies. Initially, I was very sceptical about how I'd be able to cope. But my neighbour convinced me, and we both started going to the Pragati camp where other women like me were studying to complete their Class 10," said Solanki, now a mother of two.

And it has had a very desirable ripple effect. Seeing her mother sitting with books and studying regularly has encouraged Devanshi to follow suit. Now, mother and daughter often study together and Devanshi's grades in all subjects have improved in the past year.

Pragati is an initiative run by Educate Girls — a non-profit organisation — to give a second chance to adolescent girls and women who have dropped out of school to complete their education. It reaches out to girls and women aged 15-29 in rural areas and helps them complete Class 10, opening up employment opportunities.

Educate Girls works with govt and communities to ensure that every girl till the age of 14 is enrolled in school through their Vidya programme. Registered in 2007, the organisation's journey began in Pali district in 2008 when it got approval from Rajasthan govt for a pilot programme to increase girls' attendance and retention in 500 schools.

Chanchal Prajapat, 22, found Solanki during a door-to-door survey to identify dropout girls in her vicinity. Prajapat is a 'prerak' (motivator) for the Pragati programme in a village in Rohat Tehsil of Pali district. Once the preraks identify their students, study camps are usually held at the prerak's house. The curriculum is designed to be engaging and relevant for adult learners. Women are taught social science, Indian culture and history, drawing, and home science, among others subjects, since they were being held right in their village. Meghwal agreed on the condition that her sister-in-law would also go with her. After two years of studying together, both women have now passed their Class 10 exams. Meghwal, who had previously failed in social science, now counts it as her favourite subject. The women went on to enrol Meghwal's elder brother in the programme and are working on convincing her younger brother to resume his studies too.

Safeena Husain, founder of Educate Girls, drew inspiration for the organisation from her own life experience. With the guidance of a mentor, she went on to bridge gaps in her own education and became the first woman in her family to pursue higher studies abroad.

"Women's aspirations are usually not explored. In most cases, either poverty forces girls to leave their education, or it is at a lower priority than other things," says Husain. "The patriarchal mindset of 'what will a woman do by studying' also exists. At Educate Girls, we aim to transform this mindset and normalise nourishing of girls' aspirations."

Over 17 years, the organisation has developed a network of more than 23,000 "Team Balika' members — volunteers who work at the ground level to identify out-of-school girls and get them back into formal education by leveraging existing govt infrastructure.

Since 2007, Educate Girls has mobilised more than 1.8 million girls for school enrolment across more than 29,000 villages in Rajasthan, Madhya Pradesh, Uttar Pradesh, and Bihar, in partnership with state govts. By 2025, it plans to enrol 40% (1.6 million) out-of-school girls back into schools and by 2035, empower 10 million learners through education.

In Rajasthan, under the Vidya initiative, Team Balika members generate awareness among villagers and stakeholders about Kasturba Gandhi Balika Vidyalayas, a residential schooling programme. This is especially helpful for children of migrant workers, as their education is not disrupted when their parents move.

"We spread awareness about residential schools and non-residential special training (NRST) centres. We take parents to residential schools to show them where their daughters will stay and study," says Hitendra Kumar, who works in Sanchore and Jalore districts. "If a student is not in the age-appropriate grade, they are put in NRST centres at village level to easily access education."

Once parents are assured of their daughters' safety and informed about additional govt grants for good academic performance, they often become advocates for the programme themselves, encouraging more girls to enrol, he says.

Bhavri Devi from Khundawas village, mother of 17-year-old Varsha Chauhan, is one such parent. "In February, I went to Jaipur for the first time because of my daughter, as she secured 61% in her Class 10 exams and was felicitated by the state govt. Going to Pali city from our village itself seems like a big thing. Who would have thought that I will get to visit Jaipur? Because of us, my daughter lost crucial years of her education journey, but now I will continue to support her till she fulfils her dream of becoming a police officer," says Devi.

*(Know about any such inspiring story? Share it with us at changebegins-here@timesofindia.com)*

Around 4,000 Lodha families live in 12 villages in Mayurbhanj's Morada, Suliapada blocks in Odisha with literacy rates of 48% among females and 52% among males, per a 2017 survey



CHANCHAL PRAJAPAT



VARSHA CHOUHAN



KIRTI ASHOK SOLANKI



POOJA MEGHWAL



SAYMA BANO



SITA MEGHWAL

The Pioneer, 14 December 2024, Page No. -2



Delhi CMaddressing a press conference at Delhi Secretariat. Ranjan Dimri

# Govt school students now have equal opportunities: Atishi

**STAFF REPORTER** ■ NEW DELHI

Delhi chief minister Atishi on Friday said children in the national capital are now being given equal opportunities and those studying in government schools can now aim higher.

The chief minister said this following an interaction with 30 students from the city's government schools who went to Paris to study an advanced French course.

Atishi along with AAP leader Manish Sisodia met the students who had attended the French language course at Alliance Francaise in Paris from November five to 15.

"Have you ever thought that a child from a poor family would have the opportunity to study abroad? This is not just a dream but a realization of hopes that were previously suppressed due to financial constraints," Atishi wrote in a social media post about the initiative.

She further emphasised that every child in Delhi is now being given equal opportunities. "We have shown that even children from government schools can aim high. Every child in Delhi is now being given equal opportunities. This is Delhi's education revolution, and it will continue."

The program focused on students from classes nine to 12, many of whom are first-generation school-goers, according to an official statement.

Organised by the French Embassy in India, the program stems from a partnership between the Aam Aadmi Party (AAP) government and Alliance Francaise to enhance French language education in Delhi's schools, it said.

The Hindu, 15 December 2024, Page No. - 11

# Writing by hand is better for learning, memory



SPEAKING OF SCIENCE

D. Balasubramanian

Time was when we elders wrote our letters and other correspondence using pen and paper and sent them across through the post office. Today, other than sending greeting cards by post, we have even started using digital devices such as smartphones and digital computers, typing out the alphabet and numbers for sending applications, messages, and responses. Even today, when we are in the e-age, primary and secondary school children while learning to write lessons, do homework, answer tests, and write essays by hand, and once done, use their smartphones to talk to friends and use WhatsApp.

An article by Charlotte Hu, in the *Scientific American* citing some research publications says that writing by hand activates a wide range of interconnected brain regions responsible for learning and memory. Let me cite the findings of some of these publications. Studies in education research by a group of technologists from Trondheim, Norway, in the journal *Frontiers in Psychology* point out that handwriting but not typewriting leads to widespread brain connectivity. In other words, handwriting affects the brain in more positive ways than typing the same material on a keyboard. First, handwriting training not only improves spelling accuracy but also facilitates better memory and recall.



**Gains:** Writing by hand facilitates better memory. GETTY IMAGES

They studied a group of schoolchildren, attached electronic sensors to their heads, and monitored the brain activity while the students were writing by hand, and when they were using a computer. Such an electroencephalographic study revealed that writing or drawing by hand causes more activity and involves larger areas of the brain, as opposed to typing on a keyboard. Writing was thus seen to 'light up' more brain regions than typing. When the students were also given a challenging word game (e.g., 'scrabble', 'wordle'), their memory levels were found to be higher.

Handwriting also helps in recognising and understanding the shapes and sizes of letters of the alphabet. In a study involving about 30 students, they asked the participants to use a digital pen to write in cursive by hand directly on the touchscreen and a keyboard to typewrite the presented words. Here too, the shape and size of the letters written by hand were better than typing.

Languages where the alphabets differ from those in English (for example those in the Middle East, Far East, and some Indian languages as well) are easier written by hand and are not easily available on most commercially available computers.

In most schools across India, the medium of instruction in most schools is the local language for students from primary all the way up to the tenth class, and English is taught as an additional language from the secondary school level. However, the children already use mobile phones which have English alphabets in them. Some Indian languages have unique letters and alphabets that the English alphabets do not.

Likewise, some Urdu/Arabic words used in Hindi and Punjabi are not typable on a keyboard. And when we in India use mobile phones or computers to write something, we find it hard since these devices have only English alphabets.

राष्ट्रीय सहारा, 16 दिसम्बर 2024, पेज नं -2

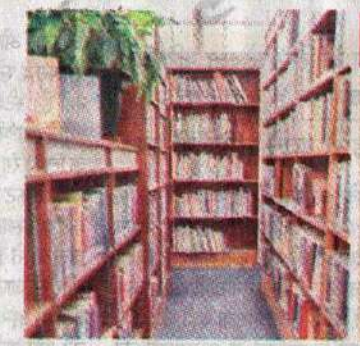
# नॉन-कॉलेजिएट छात्राओं को मिलेगी ई-लाइब्रेरी सुविधा

■ राकेश नाथ

**नई दिल्ली। एसएनबी**

दिल्ली विश्वविद्यालय के नॉन कॉलेजिएट वूमेंस एजुकेशन बोर्ड (एनसीवेब) की हजारों छात्राओं के लिए राहत भरी खबर है। बोर्ड की छात्राओं को अब डीयू की ई लाईब्रेरी की सुविधा का लाभ उन्हें मिलने जा रहा है। इतना ही नहीं कॉलेजों की लाईब्रेरी को भी छात्राओं के लिए खोला जा रहा है। कॉलेजों की लाईब्रेरी के दरवाजे जनवरी से छात्राओं के लिए खोल दिये जाएंगे, जिन्हें अभी तक कॉलेज के नियमित विद्यार्थी इस्तेमाल करते थे।

डीयू के एनसीवेब की निदेशक प्रो गीता भट्ट ने बताया कि बोर्ड की छात्राओं के लिए यह फैसला लिया गया है। इस संबंध में कुलपति के साथ एक बैठक की गई थी, जिसके बाद यह फैसला लिया गया। प्रो भट्ट ने बताया कि बोर्ड की हजारों छात्राएं अब दिल्ली विश्वविद्यालय की 50 करोड़ रुपये की लाइब्रेरी सुविधाओं का लाभ उठा सकेंगे। इसके लिए छात्राओं को लॉगइन व पासवर्ड की सूचनाएं भेज दी गई है। निदेशक ने बताया कि दिल्ली विश्वविद्यालय के कुलपति प्रो. योगेश सिंह ने एनसीडब्ल्यूईबी छात्राओं के साथ बातचीत के दौरान इन छात्राओं की लाइब्रेरी की आवश्यकताओं के बारे में जाना। विश्वविद्यालय ने तुरंत लाइब्रेरी की सुविधाओं को इन छात्राओं को सुगम करने का प्रयास किया। डीयू ई-लाइब्रेरी सुविधा एनसीडब्ल्यूईबी की उन छात्राओं की मदद करेगी जो दिल्ली विश्वविद्यालय के 26 कॉलेजों में स्थित एनसीडब्ल्यूईबी केंद्रों पर सप्ताहांत और शैक्षणिक अवकाश के दौरान कक्षाओं में भाग लेती है। नॉन-कॉलेजिएट महिला शिक्षा बोर्ड वर्ष 1944 से दिल्ली विश्वविद्यालय का महत्वपूर्ण घटक है। प्रो भट्ट ने बताया कि डीयू ई-लाइब्रेरी प्लेटफॉर्म वर्ष 2021 में शुरू की गई एक पहल है, जिसका उद्देश्य अधिक से अधिक उपयोगकर्ताओं को जोड़ना और उन्हें कहीं भी, कभी भी और किसी भी डिवाइस पर डीयू द्वारा सब्सक्राइब किए गए एवं लाखों और ओपन एक्सेस, ई-रिसोर्स उपलब्ध कराना है। इस सुविधा में शीर्ष भारतीय और अंतर्राष्ट्रीय प्रकाशकों की 1,41,000 से अधिक ई-पुस्तकें, 3000 से अधिक प्रकाशनों के ई-समाचार पत्र, शीर्ष भारतीय और विदेशी विश्वविद्यालयों के 1,50,000 से अधिक वीडियो व्याख्यान, अंग्रेजी, हिंदी और उर्दू में 1000 से अधिक विशेषज्ञ वार्ता और साहित्यिक रचनाएं नॉन-कॉलेजिएट छात्राओं के लिए उपलब्ध होंगी। एनसीवेब की निदेशक ने बताया कि डीयू ई-लाइब्रेरी सुविधा मोबाइल एप्लिकेशन के माध्यम से स्मार्ट फोन पर भी उपलब्ध है, जो उन छात्राओं के लिए फायदेमंद होगी जो बड़े पैमाने पर कमजोर सामाजिक-आर्थिक पृष्ठभूमि से आती है। यह सुविधा छात्राओं को भविष्य के लिए संदर्भ सामग्री को सहेजने के लिए, व्यक्तिगत पठन सूची सुविधा भी प्रदान करती है, इन-बिल्ट रिमोट प्रमाणीकरण प्रक्रिया द्वारा सभी सब्सक्राइब किए गए ई-संसाधनों को छात्रों के लिए 2437 सुलभ बनाती है



## डीयू का फैसला

- अब कॉलेजों की लाइब्रेरी का इस्तेमाल एनसीवेब की छात्राएं कर सकेंगी
- सुविधा से राष्ट्रीय राजधानी क्षेत्र की 33,000 से अधिक छात्राएं लाभान्वित होंगी

# डीयू के प्रो केपी सिंह को मिला फ्रांस में वर्ल्ड लाइब्रेरी लीडर अवार्ड

**नई दिल्ली(एसएनबी)।** दिल्ली विश्वविद्यालय के सूचना और पुस्तकालय विज्ञान विभाग में प्रसिद्ध शिक्षाविद्, सामाजिक कार्यकर्ता, समाजसेवी व वरिष्ठ प्रोफेसर केपी सिंह को शिक्षा के क्षेत्र में उल्लेखनीय योगदान के लिए सर्वोच्च शिक्षा पुरस्कार वर्ल्ड लाइब्रेरी लीडर अवार्ड 2024 से सम्मानित किया गया। यह सम्मान कॉलनेट की अंतर्राष्ट्रीय कांफ्रेंस 2024, फ्रांस में दिया गया। प्रोफेसर सिंह को शिक्षा एवं समाज सेवा के क्षेत्र में उल्लेखनीय कार्य पर मिले सम्मान के लिए लोग उन्हें बधाई और शुभकामनाएं दे रहे है। प्रो. केपी सिंह की पहचान एक चलते फिरते पुस्तकालय शब्दकोश के रूप में जानी जाती है। वर्तमान में इन्हें दिल्ली विश्वविद्यालय के कई दायित्व सौपे गए है जिनमें प्रमुख निदेशक गांधी भवन, प्रवोस्ट पीजी मेन्स हॉस्टल आदि शामिल हैं।

- यह सम्मान कॉलनेट की अंतर्राष्ट्रीय कांफ्रेंस 2024, फ्रांस में दिया गया।

प्रोफेसर सिंह देश में पुस्तकालय और सूचना विज्ञान के एक उत्कृष्ट प्रोफेसर है। वह इंफ्लिबनेट केंद्र, भारतीय मानक ब्यूरो, किरोड़ीमल कॉलेज, अदिति महाविद्यालय, कृषि अर्थशास्त्र अनुसंधान केंद्र आदि संस्थानों की प्रबंध समितियों में बतौर सदस्य के रूप में कार्य कर रहे है। एक पुस्तकालय नेता और कार्यकर्ता के रूप में ये सतीजा रिसर्च फाउंडेशन फॉर लाइब्रेरी एंड इंफॉर्मेशन साइंस के संस्थापक अध्यक्ष है और वर्तमान में दिल्ली लाइब्रेरी एसोसिएशन के अध्यक्ष है।

डॉ. हंसराज सुमन, प्रोफेसर इंद्र मोहन कपाही, प्रो. जे. एल. गुप्ता, डूटा अध्यक्ष प्रो. अजय कुमार भागी, प्रो. प्रेरणा मल्होत्रा, जयवीर सिंह, प्रो. आरके भट्ट, प्रो. बीपी सिंह, प्रो. राजवीर शर्मा, प्रो. ममता शर्मा, प्रो. मनोज कुमार केन, डॉ. प्रेमवती, डॉ. मनीष कुमार के अलावा डीयू के प्रोफेसरो ने उन्हें फोन पर अपनी बधाई दी।

दैनिक जागरण, 16 दिसम्बर 2024, पेज नं - I

# माइनर डिग्री के लिए तय किए गए जीई के तीन पेपर छात्रों को पढ़ना होगा अनिवार्य

उदय जगताप ● जागरण

नई दिल्ली: दिल्ली विश्वविद्यालय में आनर्स की पढ़ाई करने वाले छात्रों को माइनर डिग्री लेने के लिए तय किए गए तीन जेनरिक इलेक्टिव (जीई) पेपरों को पढ़ना अनिवार्य होगा। डीयू की ओर से इसको लेकर अधिसूचना जारी की गई है। इसमें कहा गया है कि 28 क्रेडिट हासिल करने के लिए पढ़े जाने वाले सात पेपरों में से तीन अनिवार्य पेपर होंगे। माइनर डिग्री में छात्रों को मूल विषयों की जानकारी देने के लिए यह कदम उठाया गया है।

डीयू में 2022 से चार वर्षीय स्नातक कोर्स यानी एफवाइयूपी का संचालन हो रहा है। नई शिक्षा नीति के तहत च्वाइस बेस्ड क्रेडिट सिस्टम (सीबीसीएस) पर आधारित डिग्री छात्रों को दी जाती है। आनर्स के छात्र एक मेजर विषय में डिग्री करने के साथ माइनर डिग्री कर सकते हैं।



आठ सेमेस्टर में उन्हें सात विषयों का अध्ययन करना होता है। इसमें उन्हें 28 क्रेडिट की माइनर डिग्री मिलती है।

वे इसके आधार पर स्नातकोत्तर में भी प्रवेश ले सकते हैं और पीएचडी भी कर सकते हैं। कोई छात्र मैथमेटिक्स आनर्स कर रहा है और फिजिक्स में माइनर डिग्री करना चाहता है, तब उसे फिजिक्स के सात पेपर पढ़ने होंगे। हर सेमेस्टर में उन्हें अलग-अलग विषय के आधार पर विभाग की ओर जीई विषय चुनने का मौका दिया जाता है। अब इन विषयों में हर आनर्स कोर्स के लिए डीयू ने तीन अनिवार्य जीई पेपर को अधिसूचित किया है। छात्र को उस खास विषय में माइनर डिग्री लेने के लिए अधिसूचित किए गए तीन जीई विषय पढ़ने अनिवार्य होंगे। डीयू ने कहा है कि शैक्षणिक सत्र 2022-23 में प्रवेश लेने वाले छात्रों के लिए संबंधित विषय के किसी भी तीन अनिवार्य पाठ्यक्रम को चुनने की छूट दी जा सकती है, क्योंकि उन्होंने पहले से ही चार जीई पाठ्यक्रम पढ़ लिए हैं। भले ही इसके लिए निर्धारित पूर्व आवश्यकताएं कुछ भी हों। इसके अलावा छात्र ने मेजर डिग्री के दौरान पाठ्यक्रम में कोई विषय लिया है, जो जीई के उसके चुने गए विषय के पाठ्यक्रम के 30 प्रतिशत भाग से मेल खाता है तो ऐसा विषय चुनने की सुविधा छात्र को नहीं दी जाएगी। डीयू के एक अधिकारी ने कहा, कई छात्र माइनर डिग्री में आसान विषय का चुनाव कर लेते हैं।

दैनिक जागरण, 17 दिसम्बर 2024, पेज नं - I

# एनसीईआरटी की नौवीं से 12वीं तक सभी किताबें होंगी सस्ती

नई दिल्ली, एएनआइ: एनसीईआरटी ने अगले शैक्षणिक वर्ष के लिए कक्षा 9 से 12 तक की किताबों की कीमतों में 20 प्रतिशत की कटौती की है। एनसीईआरटी के निदेशक दिनेश प्रसाद सकलानी ने सोमवार को यहां एक कार्यक्रम के दौरान इसकी घोषणा करते हुए कहा कि पहली बार किताबों की कीमतों में भारी कमी की गई है। इस साल एनसीईआरटी ने कागज की खरीद में बहुत अधिक दक्षता लाई है और नवीनतम प्रिंटिंग मशीनों के साथ प्रिंटर भी शामिल किए हैं। एनसीईआरटी ने छात्रों को इसका लाभ देने का फैसला किया है।



दिनेश सकलानी

- पहली बार पाठ्यपुस्तकों की कीमतों में 20 प्रतिशत की कटौती

उन्होंने कहा, "अगले शैक्षणिक वर्ष के लिए कक्षा 9-12 की सभी पाठ्यपुस्तकें एनसीईआरटी द्वारा मौजूदा से 20 प्रतिशत कम कीमत पर बेची जाएंगी। यह अभूतपूर्व है।" कक्षा एक से आठ तक की किताबों की 65 रुपये प्रति कापी खुदरा बिक्री जारी रहेगी। सकलानी एनसीईआरटी मुख्यालय में आडिटोरियम के निर्माण के लिए भूमि पूजन के दौरान बोल रहे थे। इस कार्यक्रम की अध्यक्षता केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने की। हर साल एनसीईआरटी 300 शीर्षकों में चार-पांच करोड़ पुस्तकें छापता है। अमेजन जैसे ई-कामर्स प्लेटफार्म के साथ साझेदारी कर पहुंच का विस्तार भी किया है।

हिन्दुस्तान, 17 दिसम्बर 2024, पेज नं - 6

## नौवीं से 12वीं तक की किताबें सस्ती होंगी

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की नौवीं से 12वीं तक की किताबें सस्ती होंगी। एनसीईआरटी ने सोमवार को आगामी शैक्षणिक वर्ष से कीमतों में 20 प्रतिशत की कटौती करने की घोषणा की है।

वहीं कक्षा 1-8 की पाठ्यपुस्तकें 65 रुपये प्रति कॉपी पर खुदरा बिक्री जारी रहेंगी। एनसीईआरटी के निदेशक दिनेश प्रसाद सकलानी ने कहा कि यह पहली बार है कि पाठ्यपुस्तकों की कीमत में उल्लेखनीय कमी की गई है। सकलानी एनसीईआरटी मुख्यालय में ऑडिटोरियम के निर्माण के लिए भूमि पूजन के दौरान बोल रहे थे।

अमर उजाला, 17 दिसम्बर 2024, पेज नं -5

# 20 प्रतिशत सस्ती मिलेंगी कक्षा 9 से 12 की एनसीईआरटी पुस्तकें

## निदेशक दिनेश प्रसाद सकलानी ने की घोषणा, 15 करोड़ किताबें प्रकाशित करने की योजना

अमर उजाला ब्यूरो

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने सोमवार को आगामी शैक्षणिक वर्ष से कक्षा 9 से 12 तक की पाठ्यपुस्तकों की कीमतों में 20 प्रतिशत की कटौती की घोषणा की।

एनसीईआरटी के निदेशक दिनेश प्रसाद सकलानी ने यहां एक कार्यक्रम के दौरान यह घोषणा की। वे एनसीईआरटी मुख्यालय में सभागार के निर्माण के लिए भूमि पूजन कार्यक्रम में भाग ले रहे थे। सकलानी ने कहा कि पहली बार पाठ्यपुस्तकों की कीमत में इतनी कमी की गई है। इस वर्ष एनसीईआरटी ने कागज

### आगामी शैक्षणिक सत्र से लागू होंगी नई दरें, लाखों छात्रों को होगा फायदा

खरीद की दक्षता में काफी सुधार किया और नवीनतम प्रिंटिंग मशीनों के साथ प्रिंटर भी शामिल किए हैं। एनसीईआरटी ने इसका लाभ देश के छात्रों को देने का फैसला किया है।

एनसीईआरटी ने सत्र 2025 में 15 करोड़ किताबें प्रकाशित करने की योजना बनाई है। अभी तक सालाना 3 से 5 करोड़ किताबें प्रकाशित हो रही हैं। इस प्रकार प्रकाशन में करीब 5 गुना बढ़ोतरी होगी। अगले शैक्षणिक वर्ष के लिए कक्षा 9 से 12 की सभी पाठ्यपुस्तकें एनसीईआरटी मौजूदा कीमत से 20 प्रतिशत कम कीमत उपलब्ध होंगी।

उन्होंने कहा कि एनसीईआरटी के इतिहास में यह अभूतपूर्व है। हालांकि, ग्रेड एक से 8 के लिए पाठ्यपुस्तकें 65 रुपये प्रति कॉपी पर खुदरा बिक्री के लिए उपलब्ध रहेंगी। इसमें कोई बदलाव नहीं होगा। सकलानी एनसीईआरटी मुख्यालय में सभागार के निर्माण के लिए भूमि पूजन के दौरान बोल रहे थे। भूमि पूजन कार्यक्रम की अध्यक्षता केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने की।

### फ्लिपकार्ट के साथ किया समझौता

इस दौरान एनसीईआरटी पाठ्यपुस्तकों की पहुंच को व्यापक बनाने के लिए एनसीईआरटी और फ्लिपकार्ट के बीच एक समझौता ज्ञापन पर हस्ताक्षर किए गए। गौरतलब है कि एनसीईआरटी हर साल लगभग 300 शीर्षकों के लाथ लगभग 4 से 5 करोड़ पाठ्यपुस्तकें छापता है। एनसीईआरटी ने अमेजन से अक्तूबर 2024 में समझौता किया था। इसके बाद से किताबों की बिक्री एक से डेढ़ करोड़ रुपये से बढ़कर 5 करोड़ रुपये तक पहुंच गई है। दरअसल, अमेजन ने अपनी वेबसाइट पर एनसीईआरटी किताबों को बेचने के लिए स्पेशल पेज (एनसीईआरटी स्टोर फ्रंट) तैयार किया है। इसी तरह फ्लिपकार्ट भी किताबों को बेचेगा। वहीं, 23 राज्यों को भी एनसीईआरटी किताबों को छापने के अधिकार दिए गए हैं।

नवभारत टाइम्स, 17 दिसम्बर 2024, पेजनं - I

# 20% कम दाम पर NCERT की 9वीं से 12वीं की किताबें

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AI Image



■ **नई दिल्ली:** राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (NCERT) ने पहले की तुलना में तीन गुना से अधिक यानी 15-20 करोड़ स्कूली किताबें प्रिंट करने की तैयारी की है। वहीं घर बैठे आसानी से किताबें मिल सकें, इसके लिए ऐमजॉन के बाद अब सोमवार को Flipkart (फ्लिपकार्ट) से भी समझौता किया है। 2025 से एनसीईआरटी की किताबें 20% कम कीमत पर मिलेंगी।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा कि एनसीईआरटी और फ्लिपकार्ट के बीच हुए इस समझौते से एनसीईआरटी की पाठ्यपुस्तकों की उपलब्धता बढ़ेगी और उन्हें देशभर में छात्रों के घर-घर तक किताबें पहुंचाई जा सकेंगी। उन्होंने एनसीईआरटी के नए ऑडिटोरियम के लिए भूमि पूजन भी किया। 2026 तक इस ऑडिटोरियम के बनने के बाद कला उत्सव, योगा ओलंपियाड, राष्ट्रीय और अंतरराष्ट्रीय स्तर के इवेंट हो सकेंगे। एनसीईआरटी अब एक रिसर्च यूनिवर्सिटी भी बन रही है।

प्रधान ने कहा कि आज एआई दुनिया की हर चीज को प्रभावित कर रहा है। एनसीईआरटी भारत में स्कूली बच्चों की किताबें लाने के लिए जिम्मेदार मुख्य संगठन है। आजकल आधुनिक तरीके से किताब पहुंचती है, स्पीकिंग बुक की भी कल्पना की जा रहा है। एनसीईआरटी अब डिजिटल वर्ल्ड और पारंपरिक बुक प्रिंटिंग वर्ल्ड को साथ लेकर चल रहा है। उन्होंने गूगल लर्निंग सेंटर का भी शुभारंभ किया। यह लैब 40 लोगों के लिए बनाई गई है, जिसमें पर्याप्त कंप्यूटर और नेटवर्किंग सुविधाएं हैं। इसके साथ ही भारतीय भाषाओं में PM e-Vidya DTH TV चैनलों के प्रसारण के लिए 200 YouTube चैनल बनाए गए हैं।

**अगले सत्र से सस्ती मिलेंगी किताबें**

एनसीईआरटी के निदेशक प्रो. दिनेश प्रसाद सकलानी के मुताबिक अगले शैक्षणिक वर्ष से क्लास- 9 से 12 तक की सभी किताबें मौजूदा मूल्य से 20% कम कीमत पर मिलेंगी। ऐसा पहली बार होगा, जब एनसीईआरटी किताबों की कीमत कम की जाएगी। वहीं, पहली से 8वीं तक की हर किताब पहले की तरह ही 65 रुपये की मिलेगी। अभी एनसीईआरटी करीब 300 टाइटल की 4-5 करोड़ किताबें प्रिंट करता है लेकिन ज्यादा किताबों की जरूरत है। अभी कई जगह छात्रों को महंगी किताबें मिलती हैं। ई-कॉमर्स प्लैटफॉर्म पर केवल मूल NCERT किताबें ही खुदरा बिक्री के लिए उपलब्ध होंगी, जिससे पायरेटेड NCERT किताबों की बिक्री पर अंकुश लगाया जा सकेगा।

## घर बैठे किताबें मिलेंगी

■ एनसीईआरटी ने 7 अक्टूबर को एमजॉन के साथ टाईअप किया था और लोगों को एमआरपी पर आसानी से किताबें मिलने लगी हैं। वहीं, अब ऑनलाइन सेल की दिशा में एक और कदम बढ़ाते हुए एक और ई-कॉमर्स प्लैटफॉर्म को साथ जोड़ा गया है। राष्ट्रीय शिक्षा नीति 2020 के तहत स्कूली शिक्षा के लिए बनाए गए नैशनल करिकुलम फ्रेमवर्क (NCF-SE) के आधार पर एनसीईआरटी नई किताबें ला रहा है और अब घर बैठे भी किताबें मिलेंगी। देश भर में लगभग 20 हजार पिन कोड पर MRP पर पुस्तकें उपलब्ध कराई जाएंगी। 5-20 करोड़ तक स्कूली किताबें प्रिंट करेगा।

The Statesman, 17 December 2024, Page No.-3

# NCERT cuts prices of textbooks for classes 9 to 12 by 20 per cent for next academic year

**STATESMAN NEWS SERVICE**
NEW DELHI, 16 DECEMBER

In a move to aid the students of the country, the National Council of Educational Research and Training (NCERT), on Monday, announced a 20 per cent cut in its textbook prices for classes 9 to 12 with effect from the upcoming academic year.

"This is the first time that the price of textbooks has been significantly reduced," NCERT Director Dinesh Prasad Saklani stated during the 'Bhumi Pujan' for the construction of an auditorium at NCERT Headquarters here.

The event was presided over by Union Education Minister Dharmendra Pradhan. Speaking at the occasion, Saklani said this year, the NCERT has brought in a lot of efficiency in paper procurement as also onboarded printers with the latest printing machines. "NCERT has decided to pass on this benefit to the students of the country," he said.

"All textbooks of grades 9-12 for the next academic year will be retailed by the NCERT at 20 percent lower price than the existing price. This is unprecedented in the history of NCERT," Saklani added. Meanwhile, the textbooks for grades 1-8 will continue to be retailed at Rs 65 per copy.

A MoU was signed between the NCERT and Flipkart to widen the reach of NCERT textbooks during the event.

Every year, the NCERT prints around 4-5 crore textbooks in around 300 titles. It has recently expanded its reach through partnerships with e-commerce platforms such as Amazon, further facilitating nationwide access to genuine textbooks.

The Tribune, 17 December 2024, Page No.-9

# NCERT books get 20% cheaper for Class IX-XII

**NEW DELHI, DECEMBER 16**

The NCERT on Monday announced a 20 per cent cut in the prices of its textbook for Classes IX-XII. This will come into effect from the upcoming academic year.

"This is the first time that price of textbooks has been reduced significantly," NCERT Director Dinesh Prasad Saklani said during the 'Bhumi Pujan' for the construction of an auditorium at NCERT Headquarters.

The NCERT also signed an MoU with Flipkart to ensure seamless availability of NCERT publications across the country. Education Minister Dharmendra Pradhan inaugurated a Google Learning Centre. The Minister also released NISTHA Integrated Teacher Trai[illegible] Modules. — TNS

The Times of India, 18 December 2024, Page No.-9

# Booked! This library at police station is driving careers

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**New Delhi:** Tucked away in the heart of Naraina Vihar, a small police station has become an unlikely haven for students. Nineteen-year-old Tanu, who lives in a slum colony nearby, arrives at the police station at 9am every day. Tanu is not a cop, just one of the 169 students from the area who frequent the makeshift library at the police station.

This cozy library, nestled within the station, has become a gamechanger for these students from economically disadvantaged families. Tanu, who is preparing for the medical entrance exam, NEET, said, "At home, I constantly struggled with limited internet data and found it impossible to cover my syllabus. This library has changed everything. I can access free internet, study without interruption and, best of all, see my dream of becoming a neurologist taking shape. The conditions in our jhuggi make studying extremely difficult, but here I can focus from 9am till 7pm every day."

The library has been operating now for six months and is equipped with a biometric entry system, well-stocked bookshelves, high-speed internet and computer stations. **TOI** spoke to students and staff to learn how the library is changing lives by offering tools and chances the youngsters need to succeed. "Everything here is completely free," explained Shivani Sharma, the 21-year-old librarian. "Students only have to pay Rs 50 for their entry card, which is refunded to them later. When I look at our entry register and see students aged 16 to 28 years coming in every day, I see hope walking through our doors."

According to the police officer in charge at the Naraina Vihar police station, people generously donate books and other items and the cops also approach NGOs and other entities to help them sustain the cause. "The one-room library has students, some preparing for the civil services examinations, others for JEE and NEET. Many of them are school students," said Vichitra Veer, DCP (West). "We accommodate everyone. We have so many registrations that we have even allotted a room and are thinking of expanding to continue helping these young children."



**GIVING WINGS:** The makeshift library has become a gamechanger for students from economically disadvantaged families

Rakhi Verma, 25, another librarian, said, "Students can study here as long as they want without any disturbance. We really care about making them comfortable. That is why we even bought a room heater so nobody will feel cold while studying in the winter."

The library does more than just provide books. Every week, there are special sessions where experts come to talk and sometimes, students get together to discuss important topics, revealed Satish Kumar, SHO, Naraina Vihar police station. Sharma added, "Many students come from JJ clusters where mental health support is a luxury they can't afford. When they open up to us, share their struggles, their dreams, even a few words of support can light up their whole path forward."

Tanu shared, "Back in my village in Bihar's Begusarai, I watched sadly as childhood friends died from preventable injuries and illnesses because there was just no hospital close by. I was just 8, but those moments carved my future in stone; I knew I had to become a doctor. My mother's words still echo: 'Science is for the rich.' But this library? It's changing that story. Now I teach evening classes too from 8pm to 10pm. Every rupee earned is a step closer to that white coat."

Vishal, 23, who aspires to become a civil servant, said, "My father sells vegetables for a living. I'm the one carrying all my family's hopes. But I could never afford the fees in the libraries in Karol Bagh or Rajendra Place. The money I save here, and the perfect study environment, these are making a difference."

The library is changing adult lives too. Take Shivam, 23, who moved to Delhi from her village in Uttar Pradesh after getting married. "Coming here as a new bride at 22, everything felt foreign and overwhelming," she said. "But my husband believed in me enough to show me this place. Now I have a chance to be more than just someone's wife. I can be someone who makes a difference."

**TIMES** *Special*

Shivam is now preparing for the state public service exam and has found her rhythm. "I finish all my housework and cooking by 11am, then head to the library where I study without a break till 5pm," she smiled. "It's so much better to study there, and my in-laws feel good about it too because it's inside a police station — they know I'm safe."

दैनिक जागरण, 18 दिसम्बर 2024, पेज नं - 1, 15

# एनसीईआरटी चार और कक्षाओं की लाएगी नई पाठ्यपुस्तकें

- केंद्रीय शिक्षा मंत्री ने नई राष्ट्रीय शिक्षा नीति के तहत तैयार हो रही नई पाठ्यपुस्तकों की दी जानकारी
- कहा- शैक्षणिक सत्र 2026-27 में आएंगी नौ से बारहवीं तक की नई पाठ्यपुस्तकें

जागरण ब्यूरो, नई दिल्ली : नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत स्कूलों के लिए नई पाठ्यपुस्तकें तैयार करने में जुटी राष्ट्रीय शैक्षणिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) अगले साल यानी शैक्षणिक सत्र 2025-26 में चार और कक्षाओं के लिए नई पाठ्यपुस्तकें लाएगी। ये चौथी, पांचवीं, सातवीं और आठवीं कक्षाओं के लिए होंगी। नौवीं, दसवीं, ग्यारहवीं व बारहवीं कक्षाओं की नई पाठ्यपुस्तकें शैक्षणिक सत्र 2026-27 में आएंगी। बाल वाटिका, पहली, दूसरी, तीसरी और छठी की नई पाठ्यपुस्तकें पहले ही आ चुकी हैं।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने मंगलवार को पत्रकारों से चर्चा में यह जानकारी दी। उन्होंने बताया कि स्कूलों की नई पाठ्यपुस्तकों को तैयार करने में एनसीईआरटी पूरी ताकत से जुटा है। इसके साथ ही एनसीईआरटी ने स्कूली छात्रों तक इन्हें समय से पहुंचाने की भी योजना बनाई है। यह पाठ्यपुस्तकें दूर-दराज क्षेत्रों तक पहुंच सके, इसके लिए एनसीईआरटी ने एमेजोन और फ्लिपकार्ट से करार किया है। ये प्लेटफार्म इन पुस्तकों को छात्रों को प्रिंट रेट पर ही मुहैया कराएंगे। इसके साथ ही इन पुस्तकों की मांग को देखते हुए पांच करोड़ की जगह अब हर साल करीब 15 करोड़ पुस्तकें छापने का लक्ष्य रखा गया है। उन्होंने कहा कि चूंकि पुस्तकों की छपाई की मात्रा अधिक होने जा रही है, इसलिए कुछ कक्षाओं के लिए पाठ्यपुस्तकों की कीमतें कम की जाएंगी। यह सुनिश्चित करने के लिए कि अभिभावकों पर कोई वित्तीय बोझ न पड़े, किसी भी कक्षा की पुस्तकों की कीमत नहीं बढ़ाई जाएगी।

प्रधान ने पिछले 10 सालों में शिक्षा के क्षेत्र में आए बड़े बदलावों की भी जानकारी दी और बताया कि दस सालों में देश में प्रति छात्र पर होने वाले खर्च में 130 प्रतिशत की बढ़ोतरी हुई है। 2013-14 के बीच जहां प्रति छात्र पर खर्च 10,780 रुपये था, वहीं 2021-22 में यह 25,043 रुपये हो गया है। वहीं नामांकन, पास होने की संख्या, नए स्कूल व उच्च शिक्षण संस्थानों की संख्या भी 10 सालों में बढ़ी है। स्कूलों के इन्फ्रास्ट्रक्चर में भी भारी बढ़ोत्तरी हुई है। खासकर इंटरनेट और बिजली से बड़ी संख्या में स्कूल लैस हुए हैं। 2013-14 में जहां 53 प्रतिशत स्कूलों में ही बिजली थी, वहीं 2023-24 में 91.8 प्रतिशत स्कूलों में बिजली पहुंच गई। इंटरनेट की कनेक्टिविटी में सुधार हुआ है।

# एनटीए अगले साल से नहीं कराएगी भर्ती परीक्षाएं

- शिक्षा मंत्री प्रधान ने किया एलान-सिर्फ उच्च शिक्षा में प्रवेश से जुड़ी परीक्षाएं ही कराएगी एजेंसी
- एनटीए पर गठित उच्च अधिकार प्राप्त समिति की सिफारिश पर शिक्षा मंत्रालय ने लिया फैसला

जागरण ब्यूरो, नई दिल्ली: केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने मंगलवार को एलान किया कि नेशनल टेस्टिंग एजेंसी (एनटीए) अगले साल यानी 2025 से भर्ती परीक्षाएं नहीं कराएगी। वह अब सिर्फ उच्च शिक्षा में प्रवेश से जुड़ी जेईई मेन, नीट, सीयूईटी जैसी परीक्षाएं ही कराएगी। इसके लिए 2025 में एनटीए का पुनर्गठन और कामकाज में बदलाव किया जाएगा। एनटीए में स्थायी रूप से नए पद भी सृजित किए जाएंगे। इसकी प्रक्रिया शुरू कर दी गई है। इनमें 10 पद शीर्ष स्तर के हैं।

यह पहल नीट में बड़े स्तर पर मिली गड़बड़ी के बाद इसरो के पूर्व अध्यक्ष डा. के. राधाकृष्णन की अगुआई में गठित उच्च अधिकार प्राप्त समिति की सिफारिश के बाद की गई है। समिति ने अपनी यह रिपोर्ट सुप्रीम कोर्ट को अक्टूबर 2024 में सौंपी थी। शिक्षा मंत्री ने बताया कि समिति की सिफारिश पर काम शुरू कर दिया गया है। जो अहम कदम उठाए गए हैं, उनके तहत परीक्षा केंद्रों के चयन की प्रक्रिया बदली गई है। अब सिर्फ सरकारी संस्थानों, कालेजों व स्कूलों को परीक्षा केंद्र बनाया जाएगा। इनमें नवोदय, केंद्रीय विद्यालय भी होंगे।

प्रधान ने बताया कि परीक्षा में गड़बड़ी रोकने के लिए राज्यों और जिलों को परीक्षा प्रक्रिया में जोड़ा गया है। किसी भी जिले में परीक्षा केंद्र अब बगैर डीएम-एसपी की सहमति के नहीं बनेंगे। इन परीक्षाओं को साइबर खतरे से बचाने के लिए राज्यों की साइबर एजेंसियों की भी मदद ली जाएगी। गौरतलब है कि एनटीए अब तक प्रवेश परीक्षाओं के साथ अलग-अलग विभागों की भर्ती परीक्षाएं भी आयोजित करती थी। हालांकि, सुधार की पहल में इसे पहले प्रवेश परीक्षाओं पर ही फोकस करने को कहा गया है। जेईई मेन, नीट सहित दूसरी प्रवेश परीक्षा में 50 लाख छात्र शामिल होते हैं।



नई दिल्ली में मंगलवार को आवास पर प्रेस कान्फ्रेंस के दौरान केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ● एएनआइ

## जेईई मेन, सीयूईटी का आयोजन कंप्यूटर से होगा

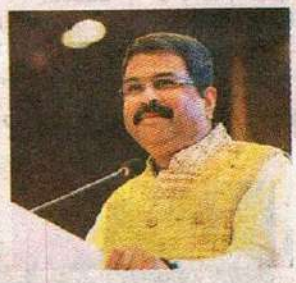
एनटीए में सुधार को लेकर गठित समिति की सिफारिश के बाद शिक्षा मंत्रालय ने जेईई मेन, सीयूईटी व नेट जैसी परीक्षा को पूरी तरह से कंप्यूटर के जरिये कराने का फैसला किया है, जबकि नीट पर अभी कोई फैसला नहीं लिया गया है। शिक्षा मंत्री ने बताया कि जिन परीक्षाओं का प्रशासनिक जिम्मा शिक्षा मंत्रालय के पास था, उन सभी को हमने कंप्यूटर आधारित कराने का फैसला लिया है। नीट की प्रशासनिक एजेंसी स्वास्थ्य मंत्रालय है। ऐसे में इसे लेकर स्वास्थ्य मंत्रालय को फैसला लेना है। इस संबंध में केंद्रीय स्वास्थ्य मंत्री जेपी नड्डा से उनकी दो बार चर्चा हो चुकी है। हम उनकी सहमति की प्रतीक्षा कर रहे हैं। हम नीट भी कंप्यूटर से कराने के लिए तैयार है। मौजूदा समय में नीट पेन-पेपर और ओएमआर मोड में होता है।

एनसीईआरटी चार और कक्षाओं की लाएगी नई पाठ्यपुस्तकें » पेज 15

The Statesman, 18 December 2024, Page No.-1

# 'NTA restructuring begins; to conduct entrance exams for higher edu only'

**AGENCIES**
NEW DELHI, 17 DECEMBER



The National Testing Agency (NTA) will exclusively conduct entrance exams for higher education institutions from 2025 and not recruitment exams, Union Education Minister Dharmendra Pradhan announced, emphasising the government's shift towards computer-adaptive, technology-driven "zero-error" examinations.

Addressing reporters at his residence, Mr Pradhan announced the restructuring of NTA to enhance efficiency and credibility of its operations. "We have started the process of restructuring the NTA by creating new posts and appointing new officers. This will bring fresh energy into the organisation," he said.

The restructuring is based on recommendations from a high-level committee chaired by former ISRO Chairman Dr. K. Radhakrishnan. The committee, constituted in June following a NEET-undergraduate exam paper leak, submitted its report to the Ministry of Education on 21 October.

The committee, which was constituted on 22 June 2024, held around 30 meetings and proposed 101 recommendations to ensure the "smooth and fair" conduct of exams. Key recommendations include focussing the NTA solely on entrance exams for higher education. "The NTA will no longer conduct recruitment exams; these will now be handled by respective state, district, and central departments," Mr Pradhan stated. He added: "We are working towards technology-driven entrance exams that ensure zero error and minimize irregularities."

The 165-page report accessed by ANI gives detailed recommendations on the operation of NTA, conduct of examinations and Standard Operating Procedures to be followed during the examinations.

It proposes restructuring the National Testing Agency (NTA) with advanced governance and operational standards, transitioning to computer-based and adaptive testing methods, and improving test security using AI and biometric technology.

Key recommendations include multi-session and multi-stage testing, development of secure and accessible testing centres, mobile testing units for remote areas, and a robust grievance redressal mechanism. Emphasizing mental health support and reducing exam stress, the report also outlines measures for social inclusiveness, training programs for stakeholders, and comprehensive SOPs to prevent malpractices.

The Asian Age, 18 December 2024, Page No.-2

# NCERT books to be cheaper from '25

AGE CORRESPONDENT
NEW DELHI, DEC. 17

NCERT textbooks for some classes will cost less from next year, Union education minister Dharmendra Pradhan announced on Tuesday.

The National Council of Educational Research and Training (NCERT), which currently prints 5 crore textbooks a year, is working to augment capacity to 15 crore from next year, he said.

The minister also informed that the new textbooks, according to the updated curriculum for Classes 9-12, would be available from the 2026-27 academic session.

"In the next academic year, NCERT will publish 15 crore quality and affordable books. Currently, it publishes nearly 5 crore textbooks. Earlier, there were concerns about the demand and supply of the textbooks. However, that will be addressed now," Mr Pradhan told reporters.

"Since the volume of printing of books is going to be high, the prices of textbooks for some classes will be reduced. However, the price will not be increased for any class to ensure there is no financial burden on parents," he added.

The minister informed that the process of updating textbooks, according to the new National Curriculum Framework (NCF), was underway.

**IN THE next academic year, NCERT will publish 15 crore quality and affordable books. Currently, it publishes nearly 5 crore textbooks. Earlier, there were concerns about the demand and supply**

"New textbooks have been made available for seven out of 15 grades, with textbooks coming out for four more grades in the next academic year. Textbooks for arts, physical education, and wellbeing (Classes 3-8), and vocational education (Classes 6-8) are being developed. Textbooks are being prepared in all scheduled Indian languages and made accessible via online platforms," the minister said.

"Admissions, transfers, and CBSE affiliation processes are now fully online. Kendriya Vidyalayas, Navodaya Vidyalayas, and the CBSE are operating on 100 per cent e-office platforms. Schools offering vocational courses have risen from 960 in 2014 to 29,342 in 2024. Student enrolment in skill education has surged from 58,720 in 2014 to over 30.8 lakh in 2024," he said.

Hindustan Times, 18 December 2024, Page No.-8

# NTA to only conduct entrance tests as part of exam reforms

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**NEW DELHI:** The National Testing Agency (NTA) will, from 2025, conduct only entrance exams for higher education institutions and not recruitment exams, a move aimed at improving its functioning — the agency has been roiled by controversies, mostly around paper leaks — and in keeping with the recommendations of a high-level committee set up in June 2024.

The change was announced by Union education minister Dharmendra Pradhan on Tuesday. He also announced the restructuring of NTA, with 10 new posts covering administration, digital infrastructure, IT security being created in an effort aimed at error-free examination process for students. He added that the ministries of education and health are discussing whether the National Eligibility cum Entrance Test for Undergraduate (NEET-UG), for admission to medical colleges, be conducted in online or offline mode.



Dharmendra Pradhan

The test is currently conducted in offline mode, with candidates filling in multiple-choice answers in an answer sheet, but the process has been plagued by irregularities.

Following widespread reports of malpractices, with the matter even reaching the Supreme Court, the government set up a seven-member panel headed by former Indian Space Research Organisation (ISRO) chair Dr K Radhakrishnan in June to suggest ways to improve NTA's functioning. The committee submitted its report to the government on October 21.

One of its recommendation reads, "NTA should primarily conduct the entrance examinations... Enhancing its scope for other examinations may be considered after the capacity of NTA is augmented."

Established in 2017, NTA conducts major entrance examinations such as the Joint Entrance Examination (JEE) Main for engineering; the National Eligibility Cum Entrance Test-Undergraduate (NEET-UG) for medicine; and the Common University Entrance Test (CUET) for general Undergraduate and Postgraduate programmes in central universities. It also conducts recruitment exams for several government agencies including National Highway Authority of India (NHAI), Delhi High Court, Employment Provident Fund Organisation (EPFO) and for several posts in central government universities.

The panel also recommended usage of Kendriya Vidyalayas (KVs) and Jawahar Navodaya Vidyalayas (JNVs) across the country as test centres.

## NEET exam mode

The Supreme Court had in July dismissed the petitions demanding cancellation and re-test of NEET UG 2024 . Former CJI DY Chandrachud said there was no data on record to suggest a systemic leak of NEET question papers or other malpractices.

"NTA will fulfil the expectations of the health ministry for conducting the NEET exam either in CBT mode or in Optical Mark Recognition (OMR) mode. It is our priority to ensure zero error as a service provider, but the mode of examination will be decided by the administrative ministry. We are having dialogues with the health ministry and a decision will soon be taken," Pradhan added.

On the panel's suggestion of forming a "high-powered steering committee" for "effective monitoring of the implementation of the recommendations," Pradhan said that this is being done."

The Hindu, 18 December 2024, Page No. - 8

# Stuck in the classroom — students, teachers, NEP 2020

Indian students in Higher Education (HE) are spending considerably more time in the classroom than their European Union (EU) and North American counterparts. Yet, they remain at risk of being relatively undereducated. There are primarily two reasons: higher proportion of teaching time in course credits and higher number of courses a semester under the National Education Policy (NEP) 2020.

**A contrast and the academic impact**

An average student in a university in the EU or North America takes approximately four courses a semester with a maximum of three hours of lectures a course a week. This brings the total classroom time to a maximum of 12 hours a week. On the other hand, Indian students enrolled in the new four-year undergraduate programmes in Indian universities must take five courses a semester with four hours of lectures a course a week. This amounts to 20 hours of classroom time a week. These extra eight hours in the classroom do not leave much time for essential academic activities outside the classroom such as self-study, reading, or working on assignments, most likely leading to exhaustion and reduced learning.

A casualty of this increased classroom time is the number of assessments that are actually feasible in a course. In the earlier version of the choice-based credit system in the three-year undergraduate programme, where students took only four courses a semester, there was relatively more scope for continuous assessment. Now, with increased classroom time, students find it difficult to work on anything more than two assessments a course. This could impact the diversity of assessments, privileging multiple choice questions-based assessments that are easily graded via phone apps over assessments such as a term paper or a reflective essay that requires more time and effort from students.



**Parag Waknis**

Dean, International Affairs and Associate Professor of Economics at Ambedkar University Delhi

Increased classroom time runs the risk of students becoming passive recipients, affecting the vision of the NEP 2020

Thus, increased classroom time risks incentivising rote learning and perpetuating the school dynamics where teachers are owners of knowledge and students are passive recipients. At least at the university level, students need to be pushed to own their learning. This is possible only if they are allowed time to reflect, plan, and execute their learning, explore learning outside the classroom individually and with peers scaffolded by assignments such as reflective essays, group projects, and cross-disciplinary problem solving.

**The subject of continuous assessment**

Addressing this reduction in the number of possible assessments is important because NEP 2020 lays emphasis on continuous assessment. In this system, the final grade can be aggregated from three or four assessment components spread over the semester. Such a system provides an opportunity to design a mix of low and high stakes assessments, incentivising continuous effort and learning, rather than cramming up before one or two examinations. Continuous assessment allows considerable flexibility for faculty to tailor assessment frequency and type to meet the learning outcomes of their courses. It is also a way to receive continuous feedback for faculty to adjust teaching strategy and for the students to adjust self-study strategies.

The increased classroom time impacts the quality of teaching as well. The extra eight-hour a week in the classroom for Indian teachers eats into the time available for research, course revisions, development of new courses, and cross-disciplinary collaborations. This negatively affects the quality and currentness of teaching. The classroom time of two to three hours a course a week in the EU and North American universities, with a total teaching load of two to three courses a semester brings the average weekly classroom teaching load of a typical university teacher in these countries to nine hours. In contrast to this, an average Indian faculty is expected to teach 14-16 hours a week, with time spent in the classroom varying from eight-16 hours depending on how flexible the institutional administration is in interpreting University Grants Commission guidelines.

**The centres of learning**

Teaching a course as per the vision of the NEP 2020 includes designing the course, selection of reading materials, development and administration of assessments, as well as grading. This is in complete contrast to the earlier model where teachers were responsible mostly for classroom lectures with assessment and grading taken care of centrally by the affiliating university. The elite central universities, Indian Institutes of Technology, and the Indian Institutes of Management could be an exception to this with possibly fewer than eight hours a week in classroom teaching a faculty along with substantially higher resources. But it is important to note that the bulk of teaching and learning in India happens in public universities and colleges, and not in these elite institutions.

Thus, to realise the vision of the NEP 2020 fully, a serious reconsideration of the number of courses and classroom time a course in the new four-year undergraduate programmes across India is necessary. Doing so will improve the teaching and learning outcomes for Indian students putting them on a par with their global counterparts. It will also get students out of the habit of rote learning, improve their self-learning skills, and ensure their readiness for further higher-level educational pursuits.

*Inputs by Devayani Tirthali, an educational researcher*

Hindustan Times, 18 December 2024, Page No.-2

{ HOW KEY REFORM HAS PLAYED OUT } IN DELHI SCHOOLS

# Bigotry, bias, acceptance: For EWS kids, school life a mixed bag

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**NEW DELHI:** The moment her Hindi teacher announced a group quiz in class one day, dread enveloped the 15-year-old girl hiding in the back benches at a private school in south Delhi. As other students coalesced into groups of friends, she stood alone in a corner – aware that the teacher would have to fit her in one.

"No one picked me. I sat in a circle with a group, and handed a book to a classmate, who said, 'Chhee chhee kis ke haath mein meri book aa gayi hai' (Yuck, which person has my book in their hands)," recalled the 15-year-old, months after she broke down in class over this remark.

PICK OF THE DAY

Born in an unauthorised colony in south Delhi, the teenager grew up watching her family struggle with money. With dreams of a better future in his eyes, her father enrolled her in a private school 300 metres away from the slum, under the economically weaker section (EWS) quota. "My parents put me here thinking it's a well-known private school which was now accessible to the poor... But I hate it here. No one speaks to me because I am from the slum," said the teenager on a cold December evening.

Her friend, a 14-year-old student at another reputed south Delhi school, is stunned at the revelation. As she consoled her friend sitting next to her at the tuition centre, she shared her starkly different experience.

"I also got admission in school under the EWS quota. Our fathers are drivers and there's not a lot of money at home. But I have never faced any discrimination at school. The teachers are supportive and encouraging. I am like any other student there... I can't relate to my friend, but I am sad for her," she said.

She said that her friends did not know where she lived or what her father did for a living. "I go to school in a van, they don't know I live here. Maybe if they find out, they will treat me like this too. But I can always complain to my teachers about this. They would set them straight," she said, confident.

Between the experiences of these two teenagers is suspended the mixed bag of outcomes of one of India's most significant educational reforms — the Right to Education (RTE) Act that called for "free and compulsory education for all children between the ages of six and 14 years" and mandated that 25% of seats in private, unaided schools be reserved for children from economically weaker sections (EWS).

Since its inception, Delhi-based advocate and activist Ashok Agarwal has watched the system falter, and then gradually evolve. Cases of discrimination, he said, have decreased but haven't disappeared.

"Until a few years ago, cases of rampant discrimination at private schools were more common. Now, the nature of complaints is different. In the past, there were complaints by parents about EWS quota students being made to sit in different classrooms or being made to wear a different uniform. Schools would instigate parents of students from the general category to raise their voice against inclusion of EWS quota students in the classrooms. Things have improved now," he said.

"There are still cases of bhedbhaav (discrimination) but now the most common complaints are of schools not providing books and uniforms to students from EWS category, as mandated," said Agarwal. He said that the reason behind the palpable shift is the crucial role the courts played in pulling up schools.

For the 15-year-old though, that's scant consolation. She has two friends in school – both from the EWS category – and the day they are both absent, school becomes unbearable. "The teachers don't let us easily participate in annual functions or any school assembly events. If I ask for a spare pencil, my classmates won't give it to me. Bade gharon ke bachhe hai, woh kyu mere saath kuch bhi share karenge? (They are rich kids, why will they share anything with me?" she said. "Bahut dukh hota hai (I feel very sad)."



The RTE Act called for 'free and compulsory education for all children between ages of 6 and 14' and mandated that 25% of seats in private schools be reserved for EWS children PTI

### Slowly getting better

Sharing space at the same tuition centre with the two teenagers, a 12-year-old Class 7 boy said his biggest lessons from attending eight years of private school in an upscale neighbourhood were to always finish his homework before going to school, and to avoid getting into a fight with any student.

"If a rich kid beats up a kid from a poor household, the teachers don't say anything. But if a poor kid beats up a kid from a rich household, we get punished," he said. "Is this discrimination?"

A former teacher of Vasant Valley School who worked there for over two decades said that while sensitisation workshops for teachers can be helpful, the need of the hour is opening conversation between private schools across the city. Schools better at running inclusive classrooms can tell other schools about the tools and methods they applied. "Conferences on this can help us all learn and unlearn. When EWS quota was implemented, there were only three-four children from the category, and they stood out. But once the number grew, it was better. Numbers help," she said.

Advocate and activist Khagesh Jha concurred.

"This started out as an experiment in 2004. At the time, the number of students from the EWS quota were very few. They faced harassment and ostracisation. Once it was mandated that 25% of seats have to be set aside [in] 2010 onward, the numbers grew, and we noticed cases of discrimination going down."

But problems remain. This winter, the parents of a six-year-old EWS student at an east Delhi school could not get him winter jacket with his uniform. "The school refused to provide him a uniform, so we had to buy it. We spent ₹2,000 on the clothes, including a sweater, but couldn't afford the jacket; it was for another ₹2,000," said the child's 52-year-old grandmother, who fought hard to get him admitted to a private school.

Her son is the sole breadwinner and earns ₹9,000 a month as a helper at a shop. "This expenditure on books and uniforms has come as a huge shock... School keeps telling us that they don't have the funds right now, and that we will be compensated someday," the grandmother said.

Jyoti Kukreja Sehgal, a field coordinator with Joint Operation for Social Help (JOSH), an organisation that works with urban poor communities in Trilokpuri and Kalyanpuri, said the wait for compensation is often five-six years long.

"We have come across cases where schools have made similar promises, but the child has now been in the school for five years or more, and no money or less than the promised sum has been given to the parents. Many parents are convinced to give this EWS quota in private schools a shot only because they know that apart from the tuition fee, the books and the uniforms too will be paid for," said Sehgal.

### Institutional hand-outs

Textbooks supplied by schools are another pain point. Most are dog-eared, torn and bear old pencil and pen markings, said students. "This can make children feel embarrassed. It's an identifier in many ways. Parents don't have an option, so they convince the children to use them but it's things like these that sting them," said Sehgal.

The 15-year-old girl said she faced her fair share of embarrassing moments at school. "The school organises picnics and outings... I also want to go but I can't because sometimes the cost of the outing is more than what my father earns. My classmates come back with stories and friendships," she said.

Shweta Varma, a counsellor at The Heritage School in Gurugram, said that the government needs to ensure that schools are equipped with robust mental health programmes. "Just building infrastructure and talking about inclusivity is not enough. Schools, teachers and staff members must live by ethos of inclusivity. Buddy systems in classes can be of great help, and of course, regular sensitisation workshops for teachers, parents and children."

Things are slowly improving. Agarwal said students who had graduated from private schools four or five years ago faced more hardships in the classroom because they were easily identifiable as those who were admitted via the EWS quota.

"Earlier, we came across a few cases of schools adding the letter 'N' in brackets in name badges of students from the EWS category. But once the courts came down heavily on schools, they had no option but to end this practice. The only way we know things are getting better is by the nature of complaints we receive from parents and students," he said.

But for some EWS students, they're not improving quickly enough.

A few months ago, at the beginning of the new session, when a 13-year-old boy – an EWS quota student at a private school in east Delhi – got home, he angrily told his mother to quickly buy the books he needed at school.

"I will never forget this moment. My son, who is in Class 7, told me that his teacher said, 'tum logo ko sab kuch free mein hi chahiye (you people want everything for free)' in front of other students. I calmed him down, and bought the books," said his 40-year-old mother in an east Delhi slum.

The grandmother of the six-year-old student agreed. She recalled how during a recent parent-teacher meeting, the teachers at his private school bundled up all the parents of EWS students in one room, while the parents of other students got individual time and feedback from the teacher. "They have decided our children will grow up to become nothing, so they don't want to waste their time on them or us," she said.

The Pioneer, 19 December 2024, Page No. 7

# Education: From Kothari Commission to NEP-2020



J S RAJPUT

## The educators and policymakers are called upon to transcend ideological divides and lead India toward inclusive progress and innovation



The most comprehensive initiative in education in post-independence India was the report of the National Commission on Education, usually referred to as the Kothari Commission. It submitted its report entitled "Education for National Development' on June 29, 1968. The first two sentences say it all: "The destiny of India is now being shaped in its classrooms. This, we believe, is no rhetoric." It was this report that led to the first national education policy of 1968. For the first time, science and mathematics became compulsory for both boys and girls up to tenth standard!

Yes, it was generally believed that only boys could handle the tough subjects of science and mathematics, and girls could opt for lighter options of spinning weaving, home science, and the like! The compulsory study of science and math was resisted and opposed as being unjust and unfair to girls! This one change transformed the lives of millions of girls and has brought global accolades to the Indian advancements in the world of science, technology, ICT and space research.

Policies once formulated and formalised deserve support in vigilant implementation, persistent monitoring, and scrutiny based on their relevance 'in the great enterprise of national reconstruction.' India today has great challenges ahead, both national as well as global.

It has the manpower and enough experience to confront these successfully. In the third decade of the 21st century, it's the quality of education and skill acquisition that would equip India shall remain its prime contributory tool against every challenge. The content and process of education shall have to specifically equip itself against nurtured negativity, increasing mutual distrust and ballooning bitterness in public life. Solutions shall certainly not emerge from those that thrive only on negativity and are ill-equipped to see light and positivity around them.

THE CONTENT AND PROCESS OF EDUCATION SHALL HAVE TO SPECIFICALLY EQUIP ITSELF AGAINST NURTURED NEGATIVITY, INCREASING MUTUAL DISTRUST, AND BALLOONING BITTERNESS IN PUBLIC LIFE

Who must come forward and accept responsibility to normalise such an unacceptable socio-cultural environment? Why not ask the Gandhi ji? Once, before independence, one Dr Mote posed a query to Mahatma Gandhi: what he thought was the greatest problem facing his country! The expected answer could have been, in those days, related to slavery, poverty, illiteracy, ill health, or in the social context.

While narrating it in his Gandhi Katha, Narayan Desai tells the audience: that the answer was the 'callousness of the intellectuals'! Narayan Desai Goes ahead: "Give it a thought. If we stand by and watch the poor blaming their poverty on fate, Gandhi is relevant today. If we can see the callousness of the intellectuals, then Gandhi is relevant today. What are the problems according to intellectuals?

'Why X or Y has become Vice-Chancellor and not me'! They think only of this and are unaware of other social issues". Their concerns for critical social, cultural, social cohesion and religious amity are minimal.

One's obvious inference would be that solutions to major national concerns shall - and must – emerge from institutions and the educated and the learned responsible for attaining their stated objectives. It includes the dilapidated structures running Sarkari schools, much sought-after private schools, and the universities. It also includes the glittering campuses of national institutions that have brought international repute to our educational enterprise.

So, mainly it points out to teachers: from primary schools to professors of the universities, and researchers working in institutions of science, technology, psychology, social sciences and every other area.

One wishes each one of them recalls the assessment of Gandhi shuns away the dreaded callousness and strives to create centres of dialogue and discussions on improving the life and living standards of our people, particularly the 'last man in the line' who was so dear to the Mahatma!

At first glance, the existing climate makes such a transformation rather impossible!

Despite all the odds, sincere attempts must be launched to create institutional think tanks with open boundaries that provide for healthy academic, scholarly and intellectual deliberations, not constrained but individual ideological affiliations. For an academic, who shapes the lives of numerous individuals, it is the well-being of others that must precede his own!

And this is no rhetoric or a cliché in the Indian context and culture. For a broad-minded person, this becomes a must, an integral part of his thought and action and hence, an achievable premise.

This is the main task of every teacher preparation institution, from where it shall percolate to schools via teachers trained there, and then to the establishment and the society. After the education policies of 1968, 1986 and 1992, and a gap of around three decades, another policy formulation comes before the nation in the shape of the National Education Policy; NEP-2020. It has been under implementation for the last four years. Having been associated with the implementation and also policy formulations, one could venture to infer that the NEP-2020 was prepared with unprecedented enthusiasm from teachers, scholars academics institutions, organisations and individuals.

As the process was long overdue and rightly very extensive, it inspired active participation from practically every section of society. Unfortunately, its implementation stands hampered in certain states on grounds that may not necessarily be academic.

India has a developed well-knit interactive system of the national and state-level bodies and institutions that have learnt over the years how to arrive at a national consensus in the sectors of education and teacher education. This institutional strength of consultation, collaboration and cohesion need not be diluted in cases where the union and state governments belong to different ideological affiliations.

Intellectuals in education and research must convincingly internalize that they are making the future of individuals and creating the future of India. No one else is destined and better placed than them to reconstruct India. The moment each one of them expands his horizons, thinks holistically, and takes a long-term view, the road ahead would emerge very clearly; how to proceed individually and also collectively to sed the intellectual callousness and lead the nation on the right path.

*(Professor Rajput works in education, social cohesion and religious amity. He is Atal fellow with the PMML, New Delhi; views expressed are personal)*

Millennium Post, 19 December 2024, Page No. -7

# Leading the transformation

Nexus of Good



ANIL SWARUP

*The Integrated Preschool Teachers Training Academy empowers women through innovative early childhood education programmes—transforming homemakers into educators and community leaders, and impacting thousands of lives across India*

The 3rd Annual Nexus of Good Awards were given away on December 15 at a glittering function at PHD House, New Delhi, by Padma Shri Prakash Singh, a celebrated former Indian Police Service officer. One of the awardees was Sonal Ravi Andrews, the founder of Integrated Pre-school Teachers Training Academy (IPTTA).

In 2013, the Integrated Preschool Teachers Training Academy (IPTTA) was born out of a dream that combines two powerful ideas to change the landscape of early childhood care and education and to work for women's empowerment. What started as a training institution in Hyderabad has now grown into a campaign that has impacted more than 1,80,000 stakeholders across 80 Indian cities and six countries. The journey of IPTTA's alumni has indeed been a journey of transformation: more than homemakers, they have become educators; job seekers are now running their own businesses, and passive bystanders are today's active community leaders.

Today, alums of IPTTA run programmes at leading schools, own educational centres and have made a name for themselves within the academic community. Some of them have gone overseas, taking their training from IPTTA to teach in international schools, whereas some have developed new teaching methods in rural parts of India. These achievements are demonstrated by several early years centres they supervise, where thousands of her students receive quality early childhood education daily.

Their most striking assets of change are their individual development. Alums of IPTTA report worth household incomes that have reportedly doubled, active participation and decision-making duties at home, and increased networking confidence. Training has radically changed how they parent as research-based developmental practices are adopted in the children. These women, in turn, have also emerged as community change makers by encouraging the pursuit of education and professional careers in early childhood development.

Sonal Ravi Andrews, founder of IPTTA, converted a career switch from the medical field to early childhood education into a journey that helped hundreds of women explore their potential as educators, leaders, and social transformers.




The 3rd Annual Nexus of Good Awards were given on December 15 at a glittering function at PHD House, New Delhi

At IPTTA, each graduate employs the oil social theory where one individual causes a successive chain of events

**Changing education, changing lives**

At IPTTA, it is not the issues of too many that are responded to but rather two of the most burning ones: quality early years education and the employment of women. And those women's gains do not end here and go far beyond the traditional boundaries. The academy has specialised programs for pupils where they are taught phonics, puppeteering, story-telling, and other modern teaching methodologies. These educators create vibrant learning spaces where children thrive through play-based education.

**Building strong foundations**

It suggests understanding the person's degree, which depicts their level of creativity. Traditional education does not exclude creativity, but in its essence, it is not that appealing to most children. IPTTA's year-long diploma programme utilises in-classroom instruction teaching techniques and instruments for students and is guaranteed that they will be used. This programme should not chase the younger generation away from teaching. This scheduling can be regarded as mother-friendly; thus, women do not need to give up their families for education.

**Innovation and quality assurance**

Children cannot learn every day, which creates a set of expectations that IPTTA aggressively pursues. After all, IPTTA is the only institute to be registered under the EOMS in India and also holds an ISO certification. The annual IPTTA Fest has received many accolades and appreciation and every time holds more than 200 different activities within its realm, with over 700+ educators joining. It allows educators to escape from the daily routine and rapidly present something completely new in the classroom.

Economic and Social Impact

IPTTA graduates do not just hang their boots as teachers. Many go into business, starting their schools and positively impacting their areas by providing employment and quality education. This financial autonomy has critical effects; families become more stable economically, women gain greater authority within the family, and communities acquire educated and active leaders who appreciate the importance of early child development.

Real Classroom Transformation: The effects of the education IPTTA provides to its teachers are seen when the teachers are in the classrooms. Learning objectives are met remarkably as children have fun during lessons, and behaviour management issues are reduced when teachers grasp child development attributes. Children's readiness skills for school improve tremendously, and the interaction between parental figures and teachers improves greatly thanks to these professional educators. Therefore, learners flourish in an environment where they have the right skills, which are crucial for their future studies.

**Adapting to change and building the community**

What is particularly impressive regarding IPTTA and its operations is that these two aspects greatly complement each other. By cooperating with more than 300 schools and 40 organisations with them, they formed a vibrant ecosystem responsive to the changing demand for education. This was especially the case during COVID-19 when TTVT (Tricks and Tips of Virtual Teaching) was introduced, and it trained over 2000 teachers on the necessary digital skills. Their network of more than 400 early years centres and their own practice assert the efficacy of their model in different contexts. Most importantly, these centres also serve as centres of community change where trained women professionals encourage other people to aspire for better and enhance the quality of education at the kindergarten level.

**The ripple effect and future vision**

At IPTTA, each graduate employs the oil social theory where one individual causes a successive chain of events. These educators affect hundreds of young stars' lives every year, but their sphere of influence goes even further from the classroom. They grow into active community members, mentors, and advocates for quality early childhood education, transforming the perceptions of education and women's potential within society.

Right after seeing the successful outcomes at IPTTA, seven more training centres of a similar nature have been set up across the country, fifteen alumni have started their preschools, and thus, a network of quality educational institutions is on the rise. Every success story inspires more women to leave their safe havens and face the challenges of being in the education sector.

"If happiness is the attitude, passion is the aptitude, and humanity is the religion, then this is our highest aspiration", says Sonal Ravi Andrews, who founded IPTTA. This philosophy makes IPTTA focus on building a learning space "filled with power, passion, and all the quality". The achievements are there for all to see—the classrooms completely renovated, teachers who believe in their profession, and children who are happy and developing well.

The multiplier effect is impressive: one trained teacher annually impacts 30 children and their families. Considering the 600+ IPTTA alumni carrying out teaching activities, millions of children are reached every year. This forms an endless cycle of maintaining high standards in education and uplifting society.

IPTTA bears out that there are exceptional dividends from investing in women educators. Their model shows evidence of how educational ventures can be economically viable and socially purposeful, which is a case study for institutions that want to make a difference. Through their efforts, IPTTA strives for an India where good quality early childhood education is universally available and where women educators will be the custodians of education and forces for social change.

*Views expressed are personal*

روزنامہ راشٹریہ سہارا (اردو)، 19 دسمبر 2024، پیج نمبر -2

# اب بہار میں گرو جی کو ٹیبلیٹ دینے کی تیاری

## سبھی اسکولوں میں مارچ 2025 سے طلبا طالبات کیلئے ڈیجیٹل حاضری



**پٹنہ (ایس این بی)**

بہار کے اسکولوں میں مڈ ڈے میل سے متعلق پوشاک منصوبہ تک اسکول میں بچوں کی حاضری سے طے ہوتی ہے۔ محکمہ تعلیم کی نظر اب اسکولوں میں بچوں کی حاضری پر ہے۔ محکمہ کو ملی جانکاری کے مطابق ہیڈ ماسٹر اسکولوں میں بچوں کی حاضری کم رہنے کے باوجود اسے بڑھا کر دیکھاتے ہیں اور مختلف منصوبوں کا فائدہ لیتے ہیں۔ محکمہ تعلیم اب ایسی بے ضابطگی کو روکنے کی کوشش میں متحد ہے۔ کلاس میں جتنے بچے حاضر ہوں گے، اتنے ہی بچوں کی حاضری بنے گی۔ جتنے بچوں کی حاضری بنے گی، اتنے ہی بچوں کو مڈ ڈے میل بھی بنے گا۔ اس کیلئے محکمہ تعلیم ڈجیٹل حاضری کا نظم نافذ کرنے جا رہی ہے۔ حال ہی میں محکمہ تعلیم کی ملی جانچ رپورٹ میں یہ بات سامنے آئی ہے کہ چمپارن کے ایک اسکول میں کل 523 طلبا و طالبات کی جگہ صرف 116 طلبا ہی حاضر ہوئے تھے۔ جبکہ گزشتہ ایک ہفتہ کے دوران 350 سے زائد بچوں کی حاضری درج ہوئی تھی۔ ایسے میں اس بات کا خدشہ عیاں کیا گیا ہے کہ ان کی جانب سے طلبا و طالبات کی حقیقی حاضری سے تین گنا سے زائد حاضری رجسٹر میں درج کر مڈے ڈے میل کھانا منصوبہ کی رقم اور اناج کا استعمال کیا جاتا ہے۔ وہیں مڈ ڈے میل منصوبہ بروقت منظم نہیں کیا گیا اور بچوں کے بیٹھنے کیلئے دری یا چٹائی کا نظم فراہم نہیں ہے۔ پرنسپل کو 24 گھنٹے کے اندر جواب دینے کی ہدایت دی گئی تھی۔ محکمہ تعلیم نے اسکولوں میں بچوں کی ڈجیٹل حاضری کیلئے ایک سافٹ ویئر تیار کرتا ہے۔ اسکولوں میں اسے نافذ کرنے کیلئے ٹسٹ کیا جا چکا ہے۔ بتایا جاتا ہے کہ اگر کلاس میں کم بچے حاضر ہوتے ہیں اور حاضری زیادہ کا بنا دیا جائے گا تو سافٹ ویئر اس کی قلعی کھول دے گا۔ مانا جا رہا ہے کہ سرکاری اسکولوں میں طلبا و طالبات کی حاضری کیلئے اسے نافذ کرنے سے تبدیل ہوں گے۔ بچوں کی حاضری بہتر ہوگی۔ ٹیبلیٹ کی خرید کا کام جاری ہے۔ محکمہ تعلیم نے اس نظام کو نافذ کرنے کیلئے تیاری شروع کر دی گئی ہے۔ پوری ریاست میں سرکاری اسکولوں کے کلاس ٹیچروں کو ٹیبلیٹ دیا جائے گا۔ اس پر اساتذہ کر بچوں کی ڈجیٹل حاضری بنانی ہوگی۔ ہر بچے کے نام کے آگے انہیں حاضری مارک زبنانا ہوگا۔ جنوری 2025 سے اساتذہ کو ٹیبلیٹ پر بچوں کی حاضری درج کرنے کے عمل سے واقف کرانے کیلئے ٹریننگ دی جائے گی۔ وہیں ٹریننگ مکمل ہونے پر دو ماہ بعد مارچ تک پوری ریاست کے اسکولوں میں اس سسٹم کے نافذ ہونے کے امکان ہیں۔ اساتذہ کو پہلے ٹیب پر حاضری اور غیر حاضری مارک کرنا ہوگا۔ اس کے بعد سافٹ ویئر بچوں کو چہرے اور مارک کئے گئے حاضری کا ملان ہوگا۔ یہاں پتہ لگائے گا کہ جو بچے کلاس میں حاضر تھے، ان کی حاضری بنی ہے یا نہیں۔ اگر ٹیچر حاضری نمبر میں اضافہ کیلئے کچھ بھی غلط کریں گے تو سافٹ ویئر اسے بتا دے گا۔ حاضری کی اصل رپورٹ اگلے دن تک سامنے آجائے گی۔ ایسے میں جو بچے حاضر نہیں ہوں گے، ان کی حاضری اگر درج ہوئی ہوگی تو وہ بھی پتہ چل جائے گا۔

जनसत्ता, 20 दिसम्बर 2024,
पेज नं - 14

# दाखिले में अनियमितता को लेकर सीबीएसई का 29 स्कूलों में औचक निरीक्षण

जनसत्ता संवाददाता
नई दिल्ली, 19 दिसंबर।

*दिल्ली, बंगलुरु, वाराणसी, बिहार, गुजरात और छत्तीसगढ़ के स्कूलों में औचक निरीक्षण किए गए।*

'डमी छात्रों' के दाखिले का पता लगाने के लिए केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने दिल्ली सहित अन्य राज्यों के करीब 29 स्कूलों में औचक निरीक्षण किया। सीबीएसई ने गुरुवार को जानकारी देते हुए बताया कि औचक निरीक्षण दिल्ली के अलावा बंगलुरु, वाराणसी, बिहार, गुजरात और छत्तीसगढ़ के स्कूलों में किए गए थे।

सीबीएसई बोर्ड के सचिव हिमांशु गुप्ता के अनुसार, सीबीएसई के एक अधिकारी और एक संबद्ध स्कूल के प्राधानाचार्य वाली कुल 29 टीम ने निरीक्षण में भाग लेते हुए 29 स्कूलों में औचक निरीक्षण किया।

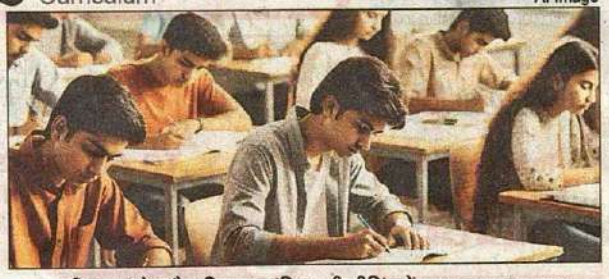
उन्होंने कहा कि निरीक्षण किए गए अधिकांश स्कूलों को बोर्ड के संबद्धता उपनियमों का उल्लंघन करते हुए पाया गया, क्योंकि उन्होंने छात्रों की वास्तविक हाज़िरी के रिकार्ड से अधिक छात्रों को नामांकित किया। इसके अतिरिक्त, स्कूलों में बोर्ड के बुनियादी ढांचे के मानदंडों का उल्लंघन भी पाया गया।

सीबीएसई ने इन उल्लंघनों को गंभीरता से लिया है और ऐसे स्कूलों को कारण बताओ नोटिस जारी करने की प्रक्रिया में है। बोर्ड दोषी संस्थानों के खिलाफ कानूनी कार्रवाई पर भी विचार कर रहा है। ये निरीक्षण बुधवार और गुरुवार को किए गए।

नवभारत टाइम्स, 20 दिसम्बर 2024, पेज नं-7

# डीयू में एक साल का पीजी, नया पीजी करिकुलम लाने की तैयारी

■ विशेष संवाददाता, नई दिल्ली




27 दिसंबर को अकैडमिक काउंसिल की मीटिंग में रखा जाएगा प्रस्ताव

दिल्ली यूनिवर्सिटी NEP के तहत पोस्टग्रैजुएट कोर्सों के लिए नया करिकुलम लाने की तैयारी में है। नैशनल एजुकेशन पॉलिसी के साथ डीयू में चार साल का अंडरग्रैजुएट कोर्स आया, जिसके तहत हर साल कोर्स छोड़ने का ऑप्शन स्टूडेंट्स को मिला। तीसरे साल भी स्टूडेंट्स के लिए कोर्स छोड़ने का ऑप्शन है, जिसके बाद दो साल के पीजी कोर्स का प्रावधान है। वहीं, चार साल का यूजी कोर्स करने के बाद एक साल के पीजी का ऑप्शन स्टडेंट्स को मिलेगा। यह ऑप्शन स्टूडेंट्स को 2026 सेशन से मिल जाएगा।

**तीन साल में यूजी छोड़ने वाले स्टूडेंट्स के लिए आएगा नया फ्रेमवर्क**

इसके अलावा डीयू विदेशी संस्थानों के साथ ट्वाइनिंग डिग्री प्रोग्राम लाने की भी तैयारी कर रहा है, जिसके तहत स्टूडेंट्स एक सेमेस्टर फॉरेन इंस्टिट्यूट में पढ़ सकेंगे। दोनों ही प्रस्ताव 27 दिसंबर को अकैडमिक काउंसिल की मीटिंग में मंजूरी के लिए रखे जाएंगे। अकैडमिक सेशन 2022-23 से यूजी का कोर्स तीन साल की बजाय चार साल का हो गया था। इसके स्टूडेंट्स अब तीसरे साल की पढ़ाई करेंगे। इसके साथ सिलेबस और सभी कोर्स के फ्रेमवर्क में बड़े स्तर पर बदलाव हुआ। अब इसी के साथ पीजी कोर्सों के सिलेबस में अब बदलाव की जरूरत है क्योंकि तीसरे साल में ग्रैजुएशन पूरी करने वाले स्टूडेंट्स अब दो साल पीजी में जाएंगे और उनका लेवल पुराने पीजी कोर्स के सिलेबस के लिए अलग होगा। इसके बाद उन्हें चार साल के यूजी करिकुलम के हिसाब से पीजी कोर्स में एक साल और दो साल का नया करिकुलम मिलेगा। अब डीयू 27 दिसंबर को इस करिकुलम फ्रेमवर्क को अकैडमिक काउंसिल में मंजूरी के लिए लाएगी।

## लॉ स्टूडेंट्स के एग्जाम अब 6 जनवरी से

स्टूडेंट्स की मांग पर दिल्ली यूनिवर्सिटी के लॉ फैकल्टी के सेमेस्टर एग्जामिनेशन की तारीख आगे बढ़ा दी गई है। एग्जामिनेशन 26 दिसबर की बजाय अब 6 जनवरी से होंगे। सिलेबस पूरा ना होने का हवाला देते हुए स्टूडेंट्स ने कुछ दिन पहले जोरदार प्रदर्शन किया था। लॉ फैकल्टी ने नोटिफिकेशन जारी कर कहा है कि एग्जाम अब 6 जनवरी से होंगे और कोर्स को पूरा करने के लिए 24 दिसंबर से 4 जनवरी तक रेमेडियल क्लासें चलेंगी।

The Hindu, 20 December 2024, Page No.-8

NOTEBOOK

# The social character of scientific knowledge

**In science, not knowing is ubiquitous. The problems arise when we don't know, or choose to overlook, where science ends and faith begins**

**Vasudevan Mukunth**

Many of us want to know how the SARS-CoV-2 virus originated. To do that, right now we need to unravel its evolution from its bat coronavirus ancestor by sequencing the genomes of animals and viruses near the outbreak site and we need to effect China's cooperation to check whether SARS-CoV-2 could have 'leaked' from a lab. Where the virus came from was once singularly important because the answer could have pointed the way to avoiding similar outbreaks in future. But today, there is good reason for this question to take the back seat.

We don't know where or how the virus originated. If it did in a lab, we would have to re-examine how we regulate research facilities and their safeguards and the manner of political oversight that won't curtail research freedom. If the virus is au naturel, we would have to institute and/or expand pathogen surveillance, eliminate wildlife trafficking, and improve social security measures to ensure populations can withstand outbreaks without becoming distressed. But even as these possibilities aren't equally likely (according to scientists I trust), the origin of SARS-CoV-2 is less important than it once was because the COVID-19 pandemic caused us to implement all these outcomes to varying degrees.

SARS-CoV-2 isn't special of course: it's still difficult to conclusively say what really happened with many things, scientifically. In 1977, a telescope in the U.S. recorded a signal from outer space that remains strange to this day. We don't have a physical explanation for the "spooky" result of an experiment Anton Zeilinger and co. conducted in 1998. We lack a complete understanding of how general anaesthesia works its magic on the brain. Not even their makers fully know how powerful AI models work the way they do. No existing theory of nature can say what happens in intervals shorter than 10^(-43) seconds.

In fact, not knowing is ubiquitous. To quote philosopher Nicholas Rescher, "no one can say in advance what questions natural science can and cannot answer." But science communication has taught me not all of us can know everything unless we invest considerable, perhaps even impossible, resources. Years ago, the philosopher Daniel Sarewitz wrote an article that changed my relationship with science. He argued that while we may know about the Higgs boson particle and that it gives other elementary particles their masses, we can't truly know any of this until we learn the complicated mathematics required to make sense of it. Until then, we just have faith in the physicists who know. This relationship goes for most technical information in our lives.

Science journalists like me communicate science by providing for scientists' claims, to quote Rescher, "the backing of a rationale that renders [their] correctness evident", but I still demand a considerable amount of faith from readers. At some point faith also becomes trust but trust still isn't understanding. (This said, the system of sanctions should they err provides a reasonable backstop for trust in scientists' and journalists' work.) The general idea here is that you pick someone you trust and you believe what they say to be true. Let's call this the social character of scientific knowledge.

When people encounter a weighty concept scientists aren't able to explain fully, the social character becomes more apparent than it normally is. Some people trust impassioned scientists unwilling to consider extra-scientific possibilities. Some lean towards authority figures who don't trust science to provide the answer. Historically, people have turned to faith in the face of the unknown. The problems arise when we don't know, or choose to overlook, where science ends and faith/trust begins. Then we fixate on answers that may never matter at the expense of answers that are already useful.

*mukunth.v@thehindu.co.in*

The Hindu, 20 December 2024, Page No. - 12 (Down), 14 (Up)

# Eklavya schools struggle to meet 5% PVTG sub-quota; dropouts on the rise

Abhinay Lakshman
NEW DELHI

About four years after the Centre introduced a sub-quota of 5% for the Particularly Vulnerable Tribal Groups (PVTGs) in admissions to Eklavya Model Residential Schools for tribal students across the country, government data show that they are struggling to meet this quota. Just 3.4% of students in these schools now are from these communities.

The number of such students dropping out has been rising for three years in a row. Data obtained by *The Hindu* through the Right to Information Act show that of the 1,30,101 students enrolled into all 407 such functional schools as of October, 4,480 belong to PVTG communities, which amounts to about 3.4% of the total student population at these schools.



Of the 1.3 lakh students in 407 Eklavya Model Residential Schools as of October, 4,480 belong to PVTG communities. SPECIAL ARRANGEMENT

The data showed that States that had the most students – Madhya Pradesh, Chhattisgarh, Odisha, and Gujarat – were struggling to meet the 5% quota. In Madhya Pradesh, PVTG students account for 3.8% of the total students, in Chhattisgarh, they make up 2.74% of the student population, whereas in Gujarat, just 21 students out of the total 10,688 belong to PVTG communities.

This comes even as government data tabled in the Lok Sabha on Thursday showed that more and more PVTG students had been dropping out of these schools for the past three years. Tabling this data in response to a question from DMK MP Kanimozhi, the Tribal Affairs Ministry said that in 2021-22, 10 PVTG students had dropped out. This had increased to 14 in 2022-23, and to 18 in the following academic year.

"Infrastructure gaps, teacher shortage, pressure to work for earning, quality of education, are some of the reasons for drop out," the reply tabled by Union Minister of State for Tribal Affairs Durgadas Uikey said.

The provision to introduce a 5% sub-quota for PVTG students in admissions to these schools was introduced after their administration was centralised by setting up the National Education Society for Tribal Students (NESTS) in 2019. The first set of guidelines issued by the NESTS in 2020 accommodated this in the reservation matrix.

# Inspections bring out enrolment violations in many CBSE schools

The Hindu Bureau
NEW DELHI

In surprise inspections at 29 schools across six regions, the Central Board of Secondary Education found that a majority of the schools violated the Board's rules and enrolled students beyond their actual attendance records, effectively creating "non-attending" or dummy enrolments. Many schools had also flouted infrastructural norms. The CBSE will issue show-cause notices to them. The inspections were carried out in Delhi on Wednesday and in Bengaluru, Patna, Bilaspur, Varanasi and Ahmedabad on Thursday.

The Times of India, 20 December 2024, Page No.- 4, 18

## *Bhoomi poojan* performed for NCERT auditorium

Union Minister for Education Dharmendra Pradhan performed the *bhoomi poojan* for a new NCERT auditorium, which can accommodate approximately 900 persons. He also presided over the signing of a memorandum of understanding (MoU) between NCERT and e-commerce marketplace Flipkart to ensure the



affordable and seamless availability of NCERT publications across the country, especially in Tier 2 and Tier 3 cities. The minister also inaugurated the Google Learning Centre, which will facilitate the capacity building of teachers and educators on digital tools, including AI. This state-of-the-art lab has been created for 40 people with adequate computers and networking facilities. Along with this, 200 YouTube channels have been created for simulcast of PMeVIDYA DTH TV channels. The minister also released NISTHA Integrated Teacher Training Modules, NISHTHA-ET, Kaushal and Edu-Leader.

## Pradhan cites UPA-era NCERT textbook toon to target Cong

**New Delhi:** Stating Congress's hatred and contempt for BR Ambedkar is well known, Union education minister Dharmendra Pradhan on Thursday cited a cartoon published in an NCERT book during the UPA-2 tenure in which India's first PM Jawaharlal Nehru was shown "whipping" Babasaheb.

"Suddenly, Congress has got a lot of respect for Babasaheb Ambedkar. These crocodile tears of Congress for Babasaheb are just a pretence, there is a huge difference between their words and actions. Congress party's hatred and contempt for Babasaheb is well known," Pradhan wrote on X.

The cartoon was published in the textbook for Class 11 in 2012.

"After strong opposition from BJP, then human resource development minister Kapil Sibal apologised and announced to withdraw it. Obviously, such a shameful act cannot happen unknowingly, this cartoon filled with hatred towards Babasaheb was made public only after the approval of the 'royal family' and the whole country knows who had control of the remote-run govt at that time," the Union minister said.

Pradhan said Congress, which makes political gains in the name of Ambedkar, takes his name only out of compulsion, while the truth is that the entire party, from Nehru to Rahul Gandhi, has always hated Babasaheb. TNN

The Times of India, 20 December 2024, Page No.-23

# AI IS EATING THE WORLD: 70% of people use AI at work

Luke Kim

More than 70% of businesses use AI today. In all age groups, over 70% of people use AI at work. If you want to future-proof your business and career, becoming AI-native is non-negotiable. For entrepreneurs and executives, this paradigm shift affects all aspects of business leadership: decision-making, business processes, and human resources. Consider these trends as you march forward in the era of AI:

**1. AI has shifted from consumer-facing experiments to enterprise-facing applications**

Today, AI is about consistency and reliability rather than novelty. General-purpose functions like large language models will continue to be useful, but industry-specific features will be lucrative and produce future unicorns. There exists a massive opportunity in solving B2B problems with AI.

SILICON VALLEY DISPATCH

Vertical AI (designed for specific industry sectors) is now more important than horizontal AI (broad and versatile). If you manage to augment or replace a business function at work, your solution can probably help others as a product or service.

In order to keep up with the latest innovations, look at marketplaces and aggregators like AppSumo, Product Hunt, BetaList, There's An AI for That, Indie Hackers, and similar sites. If you have access to office systems like Microsoft and Adobe, try their AI features. Through the process of learning and experimentation, you will discover new opportunities.

**2. AI has become more multimodal and agentic, so employees are easier to automate**

Multimodal AI can process, integrate, and output multiple types of data including text, image, audio, and video. NotebookLM, GPT-4o, Claude 3.5, and Gemini 2.0 are well-known examples. Agentic AI can perceive its environment, process information, and take rational actions autonomously. Salesforce, for example, built Agentforce to automate business development and customer support personnel. There are many smaller tools like Cognosys, Devin, and AgentGPT that are easier to pick up.

In theory, any business process or human worker can be automated using AI agents and old-fashioned automation (think Zapier) if they sit behind a desk. Especially for unlicensed white-collar professionals, this reality is an uncomfortable truth.



That said, the era of AI is turning human labour a premium service. In the future, a 'non-AI' label in business might be as powerful as a 'non-GMO' label at the grocery store.

**3. In the world of startups and venture capital, the main theme is AI cross-pollination**

This year, more than a third of venture capital investment in the United States went into AI-related startups. Over a third of funds raised had AI as a focus area.

AI is cross-pollinating with all industries including niche spaces like Web3. For example, Eliza Labs offers an open-source framework to build AI agents for blockchain applications. They run a decentralised autonomous organisation (DAO) called ai16z that uses AI to make investment decisions in cryptocurrency. This startup is backed by Andreessen Horowitz and its native token $AI16Z bootstrapped north of $800 million in a few months.

Based on your lived experiences, you have founder-market-fit and a set of unfair advantages. No matter your profession, your expertise can synergise with AI. As a solopreneur, solo founder, or side hustler, consider running small experiments or productising basic services to get started. If you already have a team, try building an AI-powered solution that benefits your business or industry. If it works well in your field, others will line up to pay. There will be more unicorns at the intersection of AI and other industries. AI has taken over the world.

*Luke Kim is an operator and investor in frontier tech in the US*

Millennium Post, 21 December 2024, Page No. -2

# Delhi University's first NEP 2020 batch can soon complete their final yr semester abroad

**NEW DELHI:** The students of Delhi University's first batch of NEP 2020 will soon have the opportunity to complete a semester of their final year at a foreign university, pending approval of recommendations from a committee tasked with operationalising the initiative.

These students, who are also the first batch of the Four-Year Undergraduate Programme (FYUP), will have the option to undertake a semester abroad at select Foreign Higher Educational Institutions (FHEIs) under a new twinning degree arrangement introduced by the university earlier this year. A committee set up to determine the modalities for implementing the twinning degree arrangement has submitted its recommendations, which will be presented to the university's Academic Council for consideration on December 27. According to the recommendations, the undergraduate students enrolled




at the Delhi University from the 2022-23 academic year onwards will be permitted to study at a foreign university during their seventh semester. The students in their first year will have the opportunity to study abroad during their third or fifth semester, while those in their second year will have the option to go abroad during their fifth or seventh semesters.

Under the arrangement, the students will be able to complete one semester abroad, earning a minimum of 12 credits and a maximum of 26 credits. Upon returning, the students will receive their degree from the Delhi University, the parent institution. The twinning degree arrangement will also be accessible to the meritorious students from economically weaker backgrounds. The university plans to support one or two students from this category to participate in the program at a foreign university. An objective selection process will be established to identify these students.

The university's International Relations Office will be responsible for initiating collaborations with the foreign universities for the twinning program, which will include negotiations on matters such as course fees, curriculum, student medical insurance, accommodation and other logistical arrangements.

Information about the available options will be posted on the university's website to ensure the students are well-informed.

An academic expert committee will be formed to review the applications of the foreign universities with which the twinning degree arrangements will be made. The eligibility criteria for FHEIs to be considered for collaboration will include their comparative or higher ranking in global university rankings such as the QS World Rankings or Times Higher Education (THE) Rankings. Specifically, FHEIs should have a ranking within 25 per cent lower than the Delhi University's ranking in the same year. If an FHEI's overall ranking does not meet this criterion, the university will consider the ranking of the specific discipline the student wishes to study, ensuring that the discipline's ranking is comparable to or higher than that of the same discipline at the Delhi University. AGENCIES

The Pioneer, 21 December 2024, Page No-2

# Delhi LG interacts with 500+ school principals and teachers, discusses NEP, mental health




**STAFF REPORTER** ■ NEW DELHI

The Delhi Lieutenant Governor Vinai Kumar Saxena on Friday interacted with scores of principals and teachers of more than 5,000 private schools in the national Capital, discussing issues like bomb threats, National Education Policy (NEP) 2020 and mental health of students among others.

He took to X and shared, "In the series of #Samvaad@RajNiwas today, had the privilege of engaging and interacting with over 500 principals/ teachers representing over 5000 private schools of Delhi that cater to lakhs of students. We discussed pressing issues like the challenges in implementation of National Education Policy (NEP) 2020, mental health of students, teacher training, government apathy, and transportation and infrastructure constraints."

He added, "Was glad to share with the audience that steps have already been initiated to address the FAR issue for additional classrooms. While concerns about recent bomb threats and cyber crimes were raised by the teachers, at the same time they also appreciated the role of the police in handling these situations seamlessly and expeditiously."

The Delhi LG shared that the idea of early-stage R&D for students as suggested by the teachers is intriguing and worth exploring. "However, we must guard against societal segmentation in education and ensure that interests of all segments of society are addressed. It is time to be vigilant and vocal for the rights of our students, teachers & the entire education fraternity," he said.

21 दिसंबर 2024, VI दैनिक जागरण, पृष्ठ संख्या -10

# दूर होता समान शिक्षा का लक्ष्य



प्रेमपाल शर्मा

**दो तरह के पाठ्यक्रम नई शिक्षा नीति के उस विचार की उपेक्षा ही करेंगे, जिसमें समान शिक्षा पर जोर दिया गया है**

शिक्षा सुधार की प्रक्रिया में केंद्रीय माध्यमिक शिक्षा बोर्ड के 10वीं के छात्रों के लिए विज्ञान और सामाजिक विज्ञान में भी वैसे ही दो तरह के पाठ्यक्रम बनाने पर विचार हो रहा है, जैसा गणित विषय में पहले से ही है। अभी सीबीएसई 10वीं कक्षा में गणित बेसिक और गणित स्टैंडर्ड दो स्तर पर आफर किया जाता है। इसके आधार पर कुछ विद्यार्थी बेसिक गणित पढ़ते हैं और कुछ स्टैंडर्ड गणित। बेसिक गणित की तुलना में स्टैंडर्ड गणित कठिन होता है। स्टैंडर्ड गणित पढ़ने वाले विद्यार्थी ही आगे चलकर इंजीनियरिंग आदि की परीक्षा देने में समर्थ होते हैं। यहां तक कि 11वीं और 12वीं में भी गणित पढ़ने की आजादी इन्हीं छात्रों को दी जाती है। गणित विषय के संबंध में इस बात पर कुछ हद तक सहमत हुआ जा सकता है, क्योंकि इसकी कुछ कठिन परिकल्पनाएं एक स्तर के बाद काम नहीं आतीं। याद करें तो किसी वक्त नौवीं और दसवीं में लड़कियों के लिए गणित की जगह होम साइंस का विकल्प रहता था। हालांकि अब वक्त बदल गया है। समाज की समझ में भी यह बात आ गई है कि लड़कियां भी गणित और विज्ञान में उतनी ही प्रतिभा रखती हैं, जितना लड़के। यही कारण है कि इंजीनियरिंग कालेजों में 30 प्रतिशत लड़कियां इंजीनियरिंग पढ़ रही हैं। मौजूदा सरकार ने तो एक ऐतिहासिक कदम बढ़ाते हुए आइआइटी में 20 प्रतिशत सीट लड़कियों के लिए आरक्षित कर दी है, लेकिन दो अलग तरह के पाठ्यक्रम की यही बात विज्ञान और सामाजिक विषयों के लिए सही नहीं होगी।

विज्ञान और सामाजिक विज्ञान की शिक्षा ही बच्चों की समझ को मुकम्मल बनाती है। इसलिए इन विषयों को दुनिया भर में दसवीं तक अनिवार्य रूप से सर्वश्रेष्ठ ढंग से पढ़ाया जाता है। शिक्षा की बुनियाद यही विषय बनाते हैं। विज्ञान जहां बच्चों को तर्कशील प्रयोगधर्मी बनाता है, वहीं सामाजिक विज्ञान उनमें समाज, देश-दुनिया की राजनीति, अर्थशास्त्र और इतिहास की समझ पैदा करता है। लिहाजा इन विषयों की पढ़ाई हर बच्चे के लिए समान रूप से अनिवार्य होनी चाहिए। ऐसी शिक्षा ही उन्हें स्वावलंबी बनाएगी और यही लोकतंत्र के हित में भी है। दो तरह के पाठ्यक्रम बनाने के



सभी बच्चों को मिले एक जैसी शिक्षा ● फाइल

पीछे बच्चों पर पढ़ाई के बोझ को कम करने का विचार हावी लगता है, लेकिन यह सच्चाई से बहुत दूर है। इसे कोटा या दूसरी जगहों पर छात्रों द्वारा की जा रही आत्महत्याओं से जोड़ना गलत होगा, क्योंकि उन बच्चों में मानसिक तनाव समाज एवं मां-बाप के दबाव और नंबरों की अंधी दौड़ की देन है। उन पर इन विषयों का दबाव नहीं है। देखा जाए तो शिक्षा का अर्थ केवल कक्षाएं पास करना या परीक्षाओं में कुछ नंबर ज्यादा लाना ही नहीं होता, बल्कि बच्चों को एक बेहतर नागरिक बनाना भी होता है। जैसे कि ब्रिटेन की शिक्षा प्रणाली करती है। वह कहती है कि "15 वर्ष की उम्र तक विद्यार्थी में पूरी दुनिया में घूमने और संवाद करने की क्षमता होनी चाहिए।" यह विज्ञान और दूसरे विषयों को और बेहतर ढंग से पढ़ने से ही संभव हो सकता है, पाठ्यक्रम की काट-छांट से नहीं।

नीति निर्धारकों को गणित के अनुभव से सबक लेना चाहिए। दिल्ली के महंगे निजी स्कूलों में सभी बच्चे जहां स्टैंडर्ड गणित पढ़ते हैं, वहीं सरकारी स्कूलों में ज्यादातर बच्चे बेसिक गणित। जहां स्टैंडर्ड गणित पढ़ने वाले बच्चों से इंजीनियर या डाक्टर बनने की उम्मीद की जाती है, वहीं सरकारी स्कूलों में छात्रों के करियर के प्रति एक उदासीन रवैया देखा जाता है। यदि विज्ञान और सामाजिक विज्ञान में भी यह वर्गीकरण कर दिया गया तो सरकारी स्कूलों की गुणवत्ता और गिर जाएगी। हमें सरकारी स्कूलों की शिक्षा को और बेहतर बनाने की जरूरत है, न कि और कमजोर करने की। हो सकता है कि ऐसे दोहरे पाठ्यक्रम की वजह से सरकारी स्कूलों में पढ़ने वाले छात्र और पीछे रह जाएं। यह कदम नई शिक्षा नीति के उस विचार की भी उपेक्षा करता है, जिसमें समान शिक्षा की बात कही गई है और जिसके तहत मेडिकल और आइआइटी जैसी संस्थाओं या पिछले दिनों केंद्रीय विश्वविद्यालयों में नामांकन के लिए समान प्रवेश परीक्षाएं शुरू की गई हैं। हमारे देश के निजी स्कूलों से निकले इंजीनियरों की क्षमता पर दुनिया भर में ऐसे प्रश्न उठ रहे हैं कि उनमें से 70 प्रतिशत डिग्री होने के बावजूद सक्षम नहीं हैं। ऐसी चुनौती के बीच तो हमें अपने पाठ्यक्रमों को और बेहतर करने की जरूरत है।

हालांकि नई शिक्षा नीति में पाठ्यक्रमों को मजबूत बनाने, प्राइमरी एवं उच्च स्तर की पढ़ाई अपनी भाषाओं में कराने पर जोर दिया गया है, लेकिन इस दिशा में अभी कोई विशेष प्रगति नहीं दिखी है। इसके अलावा 11वीं एवं 12वीं और दूसरे स्तरों पर अपनी मर्जी से विषय लेने की जो बात चार साल पहले हुई थी, उस दिशा में भी ठोस कदम नहीं बढ़ाए जा सके हैं। शिक्षा की पुरानी शैली यथावत जारी है, बल्कि उसमें और गिरावट आई लगती है, जिसका प्रमाण देश से बाहर जाकर पढ़ने वाले छात्रों की संख्या में अप्रत्याशित वृद्धि है। यह न भूलें कि शिक्षा प्रणाली में बदलाव भावी पीढ़ियों को भी प्रभावित करते हैं। पिछली सदी के छठे दशक में अंतरिक्ष विज्ञान में जब रूस आगे बढ़ता नजर आया तो अमेरिका ने अपनी विज्ञान नीति में आमूलचूल बदलाव किया, विज्ञान में आज अमेरिका दुनिया का अगुआ बना है। वक्त आ गया है कि दुनिया भर की शिक्षण पद्धतियों को सीखते हुए हम भी अपनी विज्ञान और सामाजिक शिक्षा को ऐसा बनाएं कि दुनिया भर के लोग भारत में पढ़ने के लिए लालायित हों।

(भारत सरकार में संयुक्त सचिव रहे लेखक शिक्षाविद् हैं)

response@jagran.com

राष्ट्रीय सहारा, 22 दिसम्बर 2024, पृष्ठ संख्या 5

# भारी बस्ते बिगाड़ रहे नौनिहालों की सेहत !

■ तेजपाल शर्मा

नई दिल्ली। एसएनबी

स्कूल बस्ते का बढ़ता वजन न केवल बच्चों के शारीरिक स्वास्थ्य पर असर पड़ रहा है, बल्कि उनकी मानसिक सेहत को भी क्षति पहुंचा रहा है। छात्र अपने शरीर की क्षमता से कई गुना ज्यादा स्कूल बस्ते का वजन उठाते हैं। एक ताजा अध्ययन में इस बात का खुलासा हुआ है कि भारी स्कूल बस्ते उठाने की वजह से छात्र मानसिक व शारीरिक रूप से बेहद कमजोर हो रहे हैं। इतना ही नहीं उनके बीमार होने की आशंका भी बढ़ती जा रही है।

**स्कूल बस्ते का कितना होना चाहिए वजन :** विशेषज्ञों का कहना है कि आमतौर पर यह सलाह दी जाती है कि बच्चों को अपने कुल शरीर के वजन के 10 प्रतिशत से अधिक वजन वाले स्कूल बस्ते नहीं उठाने चाहिए, ताकि संभावित आसन संबंधी बीमारी और मस्कुलोस्केलेटल यानी मांसपेशी व हड्डियों से जुड़ी समस्याओं को रोका जा सके। रोलिंग बैकपैक के लिए शरीर के वजन का 20 प्रतिशत वजन स्वीकार्य माना जाता है। ऐसा नहीं होता है तो फिर बच्चों को पीठ दर्द, गर्दन में दर्द और कंधे में तकलीफ जैसी कई समस्याओं



- विशेषज्ञ भी दे रहे स्कूली बच्चों के बस्ते का वजन कम करने की सलाह
- भारी वजन से बच्चों को हो सकती हैं कई तरह की स्वास्थ्य संबंधी दिक्कतें
- वजन कम करने के साथ-साथ 'नो बैग्स डे' जैसी पहल शुरू करने की जरूरत बता रहे विशेषज्ञ

का सामना करना पड़ सकता है। जामिया मिल्लिया इस्लामिया के डिपार्टमेंट ऑफ एजुकेशनल स्टडीज के एसोसिएट प्रोफेसर डॉ. समीर बाबू एम बताते हैं कि बस्ते का भारी वजन बच्चों को शारीरिक और मानसिक दोनों रूप से कमजोर कर रहा है।

**मानसिक व भावनात्मक स्तर पर भी हो रहा नुकसान :** जामिया मिल्लिया इस्लामिया के शैक्षिक अध्ययन विभाग के एमएड स्कॉलर अनीस केटी, अनम मोहम्मदी व वयस्क शिक्षा विभाग के पीएचडी स्कॉलर मोहम्मद सलमान एजाज ने अध्ययन किया। अध्ययन से पता चलता है कि भारी स्कूल बस्ते बच्चों के मानसिक और भावनात्मक स्वास्थ्य को भी प्रभावित कर सकते हैं। भारी बस्ते ले जाने से जुड़ा तनाव निराशा और चिंता का कारण बन सकता है। इससे स्कूल जाने और सीखने के लिए बच्चों का उत्साह कम हो सकता है। यह भावनात्मक तनाव शैक्षणिक प्रदर्शन और जीवन की समग्र गुणवत्ता को नकारात्मक रूप से प्रभावित कर सकता है। भारी बस्ते से होने वाली शारीरिक असुविधा अक्सर नकारात्मक स्कूल अनुभव में बदल जाती है, जिससे छात्र सीखने को आनंद के बजाय दर्द से जोड़ते हैं।

**'नो बैग्स डे' की हो शुरुआत :** सफदरजंग अस्पताल के पूर्व डिप्टी डायरेक्टर डॉ. सैयद अहमद खान कहते हैं कि बच्चों को बस्ते के बढ़ते वजन से बचाने के लिए आवश्यक है कि इसका वजन कम करने के साथ-साथ इनके लिए 'नो बैग्स डे' जैसी पहल शुरू करने की जरूरत है। शिक्षा में डिजिटल लर्निंग संसाधनों के प्रयोग से स्कूल बस्ते का बोझ काफी हद तक कम हो सकता है। लैपटॉप, टैबलेट और इंटरेक्टिव व्हाइटबोर्ड का उपयोग करके, छात्र डिजिटल पाठ्य-पुस्तकों और शैक्षिक ऐप तक पहुंच सकते हैं। इससे वजनदार पुस्तकों पर उनकी निर्भरता कम हो सकेगी। यही नहीं विशेषज्ञों की मानें तो बच्चों के स्कूल बस्ते की पैकिंग भी सही तरीके से की जानी चाहिए और बच्चों को बस्ते की दोनों पट्टियों का प्रयोग करने के लिए प्रोत्साहित किया जाना चाहिए।

नवभारत टाइम्स, २२ दिसंबर २०२४, पृष्ठ संख्या - 2

# टीचर्स-स्टूडेंट्स को दी जाए साइबर सेफ्टी ट्रेनिंग, LG ने पुलिस से कहा

विशेष संवाददाता, नई दिल्ली

बम की धमकियों समेत साइबर क्राइम के कई मामलों के बीच दिल्ली के उपराज्यपाल ने दिल्ली पुलिस से टीचर्स और स्टूडेंट्स को ट्रेनिंग देने को कहा है। एलजी वीके सक्सेना ने इस सिलसिले में दिल्ली पुलिस कमिश्नर को निर्देश दिया है। साथ ही एलजी ने पुलिस कमिश्नर से 15 दिन के अंदर ऐक्शन टेकन रिपोर्ट मांगी है। साथ ही दिल्ली पुलिस से साइबर क्राइम से बचने के लिए ट्रेनिंग प्रोग्राम तैयार करने को भी कहा है।

**15 दिन में ऐक्शन टेकन रिपोर्ट मांगी**

शनिवार को एलजी हाउस में उपराज्यपाल ने दिल्ली के प्राइवेट स्कूलों के प्रिंसिपल्स और टीचर्स के साथ 'संवाद' किया, जिसमें स्कूलों की ओर से टीचर्स ट्रेनिंग के लिए मांग की गई।

एलजी सचिवालय ने बताया कि संवाद



के बाद ही एलजी सचिवालय की ओर से पुलिस कमिश्नर को लिखा गया कि संवाद के दौरान टीचर्स ने एलजी को बताया कि साइबर अपराध के मामलों में इजाफा हो रहा है और फर्जी बम की धमकियों जैसी स्थितियों से निपटने के लिए स्कूलों के टीचर्स और स्टाफ को प्रशिक्षित करने की आवश्यकता है।

स्कूलों का कहना है कि स्टूडेंट्स को साइबर सेफ्टी के लिए परामर्श देने के लिए टीचर्स की ट्रेनिंग जरूरी है। एलजी वीके सक्सेना शुक्रवार को दिल्ली के पांच हजार से अधिक प्राइवेट स्कूलों का प्रतिनिधित्व करने वाले 500 से अधिक प्रिंसिपल/टीचर्स के साथ संवाद किया था।

NBT Lens

समझिए खबरों के अंदर की बात

## ऐसी ट्रेनिंग का कितना होगा असर?

पुलिस की ट्रेनिंग से न सिर्फ स्टूडेंटस और टीचर्स ही साइबर फ्रॉड से बचेंगे बल्कि ये लोग ट्रेनिंग के बाद अपने परिवारवालों और आसपास के लोगों को भी इस बारे जागरूक कर सकेंगे। एक तरह से इस ट्रेनिंग का फायदा समाज के अन्य लोगों तक भी पहुंचेगा। जाहिर है कि अगर लोग जागरूक हो जाएंगे तो न सिर्फ खुद इस तरह के फ्रॉड से बचेंगे बल्कि ऐसे क्रिमिनल को पकड़ने में पुलिस की मदद भी कर सकेंगे।

Hindustan Times, 22 December 2024, Page No - 7

# Govt schools of excellence students hold exhibition

**Aheli Das**
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**NEW DELHI:** Students from the BR Ambedkar Schools of Specialised Excellence (ASoSE), under the Delhi government, presented their performing and visual art talents at a two-day exhibition titled "Lehar," held at Shankar's Centre for Children, Chanakyapuri, starting Saturday. Themed "Parat: Interweaving the Layers of History, Memory, and the Passage of Time," the event explored layered meanings in materials, physical elements, and timeless communication, said organisers, adding that over 2,000 visitors were present on the inaugural day.

One standout exhibit was a wire installation by ASoSE Andrews Ganj students. It depicted cybercrime using a circular wooden base symbolising the world, a tangled wire network representing the online realm, and fish made of wire suspended above.

"This depicts the increase of cybercrime and how dangerously deep we are standing in the middle of it," said Preeti, a class 10 student. She added, "We wanted to draw a parallel between how fish get caught in nets and how... we are always caught in the middle of cybercrimes."

Delhi chief minister Atishi, who inaugurated the exhibition, lauded the students' talent on X.



Atishi with students at the exhibition on Saturday. RAJ K RAJ /HT PHOTO

She said, "From mesmerising music and captivating dance to stunning paintings and thought-provoking installations, the works of art displayed at 'Lehar'... by students of Delhi's Govt Schools of Specialised Excellence (SOSE)—have proven that their artistic talent knows no bounds"

At the event, SoSE IP Extension students, meanwhile, displayed mono-paint artwork inspired by block printing. "We chose leaves for the texture to draw inspiration from nature," said Anika Sharma, a class 10 student. Another section showcased artwork inspired by West Bengal weaving traditions, with student Swarnim Dutt.

Students from ASoSE Rohini 21 used dried leaves in framed artworks to explore nature. "The leaves here have been manipulated to resemble a butterfly or trees interacting with each other, symbolising nature's interconnectedness through vibrations," said Shivam (single name), a class 12 student.

Senior AAP leader Manish Sisodia praised the event, saying, "This is beyond imagination. Earlier, science careers or mainstream careers were considered the only feasible options, but students who wanted to explore art had no place to start."

दैनिक जागरण, 23 दिसंबर 2024, पृष्ठ संख्या – 8

# छात्रों के विदेश जाने का बढ़ता चलन

उच्च शिक्षा के लिए भारतीय छात्रों के विदेश जाने का चलन दिन-प्रतिदिन बढ़ता ही जा रहा है। विदेश मंत्रालय के अनुसार, वर्ष 2019 में लगभग सात लाख, 2022 में नौ लाख छात्र उच्च शिक्षा के लिए विदेश गए थे, वहीं 2024 में अब तक लगभग 13.50 लाख छात्रों ने पढ़ाई के लिए विदेश का रुख किया है। इनमें से करीब 4.50 लाख छात्र कनाडा, 3.50 लाख छात्र अमेरिका और 1.85 लाख छात्र ब्रिटेन गए हैं। पढ़ाई के लिए आस्ट्रेलिया, जर्मनी, चीन, सिंगापुर, न्यूजीलैंड, जार्जिया, यूक्रेन, फिलीपींस आदि देशों में जाने वाले छात्रों की संख्या भी अच्छी-खासी है। लगभग 108 देशों में भारतीय छात्र अभी अध्ययनरत हैं। पिछली सदी के आठवें-नौवें दशक तक माना जाता था कि प्रतिभा-पलायन सामाजिक सरोकारों एवं राष्ट्रीय हितों को बाधित करता है। फिर उदारीकरण के दौर में यह माना जाने लगा कि विदेश में पढ़ने, नौकरी करने आदि से देश के विदेशी मुद्रा भंडार में वृद्धि होती है, परंतु अब विदेश में पढ़ाई पर व्यय किए जाने वाले धन और वहां नौकरी करने वाले भारतीय छात्रों की ओर से भेजी जाने वाली राशि का अंतर कम होता जा रहा है। पढ़ाई के लिए विदेश जाने वाले छात्रों की संख्या में वृद्धि से देश को प्रतिभा और पैसा दोनों का नुकसान हो रहा है। यह स्थिति इसलिए भी चिंताजनक है कि इससे उद्योग-धंधों एवं संस्थानों के समक्ष सक्षम एवं कुशल श्रम शक्ति के अभाव की समस्या भी सामने आ सकती है।

आमतौर पर भारतीय छात्र आकर्षक नौकरियों, सुविधापूर्ण जीवनशैली, अनुकूल कार्यसंस्कृति और अंततः वहीं बस जाने की चाहत में विदेश का रुख करते हैं, परंतु बहुत से छात्र ऐसे भी हैं, जो गुणवत्तापूर्ण शिक्षा, शोध एवं अनुसंधान के बेहतर अवसर, मनचाहे एवं रोजगारपरक विषयों की उपलब्धता, उत्पादक एवं अनुशासित शैक्षिक परिवेश, विद्यार्थी-शिक्षक के संतुलित अनुपात, समय पर कोर्स पूरा होने की सुनिश्चितता आदि के कारण अध्ययन के लिए विदेश जाते हैं। यह स्वीकार करना पड़ेगा कि अधिकांश विद्यार्थियों को देश के उत्कृष्ट शिक्षण संस्थानों में वांछित विषयों की पढ़ाई का अवसर नहीं मिल पाता। आज के युवा प्रयोगवादी हैं। वे ऐसे कोर्स चुन रहे हैं, जो उद्योगों के अनुरूप हों और जो बदलती तकनीक



प्रणय कुमार

**पढ़ाई के लिए विदेश जाने वाले छात्रों की संख्या में भारी वृद्धि से देश को प्रतिभा और पैसा दोनों का नुकसान हो रहा है**



समय के साथ बदलें भारतीय शिक्षण संस्थान ● फाइल

के लिहाज से भी अद्यतन हों। आजकल छात्रों की रुचि एवं रुझान-खाद्य सुरक्षा, डिजिटल प्रौद्योगिकी, कंप्यूटर साइंस, साफ्टवेयर इंजीनियरिंग, व्यवसाय एवं प्रबंधन, अर्बन प्लानिंग, चिकित्सा एवं स्वास्थ्य विज्ञान, होटल प्रबंधन एवं पर्यटन, कला एवं ग्राफिक डिजाइन, जलवायु परिवर्तन, हरित ऊर्जा, डाटा साइंस, फिनटेक, आर्टिफिशियल इंटेलिजेंस, मशीन लर्निंग और पृथ्वी एवं पर्यावरण विज्ञान जैसे विषयों में अधिक है।

हालांकि भारतीय विश्वविद्यालयों में भी नए-नए कोर्स प्रारंभ किए जा रहे हैं, पर इसकी प्रक्रिया धीमी होने के साथ वे जड़ता के भी शिकार हैं। हमारे विश्वविद्यालयों में नीतिगत स्तर पर हुए बदलावों को धरातल तक लाने और उसके लिए अनुकूल तंत्र एवं संसाधन उपलब्ध कराने में बहुत समय लग जाता है। भारतीय शिक्षण संस्थानों में अत्यधिक प्रतिस्पर्धा, सीटों की कम संख्या, मांग एवं आपूर्ति का भयावह असंतुलन, शोध एवं अनुसंधान के सीमित अवसर, सक्षम एवं अनुभवी संकायों का अभाव, कोर्स एवं विषयों के चयन में लचीलेपन की कमी, जीवनोपयोगी एवं व्यावहारिक ज्ञान की तुलना में सैद्धांतिक एवं पुस्तकीय ज्ञान पर अत्यधिक बल, मौलिक, स्वतंत्र एवं आलोचनात्मक चिंतन-विश्लेषण के प्रति उपेक्षापूर्ण रवैया, उद्योग एवं शिक्षण-संस्थानों के बीच साझेदारी की कमी तथा आरक्षण की जटिल प्रक्रिया आदि कारक भी भारतीय छात्रों को विदेशी विश्वविद्यालयों की ओर पलायन करने को मजबूर करते हैं।

उच्च शिक्षा की जिन विशेषताओं के कारण प्रतिवर्ष बड़ी संख्या में भारतीय छात्र दुनिया के दूसरे देशों की ओर पलायन कर रहे हैं, अच्छी बात यह है कि वही विशेषताएं यहीं उपलब्ध कराने के लिए सरकार के स्तर पर अनेक अहम कदम उठाए जा रहे हैं। उनके पसंद के कोर्स की पहचान कर देश में ही अब वैसी पढ़ाई की तैयारी है। हाल में विश्वविद्यालय अनुदान आयोग (यूजीसी) ने सुधारात्मक कदम उठाते हुए स्नातक की पढ़ाई के साथ इंटर्नशिप को अनिवार्य किया है। इससे छात्रों को व्यावसायिक जगत का व्यावहारिक अनुभव प्राप्त होगा। इससे वे उद्योग-जगत की मांग के अनुरूप अपने ज्ञान एवं कौशल को विकसित कर सकेंगे। राष्ट्रीय क्रेडिट फ्रेमवर्क को भी छात्रों की योग्यता को मापने की दिशा में एक महत्वपूर्ण पहल माना जा रहा है। इसके अंतर्गत 30 घंटे की पढ़ाई के लिए छात्रों को एक अंक दिया जाएगा। यह फ्रेमवर्क उन्हें विभिन्न क्षेत्रों में अपने ज्ञान एवं कौशल को विकसित करने के लिए प्रोत्साहित करेगा। यूजीसी विनियमन-2024 भी भारतीय शिक्षा-प्रणाली में बड़े बदलावों को प्रस्तावित करता है, जिसका उद्देश्य इसे अधिक लचीला, समावेशी और वैश्विक मानकों के अनुरूप बनाना है। प्रस्तावित सुधारों में स्नातक और स्नातकोत्तर कार्यक्रमों में द्विवार्षिक प्रवेश प्रक्रिया, पिछली शैक्षणिक स्ट्रीम की परवाह किए बिना किसी भी पाठ्यक्रम को चुनने की स्वतंत्रता, बहुविषयक शिक्षण, एक साथ दो डिग्री हासिल करने, जमा किए गए क्रेडिट के आधार पर प्रमाणपत्र, डिप्लोमा या डिग्री प्राप्त करने तथा पूर्व शिक्षा एवं कौशल पर आधारित ज्ञान अर्जित करने आदि के अवसर एवं विकल्प सम्मिलित हैं। ये सभी बदलाव स्वागतयोग्य हैं, जो रटने एवं परीक्षा केंद्रित शिक्षण प्रणाली की तुलना में रचनात्मक, व्यावहारिक एवं कौशल आधारित ज्ञान को प्रोत्साहित करते हैं।

(लेखक शिक्षाविद् एवं सामाजिक संस्था 'शिक्षा सोपान' के संस्थापक हैं)
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नवभारत टाइम्स, 23 दिसंबर 2024, पृष्ठ संख्या -1

# 5वीं और 8वीं में हुए फेल तो दो महीने में री-एग्ज़ाम का मौका

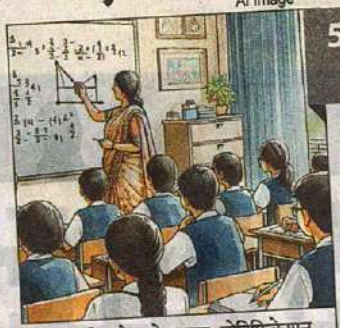
■ विशेष संवाददाता, नई दिल्ली

केंद्रीय शिक्षा मंत्रालय ने 5वीं और 8वीं क्लास के छात्रों की परीक्षा से जुड़े नियमों को नोटिफाई किया है। उसमें कहा गया है कि अगर इन दोनों क्लासेज में छात्र फेल होते हैं तो उन्हें दो महीने के भीतर फिर से रीटेस्ट देने का मौका मिलेगा। जिस तरह से बोर्ड एग्जाम में छात्रों को मौका मिलता है, उसी तरह से 5वीं और 8वीं क्लास के छात्रों को भी मौका मिलेगा। 2025 में परीक्षा देने वाले छात्रों पर यह नियम लागू होगा।

**2025 में परीक्षा देने वाले छात्रों पर नियम लागू होगा**

नए नियमों को लेकर केंद्रीय शिक्षा मंत्रालय के स्कूल शिक्षा और साक्षरता विभाग की ओर से गजट नोटिफिकेशन जारी कर दिया गया है। शिक्षा मंत्रालय ने नियमों में यह भी साफ कर दिया है कि किसी भी छात्र को स्कूल से नहीं निकाला जा सकता। 5वीं और 8वीं क्लास के लिए नो डिटेंशन पॉलिसी को पहले ही खत्म कर दिया गया था।

AI Image



## 5वीं और 8वीं के छात्रों के लिए ब्रिज कोर्स

नए सेशन में 5वीं और 8वीं क्लास में आने वाले स्टूडेंट्स को नई किताबें दिए जाने से पहले ब्रिज कोर्स करवाया जाएगा। NCERT यह कोर्स तैयार कर रहा है। NCERT के निदेशक प्रफेसर दिनेश प्रसाद सकलानी ने कहा कि 5वीं के लिए 30 दिनों का और 8वीं के लिए 45 दिनों का कोर्स होगा। नए सेशन में जो बच्चे आएंगे उन्होंने पुराने पैटर्न से पढ़ाई की होगी। ब्रिज कोर्स के बाद नए पैटर्न में शिफ्ट होने में कोई दिक्कत नहीं होगी।

जनसत्ता, 23 दिसंबर 2024, पृष्ठ संख्या - 6

# शिक्षा से वंचित शरणार्थी बच्चे

**दुनिया के आधे से अधिक शरणार्थी बच्चे 18 साल से कम उम्र के हैं और बहुत मुश्किल हालात में जी रहे हैं। इनमें से अधिकतर के घर लौटने की उम्मीद भी कम है। कई संकटों से जूझ रही दुनिया में शरणार्थी बच्चों की शिक्षा का मुद्दा बहुत मुद्दा है।**

अमित बैजनाथ गर्ग

हाल में जारी 'इंटरनेशनल रेस्क्यू कमेटी' की एक रपट के मुताबिक फरवरी, 2022 से यूक्रेन-रूस युद्ध शुरू होने के बाद से यूक्रेन के लगभग दो-तिहाई बच्चों को अपना घर छोड़ने के लिए मजबूर होना पड़ा है। एक अनुमान के अनुसार, चालीस लाख बच्चों को मानवीय सहायता की आवश्यकता है। तेरह सौ से अधिक स्कूल नष्ट हो गए हैं। इसी तरह के हालात रूस के कुछ क्षेत्रों में भी दिखाई देते हैं, जो इस बात की तस्दीक करते हैं कि युद्ध के बाद दोनों देशों में बचपन संकट में है। एक अनुमान के अनुसार, संकटों से प्रभावित दुनिया में करीब 22 करोड़ 40 लाख बच्चों को शैक्षिक सहायता की आवश्यकता है। जो लोग सीखना जारी रख सकते हैं, उन्हें गुणवत्तापूर्ण शिक्षा प्राप्त करने में कई बाधाओं का सामना करना पड़ता है। दुनिया के आधे से अधिक शरणार्थी बच्चे 18 साल से कम उम्र के हैं और बहुत मुश्किल हालात में जी रहे हैं। इनमें से अधिकतर के घर लौटने की उम्मीद कम है। कई संकटों से जूझ रही दुनिया में शरणार्थी बच्चों की शिक्षा का मुद्दा बहुत बड़ा है।

इसी तरह, 2023 में जारी एक वैश्विक अध्ययन में पाया गया कि गुणवत्तापूर्ण शिक्षा से वंचित बच्चों की संख्या बढ़ रही है। अध्ययन यह भी बताता है कि समस्या केवल पहुंच की नहीं, बल्कि गुणवत्ता की भी है। आधे से अधिक प्रभावित बच्चे शिक्षा में न्यूनतम दक्षता भी हासिल नहीं कर पा रहे हैं। इस अध्ययन में सभी के लिए समावेशी और गुणवत्तापूर्ण शिक्षा की बात कही गई है। अध्ययन में इस बात पर प्रकाश डाला गया है कि संकट में बेहतर सीखने के परिणामों को सुनिश्चित करने के लिए गुणवत्तापूर्ण शिक्षा महत्त्वपूर्ण है।

संयुक्त राष्ट्र शरणार्थी एजंसी (यूएनएचसीआर) की एक रपट में कहा गया है कि स्कूल जाने योग्य करीब सत्तर लाख शरणार्थी बच्चों में से तीस लाख सत्तर हजार बच्चे स्कूल नहीं जाते हैं। 'स्टेपिंग अप: रिफ्यूजी एजुकेशन इन क्राइसिस' नामक रपट से पता चलता है कि जैसे-जैसे शरणार्थी बच्चे बड़े होते हैं, उन्हें शिक्षा तक पहुंचने से रोकने वाली बाधाओं को दूर करना कठिन होता जाता है। केवल 63 फीसद शरणार्थी बच्चे प्राथमिक विद्यालय जाते हैं। दुनिया भर में 84 फीसद किशोरों को माध्यमिक शिक्षा मिलती है, जबकि केवल 24 फीसद शरणार्थियों को यह अवसर मिलता है। एजंसी का कहना है कि स्कूल वह जगह है, जहां शरणार्थियों को दूसरा अवसर मिलता है। शरणार्थियों को उनके भविष्य में निवेश करने के लिए आवश्यक कौशल और ज्ञान विकसित करने का अवसर न देकर उन्हें विफल किया जा रहा है। भले शरणार्थी किशोर बाधाओं को पार करके माध्यमिक विद्यालय तक पहुंच जाते हैं, लेकिन केवल तीन फीसद को किसी प्रकार की उच्च शिक्षा मिल पाती है। यह वैश्विक आंकड़ा 37 फीसद के मुकाबले बहुत कम है। दुनिया भर के शरणार्थी बच्चों की शिक्षा का मुद्दा चिंता का विषय है।

वहीं संयुक्त राष्ट्र की एक नई रपट में चौंकाने वाले आंकड़े दर्शाते हैं कि संकट प्रभावित स्कूली उम्र के ऐसे बच्चों की संख्या बढ़ रही है, जिन्हें



शैक्षणिक सहयोग की आवश्यकता है। इस रपट के अनुसार, जरूरतमंद बच्चों की संख्या वर्ष 2016 में साढ़े सात करोड़ से बढ़ कर अब 22 करोड़ 20 लाख तक पहुंच गई है। रपट के मुताबिक, आपात स्थिति और लंबे समय से चले आ रहे संकट प्रभावित इलाकों में शिक्षा के लिए इन

संयुक्त राष्ट्र शरणार्थी एजंसी (यूएनएचसीआर) की एक रपट में कहा गया है कि स्कूल जाने योग्य करीब सत्तर लाख शरणार्थी बच्चों में से तीस लाख सत्तर हजार बच्चे विद्यालय नहीं जाते हैं। 'स्टेपिंग अप: रिफ्यूजी एजुकेशन इन क्राइसिस' नामक रपट से पता चलता है कि जैसे-जैसे शरणार्थी बच्चे बड़े होते हैं, उन्हें शिक्षा तक पहुंचने से रोकने वाली बाधाओं को दूर करना कठिन होता जाता है। केवल 63 फीसद शरणार्थी बच्चे प्राथमिक विद्यालय जाते हैं, जबकि वैश्विक स्तर पर यह 91 फीसद है। दुनिया भर में 84 फीसद किशोरों को माध्यमिक शिक्षा मिलती है, जबकि केवल 24 फीसद शरणार्थियों को ही यह अवसर मिलता है।

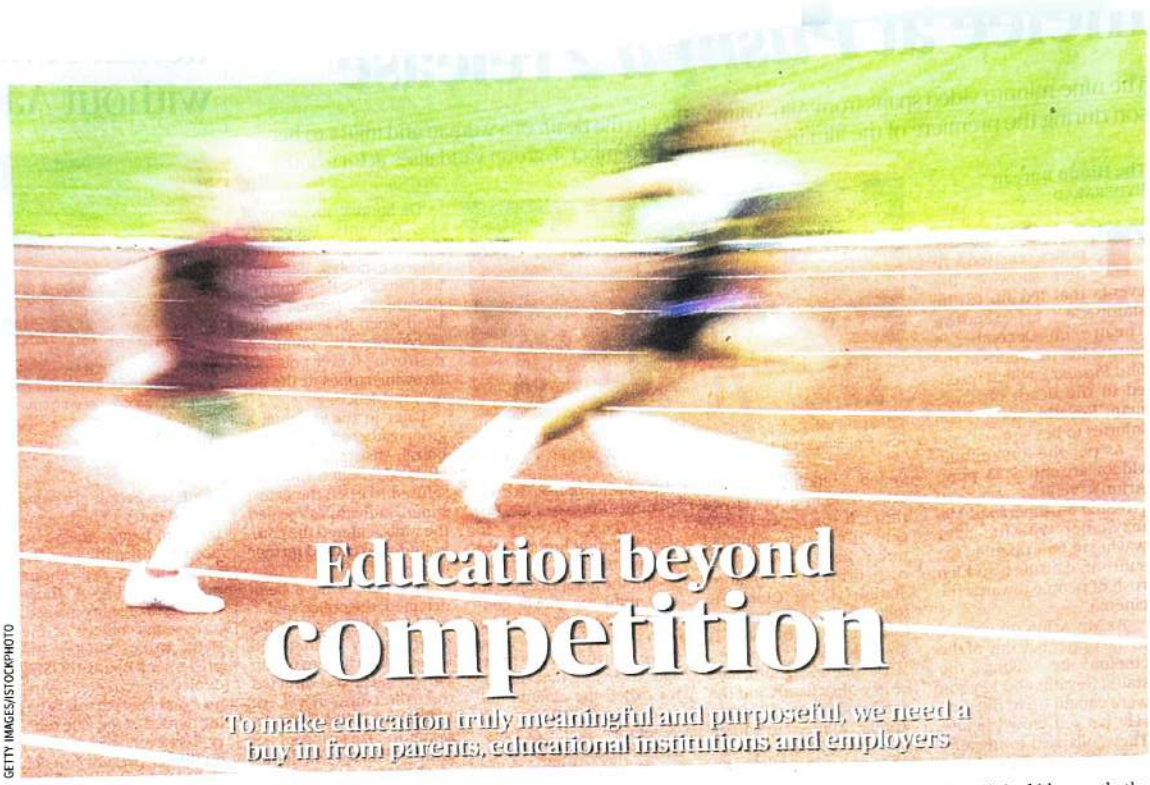
22 करोड़ से अधिक लड़के-लड़कियों में सात करोड़ 82 लाख बच्चे विद्यालय से बाहर हैं। लगभग 12 करोड़ बच्चे विद्यालय में उपस्थित होने पर भी पढ़ने में न्यूनतम कौशल हासिल नहीं कर पा रहे हैं। संकटों से जूझ रहे हर दस में से केवल एक बच्चा प्राथमिक या माध्यमिक स्तर पर वास्तव में निपुणता मानकों पर खरा उतर पा रहा है।

रपट के अनुसार, स्कूल से वंचित होने वाले 84 फीसद बच्चे लंबे समय से जारी संकट प्रभावित इलाकों में रह रहे हैं। इनमें अफगानिस्तान, कांगो, इथियोपिया, माली, नाइजीरिया, पाकिस्तान, सोमालिया, दक्षिण सूडान और यमन समेत अन्य देश हैं। संयुक्त राष्ट्र का कहना है कि जरूरतें कभी भी इतनी बड़ी और इतनी तात्कालिक नहीं रही हैं। कोविड के कारण निर्धनतम परिवारों में शिक्षा का नुकसान अधिक हुआ है। साथ ही वे समुदाय भी प्रभावित हुए हैं, जो पहले से ही शिक्षा में पिछड़ रहे थे। इन दोनों श्रेणियों में आमतौर पर संकट प्रभावित इलाकों में रहने वाले बच्चे आते हैं। संकट प्रभावित बच्चों के बुनियादी अधिकारों की रक्षा हर हाल में करनी ही होगी। इनमें न्यायोचित, समावेशी और गुणवत्तापूर्ण शिक्षा का अधिकार शामिल है।

'एजुकेशन कैन नाट वेट' (ईसीडब्लू) की रपट कहती है कि संकटग्रस्त देशों में केवल ढाई करोड़ बच्चे स्कूल जा रहे हैं और न्यूनतम दक्षता स्तर प्राप्त कर रहे हैं। इन देशों में जबरन विस्थापित आबादी में स्कूल न जाने वाले बच्चों की दर चिंताजनक रूप से उच्च बनी हुई है, जो स्कूली आयु वर्ग के बच्चों के लिए लगभग 58 फीसद है। लगभग डेढ़ करोड़ बच्चों को कार्यात्मक कठिनाइयां हैं और वे स्कूल नहीं जा रहे हैं। इनमें से लगभग एक करोड़ दस लाख तो उच्च-तीव्रता वाले संकटों में केंद्रित हैं। इन क्षेत्रों में माध्यमिक शिक्षा तक पहुंच अपर्याप्त है, निम्न माध्यमिक विद्यालय आयु वर्ग के लगभग एक तिहाई बच्चे स्कूल से बाहर हैं। उच्च माध्यमिक विद्यालय आयु वर्ग के लगभग आधे बच्चे शिक्षा तक पहुंच पाने में असमर्थ हैं। एक अनुमान के अनुसार, तीन वर्ष की आयु से लेकर उच्चतर माध्यमिक शिक्षा पूरी करने की अपेक्षित अवधि के अंत तक कम से कम ढाई करोड़ संकटग्रस्त बच्चे अंतर-एजंसी योजनाओं से बाहर रह गए हैं, जो कुल वैश्विक संख्या का लगभग 9.4 फीसद है। उप-सहारा अफ्रीका के संकटग्रस्त देशों के तुलनात्मक विश्लेषण से पता चलता है कि सात से 14 वर्ष की आयु के बच्चों के लिए सीखने की गति बार-बार होने वाली प्राकृतिक आपदाओं से प्रभावित देशों की तुलना में औसतन लगभग छह गुना धीमी हो सकती है।

असल में, संकट के समय बच्चों की शिक्षा को सबसे ज्यादा प्रभावित किया जाता है। तब शिक्षा को सबसे पहले निलंबित किया जाता है और सबसे आखिर में बहाल किया जाता है। ऐसे समय में बच्चों की शिक्षा और उनका कल्याण बेहद जरूरी है। प्रभावित बच्चों को शिक्षा सहायता देनी होगी। शिक्षा प्रणालियों को ज्यादा संसाधनों की जरूरत होती है, लेकिन उन्हें मानवीय सहायता का तीन फीसद से भी कम हिस्सा मिलता है। इसे बढ़ाना होगा। शिक्षा प्रणालियों में शिक्षण और कर्मचारियों की कमी को पूरा करना होगा। संकट के समय बच्चों को स्कूल से सुरक्षा मिलती है। साथ ही उन्हें जीवनरक्षक भोजन, पानी, स्वास्थ्य देखभाल और स्वच्छता की सुविधा भी मिलती है। इस दौरान बच्चों को मनोवैज्ञानिक सहायता भी देनी होगी। हमें इन पहलुओं पर गंभीरता से काम करना होगा। किसी भी बच्चे का बचपन संकट में आने पर उसे वापस निकालना ही होगा, तभी बचपन बचेगा।

The Hindu, 23 December 2024, Page No- 5



# Education beyond competition

To make education truly meaningful and purposeful, we need a buy in from parents, educational institutions and employers

GETTY IMAGES/ISTOCKPHOTO

**Devasheesh Mathur**

Digest this. The suicide rate of students has surpassed the population growth rate in India. One in seven students between 15 and 24 years experiences poor mental health and 41% have expressed a need for support (as per the 2023 UNICEF report The State of the World's Children). This is beyond a 'sad state of affairs' now; it is a call for transformational changes and a re-imagining of our education system to make our children joyful learners and not 'rats in a rat race'.

**Connect the dots**

For this, we need to reignite our collective imagination and start analysing our present and past, see how it impacts our immediate future, and where we are headed? All the tragic cases of student suicides – no matter where in the country it takes place – take place against the backdrop of the crumbling pressures of entrance exams and the pedagogy in our institutes. Humans learn best through creating narratives. When one applies foresight to imagine the future, one can use metaphors for current and future narratives. The metaphor for our present has become 'Sharma-ji ka beta', someone in your neighbourhood who is better than you at everything. Parents use this character to nudge their kids to do better and probably they think they are being good parents because they went through this as well.

The world view in these conversations is that life is competitive and you need to improve on the quantified performance metrics (read exams). Forget what Rancho said in *3 Idiots*; it's just a movie, silly! Movies like *Udaan* are good to watch, but they do not represent reality. Most of us suffer from the bias of 'it's not going to happen to our kid'. We think that we have taught them how to handle pressure. But the sad reality is kids belonging to all strata of society are caged by our system. If they must break free, they need to leave the system. How do we bring about a transformation? We need to think about our desired future. What if we changed our metaphors and shifted the narrative?

**Change the narrative**

We need to look at education as more than a passage to a 'good life', which is to be earned by going through an excruciating competitive process. Why can't education be a passage to leading a meaningful and purposeful life with the freedom to choose? Let's change the narrative from 'look at Sharma ji ka beta' to '*mera beta anmol hai*' (my child is precious). Let's change the metaphor of a 'rat race' to a 'race to happiness within'. But, for this to happen, we need educational institutes and employers to buy into these ideas. The pursuit of excellence supersedes the pursuit of happiness as the goal of formal education! The joy of finding things out, as suggested by Feynman (and by that virtue, being wrong sometimes), is neither encouraged nor measured. This is established from an early age.

How often have we heard: get good grades first, then you can explore extra-curricular activities! Get a good job first, then you can spend on hobbies! How about measuring (not-so) soft skills too, like empathy and reflection?

When excellence is measured as a number (maximum marks, ranking, ordering), it automatically creates a pecking order. This naturally implies that those who have lower marks, rank, or percentile are not capable enough.

Why do we not bring learning at a different pace into our equation? If we give all the kids exactly the same home, same parents, same car, then perhaps a measurement of marks may mean something scientifically. Excellence should be personal and not defined by society. Can we imagine a pivot to more learner-centric evaluations than standardised ones? How many suicides will it take for us to notice, act and change?

*Views expressed are personal.*

The writer is an Assistant Professor in Strategy at the International Management Institute, New Delhi.

Financial Express, 23 December 2024, Page No - 7

2025, AND THE FUTURE OF WORK

# How skilling will change in five years

● Academicians and CHROs on the skills and roles you must focus on for career advancement and leadership positions



**PROF RAMGOPAL RAO,**
VICE-CHANCELLOR, BITS PILANI

**THE WORLD IS** driven by change, especially in technological innovation and global commerce, hence in five years to come there will be need for a different mixture of skills for individuals whose ambition is to take up leadership positions. Adaptability, digital fluency, and a strong foundation in problem-solving will be key, along with an entrepreneurial mindset. Future leaders are not only required to possess relevant skills, but also understand social welfare and economics as they will work as a team in bringing effective changes. It is, therefore, important to invest in these competencies today.

**AMIT GOYAL,**
REGIONAL MD SOUTH ASIA, PROJECT MANAGEMENT INSTITUTE

**IN THE NEXT** five years, as the work environment becomes fast-paced and dynamic, it will be imperative for project managers to effectively communicate the underlying purpose and strategic objectives of their projects. The importance of interpersonal skills in ensuring the success of project professionals cannot be overstated. To maintain effectiveness and productivity, managers must sharpen their collaboration, communication, strategic thinking, and problem-solving capabilities. These power skills are particularly vital for project managers overseeing diverse teams, as they facilitate unifying the team around a shared objective.

**ABHISHEK MISHRA,**
CHRO, ROCKWELL AUTOMATION

**ACCORDING TO** Coursera's *Job Skills Report 2024*, the most sought-after skills include leadership abilities that can effectively drive organisational change, cybersecurity and information security knowledge, AI expertise, business acumen, and web development and computing.

According to L&D tech provider Lepaya, problem-solving skills (analytical thinking, creativity, reasoning, and ideation) are at the forefront in today's world. The ability to collaborate effectively (with empathetic communication, conflict resolution, and decision-making skills) is also essential, as is self-management. Technology proficiency (in data science, AI, machine learning, and deep learning) is indispensable.

**PROF DEEPA MANI,**
INDIAN SCHOOL OF BUSINESS

**WHEN PEOPLE EXPERIENCE** you as a leader, they experience you as someone with better judgement. In times of continuous change, judgement is well served by intuition — your past experiences and learnings are a sound guide for the future. But today's business world, shaped by tech transformation, new faces of competition, and shifts in consumer behaviour, represents discontinuous change. In these times, leaders must challenge their intuition lest it holds them captive to an existing way of being and doing business. I always say that innovation is not as much the ability to develop new ideas as it is the ability break away from old ones. Leaders need a strong analytical mindset, diverse perspectives and character. A growth mindset, hypothesis-driven thinking, data-informed decision-making, resilience, cross-functional thinking, and integrity are skills required to create sustainable businesses in the new economy. The ability to learn to learn is critical.

**PRATISH KOPARKAR,**
CHRO, EPSILON GROUP

**OVER THE NEXT** five years, roles in data analytics, digital transformation, and ESG (environmental, social, governance) management will be at the forefront of career growth. Leaders who can embrace digital fluency, emotional intelligence, and resilience will be poised to succeed. The future of work will hinge on a balance between human-centric leadership and technological acumen. Professionals who can foster innovation, drive digital change, and maintain agility in complex environments will be the ones leading the next wave of organisational success.

—AS TOLD TO VIKRAM CHAUDHARY

Financial Express, 23 December 2024, Page No - 7

SKILLING IN 2025

# Empowering educators by harnessing GenAI tools

**The demand for specialised skills in fintech, AI, project management to rise in 2025: Mayank Kumar of upGrad**

VIKRAM CHAUDHARY



**DURING YEAR-END** call, Mayank Kumar, the co-founder of edtech major upGrad, told *FE* that 2024 has been a year of remarkable progress for the education and skilling sector, defined by a strong shift towards personalised and outcome-focused learning. "In 2024, the integration of AI and data analytics empowered educators to align learning content more effectively with the evolving demands of learners and employers, making skilling efforts more precise and impactful," he said. "Looking ahead to 2025, this emphasis on outcomes will become even more critical."

On how education systems must adapt to deliver meaningful results, Kumar said a combination of online platforms and offline touchpoints will be vital in providing closer support and delivering a well-rounded learning experience.

Kumar added that the demand for specialised skills in areas like financial services, artificial intelligence, design, and project management is expected to rise significantly in the coming months, nudging education institutes to remain agile, incorporate hands-on, internship-driven approaches to equip learners with the right skillsets. "This aligns well with government initiatives in skilling and internships — which aim at fostering stronger partnerships among education/skilling companies, educational institutions, and corporates — ensuring that learning stays relevant and practical," he said. "Additionally, South Asia's growing skilling demand presents a unique opportunity where a young workforce and rapid digitalisation converge to enable talent development. Collaboration across industries will be essential to preparing a future-ready, AI-focused workforce."

**In 2024, there was also rising demand for AI-skilled talent across non-tech sectors such as retail and manufacturing. Hiring sentiments for jobs that require one to at least interact with GenAI tools — irrespective of the sector — will continue to soar in 2025**

In 2024, Kumar added that there was also rising demand for AI-skilled talent across non-tech sectors such as retail, manufacturing, and even electric mobility.

"Hiring sentiments for jobs that require one to at least interact with GenAI tools — irrespective of the sector — will continue to soar," he said. "This demand necessitates more strategic skilling programmes that equip young India with the most relevant and market-ready concepts."

This year, upGrad also launched a Doctorate in Business Administration (DBA) to train CXOs in Digital Leadership (in partnership with San Francisco's Golden Gate University). Kumar said that this DBA is a 36-month programme that aims to empower executives with essential technology, innovation, decision-making and leadership skills, for driving enhanced business outcomes.

The Times of India, 23 December 2024, Page No - 18

# Teachers enhance their skills using an app to make classrooms interesting

**Priyadarshini.Gupta**
@timesofindia.com

Designed to address challenges faced by educators, TheTeacherApp was recently launched by the Ministry of Education, which offers 900 hours of resources, including lesson plans, worksheets, project-based activities, and question banks for teachers. The app aims to evolve classroom engagement by supporting continuous training and application of skills to teachers. The app is a user-centric platform addressing the evolving needs of educators from government and private schools, BEd students, and trainers.



Designed by Bharti Airtel Foundation, the app allows teachers to frequently engage with modules addressing practical classroom challenges, subject-specific pedagogy, classroom management strategies, innovative Teaching Learning Materials (TLMs), digital teaching techniques, specially designed life skills courses, foundational literacy and numeracy (FLN) courses. The content has been curated for teachers and can be used by them at their own pace.

The app was first introduced to the teacher community one and a half years ago for trials and to assess its effectiveness and gather feedback. Following a successful pilot in September, the app was officially launched in November this year. The launch saw an additional 12,500 teachers using the app. Approximately, 44,000 teachers are currently active users with over 35% of the registered teachers being active monthly users.

## Innovative resources

Bilal Ahmed Sheikh, teacher, faculty counsellor, Government High School Gurinalla, Kishtwar, Jammu and Kashmir, says, "Before discovering this app, I struggled with consistency in various aspects of teaching. The app provides structured, innovative resources and activities. Features such as daily challenges, star points, new courses, postcards, polls, webinars, and streak rewards, have expanded my knowledge and networking opportunities in the teaching community." The innovative features in the app have not only helped Bilal but has also impacted his students as classroom activities have become more interactive.

The app can be accessed on smartphones, tablets, and computers and has helped teachers generate over 1,90,000 certificates by completing self-paced courses.

# स्कूलों में दाखिले के लिए आर्थिक रूप से कमजोर वर्ग की आय सीमा अब पांच लाख

## पहले थी ढाई लाख की सीमा, अब हाई कोर्ट के आदेश के बाद उपराज्यपाल ने जारी किए निर्देश

जनसत्ता ब्यूरो
नई दिल्ली, 23 दिसंबर।

दिल्ली में आर्थिक तौर पर कमजोर परिवार (ईडब्लूएस) के बच्चों को इस बार निजी स्कूलों में अधिक दाखिले मिल सकेंगे। इस श्रेणी के लिए अब पांच लाख रुपए तक की वार्षिक आय वाले परिवार को भी इस योजना का लाभ मिलेगा। अब तक केवल ढाई लाख रुपए तक की आय वाले परिवार के बच्चे ही इस श्रेणी में दाखिला ले पाते थे। सोमवार को उपराज्यपाल वीके सक्सेना ने इस श्रेणी में दाखिले के लिए तय आय सीमा को बढ़ाने की मंजूरी दी है।

इस फैसले का लाभ अब पांच लाख तक की आय सीमा वाले परिवारों के बच्चों को मिलेगा, जोकि इस श्रेणी के परिवारों के लिए एक बड़ी राहत की खबर है। दावा किया गया है कि इस फैसले से गरीब परिवार के अधिक बच्चों को निजी स्कूलों में दाखिला दिया जा सकेगा। उपराज्यपाल कार्यालय से मिली जानकारी के मुताबिक इस बाबत उच्च न्यायालय ने 5 दिसंबर 2023 को आय सीमा एक लाख से पांच लाख रुपए बढ़ाने के मामले में पूछा था। दिल्ली सरकार की तरफ मुख्य सचिव ने जानकारी दी थी कि अक्तूबर 2024 तक यह सीमा केवल ढाई लाख रुपए हैं। इस मामले में उपराज्यपाल की तरफ से जो प्रस्ताव मंजूर किया गया था, उस प्रस्ताव में भी सरकार को इस आय सीमा को बढ़ाने की सिफारिश की गई थी। इसके बाद 13 नवंबर को यह मामला उच्च अदालत (हाई कोर्ट) में जहां सामने आया था कि इस आदेश का पालन नहीं किया गया है। इसके बाद दिल्ली सरकार की तरफ से यह प्रस्ताव उपराज्यपाल की मंजूरी के लिए भेजा गया था, जिसे सोमवार को उपराज्यपाल ने मंजूरी प्रदान की है।

### रोहिंग्या परिवारों के बच्चों को नहीं दें स्कूल में प्रवेश : दिल्ली सरकार



रोहिंग्य परिवारों से जुड़े बच्चों को दिल्ली सरकार के स्कूलों में दाखिला नहीं मिलेगा। इस बाबत दिल्ली सरकार के शिक्षा विभाग के अधिकारी संजय सुभाष कुमार ने लिखित आदेश जारी किए हैं। इन आदेशों की जानकारी देर रात मुख्यमंत्री आतिशी ने दी। आतिशी ने एक्स पर लिखा कि एक तरफ भाजपा वाले हैं जो बांग्लादेश से सीमा पार करवा कर रोहिंग्याओं को दिल्ली लाते हैं और दिल्ली वालों के हक के गरीब परिवारों के लिए बने फ्लैट और दिल्ली वालों के हक की सुविधाएं उन्हें देते हैं। आतिशी ने कहा कि दिल्ली सरकार हर संभव कदम उठा रही है कि दिल्ली वालों का हक रोहिंग्याओं को ना मिले। आज दिल्ली सरकार के शिक्षा विभाग ने सख्त आदेश पारित किया है कि किसी भी रोहिंग्या को दिल्ली के सरकारी स्कूलों में प्रवेश नहीं देना है।

जानकारी

### एम्स में हुए कार्यक्रम में शोधकर्ताओं ने बताया

# बच्चों को समझदार और तनाव रहित बनाता है ध्यान

जनसत्ता संवाददाता
नई दिल्ली, 23 दिसंबर।

एम्स में ध्यान दिवस पर हुए कार्यक्रम में शोधकर्ताओं ने बताया कि ध्यान लगाने से स्कूली बच्चों के याददाश्त, समझ और मेधा में कई गुना अधिक सुधार देखा गया है। यहां तक कि झगड़ालू बच्चों के स्वभाव में भी सुधार हुआ है। उनके घबराहट के स्तर में भी बेहतरी हुई व आत्मविश्वास का स्तर भी बढ़ा है।

संयुक्त राष्ट्रसंघ की ओर से घोषित पहले ध्यान दिवस के मौके पर एम्स में दिन भर चले सम्मेलन में एम्स की डा केपी कोचर, काय चिकित्सा विभाग की डा रीमा दादा, अंजू धवन अध्यात्म साधना केंद्र के प्रभारी केसी जैन व बौद्ध दर्शन के अनुयायी दोरजी ने 'ध्यान के सेहत पर प्रभाव' पर शोध व विचार साझा किए। डा केपीकोचर ने एम्स के विभिन्न विभागों में चल रहे ध्यान पर शोध पर रोशनी डालते हुए बताया कि शोध का शरीर के जैविक इकाइयों पर सीधा असर देखा गया है। वहीं केसी जैन ने दिल्ली के स्कूली बच्चों पर हुए रोजाना 15 मिनट के ध्यान के बारे में किए शोध पर जानकारी देते हुए बताया कि 60 फीसद बच्चों ने ध्यान के सत्र पूरे किए, जिनमें दो महीने में ही याददाश्त में 2.02 फीसद की बढ़ोतरी, घबराहट में 7.26 फीसद कमी, सामाजिक मेलजोल की आदत में 1.29 फीसद बढ़ोतरी, भावनात्मक बौद्धिकता में 1.47 फीसद सुधार व स्वानुभूति में करीब चार फीसद की बेहतरी देखने को मिली।



*दो महीने में ही याददाश्त में 2.02 फीसद की बढ़ोतरी, घबराहट में 7.26 फीसद कमी दर्ज हुई।*



जनसत्ता, २५ दिसंबर 2024, पृष्ठ संख्या - १५

जनसत्ता, २५ दिसंबर 2024, पृष्ठ संख्या -6

# मूल्यांकन का पैमाना

अमित कुमार

भारत में यह एक आम साझा अनुभव है कि लोगों को उनके वयस्क होने और वृद्धावस्था तक स्कूली परीक्षा से जुड़े बुरे सपने आते रहते हैं। अक्सर लोग अपने स्कूली जीवन के अनुभव के किस्से सुनाते मिल जाएंगे। बहुधा ऐसी यादें या ऐसे सपने किसी परीक्षा को याद करने या फिर उसके छूट जाने, उसमें असफल होने या तैयारी अधूरी होने से जुड़े होते हैं। यह कोई एकाकी और सामान्य घटना नहीं है, बल्कि हमारी शिक्षा प्रणाली और समाज में गहराई तक जड़ें जमाए उन मूल्यों और दबावों का प्रतिबिंब है, जो बचपन से ही हमारे मस्तिष्क पर हावी रहते हैं। ऐसे सपने अनिश्चितता, तनाव और असहायता की गहरी भावना के साथ आते हैं। किसी व्यक्ति को लगता है कि वह समाज की उम्मीदों पर खरा नहीं उतर रहा है, तो यह असुरक्षा उसके सपनों में भी प्रकट होती है। यों भी सपनों का सिरा हमारे अवचेतन से जुड़ा माना जाता रहा है।

हमारी शिक्षा प्रणाली की सबसे बड़ी विडंबना यह है कि यह सीखने के बजाय परीक्षा के नतीजों में हासिल किए गए अंकों को अधिक महत्त्व देती है। परीक्षा का उद्देश्य जहां विद्यार्थियों के बौद्धिक विकास और उनकी क्षमताओं का आकलन करना होना चाहिए, वहीं यह केवल प्रतिस्पर्धा का पर्याय बनकर रह गया है। हर विद्यार्थी को बचपन से सिखाया जाता है कि जीवन में सफल होने का एकमात्र मार्ग परीक्षा में प्राप्त किए गए 'अच्छे अंक' हैं। यह मानसिकता शिक्षा का मूल उद्देश्य विकृत करती है और विद्यार्थियों के मानसिक स्वास्थ्य पर भी गहरा असर डालती है। एक बार परीक्षा की तैयारी और प्रदर्शन का दबाव मस्तिष्क पर छा जाए, तो उसका प्रभाव जीवन भर चस्पां रहता है।

इस स्थिति को बदलने के लिए सबसे जरूरी शिक्षा के मूल उद्देश्य को समझना है। शिक्षा जीवन को बेहतर ढंग से समझने और जीने की कला सिखाने का माध्यम है। परीक्षा प्रणाली में सुधार करते हुए इसका स्वरूप कुछ इस तरह तैयार करना चाहिए कि यह विद्यार्थियों की समझ और सोचने की क्षमता का आकलन करे, न कि केवल रट्टा मारकर याद की गई जानकारी का। हमें ऐसे मापदंडों और आकलन प्रणाली की आवश्यकता है जो विद्यार्थियों की आपस में तुलना न करे, कम से कम माध्यमिक स्तर तक। परीक्षा में हासिल किए गए अंक और तुलना पर आधारित आकलन विद्यार्थियों के मन-मस्तिष्क और फिर समूचे व्यक्तित्व पर क्या असर डालता है, यह अब छिपा तथ्य नहीं है।

पारंपरिक लिखित परीक्षाओं के स्थान पर वैकल्पिक पद्धतियों, जैसे प्रोजेक्ट से जुड़े कार्य, किताब के साथ परीक्षा, समूह चर्चा और प्रस्तुति की पद्धति को बढ़ावा दिया जाना चाहिए। इससे विद्यार्थियों को सैद्धांतिक ज्ञान के साथ-साथ व्यावहारिक कौशल और सोचने की क्षमता विकसित करने का मौका मिलेगा। विद्यार्थियों को एक परीक्षा में नाकाम होने पर बार-बार मौका मिलना चाहिए। 'मांग आधारित परीक्षा' जैसी प्रणालियां, जहां विद्यार्थी अपनी सुविधा के अनुसार परीक्षा दे सकें, परीक्षा के दबाव को काफी हद तक कम कर सकती है। इससे विद्यार्थियों का आत्मविश्वास बरकरार रहता है। परीक्षा में उन सवालों को शामिल किया जाना चाहिए, जिनके एक से अधिक उत्तर हो सकते हैं। ऐसे सवाल विद्यार्थियों को अपने विचारों को व्यक्त करने और अपनी रचनात्मकता दिखाने का अवसर देंगे। इससे रट्टा मारकर पढ़ने की प्रवृत्ति भी कम होगी।

यह अपने आप ही स्पष्ट माना जाना चाहिए कि इन सुधारों को सफलतापूर्वक लागू करने के लिए शिक्षकों का अच्छी तरह से भुगतान अति अनिवार्य है, क्योंकि यह बेहतर कार्य के लिए एक प्रेरक तत्त्व का काम करता है। साथ ही, उन्हें पर्याप्त वक्त और सुविधा भी मुहैया होना चाहिए, क्योंकि रचनात्मक कार्यों के लिए भरपूर मेहनत और समय की जरूरत होती है।

शिक्षा तंत्र के अतिरिक्त समस्या अभिभावक और समाज की सोच में भी है। बच्चों को अक्सर अपनी इच्छाओं के विरुद्ध समाज की अपेक्षाओं के अनुसार ढलने के लिए मजबूर किया जाता है। परीक्षा की तैयारी में 'क्या सीख रहे हैं' से अधिक 'कैसे अच्छा प्रदर्शन करें' पर जोर दिया जाता है। यह रवैया बच्चों के लिए परीक्षा को एक डरावने अनुभव में बदल देता है। उनके अंदर यह डर बैठ जाता है कि असफलता का मतलब व्यक्तिगत नुकसान से बढ़कर परिवार और समाज की उम्मीदों पर भी चोट है। इसलिए भले ही व्यक्ति वास्तविक जीवन में सफल हो जाए, परीक्षा से जुड़ा यह डर और असुरक्षा उसके मन के किसी कोने में बने रहते हैं।

माता-पिता और शिक्षकों को भी बच्चों के साथ सहानुभूति और समझदारी से पेश आना चाहिए। उन्हें चाहिए कि वे अपने बच्चों के प्रति अपेक्षाओं को यथार्थवादी बनाएं। प्रयासों को परिणामों से अधिक सराहें। बच्चों को यह विश्वास दिलाएं कि जीवन महज एक परीक्षा से बहुत बड़ा है और असफलता भी सीखने का एक हिस्सा है। साथ ही, उनसे संवाद कर बचपन से मानसिक स्वास्थ्य का महत्त्व सिखाए और परीक्षा के तनाव से निपटने के तरीके बताए जाने चाहिए।

अगर शिक्षा प्रणाली के मूल में सर्वांगीण विकास और नैतिक जिम्मेदारी की भावना समाहित हो, तो परीक्षा बोझ के बजाय सीखने की यात्रा बन जाएगी। मन के भीतर दबी वह घुटन, जो बात-बेबात उनींदी रातों को परीक्षा की मेज पर खींच लाती थी, विलीन हो जाएगी। तब जाकर बुरे सपने धुंधलाएंगे और इन आंखों में सुंदर सपनों के लिए जगह बनेगी।

## दुनिया मेरे आगे

परीक्षा प्रणाली में सुधार करते हुए इसका स्वरूप कुछ इस तरह तैयार करना चाहिए कि यह विद्यार्थियों की समझ और सोचने की क्षमता का आकलन करे, न कि केवल रट्टा मारकर याद की गई जानकारी का। हमें ऐसे मापदंडों और आकलन प्रणाली की आवश्यकता है जो विद्यार्थियों की आपस में तुलना न करे, कम से कम माध्यमिक स्तर तक।

राष्ट्रीय सहारा, २५ दिसंबर २०२४, पृष्ठ संख्या -1

# पांचवीं व आठवीं में फेल न करने की नीति खत्म

**नई दिल्ली (एसएनबी)।** केंद्र ने वर्ष के अंत में परीक्षा उत्तीर्ण करने में असफल रहने वाले कक्षा 5 और 8 के छात्रों के लिए "अनुत्तीर्ण न करने की नीति" को खत्म कर दिया है। वर्ष 2019 में शिक्षा का अधिकार अधिनियम (आरटीई) में संशोधन के बाद, कम से कम 16 राज्यों और दो केंद्र शासित प्रदेशों ने पहले ही इन दो कक्षाओं के लिए "अनुत्तीर्ण न करने की नीति" को खत्म कर दिया है।

- यह नियम केंद्रीय, नवोदय विद्यालयों और सैनिक स्कूलों सहित केंद्र सरकार के 3,000 से अधिक स्कूलों पर लागू होगा
- 16 राज्यों और दो केंद्र शासित प्रदेशों ने इस नियम को पहले ही लागू कर रखा है



राजपत्र अधिसूचना के अनुसार, नियमित परीक्षा के आयोजन के बाद यदि कोई बच्चा समय-समय पर अधिसूचित पदोन्नति मानदंडों को पूरा करने में विफल रहता है तो उसे परिणाम की घोषणा की तारीख से दो महीने की अवधि के भीतर अतिरिक्त निर्देश और पुनः परीक्षा का अवसर दिया जाएगा। अधिसूचना में कहा गया, "यदि पुनः परीक्षा में बैठने वाला छात्र पदोन्नति (अगली कक्षा में जाने की अर्हता) के मानदंडों को पूरा करने में असफल रहता है, तो उसे पांचवी या आठवी कक्षा में ही रोक दिया जाएगा। हालांकि, सरकार ने स्पष्ट किया है कि किसी भी बच्चे को प्रारंभिक शिक्षा पूरी होने तक स्कूल से निष्कासित नही किया जाएगा। शिक्षा मंत्रालय के वरिष्ठ अधिकारियों के अनुसार, यह अधिसूचना केंद्रीय विद्यालयों, नवोदय विद्यालयों और सैनिक स्कूलों सहित केंद्र सरकार द्वारा संचालित 3,000 से अधिक स्कूलों पर लागू होगी। एक वरिष्ठ अधिकारी ने कहा, "चूंकि स्कूली शिक्षा राज्य का विषय है, इसलिए राज्य इस संबंध में अपना निर्णय ले सकते है।

16 राज्यों और दिल्ली सहित दो केंद्र शासित प्रदेशों ने पहले ही इन दो कक्षाओं के लिए 'अनुत्तीर्ण न करने की नीति' को खत्म कर दिया है। उन्होंने कहा, हरियाणा और पुंडुचेरी ने अभी तक कोई निर्णय नही लिया है, जबकि शेष राज्यों और केंद्र शासित प्रदेशों ने नीति को जारी रखने का फैसला किया है।

अमर उजाला, २५ दिसंबर २०२५, पृष्ठ संख्या - 7

# कक्षा 5 और 8 में असफल छात्रों को मिलेगा पास होने का एक और मौका

## पुनः परीक्षा में भी फेल होने पर छात्र को उसी कक्षा में करनी होगी पढ़ाई

अमर उजाला ब्यूरो

**नई दिल्ली।** एक महत्वपूर्ण फैसले में केंद्र सरकार ने कक्षा पांचवीं और आठवीं के छात्रों को फेल न करने की नीति को खत्म कर दिया है। नियमित परीक्षा में असफल रहने वाले छात्रों को पुनः परीक्षा का अवसर दिया जाएगा। दोबारा भी असफल रहने पर छात्र को पांचवीं या आठवीं कक्षा में ही फिर से पढ़ाई करनी होगी। हालांकि असफल छात्रों को स्कूल से निकाला नहीं जा सकेगा।

केंद्र सरकार ने राष्ट्रीय शिक्षा नीति 2020 और राष्ट्रीय क्रेडिट फ्रेमवर्क (एनसीआरएफ) के तहत शिक्षा का अधिकार कानून में फेल न करने की नीति में संशोधन किया है। स्कूली शिक्षा की गुणवत्ता में सुधार के लिए नियमों में बदलाव किया गया है। नए फैसले से केंद्रीय विद्यालय, नवोदय विद्यालय और सैनिक स्कूल समेत केंद्र सरकार के 3000 स्कूलों में पांचवीं और आठवीं कक्षा में असफल छात्र अब प्रोन्नत न किए जाकर फेल घोषित किए जाएंगे।

केंद्रीय शिक्षा सचिव संजय कुमार ने बताया कि पांचवीं और आठवीं कक्षा में फेल छात्र की दो महीने के बाद दोबारा तैयारी के साथ परीक्षा ली जाएगी। यदि फिर भी प्रदर्शन कमजोर रहता है तो उसे उसी कक्षा में रोका जाएगा। इस दौरान शिक्षक बाकायदा अभिभावकों के साथ मिलकर काउंसलिंग करेंगे ताकि छात्र की कमियों को दूर किया जा सके।

हालांकि राष्ट्रीय शिक्षा नीति 2020 के तहत स्कूली शिक्षा की गुणवत्ता जरूरी है। इसमें लर्निंग आउटकम पर फोकस किया है। इसलिए छात्र को कमियों को सुधारते हुए दोबारा मौका दिया जाएगा। सरकार ने स्पष्ट किया है कि किसी भी बच्चे को प्रारंभिक शिक्षा पूरी होने तक स्कूल से निकाला नहीं जाएगा।

### राज्यों के फैसले के आधार पर सीबीएसई स्कूलों में नियम लागू



फिलहाल पांचवीं और आठवीं में फेल करने की नीति सीबीएसई बोर्ड के सभी स्कूलों पर लागू नहीं होगी। राज्यों की नीति के आधार पर संबंधित राज्य के सीबीएसई स्कूल नया नियम लागू करेंगे। हरियाणा, उत्तर प्रदेश, चंडीगढ़, केरल, महाराष्ट्र, मणिपुर, ओडिशा, तेलंगाना, अंडमान-निकोबार, गोवा, छत्तीसगढ़, अरुणाचल प्रदेश, कर्नाटक, मिजोरम, लक्षद्वीप, लद्दाख के सीबीएसई स्कूलों में पांचवीं और आठवीं कक्षा में फेल न करने की नीति लागू है क्योंकि संबंधित राज्यों ने अभी कोई फैसला नहीं लिया है।

### *इन राज्यों में पहले से लागू है नियम*

दिल्ली, हिमाचल, उत्तराखंड, जम्मू-कश्मीर, पंजाब, मध्य प्रदेश, राजस्थान, बिहार, त्रिपुरा, पश्चिम बंगाल, झारखंड, सिक्किम, दादर-नगर हवेली, मेघालय, नगालैंड, तमिलनाडु, असम, गुजरात समेत 16 राज्यों और दो केंद्रशासित प्रदेशों ने पहले से नई व्यवस्था लागू है। केंद्र ने अन्य राज्यों व केंद्रशासित प्रदेशों से भी नए नियमों को लागू करने का आग्रह किया है। दरअसल, शिक्षा पर फैसला लेने का अधिकार राज्यों का है।

दैनिक जागरण, २५ दिसंबर २०२५, पृष्ठ संख्या - 15

# केंद्रीय विद्यालयों में पांचवीं और आठवीं कक्षा में फेल मतलब 'फेल'

- नवोदय व सैनिक स्कूलों समेत 3000 स्कूलों पर लागू फैसला
- शिक्षा के अधिकार के संशोधनों को फिर किया अधिसूचित
- पांचवीं व आठवीं में फेल न करने की नीति 16 राज्यों में जारी

जागरण ब्यूरो, नई दिल्ली: केंद्र सरकार ने इसके अधीन आने वाले सभी स्कूलों में पांचवीं और आठवीं कक्षा में फेल न करने की नीति को मौजूदा शैक्षिक सत्र से समाप्त कर दिया है। इस फैसले से देश के सभी केंद्रीय विद्यालय, जवाहर नवोदय विद्यालय, सैनिक स्कूल और एकलव्य माडल आवासीय विद्यालय समेत करीब 3,000 विद्यालयों पर असर पड़ेगा। शिक्षा का अधिकार कानून, 2019 में किए गए संशोधन के पांच वर्षों बाद यह अधिसूचना जारी की गई है। हालांकि, अभी भी देश के 16 राज्य और केंद्र शासित प्रदेशों में छात्रों को पांचवीं और आठवीं कक्षा में फेल नहीं किया जाता है। इनमें उप्र, कर्नाटक, छग जैसे राज्य शामिल हैं।

शिक्षा मंत्रालय ने राज्यों से अनुरोध किया है कि वे अपने यहां नए संशोधन को लागू करें और परीक्षा परिणाम के आधार पर अगली कक्षा में भेजने या ना भेजने का फैसला लें। लेकिन इस नियम में फेल होने वाले छात्र को दो माह के अंदर दोबारा परीक्षा दिए जाने का भी प्रविधान रखा गया है।

गशिक्षा मंत्रालय की नई अधिसूचना में तीन नए बिंदु शामिल किए गए हैं। पहला, इनमें पांचवीं और आठवीं में फेल होने वाला छात्र यदि दो माह बाद फिर से ली जाने वाली परीक्षा में भी फेल हो जाता है, तब स्कूल उनके लिए एक विशेष प्रक्रिया तैयार करेंगे। इसमें अभिभावकों की मदद भी ली जाएगी। साथ ही उनकी कमजोरी को पहचान कर संबंधित विषय पर विशेष ध्यान दिया जाएगा। दूसरा, स्कूलों के प्रमुखों को यह जिम्मेदारी दी गई है कि वह ऐसे बच्चों की सूची बनाए और विशेषरूप से व्यक्तिगत मानीटरिंग करें। तीसरा, नए पहलू में छात्रों को इन कक्षाओं को पास करने के लिए याद करने या स्किल की क्षमता को न अपनाते हुए सिर्फ समग्र परीक्षा उत्तीर्ण करने का ही विकल्प अपनाने को कहा है और किसी भी छात्र को स्कूल से बाहर न करने का आदेश दिया है।

दिल्ली समेत असम, बिहार, गुजरात, हिमाचल प्रदेश, जम्मू-कश्मीर, झारखंड, मप्र, मेघालय, नगालैंड, पंजाब, राजस्थान, सिक्किम, तमिलनाडु, त्रिपुरा, उत्तराखंड, बंगाल, दादरा और नगर हवेली में यह नीति बदल दी गई है। यानी इन राज्यों में पांचवीं और आठवीं की परीक्षा पास करने के बाद ही छात्र अगली कक्षा में जाएंगे।

## मप्र में छह में से पांच विषयों में पास तो 10वीं में पास

नईदुनिया प्रतिनिधि, भोपाल: मप्र बोर्ड की 10 वीं की परीक्षा में इस शैक्षिक सत्र 2024-25 में बेस्ट आफ फाइव पद्धति लागू रहेगी। इसमें छह प्रश्नपत्रों में से पांच में पासिंग अंक पाने वाले विद्यार्थियों को उत्तीर्ण माना जाएगा। इसका आदेश मप्र स्कूल शिक्षा विभाग ने सोमवार को जारी किया है। बता दें कि स्कूल शिक्षा विभाग ने 13 जून को आदेश जारी कर इस बेस्ट आफ फाइव पद्धति को समाप्त कर दिया था, लेकिन छह माह में ही फिर से उस आदेश



को निरस्त कर इस पद्धति को बहाल कर दिया गया है।

नए आदेश के अनुसार, नौवीं कक्षा में शैक्षिक सत्र 2024-25 एवं कक्षा 10वीं में शैक्षिक सत्र 2025-26 तक बेस्ट आफ फाइव पद्धति को लागू रखा जाएगा, लेकिन कक्षा नौवीं में सत्र 2025-26 से और कक्षा 10वीं में सत्र 2026-27 से बेस्ट आफ फाइव पद्धति समाप्त होगी। बता दें कि बेस्ट आफ फाइव पद्धति मध्य प्रदेश में छह वर्ष पहले लागू की गई थी। इसके अनुसार, 10वीं छह विषय में से पांच विषय में पास होने पर विद्यार्थी को पास कर दिया जाता था। सर्वाधिक पांच अंक लाने वाले विषयों के नंबर जोड़कर रिजल्ट तैयार किया जाता था।

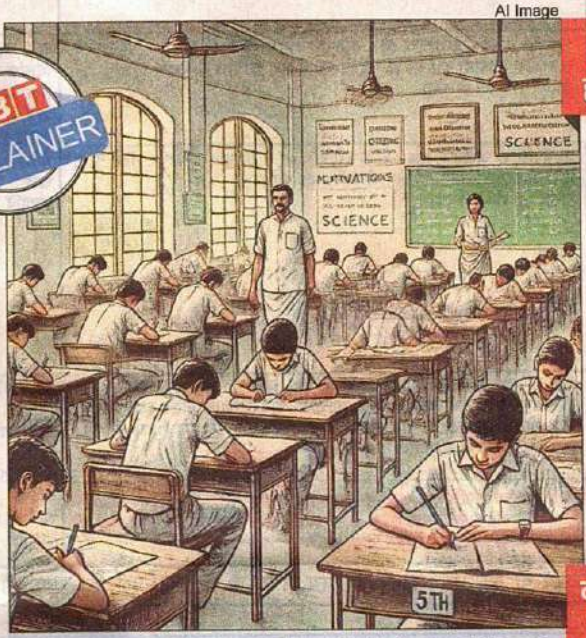
नवभारत टाइम्स, २५ दिसंबर २०२५, पृष्ठ संख्या - फ्रंट पेज-2

# क्या है देश में 5वीं और 8वीं में फेल-पास का नया सिस्टम...

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NBT EXPLAINER

AI Image




**देश के** सभी केंद्रीय विद्यालयों, नवोदय विद्यालयों, सैनिक स्कूल समेत भारत सरकार के दायरे में आने वाले 3000 से ज्यादा स्कूलों में 'नो-डिटेंशन पॉलिसी' या 'नो-फेल पॉलिसी' को खत्म कर दिया गया है। इसके अलावा देश के 36 में से 50% यानी 18 राज्यों व केंद्र शासित प्रदेशों में भी फेल न करने की पॉलिसी को खत्म किया जा चुका है। केंद्र सरकार का गजट नोटिफिकेशन जारी होने के बाद अब फरवरी-मार्च 2025 में होने वाली परीक्षा में 5वीं और 8वीं के छात्रों को फेल किया जा सकता है। उन्हें दो महीने के अंदर फिर से परीक्षा देने का मौका मिलेगा।

शिक्षा मंत्रालय के एक सीनियर अधिकारी का कहना है कि अभी भी 16 राज्य ऐसे हैं, जहां पर 5वीं और 8वीं के लिए 'नो-डिटेंशन पॉलिसी' लागू है और वहां पर इन क्लासेज तक छात्रों को फेल नहीं किया जाता।

**RTE में 2019 में हुआ था संशोधन:** शिक्षा का अधिकार अधिनियम (RTE) में 2019 में संशोधन के बाद राज्य सरकारों को नो डिटेंशन पॉलिसी में बदलाव करने के बारे में छूट दी गई थी। जिन स्कूलों के लिए केंद्र सरकार उपयुक्त अथॉरिटी थी, वहां पर केंद्र को फैसला लेना था। कुछ राज्य सरकारों ने नो डिटेंशन पॉलिसी को खत्म किया। वहीं, केंद्र सरकार के अधीन आने वाले स्कूलों के लिए तय किया गया कि नई शिक्षा नीति के आधार पर नैशनल करिकुलम फ्रेमवर्क बनने तक इसे लागू करने का इंतजार किया जाए। अब फ्रेमवर्क बन गया है। नोटिफिकेशन के मुताबिक स्कूली शिक्षा राज्य का विषय है, इसलिए राज्य इस संबंध में फैसला ले सकते हैं। शिक्षा मंत्रालय के एक सीनियर अधिकारी का कहना है कि हरियाणा और पुडुचेरी ने अभी तक कोई फैसला नहीं लिया है। बाकी राज्यों और केंद्र शासित प्रदेशों ने अभी पुरानी नीति जारी रखने का ही फैसला लिया है।

## 18 राज्यों में खत्म की गई नो फेल पॉलिसी

केंद्रीय शिक्षा मंत्रालय के एक सीनियर अधिकारी के मुताबिक 36 में से 18 राज्यों और केंद्र शासित प्रदेशों में नो डिटेंशन पॉलिसी को खत्म किया गया है। साथ ही 5वीं व 8वीं में भी बच्चों को फेल करने का फैसला लिया गया है। इसमें असम, बिहार, गुजरात, हिमाचल प्रदेश, जम्मू एंड कश्मीर, झारखंड, मध्यप्रदेश, मेघालय, नागालैंड, पंजाब, राजस्थान, सिक्किम, तमिलनाडु, त्रिपुरा, उत्तराखंड, पश्चिम बंगाल, दिल्ली और दादर एंड नगर हवेली शामिल है।

## इन राज्यों में नहीं किया जाता फेल

आंध्र प्रदेश, अरुणाचल प्रदेश, छत्तीसगढ़, गोवा, हरियाणा (अभी फैसला लेना है), कर्नाटक, केरल, महाराष्ट्र, मणिपुर, मिजोरम, ओडिशा, तेलंगाना, उत्तर प्रदेश, पुडुचेरी (अभी फैसला लेना है), अंडमान एंड निकोबार, लद्दाख, लक्षद्वीप ऐसे राज्य है जहां छात्रों के लिए नो डिटेंशन पॉलिसी लागू है और 5वीं व 8वीं में उन्हें फेल नहीं किया जाता।

## CBSE स्कूलों पर क्या होगा पॉलिसी का असर?

शिक्षा मंत्रालय का कहना है कि अगर आंध्र प्रदेश में सीबीएसई का स्कूल है, तो वह उस राज्य के अधिकार क्षेत्र में है। चूंकि, आंध्र प्रदेश में स्टूडेंट्स को इन दोनों क्लासेज में फेल नहीं किया जाता तो उस राज्य के सीबीएसई स्कूल पर भी यही फैसला लागू होगा। केंद्रीय विद्यालय में केंद्र सरकार का गजट नोटिफिकेशन लागू होगा, जहां पर पांचवीं व आठवीं में छात्र को फेल किया जा सकता है।

## क्या कहता है केंद्र सरकार का गजट नोटिफिकेशन

हर अकैडमिक वर्ष के आखिर में पांचवीं और 8वीं क्लास में नियमित परीक्षा होगी। फेल होने वाले स्टूडेंट्स को दो महीने के अंदर री-एग्जाम का मौका दिया जाएगा। अगर री-एग्जाम में भी स्टूडेंट्स पास नहीं करेंगे तो फिर उसी क्लास में रोका जाएगा। किसी भी छात्र को तब तक किसी स्कूल से नहीं निकाला जाएगा, जब तक वह प्रारंभिक शिक्षा (एलीमेंटरी एजुकेशन) पूरी नहीं कर लेता।

Hindustan Times, 24 December 2024, Page No-1

# Govt scraps no-detention policy for classes 5 and 8

Sanjay Maurya
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**NEW DELHI:** The central government has abolished the no-detention policy for students in classes 5 and 8, allowing schools to hold back students who fail annual examinations. The change affects more than 3,000 central government schools, including Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas and Sainik Schools.

"We want access, but we also want to improve learning outcome among students under New Education Policy (NEP) 2020. Through changes in the rules, we will be able to pay attention to those students who are not good at studies due to some reasons," said Sanjay Kumar, school education secretary, on Monday.

The policy change, notified on December 16 through amendments to the Right of Children to Free and Compulsory Education Rules, 2010, introduces what it calls a balanced approach to student assessment. While allowing schools to hold back students, it mandates remedial instruction and re-examination opportunities.

Under the newly notified Rules, schools must provide failed students with additional instruction and a chance to retake examinations within two months. These assessments

continued on →6

## No automatic promotions in classes 5 and 8

**THE NEW POLICY**

1. Centre abolishes automatic promotion system for students in classes 5 and 8
2. Implements competency-based examination system

**WHY THE SHIFT?**

23 of 28 states requested policy change in Aug 2015

Parliament amended RTE Act in March 2019, after which 16 states and 2 UTs abandoned approach



**ADDITIONAL SUPPORT FOR STUDENTS**

- Students who fail will receive re-examination opportunity within two months
- School heads must maintain records of struggling students
- Class teachers required to guide both students and parents
- Mandatory remedial teaching for failing students
- Focus on identifying and addressing learning gaps

"We want access, but also want to improve learning outcome among students under NEP. Through changes in the rules, we will be able to pay attention to those students who are not good at studies."

— SANJAY KUMAR, school education secretary

**WHAT NOW**

States given authority to reintroduce examinations

New policy in effect in over 3,000 central government schools, including all Kendriya Vidyalayas, Navodaya Vidyalayas, and Sainik Schools

# Delhi EWS entry limit upped to ₹5L

HT Correspondent
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**NEW DELHI:** Lieutenant governor VK Saxena approved the enhancement of the threshold limit of annual income from ₹2.5 lakh to ₹5 lakh for EWS (economically weaker sections) and disadvantaged groups for admissions to private schools, officials with the LG office said on Monday. They said the move would make education more accessible to all sections of society.

"The Delhi high court, in its order dated December 5, 2023, asked the Delhi government to increase the threshold limit from ₹1 lakh to ₹5 lakh. However, the Delhi government submitted a a proposal to enhance the limit to ₹2.5 lakh in October 2024," an official from the LG office said. The LG, approving the proposal, advised the CM to revisit the threshold and raise it to at least ₹5 lakh, citing an income limit of ₹8 lakh for higher education prescribed by the Government of India.

→P3

Financial Express, 24 December 2024, Page No – 11

# Govt schools can fail class 5, 8; no-detention policy ends

ABHINAYA HARIGOVIND
New Delhi, December 23



**THE CENTRE HAS** scrapped the no-detention policy in schools governed by it, including Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas, allowing students of Classes 5 and 8 to be held back from the ongoing academic session.

The decision will impact around 3,000 Central schools, including Sainik Schools, which function under the Ministry of Defence, and Eklavya Model Residential Schools, under the Ministry of Tribal Affairs.

It comes five years after the Right to Education Act, 2009, was amended in 2019 to include a clause that allowed the "appropriate government" to decide on holding back children in Classes 5 and 8. Since then, 18 States and Union Territories (UTs) have already scrapped the no-detention policy.

In a notification issued last week, the Ministry of Education amended the Right of Children to Free and Compulsory Education Rules, 2010, to insert a section on detaining students in Classes 5 and 8.

The rules now state that if a Class 5 or Class 8 student does not fulfil the promotion criteria in the regular examination at the end of the academic year, he/she shall be "given additional instruction and opportunity for re-examination within a period of two months" after the results are declared. If the student still does not fulfil the promotion criteria after the re-exam, he/she can be held back.

In case a student is detained, "the class teacher shall guide the child as well as the parents of the child, if necessary, and provide specialised inputs after identifying the learning gaps at various stages of assessment".

The rules also add that "the head of the school shall maintain a list of children who are held back and personally monitor the provisions provided for specialised inputs to such children and their progress with respect to the identified learning gaps".

Millennium Post, 24 December 2024, Page No-1

END OF 'NO-DETENTION' RULE

# Centre permits schools to retain students in classes 5, 8 if they fail

OUR CORRESPONDENT



## KEY POINTS

- So far, 18 states and UTs have opted to do away with the no-detention provision
- Students failing to meet the promotion criteria will be given additional instructional support and a chance to re-sit the examination within two months
- If they fail again, they will remain in the same grade

**NEW DELHI:** In a major policy shift, the Central government has scrapped the 'no-detention policy' for classes 5 and 8 in schools governed by it. This move allows schools to hold back students who fail to clear year-end exams, according to a gazette notification issued by the Ministry of Education.

The decision follows an amendment to the Right to Education Act (RTE) in 2019, which permitted states and Union Territories (UTs) to decide on retaining or abolishing the policy. So far, 18 states and UTs have opted to do away with the no-detention provision for the two classes.

Per the notification, if a student fails to meet promotion criteria in the regular exams, they will be given additional instruction and an opportunity to appear for a re-examination within two months of the results. However, if they fail the re-exam as well, they will be held back in their current class.

To support such students, teachers will provide specialised guidance and work with parents to address identified learning gaps. "During the holding back of the child, the class teacher shall guide the child and the parents and provide specialised inputs after identifying the learning gaps," the notification stated.

Importantly, the government has clarified that no student will be expelled from school until the completion of elementary education. Additionally, examinations will be competency-based, focusing on holistic development rather than rote learning and procedural skills.

The new rules will apply to over 3,000 schools run by the central government, including Kendriya Vidyalayas, Navodaya Vidyalayas, and Sainik Schools. However, education being a state subject, individual states are free to take their own decisions regarding the policy.

As of now, states like Assam, Bihar, Gujarat, Jharkhand, Tamil Nadu, and West Bengal, along with Delhi and two Union Territories, have scrapped the no-detention policy. Meanwhile, Haryana and Puducherry are yet to make a decision, while other states have chosen to retain the policy.

When questioned about the delay in implementing the amended policy, officials cited the 2020 announcement of the National Education Policy (NEP) and the subsequent development of the National Curriculum Framework (NCF), finalised in 2023. "The department decided to wait for the NCF to ensure a holistic approach to education reforms," a senior official explained.

This policy change marks a significant departure from earlier norms under the RTE Act, which mandated automatic promotion until class 8. Critics of the no-detention policy had argued that it led to declining learning outcomes, while proponents maintained it helped reduce dropout rates.

The Indian Express, 24 December 2024, Page No — 1, 2

# 'No-detention policy' ends for Classes 5 & 8 in central schools

**ABHINAYA HARIGOVIND**
NEW DELHI, DECEMBER 23

THE CENTRE has scrapped the no-detention policy in schools governed by it, including Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas, allowing students of Classes 5 and 8 to be held back from the ongoing academic session.

The decision will impact around 3,000 Central schools, including Sainik Schools, which function under the Ministry of Defence, and Eklavya Model Residential Schools, under the Ministry of Tribal Affairs.

It comes five years after the Right to Education Act, 2009, was amended in 2019 to include a clause that allowed the "appropriate government" to decide on holding back children in Classes 5 and 8. Since then, many States and Union Territories (UTs) have already scrapped the no-detention policy.

In a notification issued last week, the Ministry of Education amended the Right of Children to Free and Compulsory Education Rules, 2010, to insert a section on detaining students in Classes 5 and 8. Barring these two classes, students in the remaining classes up to Class 8 cannot be detained.

The rules now state that if a Class 5 or Class 8 student does not fulfil the promotion criteria in the regular examination at the end of the academic year, he/she shall be "given additional

CONTINUED ON PAGE 2

## • 'No-detention policy' ends

instruction and opportunity for re-examination within a period of two months" after the results are declared. If the student still does not fulfil the promotion criteria after the re-exam, he/she can be held back.

In case a student is detained, "the class teacher shall guide the child as well as the parents of the child, if necessary, and provide specialised inputs after identifying the learning gaps at various stages of assessment".

The rules also add that "the head of the school shall maintain a list of children who are held back and personally monitor the provisions provided for specialised inputs to such children and their progress with respect to the identified learning gaps".

The exam and re-exam are to be "competency-based examinations to achieve the holistic development of the child" and "not based on memorisation and procedural skills." The rules specify that no child shall be expelled till the completion of elementary education.

Under Section 16 of the Right to Education Act, 2009, schools were prohibited from detaining students up to Class 8. With the possibility of students dropping out if they were detained, the no-detention policy was meant to ensure children received a minimum level of education at least.

In the years since then, several States called for scrapping the no-detention policy. In 2016, the Central Advisory Board of Education passed a resolution calling for scrapping the policy on the grounds that students were no longer serious about their studies.

The Act was then amended in 2019, allowing "appropriate government... to hold back a child in the fifth class or in the eighth class or in both classes" if the child fails in the re-examination. This left it to the States to decide on scrapping the no-detention policy.

When the Bill for amending the RTE Act to scrap the no-detention policy was moved in Lok Sabha, then HRD Minister Prakash Javadekar had said that "it is a very important legislation and a majority of state governments supported this proposal. It brings accountability in our elementary education." He had added that "schools have become only schools for mid-day meal, as education and learning are missing."

Since the amendment, some States and UTs have done away with the no-detention policy, including Assam, Bihar, Gujarat, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Madhya Pradesh, Meghalaya, Nagaland, Punjab, Rajasthan, Sikkim, Tripura, Uttarakhand, West Bengal, Delhi, Dadra and Nagar Haveli and Daman and Diu.

According to the Ministry of Education, Haryana and Puducherry are yet to take a final decision.

Other States and UTs, including Andhra Pradesh, Arunachal Pradesh, Goa, Chhattisgarh, Karnataka, Kerala, Maharashtra, Manipur, Mizoram, Odisha, Telangana, Uttar Pradesh, Ladakh, Lakshadweep, Chandigarh, and Andaman and Nicobar Islands, continue to implement the no-detention policy.

Asked why the Centre waited to scrap the no-detention policy, a senior official said the National Education Policy was out in 2020 and the Centre decided to wait till the National Curriculum Framework for School Education was also out in 2023, in order "to be able to take a holistic view" on the matter.

The Hindu, 24 December 2024, Page No. 12

# Centre scraps 'no-detention' policy for Classes 5, 8; lays stress on remedial measures

**The Hindu Bureau**
NEW DELHI

The Centre has done away with the "no-detention" policy for Classes 5 and 8, paving the way for schools to hold back students who are unable to clear year-end examinations.

The Ministry of Education has published a gazette notification dated December 16, titled "Right of Children to Free and Compulsory Education (Amendment) Rules, 2024", which states that if a child fails to fulfil promotion criteria in Classes 5 or 8 in the regular examination, they can be held back. In the Rules, the Ministry also emphasised the need for remedial measures for such students to close learning gaps.

While the Right to Education Act, 2009 had been amended to scrap the no-detention policy as early as 2019, the Rules have been notified only now. "Since the National Education Policy (NEP) was announced in 2020, we waited for the National Curriculum Framework document which was published in 2023, before coming out with the Rules," a senior Ministry official said.



Students who do not fulfil the promotion criteria can sit for a re-examination in two months

After all other options are exhausted, if there is a need to detain the student, they shall be detained. "At the same time, no student should be expelled from school until Class 8," said Union School Education Secretary Sanjay Kumar.

The Rules further state that if a child fails to fulfil the promotion criteria, as notified from time to time, they shall be given additional instruction and opportunity for re-examination within a period of two months, from the date of declaration of results. If the child fails to clear the re-exam, they should be held back.

When the child is held back, the class teacher shall guide the child as well as the parents, if necessary, and provide specialised inputs after identifying the learning gaps at various stages of assessment. Mr. Kumar further said, "We also want the learning outcomes of the students to be better."

The Pioneer, 24 December 2024, Page No- 1, 2

# Delhi Govt teachers to learn how to handle bomb threats

SAUMYA SHUKLA ■ NEW DELHI

In a way replicating the training reportedly given to school teachers in United States of America (USA) on 'how to shoot a gun, and handle a weapon' due to the rampant problem of gun shooting in schools, the Delhi Police joined hands with the Delhi Education Department, for training teachers and school staff of all government and private schools on how to handle bomb threats even as the fear of such threats through emails continue to loom among the school authorities in the National Capital since May.



This comes as an extension of the Delhi Lieutenant Governor Vinai Kumar Saxena's 'Samvaad' program where in a meeting with teachers, they raised the issue of Drug Abuse, Cyber Hygiene and recent Bomb threat emails. Multiple schools in Delhi have received hoax bomb threats in the last 10 days. The threats disrupted classes and triggered multi-agency search operations.

**Continued on page 2**

# Delhi Govt teachers to learn how...

**From page 1**

In an effort to empower teachers and school authorities, on Monday, the Delhi Police Shahdara District and Crime Branch Unit of Delhi Police in collaboration with Director of Education Department, Delhi, Veditha Reddy, IAS jointly organised a training program for teachers in Delhi. The program aimed to educate teachers from government and private schools on how to handle bomb threats in schools, the role of teachers in preventing drug abuse, and cyber hygiene (CyGene) awareness.

Approximately 247 teachers from East Delhi participated in the program where they were sensitised about security and "Cyber Hygiene' (CyGene) in schools. "The Delhi Police and the Delhi Education Department are committed to ensuring the safety and security of our schools. This training program is an important step towards achieving this goal, and we are proud to have had the opportunity to work with the Delhi Education Department to make it a success," Deputy Commissioner of Police (Shahdara) Prashant Gautam said.

In the training, teachers learned how to respond to bomb threats in schools, including evacuation procedures and communication protocols. They were also educated on the role they can play in preventing substance abuse among students, including identifying warning signs and providing support.

Teachers learned about the importance of Cyber hygiene in schools, including how to protect student data and prevent cyber bullying. Retired ACP Prabhat Sinha, who is an expert in Cyber Crime, presented a detailed PowerPoint presentation on CyGene, sharing insights on the growing threats of cybercrime, offered practical prevention measures, and discussed case studies to highlight the challenges teenagers face in the digital world.

The session also focused on real-life case studies relating to issues faced by students concerning both cyber hygiene (CyGene) and drug abuse, providing teachers with tools to identify and address these problems effectively. "The teachers, as future influencers, have a direct impact on students. It is crucial that they are well-equipped with the knowledge of current issues such as cyber hygiene (CyGene) and drug abuse to ensure the safety and well-being of their students," said Gautam.

The session concluded with a lecture and PowerPoint presentation on hoaxes, educating teachers on identifying hoaxes, scams and other malicious online activities that can pose risks to students.

The Pioneer, 24 December 2024, Page No- 1, 2

# Centre scraps no-detention policy for primary class V, VIII

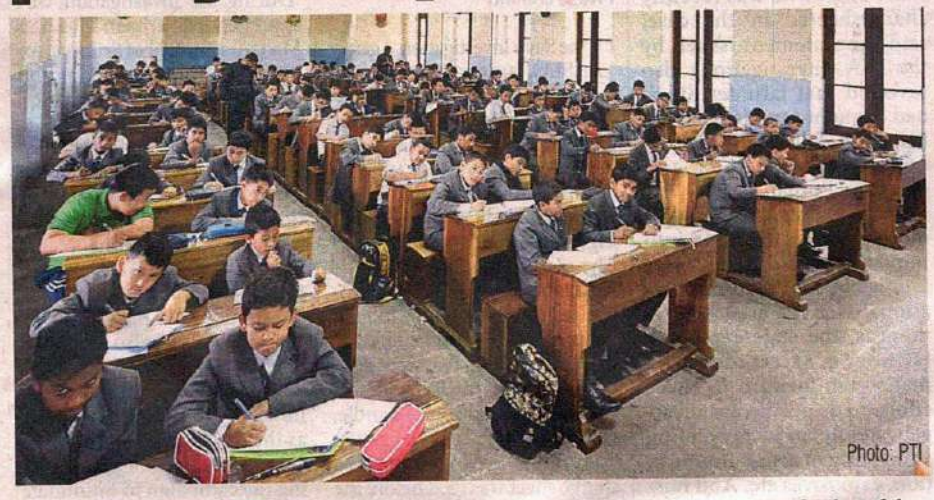


Photo: PTI

PIONEER NEWS SERVICE ■ NEW DELHI

In a major change in the primary education system, the Centre on Monday directed for ending the "no-detention policy" for fifth and eighth class, which means that students in these classes who fail their annual exams shall not be promoted to higher grade and hence will need to repeat the same class.

Failed students will h+ave a chance to retake the test within two months, but if they fail again, they will not be promoted. The school will not expel a student until the 8th grade.

Education Secretary Sanjay Kumar said that the Central Government has taken this decision intending to improve the learning outcome among children "The Union Education Ministry has taken a big decision and abolished the 'No Detention Policy'. Students who fail the annual examination in classes 5 and 8 will be failed," Sanjay Kumar, Secretary, Department of School Education & Literacy, told The Pioneer.

However, the Government has clarified that no child shall be expelled from any school till the completion of elementary education. According to a gazette notification, after the conduct of regular examination, if a child fails to fulfil the promotion criteria, as notified from time to time, he shall be given additional instruction and opportunity for re-examination within a period of two months from the date of declaration of results.

**Continued on page 2**

# Centre scraps no-detention policy for primary class V, VIII

**From page 1**

This new rule applies to over 3,000 Central government-run schools, including Kendriya Vidyalayas, Navodaya Vidyalayas, and Sainik Schools, as per senior education ministry officials. Following the amendment to the Right to Education Act (RTE) in 2019, at least 18 states and Union Territories have already done away with the 'no-detention policy' for the two classes. According to Ministry of Education officials, the notification will be applicable to over 3,000 schools run by the central Government including Kendriya Vidyalayas, Navaodyala Vidyalayas and Sainik Schools. Since school education is a State subject, states can make their decision in this regard. Already 16 states and 2 UTs including Delhi have done away with the no-detention policy for these two classes.

"If the child appearing in the re-examination fails to fulfil the promotion criteria again, he shall be held back in fifth class or eighth class, as the case may be. During the holding back of the child, the class teacher shall guide the child as well as the parents of the child, if necessary, and provide specialised inputs after identifying the learning gaps at various stages of assessment," the notification said.

"The examination and re-examination shall be competency-based examinations to achieve the holistic development of the child and not be based on memorisation and procedural skills. The Head of the school shall maintain a list of children who are held back and personally monitor the provisions provided for specialised inputs to such children and their progress with respect to the identified learning gaps," the notification read.

States and UTs that have scrapped the no-detention policy include Assam, Bihar, Gujarat, Himachal Pradesh, Jharkhand, Madhya Pradesh, Meghalaya, Nagaland, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttarakhand, West Bengal, Delhi, Dadra and Nagar Haveli and Jammu and Kashmir.

Asked about the delay in the notification since the amendment was approved in 2019, the official explained that the new National Education Policy (NEP) was announced within six months of the amendment.

"By the time the amendment was made, the NEP was announced within a few months. The department (school education and literacy) decided to wait till the recommendations of the new National Curriculum Framework (NCF) were ready to be able to take a holistic view. The NCF was ready in 2023 and subsequently the Ministry of Education took the decision and made some changes in rules of RTE implementation," the official added.

The decision announced through an official notification now reverses the 2019 amendment to the Right to Education Act. In July 2018, the Lok Sabha passed a bill to amend the Right to Education (RTE) Act, which aimed to end the 'no detention policy' in schools. The amendment introduced regular exams for Classes 5 and 8, with a provision for students who fail to have a re-examination opportunity within two months.

In 2019, the Rajya Sabha approved the Right of Children to Free and Compulsory Education (Amendment) Bill, which sought to remove the 'no detention policy' for up to Class 8 to improve learning outcomes. The bill granted state governments the discretion to either continue or abolish the policy, allowing them to hold students back in Classes 5 and 8 if they fail their year-end exams.

The Times of India, 24 December 2024, Page No- 1, 22

# Centre nixes 'no-detention policy' for V, VIII students

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**'FIX LEARNING GAPS'**

- Notification says students failing to meet promotion criteria will be provided addl instructions & **given a chance to reappear in exam**
- **Govt says no student will be expelled before completing elementary edu.** An official says move is designed to address learning gaps at various stages

**New Delhi:** The Centre has officially abolished the 'no-detention policy' for students in classes V and VIII in all schools under its jurisdiction, including Kendriya Vidyalayas, Navodaya Vidyalayas, Sainik Schools, and over 3,000 other centrally-governed institutes. In addition, this policy has been scrapped in 50% of states & UTs, marking a significant shift in India's education framework.

With this change, students in these classes who fail their year-end exams will now face the possibility of being held back, though they will have an opportunity to reappear for exams within two months.

▶Learning gaps, P 22

# Move aimed to identify, address learning gaps at various stages

▶Continued from P 1

The examination and re-examination shall be competency-based to ensure the holistic development of a child and not rely solely on rote memorisation or procedural skills," a senior official of the ministry of education (MoE) said.

The official clarified that the move is designed to identify and address learning gaps at various stages, with class teachers guiding students and their parents during the process. "Specialised inputs will be provided to students who are held back, and their progress will be closely monitored," a notification said.

The decision follows the amendments to Right to Education (RTE) Act in 2019, which granted state govts the discretion to modify the 'no-detention policy'. While 16 states and two UTs, including Assam, Bihar, Delhi, Gujarat, Himachal Pradesh, and West Bengal, have scrapped the policy, others such as Andhra Pradesh, Maharashtra and Uttar Pradesh continue to follow it. Haryana and Puducherry are yet to finalise their stance.

The new policy was officially notified after the completion of National Curriculum Framework (NCF) in 2023. Explaining the delay in implementation, a senior official said, "When the RTE amendment was passed in 2019, the new National Education Policy (NEP) was announced shortly after. It was decided to wait for the NCF's recommendations to ensure a holistic approach. Once the NCF was finalised, the MoE revised the rules for implementing the RTE provisions."

The notification said students failing to meet the promotion criteria will be provided additional instructions and given a chance to reappear in the exam. If they fail again, they will remain in the same class. However, the govt has reiterated that no student will be expelled before completing elementary education.

The Indian Express, 24 December 2024, Page No-6

A DELHI POLICE & EDUCATION DEPT INITIATIVE

# How to handle bomb threats in schools? Teachers get a crash course from cops

**EXPRESS NEWS SERVICE**
NEW DELHI, DECEMBER 23

HOW TO handle bomb threats, combat drug abuse, and enhance cyber hygiene awareness: Educators from both government and private schools were given a crash course on digital security amid a slew of threats targeting educational institutions over the past few weeks.

As part of the Delhi Lieutenant Governor's Samvaad initiative, the Delhi Police and Crime Branch, in collaboration with the Directorate of Education, conducted the training programme on Monday.

The session, spearheaded by Director of Education Veditha Reddy, was held in Shahdara District and witnessed the participation of 247 teachers from the Trans-Yamuna area. Key speakers included DCP, Crime Branch, Sanjay Sain; DCP, Shahdara, Prashant Gautam; and ACP Narcotics, Crime Branch, Anil Sharma.

The training covered several important topics. On responding to bomb threats, teachers were educated on evacuation procedures, communication protocol, and early threat identification.

Substance abuse prevention sessions highlighted the role of educators in identifying warning signs, supporting affected students, and fostering a drug-free environment. On cyber hygiene (CyGene), participants were guided on protecting student data, preventing cyberbullying, and promoting safe digital practices.

Retired ACP Prabhat Sinha, an expert in cybercrime, gave an in-depth presentation on CyGene. Through case studies, he illustrated the rising dangers of cybercrime, offering practical prevention strategies and addressing challenges students encounter in the digital realm. His session also tackled student vulnerabilities concerning cyber safety and substance abuse, and equipping teachers with actionable tools to safeguard their pupils.

The programme concluded with a lecture on identifying hoaxes and scams by SHO Cyber Shahdara, Inspector Manish Kumar Verma. Verma delved into the risks of malicious online activities, sharing effective strategies for ensuring digital safety in educational settings.

In his address, DCP Gautam underscored the transformative role of teachers in students' lives. "Teachers, as future influencers, have a direct impact on students. It is crucial that they are well-equipped with knowledge on issues like cyber hygiene and drug abuse to ensure their students' safety and well-being," he stated.

DCP Sain shared personal insights into law enforcement experiences, asking teachers to remain vigilant and proactive.

This year, the first case of threats to Delhi schools and hospitals was reported in May. Several other government installations, including Tihar Jail and some Union Ministry departments, also received bomb threats.

In the past two weeks, more than 100 schools in Delhi-NCR have received bomb threats with all of them being declared hoaxes. Police had said five students were allegedly behind the hoax emails sent to three schools in Delhi and one in Gurgaon.



The session was held in Shahdara and saw participation of 247 teachers from the Trans-Yamuna area. Express

अमर उजाला, २५ दिसंबर २०२५, पृष्ठ संख्या - 7

# स्कूलों को कितनी पाठ्यपुस्तकों की जरूरत शिक्षा निदेशालय ने मांगी जानकारी

## 24 से 28 दिसंबर तक करें आवेदन, तिथि को आगे नहीं बढ़ाया जाएगा

नई दिल्ली। दिल्ली में सरकारी, एमसीडी, एनडीएमसी और दिल्ली छावनी बोर्ड के स्कूलों को शैक्षणिक सत्र 2025-26 के लिए कितनी पाठ्य पुस्तकों की जरूरत है, शिक्षा निदेशालय ने इसकी जानकारी मांगी है। स्कूलों को पहली से आठवीं तक की पाठ्य पुस्तकों की आवश्यकता के लिए 24 से 28 दिसंबर तक ऑनलाइन आवेदन करना होगा। आवेदन तिथि को आगे नहीं बढ़ाया जाएगा।

समग्र शिक्षा विभाग सभी सरकारी स्कूलों को शैक्षणिक वर्ष 2025-26 के लिए कक्षा पहली से आठवीं तक की पाठ्य पुस्तकें उपलब्ध कराएगा। स्कूल प्रमुख शैक्षणिक वर्ष 2025-26 के लिए पाठ्य पुस्तकों की अपनी आवश्यकता को छात्र लॉगिन मॉड्यूल के अंतर्गत सक्रिय लिंक के माध्यम से ऑनलाइन जमा करेंगे।

निदेशालय के अनुसार सभी स्कूल प्रमुखों को पाठ्य पुस्तकों की अपनी आवश्यकता के अनुसार मीडियम के अनुसार संख्या दर्ज करनी होगी। लिंक उपलब्ध होने तक स्कूल प्रमुख डाटा को संपादित-अपडेट कर सकते हैं। एक बार डाटा के जमा होने पर स्कूल स्तर पर इसमें कोई बदलाव नहीं किया जा सकता है।

पाठ्यपुस्तकों की आपूर्ति स्कूल प्रमुख द्वारा प्रस्तुत की गई मांग के अनुसार ही की जाएगी। डाटा जमा न करने पर गलत एंट्री के लिए संबंधित स्कूल प्रमुख जिम्मेदार होंगे। निदेशालय ने सभी 29 जोन के जिला उप-शिक्षा निदेशकों से कहा है कि वह अपने अंतर्गत आने वाले सभी स्कूलों के राटा की सटीकता सुनिश्चित करें। ब्यूरो

राष्ट्रीय सहारा, २५ दिसंबर 2024, पृष्ठ संख्या – 8

# बदल गए नियम

केंद्र सरकार ने कक्षा 5 व 8 के छात्रों को अनुत्तीर्ण न करने की नीति को खत्म कर दिया। शिक्षा के अधिकार कानून में बदलाव करके सरकार ने इसे 2019 में ही अधिसूचित कर दिया था। मगर देश के सोलह राज्य व केंद्र शासित प्रदेश इसे अपनाये हुए हैं, जिनमें उप्र, कर्नाटक, छत्तीसगढ़, केरल, अरुणाचल, तेलंगाना, ओडीशा व गोवा शामिल हैं। अधिसूचना में कहा है, यदि पुनः परीक्षा में बैठना वाला छात्र पदोन्नति के मानदंडों को पूरा करने में असफल होता है तो उसे पांचवी या आठवीं में ही रोक दिया जाए। यह भी स्पष्ट किया है कि किसी छात्र को प्रारंभिक शिक्षा पूरा होने तक विद्यालय से निष्कासित नहीं किया जा सकता। केंद्रीय विद्यालयों, नवोदय व सैनिक स्कूलों सहित सरकार द्वारा संचालित तीन हजार से ज्यादा स्कूलों में पर यह लागू होगा। इसमें विद्यालय को जिम्मा दिया गया है कि वह पढ़ने में कमजोर छात्रों की सलीके से मॉनीटरिंग हो और इनकी कमजोरी को चिह्नित कर अभिभावकों की मदद से विशेष ध्यान दिया जाए। बाल शिक्षा अधिकार 2009 के अनुसार प्राथमिक शिक्षा में छात्रों को अनुत्तीर्ण करने पर रोक थी, जिसमें संशोधन करके उत्तीर्ण न होने वाले छात्रों को दोबारा परीक्षा देने का मौका दिया जाने लगा। हालांकि शिक्षा नीति बनाना राज्यों का काम है। मगर शिक्षा की गुणवत्ता को लेकर लंबे समय से सवाल उठाये जा रहे थे। वंचित, ग्रामीण क्षेत्रों के तथा औसत से कम समझ वाले छात्रों के लिए यह नीति बाधक बन सकती है। यह स्वीकारने में कोई परहेज नहीं होना चाहिए कि अपने यहां शिक्षा की गुणवत्ता को लेकर ठोस कार्य नहीं होते। पढ़ाई को न केवल जटिल बना दिया गया है बल्कि समूची पद्धति नीरस और स्तरहीन भी है। उस पर शिक्षकों की कमी तथा उनके पढ़ाने के तरीके भी बेहद पारंपरिक हैं। शिक्षा का अधिकार जितना अहम है, उतना ही उसकी गुणवत्ता में कंट्रोल जरूरी है। छात्रों को अनुत्तीर्ण करने के कारण परिवार उन्हें स्कूल भेजना ही बंद कर देते हैं। इस पर विशेष ध्यान देना होगा। निःसंदेह सरकार का प्रयास है, शिक्षा प्रणाली में व्यापक बदलाव लाया जाए। विद्यार्थियों की चेतना में परीक्षाओं के दबाव, नतीजों के प्रतिशत व अनुत्तीर्ण होने का गहरा असर होता है। मेधावी व कमजोर छात्रों को पढ़ाने के तरीकों में बदलाव और निरंतर प्रयास से इस दबाव को कम किया जा सकता है। शिक्षा का तात्पर्य ज्ञान देना हो, न कि जबरन भयभीत करना या स्कूली शिक्षा का हौव्वा बनाना।



जनसत्ता, 25 दिसंबर 2024, पृष्ठ संख्या – 6

# मूल्यांकन का आधार

विद्यार्थियों के सीखने का मूल्यांकन कैसे हो, इस पर दुनिया भर में विचार-विमर्श और प्रयोग होते रहे हैं। हर जगह यह स्वीकार कर लिया गया है कि लिखित परीक्षा ही मूल्यांकन का सबसे व्यावहारिक और कारगर तरीका है। मगर भारत जैसे देश में, जहां बहुत सारे बच्चे समाज के निचले तबके से पढ़ने आते हैं, उनके घर में पढ़ाई-लिखाई का उचित वातावरण नहीं है। उनमें से बहुत सारे बच्चों को स्कूली पढ़ाई के साथ-साथ घर के काम या माता-पिता के काम में हाथ भी बंटाना पड़ता है, लिखित परीक्षा में ऐसे बहुत सारे विद्यार्थी अनुत्तीर्ण हो जाते हैं। अनेक बच्चे इसीलिए स्कूल नहीं जाते या बीच में पढ़ाई छोड़ देते हैं कि उन्हें परीक्षा का भय सताता है। इसलिए तय किया गया कि पांचवीं तक किसी भी बच्चे को अनुत्तीर्ण नहीं किया जाएगा। उन्हें अगली कक्षा में प्रोन्नत कर दिया जाएगा। आठवीं तक उनका मूल्यांकन केवल पाठ्यपुस्तकों में दिए पाठों के आधार पर नहीं, बल्कि उनके समग्र व्यक्तित्व विकास, जैसे स्कूल में उनके आचरण, खेल-कूद, संगीत, कला आदि में उनकी रुचियों के आधार पर भी किया जाएगा। इस तरह बच्चे अगली कक्षा में आसानी से प्रोन्नत तो होने लगे, मगर सीखने की उनकी क्षमता में गिरावट दर्ज होनी शुरू हो गई।

इसी के मद्देनजर अब केंद्र सरकार ने फैसला किया है कि पांचवीं और आठवीं कक्षा में किसी भी विद्यार्थी को फेल न करने की नीति को वापस लिया जाए। अब इन कक्षाओं में अगर विद्यार्थी लिखित परीक्षा उत्तीर्ण नहीं करते, तो उन्हें दुबारा परीक्षा देनी होगी। उसके बाद भी वे उत्तीर्ण नहीं होते, तो उसी कक्षा में बैठना पड़ेगा। इस फैसले से निस्संदेह विद्यार्थियों, अभिभावकों और अध्यापकों पर पढ़ाई-लिखाई को लेकर सतर्क रहने का दबाव बनेगा। देश में पढ़ाई-लिखाई के स्तर को मापने के लिए हर वर्ष निजी और सरकारी स्तर पर सर्वेक्षण किए जाते हैं। पिछले कुछ वर्षों में इन सर्वेक्षणों में बहुत निराशाजनक परिणाम नजर आए। आठवीं कक्षा के विद्यार्थी पांचवीं-छठवीं कक्षा की पुस्तकें पढ़ने, उस स्तर का गणित हल कर पाने में भी अक्षम पाए गए। इस तरह शिक्षा का मकसद ही हाशिये पर चला जाता है। इसी का नतीजा है कि आगे दसवीं और बारहवीं बोर्ड की परीक्षाओं में बड़े पैमाने पर नकल की प्रवृत्ति बढ़ी है। इसे रोकने का यही तरीका हो सकता था कि शुरू से ही बच्चों में पढ़ाई-लिखाई के प्रति गंभीरता पैदा की जाए, उनके मूल्यांकन में कड़ाई लाई जाए।

हालांकि सरकार ने नए नीतिगत फैसले में यह भी कहा है कि मूल्यांकन के आधार पर किसी भी विद्यार्थी को प्राथमिक शिक्षा से बाहर नहीं किया जाएगा। उन्हें अपना प्रदर्शन बेहतर करने का मौका उपलब्ध कराया जाएगा। मगर इस आशंका से इनकार नहीं किया जा सकता कि नई व्यवस्था से प्राथमिक स्तर पर ही बीच में पढ़ाई छोड़ने वाले बच्चों की संख्या में बढ़ोतरी दर्ज हो सकती है। शिक्षा का अधिकार कानून के तहत चौदह वर्ष तक की आयु के सभी बच्चों को निशुल्क और अनिवार्य शिक्षा देना सरकार की सांविधानिक बाध्यता है। अगर बच्चे बीच में पढ़ाई छोड़ेंगे, तो यह उद्देश्य पूरा हो पाना मुश्किल बना रहेगा। इसलिए यह अपेक्षा स्वाभाविक है कि न केवल परीक्षा में बदलाव करके जिम्मेदारी पूरी समझ ली जाए, बल्कि स्कूलों और अध्यापकों को भी बच्चों में सीखने का कौशल विकसित करने के लिए जवाबदेह बनाया जाए।

जनसत्ता, २५ दिसंबर २०२४, पृष्ठ संख्या – 7

# केवी के शिक्षकों के लिए हर वर्ष 50 घंटे का प्रशिक्षण जरूरी

सुशील राघव

देश भर में केंद्रीय विद्यालयों (केवी) का संचालन करने वाले केंद्रीय विद्यालय संगठन के शिक्षकों को प्रत्येक वर्ष 50 घंटे का प्रशिक्षण अनिवार्य रूप से कराया जाएगा। '126वीं बोर्ड आफ गवर्नर' (बीओजी) की 22 अक्तूबर को हुई बैठक में 'निरंतर पेशेवर विकास' प्रशिक्षण को लागू करने का फैसला किया गया। अभी तक हर शिक्षक को छह वर्ष में 21 दिनों का 'इन सर्विस कोर्स' करना होता था।

केंद्रीय विद्यालय संगठन के संयुक्त सचिव चंदन मंडल के मुताबिक, शिक्षकों को वरिष्ठ वेतनमान में वित्तीय उन्नयन के लिए 50 घंटे का 'निरंतर पेशेवर विकास' प्रशिक्षण या 21 दिनों का 'इन सर्विस कोर्स' करना अनिवार्य होगा। जो भी शिक्षक इन दोनों शर्तों में से किसी एक शर्त को पूरा नहीं करेंगे, उनकी वरिष्ठता रोक दी जाएगी और यह तब तक रुकी रहेगी, जब तक कि शर्त पूरी नहीं हो जाती है। मंडल के मुताबिक, जो शिक्षक किसी वर्ष में किसी भी कारण से 50 घंटे का 'निरंतर पेशेवर विकास' प्रशिक्षण नहीं कर पाते हैं, तो उन्हें अगले वर्ष में इसे पूरा करना होगा। यानी अगर कोई शिक्षक 2025 में 50 घंटे का 'निरंतर पेशेवर विकास' प्रशिक्षण नहीं कर पाता है तो उसे 2026 में 100 घंटे का 'निरंतर पेशेवर विकास' प्रशिक्षण करना होगा। इस संबंध में केंद्रीय विद्यालय संगठन मुख्यालय की ओर से विस्तृत दिशानिर्देश जारी किए गए हैं जिनके अनुसार ही प्रशिक्षण आयोजित किया जाएगा। इतना ही नहीं, प्रधानाचार्यों और संगठन के स्थानीय कार्यालयों को हर शिक्षक की सेवा पुस्तिका में यह दर्ज करना होगा कि उसने 50 घंटे का 'निरंतर पेशेवर विकास' प्रशिक्षण प्राप्त किया है या नहीं। संगठन के एक पूर्व अधिकारी ने बताया कि 21 दिनों के 'इन सर्विस कोर्स' को बदलकर 50 घंटे का 'निरंतर पेशेवर विकास' प्रशिक्षण करने के पीछे दो महत्त्वपूर्ण कारण हैं। पहला तो यह कि 21 दिनों के लिए प्रशिक्षण पर जाना शिक्षकों के अनुकूल नहीं हो पा रहा था। प्रशिक्षण के लिए शिक्षकों को अकसर अपना केंद्र छोड़ना पड़ता था, जिससे उनकी समय सारणी पर प्रतिकूल असर पड़ता था। दूसरा कारण यह है कि शिक्षा जगत में बहुत तेजी से परिवर्तन हो रहे हैं। ऐसे में हर शिक्षक को प्रत्येक वर्ष प्रशिक्षण की आवश्यकता महसूस की जा रही थी। छह साल का समय बहुत अधिक हो जाता था। इन्हीं वजहों को देखते हुए यह निर्णय लिया गया है।

**126वीं** 'बोर्ड आफ गवर्नर' की हाल में हुई बैठक में 21 दिनों के 'इन सर्विस कोर्स' के स्थान पर हर वर्ष पचास घंटे का 'निरंतर पेशेवर विकास' प्रशिक्षण कार्यक्रम को लागू करने का फैसला किया गया।

**केंद्रीय** विद्यालय संगठन 1,256 विद्यालयों का संचालन करता है।

**स्थानीय भाषाओं के शिक्षकों की होगी नियुक्ति :** राष्ट्रीय शिक्षा नीति के अंतर्गत स्थानीय और मातृ भाषा में पढ़ाई करने के फैसले के तहत केंद्रीय विद्यालय संगठन ने तय किया है कि जहां पर भी विद्यार्थियों को हिंदी या अंग्रेजी में पढ़ाई को समझने में परेशानी आएगी, वहां पर स्थानीय या मातृ भाषा के शिक्षकों को रखा जाएगा। '126वीं बोर्ड आफ गवर्नर' की बैठक में यह निर्णय लिया गया है कि ऐसे विद्यालयों में कक्षाओं के वर्ग के अनुसार शिक्षकों की भर्ती की जाएगी, जो संविदा के आधार पर होगी। इन शिक्षकों को विद्यालय विकास निधि से वेतन दिया जाएगा।

The Tribune, 27 December 2024, Page No. - 4

# Teacher unrest eclipsed govt bid to boost education

SANJEEV SINGH BARIANA
TRIBUNE NEWS SERVICE

CHANDIGARH, DECEMBER 26

Yet another year gone by, but there is hardly any change in the education arena across the state with teaching and non-teaching staff at government schools resorting to protests every now and then.

Going with the current scenario, there is hardly any hope of improvement in the situation even during the remaining tenure of the Aam Aadmi Party (AAP) government.

Newspapers and other media are flooded with discordant voices of teachers in Sangrur, Fazilka, Amritsar, Mohali, Hoshiarpur, Faridkot, Gurdaspur, Bathinda, Jalandhar, Anandpur Sahib and other areas.

There is a sizable shortage of teachers in government schools across the state, although officials deny the figures. Government Teachers Union president Sukhwinder Singh Chahal puts the number at over 7,000.

Ropar district alone has 110 single-teacher schools and 14 schools without any teacher. Things are being managed in ad hoc manner by drawing teachers from other schools on temporary basis.

Chahal says, "We were recently told by the Education Minister that the government would shut down a number of schools." Denying that, Education Minister Harjot Singh Bains said, "This is an absolute lie." Teachers also reacted sharply to a recent "no work, no pay" order by the government. "We are agitating because we are not being allowed to work," a teacher from Hoshiarpur district said.

"There is no future without computers, but majority of schools lack the requisite paraphernalia. There is a big shortage of teachers. The programmes are very basic and outdated, leading to an increasing digital divide between students of government and private schools," a senior computer teacher said.

There is no uniformity in teaching standards at over 19,500 government schools that cater to over 28 lakh students.

Besides regular teacher hiring exercise, the government is also making efforts to improve school infrastructure. At least 1,689 campus managers, 1,265 security guards and 8,286 sanitation staff have been recruited.

Students were provided free uniforms and books at the beginning of the session. At least Rs 120.43 crore has been provided for constructing toilets, classrooms, laboratories etc at schools.

The Education Minister has also initiated district-level programmes to gather suggestions from teachers and school heads for improvements in government schools.



LOOKING BACK 2024
YEAR-END SPECIAL

**HIGHS**

- 118 Schools of Eminence set up
- Parent-teacher meetings started to provide regular feedback to parents
- Transportation facilities started in Schools of Eminence and 17 girls senior secondary schools
- 150 headmasters provided training at the IIM, Ahmedabad
- 72 teachers received specialised training at University of Turku in Finland

**LOWS**

- Shortage of teachers in government schools
- Protests by teaching and non-teaching staff
- Despite assurances, teachers continue to be deployed on poll and mid-day meal duties
- Outdated computer programmes for students
- Insufficient seating arrangements and absence of clean drinking water

Hindustan Times, 27 December 2024, Page No.-16

# Educating India's young population

**The Vidyalaxmi scheme seeks to democratise higher education by allowing young Indians to choose a quality college of their choice**

On November 6, 2024, the Union Cabinet approved the path-breaking PM Vidyalaxmi scheme to financially support meritorious students who secure admission to India's top higher education institutions. In one stroke, it offers possibilities for a generation of young Indians to choose a high-quality college of their choice.

By providing collateral-free, guarantor-free education loans, and interest subventions by income level, the scheme aims to cover over 22 lakh students (roughly 22% of all students enrolling in colleges each year) enrolling in the top 860 higher education institutions — across private, state-run and centrally governed institutions — based on the National Institutional Ranking Framework (NIRF). Students who apply for a loan amount up to ₹7.5 lakh will be eligible for a credit guarantee of 75%. Students with a family income of up to ₹8 lakh who are not eligible for benefits under any other government scholarships and interest subventions, will receive a 3% interest subvention for a loan amount up to ₹10 lakh during the moratorium period. The interest subvention is set to support one lakh students every year, with a preference for students from government institutions who opt for technical or professional courses.

This intervention is in addition to the PM Uchchatar Shiksha Protsahan Central Sector Interest Subsidy (USP CSIS) Scheme where students with an annual family income of up to ₹4.5 lakh, pursuing technical or professional courses from approved institutions, get full interest subvention for education loans up to ₹10 lakh during the moratorium period.

The scheme stands out for three reasons. First, it democratises access. Getting student loans has long been a big challenge due to high rates of interest, limited coverage and heavy requirements for collateral, earning co-applicants and credit scores, along with inconsistent practices prevalent across banks and financial institutions. By reducing financial constraints to prioritise merit and excellence, the Vidyalaxmi scheme enables a student's basic, rightful access to the best institutions in the country. Financial burden not only restricts a student's monetary independence but also limits their social and psychological freedoms and constrains an individual's sense of the world. That is a costlier burden for a nation to carry if it wants to maximise productivity and ensure that people lead meaningful lives.



Pramath Raj Sinha

Second, the Vidyalaxmi scheme empowers young students to set aspirational goals. Beyond providing financial ease and predictability, the scheme is an effort on the part of the government to nudge students, families and communities to pursue higher education with greater confidence and dedication. Students must lead their lives with choices that are informed by their interests. Good quality education opens that door for them. The scheme ensures that financial support is targeted at credible and high-quality institutions and not misdirected or misused.

High-performing institutions promise exposure to a wider set of opportunities, offer choices to students to realise their full potential, and enable them to receive support from an otherwise difficult-to-reach network of peers, mentors and professionals to ultimately make more conscious career decisions. In this sense, the Vidyalaxmi scheme is a loud recognition for higher-ranking institutions and a clear call-out for other institutions to compete for quality and grow beyond a degree-granting machine.

Third, on a national level, the scheme is an effort to channel the productivity of the growing young population and invest in the country's natural social capital. India is home to the largest young population in the world, with over 40% of the country's 1.45 billion people being under 25. The median age in India is 28, while it is 38 and 39 in the US and China respectively. We have the world's second-largest higher education system, after China. However, the demand from our growing population is increasing the burden on existing institutions. The NIRF rankings this year revealed that 52% of the top-ranked institutions are concentrated in just five states — Tamil Nadu, Karnataka, Maharashtra, Uttar Pradesh, and Delhi. Given that the gross enrolment ratio (GER) in higher education currently stands at 28.3%, the urgency to increase the supply of high-quality education institutions and enhance their pull factor haunts us now more than ever.



The Vidyalaxmi scheme offers a push and pull factor for students and institutions respectively. HT PHOTO

Interestingly, the Vidyalaxmi scheme offers a push and pull factor for students and institutions respectively. Its potential criticism could be that Indians are not big fans of taking loans and that even when we do take loans, we are unable to repay on time. Even at differentiated interest rates, loans remain a burden. However, recent reports on India tell us that the loan portfolio for domestic higher education has increased at an average of 2% year-on-year since 2019, reaching ₹678 billion in the 2023 financial year.

What we (must) realise is that enrolling in higher education is still predominantly seen and experienced as a personal affair for families, with personal savings and personal loans being considered the first avenue to finance a child's higher education. The government's intervention, then, becomes critical to alleviate such personal pressures.

Higher quality institutions also ensure better outcomes for students in terms of jobs and careers which enables them to repay on time. Indian School of Business (ISB), which is India's premier business school, is a case in point. Since its founding year in 2001, the institution has offered students the option to avail collateral-free loans through its bank partners and has experienced not a single case of default from any student availing such a loan provision. While ISB may be an outlier, it goes to show that institutional excellence can unlock a virtuous cycle of students taking loans and being able to repay on time.

So, is the current scope of the Vidyalaxmi scheme enough? Perhaps not. But this is just the beginning. And a great starting point. Done right, it could be a game changer.

*Pramath Raj Sinha is founder and chair of the board of trustees of Ashoka University and founding dean of ISB. The views expressed are personal*

नवभारत टाइम्स, 28 दिसम्बर 2024, पेज नं - 5

# नया पीजी करिकुलम फ्रेमवर्क, ट्विनिंग डिग्री को मिली काउंसिल की मंजूरी

■ विशेष संवाददाता, नई दिल्ली

दिल्ली यूनिवर्सिटी की अकैडमिक काउंसिल (एसी) ने नया पोस्टग्रैजुएट करिकुलम फ्रेमवर्क को मंजूरी दे दी है। इसके अलावा डीयू के हिंदू अध्ययन केंद्र में 2025-26 से पीएचडी प्रोग्राम शुरू करने की मंजूरी मिल गई है। अब पास हुए सभी प्रस्ताव एग्जिक्यूटिव काउंसिल (ईसी) की मीटिंग में 17 जनवरी को फाइनल मंजूरी के लिए रखे जाएंगे। इनके साथ 2025 में डीयू में अहम बदलाव की शुरुआत होगी।

अकैडमिक काउंसिल ने डीयू के सभी पोस्टग्रैजुएट कोर्सों में सिंगल गर्ल चाइल्ड के लिए अतिरिक्त सीटों के आरक्षण के प्रस्ताव को भी मंजूर कर दिया है, जिसके तहत हर कोर्स में एक सीट सिंगल गर्ल चाइल्ड के लिए रिजर्व होगी। इस साल डीयू ने यूजी कोर्सों से इसकी शुरुआत की है।

शुक्रवार को हुई इस मीटिंग में नैशनल एजुकेशन पॉलिसी के तहत नया पोस्टग्रैजुएट करिकुलम फ्रेमवर्क और



ट्विनिंग डिग्री अहम का प्रस्ताव रखा गया। इस प्रस्ताव के साथ चार साल के अंडरग्रैजुएट कोर्स और इसके साथ बदले करिकुलम के बाद अब दो और एक साल के पीजी कोर्स को लाने की तैयारी है। इसके लिए पीजी के करिकुलम में बदलाव किया जाएगा।

इसके अलावा, विदेशी यूनिवर्सिटी के साथ ट्विनिंग डिग्री का प्रस्ताव एसी ने मंजूर कर लिया, जिसके तहत अब स्टूडेंट्स विदेशी हायर एजुकेशन इंस्टिट्यूट में एक सेमेस्टर की पढ़ाई कर सकेंगे। एसी मेंबर डॉ मिथुराज धूसिया ने कहा, अधिकांश स्टूडेंट्स इस अरेंजमेंट का फायदा नहीं ले सकते क्योंकि विदेशी यूनिवर्सिटी की फीस देना उनके लिए मुमकिन नहीं होगा। एसी मेंबर माया जोस ने कहा कि इस प्रस्ताव में कई खामियां हैं। मसलन, आर्थिक रूप से कमजोर पृष्ठभूमि के स्टूडेंट्स के लिए मानदंड साफ नहीं किया गया है। दूसरा, पीजी करिकुलम फ्रेमवर्क में भी दिक्कतें हैं। एनईपी 2020 के तहत एम.फिल. की डिग्री बंद कर दी गई है, इसलिए मास्टर और बैचलर स्तरों पर अनुसंधान को शामिल करने का प्रयास किया जा रहा है। हालांकि, कोर्स स्ट्रक्चर, जो पिछले वर्षों में तैयार की गई थी, और जिसे केवल यूजीसीएफ 2022 के लिए संशोधित किया गया है, इस नए कोर्स डिजाइन के अनुरूप नहीं है।

डीयू के भगवद्गीता पर चार वैल्यू ऐडेड कोर्स शुरू करने की तैयारी का कुछ एसी मेंबर्स ने विरोध किया। एसी मेंबर मोनामी सिन्हा का कहना है कि यूनिवर्सिटी को धार्मिक ग्रंथों को केवल आलोचनात्मक विश्लेषण के उद्देश्य से या पौराणिक अध्ययन के हिस्से के रूप में कोर्स में शामिल करना चाहिए, ना कि धार्मिक सिद्धांतों का प्रचार करने के लिए।

The Hindu, 28 December 2024, Page No. 10

# '22% rise in enrolment after smart classroom initiative'

**The initiative has improved learning experiences and attendance of students besides resulting in improved comfort of teachers and preference for smart classroom facilities, says an IIM study**

**The Hindu Bureau**
NEW DELHI

Introduction of smart classrooms under the Smart Cities Mission (SCM) has led to a 22% increase in overall enrolment as per data reported by 19 cities between 2015-16 and 2023-24, says a study by the Indian Institute of Management, Bangalore.

The national-level study said that 71 cities have developed 9,433 smart classrooms in 2,398 government schools. The highest number of smart classroom projects are in Karnataka (80), followed by Rajasthan (53). Tamil Nadu has 23 and Delhi 12. West Bengal, with just two, is among the States at the bottom of the table.

According to the report, teachers generally agree with the idea that the smart classroom initiative is improving learning experiences and attendance of students across select smart cities of the country.



The study says that 71 cities have developed 9,433 smart classrooms in 2,398 government schools. FILE PHOTO

Special training provided to teachers improved their comfort and preference for using smart classroom facilities, with senior secondary teachers showing the highest comfort levels, as compared with others.

Apart from this, 41 cities have developed digital libraries with a total of 7,809 seat, it said, highlighting the significant impact of digital libraries in cities such as Raipur in Chhattisgarh and Tumakuru in Karnataka by providing essential educational resources and supporting students in preparations of competitive exam.

The Smart Cities Mission (SCM) was launched by the Ministry of Housing and Urban Affairs in June 2015. The objective of the Mission is to promote cities that provide core infrastructure and give a decent quality of life to its citizens – a clean and sustainable environment and application of 'smart' solutions.

As on November 2024, 91% of the projects under SCM have been completed, according to the Ministry.

The mission launched a platform in 2022, named 'SAAR' (Smart Cities and Academia towards Action and Research), to bring together the academia and government to document and research new urban initiatives.

Under the SAAR initiative, the Smart Cities Mission has initiated 50 impact assessment research studies as "Sameeksha Series".

Twenty nine premier institutions of India have undertaken these 50 impact assessment studies, which include six Indian Institutes of Management, eight Indian Institutes of Technology, three Schools of Planning and Architecture and 12 specialised research institutes.

The Indian Express, 30 December 2024, Page No-4

# Vocational training, self-defence for girls, security: Sisodia unveils education manifesto for Jangpura

**EXPRESS NEWS SERVICE**
NEW DELHI, DECEMBER 29

VOCATIONAL TRAINING to prepare students for the future, advanced self-defence courses for girls, emphasis on mother tongue, adequate staffing, and improved sanitation and security at educational institutions: these are among the highlights of the education manifesto for Jangpura unveiled on Sunday by senior Aam Aadmi Party (AAP) leader Manish Sisodia.

The former deputy chief minister and education minister, who has been elected thrice from Patparganj as an MLA, has been fielded by the party from Jangpura this time. Ahead of the Assembly elections due next year in the Capital, education has, as expected, emerged as the focus of his campaign.

The education manifesto highlights plans for two world-class schools in Sarai Kale Khan and Nizamuddin, along with modern facilities at existing schools in Kotla and Ashram. It also promises fully-equipped classrooms. In a nod to inclusivity, it also proposes to hire teachers to teach students their mother tongues, such as Tamil, Punjabi, Urdu, and Hindi, alongside German, French, and Japanese language courses.

"Quality education for children is the key to the progress of any family," Sisodia was quoted as saying in a statement.

"We all aspire for our children to grow up to be successful and respected individuals. To achieve this, access to quality education is crucial. As Delhi's Education Minister, I have laid a strong foundation to provide quality education to every child in Delhi. Now, as the MLA candidate from Jangpura, I am here to continue this work and realise the dream of providing the best possible educational facilities to every child," read the statement.



AAP leader Manish Sisodia during a 'Mega PTM' at a government school in New Delhi. *PTI*

DECISION 2025 DELHI

With an eye on leveling the playing field, the manifesto vows to bring the 11 aided schools in Jangpura at par with Delhi government schools with timely funding and enhanced monitoring. It also promises stringent monitoring of private school fee hikes and improved training opportunities for educators, both domestically and abroad.

In a move to "prepare students for the future", Sisodia plans to integrate vocational training, post-school arts and sports programmes, and advanced self-defence courses for girls.

The manifesto also outlines new courses at ITI Hazrat Nizamuddin, leveraging cutting-edge technology to create employment opportunities.

"Vocational subjects will be tailored to meet future employment needs so that students who complete their schooling can find suitable jobs or pursue higher education while working," Sisodia said in the statement.

Parental engagement forms another key focus, with proposals for regular parent-teacher meetings and strengthened school management committees. "Parents must feel empowered and involved in their child's education," the AAP leader emphasised.

The manifesto also pledges to track students' progress after graduation for up to four years, offering guidance on higher education and employment. Alumni networks will be formed to foster community engagement and mentorship for younger students.

Financial Express 30 December 2024, Page No - 7

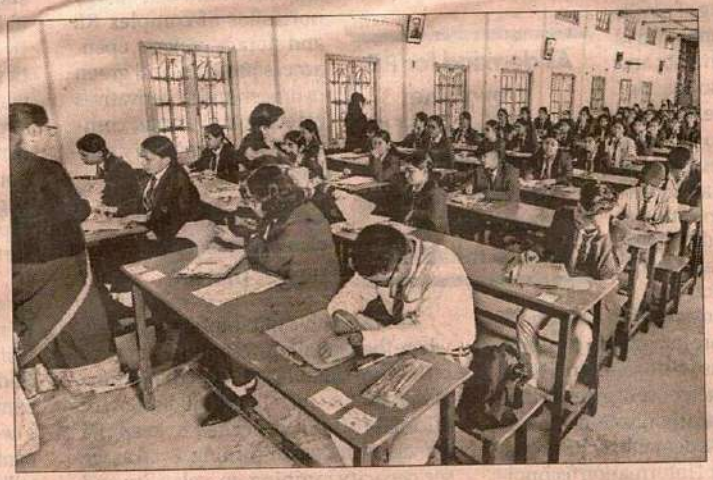
NDP AND PARAKH

# Learning from no-detention policy

● Why revocation of NDP is a thoughtful recalibration, and not a hasty retreat



■ ASHOK PANDEY



**THE NO DETENTION** Policy (NDP), introduced in 2009 as part of the Right to Education (RTE) Act, sought to reduce dropout rates and foster holistic development by mandating automatic promotion until Grade 8. It aimed to eliminate the fear of failure, while fostering an inclusive and stress-free learning environment. While noble in intent, its implementation revealed unintended consequences, such as students advancing without mastering foundational skills, diluted academic standards, and an inconsistent assessment framework.

Aligned with global trends, the NDP emphasised child-centric education and introduced Continuous & Comprehensive Evaluation (CCE) as a tool to assess holistic development. But gaps in implementation — inconsistent grading practices and superficial application of CCE — compromised its goals. Automatic promotion became synonymous with learning deficits, leaving students unprepared for higher grades and widening inequities for disadvantaged learners. These challenges underscored the need for systemic reforms that balance inclusivity with academic rigour.

**Frameworks like PARAKH offer structural support, but teachers must take ownership of their students' learning pathways**

## Revocation

The decision to revoke the NDP stems from concerns over declining learning outcomes and the lack of accountability mechanisms. Policymakers argued that automatic promotion diluted academic rigour, leaving many students ill-equipped for academic and life challenges. Research revealed cumulative learning deficits, with a significant number of students failing to meet basic competencies.

But reintroducing grade retention risks stigmatisation and higher dropout rates. Addressing these gaps requires a thoughtful approach that promotes both inclusivity and quality education.

## Mapping competencies

The introduction of PARAKH — Performance Assessment, Review, and Analysis of Knowledge for Holistic Development — under the NEP 2020 can be game-changer. PARAKH can standardise assessment practices, moving from rote memorisation to competency-based evaluations that emphasise mastery over promotion. By introducing formative assessments and progress monitoring, PARAKH ensures that students' learning trajectories align with well-defined competencies, providing a unified framework to address disparities in grading and learning outcomes.

## Personalising learning

The revocation of the NDP is a watershed moment in Indian education — a thoughtful recalibration rather than retreat. While frameworks like PARAKH offer structural support, the ultimate success lies in the teachers' ownership of their students' learning pathways. Policymakers, educators, and stakeholders must collaborate to create a system that prioritises meaningful progress, equity, and growth. By embracing these changes, India can pave the way for a resilient and dynamic education system, empowering every child to succeed in an increasingly complex world.

## Call to action

The journey from the NDP to a competency-based framework is challenging but necessary. Policymakers, educators, and stakeholders must unite to ensure that every child receives a quality education that prepares them for the future. By investing in teacher training, developing robust assessment tools, and fostering an inclusive learning environment, we can create a system that truly supports every learner's growth & potential.

*The author is chairperson, Council for Global Citizenship Education. Views are personal*

The Times of India, 31 December 2024, Page No-4

# Future is now: AI in education posed questions

Meghna.Dhulia@timesofindia.com

Over the past year, artificial intelligence rapidly transformed sectors across the globe, and education in Delhi was no exception. Schools and universities in the capital started embracing AI tools, hoping to enhance learning experiences and improve operational efficiency. However, while the technology generated excitement, it sparked mixed reactions from educators, who raised concerns about its practical implications.

One such initiative was Delhi govt's recent proposal to set up AI labs in select schools. While the plan aims to bring cutting-edge technology to classrooms, opinions on its feasibility are divided. Leena Asthana, principal of a govt girls' senior secondary school in Tughlaqabad, said the initiative could be effective only in schools with robust infrastructure and low student enrolment. "AI itself is a challenge with its pros and cons, and setting up these labs will be no less of a task," Asthana said. "But if govt has decided to roll out this initiative, it must have a well-thought-out plan for its smooth implementation," she added.

Another teacher from a Delhi govt school pointed out that while these plans looked promising on paper, many govt schools simply lacked the infrastructure needed to implement such initiatives. "The reality is that many schools are still struggling with basic resources like working projectors and proper classrooms," the teacher said. "We're already facing challenges with hybrid teaching due to the lack of adequate technology. General labs are only operational in select schools. So, such labs can't be provided to every govt school unless there's a major overhaul."



In Delhi's universities, the year saw a surge of capacity building programmes aimed at equipping teachers and students with the knowledge and skills needed to incorporate AI into their curriculum. The rise of generative AI, in particular, sparked debates, as these tools can easily create content that may bypass traditional plagiarism detection systems. To counter this, some universities implemented detection software, and teachers are using these tools to evaluate' work. However, as a DU official said, "The effectiveness of these tools is now being challenged by AI applications that can generate paraphrased content, making it difficult to detect."

Another significant concern among educators is the over-reliance on technology. Critics argue that while AI can enhance educational delivery, it may also diminish the role of traditional teaching methods and the essential human touch in the learning process.

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