

EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

FEBRUARY 2025

विद्यया ऽ मृतमश्नुते



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 *edudoc 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 FEBRUARY 2025.

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

(Dr.Akash)
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CONTENTS

S. No.	Headings & Title	Newspaper Name	Page No. in Newspaper	Date	Pg.
1.	A New Classroom	Indian Express	14	01-02-2025	1
2.	Education, human capital foundational pillars for development: Eco Survey	The Statesman	5	01-02-2025	2
3.	Fewer dropouts but retention a problem in schools	Hindustan Times	2	01-02-2025	3
4.	Union Budget 2025: ₹78572.10 Crore for School Education & Literacy; PM SHRI gets ₹7500 Crore	Shiksha.com	E-News Article	01-02-2025	4
5.	Union Budget 2025 Highlights: Education ministry gets Rs 1.28 lakh crore, check other highlights	The Indian Express	E-News Article	01-02-2025	5
6.	Environmental studies to be part of school curriculum from 2026 under NEP, says NCERT expert	The New Indian Express	E-News Article	01-02-2025	38
7.	Budget 2025: Govt says school education is priority, but do allocations say so?	Thenewsminute.com	E-News Article	01-02-2025	40
8.	NCERT team seizes pirated textbooks in Agartala	The Sentinel	E-News Article	01-02-2025	42
9.	पढ़ने की आदत जीवन में लाती है परिवर्तनकारी बदलाव : द्रौपदी मुर्मू	दैनिक जागरण	जागरण सिटी ।	02-02-2025	43
10.	Ministry of Education allotted 1.28 Lakh Crore	The Pioneer	4	02-02-2025	44
11.	Eklavya schools, Packages for scheme saturation push up Tribal affairs allocation	The Hindu	17	02-02-2025	45
12.	Focus on creating jobs ,skill training	Hindustan Times	10	02-02-2025	46
13.	These govt school grads are now success stories; what worked for them?	The Indian Express	6	02-02-2025	47
14.	Education Budget 2025: Higher education budget up by over ₹2,400 crore	Hindustan Times	E-News Article	02-02-2025	48
15.	Sikkim rolls out free educational supplies for govt. school students as new academic year begins	The Times of India	E-News Article	02-02-2025	68
16.	Teacher training, curriculum enhancement: How can school education be improved	The Indian Express	E-News Article	02-02-2025	70
17.	पुस्तक मेले में 'केदार टू कैलाश ' किताब का लोकार्पण	राष्ट्रीय सहारा	3	03-02-2025	76
18.	Beyond the buzzword	The Hindu	17	03-02-2025	77
19.	Over 40% govt senior secondary schools in state without principal	The Tribune	4	03-02-2025	78

20.	Union Budget 2025 for School Education gets Mixed Reactions from Industry Experts	Siksha.com	E-News Article	03-02-2025	79
21.	बुक फेयर मे PM पावर किताब का लोकार्पण	नवभारत टाइम्स	6	04-02-2025	81
22.	मुझे बनाने मे कितबों की अहम भूमिका : पंकज त्रिपाठी	हिन्दुस्तान	5	04-02-2025	82
23.	एनआईओएसएस एमपी शिक्षा बोर्ड से करेगा करार	राष्ट्रीय सहारा	5	04-02-2025	84
24.	शिक्षा की गुणवत्ता बढ़ाने की चुनौती	दैनिक जागरण	8	04-02-2025	85
25.	पीएम की ताकत को बताती है किताब 'पीएम पावर '	राष्ट्रीय सहारा	7	04-02-2025	86
26.	किताबों मे समस्याओ का हल ढूंढ रहे युवा	दैनिक जागरण	जागरण सिटी	04-02-2025	87
27.	70% of Indians optimistic of edu system, 30% globally: Report	The Times of India	1	04-02-2025	88
28.	ASER: A lot of celebrate ,but much yet to be done	The Asian Age	5	04-02-2025	89
29.	Over 53% graduates in India employed in roles below their educational qualifications: Economic Survey	Hindustan Times	E-News Article	04-02-2025	90
30.	British Council, CBSE discuss multilingual education, pedagogy in India	Career360	E-News Article	04-02-2025	94
31.	Pariksha Pe Charcha 2025 to feature Sadhguru, Deepika Padukone, Mary Kom	Business Standard	E-News Article	04-02-2025	96
32.	प्रथम एजुकेशन फाउंडेशन ने शिक्षा मंत्री को सौपी असर 2024 ती रिपोर्ट	राष्ट्रीय सहारा	6	05-02-2025	99
33.	शिक्षा और नवाचार बेहद जरूरी : एलजी	हिन्दुस्तान	5	05-02-2025	100
34.	पीएम की परीक्षा पे चर्चा मे साथ देंगे दीपिका,राधिका,मेसी व सद्गुरु	दैनिक जागरण	16	05-02-2025	101
35.	Education is investment , not cost	Financial Express	16	05-02-2025	102
36.	Learning with AI	The Indian Express	12	05-02-2025	103
37.	Why children from UP villages along Delhi borders throug its govt schools	The Indian Express	6	05-02-2025	104
38.	CBSE and British Council Collaborate to Promote Multilingual Teaching Aligned with NEP 2020	Shiksha.com	E-News Article	05-02-2025	105
39.	School phone bans do not improve grades or mental health: Report	Hindustan Times	E-News Article	05-02-2025	107
40.	उच्च शिक्षा की गुणवत्ता से खिलवाड़ रुके	दैनिक जागरण	10	06-02-2025	110
41.	Six States resolve against UGC's new draft regulation	The Hindu	5	06-02-2025	111
42.	Rekindling Gandhain values in Education	The Pioneer	6	06-02-2025	112

43.	DK Shivakumar, MK Stalin want National Education Policy, UGC draft withdrawn	India Today	E-News Article	06-02-2025	116
44.	School Education Conference organised to strengthen multilingual framework and classroom practices	APN News	E-News Article	06-02-2025	120
45.	Budget2025; India's education Budget grows, but lags behind global trends	Business Standard	E-News Article	06-02-2025	123
46.	भारतीयों का ध्यान खींच रही रूस की किताबे	दैनिक जागरण	जागरण सिटी ।	07-02-2025	126
47.	VR के जरिए वर्चुअल लाइब्रेरी जाओ	नवभारत टाइम्स	12	07-02-2025	127
48.	Growth of unapproved school a new menace to Tripura's school education system	Tripurainfo .com	E-News Article	07-02-2025	128
49.	What's wrong with America's math education?	The Times of India	E-News Article	07-02-2025	129
50.	Sports take a backseat at govt primary schools in Punjab	Hindustan Times	E-News Article	07-02-2025	132
51.	Opposition twisting education reforms into imaginary threats: Dharmendra Pradhan	The Economics Times	E-News Article	07-02-2025	136
52.	Child sleepy during day and inattentive at school? Here's why parents should take this a wake-up call	The Times of India	5	08-02-2025	138
53.	60% marks must to attend farewell party, says school, repents after row	The Times of India	14	08-02-2025	138
54.	'Schools treat home & classroom knowledge of math as separate domains, need to bridge'	The Indian Express	1,2	08-02-2025	139
55.	Shri Dharmendra Pradhan launches 41 books under PM YUVA 2.0 at NDWBF 2025	PIB	E-News Article	08-02-2025	141
56.	Dharmendra Pradhan Launches 41 Books Under PM YUVA 2.0 At World Book Fair 2025	DDNews	E-News Article	08-02-2025	144
57.	Will examine gaps flagged in ASER-2024 report: DSEK	Greaterkashmir.com	E-News Article	08-02-2025	146
58.	Dharmendra Pradhan launches 41 books under PM YUVA scheme	Hindustan Times	E-News Article	08-02-2025	147
59.	NAAC adopts e-inspections, to start new accreditation models	The Times of India	16	09-02-2025	151
60.	500-crore fund gives autonomy for national Mission on Manuscripts	The Hindu	7	09-02-2025	152
61.	NAAC debars 7 panel members permanently, KLEF for 5 years	Hindustan Times	18	09-02-2025	153
62.	अलीगढ़ मुस्लिम यूनिवर्सिटी और जामिया मिलिया इस्लामिया के फंड में कटौती	रोज़नामा राष्ट्रीय सहारा (उर्दू)	3	09-02-2025	154
63.	गुणवत्ता का पाठ	जनसत्ता	6	10-02-2025	155
64.	Beyond exams: The real learning thrives in nurturing environments	The Times of India	11	10-02-2025	156
65.	Fighting guns with pen: CRPF sets up schools for kids in erstwhile Naxal hotbed	Millienium Post	6	10-02-2025	157

66.	Centre depriving TN of edu funds for rejecting NEP, says CM Stalin	The Times of India	12	10-02-2025	158
67.	India's opportunity at the AI Action Summit	The Hindu	7	10-02-2025	159
68.	CBSE helps students deal with exam stress ahead of Boards that begin this week	The Times of India	15	10-02-2025	160
69.	From brain to brain gain	The Hindu	5	10-02-2025	161
70.	Union education minister Dharmendra Pradhan's focus on UGC primacy	The telegraph online	E-News Article	10-02-2025	162
71.	विश्व स्तरीय शिक्षा से विकसित देश बनेंगे	हिन्दुस्तान	6	11-02-2025	165
72.	नई सरकार में बदलेगा एजुकेशन मॉडल भी ?	नवभारत टाइम्स	6	11-02-2025	166
73.	परीक्षा जीवन का अंतिम लक्ष्य नहीं	जनसत्ता	8	11-02-2025	167
74.	HP scores high on higher edu, best spender in region	The Tribune	2,8	11-02-2025	168
75.	One should not view exams as be –all and end-all in life:PM	Millienium Post	5	11-02-2025	169
76.	NEP-2020 a roadmap to empowering children: Guv	Hans India	E-News Article	11-02-2025	170
77.	NCTE to bring back one-year B.Ed and M.Ed programmes after a decade	India Today	E-News Article	11-02-2025	172
78.	'Take action against schools violating NCPCR, CBSE directives'	The Times of India	E-News Article	11-02-2025	174
79.	Will schools of the future be different?	Teachers magazine	E-News Article	11-02-2025	176
80.	Andhra Pradesh's education system should become a model for the nation, says School Education Director	The Hindu	E-News Article	11-02-2025	182
81.	Govt to take NGOs' help to improve school education	Decan chronicle	E-News Article	13-02-2025	184
82.	Express, never suppress: Padukone shares tips to tackle exam	The Tribune	12	13-02-2025	186
83.	Education must be practice ,not just about degrees, says Dhanda	The Tribune	2	13-02-2025	187
84.	Deepika Padukone shares stress management tips with students on PM's PPC 2025	The Pioneer	4	13-02-2025	188
85.	India's Higher Education from Tradition to Transformation	PIB	E-News Article	13-02-2025	191
86.	NEP 2020 is being implemented effectively: MP govt	The Economics Times	E-New Article	13-02-2025	196
87.	Kerala will explore legal options against draft UGC regulations, says minister	Hindustan Times	E-News Article	13-02-2025	199
88.	रोहिंग्या बच्चों की शिक्षा में नहीं होना चाहिए भेदभाव	रोज़नामा राष्ट्रीय सहारा (उर्दू)	3	13-02-2025	204

89.	NTA की गलतियों की सजा छात्रों को क्यों	नवभारत टाइम्स	16	14-02-2025	205
90.	DU's First Batch Under NEP In Critical, Final Lap	The Times of India	E-News Article	14-02-2025	206
91.	बोर्ड परीक्षा देने जा रहे छात्रों को मेट्रो की लाइन में लगने से छूट	हिन्दुस्तान	2	15-02-2025	210
92.	अमेरिकी विश्वविद्यालय को दिया भारत में कैम्पस खोलने का न्योता	दैनिक जागरण	12	15-02-2025	211
93.	The masks our children need	The IndianExpress	11	15-02-2025	212
94.	NCTE To Reintroduce 1-Year BEd, MEd Courses From 2026-27	Time now	E-News Article	15-02-2025	213
95.	Shri Dharmendra Pradhan, Yogi Adityanath, and Dr. L. Murugan inaugurate KTS 3.0	PIB	E-News Article	15-02-2025	215
96.	'Competency-Based' Question Papers For Classes 10 & 12 Could Be Rolled Out From 2026-27: NCERT-PARAKH	News18	E-News Article	15-02-2025	220
97.	BIS to set norms for e-courses, enhance quality	Mint.com	E-News Article	15-02-2025	226
98.	Centre blocking funds to force Tamil Nadu to push PM schools in state: Minister	India Today	E-News Article	15-02-2025	228
99.	Meghalaya mulls school clustering to streamline the education system	Hubnews.com	E-News Article	15-02-2025	231
100.	BIS to set standards for online courses	Hindustan Times	E-News Article	15-02-2025	233
101.	Tamil Nadu to conduct education assessment survey amid critics from Governor	Indiatimes.com	E-News Article	15-02-2025	234
102.	"New chapter to cultural tradition...": Union Minister Dharmendra Pradhan	ANI News	E-News Article	15-02-2025	236
103.	सीबीएसई : 10वीं - 12वीं के 24 लाख छात्रों ने परीक्षा दी	हिन्दुस्तान	4	16-02-2025	239
104.	इंग्लिश का पेपर रहा आसान , स्टूडेंट्स दिखे खुश	नवभारत टाइम्स	8	16-02-2025	240
105.	CBSE Board exams for begin with mixed emotions	The Pioneer	3	16-02-2025	241
106.	स्कूल में उर्दू बंद कर सुकॉर्ट शुरू करने का आदेश	रोजनामा राष्ट्रीय सहारा	1	16-02-2025	242
107.	Until Tamil Nadu accepts NEP, funds will be withheld: Union Minister of Education Dharmendra Pradhan	The New Indian Express	E-News Article	16-02-2025	243
108.	TN to conduct education assessment survey amid criticism from State Governor	The Times of India	E-News Article	16-02-2025	246
109.	Stalin condemns Dharmendra Pradhan for his alleged NEP, 3-language policy rider for funds	The Times of India	E-News Article	16-02-2025	248
110.	Assam: SCERT to implement no-examination mode from 2025-26 academic session	Sentile Assam.com	E-News Article	16-02-2025	251

111.	अपना खयाल रखे , सीखने के नए तरीके तलाशे	राष्ट्रीय सहारा	9	17-02-2025	253
112.	स्कूल मे स्मार्टफोन पर प्रतिबंध को लेकर कई देशों मे मंथन	दैनिक जागरण	9	17-02-2025	254
113.	Plaksha wants to be the world's best in AI education	Financial Express	17	17-02-2025	255
114.	Key to a Humane world	The Hindu	7	17-02-2025	256
115.	'What Is Wrong If StudentsIn TN Learn....,' Says Dharmendra Pradhan At Hindu College	News18	E- News Article	17-02-2025	257
116.	TN to conduct education assessment survey amid criticism from State Governor	The Times of India	E- News Article	17-02-2025	262
117.	Experts discuss NEP, role of edu in mother tongue	The Times of India	E- News Article	17-02-2025	264
118.	As many as 79 education systems globally ban smartphone usage in schools till end of 2024, as per UNESCO	Hindustan Times	E- News Article	17-02-2025	266
119.	विश्व की 79 शिक्षा प्रणालियों मे स्मार्टफोन पर रोक लगाई	जनसत्ता	15	18-02-2025	272
120.	चुनौती से निपटने के लिए मजबूत बने : मैरी कॉम	जनसत्ता	20	18-02-2025	273
121.	सरकार नई शिक्षा नीति लागू करने के लिए प्रतिबद्ध : धर्मेन्द्र प्रधान	अमर उजाला	9	18-02-2025	274
122.	राष्ट्रीय शिक्षा नीति लागू करने के लिए प्रतिबद्ध: प्रधान	हिन्दुस्तान	5	18-02-2025	275
123.	Fresh TN- Centre row erupts over three – language policy	The Times of India	22	18-02-2025	276
124.	Replace Urdu with Sanskrit, another Raj school told	The Times of India	14	18-02-2025	277
125.	Aid politics and national interest	Hindustan Times	18	18-02-2025	278
126.	UP school named after war hero renamed , local protest	The Pioneer	1,2	18-02-2025	279
127.	Amid row, Pradhan says NEP's trilingual policy key for jobs	The Indian Express	11	18-02-2025	280
128.	Education ministry forwards 'fan club's' request to NCERT for publishing books on Amit Shah	Maktoobmedia	E-NEWS Article	18-02-2025	281
129.	टॉपर्स ने स्कूली छात्रों से पढ़ाई से जुड़े गुर साझा किए	राष्ट्रीय सहारा	7	19-02-2025	283
130.	इंटरनेट के सव लाख से अधिक मौके उपलब्ध	हिन्दुस्तान	11	19-02-2025	284
131.	The deeper meaning of declining school enrolment	The Hindu	6	19-02-2025	285
132.	Move to replace Urdu with Sanskrit in Rajasthan schools draws ire	The Hindu	3	19-02-2025	286
133.	School doors may open for rohingya kids	The Times of India	6	19-02-2025	287

134.	Trends and opportunities defining school education in 2025	The Statesmen	E-NEWS Article	19-02-2025	288
135.	CBSE board exams twice a year? Education Minister to release draft plan soon, Global Curriculum launch by 2026-27	India times	E-NEWS Article	19-02-2025	291
136.	दो बार बोर्ड एग्जाम दसवी के छात्रों के लिए 2026 से ,12 वी के लिए 2027 से मुमकिन	नवभारत टाइम्स	9	20-02-2025	295
137.	विदेशी मेडिकल संस्थान से पढ़ाई ,तो भी NEET जरूरी: SC	नवभारत टाइम्स	13	20-02-2025	295
138.	बच्चों का विज्ञान मेले मे भाग लेना उनके उज्ज्वल भविष्ये का संकेत	राष्ट्रीय सहारा	5	20-02-2025	296
139.	The Hindu, Fragomen Educational Services join hands to guide students opting to study abroad	The Hindu	14	20-02-2025	297
140.	Online Education fraud a major concern for 50% of students	Millenium Post	12	20-02-2025	298
141.	63 govt school teachers to leave for Singapore trip today	The Tribune	5	20-02-2025	299
142.	CBSE to launch a brand new global curriculum in 2026: How is the existing international syllabus different from the regular one?	The Times of India	E-News Article	20-02-2025	300
143.	CBSE to Conduct Class X Board Exams Twice a Year from 2026-27	Punemirror.com	E-News Article	20-02-2025	305
144.	Pradhan at GLS convocation: Foundation of India's success lies in modernising its educational system through NEP	The Indian Express	E-News Article	20-02-2025	308
145.	Contempt filed in Delhi HC against Education Ministry Secretary, KVS Commissioner for failure to recruit special educators	ANI	E-News Article	20-02-2025	311
146.	CBSE to seek public feedback on draft schema for twice-yearly examinations	The Times of India	E-News Article	21-02-2025	314
147.	भाषाई विविधता मिटाने का खतरा	दैनिक जागरण	10	21-02-2025	316
148.	विदेश मे एमबीबीएस की पढ़ाई के लिए नीट पास होने जरूरी	जनसत्ता	2	21-02-2025	316
149.	2 class 10 board exams next yr, CBSE may shrink schedule to under 2 weeks	The Indian Express	1,2	21-02-2025	317
150.	AI in Mangement Education: Shapping Future-Ready leaders	The Indian Express	7	21-02-2025	317
151.	Losing our tongue : the rise& fall of languages	Hindustan Times	14	21-02-2025	318
152.	Udhayanidhi hits back at Pradhan over 'politics' comment; insists TN will follow 2-language policy	The Indian Express	E-News Article	21-02-2025	319
153.	Stalin vs Pradhan at Centre, Udhayanidhi vs Annamalai in state as Tamil Nadu NEP row heats up	The Indian Express	E- News Article	21-02-2025	322
154.	School Education Dept reprimands teaching staff deployed, attached in other Deptts	Rising kashmir	E- News Article	21-02-2025	328
155.	Release edu scheme dues without NEP rider, Stalin urges PM	Hindustan Times	E- News Article	21-02-2025	330

156.	NEP and quality education: why a school regulator must be more than just a paper tiger	CNBCtv	E- News Article	21-02-2025	335
157.	In letter vs letter on NEP row, Dharmendra Pradhan's 'rise above political differences' advice to MK Stalin	Hindustan Times	E- News Article	21-02-2025	338
158.	Highly inappropriate for a State to view NEP 2020 with myopic vision : Pradhan urges Tamil Nadu to adopt policy	The Indian Express	E- News Article	21-02-2025	342
159.	'Myopic view': Education minister on Tamil Nadu opposing 3- language policy	India Today	E- News Article	21-02-2025	349
160.	स्कूली शिक्षा में सुधार के लिए हिमाचल को सहयोग देगा यूनेस्को : शिक्षा मंत्री	राष्ट्रीय सहारा	9	22-02-2025	353
161.	तमिलनाडु करेगा 'दो-भाषा' नीति का पालन: उदयनिधि स्टालिन	राष्ट्रीय सहारा	22	22-02-2025	353
162.	एनईपी और त्रिभाषा फॉर्मूले पर विवाद बढ़ा	हिन्दुस्तान	1,9	22-02-2025	354
163.	11 साल बाद पार्ट टाइम M.Ed कोर्स की वापसी	नवभारत टाइम्स	16	22-02-2025	354
164.	Stalin, Pradhan spar over NEP's language provision	The Hindu	1,4	22-02-2025	355
165.	Concept of sexual equality must be part of syllabus:SC	The Hindu	8	22-02-2025	355
166.	3-language formula unnecessary in T.N.,says Palaniswami	The Hindu	10	22-02-2025	356
167.	Keep away from attempts to create divisions on basis of language: Modi	Millennium Post	1,4	22-02-2025	357
168.	Rise above politics , Pradhan tells Stalin; DMK won't give up 2-language policy	The Tribune	18	22-02-2025	358
169.	Edu minister,Stalin spar amid NEP language row	Hindustan Times	10	22-02-2025	359
170.	NCTE may revert to 1-yr Bed,Med in '26	Hindustan Times	11	22-02-2025	359
171.	PM: Connected with Marathi through RSS	The Times of India	1	22-02-2025	360
172.	Ditch politics for students' sake, Pradhan tells Stalin on NEP	The Times of India	24	22-02-2025	360
173.	CBSE Class 12 business studies exam analysis: Experts and students rate exam 'easy to moderate	Business Today	E-NEWS Article	22-02-2025	361
174.	Edu minister, Stalin spar amid NEP language row	Hindustan Times	E-NEWS Article	22-02-2025	365
175.	From this acad yr, NEP for VI, X; 10 bagless days for classes VI-VIII	The Times of India	E-NEWS Article	22-02-2025	372
176.	NEP for Class VI & X to roll out from new academic year	The Goan	E-NEWS Article	22-02-2025	374
177.	पिता ने समझाया था, शिक्षा ही तुमको सुपात्र बनाएगी	हिंदुस्तान	08	23-02-2025	375

178.	साक्षरता को लेकर शिक्षा मंत्रालय और एनसीईआरटी ने बढ़ाए कदम	दैनिक जागरण	14	23-02-2025	376
179.	दिल्ली को नॉलेज हब बनाने का लें संकल्प : धर्मेंद्र प्रधान	राष्ट्रीय सहारा	03	23-02-2025	376
180.	Education primary for this 8-year-old girl in Uttarakhand-in a school and class of her own	The Indian Express	01	23-02-2025	377
181.	NEP will take India to the global level, says Pradhan	The Indian Express	04	23-02-2025	377
182.	Why is three-language policy controversial?	The Hindu	12	23-02-2025	378
183.	भाषा विवाद : मधुमक्खी के छत्ते पर पत्थर मत फेंको	रोजनामा राष्ट्रीय सहारा (उर्दू)	03	23-02-2025	379
184.	Won't accept national education policy, says Tamil Nadu chief minister	India Today	E-News Article	23-02-2025	380
185.	Union Minister Dharmendra Pradhan urges DU to become world's knowledge hub	The Pioneer	E-News Article	23-02-2025	382
186.	Focus on pre-primary registration, new residential schools & NCERT-based textbooks in 2025-26 academic session	The Times of India	E-News Article	23-02-2025	383
187.	Explained: DMK-led Tamil Nadu govt vs Centre over NEP	The Times of India	E-News Article	23-02-2025	386
188.	10वीं में दो बार बोर्ड का ड्राफ्ट तैयार, स्टूडेंट चाहे तो एक या सभी सब्जेक्ट के पेपर दोबारा दे सकेंगे	नवभारत टाइम्स	01	24-02-2025	390
189.	सीबीएसई का प्रस्तावित वैश्विक पाठ्यक्रम अंतर्राष्ट्रीय स्कूलों के लिए भी होगा उपलब्ध	राष्ट्रीय सहारा	04	24-02-2025	391
190.	भारतीय स्कूलों में भी ग्लोबल करिकुलम लागू करने की तैयारी में जुटा CBSE	नवभारत टाइम्स	11	24-02-2025	392
191.	Why has the UGC-CARE list of journals been discontinued?	The Hindu	08	24-02-2025	393
192.	What does the AWS-Adarsh Developers case say about cloud data management?	The Hindu	09	24-02-2025	394
193.	Tamil Nadu rejects NEP's three-language formula as Hindi imposition in disguise	The Hindu	E-News Article	24-02-2025	395
194.	Haryana government implements three language formula in state schools, move lauded	The Times of India	E-News Article	24-02-2025	398
195.	CBSE's proposed global curriculum be available for other international schools	ETEducation	E-News Article	24-02-2025	401
196.	नई शिक्षा नीति पर सस्ती राजनीति	दैनिक जागरण	10	25-02-2025	410
197.	CBSE to start 2 levels of Science, Social Science in Class 9 next year	The Indian Express	1,2	25-02-2025	411
198.	MCD primary schools short of 7K+ teachers	Hindustan Times	03	25-02-2025	412
199.	The UGC's mandate is to elevate, not strangulate	The Hindu	07	25-02-2025	413
200.	Sarojini Nagar GPRA to get library, facilities to care for kids, elderly	Hindustan Times	06	25-02-2025	414

201.	Over half of 64 Punjab govt colleges headless: Minister in Assembly	The Tribune	1,8	25-02-2025	415
202.	सीबीएसई ने स्कूलों को दी राहत	रोजनामा राष्ट्रीय सहारा (उर्दू)	05	25-02-2025	416
203.	Digital learning, skilling take centerstage	ETEducation	E-News Article	25-02-2025	417
204.	CBSE's draft norms for conducting class 10 board exams twice: Key details	The Times of India	E-News Article	25-02-2025	423
205.	CBSE to introduce standard and advanced levels for science and social science in Class 9	India Today	E-News Article	25-02-2025	425
206.	CBSE : एक ही नाम और नंबर से शुरू हो सकेंगे ब्रांच स्कूल	नवभारत टाइम्स	06	26-02-2025	428
207.	10वीं की परीक्षा का पहला चरण फरवरी- मार्च में, दूसरा मई में	जनसत्ता	01	26-02-2025	429
208.	2026 से 10वीं बोर्ड दो बार, CBSE ने जारी किया ड्राफ्ट	नवभारत टाइम्स	01	26-02-2025	430
209.	10वीं बोर्ड दो बार, लेकिन प्रैक्टिकल एग्जाम एक बार ही	नवभारत टाइम्स	02	26-02-2025	430
210.	हिंदी का विरोध संविधान के खिलाफ	हिन्दुस्तान	10	26-02-2025	431
211.	अगले वर्ष से 10वीं की बोर्ड परीक्षा दो बार होगी	हिन्दुस्तान	01,03	26-02-2025	432
212.	35 फीसद स्कूलों में 50 से काम छात्र पंजीकृत	जनसत्ता	23	26-02-2025	433
213.	सीबीएसई स्कूल खोल सकेंगे ब्रांच स्कूल	दैनिक जागरण	05	26-02-2025	434
214.	अंकों में कर सकेंगे सुधार, दसवीं बोर्ड की परीक्षा वर्ष में दो बार होगी : सीबीएसई	दैनिक जागरण	05	26-02-2025	434
215.	CBSE double-boards plan all about 2 nd chances, choices	The Times of India	14	26-02-2025	435
216.	CBSE approves norms for biannual Class 10 exams	The Pioneer	02	26-02-2025	436
217.	CBSE to hold Class X exams twice a year	The Tribune	01	26-02-2025	437
218.	CBSE proposes new 'best of 2' Class 10 exam format, maybe rolled out next yr	Hindustan Times	09	26-02-2025	438
219.	CBSE eases rules for pre-nursery schools under NEP from 2026-27	Hindustan Times	09	26-02-2025	438
220.	Feb or May: CBSE to offer flexible exam schedule for class 10 students from 2026	Millennium Post	01,04	26-02-2025	439
221.	CBSE may hold class 10 exams twice a year	The Asian Age	02	26-02-2025	440
222.	President urges PMCH to focus on R&D to improve healthcare	The Statesman	05	26-02-2025	441
223.	सीबीएसई : 2026 से 10वीं की परीक्षा साल में दो बार	रोजनामा राष्ट्रीय सहारा (उर्दू)	03	26-02-2025	442
224.	Punjab govt makes Punjabi compulsory subject in all schools amid CBSE draft norms row	ETEducation	E-News Article	26-02-2025	443

225.	CBSE allows branch schools for Classes up to 5, releases new guidelines	India Today	E-News Article	26-02-2025	448
226.	35% schools in India enrol less than 50 students, have just one or two teachers: PRS analysis	ETEducation	E-News Article	26-02-2025	451
227.	CBSE eases rules for pre-nursery schools under NEP from 2026-27	Hindustan Times	E-News Article	26-02-2025	454
228.	शिक्षक बनने की पढ़ाई में 11 वर्ष बाद बदलाव की तैयारी	जनसत्ता	07	27-02-2025	459
229.	सीबीएसई : दूसरी बार परीक्षा के लिए छात्र पसंद से कर सकेंगे विषयों का चयन	अमर उजाला	07	27-02-2025	460
230.	दो बार बोर्ड एग्जाम स्टूडेंट्स फ्रेंडली, मगर चुनौतियां भी कम नहीं	नवभारत टाइम्स	02	27-02-2025	461
231.	एनडीएमसी के स्कूलों में इस साल से सभी कक्षाएं होंगी स्मार्ट	अमर उजाला	07	27-02-2025	462
232.	विफल विद्यार्थी बनाम शिक्षा व्यवस्था	जनसत्ता	06	27-02-2025	463
233.	CBSE confirms Punjabi will continue in Board exams	The Statesman	01	27-02-2025	464
234.	Now, row over Punjabi missing from CBSE list	The Times of India	07	27-02-2025	465
235.	Schools, new portal to give a boost to ladli	The Times of India	02	27-02-2025	466
236.	Punjabi dropped from Class 10 board exam draft norms by CBSE, alleges Punjab govt.	The Hindu	04	27-02-2025	467
237.	CBSE proposes draft policy for conducting two Board examinations from 2025-26	The Hindu	14	27-02-2025	468
238.	Punjabi compulsory subject in all private, govt schools	The Tribune	04	27-02-2025	469
239.	Punjabi stays Class X subject: CBSE clarifies amid furore in Punjab	The Tribune	1,8	27-02-2025	470
240.	Should a third language be compulsory	The Hindu	10	27-02-2025	471
241.	स्कूलों में तेलुगु अनिवार्य विषय के रूप में लागू	रोजनामा राष्ट्रीय सहारा (उर्दू)	01	27-02-2025	472
242.	शिक्षा छात्रवृत्ति में कटौती कमज़ोर वर्ग का सपना है	रोजनामा राष्ट्रीय सहारा (उर्दू)	07	27-02-2025	473
243.	No Language Imposition Under NEP; Education Must Be Global Yet Rooted In India: Education Minister Dharmendra Pradhan At India TV Conclave	Passionate in Marketing	E-News Article	27-02-2025	474
244.	No Language Imposition Under NEP; Education Must Be Global Yet Rooted in India: Education Minister	Shiksha.com	E-News Article	27-02-2025	476
245.	India TV Speed News Education Conclave: NEP doesn't impose Hindi, says Dharmendra Pradhan on 'language war'	IndiaTV	E-News Article	27-02-2025	478
246.	CBSE to roll out two-tier science and social science for Class 9 in 2026, Board exam in 2028	The Indian Express	E-News Article	27-02-2025	483

247.	Buckling Under Exam Pressure, Children Speak Their Heart Out; Experts, Teachers Advise To Take It Easy	ETVBharat	E-News Article	27-02-2025	486
248.	'No question of imposing Hindi under NEP': Union Minister Sukanta Majumdar	The New Indian Express	E-News Article	27-02-2025	429
249.	हिंदी भाषा पर केंद्र और तमिलनाडु में तकरार बढ़ी	हिन्दुस्तान	01	28-02-2025	494
250.	UGC to release norms to end caste bias in colleges, varsities	The Hindu	14	28-02-2025	495
251.	Ex-astronaut interacts with students in Delhi	The Pioneer	04	28-02-2025	496
252.	Education Board cancels examination at Palwal centre after paper leak incident	The Tribune	02	28-02-2025	497
253.	The quality of teaching	The Indian Express	10	28-02-2025	498
254.	Three-language policy: Why Tamil Nadu and the Modi govt are fighting over what kids should learn	The Economic Times	E-News Article	28-02-2025	501
255.	CBSE's draft norms for conducting Class-10 board exams twice: Students welcome move	ETEducation	E-News Article	28-02-2025	503
256.	14 textbooks revised for 2025-26	The Times of India	E-News Article	28-02-2025	506



A NEW CLASSROOM

NIPUN Bharat has transformed teaching and learning at the foundational level

ASHISH DHAWAN AND SHAVETA SHARMA-KUKREJA

THE RESULTS OF the Annual Status of Education Report (ASER) offer a glimmer of hope. For the first time in years, foundational learning outcomes — especially in Grade III — show positive trends across Indian states. This progress is no accident. It reflects a focused effort by the Indian government to prioritise quality education.

During the recent Republic Day celebrations, education was front and centre. In the parade of tableaux, we saw symbolic reminders of India's commitment to nation-building through education. The National Education Policy (NEP) set the stage for these achievements by emphasising the importance of foundational literacy and numeracy (FLN). But the real hero behind this success story is the NIPUN Bharat Mission.

NIPUN Bharat, or the National Initiative for Proficiency in Reading with Understanding and Numeracy, was launched in 2021 and has quietly transformed classrooms by targeting literacy and numeracy in the early grades. Consider this: The programme allocates Rs 500 per child for teaching-learning materials (TLM), empowering schools to craft vibrant, engaging lessons tailored to young learners. For teachers, who are the backbone of this mission, the states receive up to Rs 5,000 for capacity-building workshops, along with Rs 150 for resource materials to support the classroom strategies of teachers.

States are empowered with Rs 10-20 lakh each to conduct comprehensive assessments, track the progress of learning outcomes of stu-

An enhanced NIPUN 2.0 should be extended to at least 2030. This will allow interventions to take root and achieve deeper impact. It should expand focus to Grades III-V — bridging the gap between early foundational skills and higher-order learning is essential. NIPUN 2.0 should also focus on Early Childhood Education (ECE): Investments in preschool education can set children up for success before they even enter primary school.

dents and identify gaps in teaching and learning practices. To ensure seamless implementation and oversight, Rs 25 lakh to Rs 1 crore is provided for establishing robust Project Management Units at the state and district levels. This meticulous framework fuels the transformation of foundational learning.

Numbers alone cannot capture the full story. To truly understand the impact of the NIPUN Bharat Mission, we must look beyond statistics and see the children whose lives are being changed every day.

In Uttar Pradesh, Ravi Sharma, a primary school teacher, uses songs to teach mathematics. His students chant, "*ek-do thaila lo, teen-chaar chalo bazaar*", learning numbers as they sway to the rhythm. Odisha's Dhenkanal district tells a similar tale. Shragatika Ghosh, a second-grader, proudly reads Odia stories aloud, her confidence growing with each page.

The data backs up these anecdotes. In UP, ASER 2024 shows a leap in Grade III students' ability to read Grade II-level texts — from 24 per cent to 34 per cent — and solve subtraction problems, which improved from 29 per cent to 41 per cent between 2022 and 2024. Odisha's innovative use of colourful and contextualised workbooks has led to similar gains. Nationally, millions more children can now read and solve basic math problems.

Despite progress, foundational learning in India is still fragile. Many children struggle with more advanced concepts as they transition out of the early grades. Some, particularly from marginalised communities, begin school with-

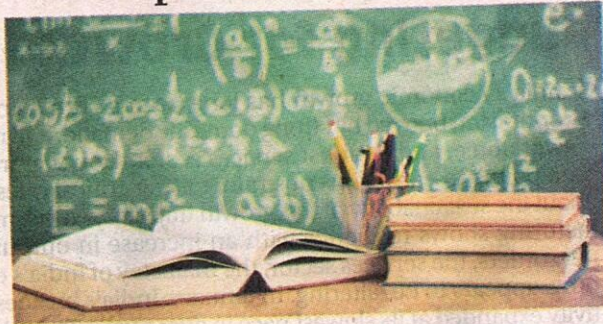
out the readiness or skills needed to thrive.

Systemic change takes time. As the Prime Minister remarked at the Akhil Bharatiya Shiksha Samagam, "It took four years for NIPUN Bharat to bear fruit." To sustain these gains — and expand them — the mission's timeline must be extended. An enhanced NIPUN 2.0 should be extended to at least 2030. This will allow interventions to take root and achieve deeper impact. It should expand its focus to Grades III-V — bridging the gap between early foundational skills and higher-order learning is essential. NIPUN 2.0 should also focus on Early Childhood Education (ECE): Investments in preschool education can set children up for success before they even enter primary school.

The ASER results prove that progress is possible. With the right tools, resources and policies, India can ensure that every child, regardless of geography or circumstance, has access to quality education. Extending NIPUN Bharat's timeline is not just about numbers or rankings. It is about stories like Shragatika's and Ravi's — stories of children who discovered their potential and teachers who found new ways to inspire. The opportunity is here. India has the chance to set a global benchmark in foundational learning. But the window for action is narrow. The time to commit to NIPUN 2.0 is now.

Dhawan is founder-CEO, The Convergence Foundation. Kukreja is CEO and MD, Central Square Foundation

Education, human capital foundational pillars for development: Eco Survey



STATESMAN NEWS SERVICE
NEW DELHI, 31 JANUARY

Education and human capital development are among the foundational pillars of development of India and the National Education Policy 2020 (NEP) is built upon this principle, said the Economic Survey 2025.

The survey highlighted that India's school education system serves 24.8 crore students across 14.72 lakh schools with 98 lakh teachers.

Government schools comprise 69 per cent of the total, enrolling 50 per cent of students and employing 51 per cent of teachers, while private schools account for 22.5 per cent, enrolling 32.6 per cent of students and employing 38 per cent of teachers, the survey said. The survey further said that the school dropout rates have steadily declined in recent years, standing at 1.9 per cent for upper primary, 5.2 per cent for upper primary, and 14.1 per cent for secondary levels.

It said the improvements in basic facilities, including sanitation, and information and communication technologies (ICT) availability, have been notable, reflecting a positive trend in school infrastructure development.

According to the UDISE+ 2023-24 Report, the percentage of schools having computers increased from 38.5 per cent in 2019-20 to 57.2 per cent in 2023-2024.

Similarly, the percentage of schools having internet facilities increased from 22.3 per cent in 2019-20 to 53.9

per cent in 2023-2024.

It said the importance of skill education in schools has grown significantly with the advent of Industry 4.0, a highly dynamic and skill-intensive era defined by automation, artificial intelligence (AI), Internet of things (IoT), big data, and robotics.

The survey also mentioned that India's higher education system ranks among the largest globally, with 4.33 crore students enrolled in 2021-22, a 26.5 per cent increase from 3.42 crore in 2014-15.

The GER for the 18-23 age group also increased from 23.7 per cent to 28.4 per cent during this same period (2014-15 to 2021-22).

To achieve the government's goal of increasing GER to 50 per cent by 2035 in higher education, there is a need to double the educational network and infrastructure. Over the years, there has been a significant transformation in the higher education ecosystem. Total Higher Education Institutions (HEIs) increased by 13.8 per cent from 51,534 in 2014-15 to 58,643 in 2022-23, the Survey added.

By 2040, all HEIs are to become multidisciplinary institutions. The measures to achieve this aim include greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

Fewer dropouts but retention a problem in schools

Sanjay Maurya

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NEW DELHI: India's school dropout rates have steadily declined across all levels, but student retention remains a significant challenge with less than half of students completing higher secondary education, according to the Economic Survey 2024-25 tabled in Parliament on Friday.

The survey found dropout rates of 1.9% for primary (Classes 1 to 5), 5.2% for upper primary (Classes 6 to 8), and 14.1% for secondary levels (Classes 9 to 12). However, retention rates — the proportion of children who remained enrolled since the first grade — paint a more complex picture: it was 85.4% for primary, dropping to 78% for elementary, 63.8% for secondary, and just 45.6% for higher secondary levels.

These figures come as India's massive school education system serves 248 million students across 1.5 million schools with 9.8 million teachers, according to the education ministry's Unified District Information System for Education-Plus report.

Government schools dominate the educational landscape, comprising 69% of all schools and enrolling 50% of students while employing 51% of teachers. Private schools make up 22.5%, with 32.6% of student enrolment and

THE SURVEY SAID ACHIEVING THE GOVT'S TARGET OF 50% GER IN HIGHER EDUCATION BY 2035 WILL REQUIRE DOUBLING THE PRESENT INFRA

38% of teachers, the report found.

Digital infrastructure has seen significant improvement. Schools with computers increased from 38.5% in 2019-20 to 57.2% in 2023-2024, while those with internet access rose from 22.3% to 53.9% during the same period.

The survey said the National Education Policy (NEP) 2020 is built on the principle that "education and human capital development are among the foundational pillars of development."

The survey referred to growth in the higher education sector, with total enrolment reaching 43.3 million students in 2021-22, up 26.5% from 34 million in 2014-15.

It noted that achieving the government's target of 50% (gross enrolment ratio) GER in higher education by 2035 would require doubling the current educational infrastructure. The GER for the 18-23 age group has increased from 23.7% to 28.4% between 2014-15 and 2021-22.

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Union Budget 2025: ₹78572.10 Crore for School Education & Literacy; PM SHRI gets ₹7500 Crore

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**Anum Ansari**
Assistant Manager – Content

New Delhi, Updated on Feb 1, 2025 13:00 IST

According to the allocation made by the finance ministry, the Department of School Education and Literacy has gone up by INR 5564 Cr i.e. to INR 78572.10 crore.



Union Budget 2025 for the Department of School Education and Literacy, Higher Education

Union Budget 2025: Union Finance Minister Nirmala Sitharaman unveiled the **Union Education Budget 2025** in Parliament today, February 1, 2025, allocating a total of **INR 128650.05 crore to the education sector**. This includes funding for the **Department of School Education and Literacy** and the **Department of Higher Education**. The education budget emphasizes several new initiatives and increased allocations to support the development and growth of India's education system.

Detailed Allocation of Budget 2025-26 for Education Sector

For the financial year 2025-26, the **total allocation for the education sector stands at INR 128650.05 crore**. Below is a breakdown of the budget allocation for the two key departments under the Ministry of Education.

Department of School Education and Literacy gets INR 78572.10 Crore

The school Education and Literacy department has been allocated approximately **61% of the total education budget for 2025-26**. This allocation will support various educational schemes and initiatives aimed at strengthening school education across the country.



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Department of Higher Education gets INR 50077.95 Crore

The Department of Higher Education has been allocated 39% of the total budget, supporting the growth and expansion of India's higher education institutions.

Department	2024-25 Allocation (INR Crore)	2025-26 Allocation (INR Crore)
School Education & Literacy	73,008.10	78,572.10
Higher Education	47,619.77	50,077.95
Total	1,24,638.77	1,28,650.05

Key Budget Highlights

- Increased Allocation for PM Schools for Rising India (PM SHRI)**
The budget allocation for PM SHRI saw a significant increase of INR 1,450 crore, taking the total to INR 7500 crore. This initiative aims to upgrade over 15,000 schools to align with the National Education Policy (NEP) 2020.
- Increased Funding for Pradhan Mantri Poshan Shakti Nirman (PM POSHAN)**
The allocation for the PM POSHAN scheme, which focuses on providing mid-day meals, has been increased to INR 12500

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crore, reinforcing the government's commitment to improving nutrition and education for schoolchildren.

- **Boost for Strengthening Teaching-Learning and Results for States (STARS)**

The STARS project, which is supported by the World Bank, has again received an allocation of INR 1,250 crore. This initiative aims to enhance educational outcomes in states across the country.

Major Expenditure Heads under the Department of School Education and Literacy

The Department of School Education and Literacy has several key initiatives and expenditure heads under which the funds will be allocated. Below are the key figures for the financial year 2024-25:

Expenditure Head	2024-25 Allocation (INR Crore)	2025-26 Allocation (INR Crore)
Samagra Shiksha	37,500	41,249.98
Autonomous Bodies (including KVS and NVS)	15,638.67	15,430.58
Total Centrally Sponsored Schemes (including PM POSHAN)	57,427.39	62,660.00

The **Samagra Shiksha** scheme, which focuses on holistic education, has been allocated INR **41249.98** crore. The allocation for **Autonomous Bodies**, which includes Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS), has been decreased to INR **15430.58** crore. Meanwhile, the **Centrally Sponsored Schemes**, including the **PM POSHAN scheme**, have been increased to INR **62660.00** crore.

The Union Budget 2025 outlines several ambitious plans for the education sector, with substantial increases in allocations to support both school and higher education initiatives. The government's continued focus on sustainability, education for all, and the integration of technology in learning reflects a commitment to building a strong and resilient education system for the future. The budget also emphasizes the expansion and improvement of existing schemes like PM SHRI and PM POSHAN, ensuring that quality education and nourishment reach every corner of the country.

Read More:

- [Union Budget 2025: 50,000 Atal Tinkering Labs, 6,500 New IIT Seats, 10,000 MBBS Seats and More Announced for Education](#)

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Anum Ansari
Assistant Manager – Content

"Writing is not about accurate grammar, it's about the honest thoughts you put in it". Having a versatile writing style, Anum loves to express her views and opinion on different topics such as education, entertainme... [Read Full Bio](#)

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Budget Education Sector 2025 Highlights: Centre will create additional infrastructure in five IITs and expand IIT Patna and launch 'Bharatiya Bhasha Pushtak' scheme to provide digital form of Indian language books for schools and higher education.





Education Budget 2025: While the education sector still hopes for 6 per cent of Gross Domestic Product (GDP) allocation to the public education system, the minister last year allocated Rs 1.12 lakh crore to the education sector

Budget 2025 for Education Sector Highlights: Union Finance Minister Nirmala Sitharaman on Saturday presented the Budget 2025-26. In the next 5 years, [75000 more seats will be added in the medical colleges and the government will give boost to infrastructure of IITs set-up after 2014.](#) Ahead of Bihar elections, IIT-Patna's infrastructure will be given a boost.

Further, the Centre will grant more fellowships, said the FM.

While the education sector pitches for a 6 per cent of Gross Domestic Product (GDP) allocation to the public education system, the minister this year allocated Rs 1,28,650.05 crore, marking a 6.65 per cent increase from the previous year. Last year, the education sector was allocated Rs 1.12 lakh crore, which was a 13 per cent increase from the previous year.

Read | IIM-IIT parity, focus on STAM, lower tax for low-income students: Union Budget 2025 expectations

A day before the Budget 2025, the Union finance minister tabled the Economic Survey 2024-25 in the Parliament, which stated that India's school education system serves 24.8 crore students across 14.72 lakh schools with 98 lakh teachers (UDISE+ 2023-24). Government schools make up 69 per cent of the total, enrolling 50 per cent of students and employing 51 per cent of teachers, while

The NEP 2020 aims for a 100 per cent Gross Enrolment Ratio (GER) by 2030. The GER is near-universal at the primary (93 per cent) and the efforts are underway to bridge the gaps at the secondary (77.4 per cent) and higher secondary level (56.2 per cent), driving the nation closer to its vision of inclusive and equitable education for all.

LIVE UPDATES

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Union Education Budget 2025 Live: What is Gyan Bharatam Mission

Documentation and conservation of our manuscript heritage to cover more than 1 crore manuscripts. National Digital Repository of Indian knowledge systems for knowledge sharing to be set up



○ 18:18 (IST) 1 Feb 2025

Union Education Budget 2025 Live: PM Research Fellowship

The Union Budget aims to provide ten thousand fellowships from Centre for technological research in IITs and IISc.



○ 18:15 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Investing in people, economy and innovation

Expansion of Capacity in IITs

Day Care Cancer Centres in all District Hospitals

Bharatiya Bhasha Pustak Scheme: provide digital-form Indian language books for school and higher education.

05 National Centres of Excellence for skilling to be set up with global expertise and partnerships.

Atal Tinkering Labs: 50 Thousand Labs to be set up in government schools in next 5 years.

Centre of Excellence in Artificial Intelligence for education with a total outlay of ₹500 crore.

Broadband connectivity to be provided to all government secondary schools and primary health centres in rural areas.

Expansion of medical education: 10,000 additional seats with the goal of adding 75,000 seats in the next 5 years.

PM SVANidhi: To be revamped with enhanced loans from banks, UPI linked credit cards and capacity building support.

Welfare of Online Platform Workers: Registration on the e-Shram portal & healthcare under PM Jan Arogya Yojana.



17:58 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Increase may not be there yet the quantum of allocation is good, says Dr Vikas Prakash Director - PGPM & Professor

“10,000 medical seats and 5 additional IITs is a much desired step to increase employability and also productivity in the country. Apart from this the step to set up 5 National Centres of Excellence will give further boost to the much required productivity of Indian workers. Employability of youth who pursue streams other than engineering, medical and management is very poor. Overall in India as per Dec 2024, employability of Indian graduates is just 54%. For management graduates it is 78% which is the highest. With this poor employability one can't blame the economy for not creating jobs,”

–Says Dr Vikas Prakash Director – PGPM & Professor, Great Lakes Institute of Management, Gurgaon



The Ministry of Education has been allocated more than Rs 1.28 lakh crore in the Union Budget 2025-26, higher than the revised estimate of Rs 1.14 lakh crore in 2024-25. While the Higher Education department has been allocated an amount of Rs 50,067 crore, the school education department has received Rs 78,572 crore.

From University Grants Commission (UGC) to National Council of Education Research and Training (NCERT), most bodies under the Ministry of Education have received an increased allocation.

Top business schools — Indian Institutes of Managements (IIMs), which witnessed consistent cut in their allocated budget in a push to make them self-reliant, have also received an increased allocation of Rs 251 crore as against a revised estimate of Rs 227 crore last year.

However, the budget granted to the Indian Institute of Science, Education and Research (IISERs) has seen a drop of Rs 137 crore. Similarly, the allocated amount for World Class Institutions, has been reduced by more than 50 per cent. Last year, the amount allocated was Rs 1000 crore which has now been reduced to Rs 475 crore.



16:12 (IST) 1 Feb 2025

Union Education Budget 2025 Live: 'Focus must now shift to outcome-driven reforms'

The Union Budget 2025-26 sets the right direction with AI-driven education, research fellowships, deep-tech funding, and global skilling partnerships. These are crucial steps toward positioning education as an economic powerhouse. However, policy is always a work in progress—the real test is execution. If India is to leapfrog in education the way it did in digitization, we need a 10X mindset in implementation, institutional accountability, and adaptability.

The focus must now shift to outcome-driven reforms—aligning research with national priorities, empowering universities to lead innovation, and embedding competency-building over mere skilling. This decade will define India's global standing. Bold policy must now meet bold execution.

Kunal Vasudeva, co-founder and managing director, Indian School of Hospitality



16:08 (IST) 1 Feb 2025

Union Education Budget 2025 Live: What Education Minister Dharmendra Pradhan tells about Union Budget 2025?

#amritpeedhi and #yuvashakti with a broader canvas to express themselves and contribute to making India a knowledge-based economy.”

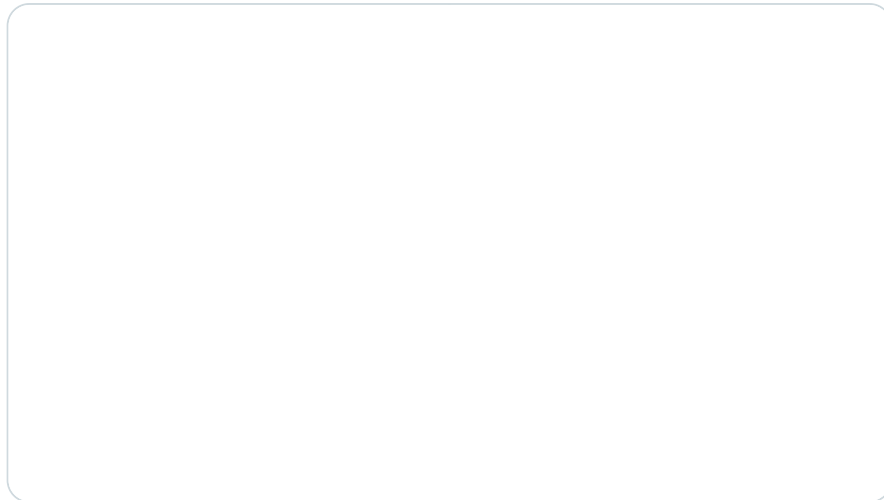
Dharmendra Pradhan 

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Education, skilling, research and innovation are the cornerstone of harnessing the full potential of India's Yuva Shakti, championing development, realising aspirations and actualising the goal of Viksit Bharat by 2047.

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 14:37 (IST) 1 Feb 2025

Union Education Budget 2025 Live: 'Budget will pave way for India to strengthen its position as a global hub'

The 2025 budget showcases the government's commitment to empowering Indian youth with the skills and opportunities needed to thrive in a globalized world. By addressing the full spectrum of education—from expanding seats in premier institutions to fostering innovation

The removal of TCS, on education-related remittances funded through loans is a particularly commendable step, easing financial barriers for students aspiring to study abroad. This forward-thinking approach ensures that India's youth have access to the best opportunities, both within the country and globally.

– Piyush Kumar Regional Director – South Asia, Canada, Latin America and Mauritius, IDP Education.



14:24 (IST) 1 Feb 2025

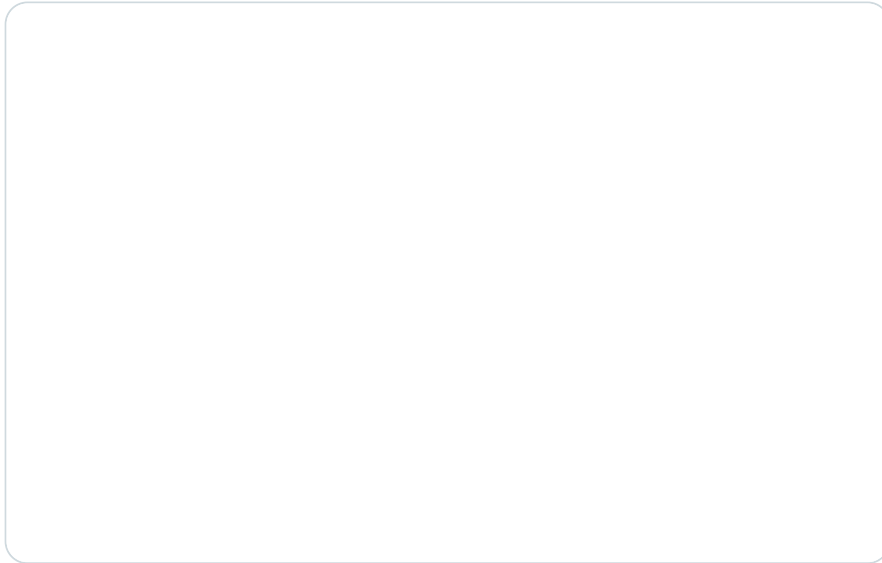
Union Education Budget 2025 Live: What doctors think of the budget announcement?

Dr Dhruv Chauhan, a national council member of the Indian Medical Association (IMA) condemn the announcement of increase in the number of seats in medical colleges.

@DrDhruvchauhan · [Follow](#)

Quality of Medical Education : No budget
 Vacancies for Doctors : No budget
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Union Education Budget 2025 Live: 'Student-centric budget'

The Union Budget 2025-26 is a transformative step toward empowering India's student community and enhancing global student mobility. The government's revisions to the Tax Collected at Source (TCS) system under the Liberalized Remittance Scheme (LRS) will significantly ease the financial burden on families. With over 1.3 million Indian students contributing more than US\$60 billion in outward remittances, the increase in the TCS threshold from Rs 7 lakh to Rs 10 lakh is a clear recognition of the financial challenges families face. The removal of TCS on remittances funded through education loans is a welcome move, ensuring financial constraints no longer hinder access to world-class education.

hub. The expansion of IITs, 50,000 Atal Tinkering Labs, and the Centre of Excellence in Artificial Intelligence with Rs 500 crore funding reflect a strong focus on skilling the youth. Additionally, the streamlined process for claiming TCS refunds will simplify financial planning for students and families. With these measures, higher education becomes more accessible, helping create a future-ready generation of students.

– Saurabh Arora, Founder & CEO, University Living



13:55 (IST) 1 Feb 2025

Union Education Budget 2025 Live: 'Focused well on growth coupled with inclusivity'

Budget 2025 has focused well on growth coupled with inclusivity through multiple policy initiatives and allocation of funds. India's future growth would depend much upon innovation and entrepreneurship for wealth creation and productive jobs creation in labour intensive sectors that has been given a due emphasis through the Make in India initiative. Budget has emphasized on education and skill development by allocation of Rs 1.48 lakh crore to education, employment, and skill development; 10,000 fellowships for technological research in IITs with enhanced financial support, research and development expenditure in private sector to promote deep tech ventures, center of excellence in AI focused on education etc. The allocation of Rs 20000 crore to promote research in the private sector will give a push to "Make in India" initiatives through deep tech ventures. However, this would require a big push to R&D expenditure to GDP from around 0.65% to at least the world average of 1.79% for accelerating our rankings in Global Innovation Index and to become a hub for high end manufacturing.

– Prof. Arya Kumar, Dean of Alumni Relations, BITS Pilani



13:46 (IST) 1 Feb 2025

Union Education Budget 2025 Live: 'Budget is visionary'

The Budget 2025 is visionary in enhancing India's higher education, women empowerment, and entrepreneurship as pillars of an inclusive, equitable, innovation-led economy. In this budget, ₹500 crore for AI Centres of Excellence and the establishment of five national skilling centres have been put as strong commitments of the government. By providing and integrating AI into the education and skill development sectors, it ensures that students will be ready to meet emerging opportunities in all the sectors.

engineering, and mathematics (STEM). This will enable students to develop critical problem-solving skills, preparing a future-ready workforce in line with India's digital and technological aspirations.

IIMs, including IIM Sambalpur are working towards the vision by developing specialized STEM-based programs such as MBA in Business Analytics, AI in learning methodology, and Women Empowerment programs that help bridge technology and management so that students become leaders in the world of data-driven decision-making, Fintech, and AI-powered industries. I believe that by integrating STEM with management education, IIMs are preparing students for high-impact careers while driving India's goal of becoming a global innovation powerhouse.

– Prof Mahadeo Jaiswal, director, IIM Sambalpur



13:41 (IST) 1 Feb 2025

Union Education Budget 2025 Live: 'Will make great positive changes in innovation, research and business collaboration'

The Union Budget of 2025 certainly shows a great focus on steps to develop education technology in India. The move to ensure broadband connectivity is done to all government run secondary schools needs no emphasis as it will help close the digital gap and allow smooth access of information to students. Visionary steps like establishment of five National Centres Of Excellence for youth will ensure focused skill development and world ready education. Train the Trainers, Skill Training of the youth will ensure more employability. Introduction of Digital Language book " Bhasa Pustak" will help promotion of all regional language.

It is encouraging to note that IIT enrollment has increased from 65000 to 135000 in the last couple of years and even further development of infrastructure by the government is a positive signal towards world class STEM education. Also, the latest announcement on establishment of a Centre of Excellence in AI for Education will make great positive changes in innovation, research and business collaboration, ensuring that India is able to keep pace with the rest of the world in new age technologies. Expansion of medical education in adding 10k seats next year and 70k seats in next 5 years will add strength to healthcare sectors.

– Sukanta Parida, admission and marketing director, Centurion University



13:17 (IST) 1 Feb 2025

Union Education Budget 2025 Live: 'Bihar appears to have got bonanza, why Andhra Pradesh so cruelly ignored'

Andhra Pradesh, has been so “cruelly ignored”. Bihar remained in focus in the presentation of the Union Budget for the fiscal 2025-26 with Finance Minister Nirmala Sitharaman making several announcements for the state, including setting up of a Makhana Board, financial support for western Kosi canal and support for enhancing capacity of IIT Patna. Presenting her record eighth Union Budget in the Lok Sabha, the finance minister also announced that the Centre will establish a National Institute of Food Technology, entrepreneurship and management in Bihar and also facilitate greenfield airports there to meet the future needs of the state.

Congress general secretary in-charge communications Jairam Ramesh said Bihar appears to have got a bonanza of announcements. “It is natural since elections are due there later in the year. But why is (has) the other pillar of the NDA, namely Andhra Pradesh, been so cruelly ignored?” Ramesh said on X in an apparent reference to BJP allies JD(U) from Bihar and TDP from Andhra Pradesh. The Congress leader also hit out at the government over announcements related to nutritional support programmes like Saksham Anganwadi and Poshan 2.0.

“The Finance Minister has announced the revision of cost norms in Saksham anganwadi and Poshan 2.0 — after many years of turning down this demand. The FM has however not extended this announcement to – inclusion of breakfast in schools; provision of a glass of milk, as is done in Karnataka through the Ksheera Bhagya Scheme; upward revision in honorarium given to Anganwadi workers,” he said.

“The Union Education and WCD Ministries themselves have been pushing for these proposals for years, only to be turned down by the Finance Ministry. What kind of investment in people is the Finance Minister envisioning without these basic provisions?” Ramesh said.



○ 12:54 (IST) 1 Feb 2025

Union Education Budget 2025 Live: What did Nirmala Sitharaman announce for the Education sector?

- The Saksham Anganwadi and Poshan 2.0 programme provides nutritional support to more than 8 crore children, 1 crore pregnant women and lactating mothers all over the country, and about 20 lakh adolescent girls in aspirational districts and the north-east region. The cost norms for the nutritional support will be enhanced appropriately.
- 50,000 Atal Tinkering Labs will be set up in Government schools in next 5 years to cultivate the spirit of curiosity and innovation, and foster a scientific temper among young minds.
- Broadband connectivity will be provided to all Government secondary schools and primary health centres in rural areas under the Bharatnet project.

– Building on the initiative announced in the July 2024 Budget, five National Centres of Excellence for skilling will be set up with global expertise and partnerships to equip our youth with the skills required for “Make for India, Make for the World” manufacturing. The partnerships will cover curriculum design, training of trainers, a skills certification framework, and periodic reviews.

– Total number of students in 23 IITs has increased 100 per cent from 65,000 to 1.35 lakh in the past 10 years. Additional infrastructure will be created in the 5 IITs started after 2014 to facilitate education for 6,500 more students. Hostel and other infrastructure capacity at IIT Patna will also be expanded.

– A Centre of Excellence in Artificial Intelligence for education will be set up with a total outlay of Rs 500 crore.

– Government has added almost 1.1 lakh UG and PG medical education seats in ten years, an increase of 130 per cent. In the next year, 10,000 additional seats will be added in medical colleges and hospitals, towards the goal of adding 75,000 seats in the next 5 years.



○ 12:26 (IST) 1 Feb 2025

Union Education Budget 2025 Live: What's on health?

– Facilitate setting up of daycare cancer centres in all district hospitals over the next three years and 200 of these will be established in 2025-26

– Gig workers will be provided healthcare facilities under the PM Jan Aarogya Yojana (PM-JAY). Likely to assist nearly 1 crore workers.

– 10,000 additional seats will be added in medical colleges and hospitals towards the goal of adding 75,000 seats in the next five years

– Facilitate setting up of daycare cancer centres in all district hospitals in the next three years. 200 centres will be established in 2025-26 itself

– Broadband connectivity will be provided to all government secondary schools and primary healthcare centres

– In the next year, 10,000 additional seats will be added in medical colleges and hospitals towards the goal of adding 75,000 seats in the next five years



○ 12:20 (IST) 1 Feb 2025

Government exempts TCS for remittances for education purposes in cases where education loan is taken from specified financial institutions.



12:18 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Tax benefits for startups

The 2025-26 Budget extends the period of incorporation by 5 years for Startups to avail tax benefits.



12:14 (IST) 1 Feb 2025

Union Education Budget 2025 Live: No income tax for annual income upto Rs 12 lakh

No income tax payable for annual income upto Rs 12 lakh.



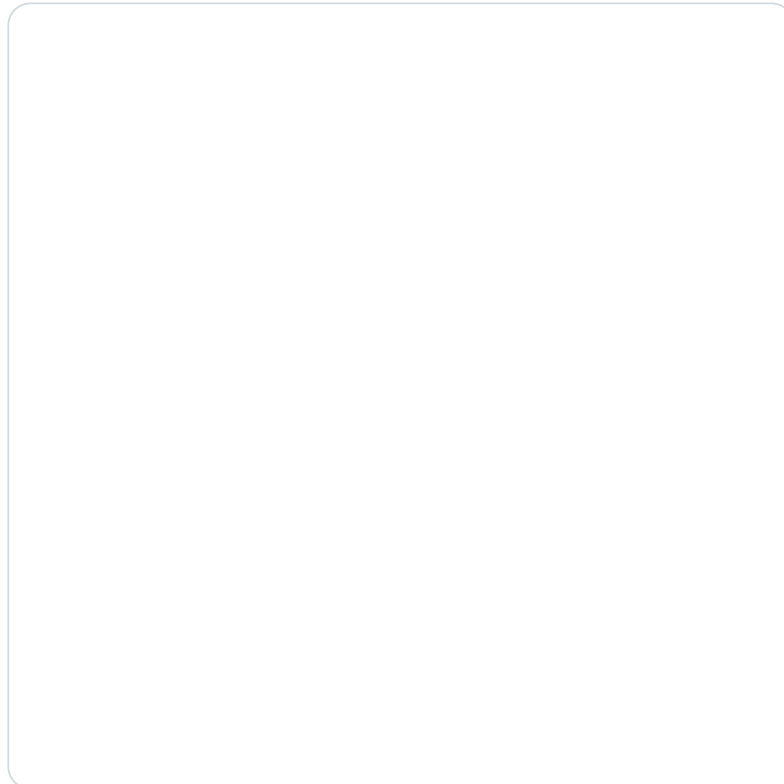
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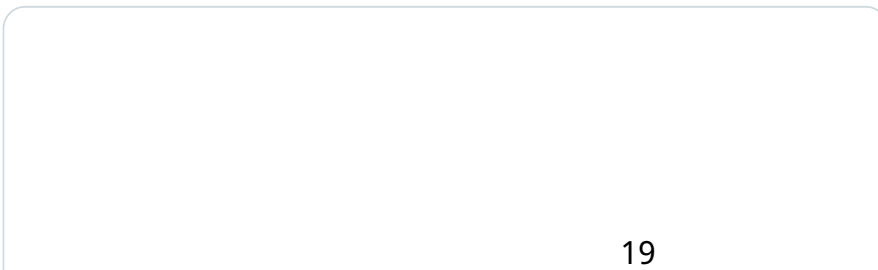


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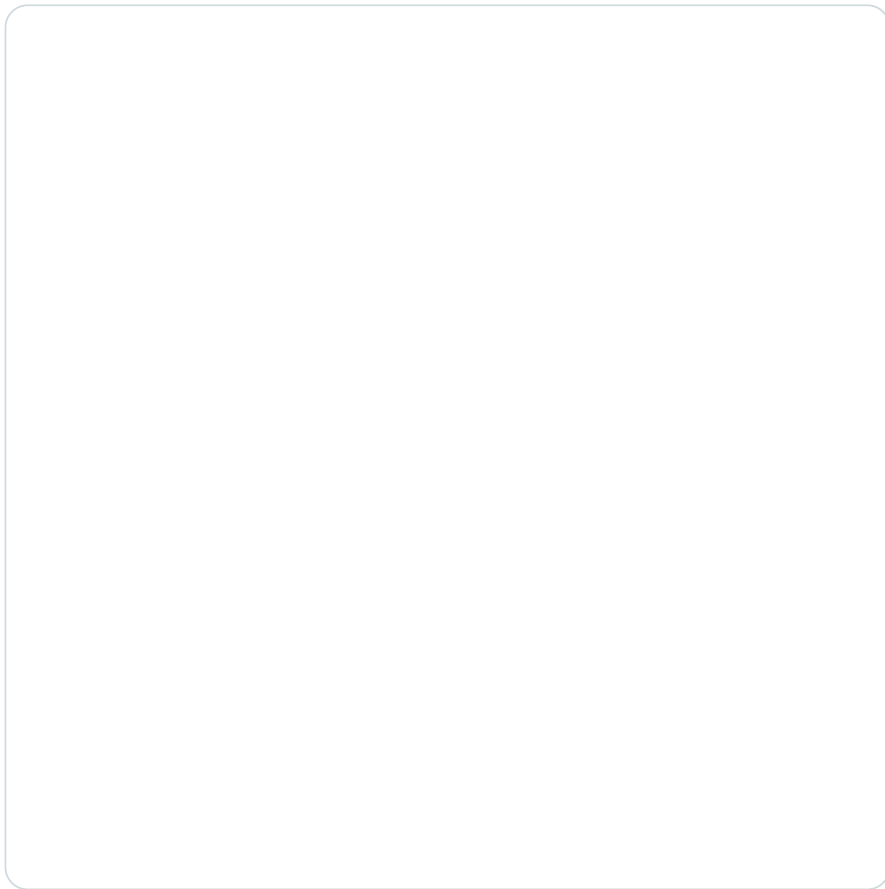
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Union Education Budget 2025 Live: Day Care Cancer Centres



12:02 (IST) 1 Feb 2025

Union Education Budget 2025 Live: PM Research Fellowship

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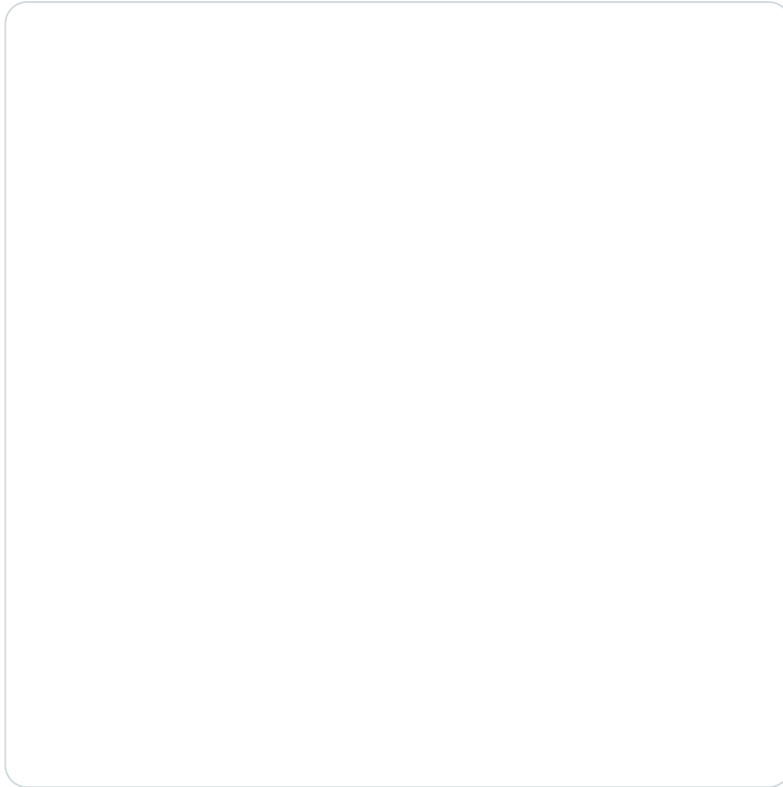
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National Geospatial Mission

National Geospatial Mission to be launched to develop foundational geospatial infrastructure and data

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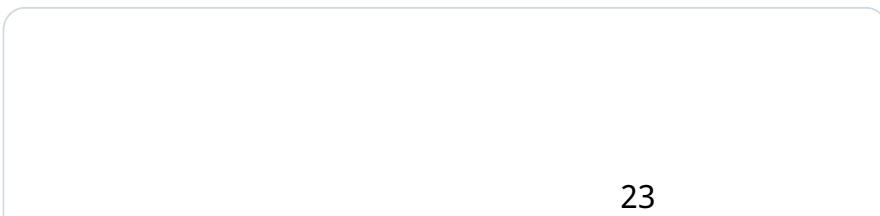
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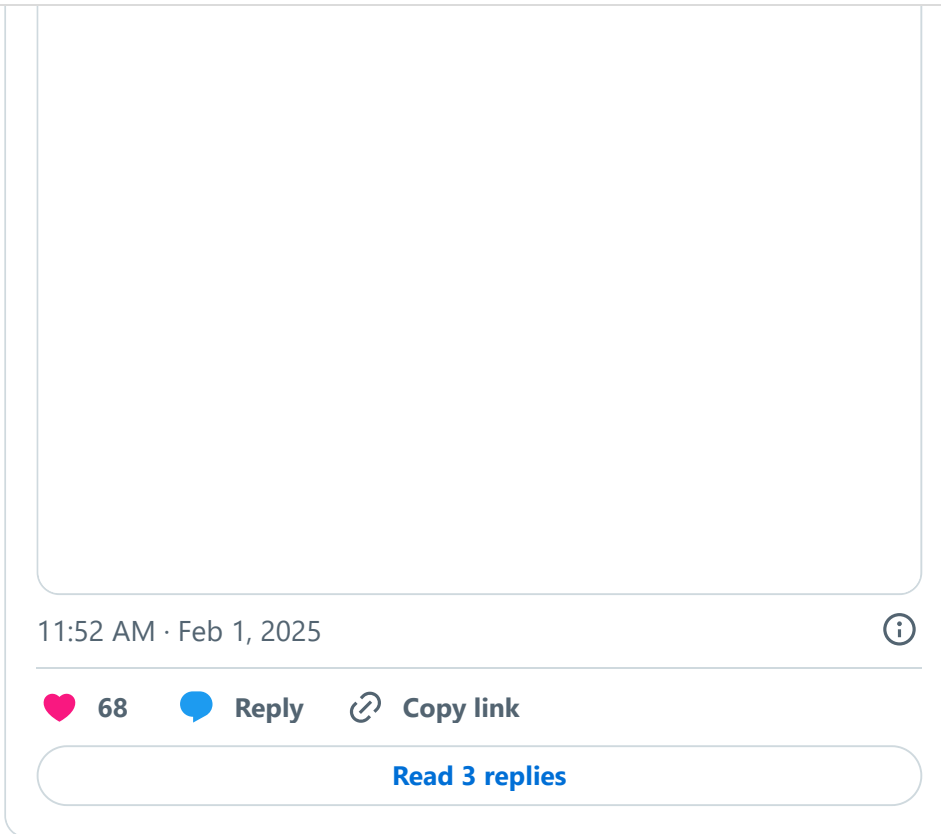
PM Research Fellowship

10,000 fellowships to be provided under the PM Research Fellowship scheme in next five years, for technological research in IITs and IISc

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11:52 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Will increasing seats in the existing colleges do good?

We are unsure if increasing of seats in the existing IITs shall do major good to the country; instead, the Government should focus in improving the quality and outcome of education in the existing engineering colleges of the country and make them sustainable. That would set up the tone for higher private investments in higher education.

– Shantanu Rooj, Founder and CEO, TeamLease Edtech



11:46 (IST) 1 Feb 2025

Union Education Budget 2025 Live: 10,000 fellowships for tech research

In the next 5 years, the FM announced in her budget, as many as 10,000 fellowships for tech research in the IIT and IISc will be provided.



11:37 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Increase in medical seats



11:36 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Broadband connectivity to all government secondary schools

Presenting the Union Budget 2025, Union Finance Minister Nirmala Sitharaman announced broadband connectivity will be provided to all government secondary schools and primary healthcare centres.



11:35 (IST) 1 Feb 2025

Union Education Budget 2025 Live: 5 national centres for skilling with global expertise

FM Sitharaman announces setting up of five national centres for skilling with global expertise.



11:34 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Bharatiya Bhasha Pushtak scheme

Government will launch a Bharatiya Bhasha Pushtak scheme to provide digital form of Indian language books for schools and higher education, the Finance Minister announced.



11:32 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Additional infrastructure in five IITs

Government will be creating additional infrastructure in five IITs started after 2014 and expand IIT Patna, the FM announced.



11:31 (IST) 1 Feb 2025

Union Education Budget 2025 Live: 50,000 Atal Tinkering Labs

The Finance Minister in her eighth consecutive budget announced the set up of 50,000 Atal Tinkering Labs in the next 5 years to cultivate scientific temper in young minds.



11:26 (IST) 1 Feb 2025

Govt to establish national institute of food technology, entrepreneurship and management in Bihar, the Finance Minister announced.



11:17 (IST) 1 Feb 2025

Union Education Budget 2025 Live: 'Resilience programme focussing on youth'

Government to launch rural prosperity, resilience programme focussing on youth, women and farmers, says Finance Minister.



11:14 (IST) 1 Feb 2025

Union Education Budget 2025 Live: 'Next 5 years as unique opportunity to stimulate growth'

Presenting the Union Budget 2025, Union Finance Minister Nirmala Sitharaman said that this will be a “journey to unlock our potential for greater prosperity.”

“Indian economy is fastest growing among all developing economies. We see the next five years as unique opportunity to stimulate growth,” she added.



11:10 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Quality education in Viksit Bharat

Viksit Bharat will have zero poverty, quality education, high-quality, affordable and comprehensive healthcare, says FM Sitharaman.



11:03 (IST) 1 Feb 2025

Union Education Budget 2025 Live: FM Sitharaman starts budget speech

The Union Finance Minister Nirmala Sitharaman is now presenting the Budget 2025-26 on the Parliament.



11:00 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Phases in budget session

Minister Nirmala Sitharaman also tabled the Economic Survey 2024-25 in the Parliament.



10:51 (IST) 1 Feb 2025

Union Education Budget 2025 Live: President Murmu offers 'dahi-cheeni' to FM Sitharaman

President Draupadi Murmu offered 'dahi-cheeni' (curd-sugar) to FM Nirmala Sitharaman before presenting the Budget 2025.



10:46 (IST) 1 Feb 2025

Union Education Budget 2025 Live: School dropout rates decreased

According to the Economic Survey 2024-25, school dropout rates have steadily declined in recent years, standing at 1.9 per cent for primary, 5.2 per cent for upper primary, and 14.1 per cent for secondary levels.



10:26 (IST) 1 Feb 2025

Union Budget 2025 Live: AI driven recruitment, workforce planning

India's employment and HR Tech sectors will grow and this will be driven by emerging technologies. We feel there will be a 20% increase in the job market because of fields like AI, machine learning, and cybersecurity, alongside sector-specific hiring opportunities. Skills-based hiring is the need of the hour and this is why programs like Skill India Digital will play a crucial role in preparing the youth for the digital economy. What is also important is aligning the student's skills with the requirements of the industry. We hope there will be a continued support for entrepreneurship, through increased investment in sectors like AI and IoT and the simplification of regulatory processes, will create a more conducive environment for startups, encouraging innovation and job creation.

There's a strong possibility that more funds will be allocated to skilling initiatives, building on the government's previous efforts for 41 million individuals and the Rs 4520 crore allocated to the Ministry of Skill Development and Entrepreneurship. We anticipate an increase in this year's allocation to further boost skill development and job creation, with a greater focus on state-wise distribution of funds.

The key trends we see in 2025 will be AI driven recruitment and workforce planning along with AI tools streamlining hiring, reducing biases, and enhancing HR functions through

– Ankit Aggarwal, Founder & CEO of Unstop, talent attraction, assessment and hiring platform for Gen Zs



10:12 (IST) 1 Feb 2025

Union Budget 2025 Live: Continued emphasis on STEM, AI-driven learning

In Union Budget 2025 we hope for continued emphasis on STEM education, AI-driven learning, and the implementation of NEP objectives. The past year's budget announcements laid a strong foundation with initiatives like increased focus on digital education and skill development. Building on this momentum, we anticipate more targeted investments in advanced STEM research, AI adoption in higher education, and micro-credential programs. These measures will not only enhance employability but also position India as a global leader in education and innovation.

– Dr Ashok Kumar Mittal, Chancellor, Lovely Professional University



10:06 (IST) 1 Feb 2025

Union Budget 2025 Live: PM Internship Scheme

With 10 million graduates and 12 million entering the workforce annually, India faces the dual challenge of job creation and employability. With a GER of 28.4% in higher education, bridging the skill gap is crucial. The PM Internship Scheme (PMIS), launched in the previous budget, is a game-changer in enhancing employability. Its first phase saw 6.5 lakh applications for 1.3 lakh internships across 280 companies. The second phase, launched in January, aims to expand corporate participation to 500 companies, boosting applications by 60-70% and intake by 30%.

PMIS is also expected to drive a 10-15% increase in CSR spending on skilling. The government plans to further expand the initiative, fostering industry-academia collaboration and equipping youth with practical skills. By emphasizing internships, apprenticeships, and skilling, PMIS strengthens India's workforce, enhances productivity, and supports economic growth, positioning itself as a key driver of sustainable development.

– Dhriti Prasanna Mahanta, Vice President & Business Head at TeamLease Degree Apprenticeship



Social sector policies need to consider the complex interplay of multiple factors which eventually determine their success. For example, a policy to improve school education may not be very effective without policies related to healthcare, food and nutritional security, access to transport facilities, and household income playing as the contributing factors to a child continuing school.

– Economic Survey 2024-25



09:52 (IST) 1 Feb 2025

Union Budget 2025 Live: 'Strategic investments in human capital'

As we anticipate the upcoming budget, our hope is that the government prioritizes strategic investments in human capital, recognizing its pivotal role in driving sustainable and inclusive economic growth. This entails a multi-pronged approach encompassing robust support for skill development initiatives that align with evolving industry demands, fostering a thriving research and innovation ecosystem through enhanced funding and industry-academia partnerships, and ensuring equitable access to quality education at all levels. We believe that a budget focused on empowering our youth with relevant skills, fostering a culture of innovation, and promoting inclusive education will not only enhance employability and drive economic progress but also lay the foundation for a more prosperous and equitable future for India.

Fr. Dr. K.S. Casimir, Director of XLRI Delhi-NCR



09:47 (IST) 1 Feb 2025

Union Budget 2025 Live: Role of foreign universities in advancing India's 2025 goals

Foreign university partners play a crucial role in advancing India's 2025 development goals by strengthening education, skilling, research, and innovation.

1. Industry-Academia Collaboration: Facilitate joint R&D in AI, sustainability, healthcare, and manufacturing; enhance curriculum alignment with global industry needs.

2. Skilling & Workforce Development: Support India's skilling mission through world-class training, centers of excellence in digital fields, and industry-led apprenticeships.

3. Digital & AI-Integrated Learning: Expand virtual labs, AI-driven education, and digital

4. Internationalisation of Higher Education: Promote joint degrees, student/faculty exchanges, and offshore campuses to position India as a global education hub.

5. Research & Innovation: Align projects with sustainability, clean energy, healthcare, and indigenous technology development under 'Make in India.'

6. Policy Advisory & Capacity Building: Aid NEP 2020 implementation, faculty training, and policy development for skill-based education.

With India's 2025 focus on digital learning, AI, and research, foreign university collaborations are key to building a globally competitive workforce and advancing India's knowledge economy.

– Ravneet Pawha, Vice President (Global Engagement) and CEO (South Asia), Deakin University



09:41 (IST) 1 Feb 2025

Union Budget 2025 Live: Key expectations as highlighted by Vice President (Global Engagement), CEO (South Asia), Deakin University

The 2025 budget is expected to introduce forward-looking reforms that enhance digital learning, expand access, and strengthen industry-academia collaborations. Some of the anticipated priorities include:

- Increased funding for digital infrastructure, including virtual labs and the Digital University initiative.
- Greater integration of AI, machine learning, and data sciences into curricula.
- Targeted investments to bridge the digital divide in rural areas.
- Expansion of skill-based education with a focus on hands-on training and internships.
- Reduction or elimination of GST on educational services and digital learning tools to make education more affordable.

These initiatives will ensure that students are equipped with the skills necessary for a rapidly

Ravneet Pawha, Vice President (Global Engagement) and CEO (South Asia), Deakin University



09:38 (IST) 1 Feb 2025

Union Budget 2025 Live: Enhance employability for youth, particularly in Tier-2 and Tier-3 cities

The upcoming Union Budget is expected to prioritize the modernization and inclusivity of India's education sector, aligning with the National Education Policy (NEP) 2020 and India's aspirations to become a global knowledge hub.

One key focus area could be digital education. The digital divide has widened post-pandemic, especially in rural and underserved areas. The government will likely allocate substantial resources to bridge this gap by improving internet connectivity, providing devices, and investing in digital tools for schools and colleges. Expanding access to platforms like DIKSHA and strengthening the digital learning ecosystem will be critical.

Another area of emphasis could be skill development and vocational training. Programs designed to enhance employability for youth, particularly in Tier-2 and Tier-3 cities, may see increased funding. This aligns with India's push toward industrial growth, especially in high-demand sectors like IT, hospitality, and green energy.

Additionally, higher education may be boosted through incentives for international collaborations, research funding, and promoting India as a global education destination. Scholarships for economically weaker students and support for private institutions driving excellence might also feature. The budget will likely focus on accessibility, employability, and global competitiveness, reflecting a roadmap for bridging economic and educational disparities across India.

– Kunal Vasudeva, Co-founder & Managing Director of the Indian School of Hospitality



09:30 (IST) 1 Feb 2025

Union Budget 2025 Live: How did the 2024 budget support education, skilling, and employment?

The 2024 budget allocated Rs 1.48 lakh crore to education, employment and skilling, reflecting the government's commitment to building a future-ready workforce. Key measures included strengthening the skilling and apprenticeship ecosystem, creating internship opportunities for

annually and education loans up to Rs 10 lakh with a 3 per cent interest subvention for domestic higher education. These initiatives have laid a strong foundation for the education sector's growth.



09:27 (IST) 1 Feb 2025

Union Budget 2025 Live: Compliance for professionals, rationalise taxation for start-ups, incentivise ESG-led initiatives

“As the Union Budget 2025 draws near, ICAI remains optimistic about the government’s vision for shaping an inclusive and progressive India. We look forward to reforms that can empower the education and promote ease of doing business, both of which are critical to the nation’s growth story.

We hope for measures that simplify compliance for professionals, rationalise taxation for start-ups, and incentivise ESG-led initiatives through tax benefits. Aligning tax provisions with global benchmarks and supporting innovation will accelerate India’s journey to becoming a global economic leader.

We are confident that a forward-looking budget will enable ICAI and the larger professional community to contribute even more significantly to the nation’s sustainable and inclusive development. Together, we can build a robust framework that uplifts every segment of society and drives India’s aspirations to new heights.

– CA Ranjeet Kumar Agarwal, President, ICAI



09:25 (IST) 1 Feb 2025

Union Budget 2025 Live: Strengthen the Model Skilling Loan Scheme

As we look ahead to the Union Budget 2025, it is essential that we move beyond incremental measures and take transformative steps to bridge the widening gap between education, skilling, and employability. While last year’s focus on employment-linked skilling schemes and financial support for education loans was encouraging, the true challenge lies in driving systemic change that integrates skilling into the DNA of higher education. We urge the government to strengthen the Model Skilling Loan Scheme, ensuring it includes targeted funding for industry-aligned, short-term certifications that enhance employability in dynamic sectors like marketing, technology, and digital innovation. Additionally, the salary eligibility cap for employment incentives should be revised upwards to reflect the rising aspirations and realities of India’s knowledge economy. Educational institutions must be incentivized—and held accountable—to embed experiential learning, internships, and mentorships as a core part of their programmes. The burden of making students workforce-ready cannot rest solely on

our workforce. We hope this budget delivers not just on numbers but also on systems and accountability. India's youth need more than degrees; they need a cohesive ecosystem that empowers them to become industry leaders from day one.

– Varun satia, Founder & CEO, Kraftshala



09:21 (IST) 1 Feb 2025

Union Budget 2025 Live: 'Continued focus on STEM education'

In Union Budget 2025 we hope for continued emphasis on STEM education, AI-driven learning, and the implementation of NEP objectives. The past year's budget announcements laid a strong foundation with initiatives like increased focus on digital education and skill development. Building on this momentum, we anticipate more targeted investments in advanced STEM research, AI adoption in higher education, and micro-credential programs. These measures will not only enhance employability but also position India as a global leader in education and innovation.

– Dr Ashok Kumar Mittal, Chancellor, Lovely Professional University



09:16 (IST) 1 Feb 2025

Union Budget 2025 Live: What IIM Sambalpur Director expects from the budget?

As we approach the upcoming Union Budget 2025, I am very much optimistic about the government's continued focus on fostering innovation, entrepreneurship, and skill development. Policies supporting incubation centers, small startups, and the creation of globally recognized Indian brands will be more significant in driving economic growth, promoting innovation and empowering the next generation of entrepreneurs, which should be the focus area for government also.

We also look forward to such empowering initiatives, promoting international collaborations and partnerships as that is the only way through which the Indian education system can compete globally. Enabling international dual-degree programs, joint research endeavors, and student exchange programs with global universities, alongside working closely with international NGOs and aligning with Sustainable Development Goal 17, will be instrumental in enhancing India's global standing in education and research.

At IIM Sambalpur, we believe such measures will not only strengthen the innovation ecosystem but also position India as a hub for academic excellence and sustainable development in the

– Prof Mahadeo Jaiswal, IIM Sambalpur Director



09:13 (IST) 1 Feb 2025

Union Budget 2025 Live: Focus more on vocational skills, invest in infrastructure and resources

The government must focus more on vocational skills to prepare people for real-world jobs. Vocational education is not just an option anymore; it is essential for helping students gain future-ready skills and improving employability. By creating special funds for industry-academia collaboration, programs like research internships and technology partnerships can grow. These will help students learn practical skills and make education more relevant to job market needs.

To achieve the goal of increasing the Gross Enrolment Ratio (GER) in higher education, we must invest in infrastructure and resources. This means building more classrooms, upgrading facilities, and including vocational education as a core part of the system. Recruiting and training teachers should also be a priority to ensure better education quality.

India can also improve its global standing in education by collaborating with international universities and encouraging private and EdTech partnerships. This will help attract more foreign students and strengthen the education system.

An increase in the education budget is a strong and positive step. However, we must ensure that the money is used effectively. The focus should be on building infrastructure and investing in teachers and students. A skilled workforce, inclusive education system, and global competitiveness are the key to making India a leader in education and development in the 21st century.”

– Er. Koneru Lakshman Havish, Vice President, KL Deemed to Be University



09:11 (IST) 1 Feb 2025

Union Budget 2025 Live: Tax relief, expanding access to education

The government is expected to offer tax relief for corporate grants to educational institutions, thereby encouraging collaborations to improve infrastructure and research initiatives.

Additionally, Public-Private Partnerships (PPP) are likely to be prioritized in the upcoming budget to address infrastructure gaps and resource constraints in disadvantaged areas, fostering holistic growth. To achieve the objectives out in the National Education Policy (NEP),

pedagogy.

– Nipun Goenka, Managing Director, GD Goenka Group



09:09 (IST) 1 Feb 2025

Union Budget 2025 Live: How to accelerate job creation?

Considering the 2025 budget is around the corner, the emphasis on skill development in India has never been higher. With an outlay of Rs 1.20 lakh crore for education and skill development programs in the previous budget, this upcoming budget seems likely to make education an even more highlighted sector. This investment is very important to bridge the skill gap and to equip the workforce for a dynamic job market.

To accelerate job creation, we suggest that the incentives be directed toward labour-intensive industries such as textiles and food processing, sectors that have a remarkable multiplier effect on the rural economy. Also, investing resources in technology innovation improves the quality of blue-collar jobs and standardizes the economy. Financial and other support to employers and workers is needed to enable skill acquisition, incentivizing cross-sectoral partnerships between education and industry to develop job-prepared curricula.

The current increase in the Labour Force Participation Rate (LFPR) reveals a positive trend, with men at 74.7% and women at 25.2%. Increase in LFPR has been good for men, but increasing for women should be a key priority. At the same time, as we tap into this demographic dividend, creating a unified database that matches market needs with available skills is essential; mainly, using the professional certification of blue-collar occupations is not less critical.

These actions, in the end, aim at making employment better and at triggering economic activity on both sides of the demand economy and the supply, in order to create a more skilled talent that will help to drive the Indian economy.

– Vikram Kumar, head of partnership & communication, NIIT Foundation



08:59 (IST) 1 Feb 2025

Union Budget 2025 Live: Partnerships between industries and universities

On the announcement of the Economic Survey 2025, I believe the future of education will be shaped by the integration of AI and digital technologies. AI can make a big difference in the way teachers work, automating tasks like lesson planning, assessments, and personalized

offering guidance based on their individual needs, as well as career advice and problem-solving support.

The government's efforts to push digital education through initiatives like PM eVidya, DIKSHA, and SWAYAM are key steps in this direction. By adding AI and machine learning to these platforms, we can provide quality education to a larger number of students. Additionally, partnerships between industries and universities are essential for equipping students with the skills they need in the real world. Programs like Apprenticeship Embedded Degrees and the National Credit Framework (NCrF) are great ways to link academic learning with practical experience.

Building AI-powered learning labs, especially in fields like robotics, cybersecurity, and blockchain, will give students hands-on experience in emerging technologies. With initiatives like Frontier Technology Labs (FTLs), students will be better prepared for the digital future. As education continues to evolve, leveraging AI and digital tools will be key to making learning more accessible, inclusive, and future-ready.

– Anurag Gupta, Co-Founder of STEMROBO



08:57 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Financial support for students pursuing international education

As we approach the Union Budget 2025-26, we anticipate measures that will further strengthen India's education landscape and position the country as a global leader in talent mobility. Expanding financial support for students pursuing international education, such as reducing tax collection at source (TCS) rates and increasing subsidies, can empower students to access world-class learning opportunities abroad. At the same time, streamlining regulatory frameworks to attract foreign universities to establish campuses in India will create globally competitive, affordable education options domestically.

Additionally, fostering robust international collaborations and enhancing access to financial aid are crucial steps to bridge existing gaps and ensure that Indian students and institutions can thrive on a global stage. By prioritizing education funding and accessibility, the government has the potential to create a transformative ecosystem that aligns with India's aspirations of becoming a knowledge economy and a preferred destination for international academic partnerships.

– Aritra Ghosal, Founder & Director, OneStep Global



Looking ahead to the Union Budget 2025-26, I am hopeful that we will continue to see a concerted focus on embedding career guidance within the fabric of India's education system to achieve our vision of Viksit Bharat 2047. This should include equipping educators with the tools to guide students in making informed career decisions, thus enhancing their academic performance and mental well-being. By integrating career guidance into the educational experience, we can ensure that students receive a stress-free environment that prioritizes their holistic development, preparing them to navigate their futures successfully, and contributing to the development of a skilled, confident, and future-ready workforce for the country.

– Ganesh Kohli, Founder of IC3 Movement



○ 08:52 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Initiatives to upskill faculty, revamp curriculums

Initiatives to upskill faculty, revamp curriculums, and bolster infrastructure will be crucial to shaping globally competitive graduates. It's time to prioritize innovation in pedagogy and policies that make India a global knowledge hub.

– Vaidyanathan V, CFO at Great Lakes Institute of Management, Chennai



○ 08:51 (IST) 1 Feb 2025

Union Education Budget 2025 Live: Funding to bridge the urban-rural divide

Funding to bridge the urban-rural divide and easing regulations for private institutions are vital for promoting innovation and academic excellence.

– Prof. Swapnil Sahoo, Assistant Professor-Strategy and Entrepreneurship, Great Lakes Institute of Management, Gurgaon



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Environmental studies to be part of school curriculum from 2026 under NEP, says NCERT expert

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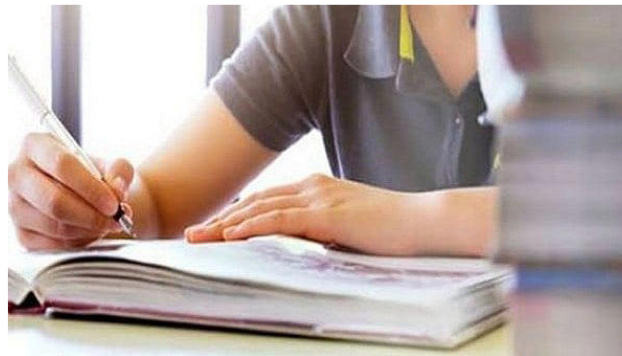



Image used for representational purpose.

BENGALURU: Environmental studies will soon be part of central and state boards of education. According to experts, environmental studies is essential at all levels of education.

Dr Chong Shimray, associate professor, Department of Education in Science and Mathematics, National Council of Educational Research and Training (NCERT), said efforts are on to introduce environmental studies as a separate subject in the curriculum of 2026 academic year for Grade 10 students as part of the National Curriculum Framework for Social Education (NCFSE) in accordance with the National Education Policy (NEP).



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She said it is being taught to students of Grades 3 and 6. Efforts are

academic, but practical.

Speaking to *TNIE* on the sidelines of a two-day 'ClimatEd Summit, Envisioning New Pathways for Education' in the city, Chong said, "Studies show students' pen-down time is 29 hours per week. Hence, climate education is important for their transformation. It should go beyond the concept of switching off lights and fans. Students should be involved in decision-making -- like buying a home or a car -- where environmental knowledge is required." Environmental education should now be relatable and tangible in school curriculum.

"Each chapter will have experiments or exercises to do. Here, teachers play a crucial role in taking education forward and engaging in activities. Work is also being done to introduce environmental concepts in mathematics," she said.

Related video: NTA to focus on entrance exams; Boards to be held twice a year: Minister Pradhan @ ET Roundtable (The Economi...

Rajeev Gowda, chairman, AICC Research, and ex-chairman, of Karnataka Planning Commission, said Karnataka has its own state education policy against NEP. "I am here to work and engage with students and experts on having a framework for environmental education. Activity and education-based frameworks are wonderful for students. Green career-oriented perspectives are also needed," he added.

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News

Budget 2025: Govt says school education is priority, but do allocations say so?

Overall budget allocation for school and higher education has remained similar to FY24, with the Samagra Shiksha programme getting higher funds in Budget 2025.



Representative image of a school classroom picxy.com/dimpy16

Written by: TNM Staff

Published on: 01 Feb 2025, 4:47 pm



Broadband connectivity to all government secondary schools and expanding the capacity of Indian Institutes of Technology (IITs) are among the key announcements related to education made in the Union Budget 2025-26 announced on February 1.

In her budget speech, Union Finance Minister Nirmala Sitharaman also announced the government's intent to expand medical education by adding 10,000 seats in medical colleges and hospitals in the coming year.

The total budget for education for FY26 stands at Rs 1,28,650 crore—Rs 78,572 crore for the Department of School Education and Literacy, and Rs 5,00,78 crore for the Department of Higher Education.

VIDEO **LONG FORM** **SUBSCRIBER ONLY** **PODCAST** **FLIX** **SUBSCRIBE**

While Nirmala Sitharaman, in her speech, said that for the Union government, “Viksit Bharat encompasses 100% good quality school education,” the increase in budgetary allocation has been minimal.

In absolute terms, the allocation or BE has increased by Rs 8,022 crore, or nearly 7%, but as a percentage of the GDP, the change is negligible. In FY25, allocation to the education sector was about 0.37% of India’s gross domestic product (GDP). This year, it is about 0.36%.

According to the [Economic Survey 2024-25](#), released a day before the Union Budget, expenditure on education has grown from Rs 5.8 lakh crore in FY21 to Rs 9.2 lakh crore in FY25 (BE). But this ‘expenditure on education’ pertains to expenditure on education, sports, arts and culture as well.

The Kothari Commission in 1965 and subsequent national education policies have repeatedly recommended that India must spend around 6% of its GDP on education. But the expenditure has consistently remained much lower. As per the [Economic Survey 2023-24](#), the last time such figures were made available, expenditure on education has hovered around 2.7% to 2.9% of the GDP for the past nine years. These figures include sports, arts and culture under the umbrella of education.



Tripura News

NCERT team seizes pirated textbooks in Agartala

NCERT officials, in collaboration with Tripura Police, seized pirated textbooks being sold to students in Agartala, addressing illegal distribution of educational materials.



Sentinel Digital Desk

Published on: 01 Feb 2025, 10:10 am

Agartala: Officials of the National Council of Educational Research and Training (NCERT), along with Tripura Police, seized pirated NCERT books that were being sold to students in bookshops in Agartala, officials said on Friday.

A team of [NCERT](#) officials led by its Chief Business Manager Amitabha Kumar conducted raids in several bookshops in Agartala for the past two days and seized many counterfeit textbooks.

Kumar said that a joint team of NCERT officials from Delhi and the Guwahati regional office conducted raids in several bookshops in Agartala and found pirated textbooks being sold to the students illegally.

He said that the raids were conducted following complaints from the guardians to the NCERT regarding counterfeit books being sold in Agartala. "We have surveyed the market and with police assistance, raided the shops identified in the complaints," Kumar told the media. (IANS)

पढ़ने की आदत जीवन में लाती है परिवर्तनकारी बदलाव : द्रौपदी मुर्मू

भारत मंडपम में नौ फरवरी तक चलेगा पुस्तकों का महाकुंभ, पहले ही दिन उमड़ी पाठकों की भीड़

पुस्तकों के महाकुंभ में मुर्मू ने बिताया सवा घंटे का समय

राज्य ध्वरो, जागरण, नई दिल्ली : राष्ट्रपति द्रौपदी मुर्मू ने शनिवार को भारत मंडपम में 52वें नई दिल्ली विश्व पुस्तक मेला का उद्घाटन किया। इसके साथ ही यहाँ पुस्तकों का महाकुंभ शुरू हो गया। इस अवसर पर राष्ट्रपति ने कहा कि पढ़ना सिर्फ शौक नहीं है, बल्कि यह परिवर्तनकारी अनुभव है। पढ़ने की आदत जीवन में परिवर्तनकारी बदलाव लाती है। उन्होंने कहा कि विभिन्न भाषाओं और संस्कृतियों की किताबें पढ़ने से क्षेत्रों और समुदायों के बीच पुल बनते हैं। उन्हें यह जानकर खुशी हुई कि इस पुस्तक मेले में भारत और अन्य देशों की भाषाओं का प्रतिनिधित्व करने वाले कई स्टाल हैं। उन्होंने विश्वास व्यक्त किया कि पुस्तक मेला पुस्तक प्रेमियों को एक ही स्थान पर दुनिया भर के साहित्य तक पहुंच प्रदान करेगा।



भारत मंडपम में विश्व पुस्तक मेले का उद्घाटन करने के बाद पुस्तकों का अवलोकन करती राष्ट्रपति द्रौपदी मुर्मू • जागरण

राष्ट्रपति ने कहा कि पाठ्यक्रम के तहत निर्धारित पुस्तकों को पढ़ने के अलावा स्कूली बच्चों को विभिन्न विषयों पर विभिन्न प्रकार की पुस्तकें भी पढ़नी चाहिए। उन्होंने कहा कि इससे उन्हें अपनी क्षमता और योग्यताओं को पहचानने में मदद मिलेगी और वे अच्छे इंसा बननेगे। पुस्तक मेले का विषय है रिपब्लिक@75। उन्होंने लोगों से बच्चों के लिए पुस्तकों के निर्माण और प्रचार को विशेष महत्व देने का आग्रह किया। उन्होंने कहा, "हम अपने बच्चों में जो सबसे अच्छी आदत विकसित कर सकते हैं, वह है किताबें पढ़ने का शौक।" उन्होंने कहा कि हर बड़े व्यक्ति को इसे महत्वपूर्ण कर्तव्य के रूप में लेना चाहिए। पुस्तक मेले का फोकस देश रूस है। हर साल लगने वाले इस पुस्तक मेले में कई देश के अलग-अलग राज्यों से लोग आते हैं और अपनी पसंद की पुस्तक खरीदते हैं। राष्ट्रपति मुर्मू ने भी इस अवसर पर किताबें पढ़ने की अहमियत पर बात



विश्व पुस्तक मेले का अवलोकन करते पुस्तक प्रेमी • ध्रुव कुमार



मेले में सांस्कृतिक मंच पर बेलें डांस की प्रस्तुति देते रूसी कलाकार • जागरण

की। उन्होंने लोगों को किताबें पढ़ने की आदत बनाए रखने पर जोर दिया और बच्चों में पढ़ने के प्रति प्रेम को बढ़ावा देने पर नए सिरे से ध्यान केंद्रित करने का आह्वान किया। माता-पिता और शिक्षकों को ऐसी पुस्तकों को प्राथमिकता देने के लिए प्रोत्साहित किया, जो यंग माइंड और अच्छे नागरिक बनने को बढ़ावा देती हैं। उन्होंने कहा कि बच्चों में पढ़ने की आदत विकसित करने से उन्हें अपनी क्षमता का पता लगाने और जिम्मेदार नागरिक बनने में मदद मिल सकती है। इस वर्ष के पुस्तक मेले में रूस अतिथि देश के रूप में शामिल है। मेला नौ दिन तक चलेगा और इसमें फ्रांस, अर्जेंटीना, स्पेन, कोलोम्बिया, अयुधानी और

● पुस्तक प्रेमियों को एक ही स्थान पर दुनिया भर के साहित्य तक पहुंच प्रदान करेगा मेला
● इस मेले में दो हजार प्रकाशक और एक हजार वक्ता भी कर रहे भागीदारी

रशिया के कलाकारों ने बेलें डांस प्रस्तुत कर दर्शकों का मोह मग

जाय, नई दिल्ली : इस बार विश्व पुस्तक मेला 'हम भारत के लोग' थीम पर आयोजित है। शनिवार को मेले का उद्घाटन होते ही बड़ी संख्या में लोग पुस्तकों की खरीदारी करने पहुंचे। इसके अलावा मेले में सांस्कृतिक मंच पर होने वाले सांस्कृतिक कार्यक्रमों ने लोगों की दिलचस्पी को ध्यान दूर कर दी। दूसरी तरफ हाल नंबर छह में बच्चों के मनोरंजन के लिए आनलाइन और ऑफ लाइन खेल के स्टाल लगाए गए हैं। मेले में पहुंचने के बाद अधिकतर पुस्तक प्रेमी पाठक के कारन में पुस्तक पढ़ते नजर आए, वहीं शाम को सांस्कृतिक मंच पर रशिया के कलाकारों ने बेलें डांस प्रस्तुत कर दर्शकों का मन मोह लिया। इसके बाद रशिया के पारंपरिक बालालका गिटार पर रशियन गीतों की धुन बजाकर दर्शकों को झुमने पर मजबूर कर दिया। इसके बाद सांस्कृतिक मंच पर जाम्बू और कश्मीर के कलाकारों ने पारंपरिक वेशभूषा में लोकगीत पर नृत्य प्रस्तुत किया। इस दौरान दर्शकों ने जमकर तालियां बजाईं।

मिलिंद सुधाकर मण्डे एवं निदेशक कर्नल युवराज मलिक सहित अन्य गणमान्य लोग भी उपस्थित रहे।

नई दिल्ली : इसे पुस्तकों के महाकुंभ का प्रभाव कहें या फिर साहित्य के संसार का सम्मोहन, देश को राष्ट्रपति द्रौपदी मुर्मू ने शनिवार को विश्व पुस्तक मेले में सवा घंटे से अधिक का समय बिताया। वह यहाँ 12 बजे के आसपास पहुंचीं, जबकि एक बजकर 20 मिनट वहां से निकलीं। पुस्तक मेले से जाते हुए उनके हाथों में राष्ट्रीय पुस्तक न्यास की ओर से उन्हें भेंट की गई 'विजिट टू राष्ट्रपति भवन' पुस्तक भी थी।

मेले का औपचारिक उद्घाटन करने और अपना वक्तव्य देने के बाद राष्ट्रपति हाल नंबर पांच में बने थीम पवेलियन में भी गईं। गणतंत्र की हीरक जयंती और संविधान की प्रस्तावना की पहली पंक्ति 'हम भारत के लोग...' पर आधारित इस पवेलियन का उन्होंने पूरा मुआयना किया और देश की जनता से संविधान के मूल्यों को जीवन में अंगीकार करने का आह्वान किया। इसके बाद द्रौपदी मुर्मू हाल नंबर चार में बनाए गए अंतरराष्ट्रीय पवेलियन में पहुंचीं। यहाँ उन्होंने खासतौर पर रूस के लेखकों, प्रकाशकों और कलाकारों से संवाद भी किया। प्रोटोकाल के कारण वह कहीं अपनी कोई टिप्पणी नहीं कर सकीं, लेकिन पुस्तकों के संसार में आकर उनके चेहरे पर अलग ही आनंद और संतुष्टि के भाव नजर आए।

पहले ही दिन हर कोई दूंद रहा था पसंदीदा पुस्तक : यूं तो विश्व पुस्तक मेले के पहले ही दिन हर जगह पुस्तक प्रेमी अपनी पसंद के पुस्तक दूंदते एवं खरीदते नजर आए, लेकिन इस मेले में सबसे

भा रही प्रधानमंत्री मोदी पर लिखी पुस्तकें

पुस्तक मेले में प्रधानमंत्री नरेन्द्र मोदी पर लिखी पुस्तकें भी पाठकों में पसंद की जा रही हैं। हाल नंबर पांच में प्रभात प्रकाशन पर उपलब्ध मोदी 3.0, नरेन्द्र मोदी का सैन्य प्रेम, राष्ट्र साधक नरेन्द्र मोदी, मोदी और भारतीय मुसलमान तथा नरेन्द्र मोदी और नारी शक्ति वदन और जानिए सच को जैसी किताबें पाठकों के लिए उपलब्ध हैं। प्रभात प्रकाशन के निदेशक पीयूष कुमार ने बताया कि "हमारा प्रयास राजनीति से लेकर सामाजिक तक लगभग सभी विषयों किताबें प्रकाशित करना है, ताकि सभी को अपनी रुचिनुसार किताबें मिल सकें। इसलिए मशहूर लेखकों के साथ साथ हम नए प्रतिभाशाली लेखकों को भी ऐसा मंच प्रदान करते हैं जहां वह अपनी किताबों के माध्यम से पाठकों तक अपने विचार पहुंचा सकें।

ज्यादा कोई कोना गुलजार है तो वे हैं बच्चों का कोना यानी चिल्ड्रेंस पवेलियन। यहाँ पर चिल्ड्रेंस बुक ट्रस्ट के स्टाल पर आगंतुकों की काफी भीड़ देखी गई। हाल नंबर छह के स्टाल संख्या डब्ल्यू-21 में लगे चिल्ड्रेंस बुक ट्रस्ट के स्टाल पर हिंदी में जहाँ पंचतंत्र की कहानियां, दादी मां की कहानियां सहित सैकड़ों किताबें बच्चों को लुभा रही हैं, वहीं इंग्लिश में बेस्ट फ्रेंड्स, वाब्स एट द जू, छोड़ सीन अनसीन सहित एक से बढ़कर एक रोचक किताबें बच्चों एवं पुस्तक प्रेमियों को आकर्षित कर रहा है। चिल्ड्रेंस बुक ट्रस्ट के अध्यक्ष किशोर झाल कहते हैं।

Ministry of Education allotted ₹1.28 Lakh Crore

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NEW DELHI

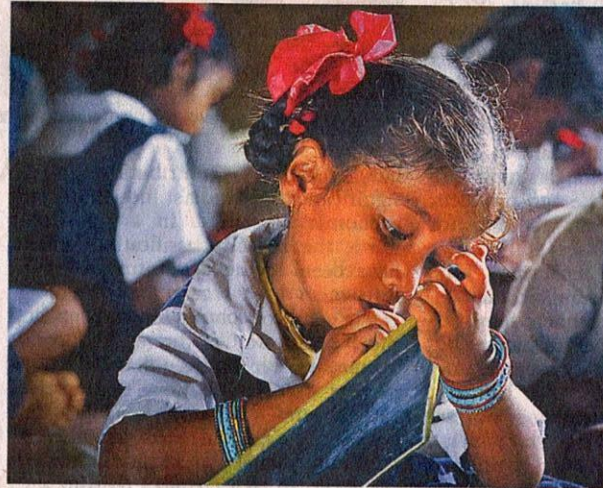
Infrastructure expansion at the five new IITs to accommodate 6,500 more students, 10,000 new medical seats and an allocation of ₹500 Crore to set up a Centre of Excellence in Artificial Intelligence for education. These are among the big announcements for the education sector in the 2025-26 budget.

The Ministry of Education has been allocated more than ₹1.28 Lakh Crore in the Union Budget 2025-26, higher than the revised estimate of ₹1.14 Lakh Crore in 2024-25.

While the Higher Education department has been allocated an amount of ₹50,067 Crore, the school education department has received ₹78,572 Crore.

Finance Minister Nirmala Sitharaman, who presented her eighth straight Union Budget, also said the government will launch 'Bharatiya Bhasha Pushtak' scheme to provide digital form of Indian language books for schools and higher education. She announced the government will create additional infrastructure at five Indian Institutes of Technology (IITs) and expand IIT Patna.

"The total number of students in 23 IITs has increased by 100 per cent from 65,000 to 1.35 lakh in the past 10



years. Additional infrastructure will be created in the five IITs started after 2014 to facilitate education for 6,500 more students. Hostel and other infrastructure capacity at IIT Patna will also be expanded," she said. The five new IITs are at Jammu, Bhilai, Dharwad, Palakkad and Tirupati.

Union Education Minister Dharmendra Pradhan welcomed the announcement, saying it will lead to "leapfrogging" in various parameters. "Additional 6,500 seats will be added in these IITs over a period of five years and infrastructure will be upgraded to cater to them. The budget emphasises on investing in people and facilitating all-round development of India's human capital. "With poor, youth, farm-

ers and women as the pillars, this is a budget that will uplift sentiments of the poor and middle class, accelerate spending, catalyse investments, spur growth, remove regional imbalances, build rural prosperity, nurture research, innovation and entrepreneurship, invigorate our education and skilling landscape, lead to employment-led development and unlock the tremendous potential of Brand India," Pradhan told reporters.

The IITs have been allocated an amount of Rs 11,349 Crore in the union budget, up from a revised estimate of ₹10,467 Crore in the current financial year.

Sitharaman announced that 10,000 additional seats will be added in medical colleges and hospitals next year

towards the goal of adding 75,000 seats over the next five years.

"Our government has added almost 1.1 Lakh undergraduate and postgraduate medical education seats in 10 years, an increase of 130 per cent. In the next year, 10,000 additional seats will be added in medical colleges and hospitals towards the goal of adding 75,000 seats in the next five years," she said.

The Finance Minister also announced 10,000 fellowships will be provided for technology research in IITs and IISc over the next five years. "Five national centres for excellence for skilling with global expertise and partnerships will be set up and 50,000 Atal Tinkering Labs will be set up in government schools in the next five years to cultivate scientific temper in young minds," she said. Sitharaman said broadband connectivity will be provided to all government secondary schools and primary healthcare centres in rural areas. "I had announced three centres of excellence in AI for agriculture, sustainable cities, and health in 2023.

Now, a Centre of Excellence in AI for education will be set with an outlay of Rs 500 crore," she said, in a big Artificial Intelligence (AI) push in education. From University Grants

Commission (UGC) to National Council of Education Research and Training (NCERT), most bodies under the Ministry of Education have received an increased allocation.

Indian Institutes of Management (IIMs), the country's top business schools that witnessed consistent cut in their allocated budget in a push to make them self-reliant, have also

received an increased allocation of ₹251 Crore against a revised estimate of ₹227 Crore last year.

However, the budget granted to Indian Institute of Science, Education and Research (IISERs) has seen a drop of ₹137 Crore. Similarly, the allocated amount for World Class Institutions, has been reduced by more than 50 per cent. Last year, the amount allocated was ₹1000 Crore which has now been reduced to ₹475 Crore. The Navodaya Vidyalaya Samiti (NVS), which runs residential Jawahar Navodaya Vidyalayas across the country, have got a reduced allocation of ₹5,305 Crore from the revised estimate of ₹5370 Crore this fiscal.

However, there has been a notable increase in the allocation for the Kendriya Vidyalaya Sangathan, which runs Kendriya Vidyalayas (KVs), from ₹8,727 crore to ₹9,503 crore.



Eklavya schools, packages for scheme saturation push up Tribal Affairs allocation

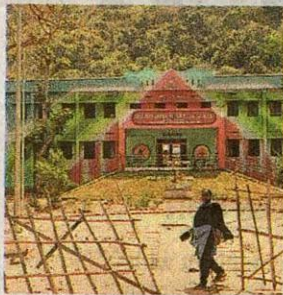
Abhinav Lakshman
NEW DELHI

The Union Ministry of Tribal Affairs has been allocated ₹14,925.81 crore, while the Ministry of Social Justice and Empowerment has been allocated ₹14,886 crore in the Union Budget 2025-26.

The allocations marked a 14.81% increase for the Tribal Affairs Ministry compared to the previous year's Budget Estimates (BE), whereas the Social Justice Ministry saw an increase of about 4.6%. This comes despite both Ministries seeing reductions at the Revised Estimate (RE) stage.

This year's increase in the Budget allocation for the Tribal Affairs Ministry has come largely towards the implementation of the Dharti Aba Janjatiya Gram Utkarsh Abhiyan (DAJGUA), announced in last year's Budget, PM-JANMAN package, and the flagship Eklavya Model Residential School (EMRS). However, this year's Budget showed that no allocation was made towards the Marketing and Logistics Development for Promoting Tribal Products scheme from the North-eastern region.

Meanwhile, the increase in the allocation for the Mi-



The EMRS scheme saw a jump in allocation to ₹7,088.60 crore in this year's Budget.

nistry of Social Justice and Empowerment came towards the National Overseas Scholarship for SCs and pre and post-matric scholarships for Scheduled Castes, Other Backward Classes, Economically Backward Classes, and Denotified Tribes. The Department of Empowerment of Persons with Disabilities allocation saw a marginal rise.

While for the DAJGUA package, the Ministry has received an allocation of ₹2,000 crore under the Transfer to States and U.T.s component, the PM-JANMAN package has received an allocation of ₹300 crore under this component, up from ₹240 crore in the last BE. However, the allocation for pre-matric scholarship for STs was marginally reduced to ₹313.79 crore from ₹440.36 crore in the previous BE, which was re-

duced to ₹200 crore in the RE stage.

Further, the EMRS scheme saw a jump in allocation from ₹6,399 crore in last year's BE to ₹7,088.60 crore in this year's Budget, even though the RE had been reduced to ₹4,748.92 crore. Government officials told *The Hindu* that the Ministry is better placed this year to be able to spend closer to the BE, given that most of the new EMRS construction has been cleared of forest and land issues now.

A rise was also seen in the allocation for the Commission that is working to look into granting SC status to Dalit Muslims and Christians – from ₹2.34 crore (RE) to ₹4.5 crore this year. A marginal rise in allocation was also seen for the SMILE scheme – which is to support the rehabilitation of people engaged in begging and transgender persons – from ₹60 crore in last year's RE to ₹106.87 crore in this year's BE.

However, the National Commission for Scheduled Castes' allocation saw a decline this year – to ₹41 crore (BE) compared to last year's ₹70.79 crore (RE).

The National Commission for Backward Classes, though, has seen a marginal rise in allocation to ₹22 crore.

Focus on creating jobs, skill training

Saubhadra Chatterji

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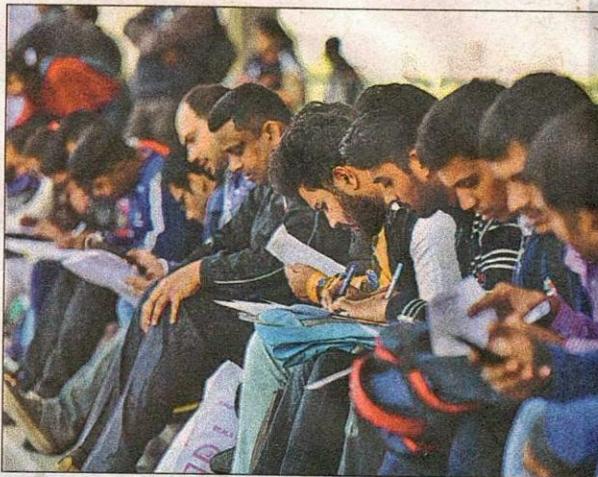
NEW DELHI: The Narendra Modi government on Saturday substantially increased its fund allocations for skill trainings and livelihood programmes in the Union Budget 2025-26 as part of its ambitious target of having 100% skilled labour with meaningful employment in the country.

Finance minister Nirmala Sitharaman's eighth budget focussed on employment generation and skill development as key areas — themes that also dominated her previous budgets. The minister announced a slew of schemes to boost employment; as a consequence, the skill development ministry's annual budget, particularly the revenue expenses of its skill programmes, saw a manifold rise.

The main allocation was made on upgrading ITIs or Industrial Training Institutes that started in the 1950s to give vocational training to young people and help create a skilled workforce.

From a mere ₹294 crore in the revised estimates of FY25, the "new ITI upgradation" programme was allocated ₹3,000 crore in the 2025 budget, signalling the government's urgency to impart skill education to a large section of the young population and reap the dividend of India's youth power.

Sitharaman also announced five National Centres of Excellence. "Building on the initiative announced in the July 2024 Budget, five National Centres of Excellence for skilling will be set up with global expertise and partnerships to equip our youth with the skills required for "Make for India, Make for the World" manufacturing. The partnerships will cover curricu-



National Centres of Excellence to upskill citizens are lined up. HT

lum design, training of trainers, a skills certification framework, and periodic reviews," she said.

In sync with Sitharaman's speech, the revenue expense of the centrally sponsored schemes of the skill development ministry got an allocation of ₹3,050 crore in FY26 as against ₹669 crore in the revised estimates of FY25.

The overall budget of the skill ministry also gone up from ₹3,241 crore in the RE of FY25 to ₹6,017 crore in the FY26.

The skill programme, spread across several ministries, aims to cover both the rural and urban India.

Sitharaman announced a comprehensive multi-sectoral rural prosperity and resilience programme that will be launched in partnership with states. "This will address under-employment in agriculture through skilling, investment, technology, and invigorating the rural economy. The goal is to generate ample opportunities in rural areas so that migration is an option, but not a necessity," the finance minister said. A few other labour-intensive schemes

got a boost in the budget.

The Footwear, Leather and Accessories Development Programme in the leather industry saw a budget allocation of ₹350 crore for FY26 as against the RE of ₹316 crore in FY25.

The new internship programme, which was announced in the previous budget and is under the corporate affairs ministry, received a substantial hike in fund allocation—₹10,831 crore as against the RE of ₹380 crore in FY25.

Announced in the 2024 Budget, the Prime Minister's Internship Scheme (PMIS Scheme) aimed to provide internship opportunities to 10 million young people in the top 500 companies in five years. As an initiation to this scheme, a pilot project targeted at providing 125,000 internships was launched on October 3, 2024.

One of the top livelihood programmes for rural India, the Deendayal Antyodaya Yojana-National Rural Livelihoods Mission (DAY-NRLM), got an allocation of ₹19,000 crore as against RE of ₹15,047 crore in FY25.

THEY OFFER TIPS: FOCUS ON COMMUNICATION SKILLS, COMPETITIVE EXAMS

These govt school grads are now success stories; what worked for them?

VIDHEESHA KUNTAMALLA
NEW DELHI, FEBRUARY 1

THE DESKS may be the same but a lot has changed since 2016 at Paschim Vihar's Government Co-ed Senior Secondary School, where Vijay studied till Class IX. From a 14-year-old gangly student at a Delhi government-run school, he went on to graduate in chemical engineering from IIT-Delhi in 2022 and cofounded a hospitality start-up.

For someone who defied the odds stacked against him, a visit to his alma mater left the 22-year-old stunned. Pointing to the newly re-laid outdoor basketball court and the football field — "with real grass" — he remarks in awe. "The difference is unimaginable. Everything has been beautified here. The playground was a barren patch of land when I was a student here till 2016."

Pointing to the newly built classrooms and other infrastructure upgrades on the premises, Vijay says, "When I was in Class XII, my juniors studied under tin-roof sheds because the old building was being reconstructed."

In his old classroom on the first floor, more pleasant surprises await. "The desks are the same, but the broken windows and fans have been fixed. The board used to be black when I was here. It's green now," he says, adding that he moved to the nearby Rajkya Pratibha Vikas Vidyalaya (RPVV), also a Delhi government-run school in Paschim Vihar, after Class IX and

studied there till Class XII. Vijay was among 4,953 students from Delhi government schools who enrolled for scholarships in 2018 to join IIT-JEE coaching centres under the Jai Bhim Mukhyamantri Pratibha Vikas Yojana. Under the scheme, launched in 2017, assistance up to Rs 40,000, along with a Rs 2,500 monthly stipend, is provided to students whose family income is below Rs 6 lakh a year. The students are then enrolled in empanelled coaching institutes for competitive exams such as NEET, JEE-Advanced and CAT.

According to an official statement, in 2018-19, 35 of 107 students enrolled under the scheme cracked JEE-Advanced and NEET.

In the run-up to the Delhi Assembly polls, it is schemes like these and the overall transformation of government schools to bring them at par with private institutes that AAP has pitched as its major achievements.

Under former Deputy Chief Minister Manish Sisodia, who also held the education portfolio, the government introduced several key initiatives like the Happiness Curriculum "to promote emotional well-being", the Deshbhakti Curriculum "to instill civic values" and the Entrepreneurship Mindset Curriculum "to foster business acumen". It also introduced the Schools of Specialised Excellence (SOSE) which provided focused education in STEM (science, technology, engineering, and mathematics), humanities, and arts.

Since 2015, the AAP government has allocated nearly 25% of



Vijay standing in his old classroom at a Delhi government-run school in Paschim Vihar; the basketball court.



its annual budget towards education reforms. In 2024-25, out of the Rs 76,000 crore, a budget of Rs 16,396 crore was proposed for the education sector. However, rivals BJP and Congress have criticised the AAP government for "not building new schools, only new classrooms".

Despite significant progress in infrastructure and academic outcomes, government schools still struggle with shortcomings in areas like extracurricular activities — debates and elocutions — competitive exam preparation, sports and cleanliness.

This was pointed out by students like Vijay.

For him, the biggest gap was his struggle to communicate in English. "When I entered IIT-Delhi, I was hesitant to ask questions in English. No one I knew at a government school spoke English. I belong to a modest

background — my father is a tailor and my mother is a homemaker. So private schooling, where English is commonly spoken, was never an option."

At the RPVV too, the curriculum then did not place a huge importance on communication skills. He says with some self-discipline, private coaching and an unwavering determination to succeed, he overcame the issues he faced while communicating in English by watching English series on OTT platforms.

Today, the RPVV in Paschim Vihar is a School of Specialised Excellence (SOSE), whose new building was inaugurated last year. As Vijay steps into the SOSE campus, he spots his old Social Science teacher, Saabir Husain, 57, who has been teaching at the school since 2003.

Smiling warmly as Vijay touches his feet, Husain says,

"Students like Vijay are proof of RPVVs producing achievers. Though we still do not know the academic outcome of the SOSE batches, we will find out how these students performed academically this year (the first batch will pass out in 2025)."

Husain adds, "The infrastructure is great, but the SOSE curriculum has been a little confusing. Teachers haven't been told properly what outcomes are expected from the students. While initiatives like the Happiness and Deshbhakti Curriculum are good steps, they sometimes divert students from the core syllabus."

Across the city, other "success stories" from government schools weigh in on what worked and what didn't work for them.

K M Sandhya, 20, a second-year student at Maulana Azad Medical College, recalls her initial apprehensions about joining a

government school. She transferred to the Delhi government's Sarvodaya Kanya Vidyalaya (SKV) in Yamuna Vihar from a private school after Class VIII.

She lives in Northeast Delhi's Maujpur, a mix of unauthorised colonies and JJ clusters; her father is a contractual employee in the MCD's House Tax Department, her mother a housewife.

"Before I joined the government school, I had a very different impression of them. However, my school was a good one. The teachers and the infrastructure were decent, with good classrooms and desks," Sandhya says.

She passed out of school in 2022, having scored 98.2% in her Class X board exams and 95.2% in her Class XII board exams.

Despite her positive experience and academic performance, she realised in college that the curriculum had "critical

gaps". She says, "Delhi government schools should emphasise teaching communication skills. I understood this only after I went to college — government school students feel a little underconfident. Students who come from private schools speak in English more comfortably."

She discovered her "other disadvantage" when she took coaching from a private centre. "Government schools are more focused on board exams. They don't offer enough support to students when it comes to competitive exams," she says.

She also mentions overcrowded classrooms, another issue mentioned by several others. "There was no space in my school," she says, adding that each classroom then had at least 78-90 students.

As of today, SKV Yamuna Vihar accommodates over 4,500 students, as per official data provided on the Delhi Education Department's website.

Her observations are echoed by others, including Deepanshu, 20, another student at Maulana Azad Medical College. A resident of Sultanpuri in Northwest Delhi, his parents run a tea stall. Entirely educated in Delhi government schools, he secured a NEET rank of 514 without private coaching.

A student at Nagar Nigam Vidyalaya, Sarvodaya Bal Vidyalaya, and RPVV in Sultanpuri, he says, "In primary school, I felt teachers were not patient enough and not as accessible. In middle school, I felt that some of them were very lazy. *Kuch teachers time pass karne aate the school* (Some

teachers used to come to school just to pass the time)."

Deepanshu feels regular monitoring could improve teaching quality and ensure better accountability among teachers. "When we had a good principal who used to come for regular inspection, the teachers would remain alert," he says.

Recalling a time when he was in Class VII at Sarvodaya Bal Vidyalaya in 2017, he says his classes were conducted in a temporary tin shed. "My school building was in a bad condition and needed to be reconstructed. By the time it was built, I had passed out of school. We also lacked clean bathrooms. There was no one to clean our bathrooms," Deepanshu says.

Calling RPVV, where he studied in Classes 11 and 12 (2021-2022), the "best school" he attended, he says, "It has now become a SOSE. I had a very good counselor who supported me. It also had specialised communication improvement and morale-boosting lectures."

Despite all the support, Deepanshu's journey to clearing NEET was largely self-dependent. "I learnt from YouTube. Our school also had coaching classes for a month, which helped a lot."

However, he believes the government's focus should shift. "Instead of developing a good school like RPVV into a SOSE, the Sarvodaya Vidyalayas and the co-ed schools which still need more development, should be made better and turned into SOSEs. Those are the schools that need more attention," he says.



Education Budget 2025: Higher education budget up by over ₹2,400 crore

By [HT Education Desk](#)

Feb 02, 2025 08:02 AM IST

The government has increased the education budget for 2025-26 to ₹50077.95 crore, up from ₹47619.77 crore for FY 2024-25.

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The centre has allocated ₹50077.95 crore to the Education Ministry's Department of Higher Education for the 2025-26 financial year, up from ₹47619.77 crore allocated for the 2024-25 financial year. [Education budget 2025 live updates](#)



Education Budget 2025: Check highlights for allocations for higher education (Getty Images/iStockphoto/Representational image)

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This includes ₹2160 crore for student financial aid for the next financial year. The centre aims to spend ₹681 crore on digital India e-learning.

Allocation for Research and Innovation stands at ₹327 crore.

₹11349 crore has been allocated to Indian Institutes of Technology (IITs), the budget document shows. Indian Institutes of Information Technology (IIITs) have been allocated ₹522.20 crore, up from ₹515.91 crore allocated for FY 2024-25.

Also read: [Budget 2025: AI, infra at IITs, increased medical seats - key announcements for Education by FM Sitharaman](#)



GREATER THAN 2024-25 COMPARED TO ₹710.27 FOR FY 2024-25.

The University Grants Commission (UGC) will have its budget increased to ₹3335.97 crore from ₹2500 in the current financial year. On the contrary, the budget for the All India Council for Technical Education (AICTE) has been decreased to ₹200 crore compared to ₹400 crore for the current financial year.

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Support for Indian Institutes of Management (IIMs) is at ₹251.89 crore, up from ₹212.21 crore for the current financial year.

Grants for the National Institutes of Technology (NITs) and Indian Institute of Engineering Science and Technology (IIST) have increased to ₹5473.87 from ₹4839.40 for the 2024-25 financial year.

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Q. Should arts and humanities be given equal importance as STEM subjects?

50



Central sector schemes/projects, which include National Research Professors, World Class Institutions, Prime Minister's Girls' Hostel, and Indian Knowledge Systems, and Glue Grant for Higher Education Institutes, received ₹528.36 crore for FY 2025-26.

For the second time in a row, autonomous bodies Central University, Andhra Pradesh and Andhra Pradesh and Telangana Tribal Universities did not get any grant.

The outlay for other central sector schemes -Pandit Madan Mohan Malviya National Mission on Teachers and Teaching, Malaviya Mission Teacher Training Programme (MMTTP), National Institutional Ranking Framework, Global Initiative for Academic Network (GIAN), National Apprenticeship Training Scheme (NATS), Study in India, ASEAN Fellowship, Centres of Excellence (CoE) in Artificial Intelligence (AI) and Champion Services Sector Scheme - is ₹5175.88 crore.

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Education Budget 2025 LIVE: From more medical seats to increased infra for IITs, what FM proposed for education sector

By [HT Education Desk](#)

Feb 2, 2025 9:45 AM IST

Education Budget 2025 LIVE: Finance Minister Nirmala Sitharaman presented the much-awaited Union Budget 2025 on February 1, 2025, and announced some crucial announcements for the education sector.



Education Budget 2025 LIVE: Finance Minister Nirmala Sitharaman to present Union Budget 2025 in Parliament today, Will the she provide the much-needed boost to the education sector?

Education Budget 2025 LIVE: Finance Minister Nirmala Sitharaman presented the much-awaited Union Budget 2025 on February 1, 2025, and announced some crucial announcements for the education sector. Various key announcements focussed on AI in education, infrastructural developments at IITs, and the expansion of medical education in the country were made by the finance minis [...Read More](#)

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Feb 1, 2025 8:41 PM IST

'Removal of TCS on education-related remittances is a particularly commendable step'

The 2025 budget showcases the government's commitment to empowering Indian youth



through Centres of Excellence in AI—the budget paves the way for India to strengthen its position as a global hub for skilled talent.

The removal of TCS, on education-related remittances funded through loans is a particularly commendable step, easing financial barriers for students aspiring to study abroad. This forward-thinking approach ensures that India’s youth have access to the best opportunities, both within the country and globally.

-Piyush Kumar Regional Director - South Asia, Canada, Latin America and Mauritius, IDP Education

Feb 1, 2025 6:10 PM IST

Chairman of Seth Anandram Jaipuria Group of Educational Institutions reviews Education Budget 2025

The Union Budget 2025-26 by the Finance Minister Nirmala Sitharaman takes a very holistic approach towards education with a focus on innovation, research, technology, skill development, accessibility, and capacity building. The reforms are intended at the grassroots level with announcements of fifty thousand new Atal Tinkering Labs and better broadband connectivity for government schools. I commend the decision to set the Centre of Excellence in Artificial Intelligence. It shall help India catch up in the global AI race. Likewise, the fellowships for technological research in IITs and IISc will pave the way for innovations and build a culture of research, says Shishir Jaipuria, Chairman, Seth Anandram Jaipuria Group of Educational Institutions.

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Q. Should arts and humanities be given equal importance as STEM subjects?

Yes

No

Feb 1, 2025 5:43 PM IST

‘Decision to establish CoE in AI for Education is commendable’

Arti Dawar, Deputy CEO, Shiv Nadar School said, "With a growing tech-savvy population and

upskilling essential. The decision to establish a Centre of Excellence in Artificial Intelligence for Education with an outlay of ₹500 crore, along with five National Centres of Excellence for Skilling, is commendable. This initiative reflects a forward-thinking approach to education and economic development, aiming to create a workforce equipped for the challenges and opportunities of an AI-driven future.

The digitisation of books in various Indian languages is equally crucial. Given India's immense linguistic diversity, this effort will help preserve its rich cultural heritage, bridge the urban-rural divide, and promote literacy.

This budget represents a significant investment in digital learning, skill development, and research innovation, aligning with India's long-term vision of becoming a knowledge-driven economy. Overall, the Education Budget 2025 is a step in the right direction. However, sustained efforts and continued investments will be essential to ensure that India's education system remains equipped to meet future challenges."

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Feb 1, 2025 5:41 PM IST

Budget 2025: 'Additional medical seats a crucial step in reducing medical student outflow to other countries'

Prateek Maheshwari, Co-Founder of PhysicsWallah (PW) and Chair of the India EdTech Consortium (IEC) said, "We welcome the Union Budget's focus on advancing the goals of NEP 2020 and addressing key education challenges. The expansion of IITs and 75,000 additional medical seats over five years is a crucial step in reducing medical student outflow to other countries, given that over 23 lakh students appear for NEET, but only 1.1 lakh seats are

changer, enabling affordable, high-quality, and personalized digital learning solutions. Public-private partnerships with edtech companies can be explored as they become a bridge between policy and execution of this initiative. The recognition of AI's role in education is commendable, with the ₹500 crore Centre for Excellence in AI for Education paving the way for smart, adaptive learning. These initiatives lay a strong foundation for a future-ready, inclusive, and tech-driven education ecosystem in India."

○ Feb 1, 2025 5:24 PM IST

Budget 2025 a 'thoughtful, future-focused approach, prioritizing education, skilling, and innovation'

Dr. Venkat Rangan, Vice-Chancellor, Amrita Vishwa Vidyapeetham said, "The Union Budget announced by the Hon'ble FM takes a thoughtful and future-focused approach, prioritizing education, skilling, and innovation as key drivers of growth. The emphasis on expanding access to quality education, strengthening research capabilities, and fostering scientific thinking through initiatives like Atal Tinkering Labs, AI excellence centres, and national skilling hubs will play a transformative role in shaping India's future. The addition of 75,000 undergraduate medical seats over the next five years will significantly strengthen healthcare education and accessibility. The Bharatiya Bhasha Pustak Scheme is a commendable step towards inclusive and accessible learning. At Amrita University, we welcome these progressive measures and look forward to aligning with the nation's vision, working collaboratively with the government to drive impactful change in higher education, healthcare, and research and development."

○ Feb 1, 2025 5:10 PM IST

Review of Education Budget 2025 by IIM Raipur Director

Prof. Ram Kumar Kakani, Director, IIM Raipur said, Budget 2025 marks a pivotal moment for India's entrepreneurial and skilling ecosystem, setting the stage for a 'Viksit Bharat 2047.' With a fresh ₹10,000 crore fund-of-funds for startups and a transformative scheme empowering 5 lakh SC/ST women entrepreneurs, the government is not just fueling innovation but also fostering inclusivity. These initiatives, coupled with enhanced lending ceilings for education and policies to attract global talent, will create a robust foundation for a future-ready workforce. By prioritizing skilling, entrepreneurship, and equitable access to opportunities, at IIM Raipur, we are 'Building Business Owners,' innovators, and skilled professionals who contribute to India's vision of becoming a global economic powerhouse.

prosperous India by 2047.

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Feb 1, 2025 4:50 PM IST

What IIM Sambalpur Director thinks about Education Budget 2025?

Prof Mahadeo Jaiswal, Director, IIM Sambalpur, said, "The Budget 2025 is visionary in enhancing India's higher education, women empowerment, and entrepreneurship as pillars of an inclusive, equitable, innovation-led economy. In this budget, ₹500 crore for AI Centres of Excellence and the establishment of five national skilling centres have been put as strong commitments of the government. By providing and integrating AI into the education and skill development sectors, it ensures that students will be ready to meet emerging opportunities in all the sectors.

Additionally, the initiative to set up 50,000 Atal Tinkering Labs under the Budget 2025 is a transformative step towards fostering innovation and hands-on learning in science, technology, engineering, and mathematics (STEM). This will enable students to develop critical problem-solving skills, preparing a future-ready workforce in line with India's digital and technological aspirations.

IIMs, including IIM Sambalpur are working towards the vision by developing specialized STEM-based programs such as MBA in Business Analytics, AI in learning methodology, and Women Empowerment programs that help bridge technology and management so that students become leaders in the world of data-driven decision-making, Fintech, and AI-powered industries. I believe that by integrating STEM with management education, IIMs are preparing students for high-impact careers while driving India's goal of becoming a global

• • • • •

Budget presents forward-thinking vision for higher education, focusing on skill development, innovation, and inclusivity, says UGC Chairman

'The Union Budget 2025-26 presents a forward-thinking vision for higher education, focusing on skill development, innovation, and inclusivity.

The substantial increase in the budget allocation for higher education, from ₹46,482.35 crore in 2024-25 to ₹50,077.95 crore in 2025-26, represents a significant 7.74% rise. This increased investment will enable us to enhance further the quality of education, support research and innovation, and expand access to higher learning opportunities for all.

The Bharatiya Bhasha Pustak scheme is a welcome initiative to ensure access to digital learning resources in Indian languages, promoting inclusivity and enriching the educational experience. A substantial increase in funding for the Indian Knowledge System, rising from ₹10 crore to ₹50 crore in the 2025-26 budget, will empower researchers and institutions to explore further, document, and disseminate India's invaluable intellectual contributions. This move will significantly boost UGC's efforts to prepare 22,000 textbooks for UG & PG studies in 22 Indian languages.

The Union Budget 2025-26 has allocated ₹16,146.11 crore to Central Universities, a welcome increase from ₹15,538.23 crore in the previous fiscal year. This additional funding will empower these institutions to enhance their infrastructure further, support research initiatives, and provide quality education to students nationwide. The budget for the Centrally Sponsored Schemes has also increased to ₹1815 Crore, which will strengthen the PM-USHA & RUSA, ultimately benefitting students. The substantial increase in Student Financial Aid to ₹2160 crore in the Union Budget 2025-26 is commendable. This significant boost of over 68% underscores the government's commitment to making higher education accessible to all, regardless of their financial background.

Establishing 5 National Centers of Excellence for Skilling, equipped with global expertise, is a significant step towards empowering our youth with industry-relevant skills and enhancing their employability. The creation of a Centre of Excellence for AI in education, with an outlay of ₹500 crore, underscores the government's recognition of AI's transformative potential and its importance in shaping the future of learning. Expanding and adding new infrastructure for 5 IITs and creating 5,000 additional seats will boost access to quality higher

through the Academic Bank of Credits has also increased to ₹16 Crore.

The PM Research Fellowship scheme, providing 10,000 scholarships over the next 5 years, will significantly boost technological research in premier institutions like IITs and IISc, promoting a culture of innovation and research excellence.

The expansion of 50,000 Atal Tinkering Labs demonstrates a commitment to promoting a scientific temper and nurturing the next generation of innovators from a young age.

These initiatives and continued support for research, innovation, and infrastructure development in higher education will undoubtedly contribute to building a robust and future-ready education ecosystem.

UGC is committed to working closely with all stakeholders to ensure these initiatives' effective implementation and realise the vision of the National Education Policy 2020. UGC, being one of the leading implementation agencies of the NEP 2020, is confident that together, we will build a future where education empowers innovation thrives. Our youth lead the way towards a brighter tomorrow. The budget reinforces the spirit of Viksit Bharat.'

Prof. M. Jagadesh Kumar, Chairman, University Grants Commission

○ Feb 1, 2025 1:57 PM IST

Education Budget 2025 LIVE: 'Plan to set up CoE in AI for Education will support the development of Indian education sector'

The plan to set up CoE in AI for Education will support the development of Indian education sector. AI applications in areas like personalised learning, assessments, curriculum design, effective pedagogy approaches and faculty feedback and development will make analytics based support to policy making in these areas. - Kamlesh Vyas, Partner, Deloitte India

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○ Feb 1, 2025 1:33 PM IST

Education Budget 2025 LIVE: 'Atal Tinkering labs and additional infrastructure for STEM learning especially for AI is a welcome move'

"It is a welcome move to see the focus on innovation via more Atal Tinkering labs and additional infrastructure for STEM learning especially for AI. We are at the dawn of the AI epoch and the only way for our country to become a developed nation is to stay in lockstep with the new technologies whether it is AI or quantum computing. This budget has made some important contributions towards that goal by encouraging innovation and increasing the outlay for capacity building in these vital areas."

Praneet Mungali - Educationist and Trustee, Sanskriti Group of Schools

○ Feb 1, 2025 12:18 PM IST

Education Budget 2025 LIVE: FM proposes to remove TCS on on remittances for educational purposes

The government proposed to remove Tax Collected at Source (TCS) on remittances for educational purposes where such remittances are out of loans taken from specified financial institutions.

○ Feb 1, 2025 12:04 PM IST

Education Budget 2025 LIVE: Will provide 10,000 fellowships for technological research in IITs and the IISc, says FM

PM Research Fellowship Scheme: We will provide 10,000 fellowships for technological research in IITs and the IISc with enhanced financial support, says FM

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Education Budget 2025 LIVE:10,000 additional seats will be added in medical colleges and hospitals in next one year: FM

In the next one year, 10,000 additional seats will be added in Medical colleges and hospitals, with the goal of adding 75,000 seats in the next five years.

Feb 1, 2025 11:36 AM IST

Education Budget 2025 LIVE: Additional infrastructure will be added in the 5 IIT's started after 2014 to facilitate education for 6500 more students: FM

Expansion of capacities in IITs- Total number of students in 23 IITs have increased 100% in the past 10 years. Additional infrastructure will be added in the 5 IIT's started after 2014 to facilitate education for 6500 more students. Hostel and other infrastructure facilities will be improved at IIT Patna.

Feb 1, 2025 11:34 AM IST

Education Budget 2025 LIVE:5 National centers of excellence for skilling will be set with global expertise: FM

5 National centers of excellence for skilling will be set up with global expertise and partnerships to equip the youth with skills required.

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Feb 1, 2025 11:33 AM IST

Education Budget 2025 LIVE: Broadband connectivity to be provided to all government secondary schools, says FM

Broadband connectivity to be provided to all government secondary schools and primary

Education Budget 2025 LIVE: 50,000 Atal Tinkering Labs will be set up in next 5 years, says FM

50,000 Atal Tinkering Labs will be set up in next 5 years to cultivate scientific temper in young minds

Feb 1, 2025 11:26 AM IST

Education Budget 2025 LIVE: National Institute of Food Technology, Entrepreneurship and Management to be set up in Bihar: FM

We will establish a National Institute of Food Technology, Entrepreneurship and Management in Bihar...this will result in enhanced income for farmers through value addition to their produce and skilling entrepreneurship and employment opportunities for the youth.

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Education Budget 2025 LIVE: For us Vikashit Bharat encompasses zero poverty, 100 per cent quality and good school education, says FM

For us, Vikashit Bharat encompasses zero poverty, 100 per cent quality, good school education, access to high quality, affordable and comprehensive healthcare, 100 per cent skilled labour with meaningful employment, 70 per cent women in economic activities and farmers making a country the food basket of the world, said FM in her budget speech.

Feb 1, 2025 11:18 AM IST

Education Budget 2025 LIVE: Program to be launched in partnership with states to create opportunities in rural areas through skilling, says FM

partnership with states to create ample opportunities in rural areas through skilling and development

○ Feb 1, 2025 11:11 AM IST

Education Budget 2025 LIVE: Focus of the budget is to accelerate growth, says FM

Presenting the much-awaited Union Budget 2025 in Parliament on Saturday, Finance Minister Nirmala Sitharaman said that the focus of the Budget is to accelerate growth.

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○ Feb 1, 2025 10:43 AM IST

Education Budget 2025 LIVE: 'Hope budget places strong emphasis on increased funding for preschool infrastructure and accessibility'

"As one of the leading players in early childhood education, we hope the upcoming budget places a strong emphasis on increased funding for preschool infrastructure and accessibility, particularly in underserved areas. Early childhood education is the foundation of a nation's future workforce, and targeted investments in this sector can unlock immense potential for long-term economic growth."

"Given the rising costs of education and the impact of declining household spending, we urge the government to introduce measures such as subsidies, tax benefits, and initiatives to make quality education more affordable for families across socio-economic strata. Furthermore, integrating early childhood education into the Skill India Mission would be a game-changer. By aligning educator training and child development programs with skills development, the government can ensure that teachers are equipped with modern pedagogical tools, creating a

term skill development goals.”

- Raj Singhal, Co-founder & CEO of Footprints Childcare

○ Feb 1, 2025 10:25 AM IST

Education Budget 2025 LIVE: Opportunity to strengthen India's financial education landscape

"The Union Budget 2025-26 presents a critical opportunity to strengthen India's financial education landscape through strategic edu-fintech partnerships. We anticipate dedicated initiatives supporting digital financial literacy, including tax incentives for platforms delivering specialized financial education and skill development programs.

We expect policy makers to focus on industry-academia collaboration and professional development grants. These measures will be crucial in creating a financially literate workforce equipped with contemporary skills in fintech, banking, and investment management."

Pratham Barot, CEO and Co founder, Zell Education

○ Feb 1, 2025 10:18 AM IST

Education Budget 2025 LIVE: R&D is expected to continue to receive more attention in the new budget

"Last year's budget was a mixed bag for higher education. Support for world-class institutions increased by about INR 400 crores, but education access was severely curtailed for the less privileged by the ending of scholarships and student aid programs. Allocation for interest subsidy on student loans was missing. Funding for scholarships for higher education students was also absent. A stagnation in total budgetary allocation fails to compensate for rising inflation. It also affects the expansion of suitable infrastructure.

India spends about 4.5% of the national GDP on education, while developed countries spend anywhere between 6-14%. There is a stark gap there. The UGC's funding in the 2024-25 budget was reduced by a staggering 61% compared to the immediate previous year. Needless to say, a lot more can be done in the 2025-26 budget for higher education.

In the 2025-26 budget, it is expected that more emphasis will be placed on digital learning, skills development, technical and professional education, and teacher upskilling by greater

infrastructure. R&D is expected to continue to receive more attention in the new budget.

A nation that educates its citizens has a longer chance of global success."

-Dr. Jones, Principal and Head of the Institute of Management, Great Lakes Institute of Management, Gurgaon.

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 Feb 1, 2025 9:40 AM IST

Education Budget 2025 LIVE: Financial support needed for loans of up to ₹10 lakh for higher education in domestic institutions

"We hope the Union Budget 2025 builds on earlier provisions, particularly the financial support for loans of up to ₹10 lakh for higher education in domestic institutions, making it more accessible to students. Additionally, we look forward to this budget advancing support for education, employment, and skills through supportive schemes.

Another key focus should be increasing access to quality education and technology, especially in rural and underserved areas. Investments in expanding connectivity, modernising classrooms and creating accessible online learning platforms are essential to bridging the digital divide and making education more accessible to all.

As the world evolves, the demand for skilled professionals across various sectors will grow. Meeting this need requires laying the groundwork at the school level. Strengthening industry-academia connections will better prepare students to navigate dynamic challenges, particularly in technology-disrupted environments. Easing GST on higher education institutes, coupled with tax benefits for students and professionals availing education loans



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Sikkim rolls out free educational supplies for govt. school students as new academic year begins

PTI / Updated: Feb 4, 2025, 11:35 IST

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On the first day of the new academic session, the Sikkim Education Department distributed free textbooks and uniforms to 40,968 students across 767 government schools. The initiative, which also included monastic schools and Sanskrit pathshalas, is a first.



GANGTOK: The Sikkim education department on Monday distributed textbooks and uniforms for free among students of all government schools in the state on the first day of the new academic session, officials said. As many as 40,968 students of 767 schools received free textbooks and uniforms,

they said.

"The government of Sikkim has successfully distributed free textbooks and uniforms among students of all government schools across the state on the first day of the new academic session to ensure that every student starts the year with essential learning materials," an education department official said.

All monastic schools and Sanskrit pathshalas were also included in the initiative, reinforcing the state government's commitment to provide an inclusive and holistic education, another official said.

To oversee and facilitate the distribution process, all officials of the Education Department, including the secretary, the principal director and district CEOs, were deployed to various schools across the state.

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textbooks, exercise copies and uniforms to students of government schools in Sikkim on the first day of the new academic session.

This initiative is a significant step towards strengthening the education system in Sikkim by reducing the financial burden on families and ensuring that every student, regardless of background, gets access to quality education, the officials added.

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Teacher training, curriculum enhancement: How can school education be improved

"There is now an urgent need to transition from access to ensuring quality of school education delivered to the masses. A focus on improving quality of teacher education will be central to this transformation."

New Delhi | Updated: February 2, 2025 09:31 IST



6 min read





Teacher Education needs to focus on the 'whole' student —integrating IQ with EQ (Express Photo by Gajendra Yadav/ representative)

— ***Krish Lambah, Dr Shashank Shah***

India's school education system, the largest in the world with 15 lakh schools, 25 crore students, and 1 crore teachers, holds immense importance. Through the fundamental right to education enshrined in our Constitution, we have achieved phenomenal success over the last several decades in ensuring near 100% access to school education. The progress made so far highlights the potential and adaptability of the system.

Read | Union Budget 2025 Highlights: Education ministry gets Rs 1.28 lakh crore, check other highlights

However, there is now an urgent need to transition from access to ensuring quality of school education delivered to the masses. A focus on improving quality of teacher education will be central to this transformation. In this article, we propose that Teacher Education needs to focus on the 'whole' student—integrating the intelligence quotient (IQ) with emotional quotient (EQ) — while also incorporating a robust adoption of technology that can facilitate better educational outcomes for all students at scale.

STORY CONTINUES BELOW THIS AD

Challenges

India faces some challenges in its teacher training programs that require urgent attention. Many institutions lack modern curricula and infrastructure, while some teachers are not trained in specific aspects of education, both of which limits the ability of teachers to effectively engage students. For instance, 31% of teachers in India are still not highly proficient with digital tools, reflecting the pressing need to integrate ICT into teacher education. Furthermore, the current teacher education system often emphasizes theoretical knowledge over practical teaching skills, leaving teachers unprepared for student reactions and responsiveness to their methods.

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Additionally, the salary structure undervalues primary educators, despite their critical role in nurturing young minds during formative years. While 56.5% of primary teachers participate in in-service training, these programmes often lack

There is also a disparity amongst the quality of teacher training across states. While Kerala and Rajasthan have excelled in teacher education, Bihar and Jharkhand continue to struggle in this field. States like Assam and Telangana have high potential but face contextual challenges. In some states, there are challenges of infrastructure such as lack of libraries, laboratories, and modern teaching aids. In other states, there is an insufficient number of District Institutes of Education and Training (DIETs) to meet the needs of its population. But the more serious challenge is of mindsets.

The absence of selectivity in admissions to teacher training programmes means that many entrants lack the motivation or aptitude required for teaching. Often, the profession becomes the last option for a candidate who doesn't succeed in gaining a job in any other sector. Hence, addressing funding gaps, upgrading facilities, and improving the selection process are crucial to improving teacher education. Moreover, expanding teacher training centres, introducing comprehensive in-service training, and modernizing the curriculum can ensure sustained progress.

STORY CONTINUES BELOW THIS AD

International best practices

Learning from global models can provide valuable insights to enhance teacher education in India. Finland's education system, renowned worldwide for its unique approach, emphasizes rigorous training, mandatory internships, and selective admissions to ensure a highly skilled teaching workforce. Teachers in Finland are required to hold master's degrees and undergo extensive pedagogical and research-based training. While India cannot replicate this exact model due to its teacher shortage, elements like improved training quality and mandatory practical teaching experience can be adopted.

practical classroom readiness through structured in-service training and demo teaching. By leveraging technology, the NTTP also provides remote learning opportunities for teachers in underserved areas. Adopting such practices in India can bridge the urban-rural divide in teacher training and improve the overall quality of education.

Policy recommendations

Despite its existing problems, India's education system still ranks among the leading education systems among developing countries. Our teacher education system has its merits and is very well set up with many institutions and policymakers contributing to it. It has seen a great deal of progress since India's Independence and has the potential to grow into one of the top systems in the world. Towards this end, we make a few policy recommendations.

Education Budget: Align with the NEP's recommendation and increase the allocation to education budget to 6% of GDP at the earliest. This will enable enhancements in infrastructure, teacher salaries, and training programmes across the nation.

Teacher Qualification and Salaries: Focus on continuous professional development by introducing rigorous pre-service and in-service training programmes. Increase teacher salaries to attract and retain talent, offering parity with professions requiring similar qualifications. Public school teachers should also receive benefits such as health insurance and post-retirement social security.

STORY CONTINUES BELOW THIS AD

Selection Process: Strengthen the entry criteria for B.Ed. programmes with higher grade requirements and implement a post-B.Ed. test. Incorporate interviews to

In-Service Training: Conduct regular evaluations of teachers should be conducted, including live teaching assessments and feedback from peers and students. Mandate targeted training for underperforming teachers and encourage voluntary participation in skill development programmes.

Curriculum Enhancement: Embed ICT and AI in teacher education to prepare teachers for digital classrooms and for teaching Gen Beta that will enter classrooms by 2030. Introduce emotional intelligence (EI) modules to help teachers foster empathy, human values, and social skills among students, creating inclusive and supportive learning environments.

Rural Teacher Education: Establish a National Rural Teacher Training Council (NRTTC) to develop region-specific training programmes, offer subsidized education, and provide financial and non-financial incentives for teachers working in rural areas. Training modules should include a focus on local languages and cultural contexts.

STORY CONTINUES BELOW THIS AD

Conclusion

India's education system has demonstrated remarkable resilience and potential. However, the challenges in teacher education and training must be urgently addressed to realise the vision of a Viksit Bharat by 2047. Today's children will be the backbone of tomorrow's society. Hence nurturing them with ability and nobility is a fundamental necessity. Through aforementioned policy reforms, India can create a world-class teacher training ecosystem that strengthens its educational foundations and positions itself as a global leader in education.

पुस्तक मेले में 'केदार टू कैलाश' किताब का लोकार्पण



नई दिल्ली (एसएनबी)। भारत मंडपम में चल रहे नई दिल्ली विश्व पुस्तक मेला में लेखक दीपक की पुस्तक 'केदार टू कैलाश' के अंग्रेजी संस्करण का लोकार्पण डायमंड बुक के डायरेक्टर एनके वर्मा, डॉ. सुरेखा तिवारी, वरिष्ठ लेखक संदीप शर्मा, अवधेश श्रीवास्तव, वरिष्ठ पत्रकार अमित कुमार, प्रदीप मिश्रा ने संयुक्त रूप से किया। इस मौके पर बड़ी संख्या

में पुस्तक प्रेमी मौजूद थे। किताब का प्रकाशन डायमंड बुक ने किया है।

इस मौके पर लेखक की पत्नी और इस किताब का हिस्सा रही डॉ. सुरेखा तिवारी ने कहा कि मैं और मेरे पति दीपक केदार से कैलाश तक के यात्रा के न केवल साथी रहे हैं बल्कि इस यात्रा को जिया है। हम इन ज्योतिर्लिंग में खुद गए हैं। जिस समय हम लोगों ने यात्रा की थी, उस वक्त सुविधा बहुत कम थी। हमने कैलाश मानसरोवर की यात्रा के यादगार पल को देखा है, जो अपने आप में अलौकिक अनुभव है। न वहां मंदिर है, न प्रतिमा, न पूर्व पुजारी है, न पूजा के लिए अगरबत्ती।

इसके बावजूद वहां जाकर आपको अनुभव होगा कि यहां सिर्फ ईश्वर है। इस किताब को पढ़ते समय यही आपको महसूस होगा। 12 ज्योतिर्लिंग अपने आप में अनोखे हैं, विचित्र हैं, विशिष्ट हैं और अलग हैं। एनके वर्मा ने कहा कि यह किताब पाठकों को बारह ज्योतिर्लिंग की यात्रा कराती है। अवधेश श्रीवास्तव ने कहा कि ऐसी पुस्तकें पाठकों का ज्ञानवर्धक करती हैं और आज के युवाओं को जो केदार से कैलाश की यात्रा नहीं किया है या फिर किसी ज्योतिर्लिंग के दर्शन नहीं किए हैं, वो इस पुस्तक को पढ़ते हुए यात्रा करता हुआ महसूस करेंगे।

मेले में छात्रों ने बिखेरी चमक

नई दिल्ली (एसएनबी)। भारत मंडपम में आयोजित विश्व पुस्तक मेला में दिल्ली नगर निगम के मध्य, दक्षिणी, शाहदरा दक्षिणी, शहरी सदर पहाड़गंज और रोहिणी क्षेत्र के निगम विद्यालयों के 20 शिक्षकों और 20 छात्रों ने भागीदारी की। पुस्तक मेले का सबसे आकर्षक कार्यक्रम कॉसप्ले प्रतियोगिता रहा, जिसमें निगम के तीन प्रतिभाशाली छात्रों ने स्वतंत्रता सेनानियों की भूमिका निभाई। शाहदरा दक्षिणी क्षेत्र के कृष्णा नगर एफ ब्लॉक स्कूल के रोनक आनंद ने भगत सिंह की भूमिका में दर्शकों का दिल जीता। जय रानी बाग स्कूल, शहरी सदर पहाड़गंज क्षेत्र के शिवराज और ऋतिक ने क्रमशः छत्रपति शिवाजी महाराज और महात्मा गांधी की प्रभावशाली भूमिका निभाई।

निगम के मध्य क्षेत्र के 14 शिक्षकों और 12 छात्रों ने विश्व पुस्तक मेले में विभिन्न सांस्कृतिक और शैक्षणिक गतिविधियों में अपनी प्रतिभा का जौहर दिखाया। किड्स किंगडम में राष्ट्रीय पुस्तक न्यास द्वारा आयोजित विभिन्न गतिविधियों में निगम छात्रों ने हिस्सा लिया। कहानी कथन सत्र में बच्चों ने भाग लिया, जिसके बाद बच्चों के लिए विशेष रूप से डिजाइन किए गए योग सत्र में प्रदर्शन किया।

'वैदिक गणित के साथ मस्ती' कार्यशाला में निगम छात्रों ने कई उपयोगी गणितीय तकनीकें और शॉर्टकट सीखे। पुस्तक मेले का विशेष आकर्षण व्यंग्यचित्र यानी कैरिकेचर कार्यशाला रही। इस दौरान श्रीनिवासपुरी बॉयज स्कूल के आयुष ने अपनी असाधारण रचनात्मक क्षमताओं का प्रदर्शन किया। निगम के सभी छात्रों को राष्ट्रीय पुस्तक न्यास की ओर से भागीदारी प्रमाण पत्र प्रदान किए गए।

आयोजित की गई कई गतिविधियां : लोकप्रिय कार्टून पात्र छोटा भीम और लिटिल सिंघम के साथ रोचक मुलाकात। छात्रों द्वारा अपने वास्तविक जीवन के नायकों को पत्र लेखन। 'रूस-भारत बच्चों की नजर से' विषय पर आधारित मिट्टी के मॉडल बनाने और चित्रकला प्रतियोगिता।

'उपन्यास नई पीढ़ी के लिए पुरखों की डायरी पढ़ने जैसा'

नई दिल्ली (एसएनबी)। विश्व पुस्तक मेला के हॉल नंबर-5 में प्रभात प्रकाशन के मंच पर वरिष्ठ कवित्री और उपन्यासकार भावना शेखर के नए उपन्यास 'अथ हवेली कथा' का लोकार्पण किया गया। लोकार्पण वरीय साहित्यकार ओम निश्चल, समीक्षक डॉ राहुल, युवा कवि दिलीप कुमार और प्रभात प्रकाशन के प्रभात कुमार एवं पीयूष कुमार ने किया। उपन्यासकार भावना शेखर ने कहा कि यह उनकी 13वीं किताब है। उन्होंने उम्मीद जताई कि जिस तरह से उनकी पिछली किताबों को पाठकों का प्यार मिला है, उसी तरह इस पुस्तक को भी मिलेगा। मुख्य अतिथि वरिष्ठ साहित्यकार ओम निश्चल ने कहा कि भावना शेखर का यह उपन्यास नई पीढ़ी के लिए पुरखों की डायरी पढ़ने जैसा है। इनकी लेखनी में जो प्रवाह है, उससे पाठक बंध जाता है। इनकी रचना यात्रा के बारे में कहा कि उन्होंने जुगनी, सांझ का नीला किवाड़, मौन का महाशंख, खुली छतरी, मुझे सिखाती मेरी नानी, एक टीचर की डायरी, एक सपना लापता जैसी पुस्तकों के माध्यम से पाठकों के साथ संवाद किया है। डॉ राहुल ने कहा कि भावना शेखर की किताबें नई पीढ़ी को अपने से जोड़ती हैं। वरिष्ठ रेलवे अधिकारी और कवि दिलीप कुमार ने भावना शेखर के सक्रिय लेखन की प्रशंसा करते हुए उन्हें निरंतर रचनाशील बने रहने की शुभकामनाएं दीं। प्रभात प्रकाशन के पीयूष कुमार ने कहा कि इस प्रकाशन संस्थान से भावना शेखर की यह छठी किताब है। इसे भी पाठकों का भरपूर प्यार मिलेगा।



The Hindu, 3 February 2025, Pg. 17

John J. Kennedy

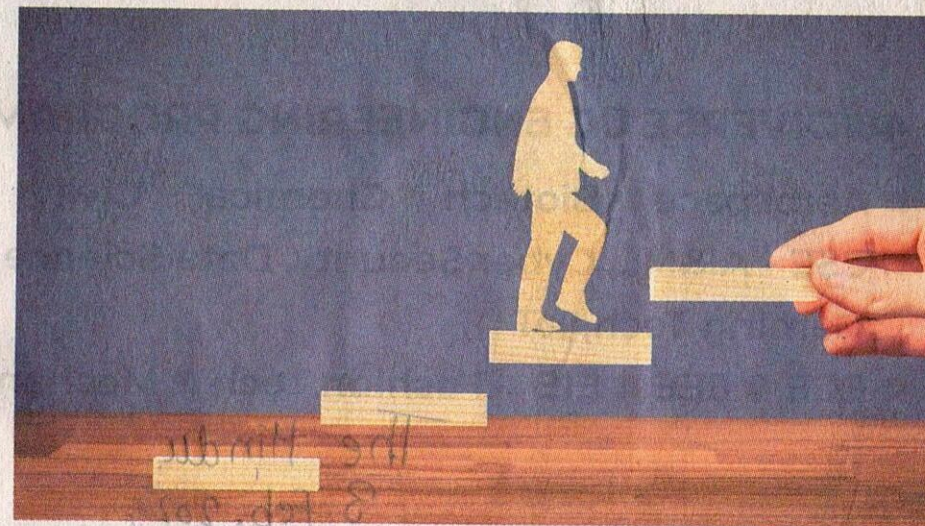
Education, often regarded as the foundation of societal progress, thrives not only on structured curricula but also on other types of guidance and support provided to learners and educators alike. Two indispensable components of this are mentorship and coaching. While these terms frequently echo in academic discourses and institutional meetings, their implementation often falls short. Against this backdrop, it may be worthwhile to understand the relevance, challenges, and potential of mentorship and coaching in India's education system, supplemented by global perspectives and evidence-based insights.

Distinct roles

Mentorship and coaching, though often used interchangeably, have distinct definitions and roles in education. Mentorship involves a long-term relationship where an experienced individual provides guidance and support to mentees, fostering their personal and professional growth.

Conversely, coaching is more goal-oriented and performance-driven, focusing on enhancing specific skills through structured sessions.

Both are vital for a comprehensive educational experience, benefiting students and teachers. According to a study published in the *Journal of Educational Psychology*,



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Beyond the buzzword

How mentorship and coaching can help transform the Indian higher education system

mentorship contributes significantly to students' academic success, emotional well-being, and career readiness.

Another study published in the *Harvard Educational Review* (2020) has found that coaching has improved teachers' teaching efficacy and job satisfaction.

In India, however, incorporating mentorship and coaching in educational institutions remains sporadic. Many institutions lack the awareness or resources to implement these frameworks effectively.

Globally, institutions in the U.S., the U.K., and other nations have demonstrated the transformative potential of mentorship and coaching. For instance, Stanford University's

"First-Generation Mentorship Programme" has reported a 25% increase in student retention rates among its participants. Similarly, the University of Oxford's peer-mentoring initiative for educators has led to a 30% improvement in teaching effectiveness, as per their 2021 annual report. In the corporate-academic partnership realm, initiatives such as IBM's "SkillsBuild" in collaboration with universities have shown remarkable success.

Benefits

When properly implemented, mentorship and coaching create a ripple effect of benefits. Personalised guidance enhances learning outcomes and helps students identify

their strengths and address weaknesses, leading to improved academic performance. A supportive mentor can help students build emotional resilience and navigate challenges like stress and anxiety, which are prevalent in the highly competitive educational environments today. For teachers, coaching provides actionable feedback and professional development, ultimately enhancing classroom engagement and student outcomes, thus empowering them. Mentorship bridges the gap between academia and industry, ensuring students are better prepared for real-world challenges and career-ready.

Several steps are imperative to foster a culture of

mentorship and coaching in India. First, intervention at the policy level is crucial. Educational policies must mandate mentorship programmes and allocate dedicated funding. Second, regular workshops and certifications can equip educators with the skills needed for effective mentorship. Third, awareness campaigns highlighting success stories and global best practices can inspire institutions to adopt these frameworks. Finally, using technology and digital platforms can democratise mentorship by providing students and teachers access to experts from around the globe.

Integrating mentorship and coaching into the Indian higher education system holds transformative potential.

These interventions can bridge the gap between theoretical knowledge and practical skills, foster emotional intelligence, and create a workforce that is not only competent but also adaptable. Moreover, such programmes can position India as a global leader in educational innovation.

Mentorship and coaching, therefore, are not mere buzzwords but essential elements of a meaningful education. By learning from global successes and addressing local challenges, Indian educational institutions can pave the way for an inclusive and impactful educational ecosystem.

The writer is a Professor and Dean, Christ University, Bengaluru.

Over 40% govt senior secondary schools in state without principal

CM's home district Sangrur among areas with maximum vacancies

RAJMEET SINGH
TRIBUNE NEWS SERVICE

CHANDIGARH, FEBRUARY 2

Over 40 per cent posts of principal in senior secondary schools of the state are lying vacant, according to a survey carried out by the Democratic Teachers' Front. Vikramdev Singh, president of the Democratic Teachers' Front, sought to know from the government the reason behind the delay in filling the vacant posts.

He said of over 19,000 government schools in the state, 1,927 are senior secondary ones.

As many as 855 senior secondary schools currently

do not have a principal, he said, adding that the Malwa region, which sends the maximum number of ministers to the state Cabinet, is the worst hit.

In Sangrur, the home district of Chief Minister Bhagwant Mann, 60 per cent of the senior secondary schools don't have a principal. Mansa has 82 per cent vacant posts, followed by Barnala with 76.6 per cent and Bathinda (63.6 per cent), said Vikramdev Singh.

A majority of senior secondary schools in Punjab's border districts too are functioning without a principal. Gatti Rajo Ki block in Fer-

ozepur district and Ajnala block in Amritsar are prime examples. A similar situation was found in areas bordering Haryana and Himachal Pradesh.

Only one vacancy in Mohali

Meanwhile, Mohali - considered a VIP station - has just one vacancy with 46 of 47 seats already filled. The obvious reason seems to be its location near state capital Chandigarh.

According to Vikramdev Singh, the shortage of principals has stemmed from the policy adopted by the Education Department, which had in 2018, under

the previous Congress government, changed recruitment rules.

While 50 per cent of the seats were to be filled through direct recruitment, the rest were to be filled through promotions. Before the new policy came into being, only 25 per cent of the posts were filled through direct recruitment.

"The government has promised to amend promotion rules to fill the vacancies, which has not been done," Vikramdev Singh said.

Education Minister Harjot Bains said the matter regarding the direct recruitment is pending in the High Court.

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Union Budget 2025 for School Education gets Mixed Reactions from Industry Experts

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Anum Ansari

Assistant Manager – Content

New Delhi, Updated on Feb 3, 2025 13:04 IST


The release of the Union Budget 2025 by the Minister of Finance Nirmala Sitharaman unveiled that ₹ 1,28 crore has been allocated to the education ministry. Read further to know the reactions of education experts to Union Budget 2025-26



Experts react to Union Budget 2025 allocation for Department of School Education & Literacy

Union Budget 2025 for Education: Union Finance Minister Nirmala Sitharaman presented the Union Budget 2025 in Parliament on February 1, 2025, unveiling a substantial allocation of ₹ 1,28,650.05 crore for the education sector. This marks a significant step forward in the government's focus on reshaping India's educational landscape. With the total allocation split between the **Department of School Education and Literacy (₹ 78,572.10 crore)** and the **Department of Higher Education (₹ 50,077.95 crore)**, the Budget aims to provide a boost to both primary and higher education while addressing pressing needs in infrastructure, skill development, and innovation.

The focus of the 2025 education budget lies in expanding opportunities for students, incorporating cutting-edge technologies, and ensuring equitable access to quality education. Key initiatives include a commitment to broadband connectivity for government secondary schools, the establishment of 50,000 Atal Tinkering Labs, and enhanced funding for the growing demand for AI-driven education.

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Increased Funding for School and Higher Education

The allocation for school education saw an increase of ₹5,564.10 crore, from ₹73,008 crore in 2024-25 to ₹78,572.10 crore in 2025-26. The higher education sector received a more modest increase, rising from ₹47,619 crore to ₹50,077.95 crore.

Major Expenditure Heads under the Department of School Education and Literacy

The Department of School Education and Literacy has several key initiatives and expenditure heads under which the funds will be allocated. While an increase has been seen in the total budget allocation for schools. However, fundings Navodaya Vidyalaya Samiti (NVS) have been decreased from ₹5800 Crore to ₹5305.23 Crore. Below are the key figures

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Expenditure Head	2024-25 Allocation (₹ Crore)	2025-26 Allocation (₹ Crore)
Samagra Shiksha	37,500	41,249.98
Autonomous Bodies (including KVS and NVS)	15,638.67	15,430.58
Total Centrally Sponsored Schemes (including PM POSHAN)	57,427.39	62,660.00

While the increases in both sectors are seen as positive, experts note that the challenges in India's education system remain vast, especially in improving quality at the grassroots level and expanding opportunities for skill-based education in schools.

Industry Experts Weigh In

Neelima Kamrah, Principal of KIIT World School, Gurugram, praised the Budget's focus on fostering a "Viksit Bharat" with initiatives such as the introduction of 50,000 Atal Tinkering Labs. She emphasized that these labs will help students develop scientific temper and innovation skills. Additionally, the provision of broadband connectivity to all government secondary schools will be pivotal in bridging the digital divide. Kamrah also highlighted the positive impact of establishing five National Centers of Excellence for skilling, which will align Indian youth with global opportunities.

Dr. Silpi Sahoo, Chairperson of SAI International Education Group, welcomed the transformative steps in AI and digital inclusion, particularly the establishment of a Centre of Excellence for Artificial Intelligence in Education. With a ₹500 crore allocation, this initiative aims to integrate AI into the education system, further driving technological innovation and access to education. She also pointed to the expansion of IITs and the introduction of PM Research fellowships as critical moves to support research and innovation at the highest levels.

Praneet Mungali, Trustee and Secretary of Sanskriti Group of Schools, lauded the government's focus on strengthening the STEM ecosystem through investments in new infrastructure for IITs and the creation of AI Centres of Excellence. These initiatives, he believes, will help position India as a global leader in emerging technologies. He particularly noted the expansion of Atal Tinkering Labs as a significant step toward cultivating innovation in young students across the nation.

Sanamdeep Chadha, Education Reformist and Director at Genesis Global School, Noida, echoed the general appreciation for the enhanced focus on higher education and skill development but raised concerns about the need for more attention on upgrading school education. Chadha suggested that while initiatives like AI Centres and fellowships are vital for higher education, the foundational stages of education—where skill-based learning can be integrated early—are crucial to preparing students for future job markets.

Shishir Jaipuria, Chairman of Seth Anandram Jaipuria Group of Educational Institutions, took a balanced approach, praising the government's holistic view on education. He highlighted the inclusion of 50,000 Atal Tinkering Labs and the broadband push for government schools, which he believes will lay the foundation for a more equitable education system. Jaipuria also commended the creation of the Centre of Excellence for AI, calling it a vital step for India to catch up in the global AI race and build a culture of technological research.

Future-Ready Education and Skill Development

The 2025 education budget places significant emphasis on skill development, with the establishment of five National Centers of Excellence for skilling and the creation of the PM Research fellowship at IITs and IISc. These initiatives aim to equip the youth with the necessary skills to excel in a rapidly evolving job market, while the expansion of IITs and the establishment of Centres for AI-driven learning could propel India's position as a global innovation hub.

However, as several experts pointed out, while these steps are essential, there remains an urgent need to focus on the foundational aspects of school education. Upgrading teaching methods and incorporating skill-based learning at the school level will be crucial to ensuring that students are equipped with the right tools for the future.

A Balanced Step Towards Educational Transformation

The Union Budget 2025 has made bold strides in terms of funding and policy direction, setting the stage for a more inclusive and future-ready education system in India. The focus on AI, skill development, and innovation is commendable, but experts agree that continuous effort is needed to address the challenges at the grassroots level. As the government rolls out these initiatives, it will be important to ensure that the benefits reach every corner of the country, enabling all students to thrive in an increasingly digital and skill-oriented world.

Read More:

- [Union Budget 2025: Management Institutions respond to Allocation for IIMs and Educational Reforms](#)
- [Union Budget 2025: ₹78572.10 Crore for School Education & Literacy; PM SHRI gets ₹7500 Crore](#)

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बुक फेयर में PM पावर किताब का लोकार्पण

■ NBT रिपोर्ट, नई दिल्ली: विश्व पुस्तक मेले में डायमंड बुक के स्टॉल पर सोमवार को वरिष्ठ पत्रकार अमित कुमार और ऋतु श्रीवास्तव की किताब पीएम पावर का लोकार्पण हुआ। किताब के लोकार्पण पर डायमंड बुक के निदेशक एनके वर्मा, वरिष्ठ लेखक अवधेश श्रीवास्तव, संदीप शर्मा, फार्मस विजन के निदेशक सुनील सिंह, डॉक्टर आरपी सिंह और फिल्मकार दिनेश सिंह सहित कई लेखक और पत्रकार मौजूद रहे। पुस्तक का प्रकाशन डायमंड बुक की ओर से किया गया है।

इस मौके पर नरेंद्र वर्मा ने कहा कि यह किताब पाठकों को भारत के सभी प्रधानमंत्रियों के कुछ ऐसे निर्णयों के बारे में बताती है, जिनके बारे में लोगों को बहुत कम पता है। लेखक अमित कुमार ने कहा कि यह किताब देश की राजनीति में रूचि रखने वाले पाठकों को पसंद आएगी। प्रधानमंत्री नरेंद्र मोदी का महिलाओं के उत्थान के लिए लखपति दीदी, डोन दीदी समेत कई ऐसी योजनाएं हैं, जिसका फायदा देश के विकास में होगा।

किताब की को-राइटर ऋतु श्रीवास्तव ने बताया कि अयोध्या के राम मंदिर मामले का समाधान पूर्व प्रधानमंत्री चंद्रशेखर के कार्यकाल में ही हो जाता। उन्होंने मुस्लिम समाज और हिंदू समाज के साथ बातचीत को निर्णायक मोड़ तक ला दिया था, लेकिन उनकी सहयोगी पार्टी को जब यह बात पता चली तो उसने अपना समर्थन वापस ले लिया था। ऐसे में मामला खटाई में पड़ गया।

संवाद | प्रगति मैदान में चल रहे मेले में पहुंचे प्रसिद्ध बॉलीवुड अभिनेता ने पाठकों के साथ अपनी अभिनय यात्रा के बारे में विस्तार से चर्चा की मुझे बनाने में किताबों की अहम भूमिका : पंकज त्रिपाठी



नई दिल्ली, कार्यालय संवाददाता। आज मैं जो कुछ भी हूँ, उसमें किताबों की बहुत बड़ी भूमिका रही है। प्रसिद्ध अभिनेता पंकज त्रिपाठी ने जैसे ही यह वाक्य बोला सभागार तालियों की गूंज से भर गया। पंकज त्रिपाठी सोमवार को नई दिल्ली विश्व पुस्तक मेला में आए थे।

पाठकों से संवाद के दौरान उन्होंने अपनी अभिनय यात्रा के बारे में विस्तार से चर्चा की और बताया कि

किताबों ने उनके जीवन को गहराई से प्रभावित किया है। उन्होंने अपने हल्के-फुल्के अंदाज में उन सूचियों का भी जिक्र किया, जो किताबों उनके पास हैं। एक दिलचस्प बात साझा करते हुए उन्होंने कहा कि अगर उन्हें किसी चीज के रूप में पुनर्जन्म लेने का मौका मिले तो वह 'नारियल का पेड़' बनना चाहेंगे, क्योंकि यह पेड़ बिना किसी भेदभाव के सबको कुछ न कुछ देता है।

पुस्तक मेला में भारतीय खानपान विशेषज्ञ पुष्पेश पंत और सेफ सादफ हुसैन का भी एक सत्र था, जिसमें भारतीय व्यंजनों, स्ट्रीट फूड की सांस्कृतिक पहचान और इसके प्रभावों पर चर्चा की गई।



प्रगति मैदान में चल रहे विश्व पुस्तक मेले में सोमवार को दर्शकों से रूबरू अभिनेता पंकज त्रिपाठी। • हिन्दुस्तान

आकर्षण का केंद्र बना चिल्ड्रन्स पैवेलियन



पुस्तक मेले में बच्चों के लिए चिल्ड्रन्स पैवेलियन के लिए हाल संख्या-6 निर्धारित हैं। इसमें सोमवार को भी दोपहर बाद बच्चों ने हिस्सा लिया। यहां रोचक सत्रों में कहानी सत्र, सुलेख, कार्टून डिजाइनिंग सहित कई गतिविधियां आयोजित हुईं। मेले में आई अनन्या ने कहा कि मुझे लिखना बहुत पसंद है।

नई दिल्ली राइट्स टेबल का उद्घाटन

नई दिल्ली राइट्स टेबल का उद्घाटन भी सोमवार को किया गया। नेशनल बुक ट्रस्ट के निदेशक युवराज मलिक ने इस अवसर पर कहा कि यह मंच हमें भारतीय प्रकाशन जगत में एक-दूसरे की सामग्री को साझा करने और पेशेवर रूप से आगे बढ़ने में मदद करेगा। दो दिवसीय इस आयोजन में 80 से अधिक प्रकाशकों और 1000 से अधिक व्यापारिक बैठकों का आयोजन हुआ।

**कालिंदी कॉलेज में अहिल्या बाई होलकर
की विरासत विषयक सम्मेलन आयोजित**

नई दिल्ली (एसएनबी)। दिल्ली विश्वविद्यालय से सम्बद्ध कालिंदी कॉलेज के इतिहास विभाग ने भारतीय इतिहास संकलन योजना समिति, दिल्ली प्रांत एंड स्टडी सर्कल के सहयोग से पुण्यशालोक अहिल्याबाई होलकर के प्रभावशाली जीवन पर दो दिवसीय सम्मेलन का आयोजित किया। सोमवार को सम्मेलन की शुरुआत में कालिंदी कॉलेज की प्राचार्य प्रो. मीना चरांदा ने अहिल्या बाई होलकर के प्रभावशाली और प्रेरणादायक जीवन पर प्रकाश डाला। कार्यक्रम में मुख्य अतिथि के रूप में डीयू के डीन ऑफ कॉलेजेस प्रो. बलराम पाणी, विशिष्ट अतिथि के तौर पर अखिल भारतीय इतिहास संकलन योजना के राष्ट्रीय संगठन सचिव डॉ. बालमुकुंद पाण्डेय के अलावा डीयू के प्रो. बीडब्ल्यू पाण्डेय, कालिंदी कॉलेज की चेयरपर्सन प्रो. मंजू मुकुल कांबले साहिब विभिन्न गण्यमान्य लोगों ने हिस्सा लिया।

एनआईओएस एमपी शिक्षा बोर्ड से करेगा करार

नई दिल्ली (एसएनबी)। व्यावसायिक पाठ्यक्रमों के संचालन के लिए एनआईओएस और मध्य प्रदेश राज्य मुक्त विद्यालय शिक्षा बोर्ड (एमपीएसओएसईबी) के मध्य व्यावसायिक शिक्षा को जन-जन तक पहुंचाने के लिए राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान (एनआईओएस) और मध्य प्रदेश राज्य मुक्त विद्यालय शिक्षा बोर्ड के मध्य एक समझौता किया जा रहा है। इसका उद्देश्य शिक्षार्थियों को कुशल प्रशिक्षण प्रदान करना है ताकि वे अपने व्यावसायिक क्षेत्र में दक्षता हासिल कर सकें और रोजगार के अवसर प्राप्त कर सकें।

शिक्षा और प्रशिक्षण-कौशल के राष्ट्रीय दृष्टिकोण को पूरा करने के लिए भारत सरकार ने समान और समावेशी शिक्षा को बढ़ावा देने के लिए

■ **समझौते का उद्देश्य**
शिक्षार्थियों को कुशल
प्रशिक्षण प्रदान करना

2020 में एक समग्र और परिवर्तनकारी नीति-राष्ट्रीय शिक्षा नीति (एनईपी) तैयार की है। इस शिक्षा नीति में व्यावसायिक शिक्षा और कौशल विकास पर बल दिया गया है। इस संबंध में एनईपी के

विभिन्न उद्देश्यों को पूरा करने के लिए समग्र शिक्षा की मौजूदा योजना को नया रूप प्रदान किया गया है। व्यावसायिक शिक्षा से संबंधित विभिन्न नए मध्यवर्तियों जैसे इंटरशिप, बैगलेस डे, उच्च प्राथमिक स्तर पर व्यावसायिक शिक्षा के संपर्क आदि को समर्थन प्रदान किया गया है। नवीन राष्ट्रीय शिक्षा नीति 2020 के आलोक में यह कहा गया है कि एनआईओएस के कार्यक्रम क्षेत्रीय भाषा में लागू करने हेतु राज्य ओपन स्कूल का सुदृढ़ीकरण किया जाना आवश्यक है। ये व्यावसायिक पाठ्यक्रम, मध्य प्रदेश राज्य मुक्त स्कूल शिक्षा बोर्ड के 2500 सरकारी स्कूलों के माध्यम से संचालित होंगे।

शिक्षा की गुणवत्ता बढ़ाने की चुनौती

यह किसी से छिपा नहीं कि शिक्षा समाज को योग्य और समर्थ बनाने की दिशा में कितनी महत्वपूर्ण है। शिक्षा के परिसर एक परिपक्व और सृजनशील मनुष्य बनाने की प्रयोगशाला होते हैं। वहां विद्यार्थी जीवन मूल्यों की दीक्षा पाता है। उसके व्यक्तित्व की बनावट भी बहुत हद तक वहीं होती है। चूंकि भारत में शिक्षा ऐतिहासिक रूप से अनेक चुनौतियों से घिरी रही है, इसलिए उसकी समस्याएं इकट्ठी होती गई हैं। भारतीय राजनीति शिक्षा के प्रति अलग-अलग नजरिये से संवेदनशील रही है। फलतः शिक्षा में प्रत्यक्ष-परोक्ष रूप से राजनीतिक प्रयोग होते रहे हैं। चूंकि शिक्षा समाज के वर्तमान और भविष्य, दोनों से जुड़ी रहती है, इसलिए उसमें राजनीतिक दिलचस्पी स्वाभाविक है। आजादी के बाद सेक्युलर दृष्टि शिक्षा की आधारशिला बनी, जिसने बहुत कुछ जो भारतीय था, उसे भुला दिया, बहिष्कृत कर दिया या घटा-बढ़ाकर विकृत रूप में शामिल किया। शिक्षा की प्रक्रिया को पश्चिमी दुनिया के अनुकूल बनाने और उसी के पैमाने पर चलाने का उद्यम चलता रहा। औपनिवेशिक काल में ज्ञान और संस्कृति के एकल प्रतिमान के रूप में जो अंग्रेजियत स्थापित हुई, वह वर्चस्व बनाती गई। स्वतंत्र भारत में अपनाई गई शिक्षा की नीतियां, योजनाएं, प्रविधान और उनका कार्यान्वयन प्रायः पुरानी लीक पर ही होता रहा। स्वतंत्रता के बाद अपनाए गए पश्चिमी माडल से हम उबर नहीं पाए हैं। थोड़ा बहुत हेरफेर कर काम चलाते रहे। परिणाम यह हुआ कि भारतीय शिक्षा के समग्र, समावेशी और स्वायत्त स्वरूप विकसित करने की बात धरी की धरी रह गई।

अमृतकाल में भारत ने 2047 तक देश को विकसित करने का संकल्प लिया है, ताकि आर्थिक, सामाजिक, सांस्कृतिक और जीवन की गुणवत्ता की दृष्टि से देश की सामर्थ्य में अभिवृद्धि हो और वह विकसित राष्ट्रों की श्रेणी में पहुंच जाए। कई वर्षों से शिक्षा पर देश के बजट में छह प्रतिशत खर्च करने की बात होती रही है, परंतु वास्तविक व्यय तीन प्रतिशत भी कठिनाई से हो पाता है। विकास के पहिए की धुरी शिक्षा होती है। इसलिए यह राष्ट्रीय नियोजन में उचित महत्व की हकदार है। आज शैक्षिक परिवेश अध्यापकों की



गिरीश्वर मिश्र

डिजिटल, वर्चुअल एवं एआइ की ओर झुकाव के दौर में मानविकी विषयों की उपेक्षा असंतुलन को जन्म दे सकती है



बहुत बड़ी है स्कूली शिक्षा की चुनौती • एनआइ

कमी और उनकी गैर-अकादमिक आकांक्षाओं से दूषित हो रहा है। पेपर लीक की घटनाएं, शोध में चोरी (प्लैगरिज्म) का चलन बढ़ रहा है। ज्ञान में वृद्धि और नवोन्मेष की जगह दोहराव और कापी-पेस्ट की प्रवृत्ति तेजी से फैल रही है। ज्ञान की कवायद तो हो रही है, पर पढ़ाई की गुणवत्ता घट रही है। खस्ताहाल विद्यालय, महाविद्यालय और विश्वविद्यालय की पढ़ाई नाकाफी हो रही है। उसकी भरपाई करते कोचिंग संस्थान लोकप्रिय और नफे वाला व्यापार बन चुका है। इसके दबाव में विद्यार्थियों का मानसिक स्वास्थ्य नकारात्मक रूप से प्रभावित हो रहा है। लोकहित के व्यापक लक्ष्यों के लिए समानता और समता जरूरी है, पर भारत में शिक्षा कई तरह से विभेदकारी होती जा रही है। आज सरकारी, अर्ध-सरकारी और स्ववित्तपोषित संस्थाएं चल रही हैं। उनमें फीस, प्रवेश, पढ़ाई और परीक्षा के तौर-तरीके भी बेमेल हैं। बच्चे को पढ़ाना अभिभावकों के लिए बरसों बरस चलने वाले संघर्ष बन गया है।

केंद्रीय बजट में शिक्षा की बारी बहुत बाद में आती है। दुनिया के अन्य देशों के सापेक्ष शिक्षा के लिए छह प्रतिशत आवंटन की वकालत कई सालों से की जा रही है। देश के 14.72 लाख

विद्यालयों में 98 लाख शिक्षक 24.8 करोड़ विद्यार्थियों को शिक्षा प्रदान करते हैं। वित्त मंत्री ने बजट में सभी बच्चों को सौ प्रतिशत स्कूल भेजने का लक्ष्य तय किया है और तकनीकी शिक्षा और शोध विशेषतः कृत्रिम मेधा पर विशेष ध्यान दिया गया है। इसके लिए 500 करोड़ रुपये की व्यवस्था की गई है। इसके अतिरिक्त डिजिटल इंडिया ई-लर्निंग के लिए 681 करोड़ का आवंटन है। मेडिकल कालेजों में 10 हजार अतिरिक्त सीटें होंगी। स्कूलों और उच्च शिक्षण संस्थानों के लिए डिजिटल किताबें देने की तैयारी है। आइआइटी का विस्तार करते हुए पांच आइआइटी के लिए अतिरिक्त बुनियादी ढांचा शिक्षा, रोजगार और कौशल विकास के लिए 1.48 लाख करोड़ रुपये का आवंटन किया गया है। स्कूली शिक्षा की चुनौती बहुत बड़ी है, पर नवोदय विद्यालयों का बजट कटा है। केंद्रीय विद्यालयों, यूजीसी, एनसीईआरटी, केंद्रीय विश्वविद्यालयों का बजट बढ़ा है। उच्च शिक्षा के लिए 7.74 प्रतिशत की वृद्धि हुई है। शिक्षा के क्षेत्र में आवंटन में 6.65 प्रतिशत का इजाफा हुआ है। कुल बजट का 2.5 प्रतिशत आवंटन शिक्षा के लिए है।

आज जनसंख्या की दृष्टि से भारत विश्व में प्रथम हो चुका है, पर संसाधन सीमित हैं। शैक्षिक नेटवर्क और आधार संरचना को बढ़ाने की आवश्यकता है। विश्व में युवा देश के रूप में भारत से आशा बंधती है, परंतु इस युवा शक्ति को नियोजित करना जरूरी है। विश्व-गुरु बनने की उत्कट इच्छा व्यक्त की जाती है, लेकिन युवा वर्ग को सभ्य, सुशिक्षित और दक्ष बनाकर ही हम आगे बढ़ सकेंगे। शिक्षा को देशकाल के अनुकूल एक नैतिक और मानवीय उपक्रम बनाकर ही यह किया जा सकेगा। मानवता को तकनीकी विशेषज्ञों के भरोसे छोड़ना भूल होगी। डिजिटल, वर्चुअल एवं एआइ की ओर झुकाव और मानविकी की उपेक्षा असंतुलन को जन्म दे सकती है। मानविकी, साहित्य, दर्शन और इतिहास भी महत्वपूर्ण हैं, विशेषतः नैतिक और सामाजिक दृष्टि से समृद्ध करने के लिए। भारतीय शिक्षा को इन सभी दृष्टियों से सुदृढ़ किया जाना चाहिए।

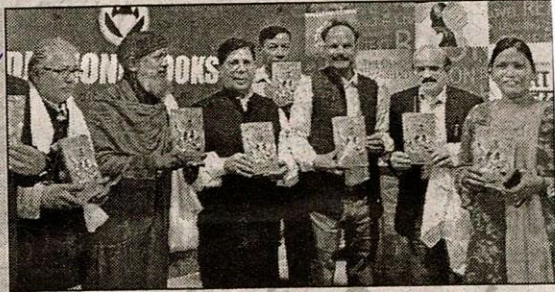
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पीएम की ताकत को बताती है किताब 'पीएम पावर'

नई दिल्ली (एसएनबी)। भारत मंडपम में चल रहे नई दिल्ली विश्व पुस्तक मेले में सोमवार को वरिष्ठ पत्रकार अमित कुमार और ऋतु श्रीवास्तव की किताब 'पीएम पावर' का लोकार्पण डायमंड बुक के स्टाल पर हुआ। किताब का लोकार्पण डायमंड बुक के निदेशक एनके वर्मा, वरिष्ठ लेखक अवधेश श्रीवास्तव, संदीप शर्मा, सुनील सिंह, हरीदास महाराज पीठाधीश्वर पाल बाबा, डा. आरपी सिंह समेत बड़ी संख्या में लेखक और पत्रकार मौजूद थे। पुस्तक का प्रकाशन डायमंड बुक ने किया है।

नरेन्द्र वर्मा ने कहा कि प्रधानमंत्री अपने पावर के इस्तेमाल से देश की तकदीर कैसे बदलते हैं, उसके बारे में यह किताब विस्तार से बताती है। उन्होंने कहा कि यह किताब पाठकों को भारत के सभी प्रधानमंत्रियों के कुछ ऐसे निर्णयों के बारे में बताती है, जिसके

■ पुस्तक
मेले में
हुआ
'पीएम
पावर'
किताब का
लोकार्पण



बारे में लोगों को बहुत कम पता है। लेखक अमित कुमार ने कहा कि यह किताब देश की राजनीति में रुचि रखने वाले पाठकों को पसंद आएगी। प्रधानमंत्री नरेन्द्र मोदी का महिलाओं के उत्थान के लिए लखपति दीदी, ड्रोन दीदी समेत कई ऐसी योजनाएं हैं, जिसका फायदा देश के विकास में होगा। किताब की सह लेखिका ऋतु श्रीवास्तव ने बताया कि

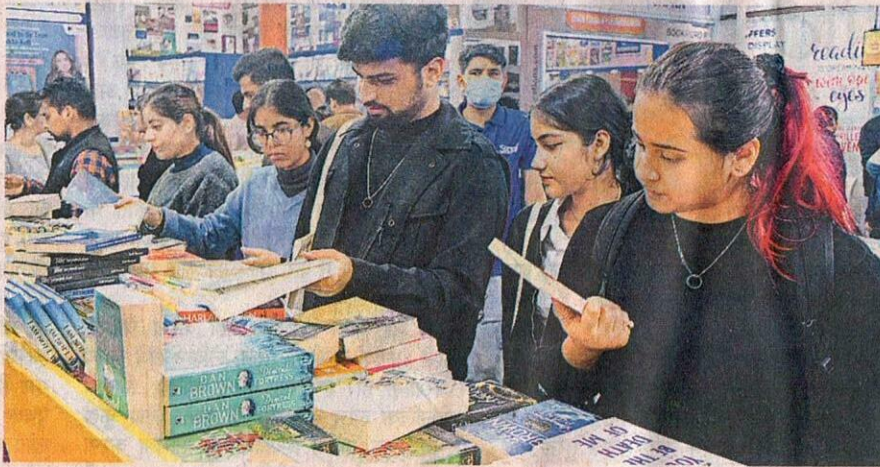
अयोध्या के राम मंदिर का सामाधान पूर्व प्रधानमंत्री चंद्रशेखर सिंह के कार्यकाल में ही हो जाता। उन्होंने मुस्लिम समाज और हिंदू समाज के साथ बातचीत को निर्णायक मोड़ तक ला दिया था, लेकिन सहयोगी पार्टी को जब यह बात पता चली तो उसने अपना समर्थन वापस ले लिया। पाल बाबा ने लोगों से ऐसी किताबें पढ़ने की अपील की है।

किताबों में समस्याओं का हल ढूँढ रहे युवा

विश्व पुस्तक मेले में दो दिन में पहुंचे 22 लेखक, कई किताबों का किया लोकार्पण

जागरण संवाददाता, नई दिल्ली : विश्व पुस्तक मेले में विभिन्न विभागों की कई अनूठी और दुर्लभ पुस्तकें उपलब्ध हैं, जिन्हें पाठक और शोधार्थी काफी पसंद कर रहे हैं। धार्मिक किताबों को पढ़ने के लिए युवाओं में अलग ही उत्साह देखने को मिल रहा है। इसके अलावा मेले में आने वाले लोगों को प्लास्टिक कचरे को लेकर भी जागरूक किया जा रहा है। इसके अलावा छोटी किताब का लोकार्पण किया गया।

मेले में हिंदू धार्मिक किताबों को पढ़ने और खरीदने के लिए युवाओं में जबरदस्त उत्साह है। यहां पर 18 से 25 वर्ष के युवा श्रीमद्भागवत गीता, रामचरित मानस व शिव पुराण सहित अन्य धार्मिक किताबें पढ़ने के लिए खरीद रहे हैं। दिल्ली के साकेत से आए कार्तिक शुक्ला और मयूर विहार फेस दो से आए जयकृष्ण शर्मा ने बताया कि हिंदू धार्मिक ग्रंथों में जीवन की सभी समस्याओं का समाधान है। सरकार को शिक्षा नीति में हिंदू ग्रंथों को विषय के रूप में शामिल करना चाहिए। भारत के ग्रंथों को पढ़कर विदेशी के लोग ज्ञान ले रहे हैं।



भारत मंडपम में चल रहे विश्व पुस्तक मेले में पुस्तकों का अवलोकन करते पुस्तक प्रेमी • सुव कुमार

उभरते युवा लेखकों की संख्या सबसे ज्यादा रही

मेले में दो दिन में विभिन्न स्थानों के 22 लेखकों ने शिरकत की है। इसमें नए उभरते युवा लेखकों की संख्या सबसे ज्यादा है। उन्होंने अपनी लिखी किताबों की कहानी से लेकर उन पर बनी वाली फिल्मों के बारे में भी लोगों को बताया है।

छोटी किताब का किया गया लोकार्पण

मेले में 67 पन्नों की छोटी किताब 'रीजन व्हाई यू मस्ट राइट ए' किताब का लोकार्पण किया गया। इस किताब के लेखक दिनेश वर्मा ने बताया कि यदि बिजनेस ऑनर अपने बिजनेस पर किताब नहीं लिखते हैं तो वे अपने व्यवसाय के साथ धोखा कर रहे हैं। ये किताबें व्यवसाय में नए उद्यमियों की राह आसान करती है।

सेल्फी के लिए लगी भीड़

विश्व पुस्तक मेले में कई सेल्फी प्वाइंट बनाए गए हैं। यहां फोटो लेने के लिए भीड़ लग रही है। परिवार के साथ मेले में आने वाले लोग प्रत्येक सेल्फी प्वाइंट पर रुककर सेल्फी ले रहे हैं।



पुस्तक मेले में इस बार क्या है खास, जानिए दैनिक जागरण 'हिंदी हैं हम' के साथ।

दो भाषाओं में किताब लिखकर आठ साल की बच्ची बनी सबसे कम उम्र की लेखिका

जागरण संवाददाता, नई दिल्ली: कहते हैं प्रतिभा उम्र की मोहताज नहीं होती। दुनियाभर में ऐसे कई बच्चे हैं। ऐसी ही एक बच्ची है अतिशिष्टी तेजस्वी, जिसने महज आठ साल की उम्र में दो भाषाओं में किताबें लिखी हैं। उसका नाम नन्ही उड़ान और डेजर्ट ट्रेवेलोग्यू है, वहीं लेखन में नए उभरते लेखक आशीष गुप्ता हैं। इसने इंजीनियरिंग की पढ़ाई करने के साथ ही किताब लिखी है, वहीं वाराणसी में इंजीनियरिंग की पढ़ाई कर रहे आशीष गुप्ता ने बताया कि उन्होंने पहली किताब एक अंतर्मुखी के मन में लिखी है। इसमें लिखी कविताएं और निबंध व्यक्ति की आत्म चर्चा पर आधारित हैं। इसके अलावा आशीष ने बताया कि वे कुछ नोबल पर भी लिखने का प्रयास कर रहे हैं।

ग्रेटर नोएडा की रहने वाली अतिशिष्टी तेजस्वी की पेंटिंग और कहानी कहने का तरीका काफी अलग है। अतिशिष्टी की ओर से लिखित दोनों किताबों में स्टोरी के साथ लगाई गई तस्वीर भी उन्हीं ने बनाई है। यही वजह है कि उसका जुनून उसे आज इस मुकाम पर ले आया। तेजस्वी ने बाल पाठकों के लिए हिंदी कहानी संग्रह में नन्ही

• अतिशिष्टी तेजस्वी की पेंटिंग व कहानी कहने का अलग तरीका

• इंजीनियरिंग की पढ़ाई के साथ लेखन को रखा जिंदा: आशीष



अतिशिष्टी तेजस्वी जिसने महज आठ साल की उम्र में दो भाषाओं में किताबें।



लेखक अशीष गुप्ता

उड़ान में कहानियों को रोचक ढंग से प्रस्तुत किया है। अतिशिष्टी तेजस्वी की मां शिखा का कहना है कि उनकी बेटी अपनी उम्र के बच्चों को रोचक तरीके से सोचने और अपने विचारों को व्यक्त करने के लिए प्रेरित करना चाहती है। उन्हीं ने बताया कि पिछले साल उनकी बेटी ने राजस्थान का दौरा किया था। इसी दौरान उन्होंने रेगिस्तान और वहां के स्थानीय लोगों के जीवन के बारे में करीब से जाना और अंग्रेजी भाषा में

डेजर्ट ट्रेवेलोग्यू के नाम से रेगिस्तान यात्रा पर किताब प्रकाशित की है। मौसी से मिली लिखने की प्रेरणा: अतिशिष्टी तेजस्वी ने बताया कि उनकी मौसी प्रसिद्ध लेखिका हैं। वे अक्सर उन्हें कहानियां लिखते हुए देखती थीं। मौसी ने ही उन्हें यात्रा करने और अपने अनुभव को लेखन के माध्यम से व्यक्त करने के लिए प्रेरित किया। तब उन्होंने हिंदी में अपनी पहली किताब नन्ही उड़ान लिखी थी।

70% of Indians optimistic of education system, 30% globally: Report

But, 84% Believe Accessing Quality Education Here Remains Difficult

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New Delhi: India has emerged as one of the most optimistic nations regarding education and socioeconomic mobility. The latest Educational Testing Service (ETS) Human Progress Report, released in India Tuesday, conducted across 18 countries, underscored that India's optimism about its education system stands in stark contrast to the global sentiment. However, challenges in accessibility and teacher availability persist.

While only 30% of respondents worldwide expressed optimism about their country's current education status, 70% of Indians held a positive outlook. Similarly, confidence in future improvements is higher in India at 76% compared to the global average of 64%. Despite this optimism, a significant portion of the Indian population recognises systemic challenges — 84% of respondents believe accessing quality education remains difficult, and 78% acknowledge that educational opportunities are skewed toward certain privileged groups. Furthermore, 74% pointed to a shortage of teachers, highlighting a major bottleneck in India's educational progress.

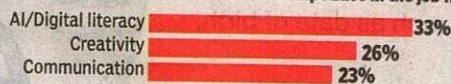
Compared to the global average, Indians more frequently cited the lack of high-quality educational programmes (34% vs 22%) and institutions (29% vs 20%) as barriers. India is one of the most favourable countries toward non-profit organisations, with 26% agreeing that non-profits can play a role in improving access to

HUMAN PROGRESS REPORT CARD

Outlook on	India	Global avg
Education optimism	70%	30%
Future education outlook (2035)	76%	64%
Difficulty in accessing quality education	84%	NA
Belief that education is accessible only to certain groups	78%	NA
Perceived teacher shortage	74%	NA
Lack of high-quality educational programs as a barrier	34%	22%
Lack of educational institutions as a barrier	29%	20%
Role of non-profits in improving educational access	26%	19%
Optimism about upward mobility	69%	55%
Expected upward mobility in 2035	72%	62%
Belief in achieving higher socioeconomic status than parents	87%	72%
Job shortages as a barrier to upward mobility	40%	34%
Cost of education as a barrier to upward mobility	33%	28%
Lack of knowledge on how to advance as a barrier	29%	22%
Lack of connections as a barrier	19%	28%
Role of non-profits in socioeconomic mobility	29%	23%
Belief that upskilling is essential for career growth	91%	NA
Belief that credentials will be more important than degrees	88%	75%
AI impact on workplace skills	88%	NA
AI necessitating a mix of technical and human skills	87%	NA

SURVEY SAMPLE: Countries: 18 | Respondent: 1,80,000

Technical and durable skills needed to be competitive in the job market are



high-quality education, compared to 19% globally.

India's confidence extends beyond education into the realm of socioeconomic mobility. Nearly 69% of Indians believe in their current opportunities for upward mobility, compared to a global average of 55%. Looking ahead to 2035, 72% expect improvements, compared to 62% in other countries.

However, economic barriers persist. More Indians

than their global counterparts cited job shortages (40% vs 34%), expensive education (33% vs 28%), and lack of advancement knowledge (29% vs 22%) as key hurdles. Notably, fewer Indians (19%) felt that a lack of connections hindered their opportunities, compared to the global average of 28%.

Amit Sevak, CEO of ETS, said: "India has made impressive strides in founda-

tional learning, but disparities persist between urban and rural areas and across states. One of the biggest factors influencing student outcomes is teacher quality."

India's workforce is rapidly adapting to new skill requirements, with upskilling becoming a widely accepted necessity. About 91% of Indians believe lifelong learning will become a career standard, significantly higher than the global norm. Moreover, 88% anticipate that credentials and certifications will gain more importance than university degrees in the coming years, compared to 75% worldwide. The influence of artificial intelligence (AI) on the job market is a major concern, with 88% of Indians recognising its transformative impact on essential skills. Notably, Indians foresee AI as a complementary tool rather than a threat, with widespread belief that those who integrate AI into their work will replace those who do not.

India's high optimism on education and career growth contrasts with more tempered global perspectives. While the country acknowledges significant challenges in accessibility and infrastructure, its population remains committed to skill development and career advancement.

The findings also underscore the role of non-profits and govt partnerships in addressing existing gaps. With initiatives supporting skill assessments, teacher quality improvement, and AI integration in learning, India appears poised to navigate these challenges effectively.

ASER: A lot of celebrate, but much yet to be done



Patralekha Chatterjee
Dev 360

The key findings reveal that enrolment in both government and private schools has gone back to pre-pandemic levels.

It is no secret that foundational skills — literacy, numeracy and increasingly, knowledge of digital tools — are the building blocks of success in the 21st century. Without universalising these core skills, no country and no society can achieve sustainable success. This has become even more relevant with the emergence of new technologies and in a post-DeepSeek world, where the entry barrier to the world of artificial intelligence (AI) has just been shattered by a Chinese startup.

Distressingly, millions of children in the developing world still cannot read simple texts or know how to do basic maths by the end of primary school. The Covid-19 pandemic deepened the crisis in learning in India and elsewhere. Since then, heart-warmingly, there has been a recovery in learning outcomes. This merits celebration, even if it is not a quantum leap.

It is equally important to acknowledge that India remains a patchwork quilt in every metric, including learning. In an increasingly uncertain, unpredictable, and ruthlessly competitive world, Indian states compete. There is also the wider world, and competition with other countries. It is vital to benchmark oneself against those who are doing better rather than those who are doing worse. We cannot afford to lose sight of this even as we celebrate.

First, the good news encapsulated in the recently released Annual Status of Education Report (ASER) 2024, a nationwide rural household survey conducted by Pratham, a leading NGO. The report provides a snapshot of learning in rural India, where the majority still lives. The survey covered 649,491 children across 17,997 villages in 605 rural districts and was carried

out in collaboration with local organisations and institutions in each district.

The key findings reveal that enrolment in both government and private schools has gone back to pre-pandemic levels and there have been overall improvements in reading and arithmetic skills. In 2024, for the first time, ASER also included a set of digital tasks to assess the ability of children aged 14-16 to do simple tasks on their smartphones.

The ASER survey found that at the all-India level, 83 per cent of schools said they received directives from the government to implement FLN (Foundational Literacy and Numeracy) activities. Around 78 per cent said that at least one teacher in the school had been trained in FLN, while 75 per cent also received relevant learning material.

Among three-year-olds, enrolment in pre-primary institutions has gone up from 68.1% in 2018 to 75.8% in 2022 to 77.4% in 2024. Gujarat, Maharashtra, Odisha, and Telangana have achieved near-universal enrolment for this age group. Meghalaya and Uttar Pradesh have the highest proportion of three-year-olds not enrolled anywhere (over 50%).

"The percentage of Class 3 children able to at least read Class 2 level text was 20.9% in 2018. This figure fell to 16.3% in 2022, and has increased to 23.4% in 2024. The improvement in government schools is higher than the corresponding recovery for private schools. Following a decline in Class 3 reading levels in government schools in most states in 2022, all states have shown a recovery in 2024," says the report.

There is improvement also at the elementary school, among children in the 6-14 age-group. All-India figures show an uptick in reading levels for

children in government schools in all elementary grades (Class 1-8) since 2022. Across the country, children's basic arithmetic levels also reveal tangible improvement in both government and private schools, reaching the highest level in over a decade. In Uttar Pradesh, India's most populous state, 55.3% of children in Class 8 can now do division. In 2014, the corresponding figure was 43.9%. At the all-India level, the proportion of children in Class 5 who can at least do a numerical division problem has also improved.

The report credits the National Education Policy (NEP) 2020 and the Nipun Bharat Mission, a national initiative to achieve universal foundational literacy and numeracy skills, for contributing to the learning improvements.

Clearly, investments in human development and a push towards foundational learning pay off.

But while all-India figures paint an uplifting picture in many instances, we must not overlook the continuing disparities between states on multiple fronts. When it comes to learning, states continue to progress at very different speeds.

Millions of Class 3 children in India still cannot read Class 2 level texts.

The outcomes are a function of not just individual abilities. The environment in which children are learning plays a crucial role.

The data on the percentage of schools complying with pupil-teacher ratio norms as specified in the RTE (Right to Education Act, 2009) is revealing. In Andhra Pradesh, it is 82.9%. In Bihar, the corresponding figure is 63.1%.

In Nagaland, only 48% of schools have girls' toilets that are available and usable. The national average is 72.2%. While everyone loves champions, the data on the percentage of

schools with weekly time allotted for physical education for every class is revealing.

In Maharashtra, it is 97.5%, in Kerala, it is 93.1% and in Nagaland, it is only 35.8%.

Take digital tasks. The latest ASER data shows that access to smartphones is less and less of a constraint. "Most rural households already have a smartphone. Getting a second phone may be easier for many families in times to come," says the report.

But when it comes to how they are used, and by whom, it is a mixed picture.

India's rural teens use smartphones more for social media, and less for education. There are huge variations between states on digital skills. In Kerala, 94.8% of children between the ages of 14 and 16 can set an alarm on their smartphone. In Andhra, the corresponding figure is 86%; in Uttar Pradesh it is 72.5%. Move to Assam, and the figure dips to 73.7%; in West Bengal, it is only 60.3%.

An important revelation is the gender gap in digital literacy. In digital tasks like setting an alarm and browsing for information, boys (14-16) fare better than girls, though the gender divide on this score is much narrower in southern states like Kerala. Overall, boys (14-16) are also more aware of digital safety features than girls in the same age group. Only 50.2% of girls among those surveyed knew how to make a profile private, against 60.3% for boys, underscoring the urgent need for gender-sensitive digital safety education.

The latest ASER report gives us a reason to celebrate. But it is important to celebrate with caution. While celebrating the outcomes of investments in foundational skills, we must not lose sight of the knowledge and performance gaps that remain and the ground-level work that needs to be done to strengthen the foundation.

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



Over 53% graduates in India employed in roles below their educational qualifications: Economic Survey

By [HT Education Desk](#)

Feb 04, 2025 01:04 PM IST

When educational level and skills are compared, only 1.28% of people with primary education, 10 years of education or informal education have specialised skills

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The 2024-25 Economic Survey found that over 53 per cent of graduates and 36 per cent of postgraduates are employed in roles below their educational qualifications.



Over 53% graduates are employed in roles below their qualifications: Survey

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When educational and skill levels are compared, only 1.28 per cent of people with primary education, 10 years of education or informal education have specialised skills.

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The report says 32.13 per cent of them have elementary skills, 66.3 per cent are semi-skilled and 0.29 per cent of them have high competency skills.

On the contrary, graduates and postgraduates have higher specialised skills. Here's a detailed look.



Elementary skill	32.13	
Semi-skilled	66.3	
High competency skill	0.29	
Specialised skills	1.28	

The survey found that low-skilled workers are a key challenge, and low educational skills in the workforce create a mismatch between their academic qualifications and job market demands.

It added that economic policies, technological advancements, globalisation, and labour market demands are among the factors shaping the country's skilling and employment ecosystem.

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“In the context of emerging global trends, including automation, generative AI, digitalisation, and climate change, aligning the nation's skill development initiatives with the anticipated transformations in the labour market is vital. The increasing pace of these disruptive changes necessitates the establishment of a resilient and responsive skilled ecosystem. It is imperative to assess how well-prepared India’s youth are for emerging opportunities,” the report stated.



implications for the earnings of individuals.

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Q. Should arts and humanities be given equal importance as STEM subjects?

Yes

No

“According to the PLFS data, there is a strong link between educational attainment, occupational roles, and income levels.”

The report said 4.2 per cent of the workforce who have specialised skills earn between ₹4 lakh and ₹8 lakh annually, while 46 per cent earn less than ₹1 lakh, predominantly. Of them, a majority are low to semi-skilled workers like agricultural labourers, clerical staff, factory workers, and small-scale service providers.

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It added that 65.3 per cent of the workforce received no form of vocational training.

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British Council, CBSE discuss multilingual education, pedagogy in India

Over 200 experts from educational institutes, CBSE, and NCERT attended the 'School Education Conference.'



Sanjay Kumar IAS, Secretary, Department of School Education and Literacy. (Image: British Council)

Vaishnavi Shukla | February 4, 2025 | 08:19 PM IST

NEW DELHI: The UK's British Council, in collaboration with the Central Board of Secondary Education (CBSE), held a 'School Education Conference' to promote multilingual pedagogy and practice in school education in India. Over 200 experts from schools, educational institutions, and leaders of CBSE, National Council of Educational Research and Training (NCERT), and English and Foreign Languages University (EFLU).

"The conference aligns with the latest policy reforms, including **NEP (National Education Policy) 2020** and the NCF-SE (National Curriculum Framework for School Education)," the British Council statement said.

The conference was inaugurated by Sanjay Kumar IAS, secretary from the department of **school education** and literacy along with Rahul Singh IAS, chairperson of **CBSE**.

The event highlighted and shared best practices in multilingual education and pedagogy which aligns with the **NEP 2020**. The discussions were centered around exploring innovative practices in school education that align with the NEP 2020 and the NCF-SE policy, with an emphasis on multilingual education.

Additionally, multiple panel discussions, workshops, and plenary sessions were delivered by trainers from various groups and the UK's most renowned universities such as the University of Birmingham, Goethe University Frankfurt, CBSE, ELT Consultant, etc.

"Through engaging sessions and collaborative workshops, the conference deepened participants' understanding of multilingual pedagogy, shared best practices, and develop actionable insights aligned with India's educational priorities and CBSE's strategic focus areas," the British Council statement adds.

Also read

[CBSE announces STEM education as annual training theme for 2025](#)

School Education Conference

At the conference session, under the theme "Enhancing Multilingual Pedagogy and Practice in the Classroom," experts discussed ways to bring together educators, policymakers, linguists, and pedagogical specialists. They explored strategies and methods to incorporate multilingual practices into education.

"As highlighted in the NEP 2020, multilingualism "not only promotes cognitive development but also enhances empathy and respect for other cultures and languages"—values that are essential in fostering a cohesive, inclusive, and pluralistic society," the British Council statement added.

While addressing the attendees at the conference, Sanjay Kumar the secretary education and department of education and literacy, ministry of education said: "We have embarked on a vital journey to enhance multilingual pedagogy across India. Given our country's rich linguistic diversity, it is essential to foster inclusive educational environments that embrace multiple languages, as emphasised by the National Education Policy 2020. Our shared efforts are focused on empowering educators with the tools and strategies needed to support multilingualism in the classroom, enabling students to engage more deeply with their learning while nurturing respect for cultural diversity. By championing multilingual education, we can ensure that all students have the opportunity to thrive academically and socially in a rapidly changing global landscape."

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Pariksha Pe Charcha 2025 to feature Sadhguru, Deepika Padukone, Mary Kom

PM Modi is all set to interact with students and teachers in the eighth edition of Pariksha Pe Charcha 2025 which will take place on February 10

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Prime Minister Narendra Modi (Photo: PTI)

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Prime Minister of India Narendra Modi is set to take part in the eighth edition of Pariksha Pe Charcha 2025, which is expected to be bigger and more engaging.

This mega interaction of **PM Modi** helps students overcome exam stress and develop essential life skills.

This event will also feature Sadhguru, Deepika Padukone, Mary Kom and Avani Lekhara. In the event, spiritual guru Sadhguru will offer insights on stress management and mindfulness, Deepika Padukone will address mental health, and Mary Kom and Avani Lekhara will share their experience on how to tackle life’s challenges.

PM Modi will continue his signature interactions with students. On Monday, he had a candid conversation with 30-40 students at Sundar Nursery in Delhi, discussing exams and class-related stress. He emphasized his commitment to fostering a student-first learning environment rather than a ranking-focused approach.

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His remark on the city's education policies sparked widespread online discussions.

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The mega event is scheduled to take place at Bharat Mandapam, New Delhi, on February 10, 2025. This year, the event will host about 2500 selected students and the participants will receive PPC kits from the education ministry.

The top 10 'Legendary Exam Warriors' will be granted an exclusive visit to the Prime Minister's residence which is a unique and inspiring opportunity.

The PPC 2025 event started with an online multiple-choice-question (PPC) exam, organised from December 14 to January 14, 2025. The event is open to students studying from classes 6 to 12 as well as teachers.

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During the event, PM Modi will address the questions posed by the selected candidates who will have the rare opportunity to interact with him directly.

Pariksha Pe Charcha was started in 2018 and PPC has been a cornerstone of PM Modi's vision for his stress-free and holistic approach to education.

The event is inspired by PM Modi's book "Exam Warriors," and it aims to encourage and develop confidence rather than anxiety.

Over the years, this event has evolved to incorporate new technologies and interactive elements to remain relevant and impactful.

There are record-breaking participants in this eight edition of PPC as 3.6 crore people registered for the event which include 3.3 crore students, 2.7 lakh teachers and 5.5 lakh parents.

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प्रथम एजुकेशन फाउंडेशन ने शिक्षा मंत्री को सौपी असर 2024 की रिपोर्ट

शिमला (एसएनबी)। हिमाचल प्रदेश के सरकारी स्कूलों में बच्चों के सीखने के स्तर में उल्लेखनीय सुधार हुआ है। यह निष्कर्ष प्रथम एजुकेशन फाउंडेशन द्वारा जारी असर 2024 रिपोर्ट में

सामने आया है। प्रथम संस्था की ओर से यह रिपोर्ट मंगलवार को शिक्षा मंत्री रोहित ठाकुर को सौपी गई। इस दौरान

राजेश शर्मा

परि योजना निदेशक, समग्र शिक्षा, राजेश शर्मा विशेष रूप से उपस्थित रहे। शिक्षा मंत्री ने कहा कि प्रदेश सरकार के प्रयासों से शिक्षा की गुणवत्ता में बड़ा सुधार देखने को मिला है। समग्र शिक्षा निदेशक राजेश शर्मा ने शिक्षा मंत्री को आश्वस्त किया कि बच्चों के सीखने के स्तर में और सुधार के लिए समग्र शिक्षा के तहत व्यापक एक्शन प्लान तैयार किया जाएगा।

रिपोर्ट में यह भी सामने आया है कि हिमाचल प्रदेश के सरकारी स्कूलों में छात्रों की पढ़ने की क्षमता में उल्लेखनीय सुधार हुआ है। वर्ष 2022 में जहां तीसरी कक्षा के मात्र 23 फीसदी बच्चे भाषा में दूसरी कक्षा के स्तर का पाठ पढ़ सकते थे, वहीं अब 2024 में यह संख्या दोगुनी होकर 46.6 फीसदी हो गई है। इस उपलब्धि के साथ हिमाचल पूरे देश में शीर्ष स्थान पर है।

पढ़ने की क्षमता के मामले में सरकारी स्कूलों के पांचवी कक्षा के बच्चों में भी उल्लेखनीय वृद्धि हुई है। 2022 में जहां 60.2 फीसदी बच्चे भाषा में दूसरी कक्षा के स्तर का पाठ

भाषा और गणित में

हिमाचल के बच्चों का सीखने का स्तर बढ़ा 2022 के 23 फीसदी की तुलना में 2024 में तीसरी कक्षा के 46.6 फीसदी बच्चे भाषा पढ़ने में सक्षम भाषा में सक्षम पांचवी कक्षा के बच्चों का प्रतिशत 60.2 फीसदी से बढ़कर 65.8 फीसदी हुआ

पढ़ सकते थे, वहीं 2024 में यह आंकड़ा बढ़कर 65.8 फीसदी हो गया। इस सुधार के साथ हिमाचल प्रदेश देश के शीर्ष राज्यों में शामिल हो गया है। गणित की दक्षता में भी हिमाचल के

स्तरकारी स्कूलों के बच्चों ने महत्वपूर्ण प्रगति की है। 2022 में कक्षा तीन के केवल 31.3 फीसदी बच्चे घटाव के सवाल हल कर पाते थे, जबकि 2024 में यह संख्या बढ़कर

46.7 फीसदी हो गई। यानी पिछले दो वर्षों में इसमें 15.4 फीसदी की बढ़ोतरी हुई है। गणित में ही पांचवी कक्षा के बच्चों की भाग करने की क्षमता में भी सुधार दर्ज किया गया है। 2022 में जहां 38.1 फीसदी छात्र भाग के सवाल हल कर सकते थे, वहीं 2024 में यह आंकड़ा बढ़कर 44: हो गया। यानी इसमें 5.9: का सुधार हुआ है।

हिमाचल के 11,421 बच्चों को असर सर्वे में किया गया शामिल :

प्रथम द्वारा संचालित असर सर्वेक्षण के तहत सितंबर-अक्टूबर 2024 में देशभर के 605 जिलों के ग्रामीण इलाकों में 3 से 16 वर्ष की आयु के कुल 6,49,491 बच्चों को शामिल किया गया। हिमाचल प्रदेश में इस सर्वे में 11,421 बच्चे शामिल किए गए और परिणामों से स्पष्ट है कि राज्य के बच्चों का प्रदर्शन देश में सर्वश्रेष्ठ रहा। रिपोर्ट में यह भी उल्लेख किया गया है कि हिमाचल प्रदेश के स्कूलों में बुनियादी सुविधाओं में भी अपेक्षित सुधार हुआ है।

हिन्दुस्तान , 5 फरवरी 2025, पृष्ठ सं० - 5

शिक्षा और नवाचार बेहद जरूरी : एलजी

नई दिल्ली, प्र.सं। स्मार्ट गवर्नेंस केवल नीतियों और प्रशासन तक सीमित नहीं है। यह उन विचारों के बारे में है, जो धरातल पर वास्तविक परिवर्तन लाते हैं। यह बातें एलजी ने आईपीयू की ओर से मंगलवार को विज्ञान भवन में आयोजित 'स्मार्ट दिल्ली आइडियार्थान 2025' के समापन समारोह में कही।

उपराज्यपाल ने कहा कि प्रतियोगिता एक बड़े बदलाव की शुरुआत है, जहां शासन, शिक्षा और नवाचार एक साथ मिलकर एक बेहतर दिल्ली बनाने के लिए कार्य करेंगे। कुलपति प्रो. (डॉ.) महेश वर्मा ने कहा कि प्रतियोगिता में आईपीयू के यूनिवर्सिटी स्कूल ऑफ ऑटमेशन एंड रोबोटिक्स को प्रथम, अस्तित्व (डा अखिलेश दास गुप्ता कॉलेज ऑफ प्रोफेशनल स्टडीज) को द्वितीय और विवेकानंद इंस्टीट्यूट ऑफ टेक्नोलॉजी के एमबीसीएल को तृतीय पुरस्कार मिला।

पीएम की परीक्षा पे चर्चा में साथ देंगे दीपिका, राधिका, मैसी व सद्गुरु

जागरण ब्यूरो, नई दिल्ली : परीक्षा का तनाव भगाने के लिए प्रधानमंत्री मोदी की छात्रों के साथ हर साल होने वाली 'परीक्षा-पे-चर्चा' इस बार नए अवतार में दिखेगी। इसमें पीएम तो छात्रों से चर्चा कर ही रहे होंगे, अलग-अलग क्षेत्रों से जुड़ी सात और हस्तियां परीक्षा के दौरान तनाव को दूर करने का मंत्र देती दिखेंगी। इनमें मानसिक स्वास्थ्य पर फिल्म अभिनेत्री दीपिका पादुकोण, तकनीक गुरु राधिका गुप्ता, फूड फार्मर रूजुटा, अध्यात्मिक गुरु सद्गुरु, अभिनेत्री भूमि पेडनेकर, 'बारहवीं फेल' फेम विक्रांत मैसी,



प्रधानमंत्री नरेन्द्र मोदी • फाइल फोटो

मेरी काम, अवनी लेखरा व टापर छात्र शामिल होंगे। परीक्षा पे चर्चा के इस नए अवतार का प्रसारण 10 फरवरी को

- 10 फरवरी को प्रसारण, पीएम और आठ हस्तियां छात्रों से करेंगी विमर्श
- रिकार्ड साढ़े तीन करोड़ छात्रों ने कराया चर्चा के लिए पंजीयन

दिल्ली की शिक्षा व्यवस्था पर उठाए सवाल

पीएम मोदी की छात्रों से चर्चा का वीडियो सामने आया है, जिसमें वह यह कहते दिख रहे हैं कि मैंने सुना है कि दिल्ली में बच्चों को नीवी कक्षा से आगे जाने ही नहीं देते हैं। जिनके पास होने की गारंटी होती है, उन्हें ही आगे जाने देते हैं। उन्हें डर रहता है कि ये फेल हो जाएंगे तो उनका रिजल्ट खराब हो जाएगा। इससे सरकार की इज्जत खराब होगी। इसलिए यह बड़ी बेईमानी का काम होता है। वीडियो में बच्चे पीएम की इस बात का समर्थन करते दिख रहे हैं।

होगा।

पीएम मोदी संग चर्चा में 35 छात्रों ने हिस्सा लिया है। सभी छात्र विभिन्न

राज्यों से हैं। जबकि अन्य प्रमुख हस्तियों के साथ भी 50-60 छात्र शामिल हुए हैं। चर्चा में सीधे तौर पर

करीब छह सौ छात्रों ने हिस्सा लिया है। हालांकि पीएम मोदी की इस चर्चा के लिए इस बार देश-दुनिया के रिकार्ड तोड़ते हुए साढ़े तीन करोड़ से अधिक छात्रों, शिक्षकों व अभिभावकों ने पंजीयन कराए हैं। यह सभी इस चर्चा को अब 10 फरवरी को सुन सकेंगे, साथ ही अपने सवाल का जवाब भी पा सकेंगे। पंजीयन के दौरान छात्रों पर पीएम से पूछे जाने वाले सवाल भी लिए गए हैं। अब तक पीएम मोदी ही अकेले छात्रों को परीक्षा के तनावों को दूर करने का मंत्र देते थे। इस बार सात हस्तियां भी इसमें छात्रों का मदद करेंगी।

BUDGET FY26

Education is investment, not cost

● Industry at the core of skills training



■ NARAYANAN RAMASWAMY

A REFRESHINGLY NEW approach by the finance minister in allocations to education and skill development makes this Budget unique. From a human development, education, skilling, employment perspectives, it is largely positive.

Unlike previous Budgets where there were direct incentives and schemes for skill development, this Budget has direct as well as indirect approach. I have always been a proponent of putting industry at the centre of skill development, rather than treat them as a recipient. Look at sectors that got attention — agriculture, manufacturing, leather, electronics, toys, mining, tourism (including hotels), aviation, ship-building, nuclear, urban development, Jal Jeevan, gig jobs, GCCs. All of them have one thing in common — growth happens through large-scale employment. This, combined with the boost given to infrastructure through long-term interest-free loans of ₹1.5 lakh crore, will mean that these sectors will soon



have a big requirement for skilled resources. Many existing programmes, and new ones such as the National Centres of Excellence for Skilling (for manufacturing excellence), the CoE for AI, and embedded skilling programmes for when the sector expands (such as in case of leather, agriculture, energy, tourism, GCC, etc) will be aligned to employability in these sectors.

The Budget gives equal importance to basics. Broadband connectivity in secondary schools, 500 Atal Tinkering Labs, Bharatiya Bhasha Pustak Scheme, expansion of PM Research fellowship, investments in innovation (₹20,000 crore) will have huge impact on building a scientific outlook to education. Broadband connectivity will be a game-changer in

the lives of youth in rural India — who will have equal access to the revolution that is happening in the e-learning space. This shows that while job-creation is strengthened at one end, fundamentals are strengthened at the other end. While core industries such as agriculture, tourism, mining, energy

are promoted, new developments such as AI are not ignored — evident in the allocation for setting up AI Centre of Excellence for Education and National Institute of Food Technology. It is heartening to see the Viksit Bharat target includes 100% access to quality education (not just access) and 100% skilled manpower.

Saksham Anganwadi and Poshan 2.0 are poised to make big contributions to early childhood

development and nutritional wellbeing — particularly the scheme to benefit 20 lakh adolescent girls in aspirational districts and North-east. Studies suggest nutritional wellbeing is critical for even cognitive wellbeing, thereby preparing them for a wider set of job roles.

The higher education sector — one needing immediate attention — had some big announcements. IITs have been allocated additional money for (infrastructure) expansion, and more medical seats have been announced. While it is important that IITs, who have given global identify for Indian talent, need to be strengthened, bigger challenge is the increasing need for capacity with the target of 50% GER. This calls for a rethink on how we expand higher education capacity for the next 20-25 years. One answer could be private sector, which has taken the mandate of expanding higher education across formats and geographies. Maybe we should acknowledge this and encourage them through enabling policies — especially with respect to financing for growth.

Overall, it has been a positive, forward-looking Budget, with job-creation at its core — at the same time, emphasising on fundamentals of education and innovation. With this approach, India stands a chance to become a hub for education and attract foreign students.

The author is national leader, Education & Skill Development, KPMG in India

BUDGET Impact



LEARNING WITH AI

Schools must find ways to use it to assist, not replace, natural learning

AMEETA MULLA WATTAL

THE OVERARCHING THEME at the recently concluded World Economic Forum in Davos was "Collaboration for the Intelligent Age". What does this mean in the context of educating children? The idea of humanity, nature, and AI in harmony at a platform like Davos can create transformative opportunities when we apply them to schools.

The challenges that confront societies today are existential. Are the learning systems in schools nurturing students to find their highest potential, which will help resolve these challenges? Schools need to embrace equity, ecosystemic understanding, and AI awareness and enablement. This goes beyond future readiness and even literacy.

Eckhart Tolle has written of the flowering of human consciousness through a shift in education, where we should combine intelligence and consciousness. Intelligence is the ability that helps us apply knowledge, solve problems, and adapt to new situations. It also enhances reasoning, decision-making, and memory; in fact, it is a blend of artificial and biological (human) intelligence systems. Consciousness brings in metacognition, introspection, imagination, emotions, and sensory perceptions, which are tied to humans.

Schools have to ensure that human consciousness becomes integral to the connections between intelligence and learning. Only then will we be able to develop a shared un-

derstanding of citizenship, interdependence, and mutual interest. This will build cohesive societies, bring in social and economic institutions, and integrate universal values and processes, which can only be learnt in a school.

AI has forced itself into the education agenda as never before, and the responses are still emergent and unclear. What is clear is that every child, irrespective of place or status, must have access to adaptive learning and AI. Educators have anticipated the importance of AI for over a decade, but the actual impact in schools was felt only with the launch of ChatGPT. Students showed great enthusiasm for the opportunities the tool offered — using it to support homework, research papers, projects, case studies, and other academic tasks. They were able to make submissions without any effort or understanding. The response of educators has been slow and hesitant because the technology carries immense implications in the space of learning. Teachers are particularly nervous about AI hallucinations.

It is clear from UNESCO's reviews that very little work has been done to reassess the competencies needed by teachers to understand and use AI for teaching and learning, personalising data for their professional growth, determining how students are learning, and identifying content that excites or disengages them. We need to create learning ecosystems by fostering collaborative relationships with

the surrounding community, especially parents and other government agencies. For this we must unlock the learning assets of communities and engage with stakeholders beyond the education sector.

In order to prepare for a brittle, anxious, nonlinear, and incomprehensible (BANI) future — as formulated by anthropologist and futurist Jamais Cascio — schools will have to do scenario planning without making a commitment to any particular prediction. We must imagine several futures simultaneously. All will be plausible. Let us equip ourselves to make decisions that will be robust no matter what future comes to pass.

The real hope for enduring change in schools lies with students. They are connected to the future in ways that no adult is, for in the words of Khalil Gibran, "Their thoughts dwell in the house of tomorrow, which you cannot visit, not even in your dreams."

As we move forward as educators, let us continue to refine our vision and get a clearer awareness of a constantly changing reality. We have to evolve institutions and practices that assist, not replace, the natural learning process through collaborative intelligence.

The writer is chairperson and executive director, Education, Innovations, and Training, DLF Foundation Schools and scholarship programmes

OF BORDERS & BRIGHT FUTURES

Why children from UP villages along Delhi borders through its govt schools

SOPHIYA MATHEW
NEW DELHI, FEBRUARY 4

IN A neighbourhood located at the foothills of a garbage mountain in Delhi's Ghaziabad, its residents keep hoping for a better life. But for hundreds of people, especially mothers, living in Uttar Pradesh (UP) villages alongside Delhi's border, their children's future looks brighter across the invisible divide between the two states.

Accompanied by their mothers, school bags flung on their shoulders, these little residents of Ghaziabad and Noida villages troop into Delhi government-run schools day after day in the hope of "quality education".

Most of these Delhi government schools are located in border areas like Khichripur, New Kondli, Mayur Vihar Phase III, Vasundhara Enclave, Dullupura,

Indraprastha Extension and Anand Vihar.

An hour before the bell signals the end of school in Delhi's Khichripur village, located in the shadows of the Ghaziabad landfill, the wide road transforms into an informal waiting area.

Squatting on the gravelly road with other waiting parents, a mother who lives in Ghaziabad's Khoda village, 5 km away, complains, "It is so tiring — cooking, then coming here (to drop the child) and then going back."

Preeti Singal, a Noida-based homemaker, says, "I was lucky to be able to enrol my elder son (a student of Class 6) in this school. My younger son, who is in Class 2, could not get admission here. Since we cannot afford to send him to a private school in Noida, he stays at home," she says.

Seema Khurana, former head, Sarvodaya Kanya Vidyalaya (SKV),

Jl Colony, Khichripur village, says the number of students from UP is much higher in five-six (Delhi government) schools closer to the border than local students.

"The (Delhi government) schools in Anand Vihar get students from Ghaziabad. In New Kondli, Dullupura and New Ashok Nagar (schools), they mostly come from Noida," she says.

Dhanisha, a teacher at school, says they have more students from UP than the neighbourhood at present. "Of nearly 2,000 students in the school, over half live in Ghaziabad's Khoda Colony."

Nazrin (53) is a homemaker who moved to Khoda colony from Delhi a few years ago. She says her four children study at a government school in East Delhi's New Kondli, located around 4 km away.

"This area has very few schooling options after Class 5. So we enrolled all our four children in Delhi



Sarvodaya Kanya Vidyalaya in Khichripur. *Gajendra Yadav*

government schools. They are both affordable and good."

Around 8 km away, 400 students are packed tightly in eight small rooms in a government school in Ghaziabad. A girl who studies in Class 8 at the school laments, "I wish I could study in a Delhi government school."

A primary school teacher says,

"There aren't many good options in the area after Class 8. Most boys from our school get admission in Delhi government schools after Class 8." Besides the lopsided student-teacher ratio in UP government schools along the Delhi border, the teacher says most of these schools have a dearth of subject-specific teachers and limited in-

frastructure. "Also, parents prefer CBSE to UP board. Delhi government schools follow the CBSE syllabus and have much better facilities," he adds.

Kanchan (15), a student of Class 8 at a government school in Ghaziabad, is "worried" about her admission to a Delhi government school in Class 9. "The quality of education in Delhi (government schools) is much better."

She says her father wants to get her admitted to a Delhi government school but is worried about her chances due to their Ghaziabad village address. "I need a Delhi address for a better chance at admission here."

Former SKV, Khichripur head Khurana says though not everything is great in Delhi government schools, "they are far better" than those run by the UP government.

"While Delhi government schools lack quality teachers, their

educational standards are higher than those in UP government schools. Even the infrastructure is better in Delhi," she says.

Over the last five years, according to Khurana, infrastructure in Delhi government schools has improved, though issues like teacher vacancies and quality remain. "Many new teachers are not well-trained. When students come to government schools having poor teaching practices and teacher quality, that leads to a huge gap in learning," she says.

Komal Kumari (22), a former student of a co-ed Delhi government school in Dwarka who now takes tuition classes for children in Class 6 and 8 in her locality, agrees with Khurana.

"Despite efforts, there is a significant gap in foundational learning in Delhi government schools. I have seen Class 9 students struggle with basic reading and writing

skills," she says.

Meanwhile, not all parents living along Delhi's borders are keen to send their children to government schools in the Capital.

Rajarani (49), an anganwadi worker and a Khoda resident, says, "There is so much crime in Delhi... we did not send our elder daughter to a regular school. She finished her Class 10 from the School of Open Learning instead."

"The law and order situation in UP is better than Delhi's. We feel much safer here. In Delhi, people are used to freebies (a reference to free water and electricity for Delhi residents), which makes them reckless," she claims.

Adding that nobody from her neighbourhood would send their children to Delhi if they had a choice, she says, "People are forced to admit their children to Delhi government schools out of sheer helplessness."

CBSE and British Council Collaborate to Promote Multilingual Teaching Aligned with NEP 2020

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CBSE and British Council Collaborate to Promote Multilingual Teaching Aligned with NEP 2020

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Sanjana Surbhi
Assistant Manager

New Delhi, Updated on Feb 5, 2025 15:07 IST

The CBSE and the British Council have collaborated to promote multilingual teaching in schools, aligning with the NEP 2020 to enhance classroom pedagogy and learning outcomes. Check details here




CBSE and British Council Collaborate to Promote Multilingual Teaching

The Central Board of Secondary Education (CBSE) in collaboration with the British Council, organised a landmark school education conference aimed at enhancing multilingual pedagogy and classroom practices across India. Aligned with the latest policy reforms, including NEP 2020 and NCF-SE, the conference focused on strengthening multilingual education to improve learning outcomes. The conference was inaugurated by Sanjay Kumar, IAS, Secretary, Department of School Education and Literacy, along with Rahul Singh, IAS, Chairperson, CBSE. It brought together representatives and policymakers from over 200 schools, educational institutions, and key apex bodies, including CBSE, NCERT, and the English and Foreign Languages University.

School Education Conference

The sessions focused on showcasing best practices in multilingual education and pedagogy, aligning with NEP 2020. The important discussions explored innovative approaches in school education that reflect the principles of NEP 2020 and NCF-SE, with a strong emphasis on enhancing multilingual learning.

The conference also served as a platform for educators and policymakers to collaborate on advancing important educational reforms. Panel discussions, workshops, and plenary sessions were led by trainers from various organisations and UK universities, including the University of Birmingham, Goethe University Frankfurt, ELT Consultant, English and Foreign Languages University, and CBSE.



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At the conference, themed "Enhancing Multilingual Pedagogy and Practice in the Classroom," experts gathered to discuss how educators, policymakers, linguists, and pedagogical specialists can collaborate. The aim was to explore effective strategies, tools, and methods for integrating multilingual practices into school education.

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CBSE and British Council Collaborate to Promote Multilingual Teaching Aligned with NEP 2020

educators with the tools and strategies needed to support multilingualism in the classroom, enabling students to engage more deeply with their learning while nurturing respect for cultural diversity."

Alison Barrett MBE, Director India, British Council said, "The Central Board of Secondary Education and the British Council have been working together to share knowledge and learning in support of transformative classroom change. Our annual school education conference is an opportunity for meaningful multi-stakeholder dialogue between educators, academics and school leaders on priority areas aligned to the National Education Policy 2020 and the National Curriculum Framework for School Education."

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Sanjana Surbhi has over five years of experience in the online education sector. Drawing from her tenure with ed-tech companies, she infuses her work with a wealth of knowledge from the education realm, lending an i... [Read Full Bio](#)

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2



School phone bans do not improve grades or mental health: Report

PA_Media |

Feb 05, 2025 12:24 PM IST

Evidence also showed restrictive phone policies did not lower the overall time young people spent on their phones throughout the day.

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Restricting phone use at school does not improve grades or mental well-being in young people, a landmark study has found.



File photo of social media apps displayed on a mobile phone screen.(File Photo)

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The University of Birmingham study found students' sleep, exercise, academic record, and exercise did not differ between schools with and without phone bans in place.

Evidence also showed restrictive phone policies did not lower the overall time young people spent on their phones throughout the day.

The findings, which have since been peer-reviewed and published, compared 1,227 students and 30 different secondary schools. "There is no evidence to support that restrictive school phone policies, in their current forms, have a beneficial effect on adolescents' mental health and wellbeing or related outcomes," it concluded.

[How smartphone ban in schools impacts students: Study](#)



activity and sleep cycles of students overall. Dr Victoria Goodyear, the study's lead author, told the BBC that school phone bans were not an effective way to tackle the negative impacts of overusing phones. "What we're suggesting is that those bans in isolation are not enough to tackle the negative impacts," she said. "We need to do more than just ban phones in schools."

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The study called for a more "holistic" approach to lowering phone use among students. "This approach does not necessarily preclude restrictive school mobile phone policies," the study concluded. "But these policies would be linked with a wider holistic approach to adolescent mobile phone and social media use." It comes days after the Education Secretary rejected calls to bring in a new law to ban phones in classrooms, as she branded the Conservative party's proposal a "headline-grabbing gimmick".

What is screen time doing to children?

Bridget Phillipson said she agreed that mobile phones should not be in lessons, but added the opposition was wrong to say it could only be done by introducing legislation. The Conservative party said last week that it would table an amendment to the Children's Wellbeing and Schools Bill that would require the Government to ban phones in classrooms. Shadow education secretary Laura Trott asked Ms Phillipson whether she would support her party's plans.

उच्च शिक्षा की गुणवत्ता से खिलवाड़ रुके

पिछले दिनों केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने विश्वविद्यालय अनुदान आयोग-यूजीसी के अध्यक्ष प्रो. एम. जगदीश कुमार की उपस्थिति में ड्राफ्ट रेगुलेशन-2025 जारी किया। यह उच्च शिक्षण संस्थानों में शिक्षकों और अन्य शैक्षणिक कर्मियों की नियुक्ति एवं प्रोन्नति संबंधी न्यूनतम अर्हता सुनिश्चित करने और उनकी सेवा शर्तों, शिक्षण एवं शोध कार्यभार, पेशेवर आचार-संहिता आदि से संबंधित है। इस मौकड़े पर प्रतिक्रिया के लिए शिक्षकों, शैक्षणिक प्रशासकों और छात्रों आदि हितधारकों को एक माह की समयसीमा दी गई है। देश में अभी तक रेगुलेशन-2018 को ही लागू करने की कवायद जारी है। इसलिए यह अवसर यूजीसी रेगुलेशन-2018 की विसंगतियों को दुरुस्त करने का था। उच्च शिक्षा क्षेत्र में दूरगामी दृष्टि और नीतिगत निरंतरता अत्यंत आवश्यक है। रेगुलेशन-2018 की विसंगतियों/समस्याओं पर विचार करने और उनका समाधान करने के लिए कई साल पहले एक समिति बनाई गई थी, लेकिन आज तक उस दिशा में कोई प्रगति न होना निराशाजनक है।

उक्त मौकड़े में प्रतिभाओं के संरक्षण और प्रोत्साहन का दावा तो है, लेकिन उसका कोई विश्वसनीय रोडमैप नहीं दिखता। ड्राफ्ट रेगुलेशन में शिक्षकों की नियुक्ति में स्नातक और स्नातकोत्तर के विषय की महत्ता घटाते हुए पीएचडी वाले विषयों में नियुक्ति की छूट दी गई है। यह निर्णय अकादमिक जगत में अराजकता बढ़ाएगा। यह विषय विशेष से पढ़े हुए अभ्यर्थियों को अन्य विषय में शिक्षक बनने का रास्ता खोलेगा। चार वर्षीय स्नातक करने वाले छात्रों को भी कालेजों/विश्वविद्यालयों में शिक्षक बनने का अवसर देने से भी अकादमिक गुणवत्ता घटेगी।

रेगुलेशन-2018 में विश्वविद्यालय में शिक्षक बनने के लिए पीएचडी की अनिवार्यता का प्रविधान किया गया था, क्योंकि ऐसे शिक्षकों को अध्यापन से अधिक शोध-कार्य करना होता है। अब पुस्तक के अध्यायों को शोध-पत्रों के समकक्ष दर्जा दे दिया गया है। यह चिंताजनक है। अभ्यर्थी की विभिन्न अकादमिक परीक्षाओं के अकादमिक परिणाम, शोध-कार्य और प्रकाशन आदि को महत्व देने और साक्षात्कार की भूमिका



प्रो. रसाल सिंह

अगर उच्च शिक्षा को बचाना है तो संघ लोक सेवा आयोग की तर्ज पर भारतीय उच्च शिक्षा सेवा शुरू की जानी चाहिए



यूजीसी के नए ड्राफ्ट रेगुलेशन पर उठते सवाल • फाइल

सीमित करने के संबंध में भी कोई पारदर्शी, वस्तुपरक और न्यायसंगत नीति नहीं बनाई गई है। चयन समिति केंद्रित नियुक्ति-प्रक्रिया को तो तोड़ा-मरोड़ा जाता रहा है। अभ्यर्थी की अकादमिक उपलब्धियों को नजरअंदाज करते हुए अस्पष्ट और अमूर्त मानकों के आधार पर उसके मूल्यांकन का अधिकार चयन समिति को दिया गया है। अकादमिक उपलब्धियों संबंधी वस्तुपरक एवं सुपरिभाषित मानदंडों के स्थान पर नियुक्ति-प्रक्रिया को चयन समिति केंद्रित बना दिया गया है। प्रकाशन की गुणवत्ता के निर्धारण से लेकर अंतिम चयन तक वही सर्वशक्तिमान होगी।

अकादमिक दुनिया जातिवाद, क्षेत्रवाद, भाई-भतीजावाद और परिवारवाद से ग्रस्त है। संपर्क-संबंधों और लेन-देन के अभाव में योग्यतम अभ्यर्थी अनदेखी के शिकार होते हैं। यह स्थिति बदलनी होगी। अगर उच्च शिक्षा को बचाना है तो संघ लोक सेवा आयोग की तर्ज पर भारतीय उच्च शिक्षा सेवा शुरू की जानी चाहिए। केंद्रीय अनुदान प्राप्त सभी संस्थानों को इसके दायरे में लाया जाना चाहिए। इन सभी संस्थानों से रिक्तियों का विवरण मांगकर साल में एक बार विज्ञापन आना चाहिए और एक साथ लिखित परीक्षा और

साक्षात्कार होना चाहिए। नियुक्ति में 50 प्रतिशत अधिभार लिखित परीक्षा, 30 प्रतिशत अधिभार समस्त अकादमिक उपलब्धियों और 20 प्रतिशत अधिभार साक्षात्कार को दिया जाना चाहिए। सफल अभ्यर्थियों को मेरिट सूची में उनके स्थान, कालेज/विश्वविद्यालय को दी गई वरीयता और उसके स्थायी निवास-स्थान आदि के समेकित अधिभार के आधार पर नियुक्ति दी जानी चाहिए। सत्र के बीच में कोई रिक्ति आने पर प्रतीक्षा सूची में से नियुक्ति की जानी चाहिए। यूजीसी से अनुदान प्राप्त सभी कालेजों के प्राचार्यों और सभी केंद्रीय विश्वविद्यालयों के कुलपति की नियुक्ति-प्रक्रिया को भी केंद्रीकृत करने की आवश्यकता है। इस प्रक्रिया में सामाजिक न्याय के प्रविधानों का भी अनुपालन किया जाए।

ड्राफ्ट रेगुलेशन में कुलपति के रूप में शिक्षाविदों के अलावा उद्यमियों, प्रशासन/पुलिस/सेना के अधिकारियों, कंपनियों के प्रबंधकों आदि को चुनने की भी गुंजाइश है। इनके बजाय अकादमिक प्रशासन में अनुभवी संस्थान-निर्माताओं को ही कुलपति के रूप में चुना जाना चाहिए। संस्थान को विकसित करने वाले दृष्टिसंपन्न कुलपतियों के लिए भी कार्य-समीक्षा के आधार पर दूसरे कार्यकाल का प्रविधान किया जाना चाहिए। उच्च शिक्षा क्षेत्र में तीन आयाम (वर्टिकल) बनाए जाने चाहिए-अध्यापन/शिक्षण, शोध/अनुसंधान और अकादमिक प्रशासन। शिक्षकों को करियर प्रारंभ करते ही प्रतिभा, योग्यता और अभिरुचि के आधार पर धीरे-धीरे इन तीन में से एक में प्रशिक्षित और विकसित किया जाना चाहिए। हमारे देश में अकादमिक प्रशासन को अत्यधिक हल्के में लिया जाता है और किसी भी आचार्य को प्राचार्य या कुलपति बनाने की रवायत है, जबकि अकादमिक प्रशासन अत्यंत चुनौतीपूर्ण क्षेत्र है। यह विशेषज्ञता, अनुभव और प्रशिक्षण की मांग करता है। राष्ट्रीय शिक्षा नीति-2020 के घोषित लक्ष्य के अनुरूप अगर भारत में अंतरराष्ट्रीय ख्याति के शिक्षण संस्थान विकसित करने हैं तो इस दिशा में दूरदर्शी नीति-निर्माण करना होगा।

(लेखक दिल्ली विश्वविद्यालय के रामानुजन कालेज में प्राचार्य हैं)
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Six States resolve against UGC's new draft regulation

The decision was taken during a conclave of State Higher Education Ministers hosted by Karnataka; a 15-point resolution taken at the meeting urges Centre to withdraw the regulations

The Hindu Bureau
BENGALURU

On Wednesday, Ministers for Higher Education and their representatives from six States passed a joint resolution opposing the draft of the University Grants Commission Regulations, 2025, and grading of higher education institutions based on the New Education Policy, 2020.

This was the outcome of the conclave of State Higher Education Ministers, 2025, hosted by Karnataka. Representatives from Himachal Pradesh, Jharkhand, Kerala, Tamil Nadu, Telangana and Karnataka



Power play: The States say that the BJP-led Centre is trying to push its ideology through the new regulations. SPECIAL ARRANGEMENT

participated and came out with a 15-point resolution, urging the Centre to withdraw the new draft regulations. In their resolution, the States said that the BJP-led Union government is trying to push its ideology through the new

regulations. The Maharashtra representative, who was to virtually attend the conclave, was unable to continue due to technical glitches. The Jammu & Kashmir Minister communicated that they could not take part

due to emergency meetings, said Karnataka's Higher Education Minister M.C. Sudhakar.

He claimed that even some parties which are in alliance with the BJP have expressed their objection.

Meanwhile, UGC Chairman M. Jagadesh Kumar, said the regulations "aim to ensure the highest standards by introducing a more inclusive and transparent selection process".

He said they "seek to uphold the autonomy and accountability of higher education institutions."

Mr. Kumar added that they welcome constructive feedback and would work collaboratively.

Rekindling Gandhian values in education



J S RAJPUT

The erosion of Gandhian values—commitment, sacrifice and service — has led to a disconnect between education and its moral and social responsibilities



Educational endeavours in India immediately after independence were initiated in a hurry to achieve too much in too little a time, and that too, under a severe paucity of human and materialistic resources. This has proved too costly in the long run to the nation, as it now suffers non-functional schools, absentee teachers and proxy teachers!

My interpretation would be that our teacher preparation institutions have either ignored, forgotten, or failed to appreciate the importance of the values that brought the entire nation together! It was the leadership of Mahatma Gandhi that had generated commitment, dedication, sacrifice, caring for others and devoting entire life to the nation. These are generally referred to as the Gandhian Values in public conversations. Unfortunately, the Gandhian values were neglected practically in every sector, as the generations managing the nation changed. The expectations from teachers and education have always been very high, they are supposed to set standards, norms, practices, morals, ethics and values. Unfortunately, the phenomenon of disappearing values did not spare the education systems and teachers.

Eminent educationist D. D. Kothari puts it: "The basic task of education - education at all levels - is to promote powers of mind, acquisition of special skills, and advancement of knowledge, but above all, to generate in the young generation a sense of purposefulness and mission, dedication, confidence in themselves and faith in the country's future. To underscore the significance of moral education and promotion of an abiding sense of ethical values and social responsibility as integral element of education in any society, secular or otherwise." This sentence deserves to be read a couple of times, and more than that, should generate an intensive process of continuous 'Manan' and then interactive discussions; 'Chintan'. This needs a serious rethink, which could begin from schools and project to institutions of higher learn-

ing also. To bring this point into the current context of the 21st century, let me digress to return to a focal point. One outstanding person who envisioned post-independence education in India in its totality of the past and present, and simultaneously envisioned its future, Dr D.S. Kothari, was a great physicist, researcher and legendary educator. His deep insight into spirituality and the Indian tradition of generating, transferring and utilizing knowledge, and the inherent objective of utilizing it for people's welfare made him extraordinarily suitable for the task that he performed as the Chairperson of the National Commission on Education (1964-66). It is impossible not to be impressed by his articulation, pragmatism and vision. For India, his prescription for the future was also expressed in some of such orations in very simple yet meaningful terms: "STPG" Yes, India and Indian education need to concentrate on 'Science, Technology, Production; and Gandhi"! It was certainly more than five decades ago when this approach stirred my thought process and inspired my keen desire to comprehend it in modern times, in a situation overwhelmed by western education, thought and culture. The Kothari prescription



THE TEACHER WHO ACKNOWLEDGES HIS RESPONSIBILITY AS THE CREATOR OF A UNITED, INTEGRATED AND COHESIVE FUTURE OF INDIA, NEEDS TO BE AWARE OF THE TREASURE OF THE GREAT INDIAN SCRIPTURES ALL OF WHICH ARE NOT NECESSARILY RELIGIOUS BUT ACT AS THE GUIDE FOR A 'CONTENTED, CONTRIBUTING AND CREATIVE' LIFE

meant deep familiarity with Indian tradition, culture, the intrigues it suffered, and an incisive analysis of Western knowledge systems, without any prejudice or 'pre-conceived admiration only'!

It may sound personal, but listening to Professor Kothari changed my reading interests and transformed my entire approach to educational change.

Unfortunately, the Gandhi part of the quartet -STPG - proposed by Dr. Kothari never received the attention to the extent it deserved. This neglect of the Gandhian values is visible right from schools to universities, -exceptions apart! If one broadens the horizons, it would be obvious that its impact extends far and wide. In simpler terms, one may ask: did India ignore the basic purpose of education?

Within the education system, if one dwells deep into the implications, the focus will always be on the teachers.

The ultimate goal of all of us -and our religions - is the same. It deserves to be repeated that practically every Indian teacher in a government school teaches multi-religious classes, and hence, he ought to be best equipped -and convinced - of the beauty of the diversity of various types and dimensions that nature has bestowed on Indians, includ-

ing religious diversity. The teacher who acknowledges his responsibility as the creator of a united, integrated and cohesive future of India, needs to be aware of the treasure of the great Indian scriptures all of which are not necessarily religious but act as the guide for a 'contented, contributing and creative' life. A teacher must be free from prior prejudices and biases. Those who are keen on this front could take guidance from an address that Mahatma Gandhi had delivered to the students and teachers of the Banaras Hindu University: "Early in my childhood I have felt the need of a scripture that would serve me as unfailing guide through the trials and temptations of life."

Today the Gita is not only my Bible or my Koran; it is more than that - it is my mother." A large number of Institutions are engaged in in-depth research and serious studies on IKS- Indian Knowledge System. One expects that irrespective of misinterpretations of secularism these studies would not ignore the importance of ancient Indian scriptures and their contemporary relevance.

(Professor Rajput works in education social cohesion and religious amity. He is an At Fellow with the PMML, New

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70% of Indians optimistic of education system, 30% globally: Report

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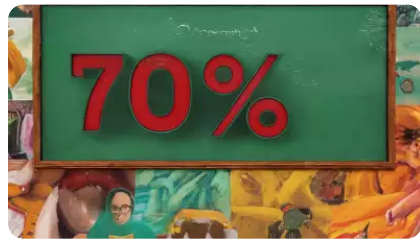
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NEW DELHI: India has emerged as one of the most optimistic nations regarding education and socioeconomic mobility. The latest Educational Testing Service (ETS) Human Progress Report, released in India Tuesday, conducted across 18 countries, underscored that India's optimism about its education system

stands in stark contrast to the global sentiment. However, challenges in accessibility and teacher availability persist.

While only 30% of respondents worldwide expressed optimism about their country's current education status, 70% of Indians held a positive outlook. Similarly, confidence in future improvements is higher in India at 76% compared to the global average of 64%. Despite this optimism, a significant portion of the Indian population recognises systemic challenges - 84% of respondents believe accessing quality education remains difficult, and 78% acknowledge that educational opportunities are skewed toward certain privileged groups. Furthermore, 74% pointed to a shortage of teachers, highlighting a major bottleneck in India's educational progress.

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Outlook on	India	Global avg
Education optimism	70%	30%
Future education outlook (2035)	76%	64%
Difficulty in accessing quality education	84%	NA
Belief that education is accessible only to certain groups	78%	NA
Perceived teacher shortage	74%	NA
Lack of high-quality educational programs as a barrier	34%	22%
Lack of educational institutions as a barrier	29%	20%
Role of non-profits in improving educational access	26%	19%
Optimism about upward mobility	69%	55%
Expected upward mobility in 2035	72%	62%
Belief in achieving higher socioeconomic status than parents	87%	72%
Job shortages as a barrier to upward mobility	40%	34%
Cost of education as a barrier to upward mobility	33%	28%
Lack of knowledge on how to advance as a barrier	29%	22%
Lack of connections as a barrier	19%	28%
Role of non-profits in socioeconomic mobility	29%	23%
Belief that upskilling is essential for career growth	91%	NA
Belief that credentials will be more important than degrees	88%	75%
AI impact on workplace skills	88%	NA
AI necessitating a mix of technical and human skills	87%	NA

SURVEY SAMPLE: Countries: 18 | Respondent: 1,80,000

Technical and durable skills needed to be competitive in the job market are

AI/Digital literacy	33%
Creativity	26%
Communication	23%

Compared to the global average, Indians more frequently cited the lack of high-quality educational programmes (34% vs 22%) and institutions (29% vs 20%) as barriers. India is one of the most favourable countries toward non-profit organisations, with 26% agreeing that non-profits can play a role in improving access to high-quality education, compared to 19% globally.

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India's confidence extends beyond education into the realm of socioeconomic mobility. Nearly 69% of Indians believe in their current opportunities for upward mobility, compared to a global average of 55%. Looking ahead to 2035, 72% expect improvements, compared to 62% in other countries.

However, economic barriers persist. More Indians than their global counterparts cited job shortages (40% vs 34%), expensive education (33% vs 28%), and lack of advancement knowledge (29% vs 22%) as key hurdles. Notably, fewer Indians (19%) felt that a lack of connections hindered their opportunities, compared to the global average of 28%.

Amit Sevak, CEO of ETS, said: "India has made impressive strides in foundational learning, but disparities persist between urban and rural areas and across states. One of the biggest factors influencing student outcomes is teacher quality."

India's workforce is rapidly adapting to new skill requirements, with upskilling becoming a widely accepted necessity. About 91% of Indians believe lifelong learning will become a career standard, significantly higher than the global norm. Moreover, 88% anticipate that credentials and certifications will gain more importance than university degrees in the coming years, compared to 75% worldwide. The influence of artificial intelligence (AI) on the job market is a major concern, with 88% of Indians recognising its transformative impact on essential skills. Notably, Indians foresee AI as a complementary tool rather than a threat, with widespread belief that those who integrate AI into their work will replace those who do not.

India's high optimism on education and career growth contrasts with more tempered global perspectives. While the country acknowledges significant challenges in accessibility and infrastructure, its population remains committed to skill development and career advancement.

The findings also underscore the role of non-profits and govt partnerships in addressing existing gaps. With initiatives supporting skill assessments, teacher quality improvement, and AI integration in learning, India appears poised to navigate these challenges effectively.



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News / India / Karnataka / DK Shivakumar, MK Stalin want National Education Policy, UGC draft withdrawn

DK Shivakumar, MK Stalin want National Education Policy, UGC draft withdrawn

Karnataka Deputy Chief Minister DK Shivakumar urged reforms in National Education Policy, highlighting the importance of federalism and the southern states' educational excellence, calling for a unified response from state leaders. Tamil Nadu Chief Minister MK Stalin echoed similar concerns.

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Karnataka Deputy Chief Minister DK Shivakumar leads call to withdraw controversial National Education Policy.

**Sagay Raj**

UPDATED: Feb 6, 2025 21:06 IST

Written By: [Afreen Hussain](#)

In Short

- DK Shivakumar calls for NEP withdrawal
- MK Stalin echoes similar concerns
- Conclave unanimously opposes UGC draft

Karnataka Deputy Chief Minister DK Shivakumar led calls for increased pressure on the Union government and the University Grants Commission (UGC) to withdraw the controversial National Education Policy (NEP), arguing that it fails to address the educational needs of India's diverse states.

The conclave of State Higher Education Ministers, held on February 5 in Bengaluru, unanimously passed a joint resolution opposing several provisions of the draft UGC regulations for 2025.

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Organised by the Department of Higher Education, Government of Karnataka, the conclave brought together education ministers and representatives from Karnataka, Tamil Nadu, Telangana, Kerala, Jharkhand, Himachal Pradesh, and Jammu & Kashmir.

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Speaking at the event, Shivakumar highlighted the flaws in the NEP and stressed that Karnataka had already implemented amendments to address these issues. "The

National Education Policy rolled out by the Union government has many flaws. The Karnataka government has gone ahead and brought in some amendments. The output from this conclave must reach the Centre," he said.

The Deputy Chief Minister highlighted Karnataka's role as a leader in higher education, pointing to the state's abundance of medical and engineering colleges. "Karnataka has over 70 medical colleges and 250 engineering colleges. Tamil Nadu, Kerala, Telangana, and Andhra Pradesh too have good colleges," he added, underscoring the region's educational excellence.

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Shivakumar also stressed the importance of India's federal structure and its impact on the country's educational system. "Our federal structure is unique and our Constitution offers many rights. There is diversity in language too. We should not be competing at the national level but at the international level. For this, we need to change the NEP. We need to bring in reforms at the University level too. The appointment of Vice Chancellors is a key challenge before us," he noted.

He further pointed out that India's universities had made significant strides internationally, with Indians occupying top positions at prestigious institutions. "Indians have adorned top positions in many Western universities. We need to take the opinion of experts to take our education system global," he said.

Shivakumar reiterated the importance of preserving the educational standards that have made southern states leaders in the sector. "Bengaluru, Chennai, Hyderabad have been pioneers in the creation of top international educationists. There is no match for

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The Deputy Chief Minister expressed gratitude towards Higher Education Minister Dr MC Sudhakar for organising the conclave and emphasised the need for a unified stance on

the NEP. "It is important to preserve the education standards and provide for a good future for the youth. We need to send out a message to the Centre about the NEP," Shivakumar concluded.

Echoing similar concerns, Tamil Nadu Chief Minister MK Stalin expressed his dissatisfaction with the NEP in a post on X on Thursday, joining hands with leaders such as Rahul Gandhi and Akhilesh Yadav to demand the withdrawal of the UGC draft. "The RSS-BJP's agenda is clear: to erase diverse histories, traditions, and languages in order to impose a singular identity," Stalin said. "As my brother @RahulGandhi rightly said, the UGC draft is not merely an educational move; it is an assault on Tamil Nadu's rich heritage and the very essence of India's federalism."

Published By: Afreen

Published On: Feb 6, 2025

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School Education Conference organised to strengthen multilingual framework and classroom practices

by NS — February 6, 2025 in Education 0

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New Delhi : British Council, the UK's international organisation for cultural relations and educational opportunities, today organised a landmark School education conference, in collaboration with the Central Board of Secondary Education (CBSE), with an aim of enhancing multilingual pedagogy and practice in the classrooms for school education across India. This conference aligns with the latest policy reforms, including NEP (National Education Policy) 2020 and the NCF-SE (National Curriculum Framework for School Education).



The conference was inaugurated by Sh. Sanjay Kumar IAS, Secretary, Department of School Education and Literacy along with Sh. Rahul Singh IAS, Chairperson, Central Board of Secondary Education.

Education and attended by representatives and policy makers from 200+ schools, educational institutions, and apex body leaders, including the Central Board of Secondary Education (CBSE), National Council of Educational Research and Training (NCERT), English and Foreign Languages University.

The sessions centered on highlighting and sharing best practices in multilingual education and pedagogy, aligning with the National Education Policy (NEP) 2020. Key discussions focusing on exploring innovative practices in school education that resonate with the NEP 2020 and the National Curriculum Framework for School Education (NCF-SE), with a particular emphasis on multilingual education. The conference also provided a platform for educators and policymakers to collaborate, driving forward crucial educational reforms. As part of the conference panel discussions, workshops and plenary sessions were delivered by trainers from various groups and UK universities, including renowned entities like the University of Birmingham, Goethe University Frankfurt, ELT Consultant, English and Foreign Languages University and CBSE.

At the conference, under the theme “Enhancing Multilingual Pedagogy and Practice in the Classroom,” experts gathered to discuss ways of bringing together educators, policymakers, linguists, and pedagogical specialists. Their aim was to explore effective strategies, tools, and methods for incorporating multilingual practices into school education. The event focused on creating environments where children can flourish both academically and personally, recognising and embracing their linguistic backgrounds. As highlighted in the NEP 2020, multilingualism “not only promotes cognitive development but also enhances empathy and respect for other cultures and languages”—values that are essential in fostering a cohesive, inclusive, and pluralistic society.

Through engaging sessions and collaborative workshops, the conference deepened participants’ understanding of multilingual pedagogy, share best practices, and develop actionable insights aligned with India’s educational priorities and CBSE’s strategic focus areas.

Addressing the attendees at the conference, Sh. Sanjay Kumar, Secretary Education and Department of Education and Literacy, Ministry of Education said, “We have embarked on a vital journey to enhance multilingual pedagogy across India. Given our country’s rich linguistic diversity, it is essential to foster inclusive educational environments that embrace multiple languages, as emphasised by the National Education Policy 2020. Our shared efforts are focused on empowering educators with the tools and strategies needed to support multilingualism in the classroom, enabling students to engage more deeply with their learning while nurturing respect for cultural diversity. By championing multilingual education, we can ensure that all students have the opportunity to thrive academically and socially in a rapidly changing global landscape.”

Alison Barrett MBE, Director India, British Council said, “The Central Board of Secondary Education and the British Council have been working together to share knowledge and learning in support of transformative classroom change. Our annual school education conference is an opportunity for meaningful multi-stakeholder dialogue between educators, academics and school leaders on priority areas aligned to the National Education Policy 2020 and the National Curriculum Framework for

School Education. This year we turn our focus to enhancing multilingual pedagogy and practice, critical for supporting foundational literacy and numeracy skills and equipping students for a world of work that is increasingly multilingual.”



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Budget 2025: India's education Budget grows, but lags behind global trends

In the Union Budget 2025, the government allocates Rs 1.28 trillion to education, an increase of 6.5 per cent of Rs 1.20 trillion last year

Union Budget 2025-26 allocated Rs 1.28 trillion to the education sector, a 6.5 per cent hike compared to the previous year and the lowest in the past four years.

However, the overall spending on education remained below the suggested 6 per cent of Gross Domestic Production (GDP) spendings in National Education Policy (NEP) 2020.

Allocated to the education sector was Rs 1.20 trillion in 2024-2025, a 7.14 per cent increase from Rs 1.12 trillion in 2023-2024. The allocation was Rs 1.04 trillion in 2022-2023.

Notably, in this year's Budget, the government announced new initiatives towards improving the quality of education in the country with emphasis particularly on artificial intelligence (AI) and the IITs.

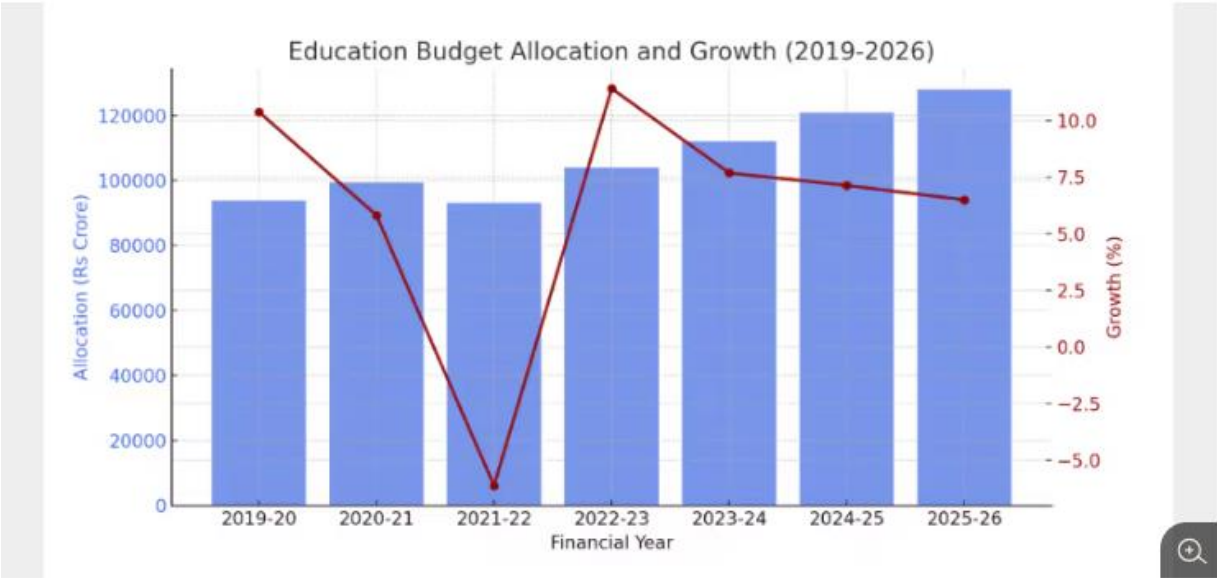
“This year, the government's various schemes for the education sector are a step in the right direction. The budget's focus on the poor, women, youth, and farmers will ensure a developed India. To turn the vision of Viksit Bharat into reality, streamlining processes and providing subsidies for K-12 education loans is essential. Integrating more technology into education can help bridge the digital divide,” said Anish Shah, CFO, Zee Learn Limited, speaking to *Business Standard*.

Challenges facing educating spending

While India has made significant strides in improving access to education, challenges remain in terms of quality, infrastructure, and equitable distribution of resources. Over the past decade, India's education spending has hovered between 3 per cent and 4 per cent of GDP, with fluctuations depending on economic conditions and government priorities.

The target of increasing education spending to reach the 6 per cent GDP is crucial for long-term development. While current spending falls short of this target, government expenditure on education has notably increased over the past five years. Comparing the recent allocation with FY19, there was a substantial increase of 51.33 per cent, from Rs 85,010 crore to Rs 1.28 trillion. However, in 2021-22, the allocation decreased by 6.12 per cent due to the Covid-19 pandemic.

Trends in education expenditure and growth over the years



(Source: Ministry of Education, Government of India)

India falling behind major economies

According to the World Bank data, in 2023, the US allocated 6 per cent of its total GDP to education. Meanwhile, neighbouring China allocated slightly more, dedicating 6.13 per cent of its GDP to education during the same period.

Germany directed 4.6 per cent of its GDP toward primary and tertiary education (excluding R&D), a decrease from the pre-Covid-19 era when its budget for education, research, and science stood at 9.8 per cent of GDP, according to Germany – Education at a Glance 2023.

Japan invested 7.43 per cent of its GDP in education. In contrast, India allocated only 4.6 per cent of its total GDP to education in its interim Budget for FY25.

Other announcements

Finance Minister Sitharaman announced a major boost for IITs and skill development. IIT student numbers have doubled in a decade, prompting infrastructure expansion in five post-2014 IITs to accommodate 6,500 more students.

To equip youth for global opportunities, five National Centres of Excellence will focus on upskilling through global expertise. Additionally, a Centre of Excellence in AI for Education will be established with an initial Rs 500 crore investment.

“The Union Budget’s emphasis on expanding Atal Tinkering Labs, AI-driven education, and broadband connectivity in government schools is a decisive step toward future-ready learning. Establishing a Center of Excellence in AI for Education with a Rs 500 crore outlay will accelerate digital learning and skill development, ensuring students are well-versed in emerging technologies and globally relevant competencies,” said Sujatha Kshirsagar, president, Career Launcher.

भारतीयों का भी ध्यान खींच रही रूस की किताबें

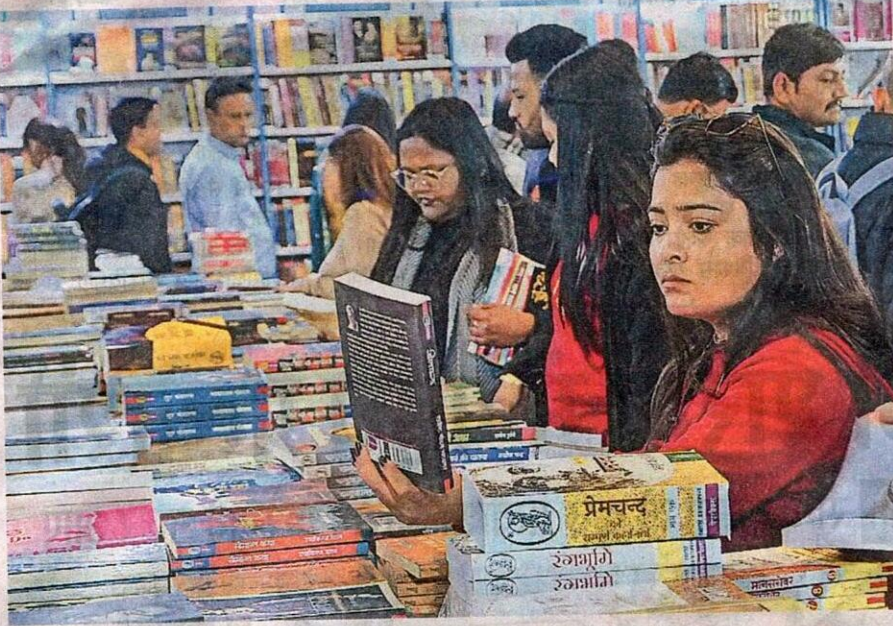
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दिल्ली : भारत मंडपम में चल रहे 32वें विश्व पुस्तक मेले में रूस फोकस देश के रूप में भाग ले रहा है। हाल नं. चार में रूस पेवेलियन में वहां की लगभग 1000 किताबें प्रदर्शित की गई हैं, जो विभिन्न शैलियों में सजी हैं। पेवेलियन में नौ शैलियाँ हैं, जिनमें आधुनिक साहित्य के दो, कथेतर साहित्य का एक, क्लासिक साहित्य के दो, बाल साहित्य के दो और रूस के संग्रहालय का एक शैलियाँ हैं। प्रत्येक शैली में अलग-अलग विषयों की किताबें हैं। रिसोएशन काउंटर पर भी किताबें सजी हैं।

'आधुनिक साहित्य' के शैली में सभी किताबें रूसी भाषा में हैं, जिनमें डेनिस लुक्यानोव, सैंचिन से लेखकों की किताबें मुख्य हैं। क्लासिक साहित्य के शैली में यूलियन सेमेनोव, लैकोवस्की, लेना लेबेडेवा, स्टानिस्लाव लुकोवस्की, मिखाइल साल्टीकोन-गोडिन, काफ्टोव्सकाया, मिखाइल गुल्गाकोव आदि लेखकों की किताबें हैं। शैली की सभी किताबें रूसी भाषा में हैं। 'रूस की यात्रा' का शैली शिक्षा की किताबों से भरा है, जिनमें रूसी व्याकरण, स्कूल से जुड़ी किताबें, लघु फिल्मों की रूसी भाषा में कार्यपुस्तिका, वर्तनी और वेराम चिह्न आदि विभिन्न विषयों की किताबें हैं। 'बाल साहित्य' के शैली में सर्गेई अक्सकोव, ए-एस-पुश्किन, लारिसा बार्स्का आदि की चित्रों से सजी किताबें मुख्य हैं। इनके अतिरिक्त, इनमें परीकथाओं की किताबें भी हैं।

रूसी पेवेलियन पर लगी विविधवर्णी पुस्तकों को देखकर अंतर्मन से आवाज आती है। सीखने का कोई अंत नहीं है। यह भी यहां अनुभूत होता है। मंडप के रिसोएशन काउंटर पर रूस के प्रसिद्ध लेखकों की भाषाओं में अनूदित किताबें हैं, जिनमें नोबेल पुरस्कार विजेता मिखाइल शोलोखोव की 'द फेट आफ ए मैन', मैक्सिम गोर्की की 'पोले दैत्य का नगर', ओसिप मंदिलरशतक की 'सूखे होंठों की प्यास' (कविता संग्रह), ई-स-तुर्गनेव की 'प्रथम प्रेम', मिखाइल अखफ की 'इनसान का नसीबा', लेव ताल्स्तोय की विश्वविख्यात 'युद्ध और शांति', 'अपराध और दंड', 'कजाक' व 'पुनरुत्थान' के अतिरिक्त, उनकी बाल कथाओं का संग्रह, अंतोन चेखव की कहानियाँ, 'रूस की



भारत मंडपम में चल रहे विश्व पुस्तक मेले में स्टाल पर पुस्तकों का अवलोकन करते लोग • हरीश कुमार

नक्षत्र मेले में ज्योतिष के साथ उपचार भी

हाल नं. 11 में चल रहे नक्षत्र मेले में 'इस्वान' संस्था ने अपना 'थीम सोंग संस्था के संस्थापक प्रो. अशोक शाटिया एवं चेयरपर्सन डा. भावना भाटिया द्वारा लांच किया। अपने विद्यार्थियों को 'ज्ञान व सम्मान के साथ समाज के अलन-अलग वर्षों की सहायता कर उनका सही मार्गदर्शन भी करती इस संस्था के विद्यार्थी ज्ञान प्राप्त कर स्वनिर्वाह भी हो जाते हैं। डा. भावना भाटिया ज्योतिष के साथ उपचार भी करती हैं। आज अधिकतर व्यक्ति अवसाद के शिकार हैं, जिसके कारण कई रोग बन जाते हैं।



भारत लिटरेचर फेस्टिवल में अपनी बात रखते राजनेता शशि थरूर • जागरण

थरूर ने युवाओं से बड़े पैमाने पर पढ़ने के लिए कहा

राजनेता और पूर्व राजनयिक डा. शशि थरूर ने देश के युवाओं से बड़े पैमाने पर पढ़ने का आह्वान किया। श्व पुस्तक मेले में पहुंचे भारत लिटरेचर फेस्टिवल में बोलते हुए उन्होंने कहा, 'खुद को जानें, आनंद के लिए पढ़ें और आप जो बन सकते हैं उसका सर्वश्रेष्ठ संस्करण बनें।' ए थाउजेंड थ्रेड्स: वीविंग द स्टोरी आफ भारत नामक एक कार्यक्रम में, अब तक 25 से अधिक पुस्तकें प्रकाशित कर चुके इस गुणी ने यह भी बताया कि वह हिंदू और भारत शब्दों से क्या समझते हैं। अपनी अद्वितीय पांडित्यपूर्ण शैली में एक पूर्ण सदन का आनंद लेते हुए, शब्दकार ने हिंदू धर्म के उदार पहलुओं का उल्लेख किया और बताया कि जब वह बड़े हो रहे थे तो स्वामी विवेकानंद के लेखन ने उन पर गहरी छाप छोड़ी थी।

इक्कीस कहानियों का संग्रह', आन्ना एसपारजा की 'रूसी साहित्य % इतिहास और समकालीनता' मुख्य हैं। इनके अतिरिक्त, इस काउंटर पर बांग्ला में मैक्सिम गोर्की की 'छोट गल्प संभार', भेनियम काभेरी की 'दुई नायक', फ्योदोर

मिखाइल दोस्तोयेव्स्की की 'लाछित ओ परित्यक्त' और अंग्रेजी में अलेक्सैंडर रस्किन की 'हैन माई फादर वाज ए लिट्ल बॉय' उपलब्ध हैं। लोकप्रिय हिंदी गीतकार इरोहाद कामिल की कविता संग्रह का रूसी अनुवाद है। पेवेलियन में कैफे



थीम मंडप में राजस्थान के राज्यपाल हरिभाऊ किशनारो बागड़े • जागरण

राजस्थान के राज्यपाल ने भी किया पुस्तक मेले का भ्रमण

बृहस्पतिवार को राजस्थान के हरिभाऊ किशनारो बागड़े भी पुस्तक मेला पहुंचे। इस दौरान मेला भ्रमण के साथ-साथ उन्होंने थीम पेवेलियन का भी अवलोकन किया। साथ ही अनेक पुस्तकें भी खरीदीं। उनके साथ राष्ट्रीय पुस्तक न्यास के अध्यक्ष प्रो. मिलिंद सुधाकर मराठे भी उपस्थित रहे।

'डाटर आफ सायल प्रेसिडेंट द्रौपदी मुर्मू' का अनावरण

विश्व पुस्तक मेले के छठे दिन हाल नंबर पांच में प्रभात प्रकाशन के स्टाल नंबर बी-2 पर डा. रश्मि सलूजा और डा. गौरव गुप्ता द्वारा लिखित पुस्तक 'डाटर आफ सायल प्रेसिडेंट द्रौपदी मुर्मू' का विमोचन हुआ। डा. रश्मि सलूजा ने कहा कि द्रौपदी मुर्मू एक परफेक्ट मां के साथ ही इंस्पिरेशनल लेडी भी हैं। प्रभात प्रकाशन के निदेशक पीयूष कुमार ने कहा कि हमारे लिए सौभाग्य की बात है कि राष्ट्रपति द्रौपदी मुर्मू की जीवनी को प्रकाशित करने का सौभाग्य प्राप्त हुआ। इसी स्टाल पर डा. योजना शाह जैन की पुस्तकें 'इमली का चटकारा' और 'बर्लिन से बनारस' और इरा टाक की पुस्तक 'खुशी के खजाने की चाबी-अनलाक योरसेल्फ' और 'ट्रेजरी आफ साइलेंस' का भी विमोचन हुआ।

भी बना है, जहां आंगूठक चाय-काफी के साथ रूसी खाने-पीने की वस्तुओं का स्वाद लेते हुए रूसी साहित्य का आनंद ले सकते हैं। एक रूसी कहावत बेहद प्रसिद्ध है--'एक शताब्दी जियो, एक शताब्दी सीखो! अपने समय का आनंद लो!'

एक साथ 12 पुस्तकों का हुआ

पेनडाउन प्रेस ने अपने स्टाल पर एक साथ 12 पुस्तकों में स्पीक विथ कामिफंडेस, बियान्ड इ एस्टेट डोडेड, चैरोनामिक्स, स्मार्ट बिहेवियर विथ हार्ट, हु डबलड योर प्राफिट का आज

आयोजक बोले, वर्ल्ड बुक फेयर में इस बार ज्यादा है युवाओं की भागीदारी

VR के जरिए वर्चुअल लाइब्रेरी जाओ फेस स्वैप से कृष बन जाओ!

जिस सोशल मीडिया पर आरोप लगता है कि उसने युवाओं को किताबों से दूर कर दिया, उसी से प्रभावित होकर कई युवा वर्ल्ड बुक फेयर में पहुंच रहे हैं। यहां युवाओं के बीच किस तरह की किताबों की मांग है और क्या कुछ है नया, इसी पर एक रिपोर्ट:



मोटिवेशनल और वर्ल्ड लिटरचर की मांग

किताबें छापने वाले प्रकाशकों का कहना है कि बुक लवर्स तो यहां आ ही रहे हैं, लेकिन कई युवा ऐसे भी आ रहे हैं जिन पर सोशल मीडिया और सोसायटी का प्रभाव है। राजकमल प्रकाशन के सीईओ आमोद माहेस्वरी कहते हैं, 'यूथ पिछली बार से ज्यादा संख्या में आ रहा है। इसकी एक वजह सोशल मीडिया भी है, फिर चाहे वह पीयर प्रेशर में यहां आए। जो लोग सोशल मीडिया पर हिट हैं, उनकी किताबों की मांग भी ज्यादा आ रही है। इसके अलावा हिंदी के पाठक वर्ल्ड लिटरचर की वह किताबें भी पढ़ रहे हैं जो हिंदी में ट्रांसलेट हुई हैं।' उधर अनबाउंड क्रिप्ट प्रकाशन के काउंटर पर पॉपुलर कोच विजेन्द्र चौहान युवाओं को गाइड करने आए जिन्हें सुनने के लिए यूथ की अच्छी खासी भीड़ भी थी। अनबाउंड क्रिप्ट के मालिक अल्विंद माहेस्वरी बताते हैं कि यूथ में विजेन्द्र सर की किताबों के साथ ही स्वयम् श्रीवास्तव जैसे सोशल मीडिया पर हिट लोगों की किताबों की अच्छी खासी मांग है। इसके अलावा सेल्फ हेल्प और मोटिवेशनल किताबें वह पसंद कर रहे हैं। प्रगत प्रकाशन से जुड़ी बिबिद्या शर्मा बताती हैं, 'हमारे यहां यूथ धार्मिक किताब, वार्थोग्राफीज और इनवेस्टमेंट से जुड़ी किताबें ज्यादा खरीद रहा है। इसके अलावा नए राइटर्स की किताबों की मांग भी है, क्योंकि उनका लेखन प्रेशा होता है।'

बाहर भी है एक 'बुक फेयर'

प्रगति मैदान के भारत मंडप में बुक फेयर चल रहा है, तो वहीं बाहर भी पट्टी पर किताबों की कई दुकानें लगी हैं। हालांकि यहां बुक फेयर जितनी वैरायटी की किताबें नहीं हैं, लेकिन तमाम युवा यहां से भी किताब खरीद रहे हैं। जब हमने एक युवा से यहां से किताब खरीदने की वजह पूछी, तो उन्होंने बताया कि जो किताब अंदर पूरे दाम में मिल रही है, वहीं बाहर यहाँ 50 से 60 फीसदी डिस्काउंट पर मिल रही है। यही नहीं, बाहर दुकान लगाने वाले विक्रेताओं का दावा है कि वह अंदर के दाम से लगभग 70 फीसदी तक सस्ती किताब बेच रहे हैं। जब हमने एक किताब खरीदने की बात की, तो विक्रेता उसे 220 रुपये में बेचने के लिए तैयार थे जबकि किताब पर दाम 399 रुपये था। एक अन्य किताब जिस पर दाम 250 रुपये अंकित था, उसे मोलभाव के बाद वह 150 रुपये में देने को तैयार हो गए। एक विक्रेता छांटू सिंह ने कहा, 'जो किताब अंदर 750 की मिल रही है, उसे हम यहां 250 रुपये में बेच रहे हैं। यही वजह है कि अंदर से आए लोग हमारे पास से किताब खरीद रहे हैं।' जानकारों का कहना है कि ये लोग पाइरेटड किताबें बेच कर प्रकाशकों को नुकसान पहुंचा रहे हैं।



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फो न से दूर, किताबों की दुनिया में खोए हुए युवा, लेखकों की किताबों का विमोचन और मोटिवेशनल स्पीकर्स को सुनने के लिए यूथ की भीड़... कुछ ऐसा ही नजारा आजकल प्रगति मैदान में चल रहे विश्व पुस्तक मेले में दिख रहा है। जानकारों का कहना है कि इस साल युवाओं की संख्या पिछली बार के मुकाबले ज्यादा दिख रही है। नेशनल बुक ट्रस्ट के डायरेक्टर युवराज मलिक कहते हैं, 'बुक फेयर में युवा पुस्तक प्रेमियों की संख्या काफी अधिक है। इससे साफ है कि युवा पुस्तक पढ़ना चाहते हैं। अच्छी पुस्तकों की तरफ युवाओं का झुकाव साफ दिखाई दे रहा है। इस बार काफी संख्या में युवाओं का फेयर में आना, पठन-पाठन की दुनिया व समाज के लिए काफी सकारात्मक खबर है। अगर अच्छी किताबें लिखी जाएं, तो पाठक भी मौजूद हैं।' नई उम्र के लोगों को बुक फेयर में आकर्षित करने के लिए तमाम डिजिटल तरीके भी अपनाए गए हैं।

बुक फेयर में युवा पुस्तक प्रेमियों की संख्या काफी अधिक है। इससे साफ है कि युवा पुस्तक पढ़ना चाहते हैं। अच्छी पुस्तकों की तरफ युवाओं का झुकाव साफ दिखाई दे रहा है।



- युवराज मलिक, डायरेक्टर, नेशनल बुक ट्रस्ट

जेनरेशन Z धीरे-धीरे किताबों से दूर हो रहा है, तो उनके और लाइब्रेरी के बीच के गैप को भरने के लिए ही यह स्टॉल्स लगाए गए हैं। युवाओं का अच्छा रिसर्च आ रहा है।



- महेश मिश्रा, टेक क्लिा टेक्नॉलजी

किताबों के बीच आना अच्छा लग रहा है। यूथ का बड़ा हिस्सा अब धीरे-धीरे मनी माइंडसेट का हो गया है। इसलिए हम भी माइंडसेट को अच्छा करने वाली और इन्फ्लुएंस देने वाली किताबें खरीदने के लिए देख रहे हैं।



- अविनाश, युवा

मस्ती के भी ढेर सारे ठिकाने

अगर मजेदार एक्टिविटीज के साथ-साथ नई जानकारी मिले, तो उससे अच्छी लॉनिंग कोई नहीं हो सकती। बुक फेयर में यूथ के लिए इसका भी इंजाज किया गया है। यहां फेस स्वैप तकनीक के जरिए युवाओं का चेहरा शक्तिमान, कृष, हैरी पॉटर की हरमाइनी ग्रेजर और भिसेज के चेहरे पर लगाया जा रहा है, जिसे वे सोशल मीडिया पर भी शेयर कर सकते हैं। वर्चुअल रिएलिटी के जरिए यूथ को डिजिटल लाइब्रेरी का भी अनुभव दिया जा रहा है, जिसमें वह ना सिर्फ किताब पढ़ सकते हैं, बल्कि सुन भी सकते हैं। स्टूडेंट्स के लिए डिजिटल विचज बॉल भी है जिसमें सवालियों का सही जवाब देकर सर्टिफिकेट लिया जा सकता है। इन स्टॉल्स को मैनेज करने वाले टेक क्लिा टेक्नॉलजी के ओनर महेश

मिश्रा कहते हैं, 'जेनरेशन Z धीरे-धीरे किताबों से दूर हो रहा है, तो उनके और लाइब्रेरी के बीच आ रहे हैं। हम को भरने के लिए ही यह स्टॉल्स लगाए गए हैं। इनमें आप ग्राफिकल, साउंड और रीडिंग, तीनों एक साथ कर सकते हैं। इसके अलावा छोटे बच्चों के लिए किड्स किंगडम बनाया गया है, जिसमें स्टोरी टेलिंग सेशन, विचज कम्पिटेशन, मीट योर फेवरिट कार्टून कैरेक्टर, एनवेलप आर्ट, इलस्ट्रेशन वर्कशॉप जैसी एक्टिविटीज होती हैं। यहां का मैनेजमेंट देख रहे नेशनल बुक ट्रस्ट के मनी भूषण बताते हैं, 'यहां सुबह 10 बजे से 4 बजे तक बच्चों के लिए कई सेशन चलते हैं और फिर 4 से 6 बजे तक फिल्म चलती है। बच्चों की पोस्ट्री के लिए सेक्शन बनाया है, जिनमें से चुनिंदा कविताओं को मैगजीन में छापेंगे।'



Growth of unapproved school a new menace to Tripura's school education system

By Our Correspondent

Agartala, February 6, 2025



Taking advantage of the deplorable condition of government run schools manifested in lack of teaching and non-teaching staff, a section of unscrupulous elements have started doing money-spinning business by running private schools to fleece guardians of hefty money for profit. This has come to light from a speech delivered by the director of school education N.C.Sharma in an awareness programme in Rabindra Shata Varshiki Bhawan.

A special convention of heads of privately run schools in the state came off yesterday in Hall No-2 of Rabindra Shata Varshiki Bhawan to make them aware of the various provisions of Right to Education Act-2009. While addressing the gathering of heads or principals of privately run schools the director of school education N.C.Sharma said that there has been a growth of unauthorized and unapproved private schools in the

state over the past few years and this has been causing harm to students. "There are at least 50 private schools in the state running without any approval or authorization from the education department and as a result last year many students from such schools who had passed the entrance exams of Nabodaya or Central schools finally could not secure admission ; if this continues the students will suffer greatly " said N.C.Sharma.

He said that the state government can give approval or authorization to private schools if they fulfill all the terms and conditions but running unauthorized or unapproved schools is illegal and action will be taken against them. He also asserted that the state government is prepared to help private ventures in education like setting up private schools but they must comply with the terms and conditions laid down in the RTE Act-2009. "The private schools must admit students of the areas where they are functioning ; mere profiteering in the field of education is not permissible ; all unapproved and unauthorized schools shall be closed down by the education department by notification ; we are working on the principle of free and compulsory education of students upto the age of 14 as per provisions of the RTE Act-2009 and any violation will not be tolerated" said N.C.Sharma.

He did not make any comment on the miserable condition of government run schools but sources in the education department said that unless the state government reverses its present policy of not recruiting adequate teachers for schools, the crisis in the education sector is bound to deepen in the days to come. In a poor state like Tripura students and guardians can not merely live by rhetoric and glitzy propaganda and government must take initiative to revitalize the school education system.

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What's wrong with America's math education?

TOI Education / Updated: Feb 7, 2025, 10:33 IST

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America's math education system is outdated and failing to equip students with the essential skills needed for success in today's technology-driven world. With an overemphasis on traditional topics like algebra and calculus, students are not learning more



Outdated curriculum: The gap in America's education system and how it's hurting students...

What's wrong with America's math education?

In an age where data drives almost every aspect of our personal, professional, and civic lives, America's math education is facing an urgent dilemma. While the world continues to evolve at a rapid pace with technologies like artificial intelligence (AI), machine

learning, blockchain, and neural networks, the math curriculum in most K-12 schools remains largely unchanged. The growing demand for data science and statistical literacy in today's workforce stands in stark contrast to the current state of math education, where topics like algebra and calculus are still prioritized at the expense of practical, data-driven skills.

With an alarming decline in student achievement in subjects like data analysis, statistics, and probability, America's education system risks leaving an entire generation ill-prepared for the future. The national math test scores from the National Assessment of Educational Progress (NAEP) show a concerning drop in these essential areas, particularly after the introduction of the Common Core standards. Introduced in 2010, the Common Core was designed to create consistent educational goals across states and ensure that all students are prepared for college and careers. However, critics argue that the shift in focus toward standardized testing and the emphasis on traditional subjects like algebra and calculus may have diverted attention from newer, critical subjects such as maths, data science and statistical literacy. Additionally, the gap in student outcomes across racial and socioeconomic groups highlights a broader systemic issue—one that affects not only individual futures but also the nation's competitiveness in a data-driven world. While the need for change is evident, the path ahead remains unclear.

Here are the key challenges that contribute to this crisis in America's math education system, which are preventing students from acquiring the data literacy skills necessary for success in today's technology-driven world.

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Math anxiety

One major issue with America’s math education system is the high levels of anxiety students experience when engaging with math. This fear often stems from outdated teaching methods, where rigid concepts like algebra and calculus dominate the curriculum, leaving students feeling disconnected from math’s practical applications. As a result, many students struggle to see how math matters in the real world. By integrating subjects like data science and statistics—fields that are relevant to today's workforce—we can make math more engaging, show its real-world applications, and help reduce math anxiety.

Lack of data literacy

There's a critical gap in equipping students with essential data literacy skills, which are crucial for understanding and navigating the modern world. With the rise of technologies like AI, machine learning, and blockchain, data literacy is more important than ever. Yet, as reported by The Hechinger Report, national math test scores for data analysis, statistics, and probability have declined since 2011. This suggests that these areas are not being adequately prioritized in K-12 curricula. The focus on traditional subjects like algebra and calculus means that students are not learning the skills they need for future careers in fields such as data science and technology. Moreover, the inability to reduce math anxiety is a significant barrier—many students still struggle to see math as relevant, which affects their ability to grasp foundational concepts early on.

The importance of basic arithmetic

Before students can dive into complex subjects like algebra and calculus, a solid foundation in basic arithmetic—addition, subtraction, multiplication, and division—is essential. These fundamental skills form the bedrock for more advanced topics and real-world applications, including data science and statistical analysis. Teachers must emphasize these core concepts to ensure that students have a strong mathematical foundation before advancing to higher-level topics.

Outdated instructional focus

While algebra and calculus still hold importance in college admissions, they no longer align with the needs of today’s rapidly evolving job market. The emphasis on these traditional topics has pushed more relevant subjects like statistics and data science to the sidelines. As technology advances rapidly, the gap between math education and the skills required by the modern workforce grows. As noted by The Hechinger Report, industries are increasingly seeking workers who can analyze data and make informed decisions based on it. However, our current math education system remains focused on outdated topics that don't address these needs. This outdated focus is evident in the teaching of basic arithmetic and foundational skills, which are often neglected in favor of more abstract concepts that many students struggle to understand early on.

Achievement gaps

One of the major challenges in American math education is the vast achievement gap between different racial and socioeconomic groups. As reported by The Hechinger Report, Black students are, on average, 30 points behind their white peers in data analysis skills. This gap in achievement perpetuates inequalities in



Sports take a backseat at govt primary schools in Punjab

By [Akanksha Attri](#), Ludhiana

Feb 07, 2025 10:16 AM IST

Punjab's government primary schools lack physical education teachers, impacting sports training for students. A proposal for 2,000 recruits may address this crisis.

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The absence of physical education teachers in Punjab's government primary schools has left young students without structured sports training. With no designated instructors, students either train themselves or rely on teachers from other subjects when a sports event is organised by the department.



Punjab education minister Harjot Singh Bains said for the first time, a proposal to recruit 2,000 physical education teachers for government primary schools will be taken up in the upcoming cabinet meeting. (HT File)

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According to e-Punjab portal data, none of the 12,819 government primary schools in the state have a designated physical education teacher. This gap has placed an added burden on school heads, who, despite lacking expertise, are compelled to train students for various sporting events, people familiar with the development said.

District president of the Government Teachers' Union and head teacher at Government Primary School, Mangli Uchi, Ludhiana, Jagjit Singh Mann highlighted the issue, stating: "A few years ago, physical education teachers from middle schools were given additional responsibility for primary school sports, but that practice has been discontinued. Currently, only teachers who voluntarily take up the responsibility train students for sports events. A dedicated physical education teacher is crucial at the primary level, as these formative years



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The Annual Status of Education Report 2024, released by the Pratham Foundation last week, further underscores the crisis. It reveals that 38.8% of upper primary government schools lack a dedicated physical education teacher, 56.8% have teachers of other subjects taking the responsibility and only 4.4% have a separate instructor for sports.

A head teacher from a government primary school in Ludhiana, who requested anonymity, echoed similar concerns: "Without a dedicated physical education teacher, conducting sports classes is almost impossible. At most, we can make students do light exercises once a month. During sports events, any teacher with some knowledge of the games steps in to teach the basics, but that is hardly enough."

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Q. Who will form the next government in Delhi?

AAP

134 BJP



State education minister Harjot Singh Bains said for the first time, a proposal to recruit 2,000 physical education teachers for government primary schools will be taken up in the upcoming cabinet meeting.

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If approved, this initiative could transform the sports landscape in government schools, providing students with structured training and a fair chance to excel in athletics from a young age.

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Business News > News > Politics > Opposition twisting education reforms into imaginary threats: Dharmendra Pradhan

Opposition twisting education reforms into imaginary threats: Dharmendra Pradhan

ET Bureau Last Updated: Feb 07, 2025, 12:29:00 AM IST

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Synopsis

Union Education Minister Dharmendra Pradhan has accused the Congress and opposition of misrepresenting the draft UGC regulations as threats. He asserts the regulations aim to broaden horizons and include diverse voices while upholding institutional autonomy and strengthening academic institutions.



New Delhi: Union Education Minister [Dharmendra Pradhan](#) on Thursday stepped up his attack on the Congress and opposition members for criticising the draft [UGC regulations](#), alleging they are twisting progressive [educational reforms](#) into imaginary threats to sustain their outdated [political narratives](#).

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Pradhan said it is both "unfortunate" and "concerning" to see how some political leaders, including the leader of opposition in Lok Sabha, "twist progressive educational reforms into imaginary threats to sustain their outdated political narratives".

"The UGC draft regulations aim to broaden horizons, not narrow them. They seek to include more voices, not silence them.

"They uphold institutional autonomy and our linguistic diversity. They strengthen our academic institutions, not weaken them. But perhaps these facts are too inconvenient for those who prefer rhetoric over reality," Pradhan said in a post on X.

"I would humbly suggest that Shri @RahulGandhi and the self-proclaimed champions of Constitution invest some time in actually reading the draft regulations before launching their rehearsed political performances," he added.



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Nupur Sharma

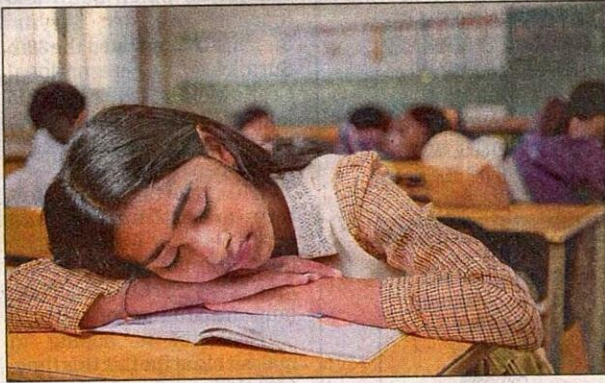
Ashok Chandna

Child sleepy during day and inattentive at school? Here's why parents should take this as wake-up call

Anuja Jaiswal
@timesofindia.com

New Delhi: If your child frequently suffers from daytime sleepiness and is consequently inattentive in school, do not ignore it. While sleep-related issues in children frequently go unnoticed in their early academic years, their difficulties with attention become more evident. It is crucial to understand these symptoms and to enquire from them about instances of bullying and reluctance to attend school, as these children could face victimisation due to their reduced cognitive processing speed, which is typically associated with inattentive ADHD (attention deficit hyperactivity disorder).

This observation was shared by Dr Sunao Uchida, Professor Emeritus at Waseda University, Tokyo, Japan, du-



AI image

Sleep-related issues, particularly daytime drowsiness in individuals with neurodevelopmental disorders, are significant as they share neural pathways involving alertness and attention.

ring his presentation on mental disorders concealed by sleep disorders at AIIMS on Friday at the pre-conference workshop of the 11th Asian Sleep Research Society Congress.

It is worth noting that certain students with high IQ le-

vels may maintain acceptable academic results despite their inattentiveness and lack of hyperactivity, thereby concealing potential underlying conditions, he indicated.

Elaborating further, he said sleepiness usually surfa-

ces from late primary school years but becomes more prominent during secondary school or middle school, particularly from age 13 onwards. Some children frequently fall asleep during classroom sessions but stay more vigilant during active pursuits like physical education. Some might stay awake for the first 10 minutes of lessons before drifting off to sleep afterwards. Morning tardiness due to difficulties in waking up can occur.

This behaviour pattern persists through secondary school, with some children potentially sleeping through numerous lessons. Medical intervention at this stage often results in better adaptation and scholarly achievement. Without proper treatment, difficulties in waking up may lead to poor attendance. Beyond attendance con-

cerns, students might withdraw from school, switch to distance learning programmes, or abandon their studies altogether.

At the university level, similar patterns continue, although some individuals manage their sleepiness and only seek clinical help after entering employment or later in life.

In his closing remarks, he emphasised that sleep doctors require psychiatric expertise to make appropriate referrals to psychiatrists. Similarly, psychiatrists should be well-versed in sleep medicine to ensure accurate diagnosis and patient care. Sleep-related issues, particularly daytime drowsiness in individuals with neurodevelopmental disorders (NDD), are significant as they share neural pathways involving alertness and attention. Hence, excessive sleepiness could indicate ADHD or NDD.

60% marks must to attend farewell party, says school, relents after row

TIMES NEWS NETWORK

Dehradun: Army Public School in Birpur area of Dehradun has rescinded a notice sent on Feb 1 barring students with less than 60% in pre-board exams from attending the school farewell. Officials said that after a complaint was made in the matter, the state child rights commission stepped in to intervene.

The notice, issued by the principal, was widely shared on social media. "When it was brought to our attention, we summoned the principal and demanded an explanation regarding the bizarre notice. They have now rescinded it, allowing all students to attend," said the commission's secretary, S K Barnwal. The commission also issued a warning to the school.



Photo for representation

Officials said a notice of this nature is demoralising for the students

Sources said the school administration had verbally informed the students about a similar decision last year but this year, a formal notice was issued, allegedly in consultation with the parents.

Officials from the commission said that while verbal ultimatums might push students to perform better, a writ-

ten notice of this nature is demoralising. "Student scoring low in pre-boards is not indicative of their overall academic performance. They can improve in board exams. Keeping them away from a once-a-term social event is both unfair and upsetting," Barnwal added. The school could not be reached for comment despite multiple attempts by TOI.

Meanwhile, commenting on the issue, Arif Khan, president, National Association for Parents and Students rights, said, "Such a notice, days before a student's board exams is very demotivating. It is bound to have an effect on their mental health. All students should have the experience of a farewell irrespective of their academic performances. It's something they look forward to their entire school life."

'Schools treat home & classroom knowledge of math as separate domains, need to bridge'

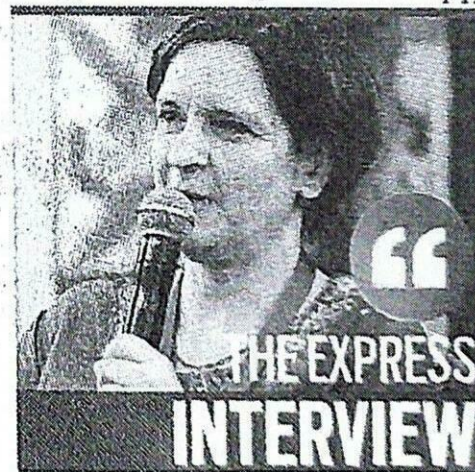
ABHINAYA HARIGOVIND
NEW DELHI, FEBRUARY 7

IN A study published in the journal *Nature*, a team from the Abdul Latif Jameel Poverty Action Lab (J-PAL), including Nobel Prize-winning economists Esther Duflo and Abhijit Banerjee, found that children working in markets can do complex transactions as part of their job, but struggle with textbook math taught in schools, while children in schools work well with academic math problems, but don't do as well in practical calculations.

The study examined children in Delhi and Kolkata to understand how math skills transfer between real-world and classroom settings. In an interview with *The Indian Express*, Duflo discusses the findings and their implications for curriculum and teaching.

Can you tell us about what prompted the study?

We've worked on education in India for over 20 years. The recent ASER report by Pratham shows progress in basic learning — a significant achievement. However, for years it has re-



ESTHER DUFLO
ECONOMIST, NOBEL LAUREATE

vealed low levels of basic math and learning achievement in primary schools and among adoles-

cents. This contrasts sharply with what we observe in markets, where children easily handle transactions and calculate change.

Based on your findings, what changes are needed in teaching and assessment to bridge the gap between market maths and academic maths?

The key is recognising existing knowledge. Children have math skills from various sources — markets, video games, farm work — but schools treat home

CONTINUED ON PAGE 2

‘Schools treat home & classroom knowledge of math as separate’

knowledge and school knowledge as separate domains. We need to bridge this gap.

The current problem is that students learn algorithms without understanding. They're taught specific solutions rather than problem-solving approaches.

We should encourage different approaches to problems. For older students, introducing estimation before calculation would help. Our successful early-grade interventions use collaborative games with self-checking mechanisms, though we haven't fully explored this for middle school students (aged 13-15 years).

Do you think the new education policy's focus on learning outcomes measures students' practical skills or just theoretical knowledge?

The practical application should be seen as complementary to theoretical learning, not a waste of time. The new education policy recognises this, especially in early grades where it encourages learning through games. Games help children own the knowledge when structured properly. For higher grades, this study suggests we need something similar to early-grade games – connecting theoretical knowledge with practical applications. This bridges the

gap between existing practical knowledge and abstract concepts we want to teach.

Is this gap between practical and classroom math seen in other countries too?

There's limited research on this – mainly one old anthropological study of Brazilian out-of-school children who showed strong calculation abilities.

In France, students perform poorly on PISA (Programme for International Student Assessment) tests, partly because they contain practical questions, while French math education is very abstract. So this is definitely something that seems to be true in France at least. Singapore's curriculum tries to balance practical and theoretical problems.

But yes, this doesn't seem to be unique. It's perhaps more acute in countries like India or France that have curricula that are very abstract.

The study says that the performance of working children (working in markets) cannot be explained by memorisation, access to help or low levels of stress. What makes these children so good at market calculations?

I think it comes from repeated exposure to the environment. They learn by observing others and then practising themselves. Whether self-taught or guided, they develop effective rules for arithmetic.

One common strategy they use is rounding. For example, instead of calculating 490 grams times Rs 50 the school way, they'll multiply 500 by 50 and then subtract.

Given this gap between market and school math, are textbook-based national assessments like NAS (National Achievement Survey) or ASER measuring real learning?

I think they capture exactly what they need to capture, which is whether the school system is managing to impart what it is trying to impart. What schools are trying to teach is for people to do division, subtraction, etc. And so, ASER or the national assessments are trying to capture that. I think that's the right first step.

It's measuring something specific, which is the understanding and ability to apply school math. What it does not measure is the fact that some kids might be able to do math when it's not presented as school

math, and that the kids who are able to do school math might not be able to apply this knowledge to other things. For that, there are other surveys; for example, from time to time, the regular ASER is replaced by one called Beyond Basics that also has practical questions.

What's more effective for measuring student learning – ASER's academic tests or PISA's practical problems?

What schools are trying to achieve, in the first place, is teaching basic arithmetic in a formal way. Our study is not saying that we shouldn't try to teach that.

I think we need the ASER every year, and then maybe a more comprehensive survey that captures these more practical questions every three years or so. But there's nothing in the study that says it's not important to measure basic academic learning.

For the market kids, the fact that they have not mastered this basic academic learning means that even though they are very good at arithmetic, they will not succeed in school. They will not be able to learn more advanced things, even though they clearly have the mental skills to do it. We need to find a way to teach these skills to them.



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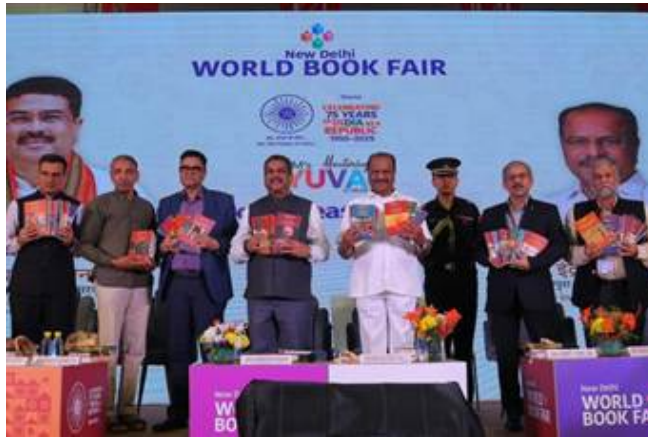
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mission - Shri Dharmendra Pradhan**

Posted On: 08 FEB 2025 4:10PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, launched 41 new books under the PM YUVA 2.0 scheme at the New Delhi World Book Fair 2025 today. The Governor of Tripura, Shri Indrasena Reddy Nallu, graced the event as the guest of honour.





While addressing the gathering, Shri Dharmendra Pradhan congratulated the 41 young authors whose books were unveiled. Expressing confidence in their potential, he stated that their writings and creativity would enrich the literary landscape and provide a new direction to intellectual discourse.

The Minister expressed his gratitude to Prime Minister Shri Narendra Modi for conceptualizing the PM YUVA Scheme, highlighting its transformation into a national movement. He emphasized its significant impact on mentoring and nurturing budding authors, fostering proud ambassadors of Indian culture, heritage, history, languages, and literature, and bringing to light the stories of unsung heroes of the freedom struggle.



Shri Pradhan further underscored that promoting books in Indian languages across the country is a national mission. He described initiatives like PM YUVA as groundbreaking steps in this direction. He also emphasized that the recently announced 'Bharatiya Bhasha Pustak Scheme' in this year's budget would add momentum to this national endeavour.



Acknowledging the pivotal role of the National Book Trust (NBT) in making books and literature accessible in Indian languages, he urged the institution to embrace technology and collaborate with domestic and international publishers to take India's rich literary heritage and linguistic traditions to a global audience.



The Minister also visited the Exhibition Halls and congratulated NBT for organizing one of the world's largest book fairs. Calling it a "Gyan-Kumbh" of literature, languages, knowledge, people, and cultures, he described the fair as a reader's paradise—an ideal platform to discover new books, immerse in literature, meet authors, and connect with fellow book lovers.

Additionally, Shri Pradhan released the Hindi version of The Saga of Kudopali: The Unsung Story of 1857. He announced that the book would soon be available in 12 Indian and two foreign languages, ensuring a wider reach and deeper impact. He also released Sangama Madhavante Randu Krithikal, the Malayalam translation of the works of 14th-century mathematician and astronomer Sri Madhava.

The event was attended by Dr. Vineet Joshi, Secretary, Department of Higher Education, Ministry of Education; Shri Sanjay Kumar, Secretary, Department of School Education and Literacy; Prof. Milind Sudhakar Marathe, Chairman, NBT; Prof. M. Jagdeesh Kumar, Chairperson, UGC; and Shri Yuvraj Malik, Director, NBT.

MV/AK

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Dharmendra Pradhan Launches 41 Books Under PM YUVA 2.0 At World Book Fair 2025



Union Minister for Education, Dharmendra Pradhan, unveiled 41 new books under the PM YUVA 2.0 scheme at the New Delhi World Book Fair 2025 on Saturday, according to a press release from the Ministry of Education. The Governor of Tripura, Indrasena Reddy Nallu, attended the event as the guest of honour.

In his address, Dharmendra Pradhan congratulated the 41 young authors whose works were launched, expressing confidence in their ability to enrich the literary landscape and influence intellectual discourse through their creative writings. He also thanked Prime Minister Narendra Modi for conceptualizing the PM YUVA Scheme, which has evolved into a national movement supporting emerging authors.

The Minister emphasized the scheme's role in mentoring young writers and creating ambassadors of Indian culture, history, languages, and literature. He also highlighted the importance of bringing stories of unsung heroes of India's freedom struggle to the forefront.

Pradhan pointed out that promoting books in Indian languages is now a national mission. He mentioned initiatives such as PM YUVA and the recently announced 'Bharatiya Bhasha Pustak Scheme' from this year's budget as key steps in achieving this goal. He praised the National Book Trust (NBT) for its efforts in making literature more accessible in Indian languages and urged it to leverage technology and collaborate with global publishers to share India's literary heritage worldwide.

During the event, the Minister toured the Exhibition Halls and commended NBT for organizing one of the world's largest book fairs, referring to it as a "Gyan-Kumbh" of literature, languages, and culture. He described the fair as a reader's paradise and an ideal platform for discovering new books and connecting with fellow literature enthusiasts.

Additionally, Pradhan launched the Hindi version of *The Saga of Kudopali: The Unsung Story of 1857*, announcing that the book would soon be available in 12 Indian and two foreign languages. He also released *Sangama Madhavante Randu Krithikal*, the Malayalam translation of the works of the 14th-century mathematician and astronomer Sri Madhava.

The event was attended by key officials including Dr. Vineet Joshi, Secretary of the Department of Higher Education, Sanjay Kumar, Secretary of the Department of School Education and Literacy, Prof. Milind Sudhakar Marathe, Chairman of NBT, Prof. M. Jagdeesh Kumar, Chairperson of UGC, and Yuvraj Malik, Director of NBT.



Will Examine Gaps Flagged In ASER-2024 Report: DSEK --- GK Photo



Syed Rizwan Geelani February 8, 2025 2:03 pm





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Srinagar Feb 08: The Director School Education Kashmir, G N Itoo on Saturday said the government will examine the gaps flagged in Annual Status of Education Report (ASER)-2024. [Best online courses](#)

The ASER-2024 was released on January 28 of 2025 in New Delhi.

The survey has pointed out poor learning outcomes and infrastructural gaps in government schools.

“The survey that has just come, we are examining it. We have made a special team. Recently, there has been a meeting at the level of the administrative department regarding the issue,” G N Itoo said.

He said the concerned people have been given the direction to come up with a roadmap and suggestions to fill the infrastructural gaps.

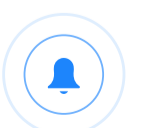
“Our teams are working on that. I am quite sure that in the coming days, we will submit a comprehensive roadmap to the government,” Itoo said.

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He however said that the government was serious about the issue.

“Some positives have also been highlighted in the ASER survey. At certain levels, we have been doing very well as compared to the national level also,” he said.

He said the education department will work Kashmir University, SCERT and board and the other NGOs working with the department and have expertise in learning outcomes.





Dharmendra Pradhan launches 41 books under PM YUVA scheme

By [HT Correspondent](#)

Feb 08, 2025 06:20 PM IST

Speaking at the function, the minister said that the writings and creativity of the young authors will enrich the literary landscape and give a new direction to intellectual discourse

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Union education minister Dharmendra Pradhan on Saturday launched 41 books under the 'PM YUVA mentorship programme 2.0,' an initiative to cultivate young literary talent through mentorship.



The event was organised by the National Book Trust (NBT) during the ongoing World Book Fair 2025. (Dharmendra Pradhan | Official X account)

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The event was organised by the National Book Trust (NBT) during the ongoing World Book Fair 2025 at Bharat Mandapam in the national Capital.

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Speaking at the function, the minister said that the writings and creativity of the young authors will enrich the literary landscape and give a new direction to intellectual discourse.

“Books in Indian languages in every corner of India is a national mission. Initiatives like PM YUVA are a groundbreaking step in this direction. The ‘Bharatiya Bhasha Pustak Scheme’



Launched by the education ministry on May 29, 2021, Prime Minister Young, Upcoming and Versatile Authors (PM YUVA) is an author mentorship programme to train young and budding authors of below 30 years of age.

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Pradhan also released the Hindi version of the book 'The Saga of Kudopali: The Unsung Story of 1857' and announced that it will soon be available in 12 Indian and two foreign languages.

He also released Sangama 'Madhavante Randu Krithikal', the Malayalam translation of the works of 14th-century mathematician and astronomer Sri Madhava.

He called on the NBT to launch YUVA 3.0 to mentor an additional 75 aspiring writers.

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NAAC adopts e-inspections, to start new accreditation models

Hemali.Chhopia
@timesofindia.com

Mumbai: In a decisive move to eliminate corruption and streamline the accreditation process, National Assessment and Accreditation Council (NAAC) has announced an immediate halt to physical inspections of colleges. Accreditation teams will now conduct evaluations entirely online, replacing on-campus visits with virtual assessments.

For universities, though, the transition will be hybrid — most inspections will take place remotely, but a select number of reviewers will still visit campuses to maintain some level of direct oversight. The decision follows the recent Central Bureau of Investigation (CBI) arrests in the case involving Andhra Pradesh-based Koneru Lakshmaiah Education Foundation (KLEF), where members of the institution's management allegedly bribed NAAC peer visit inspectors to secure favourable ratings.

"We decided to do all it takes to weed out elements of corruption. Cancelling phys-

'SURGICAL STRIKE AGAINST GRAFT'

The bribery case of Andhra Pradesh-based KLEF

➤ KLEF heads allegedly tried to get favourable people on the inspection panel to get high grades

➤ Twice before, though, KLEF had been awarded an A++ grade, the highest that institutes like IISc hold

➤ CBI arrested 10 on bribery charges — the NAAC inspection committee chairman and 6 members, one of whom is a JNU professor



NAAC executive committee action

➤ Process of accreditation of the involved university in the CBI case cancelled; debarred for 5 years from applying for accreditation

➤ All 7 members of NAAC inspection team debarred for lifetime from NAAC activities

➤ Recent visits to higher education institutions by any of the 7 for which the results are not declared will be reviewed

➤ Results will be withheld; NAAC standing committee may critically review results

➤ Previous year's visits will be analysed and put up to committee for further action

ical visits will arrest the problem in a huge way," said NAAC executive committee chairman Prof Anil Sahasrabudhe. "So many inspection visits take place every week, and it was very tough to monitor what transpired during these visits. Now, all this will be recorded."

NAAC director Ganesan Kannabiran called the shift to online inspection a "surgical strike" against corruption. "NAAC's peer review system faced a challenging situation due to the recent CBI case. These are undesirable to the higher education system, and NAAC, being a

quality assurance agency, is determined to eliminate such practices through definitive actions," he said.

The long-anticipated basic (binary) accreditation model, recommended by the K Radhakrishnan Committee, was set for launch in July 2024 but did not take off. It has now been pushed to April-May 2025. The new timeline will also see the introduction of maturity-based graded levels (MBGL), a system designed to encourage institutions to enhance their academic and research capabilities. Special committees are finalising its framework.

Around 650 institutions are in queue under the old grading system. Of these, nearly 50% are undergoing their second accreditation cycle and have been given the option to retain their current grade until the new system is in place. First-time applicants will have the choice to opt for the new basic accreditation model. "Implementing these new frameworks — basic accreditation and MBGL — along with advanced IT-based assessment features will not only enhance objectivity but eliminate unfair practices too," said Sahasrabudhe.

₹500-crore fund gives autonomy for National Mission on Manuscripts

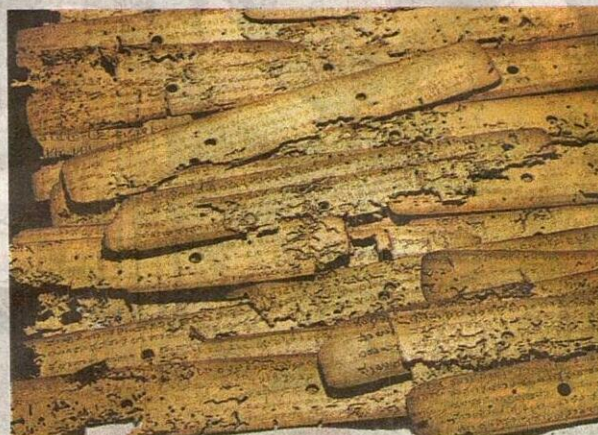
Allocation over next six years to be done through special committee; it is not yet clear if the new 'Gyan Bharatam Mission' announced in the Budget will be a part of the NMM or a separate entity

Sreeparna Chakrabarty
NEW DELHI

Steps have been initiated to make the National Mission for Manuscripts (NMM) autonomous, with the Centre allocating nearly ₹500 crore over the next six years separately to the institution through a Special Finance Committee.

The NMM was established in February 2003 by the Ministry of Tourism and Culture. A unique project in its programme and mandate, the Mission seeks to unearth and preserve the vast manuscript wealth of India.

From this year, the NMM has been again put under a Central sector scheme. For Central sector schemes, all initiatives are wholly sponsored and implemented by the Central agencies. The NMM was till now functioning as a part



Conservation efforts: The NMM has digitised 3.5 lakh manuscripts that contain 3.5 crore pages. FILE PHOTO

of the Indira Gandhi National Centre for the Arts (IGNCA). But for January to March, the funds for the institution were routed through the Sahitya Akademi.

Budget proposal

The Special Finance Committee has allocated an amount of ₹491.66 crore to

the body till 2031.

However, sources said it was not yet clear whether the new 'Gyan Bharatam Mission' for manuscripts, announced in the Union Budget last week, would be a part of the NMM or be a separate entity.

According to the Budget document, the Gyan Bharatam Mission intends to

cover more than one crore manuscripts.

It would undertake the "survey, documentation and conservation" of India's manuscript heritage lying with academic institutions, museums, libraries, and private collectors, Union Finance Minister Nirmala Sitharaman said in her budget speech on February 1.

The Hindu had reported last October that the Union Culture Ministry was set to "revive and relaunch" the NMM, and was mulling the formation of an autonomous body to help preserve ancient texts.

According to the Ministry, the NMM has documented around 5.2 million manuscripts across the country.

It has conserved 90 million folios of manuscripts and digitised 3.5 lakh manuscripts that contain 3.5 crore pages.

NAAC debars 7 panel members permanently, KLEF for 5 years

Sanjay Maurya

letters@hindustantimes.com

NEW DELHI: The National Assessment and Accreditation Council (NAAC) has debarred Guntur-based Koneru Lakshmaiah Education Foundation (KLEF) for five years, officials said on Saturday, a week after the CBI arrested three officials of the institution in a bribery case for favourable accreditation.

The autonomous accreditation body has also debarred the seven members of its inspection committee, who were also arrested, for a lifetime from assessment.

"Executive committee (EC) of NAAC has decided that the current accreditation process of involved university in the CBI case is summarily cancelled, and the Univer-

COUNCIL SAID KLEF WILL BE DEBARRED FOR 5 YEARS FROM APPLYING FOR ACCREDITATION

sity will be debarred for five years from applying for accreditation," NAAC said in a statement on Saturday. "In addition, it is decided that the visits of last one year will be carefully analysed and put up to EC for further necessary action."

Following allegations of KLEF officials bribing to NAAC inspection members to secure an A++ rating for the university, CBI arrested 10 people, including NAAC inspection committee chairman Samarendra Nath Saha, and KLEF office bearers including vice chancellor GP

Saradhi Varma, vice-president Koneru Raja Hareen and KL University's Hyderabad campus director A Ramakrishna.

Meanwhile, in line with the recommendations of the Radhakrishnan Committee's report for strengthening assessment and accreditation processes, NAAC is set to launch the Basic (Binary) Accreditation later this year, which will be followed by Maturity-based Graded Levels.

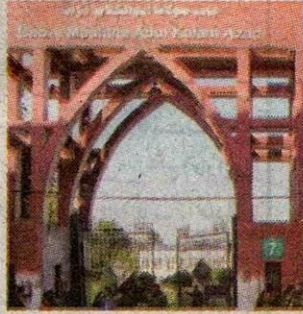
"Under the 'Basic (Binary) Accreditation', universities and colleges meeting the minimum basic required benchmarks on 50-odd parameters... will be called accredited institutions and those not meeting the benchmarks will be called 'not accredited'," NAAC's executive committee chairman Prof Anil D Sahasrabudhe said on Saturday.

شہناما) راشٹریہ سہارا, 9 فروری 2025, پृष्ठ सं - 3.

अलीगढ़ मुस्लिम यूनिवर्सिटी और जामिया मिल्लिया इस्लामिया के फंड
में कटौती।

علی گڑھ مسلم یونیورسٹی اور جامعہ ملیہ اسلامیہ کے فنڈ میں کٹوتی

دیئے گئے۔ اے ایم یو کو مالی سال 2023-24
کیلئے مرکزی حکومت سے 337.67 کروڑ
روپے ملے، جو پچھلے سال کے مقابلے میں واضح
طور پر کم ہے۔ مالی سال 2021-22 میں اے
ایم یو کا کل بجٹ تقریباً 1,214.63 کروڑ
روپے تھا، جسے کم کر دیا گیا۔ اس کی وجہ یو جی سی
نے بجٹ میں کٹوتی کی۔ ادھر جدید آباد یونیورسٹی کو
2019-20 میں 290.82 کروڑ روپے،
2020-21 میں 338.43 کروڑ روپے،
2021-22 میں 333.36 کروڑ روپے،
2022-23 میں 386.88 کروڑ اور
2023-24 میں 357.15 کروڑ روپے دیے
گئے، جبکہ دہلی یونیورسٹی کو 2019-20 میں
607.80 کروڑ روپے، 2020-21 میں
628.92 کروڑ روپے، 2021-22 میں
670.13 کروڑ روپے، 2022-23 میں
812.43 کروڑ روپے، 2023-24 میں
955.29 کروڑ روپے دیئے گئے۔



روپے، 2021-22 میں 411.10 کروڑ
روپے، 2022-23 میں 577.20 کروڑ
روپے اور 2023-24 میں 564.16 کروڑ
روپے دیئے گئے۔
رہی بات علی گڑھ مسلم یونیورسٹی کی، تو اسے
2019-20 میں 1180.00 کروڑ روپے،
2020-21 میں 1520.10 کروڑ روپے،
2021-22 میں 1214.63 کروڑ روپے،
2022-23 میں 1584.29 کروڑ روپے،
2023-24 میں 1575.48 کروڑ روپے

میں اضافہ کیا گیا ہے، تاہم علی گڑھ مسلم یونیورسٹی
علی گڑھ اور جامعہ ملیہ اسلامیہ کے فنڈ میں کٹوتی
کی گئی۔ جواہر لعل نہرو یونیورسٹی کو 2019-20
میں 416.57 کروڑ روپے، 2020-21 میں
373.52 کروڑ روپے، 2021-22 میں
407.47 کروڑ روپے، 2022-23 میں
517.97 کروڑ روپے، اور 2023-24 میں
594.50 کروڑ روپے دیئے گئے۔ جامعہ ملیہ
اسلامیہ کو 2019-20 میں 361.91 کروڑ
روپے، 2020-21 میں 479.83 کروڑ

نئی دہلی، (ایجنسیاں) حکومت ہند کی طرف سے ملک کی مرکزی
یونیورسٹیوں کو ہر سال دیے جانے والے فنڈز
سے متعلق معلومات سامنے آئی ہیں اعداد و شمار
بتاتے ہیں کہ گزشتہ 5 سالوں میں مرکزی
حکومت نے مرکزی یونیورسٹیوں کو کتنا فنڈ دیا
ہے۔ حال ہی میں مرکزی وزیر سکتا محمد ارشد نے
لوک سبھا میں بھی یہ جانکار شیئر کی۔ لوک سبھا
میں دیئے گئے جواب کے مطابق، گزشتہ 5
سالوں میں یو جی سی کی طرف سے 48 ہزار کروڑ
روپے سے زیادہ کے فنڈز دیئے گئے ہیں۔ اس
میں سال 2019-20 میں 8,098.73 کروڑ
روپے، 2020-21 میں 8,735.58 کروڑ
روپے، 2021-22 میں 9,045.45 کروڑ
روپے، 2022-23 میں 11,379.86 کروڑ
روپے اور 2023-24 میں 11,379.86
کروڑ روپے دیئے گئے۔ اگر ہم یونیورسٹی کے لحاظ
سے دیکھیں تو ہر سال تمام یونیورسٹیوں کے فنڈز

गुणवत्ता का पाठ

राजेंद्र जोशी

लो

कतंत्र में सरकार के बनाए गए नियमों से ही जनता को चलना होता है। सरकार के नियमों से जीवनयापन की जिम्मेदारी लोक उठाता है। मगर सरकार जब नियम-कानून-कायदे बनाती है, तब उससे हर वर्ग और हर विभाग के लिए उसके अनुरूप कानून और कायदे बनाए जाने की अपेक्षा रहती है। विडंबना यह है कि शिक्षा और स्थानीय निकायों को एक ही लकड़ी से हांके की कोशिश हो रही है। आमतौर पर सरकार में बैठे नौकरशाहों को संबंधित क्षेत्र में हर विषय का विशेषज्ञ माना जाता है। मगर सच यह है कि लोक के प्रतिनिधि जब तंत्र में आते हैं तो उन्हें यह देखना चाहिए कि शिक्षा से संबंधित निर्णय अभिभावकों और शिक्षाविदों की सलाह से लिए जाएं। इसके बाद शैक्षणिक सत्र या 'कैलेंडर' क्षेत्र विशेष के अनुरूप बनाया जाना चाहिए। देश के अलग-अलग राज्यों में एक ही समय में मौसम का तापमान अलग रहता है। वहां के मौसम को देखते हुए ही क्षेत्र विशेष में छुट्टियों का फार्मूला तय किए जाने की जरूरत है।

पिछले दिनों एक खबर सामने आई थी कि जिला कलेक्टर सर्दी को मद्देनजर रखते हुए संबंधित जिले में स्कूलों की छुट्टियां और समय में परिवर्तन कर सकते हैं। भारत सरकार और राज्य सरकारें शिक्षा सत्र में छुट्टियों के मामले में लगभग एक जैसा ही रख रखती हैं। जबकि शिक्षा विभाग में अन्य विभागों से छुट्टियां अधिक होती हैं। पिछले दिनों एक जानकारी सामने आई कि स्कूलों में बच्चों के कुल तीन सौ पैंसठ दिन में से एक सौ पैंतालीस दिन अवकाश में बीत जाते हैं। इसके अलावा आकस्मिक अवकाश की व्यवस्था अलग है। ऐसे में जरूरत इस बात की है कि बच्चों के अध्ययन में कोई कमी न हो, इसके लिए छुट्टियों का तालमेल कुछ इस तरीके से बिठाया जाए, ताकि छुट्टियां कम से कम हों। दरअसल, एक विचार यह भी रहा है कि इतने अधिक दिन स्कूल बंद रहने से बच्चों के भीतर सीखने और शिक्षण के बाकी स्तर की नींव कमजोर हो जाती है। इस सिरे से देखें तो अगर पढ़ाई-लिखाई के मामले में बच्चों की नींव कमजोर होगी तो इसका सीधा असर देश के भविष्य पर पड़ेगा। इसके अलावा, अलग-अलग कारणों से जिस तरह स्कूलों में बार-बार छुट्टियां या नियमित कक्षाएं बाधित होती हैं, शिक्षकों को अन्य कार्यों में लगाया जाता है, उससे बच्चों की पढ़ाई बाधित होती है।

यहां यह भी सोचने की बात है कि बदलते मौसम चक्र में ज्यादा बारिश या गर्मी या टंड कोई नई बात नहीं रही है। लेकिन पिछले कुछ वर्षों से अचानक इस वजह से स्कूलों को बंद करने की घोषणा की जाती है, वह विचित्र है। मौसम के बारे में अब पूर्वानुमान से लेकर इस संबंध में आकलन किए जाने को लेकर वैज्ञानिक आधार पहले

से मौजूद होते हैं। सवाल है कि स्कूल चलने देने या बंद करने के मामले में मौसम को अगर वजह माना जाता है तो इस वजह को पहले से ध्यान में क्यों नहीं रखा जाता। बदलते मौसम परिवर्तन को पहले से स्कूलों के समय में परिवर्तन किया जाना चाहिए। बार-बार छुट्टियां करना, बेवजह स्कूल बंद रखना उचित नहीं है। फिर ऐसा भी होता है कि कई बार मौसम के बारे में जिस तरह के अनुमान सामने आते हैं, उसके आधार पर घोषणा होती है, मगर अगले दिन से मौसम कई बार वैसा नहीं होता है, जैसा अनुमान लगाया गया होता है।

इसके बावजूद इस बात की जरूरत महसूस होती है कि मौसम के मुताबिक स्कूल में समय-सारिणी तय की जाए। मसलन, सर्दी के मौसम के दौरान पहले से ही स्कूल का समय दस बजे से चार बजे तक का रखा जा सकता है, ताकि बच्चों को सर्दी में ठिठुरते हुए स्कूल न जाना पड़े। यह छिपा नहीं है कि अधिक टंड के मौसम में सुबह छह या सात बजे स्कूल के लिए निकलने की वजह से कई बच्चे बीमार हो जाते हैं और उनकी सेहत के सामने कई तरह के जोखिम रहते हैं। दूसरी ओर, अधिक छुट्टियां होने के कारण बच्चों का शिक्षण बाधित होता है। प्रत्यक्ष शिक्षण में अंतराल ज्यादा होता है तो इससे पढ़ाई-लिखाई का माहौल कमजोर होता है। ऐसे में बच्चे नियमित पढ़ाई-लिखाई से दूर होते जाते हैं।

दुनिया मेरे आगे

जरूरत इस बात की है कि बच्चों की शैक्षणिक नींव को प्राथमिक शिक्षा से ही मजबूत किया जाए। शैक्षणिक सत्र को मौसम के अनुकूल प्रभावित करने से पहले हमें व्यापक स्तर पर सोचना होगा। ध्यान रखने की जरूरत है कि यह वह समय है जब दुनिया भर में प्रतिस्पर्धा का दौर चल रहा है। ऐसे में हमें भविष्य के भारत के लिए बच्चों से ही उम्मीद है।

जरूरत इस बात की है कि बच्चों की शैक्षणिक नींव को प्राथमिक शिक्षा से ही मजबूत किया जाए। शैक्षणिक सत्र को मौसम के अनुकूल प्रभावित करने से पहले हमें व्यापक स्तर पर सोचना होगा। ध्यान रखने की जरूरत है कि यह वह समय है जब दुनिया भर में प्रतिस्पर्धा का दौर चल रहा है। ऐसे में हमें भविष्य के भारत के लिए बच्चों से ही उम्मीद है। इसके मद्देनजर उनकी शिक्षा की नींव को कमजोर होने से बचना पड़ेगा। यह बात केवल औपचारिक नहीं है, बल्कि इसके पीछे एक ठोस आकलन है। बुनियाद को हम मजबूत तभी कर सकते हैं, जब बच्चों की पढ़ाई के अवसरों को चिंताजनक होने से बचाएं। एक बात और ध्यान में आती है कि प्राथमिक और माध्यमिक विद्यालयों के एकीकरण से रोज होने वाली प्रतियोगी परीक्षाओं के दौरान भी

स्कूलों की छुट्टियां करनी पड़ती है। अनेक बार कई विद्यालयों में शिक्षकों की कमी के चलते लंबे समय तक बच्चों की पढ़ाई ठप हो जाती है। सच यह है कि स्कूली शिक्षा में शिक्षकों की कमी देश भर में एक बड़ी समस्या है। इसकी वजह से देश की शिक्षा व्यवस्था और शैक्षिक गुणवत्ता जिस स्तर पर प्रभावित होती है, उसे लेकर कई बार सवाल उठाए गए हैं। लेकिन इस व्यापक समस्या को दूर करना शायद ही किसी सरकार को प्राथमिक और जरूरी लगता है। जो शिक्षक सेवा में होते हैं, उनके बीच से भी राजकीय नियमानुसार कुछ शिक्षक लंबे समय तक के लिए छुट्टी पर चले जाते हैं। ऐसे में अन्य शिक्षकों की नियुक्ति नहीं हो पाती। इन सब कारणों का तो शिक्षा सत्र में कोई हिसाब-किताब नहीं है।

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Beyond exams: The real learning thrives in nurturing environments

By Dharmendra Pradhan

Nature has bestowed upon each human being a distinct identity—from our fingerprint to iris, from our perceptions to thoughts, from our talents to achievements. This profound truth about human uniqueness has been the defining feature of our society and our educational system must mirror this uniqueness. Reflecting this uniqueness, Swami Vivekananda once said, "Education is the manifestation of perfection already present in man."

Drawing out the natural talent of a child and creatively engaging her in academic and extra-curricular pursuits of her choice have been formidable challenges before our educational institutions.

Our role, as educators and policymakers, is to nurture the unique talent of a child, leading to her excellence in chosen pursuit. National Education Policy (NEP) 2020 has marked a paradigm shift as to how we define and nurture talent. It is a philosophical framework that can truly describe the nuanced contours of uniqueness that exist in each child.

Under our PM's visionary leadership, we are implementing wholesome reforms in education to ensure that the educational journey of a child remains ever exciting and memorable, shorn of any stress and pressure. This per-

spective is central to our educational reforms, right from foundational learning to the highest levels of education and research.

A few years ago, Bal Vatika or toy-based learning would have invited widespread scepticism. Today, thanks to NEP, these innovative approaches are revolutionising early education, making learning a joyful undertaking rather than a burdensome obligation. Our new education system recognizes that each child blossoms as per her natural talent.

Our credit transfer policy that puts in place an Academic Bank of Credit, represents yet another innovative step ahead. It recognises that life's path may not always be linear but zigzag, and that learning can occur in a variety of circumstances and at varying paces. Learners could halt formal education as they pursue a passionate interest, obtain practical experience, or support their family. When they return to formal education, their experiences and accomplishments come handy and are valued and incorporated into their academic record of credit. This adaptability underscores that the doors to learning are always open.

Our govt is committed to nurture a culture where examination success never overshadows holistic develop-

ment, threatening the mental well-being of our youth. Recognising this critical challenge, our govt has made it a national priority to help overcome exam-related stress.

The PM's ground-breaking 'Pariksha Pe Charcha' initiative represents our commitment to transforming how students, parents, and educators need to approach assessments.

The PM's interaction with students, parents, and guardians has turned exam anxiety into a national dialogue. He has endeavoured, over the years, to allay anxiety around exams that puts needles strain on impressionable minds.

His practical tips, drawn from his own life and experiences, have been well received by exam-goers, ensuring a stress-free optimal exam performance by them.

In an example of true leadership, we are witnessing a visionary leader's dedication to fostering the future generation of Indians that contributes to nation building.

'Pariksha Pe Charcha' has been transformative in highlighting the critical importance of mental health and supportive learning environments. This is a mindset that needs to be magnified and permeated across our entire educational landscape - not just 10th and 12th Boards. The pressure and stress of exams need

to be dispelled from all stages of learning.

In the wise words of Rabindranath Tagore, "Don't limit a child to your own learning, for he was born in another time." Our approach to educational change is guided by this wisdom. The idea that stress in education is inevitable needs to give way to the understanding that real learning thrives in nurturing environments. When communities, educators, and families work together to create an atmosphere where students can flourish, success ensues. From the classroom to the playground, from vocational training centres to research laboratories, we must create spaces where diverse talents can find their spark and flourish.

As we progress rapidly towards a 'Viksit Bharat', our education system stands as a key foundation stone of national transformation.

Today, I call upon every parent, teacher, and citizen of our great nation. The transformation of education is not merely a govt initiative—it is a national mission that demands our collective commitment and shared perspectives.

We will achieve our goals when collaboration and partnership between govt and civil society define our policies and actions.

The writer is Union education minister. Views are personal.



Fighting guns with pen: CRPF sets up schools for kids in erstwhile Naxal hotbed

The CRPF is engaged in anti-Maoist operations in Chhattisgarh

SUKMA: Four villages in Chhattisgarh's Sukma district, which had been a Naxal stronghold, have now seen a turnaround with school bells replacing the sound of guns, thanks to an initiative by the Central Reserve Police Force.

The CRPF, which is engaged in anti-Maoist operations in Chhattisgarh, has set up schools for primary children in the four villages as part of an aim to bring education to the people's doorsteps and wean away locals from the outlawed armed movement, officials said.

The facilities, named 'CRPF Gurukul', have been set up in Duled, Mukrajikonda, Tekalgudiyam and Puvarti villages, which were considered as strongholds of Naxalites till January last year when police camps were established there.

While Tekalgudiyam witnessed a deadly attack on security personnel in the past, Puvarti is the native place of dreaded Naxalite leader Hidma, believed to be behind

Highlights

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- » While Tekalgudiyam witnessed a deadly attack on security personnel in the past, Puvarti is the native place of dreaded Naxalite leader Hidma, believed to be behind various deadly attacks on security forces in Bastar region

ity forces in Bastar region.

The places where once slogans of 'Lal Salaam' and bullets reverberated, now the ringing of school bells and chatter of children can be heard, Deputy Inspector General, CRPF (Sukma Range) Anand Singh Rajpurohit told news agency over phone.

The four villages were once dominated by Naxalites, but after security camps were opened there in January-February last year, development started reaching these areas,

he said.

On April 3, 2021, 22 security personnel were killed in a Maoist ambush in Tekalgudiyam area. On January 30 last year, three CRPF personnel were killed and 15 others injured in an encounter with Naxalites when a police camp was being set up in Tekalgudiyam.

"As these villages did not have schools, we decided to open them to cater to the primary school children," the DIG said.



REPRESENTATIONAL IMAGE
» The CRPF's 150th battalion has been stationed in Puvarti and Tekalgudiyam camps, and the 2nd battalion in Mukrajikonda and Duled camps

The CRPF's 150th battalion has been stationed in Puvarti and Tekalgudiyam camps, and the 2nd battalion in Mukrajikonda and Duled camps.

A one-room set up with tinshed roof has been laid out for schools adjacent to the camps at the four places and one civilian teacher has been hired for each school having a strength of 50 to 60 students, the official said.

Honorarium is paid to the teachers through a fund under the civic action programme

provided by the Ministry of Home Affairs, he said.

As of now, the schools have classes till standard 5th. Initially, students have been enrolled for classes 1 and 2 and efforts will be made later to upgrade these facilities till class 12, the official said.

Special arrangements have been made for providing uniforms, books, bags, shoes, socks and various types of games like volleyball, football and basketball for physical and mental development of the children in the premises, Rajpurohit said.

Various types of charts and boards have been installed on the school walls, and a big television set with a projector is also proposed for each of the facilities, he said.

The local administration's support will be sought for further expanding infrastructure like setting up buildings, toilets and hand pumps in the gurukul premises and introducing the facility of mid-day meal provided in government schools, he said.

Centre depriving TN of edu funds for rejecting NEP, says CM Stalin

Chennai: Tamil Nadu CM MK Stalin accused BJP-led Union govt Sunday of diverting funds meant for students in the state to other regions as a form of political coercion. "No govt in India's history has been so ruthless as to strangle access to education for political revenge against a state," he said, alleging that the move was a consequence of Tamil Nadu rejecting the national education policy (NEP) 2020 and the three-language formula. According to reports, Rs 2,152 crore allocated for Tamil Nadu under PM Shri scheme was diverted to Gujarat and UP. Citing these reports, Stalin criticised Centre's actions.



"For rejecting the imposition of #NEP2020 and the three-language policy, they (BJP govt) resorted to open blackmail, snatching away Rs 2,152 crore meant for Tamil Nadu's students and now they have handed it over to other states. This is nothing short of coercion, punishing our students for standing up for their rights," the CM wrote on X. Stalin said BJP has "once again proven itself to be the face of injustice and hatred towards Tamil Nadu".

DMK organisation secretary RS Bharathi also criticised BJP govt over financial allocations to Tamil Nadu. Speaking to reporters at the party headquarters, Anna Arivalayam said: "Tamil Nadu has contributed Rs 6.28 lakh crore, but Union govt has given only Rs 56,000 crore in return." Bharathi also took aim at finance minister Nirmala Sitharaman. "She says she is from Tamil Nadu but has done nothing for the state," he said, alleging that Centre had failed to provide funds for disaster management and for MGNREGS. TNN

India's opportunity at the AI Action Summit

In early January, India accepted France's invitation to co-chair the AI Action Summit on February 10 and 11 in Paris. This summit will be the third of its kind, following meetings focussed on AI safety in the U.K. (2023) and South Korea (2024). In addition to AI safety, the agenda at Paris is to focus on innovation, public interest AI, future of work, and AI governance issues – presenting India an opportunity to continue its global engagement on AI safety and also amplify the voice of the Global South on broader AI issues.

This article outlines how India can leverage the opportunity to advance three key priorities for the Global South. Doing this well could also strongly position India to host the next such summit, which brings together decision makers on AI policy, industry at the forefront of AI development, and civil society representatives for an inclusive dialogue on AI.

Voice of the Global South

The first meeting in Bletchley Park focussed on the safety of 'frontier AI models', the emerging risks of AI, and launched the U.K. AI Safety Institute (AISi). The second meeting in Seoul expanded the scope of the conversation to multilateral collaboration on AI risk management through a network of AISIs with countries/blocs such as the U.S., France, Singapore, Japan, and the European Union. With ministerial and high-level bureaucratic representation through the meetings, India has actively engaged in the global discourse on AI safety. As a next step, India's IT Minister recently announced plans of setting up an AI Safety Institute.

In other multilateral fora with leadership roles, India has championed the cause for the Global South, which has not leveraged the transformative potential of AI as much as more developed parts of the world have. Under India's presidency in 2023, the G20 endorsed a "pro-innovation



Shatakru Sahu

Senior Research Analyst, Technology and Society Program, Carnegie India

regulatory/governance approach" to balance AI innovation and the need to develop guardrails for AI. Soon after, the Global Partnership on Artificial Intelligence (GPAI) meeting hosted by India in December 2023 emphasised the need for "equitable access to critical resources for AI research and innovation" to underscore the need for enabling AI infrastructure for developing AI applications.

Priorities in Paris

India's vision for the Global South could now benefit from the broad agenda of the Paris meeting. To maximise this opportunity, India should focus on three key strategic priorities. First, India must advocate for democratising access to AI resources across the entire AI value chain. While India's domestic initiative of establishing a common computing facility with over 18,600 GPUs and 40% government subsidy sets a compelling example, the scope must expand beyond computing hardware. This includes ensuring equitable access to data sets, data storage infrastructure, cloud computing platforms, foundation models, and application development platforms. In addition, India should promote distributed computing solutions, an alternative to traditional computing infrastructure, and access to innovative safety tools like watermarking technology.

The promotion of open-source AI models deserves particular attention. DeepSeek's success demonstrates both the potential of open-source models and the need to address export control measures that currently constrain AI model development. India must advocate for more flexible cross-border transfer of AI technologies while maintaining appropriate safety standards.

Second, India should call for developing a framework for identifying and prioritising AI use-cases relevant to the Global South's unique contexts. This approach ensures that AI applications serve local needs

rather than becoming solutions in search of problems. Instances include early disease detection systems adapted to local healthcare infrastructure, personalised learning platforms that account for diverse educational contexts, and agricultural productivity tools calibrated to regional farming practices. The establishment of an AI use-case repository following the summit could provide guidance for the Global South in determining its priorities.

Third, India must emphasise the importance of contextualising AI risks and safety measures for the Global South. The challenges faced by developing nations often differ significantly from those of the Global North. Cultural erosion through exposure to large language models trained on "western data" represents one such unique risk. The Joshua Benjio-led expert report on International Scientific Report on the Safety of Advanced AI highlights that risk is derived from the "probability of an occurrence of harm and severity of that harm." Risks are thus future looking but grounded in already occurred harm. In Paris, India must thus call for collecting evidence of AI-related harms, grounded in Global South contexts, to inform their risk mitigation strategies. A repository of AI-related harms could also help inform any future regulatory approaches of the Global South.

Looking ahead

As co-chair of the Paris meeting, India must leverage its position to advance the key AI priorities of the Global South. Doing so would also position India as an ideal candidate to host the next AI Action Summit, which would ensure continued focus on the Global South perspective on AI. This would, in turn, cement India's role as bridge between the AI superpowers in the Global North and developing nations catching up in the global AI sphere.

As co-chair of the Paris meeting, India must leverage its position to advance the key AI priorities of the Global South

CBSE helps students deal with exam stress ahead of Boards that begin this week

Sonal.Srivastava
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To help students cope with exam stress, CBSE is promoting student well-being through its 24x7 helpline, annual psycho-social counselling, structured capacity-building programmes, regular counselling workshops, webinars, and awareness campaigns as the class X and XII students prepare for the board exams starting on February 15.

Sanyam Bhardwaj, controller of examinations, CBSE, says, "The commonly reported issues faced by students include academic stress, peer pressure, substance abuse, mental health concerns, career concerns, digital addiction and life skills etc. Collaborations like 'Say No to Drugs and Yes to Life' with NCB, IHBAS, and other institutions further promote the mental well-being of students and enhance their life skills. Campaigns to educate students on drug risks, equip them with coping skills, and promote early inter-

Commonly reported issues include academic pressure, substance abuse, mental health concerns

vention. Through expert-led discussions and interactive activities, CBSE reinforces awareness, guiding students towards a conscious and holistic life." Through such workshops, programmes and summits for students, parents, counsellors and principals in schools, CBSE continues to expand its outreach, benefiting thousands annually.

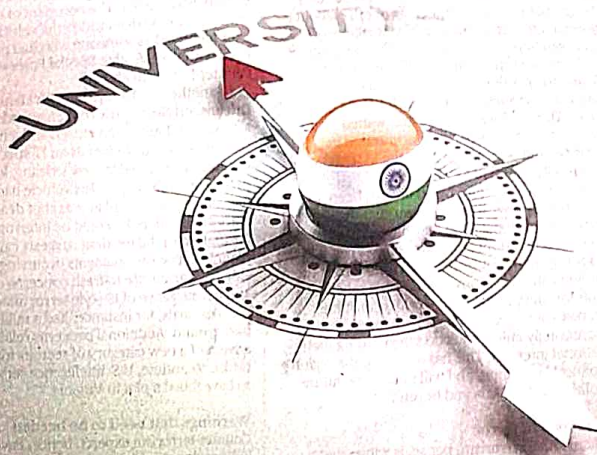
The exam pattern change in the CBSE boards 2025 was introduced to reduce rote memorisation. "Board exams are different from other competitive examinations and consist of various types of questions comprising long answers and objective types. Several questions do not demand direct answers and can be solved through steps that have value points; hence, marks are assigned to these steps. Compe-

tency-based questions are the ones which not only require some steps to answer and link to some competency of that subject, but these are based on the application and hence, cannot be answered by

cramming the answer. So, it is true that changing the percentage of competency-based questions from 40% in 2023-24 to 50% in 2024-25, will reduce rote memorisation," Bhardwaj adds.

From brain drain to brain gain

India requires a multi-pronged strategy to transform into a global study destination not just for its own students but also for international learners



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V Ramgopal Rao

The recent *Open Doors Report 2024* revealed a telling trend: India has become the largest source of international students in the U.S.; with a record-breaking 3,31,602 students enrolled in 2023-24.

Indian students pursuing higher education abroad are making substantial financial contributions to international economies. In 2022, their direct spending — encompassing tuition fees, housing, and living expenses — was estimated at approximately \$47 billion. This figure is projected to escalate to as much as \$70 billion by 2025.

While this reflects the ambition and global outlook of India's youth, it raises an important question: Why are so many of India's brightest minds compelled to seek education abroad? India aspires to emerge as a global leader in education and innovation.

Yet, the student exodus underscores significant challenges in our higher education ecosystem. The answer lies in transforming India into a global study destination; not just for our own students but also for international learners. This transformation, however, requires a cohesive, multi-pronged strategy addressing education quality, financial sustainability, institutional autonomy, and capacity building.

Diversified financial model

The core challenge lies in India's disproportionate reliance on tuition fees in privately funded institutions and government

grants in public-funded ones as the primary sources of revenue. In globally renowned universities, tuition fees contribute only 15-20% of the total revenue.

In a stark contrast, Indian institutions often rely on tuition for over 80% of their funding. Similarly, government-funded institutions draw nearly 90% of their revenue from public funds. Both models are unsustainable and lack the scalability required to meet the growing demands of the education sector.

Ideally, tuition fees should contribute only 30-40% of total revenues. A sliding fee structure, coupled with merit-based scholarships funded by endowments, can help ensure access to quality education without compromising affordability.

Endowments, a mainstay of global universities, should form 30-35% of the revenue base. Encouraging philanthropy from alumni and corporate donors, supported by favourable tax policies and streamlined regulations, is essential to building these endowments.

Additionally, research overheads can contribute 20-25% of revenues through industry-academia collaborations and global research grants. By prioritising applied research that addresses real-world challenges, institutions can generate funding while making meaningful contributions to society. The remaining 10-15% of revenues can come from alternative sources such as executive education programmes, intellectual property commercialisation, and investments in start-ups.

This balanced approach

reduces the financial burden on students while ensuring that institutions have the resources to invest in research, innovation, and global competitiveness.

Capacity and quality

Financial sustainability is only one piece of the puzzle. Scaling capacity and enhancing quality are equally critical. The government alone cannot meet the growing demand for higher education.

Public-private collaboration is central to this effort. Private institutions, supported by Public-Private Partnerships (PPPs) and Corporate Social Responsibility (CSR) initiatives, must play a greater role.

India needs to establish new world-class universities while upgrading existing ones with state-of-the-art infrastructure. A vibrant research and innovation ecosystem must be built by fostering industry-academia partnerships, increasing R and D funding, and creating mechanisms for monetising intellectual property. Flexible, interdisciplinary academic programmes aligned with global standards can further enhance the appeal of Indian institutions.

To improve the diversity and quality of education, Indian universities should actively recruit international faculty and forge global academic collaborations. Such measures would not only raise the global profile of Indian institutions but also expose students to a truly international learning environment.

6 Institutional autonomy and accountability

An enabling policy environment is essential to

drive these reforms. Institutional autonomy, as emphasised by the National Education Policy (NEP) 2020, is a cornerstone of this transformation. Universities need the freedom to innovate in curriculum design, resource allocation, and partnerships with global institutions. Autonomy empowers institutions to respond dynamically to changing global and domestic needs, aligning strategies with global benchmarks.

Government policies must also encourage the creation and growth of endowments. Substantial tax benefits and flexibility in fund management can incentivise philanthropy. However, with autonomy must come accountability. Independent audits and professional fund management practices should be mandated to build stakeholder trust and ensure transparency.

Globally, universities are moving toward zero-tuition models sustained by endowments and research revenues. India, too, must aim for a future where quality education is universally accessible, rather than an aspirational privilege.

With these measures, India can reverse the brain drain and position itself as a global hub for education. The goal is not merely to retain Indian students but to attract learners from around the world. The time to act is now. By taking bold, transformative steps today, we can ensure that India's brightest minds not only stay but thrive, and that global talent aspires to call India their alma mater.

Views expressed are personal.

The writer is Vice Chancellor, DITS Piliang Group of Institutions, and former Director, IIT Delhi.

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The Telegraph *online*

Thursday, 13 February 2025



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Home / West Bengal / Union education minister Dharmendra Pradhan's focus on UGC primacy

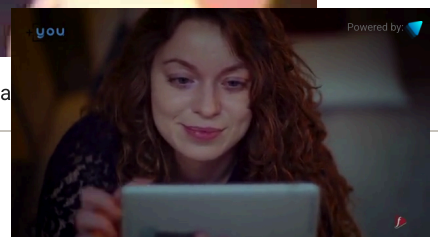
Union education minister Dharmendra Pradhan's focus on UGC primacy





The draft of the UGC Regulations, 2025 proposes that chancellors or visitors of state universities would form a three-member search-and-selection committee to appoint vice-chancellors, who might not necessarily have an academic background

Saibal Gupta | Published 10.02.25, 11:17 AM



Dharmendra Pradhan addresses journalists in Calcutta on Sunday



-  Union education minister Dharmendra Pradhan on Sunday said he did not
-  understand why the Mamata Banerjee government opposed the draft regulation that grants chancellors of universities — the governor in the case of state
-  universities — full authority to appoint vice-chancellors, based on
-  recommendations from search-cum-selection committees.

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"I do not understand the reason for their objection," said Pradhan at a news conference in Calcutta.

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The draft of the UGC (minimum qualifications for appointment and promotion of teachers and academic staff in universities and colleges and measures for the maintenance of standards in higher education) Regulations, 2025 proposes that chancellors or visitors of state universities would form a three-member search-and-selection committee to appoint vice-chancellors, who might not necessarily have an academic background.

Additionally, the guidelines introduce skill-based courses and micro-credentials in higher education institutions and encourage the use of Indian languages in academic publications and degree programmes.

"Whenever the UGC's authority has been challenged in court, the judiciary has consistently upheld its supremacy in maintaining educational standards and quality. While governments may have political agendas, the Supreme Court remains impartial," said Pradhan.

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“Regarding the ongoing dispute over the appointment of vice-chancellors, the Supreme Court has explicitly directed the UGC to establish a uniform standard that must be followed,” the education minister added.

Earlier, the UGC had asked the states to send their feedback by February 5, but several non-BJP-ruled states — Bengal, Himachal Pradesh, Jharkhand, Kerala, Tamil Nadu, Telangana and Karnataka — urged the BJP-led Centre to withdraw the new draft regulations.

These states also accused the Centre of trying to push its agenda and ideology, undermining federal principles.

State education minister Bratya Basu had said that the draft was “undemocratic and highly disrespectful” towards federalism.

Basu had also alleged that the BJP government at the Centre was trying to undermine the rights of the states.

Speaking on the draft regulation, which aligns with the National Education Policy, Pradhan emphasised the need for multidisciplinary education, blended pedagogy, technology integration, and strong industry-academic linkages to meet global standards.

“Education is under the concurrent list (meaning both the central government and state governments can legislate on education matters), but the standard of higher education is determined by the central government. The quality of both academic content and institutions is overseen by the UGC, which operates independently of both state and central authorities,” Pradhan added.

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हिन्दुस्तान , 11 फरवरी 2025, पृष्ठ सं- 6

‘विश्व स्तरीय शिक्षा से विकसित देश बनेंगे’

नई दिल्ली, विशेष संवाददाता। वर्ष 2047 तक विकसित भारत का लक्ष्य हासिल करने के लिए देश में विश्व स्तरीय शिक्षा की जरूरत होगी। नीति आयोग द्वारा गुणवत्तापूर्ण उच्च शिक्षा पर आधारित एक रिपोर्ट में यह बात कही गई है।

रिपोर्ट में कहा गया है भारत को उच्च शिक्षण संस्थानों में मानव संसाधन मुहैया कराने जैसे अहम पक्षों पर ध्यान देना की जरूरत है। राज्यों और राज्य सरकारों द्वारा संचालित किए जा रहे विश्वविद्यालयों और शिक्षण संस्थानों पर ध्यान देने की जरूरत है। ऐसा इसलिए क्योंकि नई शिक्षा नीति (2020) के तहत उच्च शिक्षण संस्थानों में पढ़ने वाले छात्रों की संख्या 4.3 करोड़ से बढ़कर करीब नौ करोड़ हो जाएगी। इनमें से सात करोड़ छात्र राज्य व राज्य सरकारों

नीति आयोग की रिपोर्ट में सुधार के लिए ये सुझाव दिए गए

शिक्षा गुणवत्ता: शिक्षा में सुधार के लिए गुणवत्ता पर ध्यान देना होगा। इसके लिए राष्ट्रीय स्तर पर शोध नीति की जरूरत है। चुनौतियों को सुलझाने के लिए सेंटर ऑफ एक्सीलेंस का एक वलस्टर बनाया जाना चाहिए। सेमेस्टर के स्तर पर शिक्षा गुणवत्ता का मूल्यांकन किया जाना चाहिए।

वित्तपोषण: राज्य स्तर पर एक ऐसी एजेंसी स्थापित की जाए जो राज्य विश्वविद्यालयों को उच्च शिक्षा की गुणवत्ता में सुधार के लिए जरूरी फंड उपलब्ध करा सके। राज्य विश्वविद्यालय को शिक्षा और शोध के लिए करों से जुड़ी छूट प्रदान की जानी चाहिए।

शासनविधि: पारदर्शिता और जवाबदेही सुनिश्चित करते हुए राज्य विश्वविद्यालयों की प्रशासनिक स्वायत्तता को बढ़ावा दिया जाए।
रोजगार: युवाओं के लिए रोजगार के मौके तेजी से पैदा हों इसके लिए विश्वविद्यालय स्तर से ही इंटरशिप और अप्रेंटिसशिप को बढ़ावा दिया जाए।

द्वारा संचालित विश्वविद्यालयों में पढ़ेंगे। आयोग ने रिपोर्ट तैयार करने के लिए शिक्षा क्षेत्र से जुड़ी चुनौतियों को समझने, उनका नीतिगत समाधान के लिए केंद्र और

राज्य सरकार के अधिकारियों से फीडबैक लिया। साथ ही, प्रमुख राज्य विश्वविद्यालयों के कुलपतियों, वरिष्ठ शिक्षाविदों के साथ भी व्यापक विचार-विमर्श किया।

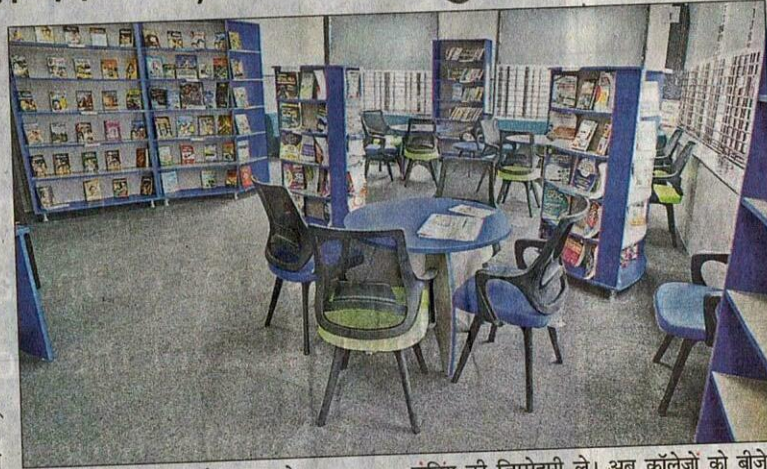
नई सरकार में बदलेगा एजुकेशन मॉडल भी?

स्कूल फीस, टीचर्स की कमी, NEP जैसे मुद्दों पर सरकार के रुख का इंतजार

Katyayani.Upreti@timesofindia.com

■ नई दिल्ली : दिल्ली में सरकार बदलने के बाद अब शिक्षा में भी कई बदलावों की उम्मीद है। आम आदमी पार्टी की सरकार ने दिल्ली के शिक्षा मॉडल को दुनियाभर में एक बड़ी सफलता के तौर पर पेश किया। सरकार ने 25% बजट एजुकेशन को भी दिया, हैपीनेस करिकुलम, आंत्रोप्रेन्योरशिप माइंडसेट करिकुलम जैसे कई दिलचस्प प्रोजेक्ट भी शुरू हुए, मगर इसके साथ कई प्रोजेक्ट अटके भी रह गए। बीजेपी की सरकार बनने के बाद अब 'आप' का शिक्षा मॉडल बदलना तय माना जा रहा है।

2020 में आई नेशनल एजुकेशन पॉलिसी (NEP) स्कूली स्तर पर अभी तक दिल्ली में लागू नहीं हो पाई है। बीजेपी का इस पर फोकस होगा। NEP में क्लास 1 से पहले तीन क्लासें रखने की बात की गई है, जबकि अभी नर्सरी और केजी होती है। इस हिसाब से स्कूलों में क्लास 1 से पहले एक और क्लास जुड़नी चाहिए - बाल वाटिका। स्कूलों के ग्रुप, नेशनल प्रोग्रेसिव स्कूल्स कॉन्फ्रेंस (एनपीएससी) की मेबर सुधा आचार्य कहती हैं कि पेंडिंग मास्टर प्लान की वजह से NEP की बाल वाटिका और नया एज स्ट्रक्चर इस नए सेशन से भी लागू नहीं हो पाएगा। क्लास और उसके सेक्शन को बढ़ाने के लिए फ्लोर एरिया रेश्यो बढ़ाने की इजाजत चाहिए होगी। साथ ही, दिल्ली में 5 साल के बच्चे क्लास 1 में दाखिला लेते हैं, जबकि नए स्ट्रक्चर के हिसाब से यह 6 होना चाहिए। केंद्रीय विद्यालयों में यह लागू हो चुका है। सरकार में बदलाव



से हमें उम्मीद है कि इस ओर कदम बढ़ेगा।

सुलझेगा डीयू के 12 कॉलेजों का मामला!

पिछले 6 साल से डीयू के उन 12 कॉलेजों में फंड की किल्लत का मामला बना हुआ है, जिन्हें 100% ग्रांट दिल्ली सरकार देती है। दिल्ली की पूर्व सीएम आतिशी ने इन कॉलेजों में वित्तीय गड़बड़ियों का आरोप लगाते हुए केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान को पत्र लिखकर कहा था कि या तो सरकार कॉलेजों का एफिलिएशन दिल्ली सरकार की किसी यूनिवर्सिटी में शामिल करने का अधिकार दे या भारत सरकार पूरी

फंडिंग की जिम्मेदारी ले। अब कॉलेजों को बीजेपी सरकार से उम्मीद है कि फंड का सिस्टम पटरी पर आएगा और पेंडिंग नियुक्तियां भी होंगी।

स्कूल फीस पर पैरंट्स की नजर

आम आदमी पार्टी की सरकार ने प्राइवेट स्कूलों पर फीस में मनमानी बढ़ोतरी पर कुछ लगाम लगाई थी। फीस बढ़ाने के लिए प्रस्ताव देने और उस पर एजुकेशन डायरेक्टर की मंजूरी जरूरी की गई। मगर स्कूलों का कहना है कि सरकार ने एक तरह से मनमानी की, नुकसान की वजह से कई स्कूल बंद हो गए, कई स्कूल बेच दिए गए। ऐसे में जरूरी है कि हर साल फीस बढ़ाने

का फॉर्म्युला तय हो।

सरकारी स्कूलों को चाहिए टीचर्स

सरकारी स्कूल कई परमानेंट टीचर्स और प्रिंसिपल्स के इंतजार में हैं। इसी के साथ-साथ 22000 गैस्ट टीचर्स रेगुलर होने की उम्मीद लगाए बैठे हैं। 'समान कार्य समान वेतन' की उनकी मांग को बीजेपी ने हमेशा सपोर्ट करते हुए आम आदमी पार्टी की सरकार का विरोध किया है। अब देखना होगा कि बीजेपी का रुख इन टीचर्स के प्रति क्या रहता है।

क्या बनेगी स्पोर्ट्स यूनिवर्सिटी?

'आप' सरकार ने दिल्ली स्पोर्ट्स यूनिवर्सिटी का ऐलान 2020 में किया था। मुंडका में बनाने की बात भी हुई मगर काम बढ़ा नहीं। बीजेपी ने इसके साथ-साथ एक स्कूल से चल रही दिल्ली टीचर्स यूनिवर्सिटी को लेकर भी 'आप' सरकार को हमेशा घेरा। अब ऐसे कई प्रोजेक्ट को लेकर लोगों को बीजेपी के रुख का इंतजार है।

यूनिवर्सिटी अपने कैम्पस के इंतजार में : 'आप' सरकार ने 2021 में आंबेडकर यूनिवर्सिटी के लिए धीरपुर और रोहिणी के नए परिसर 2023 तक पूरे करने की बात की। इंदिरा गांधी दिल्ली टेक्नॉलॉजी यूनिवर्सिटी का नरेला कैम्पस का भी ऐलान किया मगर ये प्रोजेक्ट भी लटकते रह गए। बीजेपी ने नया कैम्पस ना बनाने को लेकर 'आप' पर हमेशा वार किया है, अब दिल्ली वालों को बीजेपी के एजुकेशन सिस्टम का इंतजार है।

‘परीक्षा पे चर्चा’ पर प्रधानमंत्री नरेंद्र मोदी ने विद्यार्थियों से कहा परीक्षा जीवन का अंतिम लक्ष्य नहीं

जनसत्ता ब्यूरो
नई दिल्ली, 10 फरवरी।

प्रधानमंत्री नरेंद्र मोदी ने सोमवार को प्रसारित ‘परीक्षा पे चर्चा’ कार्यक्रम के आठवें संस्करण में नेतृत्व के पाठ से लेकर ध्यान, परीक्षा बनाम ज्ञान से लेकर एक बल्लेबाज की तरह ध्यान केंद्रित करने तक, कई विषयों पर विद्यार्थियों के साथ बात की। उन्होंने कहा कि किसी को भी परीक्षा को जीवन का अंतिम लक्ष्य नहीं समझना चाहिए।

पारंपरिक ‘टाउन हाल’ प्रारूप से हटकर मोदी ने इस बार अधिक अनौपचारिक व्यवस्था को प्राथमिकता दी और लगभग 35 विद्यार्थियों से सुंदर नर्सरी में अधिक गहन एवं मुक्त बातचीत की। इस कार्यक्रम का राष्ट्रव्यापी प्रसारण देश के विभिन्न भागों से विद्यार्थियों, शिक्षकों और अभिभावकों ने देखा।

मोदी ने विद्यार्थियों से कहा कि ‘ज्ञान’ और परीक्षा दो अलग अलग चीजें हैं। देश भर के राज्यों और केंद्रशासित प्रदेशों से आए विद्यार्थियों के साथ बातचीत में प्रधानमंत्री ने



कहा कि विद्यार्थियों को किसी दायरे में बांधा नहीं जाना चाहिए और उन्हें अपनी अभिलाषा को तलाशने की अनुमति दी जानी चाहिए। उन्होंने विद्यार्थियों से अपने समय का उपयोग योजनाबद्ध तरीके से करने को कहा ताकि इसका प्रभावी प्रबंधन हो सके। प्रधानमंत्री ने विद्यार्थियों से ‘अपने समय, अपने जीवन पर नियंत्रण रखने, वर्तमान में जीने, सकारात्मकता की तलाश करने और पोषण’ जैसे मुद्दों पर बात की। माता-पिता से अपने बच्चों को दिखावे के लिए माडल के रूप में इस्तेमाल नहीं करने का

प्रधानमंत्री ने अच्छी नींद के महत्व पर प्रकाश डाला और इस बात पर जोर दिया कि विद्यार्थियों को यह नहीं सोचना चाहिए कि अगर वे अधिक अंक नहीं लाते हैं तो उनका जीवन बेकार हो जाएगा। मोदी ने कहा कि विद्यार्थियों को दबाव को उसी तरह से संभालना चाहिए जैसे बल्लेबाज दर्शकों के शोर के बीच स्टेडियम में करते हैं।

आग्रह करते हुए उन्होंने कहा कि माता-पिता को बच्चों की तुलना दूसरों से नहीं करनी चाहिए बल्कि उनका समर्थन करना चाहिए। उन्होंने कहा कि दुर्भाग्य से यह आम धारणा है कि अगर कोई 10वीं और 12वीं बोर्ड परीक्षा में अच्छे अंक नहीं लाता है, तो उसका जीवन बर्बाद हो जाता है।

समाज की वजह से कम अंकों के कारण घर में तनावपूर्ण माहौल बन जाता है। आप भी दबाव में हो सकते हैं, लेकिन इसकी चिंता किए बिना तैयारी करें और खुद को चुनौती दें

रहें। उन्होंने विद्यार्थियों से कहा कि जैसे बल्लेबाज चौके और छक्के की मांग को नजरअंदाज करते हुए अगली गेंद पर ध्यान केंद्रित करते हैं वैसे ही उन्हें अपने अध्ययन पर ध्यान केंद्रित करना चाहिए और परीक्षा के दबाव में नहीं आना चाहिए। हालांकि, मोदी ने उन्हें खुद को चुनौती देने और हमेशा अपने पिछले परिणामों से बेहतर करने की कोशिश करने को कहा।

नेतृत्व के मुद्दे पर उन्होंने कहा कि लोग नेताओं के आचरण से प्रेरणा लेते हैं। उन्होंने कहा कि नेतृत्व थोपा नहीं जाता, आपके आस-पास के लोग आपको स्वीकार करते हैं। इसके लिए आपको खुद को बदलना होगा। नेता बनने के लिए ‘टीमवर्क’ सीखना बहुत जरूरी है... धैर्य और विश्वास अर्जित करना बहुत जरूरी है। नेता की परिभाषा के बारे में पूछे जाने पर प्रधानमंत्री मोदी ने विद्यार्थियों से कहा कि आज नेता की परिभाषा क्या है, ‘कुर्ता-पायजामा’ पहनने वाला, जैकेट पहनने वाला, विभिन्न मंचों पर भाषण देने वाला... लेकिन ऐसा नहीं होता।

HP scores high on higher edu, best spender in region

ADITI TANDON
TRIBUNE NEWS SERVICE

NEW DELHI, FEBRUARY 10

Himachal Pradesh alongside Kerala, Karnataka and north-eastern states of Sikkim, Nagaland and Arunachal Pradesh has topped national charts across key indicators of higher education mapped by the NITI Aayog between 2011-12 and 2021-22.

The state is ranked the second best on decadal growth in gross enrolment ratio (GER); gender parity index; and density of state government universities.

Punjab and Haryana, the other two regional states, reviewed in the NITI Aayog's report on "Expanding Higher Education through States and State Public Universities", have done well on pupil-teacher ratio and gender parity. Both these states however lag on the GER, the

PUNJAB, HARYANA LAG IN ALLOCATION: NITI AAYOG

- At 1.56% of GSDP, Bihar had highest higher education budget for 2020-21
- At 0.24%, Punjab's allocation was lowest in region; Himachal earmarked 0.56%, Haryana 0.49% against national average of 0.62%

percentage of students enrolled in higher education compared to the total eligible population, a key sign of access to education.

Overall, the regional states lag big on spending in the sector which the report measured for 2020-21. Bihar is the best performer here. Its higher education budget as a percentage of Gross State Domestic product was 1.56%. The lowest spenders were Punjab (0.24%), Gujarat and

CONTINUED ON PAGE 8

HP scores high on higher studies, best..

FROM PAGE 1

Rajasthan (0.23%) and Telangana (0.18%). Himachal's budget for higher education was 0.56% of its GSDP against Haryana's 0.49%.

The combined expenditure by the Centre and states on higher education as a percentage of the GDP is a mere 0.62%, as per the report.

On the GER, the national decadal average is 28.4%, with Kerala and Himachal, top two ranked, posting a GER of over 40% followed by Arunachal Pradesh, Mizoram and West Bengal.

The national average for pupil-teacher ratio (PTR) is

23 and top five decadal performers are Arunachal Pradesh, Uttarakhand, West Bengal, Punjab and Tamil Nadu — all with a PTR under 23. Nagaland, Himachal, Chhattisgarh, WB and Madhya Pradesh are top ranked on gender parity index measured through a decade while Haryana comes seventh.

The report has revealed a decadal increase of 38% — 3.24 crore students — in student enrolment at state public universities (SPUs), which house 81% of the entire higher education enrolment.

To deepen the access to education, the report has suggest-

ed a National Research Policy; support to start-ups; promotion of holistic education, including human values and global citizenship; and attraction of talent from abroad.

Assessing the SPU density (number of state public universities per lakh eligible population aged 18-23 years), the NITI Aayog said Himachal (0.9) exceeded the India average (0.5), while Haryana (0.6) and Punjab (0.4) ranked fifth and 13th, respectively.

In the region, Punjab has the highest number of colleges (83) affiliated per SPU, Haryana has 54 and Himachal 49.

PM MODI'S MASTERCLASS WITH STUDENTS

One should not view exams as be-all and end-all in life: PM

OUR CORRESPONDENT

NEW DELHI: Leadership lessons to meditation, exams Vs knowledge to focusing like a batsman in action--Prime Minister Narendra Modi touched upon host of issues in a free wheeling chat with school students during the eighth edition of his annual 'Pariksha Pe Charcha' broadcast on Monday.

In a shift from the traditional town hall format, Modi preferred a more informal setting this time and held a more deeper and lively conversation



PM Narendra Modi interacts with student during his annual 'Pariksha Pe Charcha' programme

with around 35 students at the Sunder Nursery here.

The nationwide broadcast of the event saw students, teachers, and parents tuning in from different parts of the

Highlights

- » The nationwide broadcast of the event saw students, teachers, and parents tuning in from different parts of the country
- » During the interaction with students drawn from states and UTs from across the country, the Prime Minister said students should not be confined and allowed to explore their passions

country. Modi told students 'gyan' (knowledge) and examinations are two different things. One should not view exams as be-all and end-all in life, he added.

During the interaction with students drawn from states and UTs from across the country, the prime minister said students should not be confined and allowed to explore their passions.

He asked students to use their time in a planned way for its effective management.

The prime minister spoke on issues such as 'master your

time master your life, live in the moment, finding positives, nourish to flourish, with students quizzing him on different matters.

Urging parents to not use their children as models to show off, he said they should not compare them with others and instead support them.

"Unfortunately there is a common belief that if someone doesn't score well in class 10 and 12 boards, their life is ruined. Our society creates a tense atmosphere at home over low grades. You may also be under pressure but prepare without

worrying about it and keep challenging yourself," he said.

The prime minister highlighted the importance of good sleep and stressed that students should not consider that their lives will be spoilt if they do not score high marks.

He said students should handle pressure as batters do in a stadium amid the noise being made by spectators. They focus on the next ball ignoring the demand for boundaries, he said, asking students to focus on their studies and not be pressured by exams. Modi, however, asked them

to challenge themselves and always try to do better than their previous results.

He emphasised on the need for nutrition and meditation.

Speaking on the issue of leadership, he said people take cue from the conduct of leaders and speeches alone do not help.

"Leadership is not imposed, people around you accept you. For this, you have to change yourself. To become a leader, it is very important to learn teamwork...patience and earning trust is very necessary," he said.

NEP-2020 a roadmap to empowering children: Guv

The Hans India

Hans News Service | 11 Feb 2025 7:26 AM IST



HIGHLIGHTS

Hyderabad: The National **Education** Policy (NEP-2020) is a historic step for the future of the nation and a roadmap to empower every child, stated...

Hyderabad: The National Education Policy (NEP-2020) is a historic step for the future of the nation and a roadmap to empower every child, stated Jishnu Dev Varma, Telangana Governor and Chief Rector of the University of Hyderabad (UoH). He was speaking at the inaugural function of two-day national conference on 'Trends and Insights in Educational Technology Post-NEP 2020' on Monday.

The conference was organised by Department of Education and Education Technology, School of Social Sciences, UoH. The conference aims to bridge the gaps between research, policies, and practices in educational technology. During the conference, the Governor highlighted the importance of experiential learning, outside-classroom learn

'India never had a golden age'

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While inaugurating the conference, Jishnu Dev Varma highlighted the importance of empowering the youth and also highlighted about 170 traditional Indian education systems, which

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emphasises the guru-sisya parampara (teacher-student relationship). “Education teaches us how to use the technology for benefit of mankind and it embodies the spirit of exponential learning and the conference deliberations should open new vistas and take the nation forward and realise the vision of Viksit Bharat@2047”, he added.

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Prof B J Rao, Vice-Chancellor, University of Hyderabad, said that education is a mind-building process, while technology is a tool that complements education. Usha Subramanian, Professor at Chanakya University, Bengaluru, said that technology cannot replace human intelligence and that it is essential to use technology responsibly.

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2-day nat'l conference concludes at UoH

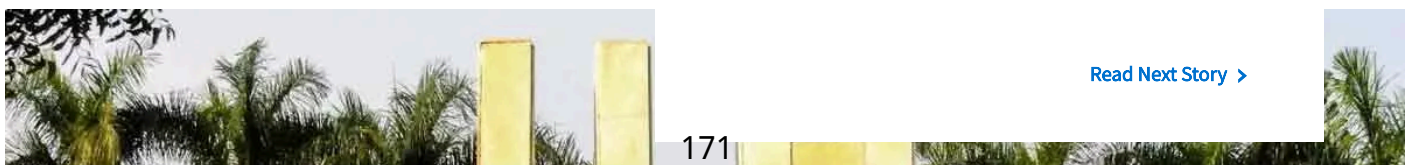
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In a major shift in policy, the National Council for Teacher Education (NCTE) is set to reintroduce the one-year Bachelor of Education (B.Ed) and Master of Education (M.Ed) programs, beginning with the 2026-27 academic year. This change arrives nearly ten years after the courses were lengthened to two years, aiming to create a more efficient pathway for aspiring educators.

This initiative is in line with the National Education Policy (NEP) 2020 and the University Grants Commission's National Higher Education Qualifications Framework. "Before 2014, the one-year B.Ed and M.Ed courses were the cornerstone of teacher education.

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framework under the 12th, foundation, preparatory, middle, and secondary school levels.

No changes since 2014

Initially, the B.Ed and M.Ed programs were one-year courses for decades before being extended to two years under the 2014 regulations. This change introduced new modules such as yoga education and gender studies, along with a 20-week internship.

"In a bid to enhance quality, we extended the B.Ed program's duration to create a more professional and rigorous teacher education experience," noted a parliamentary response from 2015. Despite these efforts, the two-year M.Ed program failed to deliver the anticipated improvements in teacher training, leading the NCTE to reassess the program frameworks.

Regulation revisions

These regulations, setting norms for teacher education, have not been revised since the last major update in 2014. The revival of the one-year B.Ed and M.Ed programmes is not intended to replace the two-year versions but rather to provide additional flexibility and options for those pursuing careers in education.

Integrated teacher education programme (ITEP)

The Integrated Teacher Education Programme (ITEP), a four-year course launched in 2023-24, will become a regular offering starting in the 2025-26 academic year. This program will provide specialisations in Yoga, Physical Education, Sanskrit Education, and Art Education.

"If someone decides after high school that they want to teach, there's ITEP. If they make that choice after three years of college, they can opt for a two-year B.Ed. For those completing a postgraduate or four-year graduation program, a one-year B.Ed will be available," Arora said.

The NCTE aims to address concerns that the longer programs did not significantly improve outcomes for teacher education nor successfully fill program seats.

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THE TIMES OF INDIA

'Take action against schools violating NCPCR, CBSE directives'

Feb 11, 2025, 12.05 AM IST



SLUG: PRESCRIBING TEXTBOOKS

Vadodara: The Vadodara Parents Association (VPA) on Monday demanded action against schools that prescribe textbooks other than those from the National Council of Educational Research and Training (NCERT) and the Gujarat Council of Educational Research and Training (GCERT).

VPA office-bearers submitted a memorandum to the Vadodara district education officer (DEO), requesting him to initiate action against erring schools and issue fresh directions to prescribe only NCERT/GCERT books in schools for the next academic year.

VPA office-bearers cited the directives issued by the National Commission for the Protection of Child Rights (NCPCR) and the Central Board of Secondary Education (CBSE) in their memorandum.

"CBSE issued a circular regarding the use of textbooks in schools, wherein the affiliated schools were strongly advised to follow NCERT/SCERT textbooks, making it mandatory for schools to prescribe only such books for Classes 1 to 12," VPA's representation stated.

Similarly, the NCPCR chairperson also issued directives stating that no child should be discriminated against, harassed, or neglected by schools for carrying books published/prescribed by the NCERT, causing mental or

physical suffering.

The NCPCR chairperson asked all principal secretaries and secretaries of school education to consider the repeated recurrence of schools prescribing books published by private publishers a clear violation of children's right to quality education and the RTE Act.

The parents association said that a fresh directive from the DEO will ensure that parents are not financially burdened, as NCERT books are also available online.

[Geoff Masters \(/columnists/geoff-masters\)](#)

Former Chief Executive of the Australian Council for Educational Research

Will schools of the future be different?

How different might schools be by 2040? Will children born in 2025 experience school differently from students currently completing their schooling? This article suggests 3 ways in which schooling could be different.

Anticipating the future is always tricky, especially in times of rapid change. Children born this year will enter a world of conflicts and threats of war, political polarisation, increased nationalism, ongoing global warming, echo chambers exacerbated by social media, and remarkable advances in artificial intelligence and digital technologies. It is difficult to imagine the world these children could inhabit.

With the current pace of change, it is not uncommon to hear people question whether schools will exist at all by 2040. Will there be a need for physical buildings and classrooms, or will students be able to learn anywhere at any time with the assistance of technology? Will there be a role for teachers, or will students be able to source any assistance they require using artificial intelligence? If there is a role for teachers, will it be radically different from the role they play today?

In many ways, schools historically have been a bulwark against change. Despite calls for reform and instances of schools that have transformed radically, school education is generally slow to change and often resistant to change. Most parents expect schools to be like the institutions they attended; conservative forces argue for the maintenance of traditional priorities; and the external frameworks within which schools operate –

including the curriculum, assessment/examination requirements, and university admissions processes – play powerful roles in preserving the status quo.

Beyond this, it seems likely that there will be an ongoing need for teachers who can monitor and oversee student learning, intervening as necessary to teach and explain. By 2040, teachers are likely to be making greater use of technologies to establish where individuals are in their learning, diagnose difficulties and misconceptions, assign well-targeted learning activities, and monitor long-term student progress. They will also continue to play an essential role in supporting student wellbeing and promoting their social and emotional health.

So, will schooling be different for children born this year, and if so, how? Here are 3 suggestions for how learning at school might evolve.

More flexible learning

A safe prediction is that technology will play a growing role in learning at school, leading to more flexibility in what, when, and where individuals learn.

Today, most school curricula are designed with the intention that students in the same year level will be taught the same content at the same time for the same amount of time. All students are assessed and graded on how much of that content they can demonstrate before moving together to the next body of content where they make a fresh start, and the process is repeated. This is sometimes referred to as an ‘assembly line’ model of schooling and considered an efficient and fair way to teach entire age cohorts.

However, in most if not all countries, this model and its assumption that students are more or less equally ready for the same year-level curriculum are not consistent with data on student learning. For example, in reading and mathematics, the most advanced students in any year level are commonly 5 to 6 years ahead of the least advanced students. And because students move from one curriculum to the next based on elapsed time

rather than demonstrated mastery, some lack prerequisites for new learning and fall further behind as each year's curriculum becomes increasingly beyond their reach. As a result, many students lack basic reading skills that should have been mastered years earlier, and many 15-year-olds lack mathematics knowledge expected of 11- and 12-year-olds.

By 2040, the deeper integration of digital technologies into schools should enable more flexible forms of learning. Teachers will use new technologies to better diagnose where individuals are in their long-term progress and to target teaching on individual needs. Rather than expecting some students to learn what they are not yet ready to learn, and some others to learn what they already know, the aim will be to optimise every student's learning through well-targeted, personal stretch challenges. If teachers set tasks that are too easy for students (or, at the other end of the scale, beyond what they are currently ready for) learning is unlikely to occur. Lev Vygotsky argued that we can maximise the probability of successful learning by providing challenges just beyond an individual's comfort zone – in their 'zone of proximal development'. Such challenges stretch and extend students to the point of making mistakes, from which they can learn.

More fundamentally, in 2040 there is likely to be a changed attitude to time. Rather than expecting all students to learn in lockstep, students who require more time will have it; students ready to advance to more challenging material will be able to. The current practice of holding time constant and allowing student success to vary is likely to become less common than holding standards constant and allowing individuals the time they require to reach them.

This will have significant implications for the design of the curriculum. Instead of consisting of discrete bodies of content that all students are taught at the same time for the same amount of time, future curricula are likely to define learning pathways – maps of increasingly sophisticated knowledge, deeper conceptual understanding, and growing skills in an area of learning.

These will give teachers and students frames of reference for collaboratively establishing where individuals are in their long-term progress, identifying best next steps for teaching and learning, setting challenging but realistic learning goals, and monitoring individual growth over time – all with the assistance of digital technologies. By 2040, rather than expecting all students to be at the same point in their learning at the same time, curricula are likely to be designed to maximise every student's ongoing growth.

Broader learning priorities

Another relatively safe prediction is that, by 2040, schools will be fostering deeper and more holistic learning. With the store of human knowledge increasingly accessible to everybody on the planet; machines handling most routines; and digital technologies performing sophisticated analyses, learning continuously, and creating novel solutions, schools will give growing priority to what it takes to be distinctively human.

Today, many school curricula are designed primarily to pass on bodies of factual and procedural knowledge. In some countries, teachers complain that required curricula are overcrowded with such content, resulting in time pressure and limiting opportunities to teach in depth. Tests and examinations often reinforce this emphasis on content coverage, rote learning, and reproduction.

Although factual and procedural knowledge are vital to every area of learning, there is growing recognition that, as important as what students know, is what they can *do* with what they know. The ability to transfer and apply knowledge to complex problems and unfamiliar contexts usually depends on a sound grasp of underlying disciplinary concepts and principles. These deeper understandings enable students to organise and use their factual knowledge.

The application of knowledge also depends on skills in knowledge application, including skills in critical and creative thinking, using technologies, problem solving, and collaborating with others. The development of these skills calls for a more holistic approach to teaching

and learning – one that sees competence emerging from the integration of subject knowledge, conceptual understanding, skills, and personal attributes such as persistence and resilience.

By 2040, school curricula are likely to be less dominated by facts and routines to be memorised, and more focused on promoting students' abilities to think about and apply what they learn. Earlier dichotomies between knowledge and skills, theory and practice, and academic and vocational learning will give way to more integrated understandings of what it means to be proficient in an area of learning. In schools of the future, higher levels of attainment will be defined not only as more knowledge, but as deeper conceptual understanding and more expert use of knowledge.

A greater focus on continuity

It is also likely that, by 2040, curriculum and assessment processes will better reflect the ongoing, cumulative nature of learning and so better support the continuity of individuals' learning.

Today, educational structures often undermine continuity. For example, formal learning is divided into stages (early childhood, primary, secondary, tertiary) with learning environments, pedagogies, and educational philosophies often differing from one stage to the next. Transitions between stages create disjunctions in learning and setbacks for some learners – the result of artificial divisions of an ideally continuous process.

Fixed, time-based transitions are also inconsistent with observed variability in students' progress and readiness. For example, children in age groups on both sides of the preschool-school transition have widely varying (and overlapping) levels of social, cognitive, emotional, and language development.

Despite this, it is common to assume all children are ready to begin the same school curriculum at the same time. Similarly, the requirement that students move from one year's curriculum to the next at the same time, regardless of their readiness, can leave unaddressed gaps and missing prerequisite knowledge that work against continuous, cumulative learning.

And common approaches to assessing and reporting learning do not reflect or promote an understanding of learning as progressive and ongoing. For example, students who receive the same letter grade year after year are given little sense of the continuity of learning, where they are in their long-term growth, or what absolute progress they are making.

By 2040, we might expect some progress in addressing these issues. This progress will include reduced differences and smoother transitions between educational stages, and curriculum, assessment, and reporting processes more reflective of the lifelong nature of learning.

School structures and processes will increasingly be designed from an understanding that every student is on a long-term path of learning; that students of the same age and year level can be at very different points in their progress; and that every student is capable of excellent further progress with well-targeted teaching and learning opportunities.

This Teacher column is based on an article originally published on [World-Class Learning Systems](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fworldclasslearningsystems.com%2Fschools-in-2040-will-they-be-different%2F&data=05%7C02%7CRebecca.Vukovic%40acer.org%7C17eea2e5d90a43afcc9308dd3f1457ab%7Cac0e071d14454a5f98fadfffee2d451a%7C0%7C0%7C638736078936826255%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIslIAiOiJXaW4zMilslkFOIjoiTWFpbCIsIlldUjjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=9DGgE8OconlaBCvXsG9wW1NGic1npiVeioNo9YLocu0%3D&reserved=0) (<https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fworldclasslearningsystems.com%2Fschools-in-2040-will-they-be-different%2F&data=05%7C02%7CRebecca.Vukovic%40acer.org%7C17eea2e5d90a43afcc9308dd3f1457ab%7Cac0e071d14454a5f98fadfffee2d451a%7C0%7C0%7C638736078936826255%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIslIAiOiJXaW4zMilslkFOIjoiTWFpbCIsIlldUjjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=9DGgE8OconlaBCvXsG9wW1NGic1npiVeioNo9YLocu0%3D&reserved=0>).

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Andhra Pradesh's education system should become a model for the nation, says School Education Director

There is no dearth of talented students in the State, and with the right support, they can go on to achieve remarkable results, he says

Published - February 12, 2025 09:05 am IST - VIJAYAWADA

THE HINDU BUREAU

School Education Director V. Vijay Rama Raju called for collective efforts to shape Andhra Pradesh's education system into a model for the entire nation.

Speaking after inaugurating a two-day awareness conference for district-level Samagra Shiksha Additional Project Coordinators (APCs) and sectoral officers on Tuesday, organised by Samagra Shiksha, Mr. Rama Raju said strengthening of the education system would be possible only when officials and staff work together in unison.

"Funds allocated for various programmes should be utilised properly and in a timely manner, keeping the students' future in mind. There is a need for well-structured lesson plans for classroom teaching. There is no dearth of talented students in the State, and with the right support, they can go on to achieve remarkable results," he said.

Mr. Rama Raju said that teachers' seniority lists were being prepared and would be displayed in three phases. He said promotions would be given in a transparent manner in online mode after objections are addressed, if any.

State Project Director of Samagra Shiksha B. Srinivasa Rao underscored the importance of developing students' learning outcomes from the foundational stage. He urged the APCs to cultivate leadership qualities and focus on implementing educational programmes effectively.

The newly-appointed APCs were briefed on various initiatives such as Kasturba Gandhi Balika Vidyalayas (KGBVs), Bhavita Centers, Midday Meal Scheme, Sarvepalli Radhakrishnan Vidyarthi Mitra and self-defence programmes for girls. Discussions were also held on common challenges faced at the district-level and their possible solutions.

Referring to the one lakh girl students in KGBVs in the State, he said the officials should treat them like their own children and ensure their health, safety, and access to quality education, thereby becoming their support system.

The event was attended by the State Institute of Educational Management and Training (SIEMAT) Director V.N. Mastanayya, Samagra Shiksha Assistant State Project Directors M.R. Prasanna Kumar and K. Ravindranath Reddy, and KGBV Secretary D. Devananda Reddy.

Published - February 12, 2025 09:05 am IST



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Govt to take NGOs' help to improve school education

Telangana

[Mrittika Banerjee](#)

13 February 2025 12:31 AM

NGOs will also get government's support to expand their reach



Motivational session with Class X students & staff of ZPHS, Bahadurguda, Saroornagar(M), conducted by Smt. Yogita Rana, IAS, Secretary to Edu., Govt. of Telangana, and Sri E.V. Narsimha Reddy, IAS, Director, School Education, along with other officials.



Hyderabad: The Telangana government has decided to take the help of non-government organisations (NGOs) in strengthening school education. District collectors will be instructed to engage with NGOs at the local level to utilise their contributions effectively for improving education standards, said Dr Yogita Rana, secretary of the school education department.

Speaking at a consultative meeting with NGOs, she said NGOs working in areas like early childhood education, primary and secondary schooling, technical education, infrastructure development, career guidance, and teacher training will now receive state-backed assistance to expand their reach and impact.

Also Read - [4 family members claiming to be gangster Nayeem's followers threaten woman in Saidabad](#)

What is the primary focus of the Telangana government's initiative mentioned in the article?

- Improving healthcare services
- Strengthening school education
- Enhancing agricultural productivity
- Promoting tourism

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She stated that a detailed database of NGOs' work, operational areas, and expansion plans would be created to facilitate targeted assistance. The department is also considering the establishment of an NGO Connect Platform to streamline collaboration and communication.

School Education director E.V. Narasimha Reddy pointed out that private schools have not consistently achieved better results in assessments like ASER or SSC rankings. He also noted the success of students from Kasturba Gandhi Balika Vidyalayas (KGBVs), who have demonstrated strong academic performance.

Also Read - [Women shoulder the burden of family planning in Telangana](#)

One of the major concerns raised was the lack of parental involvement in children's education. Many parents, particularly in government schools, do not engage with children as they do not directly bear educational expenses. Narasimha Reddy asked teachers to take a more personal approach by treating students with the same level of care and responsibility as a guardian.

The government has identified five areas where NGOs can play a crucial role, like improving student learning outcomes, ensuring holistic child development, enhancing school infrastructure including digital facilities, strengthening governance and administration, and training teachers and school heads.

(Source : Deccan Chronicle)

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Express, never suppress: Padukone shares tips to tackle exam stress

UBEER NAQUSHBANDI
TRIBUNE NEWS SERVICE

NEW DELHI, FEBRUARY 12

Bollywood actor Deepika Padukone shared tips on managing exam stress — conviction, clarity, prioritising sleep, expressing instead of suppressing, meditation, exercise and fun — while speaking to students as part of Prime Minister Narendra Modi's 'Pariksha Pe Charcha' (PPC) initiative on Wednesday.

For the first time, the eighth edition of PPC was held in a podcast-style format, featur-

ing multiple episodes where prominent personalities offer advice on handling exam pressure. Padukone's episode focused on emotional wellbeing and self-expression.

Sharing her personal experience, Padukone spoke about mental health struggles, saying anxiety and depression can affect anyone. Quoting from PM Modi's book 'Exam Warriors', she stressed the importance of "expressing, never suppressing".

She recalled her own battle with depression while living



Deepika Padukone

alone in Mumbai and credited her mother, who took her to a psychologist. "It really takes a

lot of weight off your shoulders," she told students.

Highlighting the importance of mental wellbeing during exams, she said, "Once you talk about your issues, you start feeling better and can focus on your exams. You are able to live a healthier, better life."

Padukone emphasised that self-expression is key to emotional wellbeing, saying, "Expressing yourself equals a healthier, better life."

A short video on Padukone's "Live Love Laugh" foundation, which provides free mental

health support, was also showcased to students.

Answering students' queries on handling exam pressure, Padukone advised them to focus on things within their control. "Identify the problem and express it to someone you trust," she said.

She recommended exercise and meditation as effective ways to manage stress and emphasised the importance of good sleep, calling it a "superpower". She also encouraged students to get adequate sun-

light, fresh air and to seek help whenever needed.

For success, she stressed the need for clarity and conviction, reminding students that life is not always a "smooth surface" and that failures are part of the journey. "The challenge is how you overcome those failures," she said.

She also urged students to have fun, adding light-hearted moments to the session.

To excel in exams, Padukone advised students to focus on their strengths while working on their weaknesses.

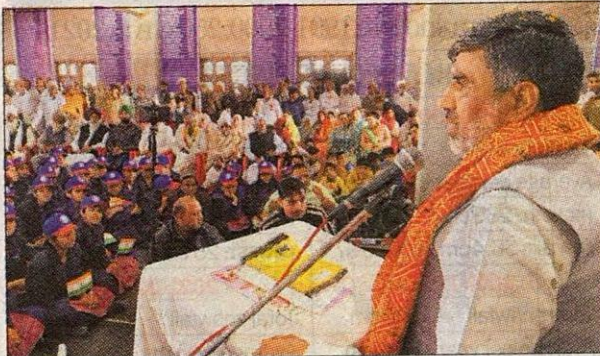
The Tribune, 13 February 2025, Page No. - 2

Education must be practical, not just about degrees, says Dhanda

MUKESH TANDON
TRIBUNE NEWS SERVICE

SONEPAT, FEBRUARY 12
Education Minister Mahipal Dhanda on Wednesday reiterated the state government's commitment to strengthening the education system by making it more effective and employment-oriented. He emphasised that education should equip students with practical knowledge to help them become self-reliant rather than merely obtaining degrees.

Addressing a gathering after inaugurating a library and building constructed by the Narwal Khap in Kathura



Education Minister Mahipal Dhanda addresses a gathering at Kathura village in Gohana on Wednesday. TRIBUNE PHOTO

village of Baroda constituency, Dhanda acknowledged various development initiatives underway in the vil-

lage. He also announced a grant of Rs 11 lakh for the construction of a Narwal Khap Bhawan.

During his visit, the minister directed officials to rectify shortcomings in the newly built library and enhance its facilities. Expressing concern over the poor condition of the village school, he assured that necessary upgrades would be made soon.

"Officials must send an estimate for the reconstruction and improvement of the school so that the work can be completed at the earliest," Dhanda instructed. The minister highlighted the rapid implementation of the National Education Poli-

cy (NEP) 2020, stating that it would be fully effective by 2025.

"The education system must be employment-oriented so that children gain practical knowledge and become self-reliant during their studies," he asserted.

Dhanda also stressed the importance of updating educational content, saying that incorrect literature and misleading facts must be removed as they influence students' thinking. "Education should not just be about earning degrees but about making individuals capable," he added.

The Pioneer, 13 February 2025, Page No.- 4

Deepika Padukone shares stress management tips with students on PM's PPC 2025

PIONEER NEWS SERVICE ■ NEW DELHI

Identify the cause of your stress and express it to someone you can trust. Bollywood actor Deepika Padukone has told school students during an interaction on PM's Pariksha Pe Charcha aired on Wednesday. The actor shared insights on mental health, stress management and how to stay calm during exams at a special session of 'Pariksha Pe Charcha', an annual event in which the Prime Minister Narendra Modi interacts with students appearing for board examinations. In a shift from the traditional

town hall format, Modi preferred a more informal setting this time and took the students to Delhi icon, Sunder Nursery for his annual interaction with them ahead of board exams. "I think competition and comparison is a part of life. Competition is not a bad thing, but recognising our strengths and weaknesses, focusing more on our strengths, and working on our weaknesses is probably the only way to do it," Padukone said during the session. During the session, the actor shared her struggle with depression and also advised the students to learn to derive happiness from their own strengths.

"To manage stress, talk to your parents the night before exams. Identify the cause of your stress and express it to someone you can trust," she said during the interaction broadcast on Wednesday. Eminent personalities like boxer MC Mary Kom and spiritual leader Sadhguru have also shared their experiences and knowledge with students on key aspects of life and learning in different episodes of Pariksha Pe Charcha this year. Padukone, who revealed her depression diagnosis in 2015, said there was a time when discussion around mental health was not encouraged in India.



Photo: File photo

"Mental health used to be a stigma in our country. As soon as I started talking about this illness, I started feeling so free,

light. From there, my journey towards mental health awareness began. Depression, anxiety, stress could happen to anyone, anytime. "Like Shri Narendra Modi ji has mentioned in his book 'Exam Warriors' - express, never suppress'. When you're preparing for exams, you start feeling better. And you're able to live a happier, healthier life," she told students during the episode of the PPC session which was telecast on Wednesday. Calling depression an "invisible" illness, the "Pathaan" star said there was a time she was working continuously and one day in 2014 she just passed out. It was

her mother, who was then visiting her in Mumbai from Bengaluru, who realised that something wasn't ok. "They asked me if something happened, someone said anything to me, something happened at work. And, I said, 'No, I don't know what it is. I'm just feeling completely helpless and hopeless. I just don't want to live anymore. I was lucky in that moment that my mother realised and she decided to call a psychologist," she recalled. When a student asked for tips to care for one's mental health, Padukone shared three pointers. "Sleep is very important. It is a

freely available superpower. You must go out for adequate sunlight and fresh air. Always reach out for help." The 39-year-old also said patience is an important virtue and one can only do what's in their control. "So take a short break. Relax the mind. And then address it again. Sometimes, you just (need to) have a fresh take on whatever you are studying. Feeling stressed is quite natural. How we handle it is important. It's important to be patient - related to your exams, results or preparations... Sleep well, hydrate, exercise, and meditate," she added.

Education must be practical, not just about degrees, says Dhanda

Education Minister Mahipal Dhanda on Wednesday reiterated the state government's commitment to strengthening the education system by making it more effective and employment-oriented. He emphasised that education should equip students with practical knowledge to help them become self-reliant rather than...



MUKESH TANDON | TRIBUNE NEWS SERVICE
Panipat, Updated At : 09:43 AM Feb 13, 2025 IST

Education Minister Mahipal Dhanda on Wednesday reiterated the state government's commitment to strengthening the education system by making it more effective and employment-oriented. He emphasised that education should equip students with practical knowledge to help them become self-reliant rather than merely obtaining degrees.

Addressing a gathering after inaugurating a library and building constructed by the Narwal Khap in Kathura village of Baroda constituency, Dhanda acknowledged various development initiatives underway in the village. He also announced a grant of Rs 11 lakh for the construction of a Narwal Khap Bhawan.

During his visit, the minister directed officials to rectify shortcomings in the newly built library and enhance its facilities. Expressing concern over the poor condition of the village school, he assured that necessary upgrades would be made soon.

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Dhanda also stressed the importance of updating educational content, saying that incorrect literature and misleading facts must be removed as they influence students' thinking.

"Education should not just be about earning degrees but about making individuals capable," he added.

Criticising the Macaulay education system, the minister said it had weakened the thinking abilities of the youth and there was an urgent need for curriculum reforms.

"Macaulay's education system has dampened young minds and it is essential to change it," he stated.

Responding to a question about the upcoming civic polls, Dhanda asserted that the BJP was well-prepared and in a strong position to contest.

"The BJP will enter the electoral fray with full preparations and perform better in the upcoming civic polls," he claimed.



Press Information Bureau
Government of India



Ministry of Education

India's Higher Education from Tradition to Transformation

Posted On: 13 FEB 2025 17:19 PM

“Our commitment to quality education is yielding encouraging results. We will continue to support our educational institutions and provide opportunities for growth and innovation. This will help our youth greatly.”

~ Prime Minister Shri Narendra Modi



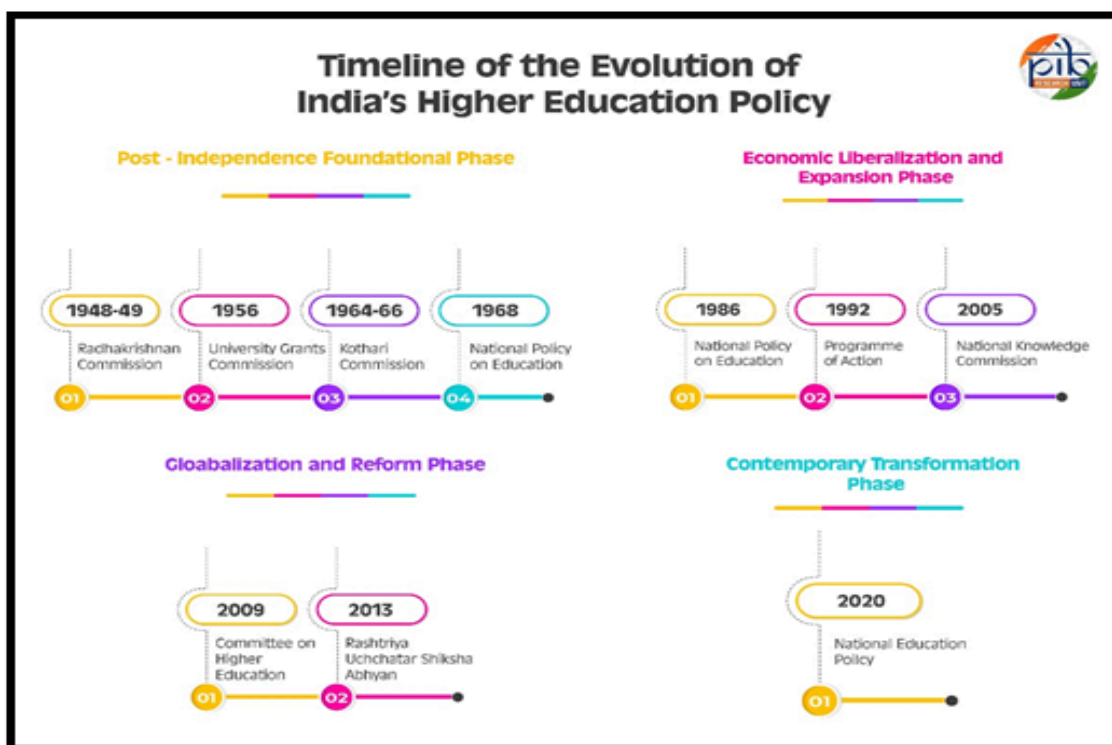
Education in India is deeply embedded in its ancient philosophical tradition, where Vidya was seen not merely as the accumulation of knowledge but as the means for holistic self-empowerment. In the ancient Indian texts, it is said that **“The wealth of knowledge is indeed the supreme among all forms of wealth.”** Over the years, India has strived to nurture and pass on this invaluable wealth of knowledge to its youth. Notably, in the last decade, India has seen an impressive **318% increase** in its representation in global rankings—the highest growth among the G20 nations. Highlighting the positive leap in Higher Education.

India's Universities Expansion and Student Flow

On 10th February, NITI Aayog released the report ‘Expanding Quality Higher Education through States and State Public Universities’. This report focuses on State Public Universities (SPUs), which have been key in making education more accessible, especially in remote areas. Currently, **SPUs serve over 3.25 crore students.**

With the National Education Policy (NEP) 2020 aiming to double enrollment by 2035, SPUs will continue to educate the majority of students.

Evolution and Expansion of Country's Education System

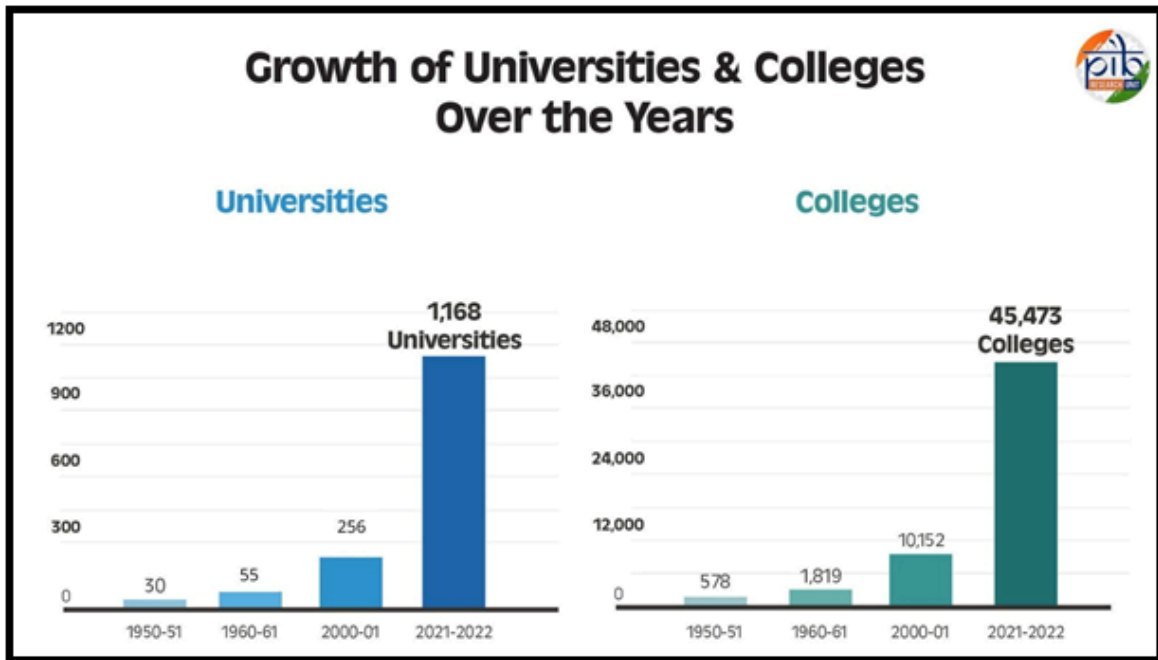


At the time of India's independence in 1947, the country's education system was fraught with challenges. India had only 17 universities and 636 colleges serving about 2.38 lakh students. The literacy rate was alarmingly low at 14%. Now, we have **495 State Public Universities** and their more than **46,000 affiliated institutions** that truly play a crucial role. These universities account for 81% of total student enrollment, making higher education accessible across India.

Rise of India's Higher Education Ecosystem

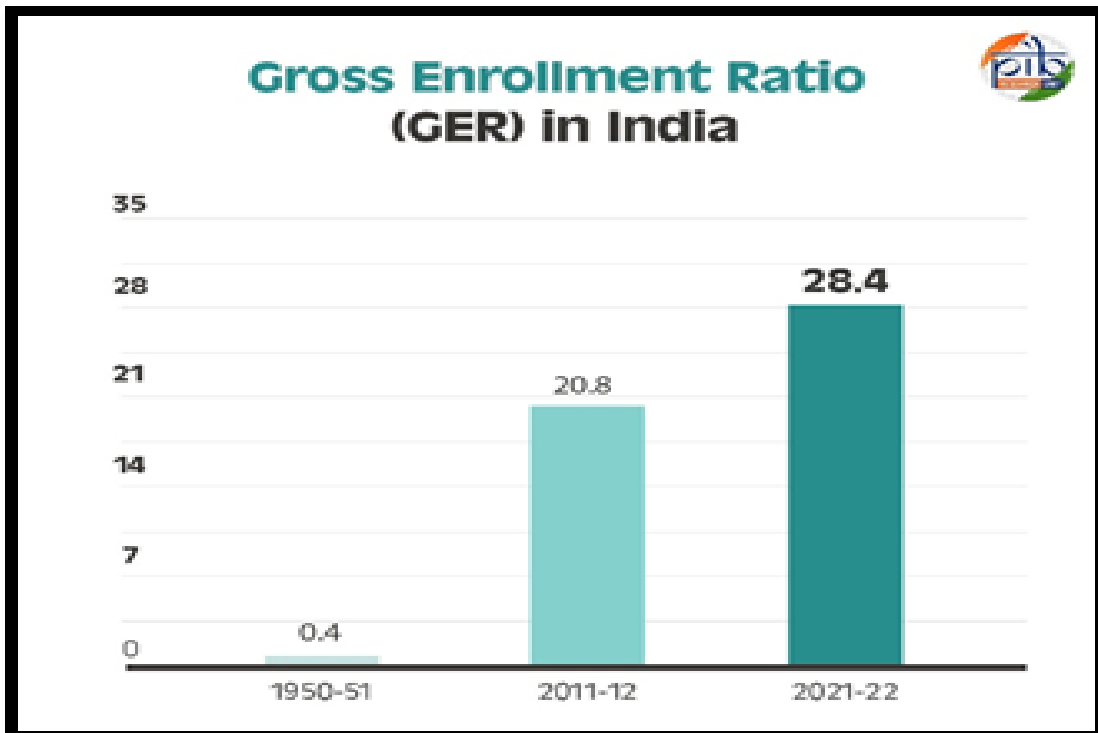
Since the establishment of the earliest universities in Calcutta, Bombay and Madras in 1857, India's higher education ecosystem has expanded significantly. In 1950-51, the country had just 30 universities and 578 colleges. However, according to the AISHE Report 2021-2022, the landscape has transformed, with 1,168 universities, 45,473 colleges and 12,002 stand-alone institutions now in existence. Over the last two decades the number of colleges alone has more

than quadrupled, highlighting a remarkable growth in the sector.



Significant Growth in GER

Between 1950-51 and 2021-22, India's Gross Enrollment Ratio (GER) grew by a remarkable 71 times showcasing significant progress in increasing student enrollments over the decades. **The GER figures reflect this growth, with 0.4 in 1950-51 and reaching 28.4 in 2021-22.** This impressive progress aligns with the goals set by the National Education Policy (NEP) 2020, which aims to achieve a GER of 50% by 2035.



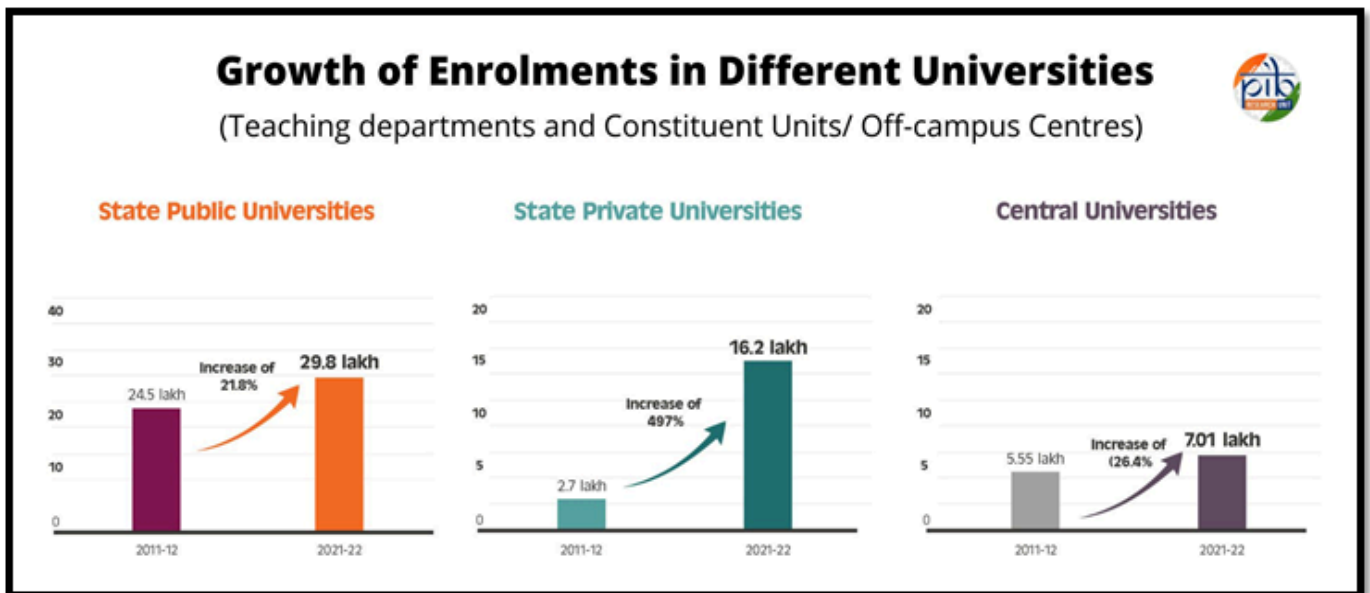
Have a look to enrollment trends across categories:

- **State Public Universities (SPUs) enrollment:** Increased from 2.34 crore students in 2011-12 to 3.24 crore students in 2021-22.
- **Enrollment of Students from SEDGs (Socially and Economically Disadvantaged Groups) (2011-2022):** Enrollment among OBCs increased by 80.9%, SC enrollment grew by 76.3%. In 2011-12, 15% of the eligible SC students (aged 18-23 years) were enrolled in HEIs across India which increased to nearly 26% by 2021-22. ST enrolment also doubled, rising by 106.8%, with the percentage of eligible ST students in higher education

increasing from 11 to 21% over the decade, while Muslim minority enrollment increased by 60.6% and other minority enrollment rose by 53.2%.

- **PwD Enrollment in SPUs:** Increased from 52,894 students in 2011-12 to 53,921 students in 2016-17 (2% growth) and further to 56,379 students in 2021-22 (4.6% growth from 2016-17 and 6.6% growth from 2011-12).
- **State Public Universities (Teaching departments and Constituent Units/Off-campus Centres)** maintain the largest share of enrolments, growing from 24.5 lakhs in 2011-12 to nearly 29.8 lakhs in 2021-22, marking a decadal increase of 21.8%.
- **State Private Universities (Teaching departments and Constituent Units/ Off-campus Centres)** experienced the most significant growth, with enrolments soaring from 2.7 lakhs in 2011-12 to 16.2 lakhs in 2021-22 — an astonishing 497% increase.
- **Central Universities (Teaching departments and Constituent Units/Off-campus Centres)** saw a moderate growth of 26.4% over the decade, rising from 5.55 lakhs in 2011-12 to 7.01 lakhs in 2021-22.

The national GPI (Gender Parity Index) for 2021-22 was 1.01 compared to 0.87 in 2011-12, indicating a 16% increase towards gender equality over a decade.



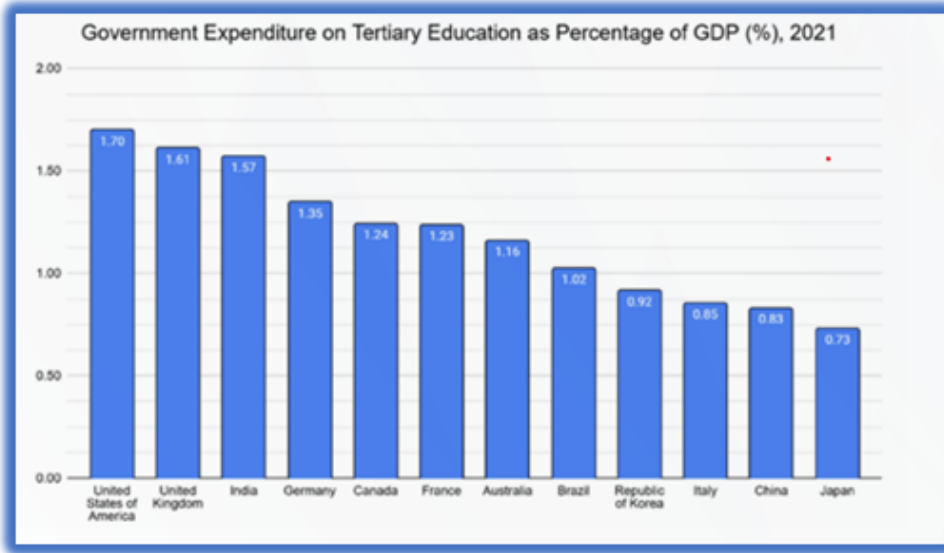
Teachers Across Academic Positions at All-India Level

India has approximately 16 lakh teachers in HEIs, with the majority (68%) being Lecturers/Assistant Professors. Readers/Associate Professors represent around 10% of the total faculty, followed by Professors & equivalent at 9.5%, Demonstrators/Tutors at 6%, Temporary Teachers at 5.7%, and Visiting Teachers at 0.8%. The number of Professors has marginally increased over the years.

India's Global Research Contribution

India's contribution to global research publications has also seen a significant rise, increasing from 3.5% in 2017 to 5.2% in 2024. This growth is reflected in the NIRF 2024 rankings, where the Indian Institutes of Technology (IITs) lead in research output, contributing over 24% of total publications through 16 institutions. Private Deemed Universities closely follow, accounting for about 23.5% of the total publications with 22 institutions showing improvement in their research output.

India also made a strong investment in its higher education sector, dedicating 1.57% of its Gross Domestic Product (GDP) to tertiary education in 2021, surpassing many European nations and coming close to the US and the UK. This continued investment supports the expansion and strengthening of India's education ecosystem, ensuring progress in both research and access to quality education.



Conclusion

India’s higher education sector has seen impressive growth, with significant increases in enrollment, expanded State Public Universities (SPUs), and improved representation of disadvantaged groups. The country has made strides in gender parity, faculty development, and global research contributions. With the National Education Policy (NEP) 2020, India aims for a GER of 50% by 2035, focusing on further strengthening education infrastructure, faculty, and research to ensure equitable access to quality education.

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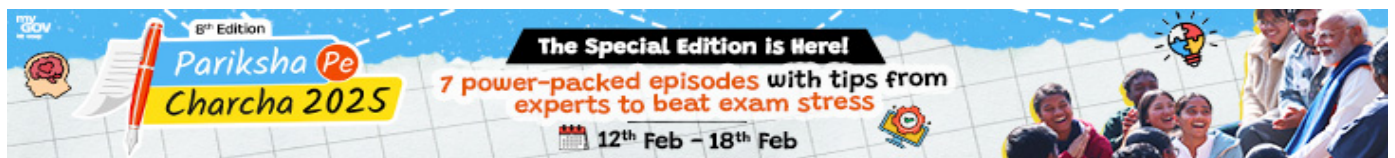
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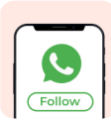
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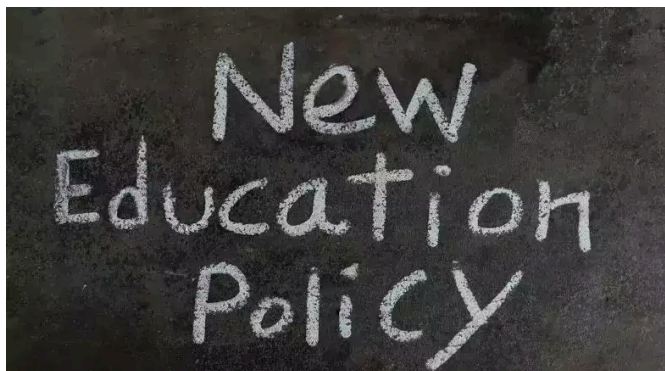
NEP 2020 is being implemented effectively: MP govt

The Madhya Pradesh government said on Tuesday that National Education Policy 2020 is being effectively implemented by the School Education Department in the state.



IANS

Updated On Feb 13, 2025 at 08:06 AM IST



Bhopal, The Madhya Pradesh government said on Tuesday that National Education Policy 2020 is being effectively implemented by the School Education Department in the state.

An official said that the government has constituted a state-level task force committee under the chairmanship of

School Education Minister Uday Pratap Singh.

An official said that the government has constituted a state-level task force committee under the chairmanship of School Education Minister Uday Pratap Singh.

Along with this, chapter-wise state-level committees have also been constituted for the New Education Policy.

"Officials, principals and teachers have been given online orientation training focused on the New Education Policy (NEP) and the implementation is being regularly reviewed," a government official said.

Advt

He said that the provision has been made on the education portal to provide nutrition to children of pre-primary classes.



"170 master trainers related to early childhood care and education (ECCE) have been trained," he added.

Chief Minister Mohan Yadav had earlier stated that the New Education Policy (NEP-2020) is a transformative step toward restoring India's rich education heritage, which was destroyed during the Macaulay era.

The NEP 2020 was introduced by the Centre as a transformative

framework aimed at revamping India's education system, replacing the NEP of 1986.

The new policy is aimed at making education more inclusive, equitable, and rooted in India's culture while equipping students with 21st-century skills.

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It outlines a roadmap for universal foundational literacy and numeracy, holistic curriculum development, multilingual learning, and seamless integration of vocational and academic pathways.

Published On Feb 13, 2025 at 08:05 AM IST

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Kerala will explore legal options against draft UGC regulations, says minister

PTI | , Thiruvananthapuram

Feb 13, 2025 04:16 PM IST

Kerala minister R Bindu stated that the government had appointed a five-member committee headed by economist Prabhat Patnaik to analyse the draft regulations.

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Kerala Higher Education Minister R Bindu on Thursday said that the state will explore legal options available against the draft UGC regulations proposed by the centre.



Responding to a question from IUML member Abid Hussain Thangal, she emphasised the need for a united resistance against the draft regulations. (Photo by Bhushan Koyande/HT Photo)

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Responding to a query raised by CPI(M) leader M V Govindan MLA regarding the draft University Grants Commission (UGC) regulations-2025 during the Question Hour in the Assembly, Bindu said that the UGC allocates only meagre funds for the higher education sector.



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She added that the state government would explore the possibility of a legal battle against the draft regulations for violating Constitutional provisions.

Also Read: [Draft UGC norms give universities more power to select faculty, Pradhan to LS](#)

"The Higher Education Department will convene a National Education Convention on February 20 in Thiruvananthapuram as part of the protest against the draft. Education ministers from other states will also participate," she said.

Bindu added that the Kerala Assembly had unanimously passed a resolution on January 21 urging the Centre to withdraw the draft UGC regulations-2025 and introduce a revised set of guidelines only after thorough consultations with state governments and academic experts. The resolution was then forwarded to the Centre, she said.

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She further stated that the government had appointed a five-member committee headed by economist Prabhat Patnaik to analyse the draft regulations. The committee conducted a preliminary study and submitted its recommendations.

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Yes

No

"Based on this the state government conveyed its protest to the Union government and the UGC demanding the withdrawal of the draft on February 3," she added.

She alleged that the UGC is currently operating contrary to the objectives for which it was established.

"The term 'Grants' in the UGC has become meaningless as it has discontinued several scholarships and fellowships including the Maulana Azad Fellowship Scheme (MANF) for minority students," she said.



for a united resistance against the draft regulations.

Story continues below advertisement

According to her, the draft primarily reflects the ruling party's 'saffronisation' agenda as it proposes appointments—from Vice Chancellors to assistant professors—without prioritising academic excellence and experience.

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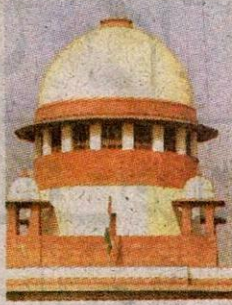
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شہینا بچوں کی شہا میں نہیں ہونا چاہیے - سپریم کورٹ

روہنگیا بچوں کی تعلیم کے معاملے میں کوئی امتیاز نہیں ہونا چاہیے: سپریم کورٹ



نئی دہلی (ایجنسیاں)

سپریم کورٹ نے کہا کہ بچوں کی تعلیم کے معاملے میں کوئی امتیاز نہیں ہونا چاہیے اور یہ روہنگیا مہاجرین کے بچوں پر بھی نافذ ہوتا ہے جنہیں اسکولوں میں داخلہ لینے میں دشواری کا سامنا ہے۔ عدالت روہنگیا سے متعلق ہیومن رائٹس نیشنل ایسوسی ایشن جی او کی طرف سے دائر مفاد عامہ کی عرضی (پی آئی ایل) کی سماعت کر رہی تھی، جس میں اس بات کو یقینی بنانے کی ہدایت کی درخواست کی گئی تھی کہ روہنگیا پناہ گزینوں کو آدھا کارڈ کے بغیر اور ان کی شہریت سے قطع نظر اسکول میں داخلہ اور سرکاری مراعات دی جائیں۔ جسٹس سوریا کانٹ اور جسٹس این کے سنگھ پر مشتمل ڈویژنل بنچ نے آج اس کیس کی مختصر سماعت کی۔ سماعت کے دوران عدالت نے واضح کیا کہ تعلیم کے معاملے میں کوئی امتیاز نہیں برتا جائے گا۔ درخواست گزار تنظیم کی نمائندگی کرنے والے سینئر وکیل کون گونسا لوئیس نے کہا کہ روہنگیا پناہ گزینوں کو مایوس کن صورتحال کا سامنا ہے۔ انہوں نے کہا کہ یہ وہ لوگ ہیں جن کے بچے اسکولوں میں داخلہ حاصل نہیں کر پا رہے ہیں۔ یہ ایک مایوس کن صورتحال ہے۔ دریں اثنا عدالت نے یہ دیکھنے کے لیے کہ انہیں کیا ریلیف دیا جاسکتا ہے، اس بات کا ثبوت طلب کیا کہ وہ اس وقت کہاں رہتے ہیں۔ انہوں نے مزید کہا کہ نابالغ بچوں کے بارے میں ذاتی تفصیلات ظاہر نہ کرنا ہی بہتر ہے۔ عدالت نے کہا کہ

ہمیں طلباء کے بارے میں مت بتائیں، ان کے والدین کے بارے میں بتائیں، وہ کہاں رہ رہے ہیں۔ ہمیں گھر کے نمبر، خاندانوں کی فہرست، وہ کہاں ہیں اس کا کوئی ثبوت دیں۔ کسی بچے کو ظاہر نہ کریں۔ ہم رجسٹریشن نمبر وغیرہ دکھائیں تاکہ ہم کچھ کر سکیں۔ ہم دیکھیں گے کہ کیا کیا جاسکتا ہے۔ وکیل گونسا لوئیس نے جواب دیا کہ روہنگیا کے پاس اقوام متحدہ کے ہائی کمشنر برائے مہاجرین (یو این ایچ سی آر) کے جاری کردہ کارڈز ہیں جو ان کی پناہ گزین کی حیثیت کو تسلیم کرتے ہیں۔ اس دوران عدالت نے اشارہ دیا کہ وہ اس بات پر غور کرے گی کہ پناہ گزینوں کی رہائش کی تصدیق کرنے والی تفصیلات جمع کرائے جانے کے بعد وہ کس طرح امداد فراہم کر سکتی ہے۔ عدالت نے کہا کہ تعلیم کے معاملے میں کوئی امتیاز نہیں برتا جائے گا۔ ہمیں یہ جاننا ہوگا کہ وہ کہاں ہیں اور پھر اس کے لیے انتظامات کرنا ہوں گے۔ ہمیں خود کو مطمئن کرنا ہوگا کہ وہ کہاں رہ رہے ہیں اور کیسے رہ رہے ہیں۔ کیس کی دوبارہ سماعت 28 فروری کو ہوگی۔ واضح رہے کہ دہلی ہائی کورٹ نے قبل ازیں اسی طرح کی ایک درخواست پر غور کرنے سے انکار کر دیا تھا جس میں دہلی حکومت کو روہنگیا پناہ گزینوں کے بچوں کو اسکولوں میں داخل کرنے کی ہدایت دینے کی اپیل کی گئی تھی۔ عرضی کو مسترد کرتے ہوئے ہائی کورٹ نے تجویز دی تھی کہ اس معاملے پر مرکزی وزارت داخلہ سے رجوع کیا جاسکتا ہے۔

परीक्षाओं में धांधलियों के चलते विवादों में रही NTA इस बार भी गड़बड़ियां नहीं रोक पाई

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प्रभात गौड़

देश की सबसे प्रतिष्ठित परीक्षाओं में से एक JEE Main के सेशन 1 में आए 12 गलत प्रश्न, कई आउट ऑफ सिलेबस सवाल, अनुवाद की गलतियों और ऐसी तमाम गड़बड़ियों को सुधारने के गलत और अव्यावहारिक तरीकों ने एग्जाम कराने वाली एजेसी NTA को फिर से विवादों में ला खड़ा किया है।

सारे रेकॉर्ड टूटे | 2021 से लेकर अब तक के आंकड़े बताते हैं कि लगभग हर साल JEE Main में गलत सवाल आते रहे हैं लेकिन इस बार हुई परीक्षा ने पिछले सारे रेकॉर्ड तोड़ दिए। इस बार छात्रों का सामना 12 गलत सवालों से हुआ। ऐसे सवालों को NTA डॉफ़्ट सवाल कहता है और इसके लिए उसकी एक व्यवस्था है, जिसके तहत कुछ केशों में सभी छात्रों को तो कुछ में उन छात्रों को पूरे नंबर दे दिए जाते हैं जिन्होंने उसे अटेंट किया।

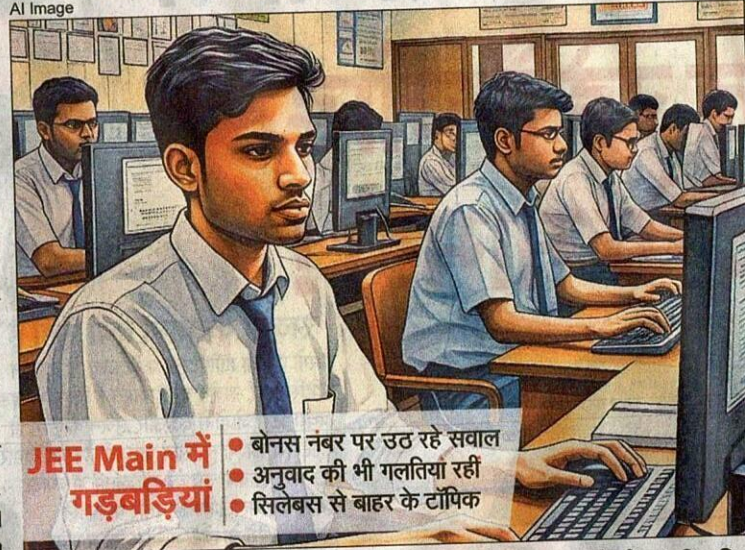
NTA की गलती | लेकिन ऐसे नियमों से उन बच्चों के साथ अन्याय होने की आशंका पूरी तरह खत्म नहीं हो जाती, जिन्होंने ऐसे गलत सवालों पर अपने कीमती दस से बारह मिनट लगाए और उसमें उलझ गए। इस बात की संभावना बनी रह सकती है कि गलत सवाल को अटेम्प्ट करने वाला एक औसत बच्चा चार

नंबर लेकर उस काबिल बच्चे के बराबर आ जाए या आगे हो जाए जिसने उस गलत सवाल को झुझलाकर छोड़ दिया होगा। जिस एग्जाम में एक-एक नंबर से परसेंटाइल में बहुत बड़ा फर्क आ जाता हो, उसमें ऐसे गलत सवालों की कोई जगह नहीं होनी चाहिए। NTA उन्हें मानवीय या तकनीकी भूल कहकर पल्ला नहीं झाड़ सकता।

सिलेबस से बाहर | पिछले साल तमाम विवादों में रहे NTA ने इस साल बार-बार भरोसा दिलाया था कि एग्जाम साफ सुथरा होगा लेकिन सवाल फिर भी उठ रहे हैं। Carnot Cycle और न्यूटंस लॉ ऑफ कूलिंग ऐसे टॉपिक हैं जिन्हें JEE Main के सिलेबस से बाहर किया जा चुका है। फिर भी इन टॉपिक से सवाल पूछे गए। मानो इतना काफी न था। कुछ एक्सपर्ट्स का कहना है कि पेपर में अनुवाद तक की गलतियां नजर आईं।

डमी स्कूलों की व्यवस्था | CBSE और अदालतें दोनों को इस बात से परेशानी है कि JEE की तैयारी करने वाले बच्चे डमी स्कूल का सहारा लेते हैं। वे स्कूल नहीं जाते और उससे बचे हुए समय को कोचिंग और सेल्फ स्टडी में लगाते हैं। पिछले दिनों देश में ऐसे कई डमी स्कूलों के खिलाफ CBSE ने बाकायदा अभियान चलाया और नोटिस जारी किए। ये ठीक है कि डमी स्कूल की

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JEE Main में गड़बड़ियां

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व्यवस्था बंद होनी चाहिए। लेकिन क्या सिर्फ स्कूल से बारहवीं की पढ़ाई करके और NCERT के सिलेबस को पढ़कर कोई स्टूडेंट्स JEE Main निकाल लेगा? शायद नहीं। सब जानते हैं कि JEE में ऐसे कई टॉपिक्स से सवाल पूछे जाते हैं जो NCERT के सिलेबस में हैं ही नहीं। डमी स्कूल और कोचिंग को हतोत्साहित करने के साथ क्या ये स्ट्रेटिजी नहीं अपनाई जानी चाहिए कि JEE का सिलेबस NCERT के अनुरूप हो।

विवादों का साया | ये पहला मौका नहीं है जब NTA की विश्वसनीयता दांव पर

है। पिछले साल सबने देखा कि किस तरह NEET-UG को लेकर NTA का दुलमुल रवैया सामने आया था। पेपर लीक की आंच में न जाने कितने काबिल बच्चों का नुकसान हुआ और छात्रों को सड़कों पर उतरकर प्रदर्शन करना पड़ा। NTA द्वारा कराई जाने वाली एक और परीक्षा UGC-NET भी विवाद के साये में रही। ऐसी तमाम खामियों की जिम्मेदार एजेसी को इसका क्या खामियाजा भुगतना पड़ा? सिर्फ यही कि उसके चेयरमैन को बदल दिया गया।

साख पर बढ़ा | लगातार हो रही ऐसे

गड़बड़ी, अव्यवस्था और विश्वसनीयता की कमी ने NTA की साख पर बढ़ा लगाया है। ऐसे में पूरे एंट्रेस एग्जाम सिस्टम में व्यापक बदलाव की जरूरत है। कम से कम दूसरे देशों में होने वाले फूलप्रूफ एंट्रेस एग्जाम सिस्टम का बारीकी से अध्ययन कर NTA के काम करने के तरीके में तो सुधार किया ही जा सकता है। इसके लिए अगर कुछ दुलमुल और नाकाबिल अफसरों की बलि लेनी पड़े, तो उससे भी सरकार को पीछे नहीं हटना चाहिए।

एक गलती, पांच नंबर | अगर एक बच्चा एक सवाल गलत कर दे तो उसे चार नंबर से तो हाथ धोना ही पड़ता है, उसका एक अंक नेगेटिव मार्किंग के रूप में और काट लिया जाता है यानी एक गलती उसे पांच नंबर से पीछे कर देती है। NTA ने तो 12 गलतियां की हैं, हिसाब लगाएं, उसके कितने नंबर काटे जाने चाहिए। क्यों नहीं उसके कर्ताधर्ताओं से कहा जाना चाहिए कि आप तो मेरिट से पूरी तरह ही बाहर हो गए। आपका परसेंटाइल तो बहुत नीचे चला गया। इसके लिए जिम्मेदार लोगों के खिलाफ एक्शन और पूरे एग्जाम सिस्टम में सुधार वक्त की मांग है। आखिर देश की इतनी बड़ी टेस्टिंग की साख बचानी जो जरूरी है जिससे लाखों छात्रों का भरोसा उसमें कायम रहे।

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DU's First Batch Under NEP In Critical, Final Lap

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New Delhi: Delhi University's shift to a four-year undergraduate programme, launched under the National Education Policy (NEP) 2020, is now nearing its first critical juncture. The students who enrolled in this new model in 2022 are about to enter their fourth year, with the choice to continue into a fourth year or go for a two-year master's after completing their undergraduate studies. While the university asserts it is prepared for the transition, there are growing concerns among both students and faculty members over infrastructure, curriculum clarity, and resource allocation.

Under the new framework, a student gets a certificate on completing the first year, a diploma on finishing the second year, an undergraduate honours degree after three years, and an undergraduate honours degree with research specialisation on completing four years. In the fourth year, students are expected to take advanced courses in both their major and minor subjects to earn an undergraduate honours degree. Additionally, students who achieve 75% or higher in the first six semesters will have the opportunity to engage in undergraduate-level research and may choose a research stream for their final year.

The unclear academic structure, coupled with ongoing resource challenges, has left many at sea. "We are facing significant issues with infrastructure, funding, and faculty recruitment, which are only exacerbating the situation," said Abha Dev Habib, associate professor of physics at Miranda House. "With around 70,000-80,000 third-year students preparing for the fourth year, they must decide whether to pursue a two-year MA or MSc, a

one-year PG programme, or enter the workforce. However, teachers are unable to provide guidance due to a lack of information on the curriculum for the seventh and eighth semesters or the one-year PG programme content."

While the one-year PG programme was introduced to offer students more flexibility, many academic experts are sceptical about its effectiveness. Habib expressed a preference for the traditional three-plus-two model (three years of undergraduation followed by two years of postgraduation), arguing that the one-year PG programme could extend students' time without adding substantial value. "They are offering honours degrees after three years as well. It might create future complications, particularly if the UGC does not recognise them," she explained. Additionally, with limited resources and funding, the quality of the academic experience for students who choose to continue their studies could be compromised.

However, university officials like K Ratnabali, DU's dean of academic affairs, said that necessary steps were being taken for a smooth transition. "Whenever there is a transformation, we have to adapt, and we are training teachers and building capacity to meet the challenges," she added. Ratnabali further said that the new structure gave students flexibility in their academic journey and maintained alignment with the National Credit Framework, which would allow students to reach a level equivalent to a one-year postgraduate programme.

The dean also highlighted the opportunities this flexibility offers for students intending to pursue education abroad, where a three-year undergraduate degree is not always recognised. "While PG seats are limited and competition is high, the fourth year will help students reach a level equivalent to a one-year PG. Additionally, this structure benefits students who wish to study abroad," she said, adding that more clarity will come up in the academic council meeting in March.

In the one-year PG programme, students are required to publish their research or thesis within the year, all while managing academic coursework and preparing for semester exams. Habib expressed concerns that this will place an additional burden on students, potentially leading them to take shortcuts, such as plagiarising, to complete the course in such a short time.

Students are still waiting for clarity on the course structure, uncertain about what they will study, who will supervise their dissertations, and how the additional year will enhance their degrees. "It's unclear how this fourth year will help students who don't want to pursue studies abroad," one student said.

Another third-year student from a North Campus college said: "When we joined in 2022, we were told there would be a fourth year, but since then, we haven't received any detailed updates. There were even rumours about needing a 7.5 CGPA to be eligible, but we only found out that wasn't true through online discussions."

The student added, "I want to pursue the entrepreneurship programme in the fourth year, but we have only a vague understanding of it. We don't even know the syllabus. When making decisions about our future, we have no clear information and are forced to go along with it because we don't have any better options. I'm worried I might waste my time, and I don't have a solid backup plan."

Professor Pankaj Garg, chairman of Indian National Teachers' Congress, said the curriculum for all four years should have been prepared first and then the four-year programme should have been rolled out. "With no clear curriculum, students and teachers both get confused. So far, they have approved the syllabus for the seventh and eighth semesters for only a few departments. Other departments are still clueless," he said.

He added, "NEP is not good for the present batches. It should have been thought out well and implemented maybe a year later with a full curriculum. The policy was implemented in a hurry to please govt, I suppose. The syllabus is yet to be framed, and there are a lot of gaps still."

Professor NP Ashley of St Stephen's College said changes are made on the fly. "We were informed about the four-year plan with an option to leave in the third year, but we still don't have clear details. Extending the programme by a year means a 33% increase in infrastructure needs. Even with some students leaving, at least a 15% increase must be accounted for. More teachers are also needed, but no new recruitments have been made," he said.

Ashley highlighted the uncertainty students face: "Third-year students will leave if they want to pursue a two-year MA. But students who might want to do their master's in the US and those who don't make it to MA might stay

on. There's been no consultation, and students are wary because they don't know how much longer they will be in college or what choices to make. Such lack of clarity drains students out."

As the university navigates this critical phase, the uncertainty surrounding the structure and logistics of the four-year programme underscores the urgent need for improved communication and resources. It remains to be seen whether the transition will be successful.

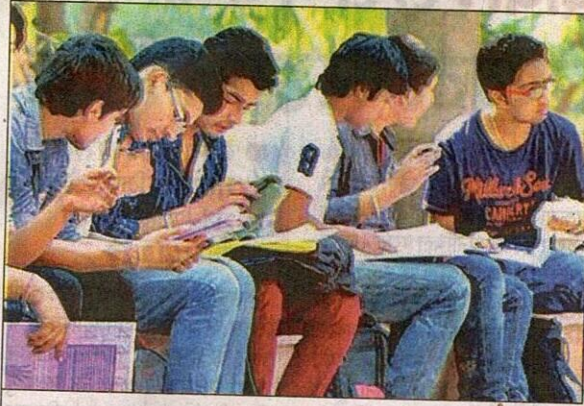
दसवीं और बारहवीं की परीक्षा आज से, मेट्रो स्टेशनों पर सुरक्षा जांच और टिकट खरीदने में प्राथमिकता मिलेगी

बोर्ड परीक्षा देने जा रहे छात्रों को मेट्रो की लाइन में लगाने से छूट

सुविधा

नई दिल्ली, वरिष्ठ संवाददाता। देशभर में आज से सीबीएसई की दसवीं और बारहवीं की परीक्षाएं शुरू होने जा रही हैं। इसे लेकर स्कूलों ने तैयारियां की हैं। वहीं, मेट्रो ने बोर्ड परीक्षार्थियों को समय पर केंद्र पर पहुंचने के लिए उन्हें सुरक्षा जांच में प्राथमिकता देने की घोषणा की है। छात्रों को एडमिट कार्ड दिखाने पर सुरक्षा जांच या टिकट खरीदने के लिए लाइन में नहीं लगना पड़ेगा।

देशभर में 44 लाख से अधिक छात्र परीक्षा में शामिल होंगे। यह 15 फरवरी से चार अप्रैल तक चलेगी। छात्रों को परीक्षा केंद्रों में एडमिट कार्ड के साथ स्कूल की आईडी लाने के लिए कहा गया है। इसके अतिरिक्त निजी और सरकारी स्कूल प्रशासन ने भी अपने शिक्षकों को विशेष इंतजाम करने के लिए निर्देश दिए हैं। छात्रों के लिए परीक्षा केंद्रों में पानी समेत अतिरिक्त व्यवस्था करने के लिए शिक्षकों को कहा गया है। शनिवार को 10वीं कक्षा की इंग्लिश (कम्युनिकेटिव), इंग्लिश (लैंग्वेज और लिटरेचर) की परीक्षा है। इसके अलावा 12वीं की आंत्रप्रेन्योरशिप विषय की परीक्षा है।



वेबसाइट पर लें जानकारी

मेट्रो प्रबंधन ने परीक्षा केंद्र के नजदीकी मेट्रो स्टेशन पर प्रचार के लिए स्कूलों के साथ भी बैठकें की हैं, जिससे बच्चों को जागरूक किया जा सके। दिल्ली में करीब 3.30 लाख बच्चे और शिक्षक परीक्षा में हिस्सा लेंगे। इस दौरान भीड़ बढ़ जाती है, इसलिए स्टेशन पर छात्रों को दिक्कत न हो, उन्हें सुरक्षा जांच और टिकट की लाइन से राहत मिलेगी। मेट्रो ने परीक्षा केंद्रों के नजदीकी स्टेशन की एक सूची भी तैयार की है, जिसे www.delhimetrorail.com पर देखा जा सकता है।

इन दिशा-निर्देशों का पालन करना होगा

- सीबीएसई ने स्पष्ट किया है कि 10 बजे के बाद परीक्षा केंद्र में किसी भी छात्र को प्रवेश नहीं दिया जाएगा। परीक्षा शुरू होने से आधे घंटे पहले केंद्र में प्रवेश करना जरूरी है।
- परीक्षा सुबह 10:30 से दोपहर 1:30 बजे तक होगी। कुछ विषयों की परीक्षा सुबह 10:30 बजे से 12:30 बजे तक होगी। परीक्षा शुरू होने से पहले छात्रों को 15 मिनट का समय दिया जाएगा, जिसमें वे सभी सवालों को अच्छे

से पढ़ सकें।

- नियमित छात्र-छात्राओं के लिए अपने स्कूल ड्रेस में परीक्षा देना अनिवार्य है। निजी (प्राइवेट) छात्र हल्के रंग या उजले रंग के कपड़े में परीक्षा देने आएंगे।
- छात्र अपना एडमिट कार्ड साथ लाएं। नियमित छात्रों के लिए स्कूल का आईडी कार्ड जरूरी है। निजी छात्रों को एडमिट कार्ड के साथ ही कोई भी सरकारी फोटो पहचान प्रमाण पत्र लाना होगा।
- छात्र स्टेशनरी वस्तुएं जैसे कि

ज्योमेट्री से जुड़े सामान, पेंसिल बॉक्स, नीला व रॉयल नीला स्याही, बॉल प्वाइंट, जेल पेन, स्केल जैसे सामान किसी पारदर्शी पाउच में रखें। प्रिंट हुई या लिखी हुई किताब, कागज के टुकड़े, कैलकुलेटर आदि साथ न रखें।

■ पेन ड्राइव, लॉग टेबल पेन, स्कैनर, मोबाइल फोन, ब्लूटूथ, इयरफोन, माइक्रोफोन, पेजर, हेल्थ बैंड, स्मार्ट वॉच, कैमरा, वॉलेट, गॉगल्स, हैंडबैग, संचार उपकरण आदि पर प्रतिबंध रहेगा।

अमेरिकी विश्वविद्यालयों को दिया भारत में कैम्पस खोलने का न्योता



- उच्च शिक्षा संस्थानों के बीच सहयोग को मजबूत करने पर बनी सहमति लास एंजिलिस और बोस्टन में नए वाणिज्य दूतावास खोलेगा भारत

वाशिंगटन, प्रेद्र : भारत और अमेरिका ने अपने उच्च शिक्षा संस्थानों के बीच सहयोग को मजबूत करने, विदेश में अध्ययन की सुविधा प्रदान करने और भारत में प्रमुख अमेरिकी कालेजों के परिसरों की स्थापना के अवसरों का पता लगाने पर सहमति व्यक्त की है। पीएम ने अमेरिकी विश्वविद्यालयों को भारत में कैम्पस खोलने का निमंत्रण दिया है। पीएम मोदी और राष्ट्रपति ट्रंप ने गुरुवार को व्हाइट हाउस में अपनी वार्ता के दौरान यह भी माना कि प्रतिभा प्रवाह और छात्रों, शोधकर्ताओं तथा कर्मचारियों की आवाजाही से दोनों देशों को लाभ हुआ है।

बाद में पत्रकारों से बात करते हुए मोदी ने यह भी कहा कि अमेरिका में भारतीय समुदाय हमारे संबंधों में एक महत्वपूर्ण कड़ी हैं। अपने लोगों

के बीच संबंधों को प्रगाढ़ करने के लिए हम जल्द ही लास एंजिलिस और बोस्टन में नए भारतीय वाणिज्य दूतावास खोलेंगे। हमने अमेरिकी विश्वविद्यालयों और शैक्षणिक संस्थानों को भारत में कैम्पस खोलने के लिए आमंत्रित किया है।

शिक्षा मंत्री धर्मेन्द्र प्रधान ने एक्स पर पोस्ट कर कहा कि अमेरिकी और भारतीय उच्च शिक्षा संस्थानों के बीच अकादमिक सहयोग को मजबूत करने के लिए पीएम मोदी और राष्ट्रपति ट्रंप के दृढ़ संकल्प का स्वागत है। इससे शिक्षा और अनुसंधान में आपसी प्राथमिकताओं को साकार करने में गति मिलेगी। ज्ञान सेतु को मजबूत करने का मार्ग प्रशस्त होगा और भारत-अमेरिका शैक्षणिक क्षेत्र में अपने सहयोग को और अधिक ऊंचाइयों पर ले जाएंगे।



NANDITESH NILAY

The masks our children need

We need to equip them with the ability to walk around the trash

SEX. VIOLENCE. DISTURBING scenes. Language. Graphic sequences. Parental advisory. Today, every episode on a streaming platform comes with labels like these on the top left corner of the screen. This, after an elaborate disclaimer that effectively, and farcically, washes its hands of everything you are about to watch. If you find anything offensive or demeaning, nothing is intended, it's all in your head. All this is under the rubric of freedom of speech. Then come Ranveer Allahbadia and his band of brothers. The same person has interviewed leading politicians across all parties as well as celebrities — clearly, everyone wants to be on his show for the size of his audience. So he, in an attempt to be funny, makes a comment on children, parents and sex, perhaps thinking that will sustain the millions who follow him — or add a couple million more.

In a discourse where everything is divisive, the reaction is on predictable lines: Those who support him say he is pushing the boundaries; if you don't like it, switch off, go to the next YouTube channel. There are many who say, "What else did you expect?" Then, there are many who say these men have wrecked the foundations of a family's morality.

Lost in all this is one key fact. Our ability to navigate our way through mounds of garbage. In our cities, we know how to do it. Despite

significant gains made by Swachh Bharat, in every city, every small town, there is unclaimed garbage on the side of the road; there are plastic bags and polypacks at every tourist destination. We hold our noses, walk past it, drive around it, look the other way, get out as fast as possible. Can we do the same with the garbage on the information highway? On the trash that pops up in our Instagram feeds?

It is politically incorrect to call content trash but the fact is, Allahbadia's alleged joke was neither funny — at least not to this writer — nor provocative. Several comedians with much stronger and sharper humour have paid a cost with either FIRs or bans or cancellations. What is clear is that the team at *India's Got Latent* believes that you need to be more crass since that's what "works". The contempt for their audience is clear.

They also know that a joke told a second time isn't funny, so the only way to get those views coming is by falling on the oldest tropes in the business. Perhaps they see a model in many of the new American stand-up comedians with their own shows on Netflix or Amazon who talk about orgasms, sexuality, their own sexual experiences and even their anatomies with a remarkable ease — and bring the house down. When almost nothing shocks anymore, what do you need to make people squirm in their seats, laugh

nervously? That's what people pay for.

The Oscar season is upon us but remember how three years ago, Will Smith, the distinguished actor, walked onto the stage and slapped comedian Chris Rock because, apparently, he didn't like how he talked about his wife, Jada Pinkett Smith. There were the usual noises made about behaviour in public and celebrity tantrums but it faded away into the next shocking reel.

Mahatma Gandhi's three monkeys need to be recalled today. During Covid and when pollution levels are high, we use masks to keep the virus and particulate matter out. Our smartphones are protected end to end by antivirus software. What are the masks that we need for our children as they navigate the trash-littered information highway? One of the greatest theorists of communication, Elihu Katz, underlined the key paradox of mass media: Should it lead or follow, mirror or mould society? Communication, he argued, has been employed both as an instrument of social change and a reinforcing force to maintain the status quo.

Undoubtedly, the information highway has limitless opportunities and possibilities that will help our children realise their full potential, grapple with contradictions and truths. How to equip them with masks and the ability to hold their noses, walk around

the trash, is what we need to work on. We have to tell them that, as Javed Akhtar says, the use of abuse — he likens this to a chilli in food — to shock shows that you have run out of imaginative powers to use language.

One answer lies in getting them young. Right from kindergarten, at school, and at home, we need to help our children switch off the phones. We need to equip them with tools to navigate the information highway knowing very well that while it runs past meadows and lakes and rivers and beautiful city squares, it also forks into crudity and hate. Children must witness their parents' conduct and choices as well. Our children carry testimonies of ethical memories from us, from the way we live and the way we talk, the level of importance we give to trust, care, responsibility and respect. In a society where brand is everything, can we brand respect, ethics as a key element of our profile? These issues need hard conversations between parents and children, between parents and teachers, children and teachers. We need to ensure that the next generation of the audience knows how to dismiss the next crudity.

Nilay is the author of Being Good, Aaiye, Insaan Banen and Ethikos. He teaches and trains courses on ethics, values and behaviour

Replace Urdu with Sanskrit: Raj edu dept to govt school

Jaipur: Rajasthan education department has directed a govt school in Jaipur offering Urdu as a third language to suspend classes in the subject and introduce Sanskrit as an option, reports **Suparna Roy**.

The Feb 10 order to Mahatma Gandhi Govt School (RAC Battalion) states that the decision was based on a letter addressed to the department from the office of Jai Narayan Meena, special assistant to education minister Madan Dilawar.

"The minister has ordered the creation of Sanskrit teachers' posts and close down Urdu (classes). Therefore, make sure to send the complete proposal for opening Sanskrit as a third language in your school to this office," the order states. Meena didn't respond to texts and calls from **TOI**, which has a copy of the directive.

Dilawar's OSD Satish Gupta said the order was issued because not enough students in that school had Urdu as their third language to justify teachers being deployed full-time.

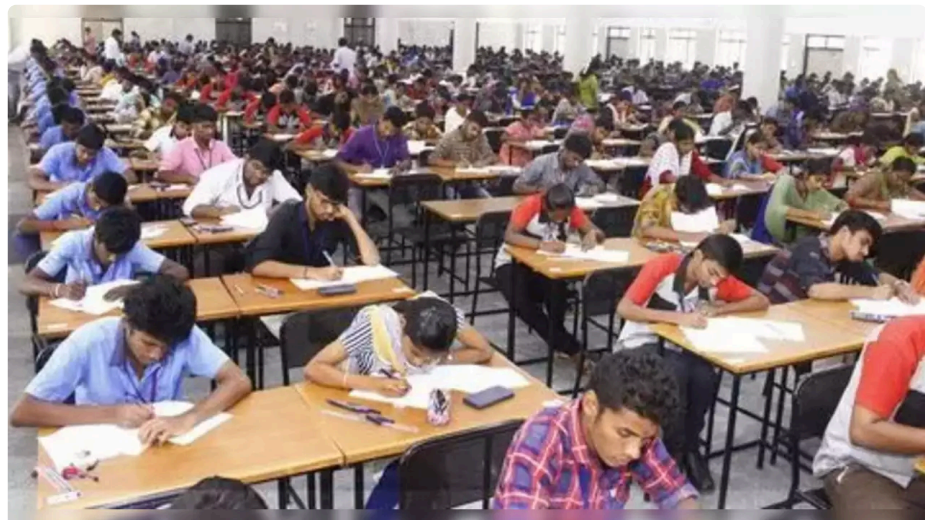
Amid protests by the teachers, the education minister's media coordinator claimed Thursday that no such order was issued on Dilawar's instructions.

News / Education

NCTE To Reintroduce 1-Year BEd, MEd Courses From 2026-27

The National Council for Teacher Education (NCTE) will reintroduce the one-year B.Ed and M.Ed programs from 2026-27, alongside existing two-year courses. Only students with a four-year undergraduate or postgraduate degree can apply. These changes align with NEP 2020 and aim to improve teacher education flexibility and accessibility

Authored by: Times Now Digital | Updated Feb 15, 2025, 14:19 IST | [Social Media Icons]



NCTE To Reintroduce 1-Year BEd, MEd Courses From 2026-27

The National Council for Teacher Education (NCTE) has decided to bring back the one-year Bachelor of Education (B.Ed) and Master of Education (M.Ed) programs after nearly a decade. This change will take effect from the 2026-27 academic session. Earlier, in 2014, the duration of these programs was extended to two years to improve the quality of teacher education. However, after reviewing the impact, NCTE has decided to allow the one-year option again, while still keeping the two-year program available.

For decades, B.Ed and M.Ed programs were only one year long. But in 2014, new rules were introduced to make teacher education more professional and rigorous. The syllabus was expanded, including subjects like yoga education and gender studies, and internships were made longer. However, this two-year system did not bring the expected benefits. Many institutions saw low enrollment, and the course content did not improve as planned. As a result, NCTE has now decided to offer both options.

Under the new rules, the one-year B.Ed program will only be available to students who have completed a four-year undergraduate degree or a postgraduate degree. Students who have completed a three-year undergraduate degree will still have to take the two-year B.Ed program. The one-year M.Ed program will be full-time, while

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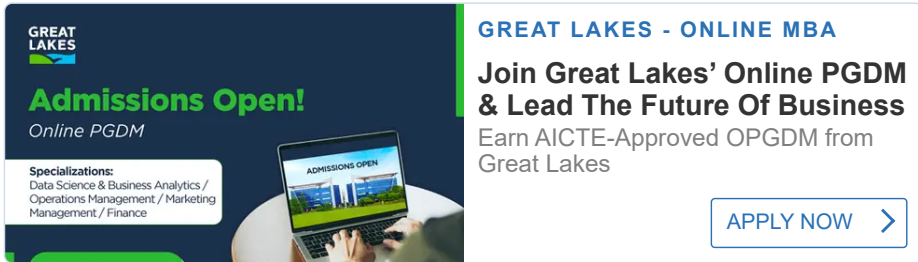


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the two-year M.Ed program will be available as a part-time option for working professionals like teachers and education administrators.

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NCTE Chairman Pankaj Arora explained that these changes are in line with the National Education Policy (NEP) 2020. The NEP introduced the National Higher Education Qualifications Framework, which allows for a one-year master's degree at level 6.5. This means students who complete a four-year degree plus a one-year B.Ed will be eligible for this level. The changes aim to provide more flexibility and encourage more students to pursue teaching careers.



Another major development in teacher education is the Integrated Teacher Education Program (ITEP). This four-year program, which includes BA B.Ed, B.Sc B.Ed, and B.Com B.Ed, was introduced in 2023 in 57 institutions. It allows students who have completed class 12 to directly enter the teaching profession. From 2025-26, ITEP will become a regular course, and more institutions will be allowed to offer it. Additionally, four specialized ITEP programs—Yoga, Physical Education, Sanskrit Education, and Art Education—will be introduced.

NCTE is still reviewing some programs, such as the three-year integrated B.Ed-M.Ed program, and will make a decision in the future. However, with these changes, students at different stages of education will have multiple pathways to enter the teaching profession. Whether after class 12, after a three-year degree, or after a four-year degree, students will have suitable options to become teachers. The goal is to ensure that India's teacher education system is flexible, efficient, and aligned with modern education needs.

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Ministry of Education



Shri Dharmendra Pradhan, Yogi Adityanath, and Dr. L. Murugan inaugurate KTS 3.0

We celebrate the unbroken cultural unity of our nation, reaffirming our commitment to Ek Bharat Shreshtha Bharat - Shri Dharmendra Pradhan

Nearly 1200 delegates from Tamil Nadu will attend 10-day-long event

Theme of KTS 3.0 is Sage Agasthyar

1st time the participants of KTS 3.0 to experience Mahakumbh and visit Ram Mandir at Ayodhya

Posted On: 15 FEB 2025 7:24PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan; Chief Minister of Uttar Pradesh, Yogi Adityanath; and Union Minister of State for Ministry of Information and Broadcasting and Ministry of Parliamentary Affairs, Dr. L. Murugan inaugurated the third edition of the Kashi Tamil Sangamam in Varanasi, Uttar Pradesh, today.

Prime Minister Shri Narendra Modi in a message expressed his delight on organisation of the 3rd Kashi Tamil Sangamam. Being held in the midst of the Mahakumbh at Prayagraj, this occasion has become even more significant, he said. The Prime Minister also highlighted the abiding connection between Tamil Nadu and Uttar Pradesh, between Kaveri and Ganga, that goes back several thousands of years.

years. He also mentioned how the heart-warming sentiments and experiences of the people during the previous two Sangamams showcased the beauty of India's diverse culture, as well as the strong connections between people.

Shri Dharmendra Pradhan, in his address, quoted a Tamil verse by Pandya King Parakrama Pandiyan: Neerellam Gangai, Nilamellam Kashi ('नीरेल्लाम् गंगे, निलमेल्लाम् काशी'), which means all water is as sacred as the Ganga, and every land in Bharat is as revered as Kashi. He highlighted that Kashi, one of the world's oldest living cities and India's cultural capital, stands as a beacon of the civilization's rich heritage, while Tamil Nadu, the epitome of Tamil culture, represents the heart of India's ancient wisdom and literary glory. He also emphasized how the Tamil people have carried their culture and traditions across the globe, enriching lives wherever they go.



Expressing his gratitude to Prime Minister Shri Narendra Modi for envisioning the Kashi-Tamil Sangamam, he noted that the event serves as a bridge connecting the sublime traditions of North and South India, reinforcing India's unity in cultural diversity. The event also celebrates the nation's unbroken cultural continuity, reaffirming the commitment to Ek Bharat Shreshtha Bharat. He further stated that cultural unity is the key to India's national resurgence, and this Sangamam is a crucial step toward overcoming distances and fostering deeper understanding.

The Minister mentioned that the theme of this edition of KTS was Rishi Agasthyar, a significant link between Kashi and Tamil Nadu, revered in both spiritual and intellectual traditions and revered in both spiritual and intellectual traditions.

In his speech, Yogi Adityanath expressed his gratitude to Prime Minister Shri Narendra Modi for organizing the third edition of KTS in Varanasi and warmly welcomed the delegates attending the event during the Sangamam. He expressed his delight that the Sangamam coincides with the Mahakumbh, which has already seen participation from nearly 51 crore people and noted that Tamil delegates would also be part of this grand gathering. He emphasized that the theme represents India's rich knowledge and traditions, revolving around the 4S—Sant Parampara, Scientists, Social Reformers, and Students. Yogi Adityanath further highlighted that the theme has been Sage Agastyar and underscored the profound significance of the Sage in strengthening the confluence of North and South as well as Sanskrit and Tamil.







While speaking at the event, Dr. L. Murugan highlighted how the Kashi Tamil Sangamam has been celebrated for the past two years, following Prime Minister Shri Narendra Modi's vision of Ek Bharat Shreshtha Bharat. He mentioned that just as Tamils wish to visit Kashi, people from Kashi aspire to visit Rameswaram, emphasizing that this cultural connection has existed since ancient times. Dr. Murugan also stated that the relationship between Kashi and Tamil Nadu spans over 5,000 years, with references found in ancient texts such as the Ramayana and Mahabharata, as well as in Sangam literature like Kurunji Thinaï, Ettuthogai, and Kalithogai. He expressed his gratitude to the Prime Minister for promoting the greatness of the Tamil language and Thirukkural across the world. Additionally, he informed that efforts are underway to establish Thiruvalluvar cultural centres.

The objective of the Kashi Tamil Sangamam is to rediscover, reaffirm, and celebrate the age-old links between Tamil Nadu and Kashi—two of the country's most important and ancient seats of learning. The central theme of this edition of KTS is Maharishi Agasthyar. During the event the delegates will also visit Mahakumbh and Shri Ayodhya Dham. The event will offer a divine experience and bring Tamil Nadu and Kashi more closer.

This year, the government has decided to bring around 1000 delegates from Tamil Nadu under five categories/groups: (i) Students, Teachers, and Writers; (ii) Farmers and Artisans (Vishwakarma Categories); (iii) Professionals and Small Entrepreneurs; (iv) Women (SHG, Mudra Loan beneficiaries, DBHPS Pracharaks); and (v) Start-up, Innovation, Edu-Tech, Research. This year, an additional group of around 200 students of Tamil origin studying in various CUs will be a part of this event to enhance the

bond between Kashi and Tamil Nadu. Participation of youth in all categories will be encouraged this year. The duration of the tour will be 8 Days (4 for travel, 4 at site). The first batch arrived today and attended the event. The last group will return to Tamil Nadu on 26th February 2025.

An exhibition on the different facets of Sage Agasthyar and his contributions to world of Health, Philosophy, Science, Linguistics, Literature, Polity, Culture, Art, particularly to Tamil and Tamil Nadu, etc. and seminars, workshops, book release, etc. will be organised at Kashi during KTS 3.0.

Kashi Tamil Sangamam is being organized by the Ministry of Education, Govt. of India in collaboration with other ministries including Culture, Textiles, Railways, Tourism, Food Processing, I&B etc. and the Govt. of UP. The programme aims to provide an opportunity for scholars, students, philosophers, traders, artisans, artists and people from other walks of life from the two regions to come together, share their knowledge, culture and best practices and learn from each other's experience. It also aims to make the youth aware and experience cultural oneness. The endeavour is in sync with NEP 2020's emphasis on integrating the wealth of Indian Knowledge Systems with modern systems of knowledge. IIT Madras and BHU are the two implementing agencies for the programme.

KTS 2.0 was inaugurated by Prime Minister Shri Narendra Modi at Varanasi on 17th December, 2023, with the first-ever real-time, app-based translation of a part of the Prime Minister's speech in Tamil for the benefit of visiting Tamil delegates.

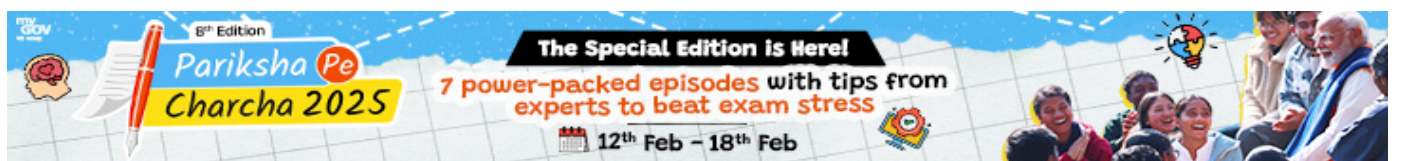
Shri Ravindra Jaiswal and Dr. Dayashankar Mishra "Dayalu, Ministers of State (Independent Charge), Govt. of Uttar Pradesh; Dr. Vineet Joshi, Secretary, Department of Higher Education; Shri Chamu Krishna Shastry, Chairman, Bhartiya Bhasha Samiti; Prof. Sanjay Kumar, Acting Vice Chancellor, Benaras Hindu University; Prof. V. Kamakoti; IIT Madras; Director Indian Institute of Technology (BHU), Prof. Amit Patra, and other dignitaries and officials were also present at the event today.

MV/AK

MOE/KTS/15 February 2025/4

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'Competency-Based' Question Papers For Classes 10 & 12 Could Be Rolled Out From 2026-27: NCERT-PARAKH

Reported By : [Vatsala Shrangji](#) [News18.com](#)

Edited By: [Apoorva Misra](#)

Last Updated: February 15, 2025, 12:16 IST

School education boards across 27 states have completed training for setting papers according to the new templates



A report released by the Union Ministry of Education (MoE) in August 2024 showed that a higher number of students from state school boards failed class 10 and 12 exams than those enrolled in central school boards. (PTI)

School education boards from 27 states have completed training for setting 'competency-based' question paper templates — a new format for setting question papers for classes 10 and 12, which is likely to be introduced from the 2026-27 academic session.

PARAKH, the national assessment centre under the National Council of Educational Research and Training (NCERT), has been holding workshops over the last year on 'Setting Balanced Question Paper for Promoting Equivalence in School State Boards'.



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A report released by the Union Ministry of Education (MoE) in August 2024 showed that

a higher number of students from state school boards failed class 10 and 12 exams than those enrolled in central school boards.

These include Himachal Pradesh, Rajasthan, Madhya Pradesh (MP), Chhattisgarh, Punjab, Haryana, Delhi, Uttarakhand, Jammu and Kashmir (J&K), Uttar Pradesh (UP), Gujarat, Maharashtra, Karnataka, Kerala, Tamil Nadu, Telangana, Odisha, West Bengal, Assam, Goa, Manipur, Mizoram, Meghalaya, Nagaland, Tripura, Sikkim and Andhra Pradesh. In addition to state boards, training was also conducted for the Central Board for Secondary Education (CBSE), which has over 27,000 schools affiliated with it across the country, including Kendriya Vidyalayas, Navodaya Vidyalays and private schools.

Training is on for other states.



the equivalence discussions but did not wish to be named, said: "State boards do lag in results, especially in board exams. We must experiment with a different approach to designing the question papers to see if it can actually make a difference."

PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development), a constituent unit of NCERT, is tasked with setting standards and guidelines for student assessment and evaluation for all recognised school boards in India.

The Centre has been focused on standardising all school education boards in line with the new National Education Policy (NEP), 2020.

This assessment system, under the 'Equivalence of School Board' initiative, is in line with the NEP, which envisages a competency-based education model.

The list includes several opposition-ruled states as well, which have been largely critical of NEP. Some of these states, including Karnataka and Tamil Nadu, have been in the process of formulating their own state education policies for both school and higher education.

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Education is a subject in the concurrent list and hence, states are not bound to follow the Union government directives.



centre said all these "state boards have been in sync with them on the idea of equivalence".

According to Prof Indrani Bhaduri, CEO, PARAKH, the series of workshops was intended to standardise question paper templates and enhance the capacity of question paper setters from various boards.

"The workshop trained master trainers in both the theoretical and practical aspects of question paper design, actively involving them in the development process. These trainers are currently training a cadre of specialised teachers in their respective states, who will then be trained in designing quality question paper," she said.

The workshops, she added, provided a comprehensive understanding of key aspects of educational assessment aligned with NEP on how competency-based education can enhance traditional assessment methods.

"In-depth discussions were held on question paper analysis, identifying areas for improvement in question design. Participants also explored the differences between measurement and evaluation, along with the principles of various evaluation methods, engaged in practical exercises. The workshop concluded by outlining how these practices will be disseminated to other assessment developers across the states," she said.

In July 2024, PARAKH had come out with the 'Establishing Equivalence across School Boards' report, which was then submitted to the Ministry of Education.



was that all state school boards develop a cadre of “professional paper setters” to standardise assessment in senior classes.

So far, teachers with 8-10 years of experience set the question papers based on past year’s papers which, Prof Bhaduri said, is not the right way since “for a paper to be balanced, it requires much more understanding, training and technique”.

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Currently, only a few boards have some competency-based questions in the papers. For example, CBSE, which has introduced a 10 per cent weightage for such questions for classes 11 and 12. Over the past three years, CBSE has been increasing the weightage of concept-application questions each year by 10 per cent, up to a maximum of 50 per cent.

“Achieving educational equity requires a robust and high-quality assessment system. PARAKH



school education boards to enhance assessment standards and ensure fairness. Restructuring assessment methodologies is essential to minimising rote learning and focusing on critical thinking and the evaluation of core competencies. Furthermore, such changes will facilitate student mobility across boards and schools without disadvantaging them due to differing assessment systems," the PARAKH CEO said.

Tags : [Board Exams](#) [CBSE](#) [NCERT](#) [Parakh](#)

Location : [New Delhi, India, India](#)

First Published: February 15, 2025, 12:16 IST

News / Education-Career / 'Competency-Based' Question Papers For Classes 1...

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BIS to set norms for e-courses, enhance quality

Mint Kolkata · 15 Feb 2025 · Dharendra Kumar dharendra.kumar@livemint.com NEW DELHI

The chaotic markets of online education may soon see some ground rules being established to introduce standards and checks and balances, and ensure students are not taken for a ride.



The Bureau of Indian Standards (BIS) will soon put in place norms to regulate the quality of content in online courses and their delivery platforms, two people aware of the matter said. The BIS, which works under the department of consumer affairs, is framing the norms in coordination with the education ministry, they added.

The standards will impact coaching institutes that provide professional course content, experts who prepare their own training modules using e-courses, private educational institutions, and even learning apps or edtech companies.

The new standards will establish clear rules to ensure that content creators and institutions follow quality guidelines. This will help maintain consistency across online educational materials, ensuring students receive reliable and effective learning resources, the people cited above said on condition of anonymity.

“Online courses have become an integral part of the education system, offering flexibility and reach that traditional methods often cannot. However, the quality of these courses can vary significantly, impacting learning outcomes,” the first person cited above said. “This makes it essential to introduce clear standards to ensure accountability and maintain educational effectiveness.”

The second person said that the standards being introduced are meant to improve quality “so that institutions do not design content based on their profitability interests”.

The person added that this is the right time to ensure accountability in online education.

“There is a huge demand for online courses, and even higher education institutes in India are focusing on creating online programmes to cater to the growing consumer demand,” this person said.

Queries emailed to the spokespersons of the BIS and the ministries of consumer affairs and education remained unanswered at the time of publishing.

Experts said such norms are sorely needed. “Poorly designed content and weak delivery platforms can make it harder for students to learn and stay engaged,” said Abhash Kumar, assistant professor of economics at Delhi University. “That’s why clear guidelines are necessary to maintain quality and effectiveness.”

According to J.S. Rajput, an educationist and former director of the National Council of Educational Research and Training (NCERT), institutions such as the NCERT and the University Grants Commission, the National Council of Technical Institutions and other central bodies have been set up to ensure quality education and maintain standards.

With increasing reliance on digital education, especially in the post-pandemic era, ensuring well-structured and effective online courses has become a pressing need. India's e-learning market is valued at over \$10 billion and is projected to reach \$28.46 billion by 2029, according to a report by Arizton Advocacy and Intelligence, a market research firm. However, edtech experts indicated that the planned standards may not be easy to implement and that the focus should be on creating opportunities and equipping students with skills.

"The standards the government is proposing will be difficult to implement in coaching and K-12 education because these institutions exist largely due to the shortage of seats," said Arjun Mohan, CEO of EdStart, a startup consulting firm, and former CEO of Byju's and upGrad. "The right approach is to diversify education and provide students with more opportunities to pursue professional courses."

"The focus should be on creating engaging, personalised and credible learning experiences that equip students with real-world skills," said Aarul Malaviya, founder of Zamit, an AI-driven edtech platform. As per Mohan, while the government's thinking is in the right direction, the issue is that coaching centres follow the standard syllabus, and the question papers are of very high difficulty.

India's e-learning market is valued at over \$10 billion and is projected to reach \$28.46 billion by 2029

"The intense competition and the supply-demand gap make every question crucial, and missing even a few can cost aspirants their seats," he said.

For an extended version of the story, go to [livemint.com](https://www.livemint.com).

News / India / Tamil Nadu / Centre blocking funds to force Tamil Nadu to push PM schools in state: Minister

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Centre blocking funds to force Tamil Nadu to push PM schools in state: Minister

Tamil Nadu Education Minister Anbil Mahesh accused the Centre of delaying Samagra Shiksha Abhiyan funds to pressure the state into adopting PM Schools for Rising India scheme, equating it to accepting NEP and the three-language policy.



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Centre using Samagra Shiksha Abhiyan funds to blackmail Tamil Nadu into joining PM SHRI, says Minister Anbil Mahesh.

Pramod Madhav

UPDATED: Feb 14, 2025 18:13 IST

Written By: [Afreen Hussain](#)

In Short

- Tamil Nadu yet to receive SSA funds, says Minister
- Annamalai dismisses Stalin's claim as 'blatant lie'
- 40 lakh students affected by SSA fund delay

Tamil Nadu's Education Minister, Anbil Mahesh Poyyamozhi, accused the central government of using the Samagra Shiksha Abhiyan (SSA) funds as a tool to blackmail the state into joining the PM Schools for Rising India (PM SHRI) scheme. His remarks come after Tamil Nadu BJP chief K Annamalai refuted allegations that the Centre had diverted education funds.

At a recent public meeting, Annamalai claimed that Chief Minister MK Stalin was misleading the public about the fund allocation. "The Chief Minister has begun to lie and

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Nadu did not, a blatant lie? We never said that we will not give funds to Tamil Nadu. Some states have received the first instalment while Kerala, West Bengal, and Tamil Nadu will get it," he stated.

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Speaking exclusively to India Today TV, Education Minister Anbil Mahesh countered Annamalai's claims, saying he had provided data showing that 20-25 states had already received the funds, while Tamil Nadu remained excluded. He questioned why the BJP leader was calling the Chief Minister a liar despite evidence.



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"I gave the Excel sheet showing which states have received the funds. This shows who is lying. Forty lakh students are dependent on these funds, with 60% coming from the Centre and 40% from the state under the Samagra Shiksha Abhiyan. Based on this, we need to spend nearly Rs 500 to 600 crore for students studying under RTE. Apart from this, for starting robotics classes and other projects, 32,000 people are dependent on this. The future of 40 lakh students depends on these funds," he claimed.

The Minister further alleged that the Centre was using the SSA funds to pressure Tamil Nadu into accepting the PM SHRI scheme. "Suddenly, they are asking us to sign the PM SHRI agreement just when we were about to receive the funds in 2023. This is a kind of blackmail. If we accept PM SHRI it is like accepting the NFP and the three-language

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Meghalaya mulls school clustering to streamline the education system

By Hub Network February 15, 2025 0 924



Representative Photo

Shillong, Feb 15: The Meghalaya government is considering a sweeping restructuring of its school system by clustering institutions to enhance administrative efficiency and optimize resources. With over 14,500 schools spread across the state, officials believe consolidation will not only eliminate redundancies but also improve academic outcomes.

A key review meeting chaired by Vijay Mantri, Commissioner and Secretary of the Education Department, on Friday, placed school consolidation at the forefront of policy discussions. The move aims to address the fragmented nature of the current system, where multiple sections of the same institution operate as separate schools due to administrative classifications.

Speaking to the media, Director of School Education & Literacy Swapnil Tembe underscored the inefficiencies stemming from the existing structure. “In many areas, a single institution functions as four separate schools—Lower Primary, Upper Primary, Secondary, and Higher Secondary—each assigned a unique UDISE code because of different funding schemes. In reality, they operate as one school but are managed as distinct entities,” Tembe explained.

The issue has also drawn the attention of Meghalaya Chief Minister Conrad K. Sangma, who has emphasized the need for rationalizing school structures to ensure better governance.

According to the 2011 Census, Meghalaya has a population of 29.66 lakh and accommodates 55,160 teachers across 14,582 schools. With 7,783 government schools and 4,172 government-aided institutions, including ad-hoc and deficit schools, the state has the highest concentration of government schools in the Northeast.

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Handover of the IOA Flag to Meghalaya at the Closing Ceremony of the 38th National Games in Haldwani, Uttarakhand.

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“Given our relatively small population, the high number of schools is unsustainable. The National Education Policy (NEP) 2020 advocates for composite schools, which integrate education from pre-primary to Class 12 under one institution. This model will provide continuity for students, reducing disruptions in their learning journey,” Tembe added.

Currently, students in Meghalaya often change schools multiple times—transitioning from Lower Primary to Upper Primary, then to Secondary and Higher Secondary—sometimes across considerable distances.

“On average, a student in Meghalaya changes schools four times in their academic journey. This fragmentation contributes to dropout rates. Clustering schools will create a more stable and nurturing learning environment,” Tembe noted.

The Education Department has now directed officials to conduct field inspections to identify schools that can be merged. A detailed report is expected soon, setting the stage for an overhaul of Meghalaya’s education system.

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BIS to set standards for online courses

Hindustan Times (Lucknow) · 15 Feb 2025 · Dharendra Kumar dharendra.kumar@livemint.com

NEW DELHI: The chaotic markets of online education may soon see some ground rules being established to introduce standards and checks and balances, and ensure students are not taken for a ride. The Bureau of Indian Standards (BIS) will soon put in place norms to regulate the quality of content in online courses and their delivery platforms, two people aware of the matter said. The BIS, which works under the department of consumer affairs, is framing the norms in coordination with the education ministry, they added.



The standards will impact coaching institutes that provide professional course content, experts who prepare their own training modules using e-courses, private educational institutions, and even learning apps or edtech companies.

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The person added that this is the right time to ensure accountability in online education.

“There is a huge demand for online courses, and even higher education institutes in India are focusing on creating online programmes to cater to the growing consumer demand,” this person said.

Queries emailed to the spokespersons of the BIS and the ministries of consumer affairs and education remained unanswered at the time of publishing.

Experts said such norms are sorely needed. “Poorly designed content and weak delivery platforms can make it harder for students to learn and stay engaged,” said Abhash Kumar, assistant professor of economics at Delhi University. “That’s why clear guidelines are necessary to maintain quality and effectiveness.” According to J.S. Rajput, an educationist and former director of the National Council of Educational Research and Training (NCERT), institutions such as the NCERT and the University Grants Commission, the National Council of Technical Institutions and other central bodies have been set up to ensure quality education and maintain standards.

With increasing reliance on digital education, especially in the post-pandemic era, ensuring well-structured and effective online courses has become a pressing need. India’s e-learning market is valued at over \$10 billion and is projected to reach \$28.46 billion by 2029, according to a report by Arizton Advocacy and Intelligence, a market research firm.

Tamil Nadu to conduct education assessment survey amid criticism from Governor

The Tamil Nadu School Education Department is set to launch an education assessment survey to evaluate the standard of education in the state.

Chennai, The Tamil Nadu School Education Department is set to launch an education assessment survey to evaluate the standard of education in the state.

This decision follows criticism from Governor R. N. Ravi and Tamil Nadu BJP President K. Annamalai, who claimed that the state lags behind Uttar Pradesh and Bihar, citing data from the Annual Status of Education Report (ASER).

Speaking at a recent event, Governor Ravi criticised the state's education system, stating that 75 per cent of high school students in government schools struggle to recognise two-digit numbers and 40 per cent are unable to read a Class II textbook.

He further alleged that students were being promoted without proper academic evaluation, which, according to him, posed a significant threat to the state and the country.

The Governor also attributed the poor learning levels of 60 per cent of students to inadequate teaching.

In response, Tamil Nadu's School Education Minister, Anbil Mahesh Poyyamozi, announced that the assessment survey will be conducted among ten lakh students.

He also questioned the credibility of the ASER survey, conducted by the Pratham Foundation in association with District Institutes of Education and Training (DIETs).

He pointed out that ASER is a household survey that does not assess students in schools and is conducted by 25 lesser-known organisations in the state.

Meanwhile, representatives of the Pratham Foundation in Tamil Nadu clarified that they had worked with DIETs to survey 12 districts in 2018. They also mentioned plans to engage B.Ed students as volunteers for future surveys. These volunteers will undergo training before the survey is conducted to ensure the accuracy of the results.

The minister also highlighted the impact of the non-release of funds under the Samagra Shiksha (SS) scheme, which he said has affected 40 lakh students in Tamil Nadu.

He noted that while the scheme has been in place since 2018, the Union government has recently linked it with the PM-SHRI initiative, causing disruptions.

A committee set up by the state's School Education Department to review the PM-SHRI scheme found that it introduces a three-language policy, which contradicts Tamil Nadu's existing language policy. The state government has raised concerns over this move, emphasising its commitment to protecting the state's education system and linguistic policies.

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- हिंदी खबर (/hindi/khabar/)



Union Education Minister Dharmendra Pradhan (Photo/ANI)

"New chapter to cultural tradition...": Union Minister Dharmendra Pradhan

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News

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Varanasi (/topic/varanasi) (Uttar Pradesh) [India], February 15 (ANI): Union Education Minister Dharmendra Pradhan (/topic/dharmendra-pradhan) on Saturday said that the Kashi Tamil Sangamam (/topic/kashi-tamil-sangamam) 3.0 program inaugurated by Uttar Pradesh Chief Minister Yogi Adityanath in Varanasi (/topic/varanasi) was an effort made by Prime Minister Narendra Modi to add a new chapter to the cultural tradition of 'Ek Bharat Shreshtha Bharat'.

"PM Narendra Modi aims to add a new chapter to the cultural tradition of 'Ek Bharat Shreshtha Bharat' through Kashi Tamil Sangamam (/topic/kashi-tamil-sangamam)... This programme is being conducted by the Department of Education in collaboration with Banaras Hindu University and IIT Madras," Pradhan told reporters.

He accompanied CM Yogi at the inauguration ceremony for the event, where he said that the Kashi Tamil Sangamam (/topic/kashi-tamil-sangamam) 3.0 was being organised as devotee flock in Prayagraj for the ongoing Mahakumbh, followed by darshan of Kashi Vishwanath.

"The third edition of Kashi Tamil Sangam is also being organised on the occasion of ongoing Mahakumbh in Prayagraj and for the first time this is happening after the construction of the grand temple at the holy Ram Janmabhoomi," Pradhan said while addressing the gathering at at Namoo Ghat here.

"After 144 years, the Mahakumbh of Prayagraj has brought good fortune in the lives of all of us," he added.

Speaking to people who came all the way from Tamil Nadu, Pradhan said, "Prime Minister Narendra Modi had made a special request to Chief Minister Yogi Adityanath and me. He gave us the responsibility of arranging for darshan (in Kashi) and providing accommodation for the Kumbh."

"You would be visiting a fortunate place. You are representing the people of Tamil Nadu. I congratulate you all on behalf of the entire India and wish you all the best," he added.

Meanwhile, Adityanath on Saturday extended his greetings to Prime Minister Narendra Modi after inaugurating Kashi Tamil Sangamam (/topic/kashi-tamil-sangamam) 3.0, calling it an effort to realise the vision of 'Ek Bharat Shreshtha Bharat'.

"I am grateful to Prime Minister Narendra Modi. Under his leadership, Kashi Tamil Sangamam (/topic/kashi-tamil-sangamam) is inaugurated for the third consecutive time on the holy land of Vishwanath. For us, this is a part of our efforts to carry forward Prime Minister Modi's vision of 'Ek Bharat Shreshtha Bharat'. This event is important because the world's largest spiritual and cultural event, Mahakumbh, is going on in Prayagraj," Adityanath said while addressing the gathering at Namoo Ghat.

He highlighted that over 51 crore devotees have taken a dip in the Triveni Sangam (the confluence of Ganga, Yamuna, and the mythical Saraswati), demonstrating unity beyond caste and regional differences.

Referring to the Mahakumbh in Prayagraj, Adityanath said that no other event in the world has matched its scale. He emphasised the opportunity to connect Kashi Tamil Sangamam (/topic/kashi-tamil-sangamam) with this grand spiritual gathering.

Earlier today, the Uttar Pradesh Chief Minister surveyed Varanasi (/topic/varanasi)'s ghats ahead of the inauguration of Kashi Tamil Sangamam (/topic/kashi-tamil-sangamam) 3.0. Devotees continue to arrive in large numbers after their visit to Prayagraj, and the survey will continue until February 24.

He also offered prayers at Kashi Vishwanath temple in Varanasi (/topic/varanasi). (ANI)

TAGS

Dharmendra Pradhan
(/topic/dharmendra-pradhan/)

Kashi Tamil Sangamam
(/topic/kashi-tamil-sangamam/)

Varanasi
(/topic/varanasi/)

सीबीएसई : दसवीं-बारहवीं के 24 लाख छात्रों ने परीक्षाएं दीं

नई दिल्ली, प्रमुख संवाददाता। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की कक्षा 10 और 12 की परीक्षाएं शनिवार को देश-विदेश में शुरू हो गईं। पहले दिन लगभग 24 लाख छात्र-छात्राएं परीक्षा में बैठे।

सीबीएसई के परीक्षा नियंत्रक डॉ. संयम भारद्वाज का कहना है कि पहले दिन कक्षा 10 के अंग्रेजी विषय की परीक्षा में 23.86 लाख छात्रों ने 7,780 केंद्रों पर हिस्सा लिया, जबकि 12वीं की उद्यमिता विषय की परीक्षा में 23 हजार से अधिक परीक्षार्थी 995 केंद्रों पर बैठे। 30 हजार से ज्यादा स्कूलों के 42 लाख से अधिक विद्यार्थी भारत और 26 अन्य देशों में 7,842 केंद्रों पर परीक्षा दे रहे हैं। बोर्ड ने पारदर्शिता बनाए रखने के लिए सभी सुरक्षा निर्देशों को लागू किया है। केंद्रों को निष्पक्ष और सुव्यवस्थित परीक्षा संचालन सुनिश्चित करने के लिए दिशा-निर्देश दिए गए हैं।

परीक्षार्थियों से मेहनत करने की अपील : परीक्षा से एक दिन पहले सीबीएसई ने दिल्ली-एनसीआर के प्राचार्यों की उपस्थिति में एक

परीक्षा पे चर्चा : विद्यार्थी ध्यान लगाकर तनाव दूर रखें

नई दिल्ली, एजेंसी। 'परीक्षा पे चर्चा' की पांचवीं कड़ी शनिवार को प्रसारित की गई। प्रसिद्ध आध्यात्मिक गुरु सद्गुरु जग्गी वासुदेव ने छात्रों को 'माइंड का चमत्कार' विषय पर जानकारियां दीं। सद्गुरु ने कहा कि छात्र ध्यान लगाकर खुद को परीक्षा के तनाव से दूर रख सकते हैं। सद्गुरु ने सीखने को रोचक बनाने और संतुलित, ऊर्जावान मस्तिष्क विकसित करने पर अपने विचार साझा किए। उन्होंने कहा, पाठ्यपुस्तकें बुद्धिमत्ता के लिए चुनौती नहीं हैं और छात्रों को अपने ऊपर तनाव को हावी नहीं होने देना चाहिए। इससे कोई फर्क नहीं पड़ता कि आपने अब तक स्कूल में अच्छा प्रदर्शन नहीं किया।

लाइव वेबिनार किया था, जिसमें परीक्षा से जुड़े दिशा-निर्देशों को साझा किया गया। वेबिनार की अध्यक्षता सीबीएसई के अध्यक्ष राहुल सिंह और संचालन डॉ. संयम भारद्वाज ने किया। सीबीएसई ने सभी छात्रों को शुभकामनाएं दी हैं। बोर्ड ने छात्रों से अपील की है कि वे आत्मविश्वास और मेहनत के साथ परीक्षा दें।

अंतर्राज्यीय आरोपी भोपाल से गिरफ्तार

नई दिल्ली, प्र.सं.। दिल्ली पुलिस की क्राइम ब्रांच ने 10 आपराधिक मामलों में वांछित एक अंतर्राज्यीय बदमाश को गिरफ्तार किया है।

पकड़ा गया आरोपी दिल्ली, हरियाणा और उत्तर प्रदेश में हत्या, हत्या के प्रयास, लूटपाट व शस्त्र अधिनियम आदि में शामिल रहा है। उसे पकड़ने के लिए पुलिस ने जबलपुर से भोपाल तक पीछा किया। क्राइम ब्रांच के अनुसार, आरोपी किशोर उर्फ सेठी उर्फ पंडित गाजियाबाद का निवासी है।

'राजकपूर का नाट्य से गहरा नाता था'

नई दिल्ली, प्र.सं.। महान फिल्मकार राज कपूर ने सिनेमा को जो योगदान दिया उसे दुनिया जानती है, लेकिन राज कपूर का रंगमंच से भी गहरा नाता रहा और नाट्य जगत के लिए उन्होंने बहुत कुछ किया।

यह बातें शनिवार को फिल्म समीक्षक प्रदीप सरदाना ने राष्ट्रीय नाट्य विद्यालय (एनएसडी) में आयोजित 'राज कपूर जन्म शताब्दी' व्याख्यान के अवसर पर कही।

नवभारत टाइम्स , 16 फरवरी 25, Page no- 8

इंग्लिश का पेपर रहा आसान, स्टूडेंट्स दिखे खुश

शुक्रवार को CBSE दसवीं का इंग्लिश और बारहवीं का आंत्रप्रेन्योरशिप का हुआ पेपर

■ NBT रिपोर्ट, नई दिल्ली

CBSE की परीक्षाएं शनिवार से शुरू हो गई हैं। शनिवार को दसवीं क्लास के इंग्लिश और बारहवीं क्लास के आंत्रप्रेन्योरशिप का पेपर हुआ। अधिकांश स्टूडेंट्स के अनुसार इंग्लिश का पेपर काफी आसान था, जिसे उन्होंने समय पर ही खत्म किया। स्टूडेंट्स के चेहरे पर खुशी साफ नजर आ रही थी। परीक्षा देकर बाहर आ रही दसवीं की सौम्या ने कहा कि इंग्लिश का पेपर काफी आसान था। सेक्शन-A उन्होंने महज आधे घंटे में पूरा कर लिया। सेक्शन-B भी आसान रहा। यह भी काफी कम समय में पूरा हो गया। पहले ही पेपर के आसान आने से उनका कॉन्फिडेंस बढ़ गया है। राइटिंग सेक्शन थोड़ा सा मुश्किल



था। सेक्शन-C थोड़ा लंबा था। उसे करने में समय लगा। इस सेक्शन में अधिक फोकस और एफर्ट की जरूरत पड़ी। लेकिन यह भी अच्छा रहा।

दसवीं के आयुष्मान जोशी ने कहा कि इंग्लिश एग्जाम कुल मिलाकर काफी आसान था। सेक्शन-A का पहला

अनसिन पैसेज थोड़ा सा ट्रिकी लगा। दसवीं की रिद्धिमा ने बताया कि ओवरऑल इंग्लिश का पेपर ईजी था। यह बोर्ड एग्जाम की अच्छी शुरुआत रही। सेक्शन-C आसान रहा लेकिन थोड़ा लंबा था और उसमें समय लगा। टाइम मैनेजमेंट पर अधिक फोकस करने की जरूरत पड़ी।

मयूर विहार-3 में विद्या बाल भवन सीनियर सेकेंडरी स्कूल की इंग्लिश टीचर निधि सिंह ने बताया कि इंग्लिश का पेपर सामान्य से थोड़े मुश्किल स्तर का रहा। इस पेपर को ऐसे बनाया गया था कि स्टूडेंट्स इसे तीन घंटे के समय में पूरा कर सकें। सेक्शन-A, B और C में लगभग सभी प्रश्न रिपिटिंग थे। कॉन्फिडेंस पैसेज थोड़ा समझकर करने वाले थे। ग्रामर सेक्शन थोड़ा ट्रिकी रहा। पिछले साल के मुकाबले इस बार का पेपर अधिक वजनदार रहा।

CBSE Board exams for begin with mixed emotions

STAFF REPORTER ■ NEW DELHI

The Central Board of Secondary Education (CBSE) Class X and XII board examinations began on Saturday, with students expressing mixed emotions, from initial nervousness to relief after taking the exams.

Raghav Goyal, a student from DPS Vasant Kunj, said, "We had solved sample papers and studied NCERT for preparation. Initially, I was nervous, but the exam went well, though it was quite lengthy," said Goyal.

CBSE's Controller of Examinations Sanyam Bhardwaj said, "Today marked the beginning of the CBSE Class X and XII board examinations for 2025, with students sitting for their English and entrepreneurship papers." He said the exams were conducted smoothly across the country in a conducive environment.

"For class 10, the exams took place at over 7,780 centres, with approximately 23,86,000 students appearing. Meanwhile, the class 12 exams were held at 995 centres, with nearly 23,000 students participating," Bhardwaj added. Some students raised minor concerns about the exam format.

A class 10 student from Sarvodaya Senior Secondary School in Sadar Patel Nagar said, "My exam went well, but I have some doubts about the word limits. For the questions asked, what I wrote seemed sufficient, but I couldn't meet the required word count." He also added, "One question was out of the syllabus, but since we had an option to choose, it was fine." Several parents were seen waiting for their children outside the exam centres. Yuti, another student, said, "The papers were easy if you had practised old sample papers. There were some changes in the analytical and writing sections, but overall, it was quite similar to the 2024 paper." Similarly, Rakshita from Kerala School, RK Puram, said, "It's my first



A student celebrates after appearing for the first CBSE board exam of 2025, at Gole market in New Delhi

PTI

time appearing for the boards, but the exam wasn't tough. The invigilators were quite friendly."

Many students found the paper manageable, with some describing it as easy if they had prepared well. Aryan, a student from Delhi, shared that the grammar and writing sections were straightforward, and he expects a good score. Some students mentioned that the reading section was time-consuming as they had to carefully analyse the passages before answering. However, most of the students found

the literature section balanced, with most questions from the prescribed syllabus.

A class 10 student of Shiv Nadar School, Gurgaon said, "I am really happy with my paper. The extrapolatory long answer questions were good. I could attempt them well." Another student said that the competency-based questions were basic and not difficult as long as students were familiar with literary terms, themes, and messages from the chapters.

Delhi's outgoing Chief Minister Atishi extended her best wishes to students appearing for the exams. "As the CBSE Board Exams for Class X and XII begin today, I extend my heartfelt best wishes to all students. This marks a significant milestone in your academic journey.

"I encourage you to approach it with confidence, determination, and a positive mindset. Believe in yourself, trust your preparation, and remember that exams are just a stepping-stone toward a bright future," she added.

राष्ट्रीय सहारा रोजनामा, 16 फरवरी 2025, पृष्ठ सं०-1

स्कूलों में उद्ब बंद कर सुकॉर्ट शुरू करने
का आदेश ।

اسکولوں میں اردو کو بند اور سنسکرت شروع کرنے کا حکم
جے پیو (ایجنسیاں)

راجستھان کے جے پیو میں اردو کو بند کرنے اور سنسکرت مضمون شروع کرنے کا معاملہ زور پکڑ رہا ہے۔ یہ معاملہ سیاسی بھی ہو گیا ہے۔ مقامی کانگریس ایم ایل اے رفیق خان نے کہا ہے کہ اس فیصلے کی مخالفت کی جائے گی اور معاملہ عدالت اور اسمبلی میں اٹھایا جائے گا۔ ان کا کہنا ہے کہ اگر سنسکرت ٹیچر کا عہدہ پیکرنا ہے، تو کرس لیکن اردو کو بند نہ کیا جائے۔ جے پیو کے ڈسٹرکٹ ایجوکیشن آفیسر نے مہاتما گاندھی اسکول آر اے سی ٹائٹن کو ہدایت دی کہ وہ اردو مضمون کو بند کرنے اور سنسکرت کو تیسرے اختیاری مضمون کے طور پر پڑھانے کی تجویز دیتے ہیں۔ اردو مضمون کو بند کرنے اور سنسکرت ٹیچر کا عہدہ بنانے کا حکم ڈائریکٹوریٹ بیکانیر کی ہدایت کے بعد جاری کیا گیا۔ ڈائریکٹوریٹ کی جانب سے ڈسٹرکٹ ایجوکیشن آفیسر کو لکھے گئے خط میں کہا گیا ہے کہ دزیرمدن دلاور نے سنسکرت کا عہدہ بنانے اور اردو کو بند کرنے کی ہدایت دی ہے۔ اسکول نے اپنی تجویز پیش دی ہے اب اس پر حکومت کو فیصلہ کرنا ہے۔ اس وقت اسکول میں 323 بچے زیر تعلیم ہیں۔ ان میں سے 127 بچے اختیاری زبان کے طور پر اردو اور 17 بچے سنسکرت پڑھ رہے ہیں۔ اردو سائتہ کو ڈیپوشن پر رکھا گیا تھا، لیکن 6 ماہ بعد وہ اپنے اصل اسکولوں میں واپس چلے گئے۔ اس حکم کے بعد سے احتجاج میں شدت آئی ہے۔ راجستھان اسمبلی میں ڈپٹی ایجوکیشن ایڈر رفیق خان نے کہا کہ یہ ان کے اسمبلی حلقے آدرش نگر کا معاملہ ہے۔ انہوں نے کہا کہ انہوں نے ہی اس اسکول کو انگلش میڈیم میں تبدیل کرایا تھا۔ ان کا کہنا ہے کہ اردو پڑھائیں ہونی چاہیے۔ اگر ایسا ہوتا ہے تو وہ اس کی مخالفت کریں گے۔

Advertisement

Tamil Nadu

Until Tamil Nadu accepts NEP, funds will be withheld: Union Minister of Education Dharmendra Pradhan

He was speaking to reporters at the inauguration of the Kashi Tamil Sangamam in Varanasi.



Union Minister of Education Dharmendra Pradhan (File photo)

Express News Service

Updated on: 16 Feb 2025, 9:57 am · 2 min read



Education Policy (NEP), 2020, in its entirety.

Pradhan accused the DMK government of acting out of political motivations and questioned why TN alone is resisting the policy when the rest of the country has implemented it. He was speaking to reporters at the inauguration of the Kashi Tamil Sangamam in Varanasi.

Pradhan claimed the TN government had initially agreed to the centre's conditions but later withdrew. Claiming the non-release of funds was the state's fault, he said, "They are politically motivated and not acting for the welfare of the people of TN." Saying the state must adhere to constitutional norms, he said, "They cannot think they are above the constitution. They must accept the NEP in letter and spirit."

On a question that pointed out the NEP includes implementation of the three-language policy, Pradhan asked if TN was against Tamil as the NEP emphasises that local language is the primary medium of instruction.

Anbil: Centre should not play politics in education

Union Minister Dharmendra Pradhan said union government schools in TN already follow a three-language system. "If a student wants to learn Tamil, English and Kannada, what is wrong with that?" he asked.

Asked if the funds would be withheld indefinitely, he said it is based on the rule of law. He asked why the TN government wouldn't follow the established framework of governance, and charged that "they are divisive people".

Responding to the union minister's remarks, TN School Education Minister Anbil Mahesh Poyyamozi told reporters at Tiruchy airport that the union government should not play politics in matters related to education and demanded that the pending SS funds of Rs 2,158 crore be released immediately.

"Over 40 lakh students and 32,000 teachers depend on these funds, and withholding them directly affects their future. TN is spending Rs 76 crore each month and Rs 920 crore per year on teacher salaries from its own resources. Additionally, the state has to allocate Rs 400 crore annually for the Right to Education (RTE) scheme, a burden that is increasing due to the lack of central support," he said.



language policy in TN when the state's two-language policy has been followed for decades without any negative impact.

"They are merely paving the path for another language war," he said. Asked if the state would turn to the courts, he said Chief Minister MK Stalin would be consulted to decide whether to approach the courts for the release of funds.

Earlier, he posted on X, quoting former CM and DMK founder CN Annadurai's words: "We are asking for rights, not a favour.

We ask for what is lost, not a loan. We are asking for what was snatched from us, not alms." As long as those in the north fail to understand this, it is impossible to suppress their arrogance, he added.

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National education policy

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THE TIMES OF INDIA

TN to conduct education assessment survey amid criticism from State Governor

IANS | Feb 16, 2025, 10:58 AM IST



CHENNAI: The Tamil Nadu School Education Department is set to launch an education assessment survey to evaluate the standard of education in the state.

This decision follows criticism from Governor R. N. Ravi and Tamil Nadu BJP President K. Annamalai, who claimed that the state lags behind Uttar Pradesh and Bihar, citing data from the Annual Status of Education Report (ASER).

Speaking at a recent event, Governor Ravi criticised the state's education system, stating that 75 per cent of high school students in government schools struggle to recognise two-digit numbers and 40 per cent are unable to read a Class II textbook.

He further alleged that students were being promoted without proper academic evaluation, which, according to him, posed a significant threat to the state and the country. The Governor also attributed the poor learning levels of 60 per cent of students to inadequate teaching. In response, Tamil Nadu's School Education Minister, Anbil Mahesh Poyyamozi, announced that the assessment survey will be conducted among ten lakh students.

He also questioned the credibility of the ASER survey, conducted by the Pratham Foundation in association with District Institutes of Education and Training (DIETs).

He pointed out that ASER is a household survey that does not assess students in schools and is conducted by 25 lesser-known organisations in the state.

Meanwhile, representatives of the Pratham Foundation in Tamil Nadu clarified that they had worked with DIETs to survey 12 districts in 2018. They also mentioned plans to engage B.Ed students as volunteers for future surveys. These volunteers will undergo training before the survey is conducted to ensure the accuracy of the results.

The minister also highlighted the impact of the non-release of funds under the Samagra Shiksha (SS) scheme, which he said has affected 40 lakh students in Tamil Nadu.

He noted that while the scheme has been in place since 2018, the Union government has recently linked it with the PM-SHRI initiative, causing disruptions.

A committee set up by the state's School Education Department to review the PM-SHRI scheme found that it introduces a three-language policy, which contradicts Tamil Nadu's existing language policy. The state government has raised concerns over this move, emphasising its commitment to protecting the state's education system and linguistic policies.

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THE TIMES OF INDIA

Stalin condemns Dharmendra Pradhan for his alleged NEP, 3-language policy rider for funds

PTI | Feb 16, 2025, 10.08 PM IST

CHENNAI: Chief Minister M K Stalin on Sunday accused Union Education Minister Dharmendra Pradhan of "blackmail" for allegedly taking a stand that Tamil Nadu would not be provided funds till such time it accepted the National Education Policy (NEP) and the three language formula. Tagging a video clip of Pradhan speaking to reporters in Varanasi on February 15, Stalin, in a post on 'X' quoted Pradhan as saying that Tamil Nadu has to come to the terms of the Indian Constitution and that the three language policy is the rule of law.

Accusing Pradhan of "blackmail" for his alleged stand that Tamil Nadu would not be provided education related funds by the Centre till such time the state accepted the three language policy, the chief minister termed it as unacceptable, and Tamil people would not tolerate it.

The state sought its due from the Centre, which is its right, and if the Central minister spoke arrogantly as if the state claimed his personal wealth, then, in that case, Delhi would have to witness the trait of the Tamil people, the CM said.

Further, Stalin wanted Pradhan to specify the constitutional provision that made mandatory the three language policy of English, the respective regional language and Hindi.

States constitute the Indian union and education is on the concurrent list of the Constitution and hence, the union government cannot claim it to be their exclusive domain, the CM added.

Deputy CM Udhayanidhi Stalin and allies of the ruling DMK, including the Congress, Left parties and VCK condemned Pradhan.

Principal opposition AIADMK asserted that it is committed to the two language policy, and said whether the

party is in power or not, it would never waver from its avowed policy.

AIADMK general secretary and Leader of Opposition, Edappadi K Palaniswami, addressing a public meeting held by his party in Vellore, said that the Centre's insistence on implementation of NEP and three language norm for release of education funds to the state was not correct.

Palaniswami asserted that Tamil Nadu would only follow the two language policy of Tamil and English. The AIADMK is committed to that policy and there shall be no change in that stand, he emphasised.

The former chief minister asked the ruling DMK to fight for pending MGNREGA funds in the Parliament as people have elected 39 MPs belonging to the DMK and its allies. Also, he urged the Centre to release funds due to the state in order to benefit the people.

TVK chief Vijay alleged that imposition of three language policy is tantamount to usurping the state autonomy.

School Education Minister Anbil Mahesh Poyyamozhi said he met Udhayanidhi and discussed the next course of action since the Centre has been betraying Tamil Nadu by not releasing funds under the integrated scheme for school education (Samagra Shiksha). Anbil accused the Centre of making efforts to impose Hindi.

Reacting to Stalin, Tamil Nadu BJP president K Annamalai asked why children in state government schools should not be taught Tamil, English and another Indian language when children or grandchildren of the chief minister and ministers could be taught three languages in private schools.

Annamalai claimed that in a majority of the private schools run by those belonging to the DMK across the state, the Central Board of Secondary Education's three language system is followed.

In a social media post, he wanted to know if the chief minister is of the view that only students in private schools should learn several languages. He wondered why the students of government run schools should be treated in a

"partial" manner. "Is it fair to impose on Tamil Nadu children, your (DMK) policy of the 1960s, which has no relevance today?", he asked.

PMK chief Anbumani Ramadoss said Pradhan's insistence on NEP went against federalism and it was unacceptable and the Centre must not link the NEP with funds for Tamil Nadu. "Since the Central government has not allotted funds, several schemes related to the safety of girl children in government schools have not been implemented," Anbumani said, and urged the Centre immediately release funds to the state.

PMK was an ally of the BJP and it fought the 2024 Lok Sabha polls as a constituent of the NDA.

Naam Tamilar Katchi top leader Seeman said people may voluntarily learn any language, including Hindi, out of their own choice. Opposing Hindi "imposition," Seeman wondered if Hindi-speaking states would come forward to learn southern languages such as Tamil and Telugu.

Pradhan had alleged "political motivation" as the reason for the DMK regime not agreeing to the NEP. "They have to accept the NEP in letter and spirit," he said.

Top Headlines

Assam: SCERT to implement no-examination mode from 2025-26 academic session

In sync with NEP-20 (National Education Policy-2020), the SCERT, Assam, is going to implement the no-examination system of learning from the academic session 2025-26.



Sentinel Digital Desk

Published on: 16 Feb 2025, 9:31 am

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Staff Reporter

GUWAHATI: In sync with NEP-20 (National Education Policy-2020), the State Council of Educational Research and Training (SCERT), Assam, is going to implement the no-examination system of learning from the academic session 2025-26.

According to [SCERT](#) sources, it will introduce this system in Class I and Class II first. Every subsequent year, the Council will include one more class. In the absence of examinations, the schools will ascertain the progress of students through competitions and tag their levels of

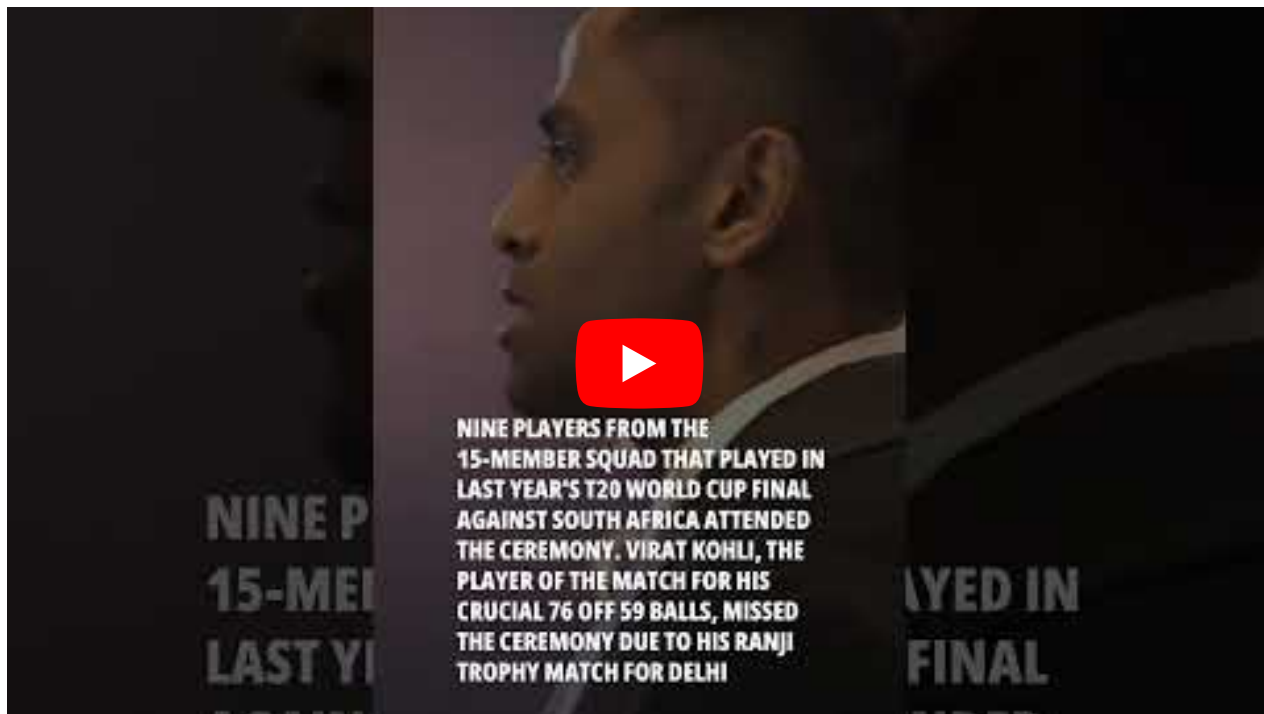
According to sources, teachers will keep a close watch on the progress of students and determine their level of progress quarterly. Teachers must find out the weaknesses in students and their subjects and bring them up to the desired level, the sources said.

However, the students will have to clear the examinations in classes V and VIII.

According to SCERT sources, teachers will also need training on this system of evaluation without an [examination](#) and credit system.

Also Read: [Prepare students for national achievement survey: SCERT to schools](#)

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SCERT

Examination

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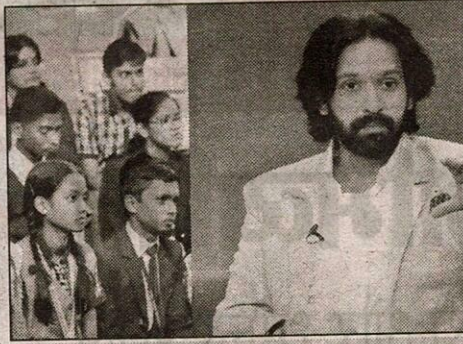
Assam Police

Assam DGP Appeals Police Personnel to Share Grievances via WhatsApp

Sentinel Digital Desk · 50 minutes ago

अपना ख्याल रखें, सीखने के नए तरीके तलाशें

नई दिल्ली (भाषा)। केवल परीक्षा पास करने के लिए नहीं बल्कि जीवन में सफल होने के लिए पढ़ाई करें और चुनौतीपूर्ण समय में अपनी ताकत को पहचानें। अभिनेता विक्रान्त मैसी और भूमि पेडनेकर ने 'परीक्षा पे चर्चा' कार्यक्रम के दौरान छात्रों को यह संदेश दिया। प्रधानमंत्री नरेंद्र मोदी के वार्षिक कार्यक्रम 'परीक्षा पे चर्चा' के विशेष सत्र में शामिल होकर दोनों अभिनेताओं ने अपनी स्कूल की यादें साझा की और परीक्षा के तनाव, माता-पिता की अपेक्षाओं और आत्मनिर्भरता के महत्व पर चर्चा की।



■ विक्रान्त मैसी और भूमि पेडनेकर ने 'परीक्षा पे चर्चा' कार्यक्रम के दौरान छात्रों को दिया संदेश

विक्रान्त मैसी ने कहा, हम सभी अवचेतन मन से कल्पना करना जानते हैं। आप दिन में 10 मिनट निकालकर अपनी भावनाओं और लक्ष्यों को एक डायरी में लिख सकते हैं। भूमि पेडनेकर ने अपने बचपन का एक कठिन दौर साझा करते हुए कहा कि उन्होंने छोटी उम्र में ही अपनी ताकत को पहचानना सीख लिया था। उन्होंने कहा, चुनौतीपूर्ण समय में अपनी क्षमताओं को पहचानें और सीखने के नए तरीके खोजें... जैसे जब भी मुझे कोई सीन दिया

जाता है, तो मैं उसे अलग-अलग तरीकों से करने की कोशिश करती हूँ। भूमि ने यह भी बताया कि उन्हें सह-पाठ्यक्रम गतिविधियों में भाग लेना बहुत पसंद था। भूमि ने कहा, मैं बहुत अनुशासित छात्रा थी और आज भी हूँ। मैं शरारती भी थी, लेकिन शिक्षकों के साथ मेरा रिश्ता बहुत अच्छा था। मैंने बहुत जल्दी यह समझ लिया था कि मुझे अभिनेत्री बनना है।

मैं अपने माता-पिता को खुश और गौरवान्वित देखना चाहती थी इसलिए पढ़ाई में कड़ी मेहनत करती थी। विक्रान्त मैसी ने

कहा कि माता-पिता की उम्मीदें जब बोझ बन जाती हैं तो बच्चे सही तरह से विकसित नहीं हो पाते। भूमि पेडनेकर ने अच्छी नींद लेने की अहमियत पर जोर दिया। भूमि ने कहा, परीक्षा के दौरान मैं दिन में एक घंटे का ब्रेक लेती थी। मैं बाहर जाकर खेलती थी, मुझे नृत्य करना और बैडमिंटन खेलना बहुत पसंद था। मेरे लिए दिमाग को आराम देना बहुत जरूरी था। जब मैं छोटी थी, तब मुझे सोना बिल्कुल पसंद नहीं था।

स्कूलों में स्मार्टफोन पर प्रतिबंध को लेकर कई देशों में मंथन

नई दिल्ली, प्रेद : शैक्षणिक संस्थानों में स्मार्टफोन के इस्तेमाल पर प्रतिबंध लगाया जाए या नहीं - इस विषय पर कई देशों में मंथन चल रहा है। बच्चों की शिक्षा एवं उनकी गोपनीयता पर स्मार्टफोन के असर को देखते हुए कम से कम 79 शिक्षा प्रणालियों ने स्कूलों में स्मार्टफोन पर प्रतिबंध लगा दिया है।

यूनेस्को की वैश्विक शिक्षा निगरानी (जीईएम) टीम के अनुसार, 60 शिक्षा प्रणालियों (वैश्विक स्तर पर पंजीकृत कुल शिक्षा प्रणालियों का 30 प्रतिशत) ने विशेष कानूनों या नीतियों के माध्यम से 2023 के अंत तक स्कूलों में स्मार्टफोन पर प्रतिबंध लगा दिया था। 2024 के अंत तक इस सूची में 19 और शामिल हो गए। इससे ऐसी शिक्षा प्रणालियों की कुल संख्या 79 (या 40 प्रतिशत) हो गई है। जहां तक भारत की बात है तो इसने अभी

- दुनिया भर में कम से कम 79 शिक्षा प्रणालियों ने स्कूलों में स्मार्टफोन पर प्रतिबंध लगा दिया है
- भारत ने शैक्षणिक संस्थानों में स्मार्टफोन के उपयोग पर कोई विशिष्ट कानून, नीति नहीं बनाई है



तक शैक्षणिक संस्थानों में स्मार्टफोन के उपयोग पर कोई विशिष्ट कानून या नीति नहीं बनाई है।

गौरतलब है कि पिछले साल कुछ प्रतिबंध और भी सख्त हो गए। उदाहरण के लिए, चीन के झेंझू

शहर ने प्राथमिक और माध्यमिक विद्यालयों में भी फोन के इस्तेमाल पर प्रतिबंध लगा दिया है। फ्रांस में निम्न माध्यमिक विद्यालयों में "डिजिटल ब्रेक" का सुझाव दिया गया था। हालांकि, अन्य शिक्षा स्तरों

पर पहले से ही फोन के इस्तेमाल पर प्रतिबंध है। इसके विपरीत, सऊदी अरब ने चिकित्सा उद्देश्यों के लिए दिव्यांग-संगठनों के विरोध के कारण अपने प्रतिबंध को वापस ले लिया।

फिर से ध्यान केंद्रित करने में लगते हैं करीब 20 मिनट

जीईएम रिपोर्ट-2023 के अनुसार, "सिर्फ मोबाइल फोन का पास में होना और उस पर नोटिफिकेशन आना भी छात्रों का ध्यान काम से भटकाने के लिए काफी है।" एक अन्य अध्ययन में पाया गया कि एक बार ध्यान भटक जाने के बाद छात्रों को फिर से ध्यान केंद्रित करने में 20 मिनट तक लग सकते हैं। बेल्जियम, स्पेन और ब्रिटेन के स्कूलों में स्मार्टफोन के इस्तेमाल पर रोक से छात्रों द्वारा सीखने के परिणामों में सुधार हुआ।

ENGINEERING EXCELLENCE

Plaksha wants to be the world's best in AI education

● Punjab's university secures ₹1,500 crore in philanthropy

VIKRAM CHAUDHARY

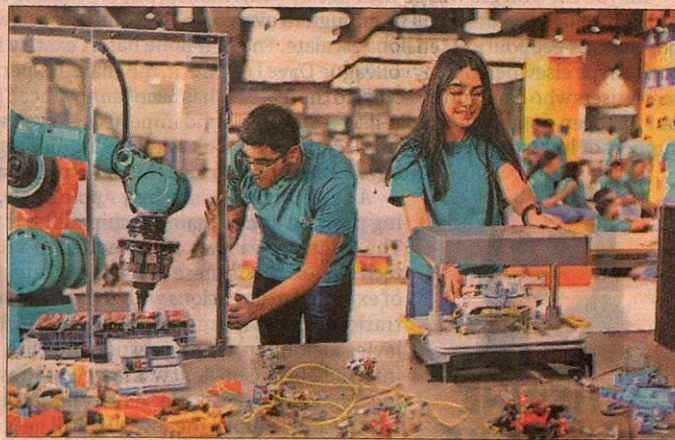
IT'S NOT JUST Prime Minister Narendra Modi who is talking about artificial intelligence and its benefits for the humankind on a global stage, but a university in Mohali, Punjab, also wants to be the world's best in the field of AI.

Plaksha — a technology university set up seven years ago — told *FE* that it has secured ₹1,500 crore in philanthropy (from inception till date), and will use this money to be the world's best engineering institution in the field of AI. Towards that goal, it has started the School of AI & Computer Science on the campus.

Prof Rudra Pratap, founding vice-chancellor of Plaksha, said that with the launch of the School of AI & Computer Science, Plaksha is building an ecosystem where students are not only technically-skilled, but also socially-conscious innovators. "We want to be the next Takshashila, which was once the world's premier seat of learning," Prof Pratap said. "Today is the world of AI, and so excelling in AI is what will define us."

Funding of ₹1,500 crore

This money has been raised from business leaders including Rakesh Bharti Mittal (Bharti Foundation), Harish & Bina Shah Foundation, Axis Bank, Havells, Deepak Parekh (HT Parekh Foundation), Binny Bansal (Ex-Flipkart), Suchitra Lohia (Indorama Ventures),



Plaksha aims to be the next Takshashila, once the world's premier seat of learning

Hitesh Oberoi, Ambarish Raghuvanshi (InfoEdge), Neeraj Aggarwal (BCG), SK Jain (RatnaTraya Capital).

The School of AI & Computer Science is backed by Harish & Bina Shah Foundation. "It will focus on AI applications in healthcare, sustainability, and ethics, and robotics and entrepreneurship," Harish Shah, founder & MD of Signet Capital, told *FE*. "The ₹1,500 crore raised will not only fund the development of cutting-edge research centres and labs, but also support scholarships for meritorious students, ensuring that financial barriers do not hinder education."

Complementing the School of AI & Computer Science, Plaksha inaugurated the HDFC Limited Innovation Hub, supported by the HT Parekh Foundation.

Neeraj Aggarwal, chairman, Asia Pacific, Boston Consulting

Group, and chair of the Board of Trustees at Plaksha University, added that by nurturing future-ready leaders in tech, the aim of the university is to position India at the forefront of global innovation.

In addition to the focus on AI, Plaksha has three big goals:

► One is reimagining engineering education for the 21st century, and how to integrate social sciences with engineering.

► Two, how can AI and engineering solve grand challenges India is facing — such as cleaning River Ganga or making agriculture sustainable in Punjab.

► Three, making an impact beyond the walls of the university.

(Indian scriptures state that the River Saraswati, synonymous with learning, originated from a tree called plakshā, which grew in the foothills of the Shivalik. The name Plaksha reflects the idea of the university as a tree, from which a river of learning flows endlessly. The university is located close to the Chandigarh Int'l Airport.)

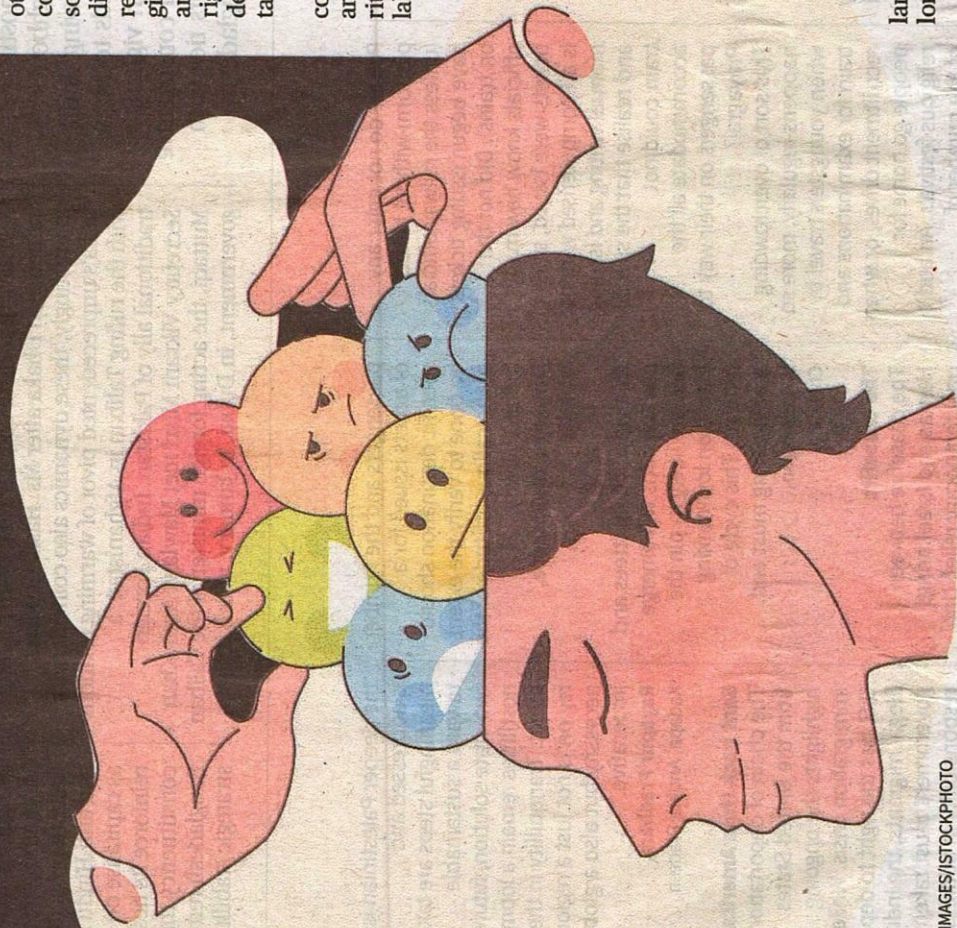
Geeta Gopinath
Ameen Omar Shareef

The world today has greater connectivity and faster exchange of information. Further, Artificial Intelligence (AI) has created a new paradigm for human existence. However, the focus on greater technical expertise can limit human touch and sensitivity. It can create robotic individuals bereft of human emotions or connections. This makes social-emotional learning (SEL) crucial, as it focuses on developing life skills such as emotional intelligence, empathy, self-awareness, and responsible decision-making and helps students manage stress, develop resilience, and lead balanced lives.

Research has shown that SEL improves social-emotional behaviour and academic performance, and extends the perimeters of education to include the human element in a technologically charged world. It helps manage emotions, develop relationships, set and achieve goals, and make responsible decisions. It involves recognising and respecting each learner's unique attributes and tailoring the teaching according to these attributes.

Key to a humane world

Socio-emotional learning helps students prepare for a sophisticated future with sensitivity and empathy



SEL involves understanding personal strengths and identifies areas of improvement to build confidence and self-efficacy. The next aspect is effective self-regulation of one's emotions, thoughts, behaviours, and actions. This helps manage stress and control one's impulses.

Benefits

Learning is not isolated to the personal level. Students become socially aware and learn to understand and empathise with others and are tuned to recognising and respecting social norms and cultural diversities. They learn to respect other perspectives, give space for others' views and advocate for human rights. SEL teaches students to develop and maintain healthy relationships.

Communication and conflict resolution skills are nurtured through a spirit of cooperation and collaboration and desire to achieve shared goals.

The approach enables the person to be a decisive and responsible individual who considers consequences of actions to all and evaluates situations to solve problems effectively. There is holistic integration that balances short- and long-term goals.

can integrate the elements of SEL in the curriculum, and extracurricular activities, thus creating a supportive environment for student. This leads to better all-round performance by providing emotional congruence, better communication and teamwork skills and problem-solving abilities. Learners become more engaged in communities and learn to use their strengths for social upliftment.

The most appropriate method to implement SEL in schools is by incorporating its principles into the curriculum of each subject. This could include group activities that foster teamwork and communication or discussions about emotional topics encouraging students to reflect. Educators should implement blended content effectively and efficiently. Further, the support of parents and the community is necessary for successful implementation through PTA.

Community members can create support groups that are involved in the skill-building process.

SEL is the key to retaining humanness in a changing technologically enhanced mechanical environment and improves the student's ability to face technological advances and prepare for a more sophisticated future with sensitivity and empathy.

Geetha Gopinath and Ameen Omar Shareef are Faculty of Economics, National Institute of Technology, Kozhikode.

The Hindu, February 17 2025, Pg. 7

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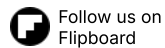
'What Is Wrong If Students In TN Learn..., ' Says Dharmendra Pradhan At Hindu College

Curated By : [Sukanya Nandy](#) [News18.com](#)

Last Updated: February 17, 2025, 14:45 IST

Union Education Minister Dharmendra Pradhan said Hindu College has managed to maintain top place in NIRF and other rankings for the past few years.

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Pradhan said there is no imposition of Hindi or English or any other language (File Photo)

Delhi University's Hindu College celebrated its 126th Founder's Day on Monday. While attending the celebrations as a Chief Guest, Union Education Minister Dharmendra Pradhan said that the institute has managed to maintain top place in NIRF and other rankings for the past few years.

"Institutes are not just buildings...the library built here reminded me of my college days," he said adding that the college is implementing NEP 2020.

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"47% of our population is between the ages of 0 to 25 years. Our youth needs employment, they need economic empowerment... we also need job creators and not just job seekers as mentioned in EP. Along with teaching and research, we also need innovation," he added.

Dharmendra Pradhan  

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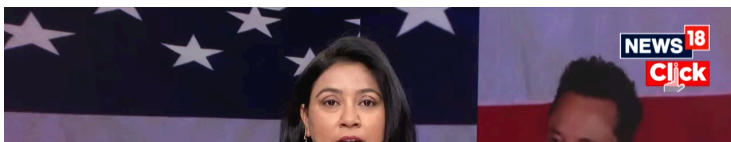
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The minister also spoke on the three-language policy row. Pradhan said he respects all languages and said students can also learn English and other Indian languages apart from their mother tongue. He further added that there is no imposition of Hindi or English or any other language, reported ANI.

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“...To create competition among students, to create a level-playing field, we have to come to a common platform. NEP is the new aspirational common platform. I respect all languages. This NEP, envisioned by PM Modi is giving emphasis to the mother tongue...Tamil is one of the oldest languages of our civilisation. But what is wrong if a student in Tamil Nadu will learn multilingual aspect in education? It can be Tamil, English and other Indian languages. There is no imposition of Hindi or any other language on them. Some friends in Tamil Nadu are doing politics. But Govt of India is committed to implementing NEP and there are certain conditions with NEP...”

Pradhan told the news agency.

This comes after Chief Minister **M K Stalin** **claimed** that the Education Minister had said that Tamil Nadu would not be provided funds till such time it accepted the National Education Policy (NEP) and the three-language formula. Calling it “blackmail”, Stalin asked Pradhan to specify the Constitutional provision that made the three-language policy of English, regional language, and Hindi mandatory. Stalin called it unacceptable and said the Tamil people would not tolerate it.

Tags : [Delhi University](#) [Education Minister](#)

Location : [New Delhi](#), [India](#), [India](#)

First Published: February 17, 2025, 14:12 IST

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TN to conduct education assessment survey amid criticism from State Governor

IANS | Feb 16, 2025, 10:58 AM IST



CHENNAI: The Tamil Nadu School Education Department is set to launch an education assessment survey to evaluate the standard of education in the state.

This decision follows criticism from Governor R. N. Ravi and Tamil Nadu BJP President K. Annamalai, who claimed that the state lags behind Uttar Pradesh and Bihar, citing data from the Annual Status of Education Report (ASER).

Speaking at a recent event, Governor Ravi criticised the state's education system, stating that 75 per cent of high school students in government schools struggle to recognise two-digit numbers and 40 per cent are unable to read a Class II textbook.

He further alleged that students were being promoted without

proper academic evaluation, which, according to him, posed a significant threat to the state and the country.

The Governor also attributed the poor learning levels of 60 per cent of students to inadequate teaching.

In response, Tamil Nadu's School Education Minister, Anbil Mahesh Poyyamozi, announced that the assessment survey will be conducted among ten lakh students.

He also questioned the credibility of the ASER survey, conducted by the Pratham Foundation in association with District Institutes of Education and Training (DIETs).

He pointed out that ASER is a household survey that does not assess students in schools and is conducted by 25 lesser-known organisations in the state.

Meanwhile, representatives of the Pratham Foundation in Tamil Nadu clarified that they had worked with DIETs to survey 12 districts in 2018. They also mentioned plans to engage B.Ed students as volunteers for future surveys. These volunteers will undergo training before the survey is conducted to ensure the accuracy of the results.

The minister also highlighted the impact of the non-release of funds under the Samagra Shiksha (SS) scheme, which he said has affected 40 lakh students in Tamil Nadu.

He noted that while the scheme has been in place since 2018, the Union government has recently linked it with the PM-SHRI initiative, causing disruptions.

A committee set up by the state's School Education Department to review the PM-SHRI scheme found that it introduces a three-language policy, which contradicts Tamil Nadu's existing language policy. The state government has raised concerns over this move, emphasising its commitment to protecting the state's education system and linguistic policies.

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THE TIMES OF INDIA

Experts discuss NEP, role of edu in mother tongue

TNN | Feb 17, 2025, 12.03 AM IST



Varanasi: Banaras Hindu University hosted a special academic session as a part of Kashi Tamil Sangamam 3.0 at its Pt Omkar Nath Thakur Auditorium on Sunday.

Before taking part in the session, the 205-member delegation from Tamil Nadu visited the museum galleries at Bharat Kala Bhawan on the BHU campus and toured IIT-BHU to see the cutting-edge research facilities, innovation infrastructure, sports amenities, and state-of-the-art laboratories.

The delegation comprises students from Thanjavur University, Pondicherry University, and Bharati Das College.

Scholars, teachers, writers, and students gathered to deliberate on key topics such as the National Education Policy 2020, education in the mother tongue, Sangam literature, and the vision of a developed India.

The session focused on the theme 'Academics for Viksit Bharat.' IIT-BHU's prof RK Mishra highlighted the importance of education in the mother tongue as highlighted in the National Education Policy 2020 and also discussed the significant efforts being made in this regard.

Prof Anand Vardhan Sharma spoke about the contributions of Tamil icons like the great poet Subramania Bharati and former President Dr APJ Abdul Kalam. He highlighted how their work underscores the deep, age-old ties between North and South India.

Dr S Arul shared his thoughts on the vision for Viksit Bharat 2047, focusing on economic development, good governance, and the role of youth in shaping the nation's future. Other speakers highlighted reformative measures and initiatives introduced by the Uttar Pradesh govt in higher education, such as the establishment of 73 new colleges, 3 new universities, and the creation of the Higher Education Promotion Fund, historical ties between Kashi and Tamil Nadu, and the life of Sage Agastya.

The delegates from Tamil Nadu also interacted with the speakers. Mr Arun Venkat expressed his gratitude toward Prime Minister Narendra Modi for the KTS, which, he said, is helping participants experience what they only heard about before.

Another participant, teacher Bhagyalakshmi from Ambur, remarked, "The vision of 'Ek Bharat, Shreshtha Bharat' is becoming a reality through the Kashi Tamil Sangamam."



As many as 79 education systems globally ban smartphone usage in schools till end of 2024, as per UNESCO

PTI | , New Delhi

Feb 17, 2025 08:03 AM IST

Even as the global debate over smartphone usage in schools continue, India is yet to come up with any specific law on the matter in educational institutions.

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At least 79 education systems globally have banned smartphones in schools as many countries debate their impact on learning and privacy of children.



As per UNESCO, 79 education systems globally have banned smartphones in schools as many countries feel it impacts the learning and privacy of children. (Representative image/Unsplash)

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According to the UNESCO's Global Education Monitoring (GEM) team, 60 education systems (or 30 per cent of the total registered education systems globally) had banned smartphone in schools by the end of 2023 through special laws or policies. By the end of 2024, 19 more joined the list, bringing the total to 79 (or 40 per cent).



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India is yet to come up with any specific law or policy on smartphone usage in educational institutions.

Some bans have become more stringent in the last year. For example, the Zhengzhou city of China further restricted the use of phones in primary and secondary schools, demanding that parents provide written consent that a phone was really needed for pedagogical reasons.

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In France, a "digital break" was suggested in lower secondary schools as an add-on to the already existing phone ban at other education levels.

At the opposite end, Saudi Arabia reversed its ban due to the opposition by disability groups for medical purposes.

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"This mapping (of educational systems) did not include all sub-national jurisdictions in federal countries, although four were assessed in detail. For example, in Australia, two of the nine territories (New South Wales and South Australia) have introduced bans, while in Spain, all but three of the 17 autonomous communities (Basque Country, La Rioja, Navarre) have introduced bans," a senior official of the GEM team told PTI.

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"In the United States, 20 out of its 50 states have regulations now in place, from the Phone-Free School Act in California to the phone ban for K-12 classrooms in Florida, the ban on students using portable wireless device in Indiana and another ban in Ohio," the official added.

In some of these new regulations in the United States, however, one approach is to issue guidelines, but leave it to schools to define the precise policies on usage in class. In Indiana, for example, school boards have to draft and publicly post specific policies for their schools saying whether students can access their phones during lunch and what consequences the students may face for using prohibited devices.

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In addition, sometimes there are exceptions, such as for learners who require learning accommodations in the Louisiana ban, and for anyone with a health condition that requires monitoring in Ohio.

Outside of full bans, some countries have also banned the use of specific applications from education settings because of privacy concerns. Denmark and France have both banned Google Workspace, while some states in Germany have banned Microsoft products.

Bans also vary by education level. Most countries focus on primary schools, and some, such as Israel, on kindergartens. Others, such as Turkmenistan, have extended the ban to secondary school.

"We saw children as young as nine years old requesting smartphones and it was evident that these children were not emotionally ready to navigate the complexities of these devices and the digital world," said Rachel Harper, Principal of St Patrick's Primary School, Ireland, who banned smartphone use in her school.

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In addition to the impact on learning, there are also privacy concerns when specific applications collect user data unnecessary for these applications to work. As of 2023, only 16 per cent of the countries explicitly guaranteed data privacy in education by law. However, one analysis found that 89 per cent of 163 education technology products recommended during the pandemic could survey children.

Further, 39 of 42 governments providing online education during the pandemic fostered uses that risked or infringed on children's rights. 270



when it is overused or inappropriately used. Having a smartphone in class can disrupt learning. One study which looked at pre-primary through to higher education in 14 countries found that it distracted students from learning.

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"Even just having a mobile phone nearby with notifications coming through is enough to result in students losing their attention from the task at hand," according to GEM report 2023.

"Another study found that it can take students up to 20 minutes to refocus on what they were learning once distracted. Removing smartphones from schools in Belgium, Spain and the United Kingdom was found to improve learning outcomes, according to a study cited in the report, especially for students that were not performing as well as their peers," it added.






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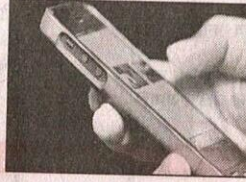
विश्व की 79 शिक्षा प्रणालियों ने स्कूलों में स्मार्टफोन पर रोक लगाई

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दुनिया भर में 79 शिक्षा प्रणालियों ने स्कूलों में स्मार्टफोन पर प्रतिबंध लगा दिया है। ऐसे में कई देशों में बच्चों की शिक्षा और निजता पर इसके प्रभाव को लेकर बहस जारी है। 'संयुक्त राष्ट्र शैक्षिक, वैज्ञानिक एवं सांस्कृतिक संगठन' (यूनेस्को) की वैश्विक शिक्षा निगरानी (जीईएम) टीम के अनुसार, 60 शिक्षा प्रणालियों (या वैश्विक स्तर पर पंजीकृत कुल शिक्षा प्रणालियों का 30 फीसद) ने विशेष कानूनों या नीतियों के माध्यम से 2023 के अंत तक स्कूलों में स्मार्टफोन पर प्रतिबंध लगा दिया है।

2024 के अंत तक 19 और शिक्षा प्रणालियां इस सूची में शामिल हो गईं, जिससे इसकी संख्या बढ़कर 79 (या 40 फीसद) हो गई।

चीन के झेंग्झो शहर ने प्राथमिक व माध्यमिक विद्यालयों में फोन के इस्तेमाल संबंधी प्रतिबंध कड़े कर दिए और अभिभावकों से लिखित सहमति मांगी गई कि क्या फोन वास्तव में शैक्षणिक कारणों से जरूरी है।



संयुक्त राष्ट्र शैक्षिक, वैज्ञानिक एवं सांस्कृतिक संगठन की वैश्विक शिक्षा निगरानी टीम के अनुसार, 60 शिक्षा प्रणालियों ने विशेष कानूनों या नीतियों के माध्यम से 2023 के अंत तक स्कूलों में स्मार्टफोन पर प्रतिबंध लगा दिया है। 2024 के अंत तक 19 और शिक्षा प्रणालियां इस सूची में शामिल हो गईं, जिससे इसकी संख्या बढ़कर 79 (या 40 फीसद) हो गई।

भारत ने अब तक शैक्षणिक संस्थानों में स्मार्टफोन के उपयोग पर कोई विशिष्ट कानून या नीति नहीं बनाई है। पिछले साल कुछ प्रतिबंध और भी सख्त किए गए हैं। उदाहरण के लिए, चीन के झेंग्झो शहर ने प्राथमिक व माध्यमिक विद्यालयों में फोन के इस्तेमाल संबंधी प्रतिबंध कड़े कर दिए और अभिभावकों से लिखित सहमति मांगी गई कि क्या फोन वास्तव में शैक्षणिक कारणों से जरूरी है। फ्रांस में निम्न माध्यमिक स्तर के स्कूलों में डिजिटल उपकरणों से दूरी का सुझाव दिया गया है। फ्रांस में अन्य

शिक्षा स्तरों पर पहले से ही फोन पर प्रतिबंध है। इसके विपरीत, सऊदी अरब ने चिकित्सा उद्देश्यों के मद्देनजर दिव्यांग समूहों द्वारा विरोध के कारण अपने प्रतिबंध को वापस ले लिया।

'जीईएम' टीम के एक वरिष्ठ अधिकारी ने बताया कि (शैक्षणिक प्रणालियों के) इस मानचित्रण में संघीय देशों के सभी उप-राष्ट्रीय क्षेत्राधिकारों को शामिल नहीं किया गया है, हालांकि चार का विस्तार से मूल्यांकन किया गया है। उदाहरण के लिए आस्ट्रेलिया में नौ क्षेत्रों में से दो (न्यू साउथ वेल्स और साउथ

आस्ट्रेलिया) ने प्रतिबंध लगाए हैं, जबकि स्पेन में 17 स्वायत्त समुदायों में से तीन को छोड़कर सभी ने प्रतिबंध लगाए हैं। अमेरिका के 50 राज्यों में से 20 में अब नियम लागू हैं, जिनमें कैलिफोर्निया में फोन-मुक्त स्कूल अधिनियम से लेकर फ्लोरिडा में 'के-12' कक्षाओं में फोन प्रतिबंध, इंडियाना में छात्रों द्वारा पोर्टेबल वायरलेस डिवाइस के उपयोग पर प्रतिबंध तथा ओहायो में एक अन्य प्रतिबंध शामिल हैं। कुछ देशों ने निजता संबंधी चिंताओं के कारण शिक्षा 'सेटिंग्स' से विशिष्ट ऐप के उपयोग पर भी

प्रतिबंध लगा दिया है। डेनमार्क और फ्रांस दोनों ने 'गूगल वर्कस्पेस' पर प्रतिबंध लगा दिया है, जबकि जर्मनी के कुछ राज्यों ने माइक्रोसाफ्ट उत्पादों पर प्रतिबंध लगा दिया है। ये प्रतिबंध शिक्षा के स्तर के अनुसार भी अलग-अलग हैं। अधिकतर देश प्राथमिक स्कूलों पर ध्यान केंद्रित करते हैं और इजराइल जैसे कुछ देश 'किंडरगार्टन' स्तर पर ध्यान केंद्रित करते हैं। तुर्कमेनिस्तान जैसे अन्य देशों ने प्रतिबंध को माध्यमिक विद्यालय तक बढ़ा दिया है।

इसके अलावा, महामारी के दौरान 42 में से 39 सरकारों ने आनलाइन शिक्षा प्रदान करने के दौरान मोबाइल फोन के उपयोग को बढ़ावा दिया। एक समीक्षा से पता चला है कि कुछ तकनीक कुछ संदर्भों में सीखने में सहायता कर सकती है, लेकिन जब इसका अत्यधिक उपयोग किया जाता है या अनुचित तरीके से उपयोग किया जाता है, तो ऐसा नहीं हो सकता।

'परीक्षा का कोई शार्टकट नहीं, मेहनत जरूरी है'

परीक्षा पे चर्चा

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चुनौती से निपटने के लिए मजबूत बनें : मैरी काम

नई दिल्ली, 17 फरवरी (भाषा)।

प्रधानमंत्री नरेंद्र मोदी की 'परीक्षा पे चर्चा' पहल के तहत महान मुक्केबाज मैरी काम, पैरालंपिक स्टार अविनि लेखरा और बैडमिंटन खिलाड़ी सुहास यथिराज ने स्कूल के बच्चों को तनाव से निपटने की सलाह दी। तीनों खिलाड़ियों ने नाकामी से उबरने, लक्ष्य बनाए रखने और चुनौतियों का सामना करने का सुझाव बताया। मैरी काम ने कहा कि जीवन में भी अगर आप चुनौती का सामना करना चाहते हैं तो भीतर से आपको मजबूत होना होगा।

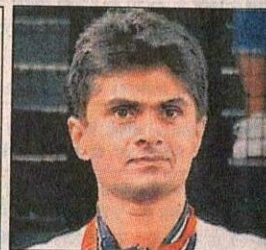
छह बार की विश्व चैंपियन और लंदन ओलंपिक कांस्य पदक विजेता मुक्केबाज मैरी काम ने मुक्केबाजी करिअर के दौरान आई चुनौतियों के बारे में बात की। उन्होंने कहा कि मुक्केबाजी महिलाओं का खेल नहीं है। मैंने यह चुनौती स्वीकार की क्योंकि मैं खुद को साबित करना



मैरी काम ने कहा, हर क्षेत्र कठिन है। कोई शार्टकट नहीं होता। आपको मेहनत करनी होती है।



अविनि लेखरा ने कहा, नाकामी ही कामयाबी का सबसे बड़ा हिस्सा है।



सुहास ने कहा, आपका दिमाग ही आपका सबसे बड़ा दोस्त और दुश्मन है।

चाहती थी और देश की सभी महिलाओं को बताना चाहती थी कि हम कर सकते हैं और मैं कई बार विश्व चैंपियन बनी। उन्होंने कहा कि आपके जीवन

में भी अगर आप चुनौती का सामना करना चाहते हैं तो भीतर से मजबूत होना होगा। शुरुआत में मैंने कई चुनौतियों का सामना किया। कई बार मैं

हतोत्साहित हो जाती थी क्योंकि चुनौतियां काफी थीं। मैरी काम ने कहा कि हर क्षेत्र कठिन है। कोई शार्टकट नहीं होता। आपको मेहनत करनी होती है। अगर मैं कर सकती हूँ तो आप क्यों नहीं।

दो बार की पैरालंपिक चैंपियन अविनि लेखरा ने कहा, नाकामी ही कामयाबी का सबसे बड़ा हिस्सा है। पैरालंपिक रजत पदक विजेता बैडमिंटन स्टार और आइएएस अधिकारी सुहास ने कहा कि अच्छी चीजें आसानी से नहीं मिलती। सफर चलता रहना चाहिए। सूरज की तरह चमकना है तो जलने के लिए भी तैयार रहना होगा। बच्चों ने दबाव, आशंकाएं, बेचैनी और भटकाव से जुड़े कई सवाल पूछे।

सुहास ने बताया कि कैसे नाकामी के डर को मिटाने से उन्हें एशियाई चैंपियनशिप में स्वर्ण पदक जीतने में मदद मिली। उन्होंने कहा कि आपका दिमाग ही आपका सबसे बड़ा दोस्त और दुश्मन है।

सरकार नई शिक्षा नीति लागू करने के लिए प्रतिबद्ध : धर्मेंद्र प्रधान

नई दिल्ली/चेन्नई। तमिलनाडु में जारी विरोध के बीच केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने 'सोमवार को कहा कि सरकार नई शिक्षा नीति (एनईपी) को लागू करने के लिए प्रतिबद्ध है।

उन्होंने कहा कि तमिल सबसे पुरानी भाषाओं में से एक है, लेकिन एनईपी से तमिलनाडु में छात्रों को बहुभाषी शिक्षा मिलती है, तो इसमें

कहा, तमिलनाडु के छात्रों को बहुभाषी शिक्षा मिलने में कोई बुराई नहीं

कुछ भी बुरा नहीं है। वहीं, तमिलनाडु की सत्तारूढ़ द्रमुक ने आरोप लगाया कि मोदी सरकार एनईपी के जरिये राज्य पर हिंदी थोपना चाहती है। द्रमुक के अलावा

कांग्रेस और माकपा जैसी राजनीतिक पार्टियों ने भी एनईपी पर अपना विरोध दर्ज कराया है। इन दलों ने मंगलवार को केंद्र के खिलाफ विरोध प्रदर्शन करने का एलान किया है।

प्रधान ने कहा, छात्रों के बीच प्रतिस्पर्धा पैदा करने और समान अवसर देने के लिए एक साझा मंच होना चाहिए। राष्ट्रीय शिक्षा नीति ऐसा ही एक मंच है। एनईपी द्रमुक शासित

तमिलनाडु में छात्रों पर हिंदी या कोई अन्य भाषा नहीं थोपती है, अगर तमिलनाडु में कोई छात्र शिक्षा में बहुभाषी पहलू सीखता है, तो इसमें क्या गलत है? यह तमिल, अंग्रेजी और अन्य भारतीय भाषाएं हो सकती हैं। द्रमुक समेत दूसरी पार्टियों के आरोपों पर उन्होंने कहा, हिंदी या अन्य कोई भाषा किसी पर थोपी नहीं जा रही है। एजेंसी

है : सुहास

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न चुनौतियां काफ़ी
त्र कठिन है। कोई
मत करनी होती है।
क्यों नहीं।
न अर्वाचन लेखरा ने
सबसे बड़ा हिस्सा
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और भटकाने से
कामी के डर को
प में स्वर्ण पदक
कहा कि आपका
न और दुश्मन है।

राष्ट्रीय शिक्षा नीति लागू करने को प्रतिबद्ध: प्रधान

नई दिल्ली, विशेष संवाददाता। तमिलनाडु में राष्ट्रीय शिक्षा नीति (एनईपी) के कार्यान्वयन के लिए भाषा थोपने और धन जारी नहीं करने के द्रविड़ मुनेत्र कड़गम (डीएमके) सरकार के आरोपों के बाद केंद्रीय शिक्षा मंत्री धर्मेंद्र ने सोमवार को कहा कि केंद्र सरकार राष्ट्रीय शिक्षा नीति को लागू करने के लिए प्रतिबद्ध है।

धर्मेंद्र प्रधान ने कहा, छात्रों के बीच प्रतिस्पर्धा पैदा करने और समान अवसर उपलब्ध कराने के लिए हमें साझा मंच पर आना होगा। मैं सभी भाषाओं का सम्मान करता हूँ। प्रधानमंत्री मोदी द्वारा परिकल्पित यह एनईपी मातृभाषा पर जोर दे रही है। केंद्रीय शिक्षा मंत्री ने कहा, तमिल हमारी सभ्यता की सबसे पुरानी भाषाओं में से एक है। अगर तमिलनाडु में कोई छात्र शिक्षा में बहुभाषी पहलू सीखता है? तो इसमें क्या गलत है? यह तमिल, अंग्रेजी और अन्य भारतीय भाषाएं हो सकती हैं। उन पर हिंदी या कोई अन्य भाषा नहीं थोपी जा रही है।

स्टालिन बोले- दक्षिणी राज्यों पर हिंदी थोपने का प्रयास : तमिलनाडु के उपमुख्यमंत्री और डीएमके नेता उदयनिधि स्टालिन ने सोमवार को भाजपा नीत केंद्र सरकार पर निशाना साधा और आरोप लगाया कि वह दक्षिणी राज्य पर हिंदी थोपने का प्रयास कर रही है। हमारे मुख्यमंत्री इसे

तमिलनाडु में कुछ लोग राजनीति कर रहे

प्रधान ने कहा, तमिलनाडु में कुछ दोस्त राजनीति कर रहे हैं, लेकिन



भारत सरकार एनईपी को लागू करने के लिए प्रतिबद्ध है। एनईपी के साथ कुछ शर्तें भी हैं। शिक्षा मंत्री ने कहा कि कुछ

राजनीतिक दल अपने राजनीतिक हितों के कारण एनईपी को लागू करने के पक्ष में नहीं हैं, हालांकि शिक्षा समवर्ती सूची में है।

स्वीकार नहीं करेंगे। कृपया हम पर हिंदी न थोपें। उन्होंने कहा, केंद्र सरकार ने केंद्रीय बजट में हमारे लिए धनराशि आवंटित नहीं की है। यहां तक कि बजट में तमिलनाडु का नाम भी नहीं है। तमिलनाडु में चक्रवाती आपदा के बाद हमने केंद्र सरकार से धनराशि जारी करने के लिए कहा था, लेकिन उन्होंने अभी तक धनराशि आवंटित नहीं की है। हमें केवल एसडीआरएफ निधि दी गई है। तमिलनाडु के लोग उनकी हरकतें देख रहे हैं और समय आने पर वे उन्हें जवाब देंगे। उदयनिधि ने कहा, शिक्षा पहले राज्य सूची में थी और अब यह समवर्ती सूची में है।

Fresh TN-Centre row erupts over three-language policy

Pradhan Slams Stalin Jr, Says Committed To Enforcing NEP

TIMES NEWS NETWORK

New Delhi: Responding to Tamil Nadu deputy chief minister Udhayanidhi Stalin's accusation once again that the BJP-led Union govt is attempting to impose Hindi on the state, Union education minister Dharmendra Pradhan criticised the DMK govt for "doing politics" over the issue while reiterating Centre's commitment to implementing the National Education Policy 2020.

The latest row erupted after Pradhan, speaking in Varanasi on Feb 15, asserted that Tamil Nadu must come to terms with the Indian Constitution and accept the three-language formula,



The latest row erupted after Pradhan asserted on Feb 15 that TN must come to terms with the Indian Constitution. By CM Udhayanidhi Stalin termed it a bid to impose Hindi on the state. Pradhan then accused DMK govt of 'doing politics' over the issue

la, calling it the rule of law. Arguing that the NEP-2020 provides a level playing field for students nationwide, Pradhan said, "To create competition among students, to create a common platform, we must embrace multi-lingual education. The NEP emphasises the mother tongue. Tamil is one of the oldest languages

of our civilization. But what is wrong if a student in Tamil Nadu learns multiple languages? There is no imposition of Hindi or any other language."

The political battle over the language policy has once again intensified in Tamil Nadu, with the DMK-led state govt opposing the Centre's three-language

policy under NEP-2020. Tamil Nadu govt has been against the three-language formula, which has been a policy since 1968 and was reiterated in 1986. However, the state has never implemented it.

The opposition to the three-language formula stems from Tamil Nadu's long standing resistance to purported Hindi imposition, a sentiment deeply rooted in the state's political history. The state witnessed strong anti-Hindi agitations in 1937 and later in the 1960s, which ultimately led to Tamil Nadu adopting the two-language policy.

The state BJP dismissed the DMK's objections, calling them politically motivated. BJP Tamil Nadu vice president said, "All private schools owned by many politicians, including the one owned by the first family of DMK, teach Hindi and other languages. They just want to do cheap politics. We condemn the CM for politicising this."

Replace Urdu with Sanskrit, another Raj school told

Teachers Secured Jobs With Fake Degrees, Mantri Purportedly Says

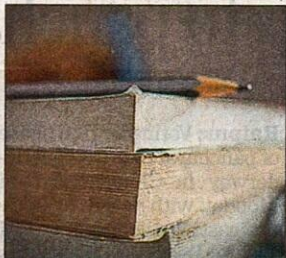
Suparna.Roy1@timesofindia.com

Jaipur: A govt senior secondary school in Bikaner has become the second institute in Rajasthan to receive a communication from education department to replace Urdu with Sanskrit as a third language from the new academic session commencing in April.

Director of secondary education Ashish Modi's Feb 14 order came within days of

school education department directing Mahatma Gandhi Govt School at Jaipur's RAC Battalion to introduce Sanskrit and stop Urdu classes, citing "low enrolment". The bureaucrat was unavailable for a comment.

Meanwhile, a controversy erupted Monday over minister of state for home Jawahar Singh Bedham purportedly saying in a video that many Urdu teachers in state se-



Urdu teachers took exception to the 'baseless and irresponsible remarks by the minister'

cured jobs with fake degrees.

"The previous (Congress) govt removed Sanskrit teachers and deployed Urdu teach-

ers in their place. We don't know Urdu, and no one even studies the subject, which is why we will discontinue the posts of Urdu teachers and provide the kind of education that people want," he alleges in the video from a recent event in Bharatpur.

Urdu teachers took exception to what they said were "baseless and irresponsible" remarks by the minister.

"Terming degrees of Urdu teachers 'fake' without an investigation is wrong. Allegation against the previous govt of appointing Urdu teachers against Sanskrit

posts is also false. The minister is trying to mobilise the majority community by targeting the linguistic minority. This is politics of hatred," Amin Kayamkhani, president of Rajasthan Urdu Teachers' Association, said.

In Bikaner, the move to replace Urdu with Sanskrit at Napasar Sinthal Road Govt Senior Secondary School is based on the area's requirements, officials said. "A lone Class 12 student studies Urdu. In Class 11, there's nobody with Urdu as third language. This is why it is being discontinued," a teacher said.

Aid politics and national interest

Clarity over disbursement of USAID funds will help avoid conspiracies about Indian electoral system

A row has broken out over the US Department of Government Efficiency's (DOGE) tweet that it has cancelled funding of "\$21 million for (improving) voter turnout in India". Senior government functionaries and BJP leaders have waded into the controversy by demanding to know who got these funds, disbursed under the aegis of USAID, the American donor agency now in the crosswires of the Trump administration, and what was it deployed for. The BJP IT cell head described it as "external interference in India's electoral process".

The India project, reportedly, was among several such initiatives supported by the Consortium for Elections and Political Process Strengthening (CEPPS), an NGO funded by USAID. DOGE said it cancelled CEPPS's funding worth \$486 million for projects across the world — among them, \$29 million for "strengthening the political landscape in Bangladesh", \$20 million for "fiscal federalism" in Nepal, \$47 million for "improving learning outcomes in Asia", \$2.3 million for "strengthening independent voices in Cambodia", \$32 million for the Prague Civil Society Centre, \$40 million for a "gender equality and women empowerment hub" in Serbia. USAID, which has an annual budget of \$42.45 billion, was created by an executive order under the US Foreign Assistance Act by the John F Kennedy government to support economic and social development. In plain terms, the aim was to further American soft power and prevent the spread of Soviet Communism, mostly in the Third World, during the Cold War. In recent times, such agencies have been accused of supporting colour revolutions, including in Ukraine, against regimes deemed hostile to US interests. The Communist Left has held that US aid agencies promoted US interests — a view that has found resonance among hyper-nationalists, who suspect a foreign hand, a term popularised by Indira Gandhi in the Emergency years, working to undermine the nation-building project. For sure, the Soviet bloc had its version of aid diplomacy that encompassed fraternal parties and friendly publications.

Leaving aside the political rhetoric in this debate, issues of opacity and accountability in the access and deployment of external funds need to be addressed. Foreign aid has been a useful ally to further the development agenda. But many in the NGO sector have been found wanting when it comes to transparency standards and disclosures in their constitution and functioning, notwithstanding the stringent Foreign Contribution (Regulation) Act. Meanwhile, some clarity over the aid for "improving voter turnout" will help to stop conspiracy theorists from claiming that India's electoral democracy is compromised.

UP school named after war hero renamed, locals protest

BISWAJEET BANERJEE ■
GHAZIPUR

The name of Param Vir Chakra awardee Shaheed Veer Abdul Hamid was removed from the main entrance of a primary school in Dhamupur village, sparking protests from his family and locals. Following their objections, the martyr's name was restored-but only on an external wall, not the main gate, leading to further controversy.

The school, previously known as 'Shaheed Abdul Hamid Vidyalaya,' was renamed 'PM Shri Composite School' after a

recent repainting, according to officials. Jameel Ahmed, Hamid's grandson, stated that the name was erased during the repainting work four days ago. When the family raised objections, headmaster Ajay Kushwaha directed them to approach Basic Education Officer (BSA) Hemant Rao.

Rao later assured the family that Abdul Hamid's name had been inscribed on one of the school's external walls, but the entrance continued to bear only the new name. Dissatisfied with the response, the family lodged another complaint on Saturday, demanding that the

martyr's name be reinstated at the entrance. Despite assurances from officials that the matter would be addressed immediately, as of Monday, the name remained missing from the main gate, leaving the family "deeply hurt."

Abdul Hamid is revered for his bravery during the 1965 Indo-Pak war, where he single-handedly destroyed three Pakistani Patton tanks, forcing the enemy to retreat. His valor earned him India's highest military decoration, the Param Vir Chakra, awarded posthumously to his wife, Rasoolan Bibi.

Continued on page 2

UP school named after war hero renamed, locals protest

From page 1

In response to growing criticism, BSA Hemant Rao said: "Shaheed Abdul Hamid's name will soon be reinstated at the school's entrance, and it has already been inscribed on an external wall." However, locals and the martyr's family remain dissatisfied, insisting that his

name be prominently displayed on the main gate as well. "If the government truly respects our war heroes, they should ensure that their legacy is honored properly," said a local resident.

The issue has now taken a political turn, with the Congress party strongly opposing the name change.

Uttar Pradesh Congress President Ajay Rai condemned the move in a Facebook post, calling it an "insult to the country's heroes" and vowing to fight against it. "The Yogi government has changed the name of a school that was dedicated to one of India's greatest warriors. This is unacceptable, and we will not

remain silent," he said.

The party has announced a protest at Sarju Pandey Park, Kachheri, on February 17 at 1 PM. Congress leaders, including State Secretary Fashat Hussain, will participate in the demonstration, and a memorandum addressed to the Governor will be submitted to the District Magistrate.

Amid row, Pradhan says NEP's trilingual policy key for jobs

EXPRESS NEWS SERVICE
NEW DELHI, FEBRUARY 17

AT AN event marking the 126th Foundation Day of Hindu College at Delhi University, Union Education Minister Dharmendra Pradhan reiterated the Centre's stance on the three-language policy under the National Education Policy (NEP) 2020, emphasizing its role in employment and national integration.

"The three-language policy should be adopted in the country," Pradhan said. "Considering the current social and economic conditions, the country requires a system where anyone from any region can find employment. This necessity, keeping in mind the social, cultural and economic needs, has been emphasized by experts and they suggest that the trilingual formula for education is a useful system."

This comes after a political row that escalated after Tamil Nadu Chief Minister MK Stalin accused Pradhan of linking federal education funds to the state's acceptance of the three-

language formula.

According to Stalin, Pradhan suggested that TN would not get funding under the Samagra Shiksha Abhiyan (SSA) unless it complied with the NEP's language provisions, requiring students to learn at least two Indian languages alongside English.

"They have to come to the terms of the Indian Constitution," Stalin Sunday posted on X. "Can the Education Minister say which section of the Indian Constitution makes the trilingual policy mandatory?"

He also said education falls under the Concurrent List, allowing states to make independent decisions. Tamil Nadu, following a two-language system – Tamil and English – has resisted the three-language formula, fearing the imposition of Hindi.

"The Union of India is made up of states! Education is in the Consolidation List! The Union Government is not the monopoly of that!" Stalin wrote. "Tamils will not tolerate the boldness of their blackmails saying, 'There will be no funds for Tamil Nadu until we accept the trilingual policy!'"

INDIA

Education ministry forwards ‘fan club’s’ request to NCERT for publishing books on Amit Shah

 Maktoob Staff February 18, 2025

The Union government has forwarded a request by a little-known “fan club” of Home Minister Amit Shah, which seeks the publication of [books](#) on his political journey, to the National Council of Educational Research and Training (NCERT) for consideration.

The petition was submitted by S.K. Shukla, president of the Gorakhpur-based Amit Shah Youth Brigade, and was relayed to the NCERT last week by the department of school [education](#) and literacy under the education ministry, [The Telegraph reported](#).

The NCERT is India’s apex body for developing school textbooks and supplementary reading materials. Officials clarified that the education ministry’s action was a routine forward, not a directive.

“The ministry gets so many letters from so many sources. The NCERT is an autonomous organization; it will take a decision independently. The ministry has forwarded the letter only for consideration,” [The Telegraph](#) quoted a government official as saying.

Shukla, the petitioner, said that Amit Shah’s contributions to the nation should be documented and widely available. “I wrote to the education minister that books should be written on Amit Shah’s life and contributions to the nation. Very few people know about him. If books are written and provided to institutions, more youths will know about him and research him,” he said.

The NCERT, which routinely receives requests to publish books on different subjects, has not previously produced works on active politicians, a former official noted. “The NCERT receives routine requests from various quarters and individuals to prepare

books on them or publish their content. It does not usually entertain such requests,” the official explained.



Given that this request has been forwarded by the education ministry, the final decision remains with the NCERT. Officials have indicated that the organization will communicate directly with the Amit Shah Youth Brigade and the school education department regarding the matter.

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टॉपर्स ने स्कूली छात्रों से पढाई से जुड़े गुर साझा किए

■ नई दिल्ली (भाषा)।

विभिन्न परीक्षाओं में अक्वल रहे छात्रों ने मंगलवार को प्रसारित प्रधानमंत्री नरेन्द्र मोदी के वार्षिक कार्यक्रम परीक्षा पे चर्चा (पीपीसी) की अंतिम कड़ी में स्कूली छात्रों को सिलेबस की अधिक सामग्री से तनाव में नहीं आने, विषयों की प्राथमिकता तय करने और पाठ दोहराने से जुड़े गुर बताए। राष्ट्रीय रक्षा अकादमी (एनडीए) से लेकर संघ लोक सेवा आयोग (यूपीएससी) के 'टॉपर', भारतीय प्रौद्योगिकी संस्थान (आईआईटी) प्रवेश परीक्षा जेईई-एडवांस्ट से लेकर विधि प्रवेश परीक्षा क्लैट में अक्वल रहे विद्यार्थियों और परीक्षा पे चर्चा (पीपीसी) के पिछले संस्करणों के पूर्व छात्रों सहित आठ युवाओं ने पीपीसी के एक विशेष सत्र के दौरान अपने अनुभव साझा किए। पीपीसी एक वार्षिक कार्यक्रम है जिसमें प्रधानमंत्री मोदी बोर्ड परीक्षाओं में शामिल होने वाले छात्रों के साथ बातचीत करते हैं।

प्रधानमंत्री मोदी ने पारंपरिक टाउन

परीक्षा पे चर्चा

■ यूपीएससी, आईआईटी के पूर्व टॉपर्स ने बच्चों को बताए सफलता के गुर

हॉल प्रारूप से हटकर इस बार वार्षिक संवाद के लिए छात्रों के साथ दिल्ली की प्रतिष्ठित सुंदर नर्सरी में चर्चा की। अभिनेत्री दीपिका पादुकोण और भूमि पेडणेकर, अभिनेता विक्रांत मैसी, मुक्केबाजी की चैंपियन मैरी कॉम और आध्यात्मिक गुरु सद्गुरु जैसी प्रतिष्ठित हस्तियों ने भी 'परीक्षा पे चर्चा' की विभिन्न कड़ियों में जीवन जीने और सीखने के प्रमुख पहलुओं पर अपने अनुभव एवं ज्ञान साझा किए। इससे पहले के पीपीसी संस्करण में हिस्सा ले चुकी मणिपुर विश्वविद्यालय की एमबीबीएस की छात्रा ब्रह्मचारिमायुन निष्ठा ने कहा कि बोर्ड परीक्षा के बारे में पहला तनाव पाठ्यक्रम (सिलेबस) की अधिक सामग्री को लेकर

रहता है। निष्ठा ने कहा, "इतना बड़ा 'सिलेबस' है, हम इसे कैसे कवर करेंगे? हमें कितने घंटे पढाई करनी है? ये सभी विचार हमें बहुत परेशान करते हैं। हमें यह समझने की जरूरत है कि हम कम से कम एक बार में अपने दिमाग में सब कुछ याद नहीं रख सकते। आपको कुछ खास विषय की पहचान करनी चाहिए, साथ ही यह भी सीखना चाहिए कि पहले किस विषय की पढाई करनी है और फिर पाठ को दोहराना है। साथ ही पिछले साल के दौरान पूछे गए सवालों पर भी ध्यान दें।" वर्ष 2022-23 की सीबीएसई (केंद्रीय माध्यमिक शिक्षा बोर्ड) टॉपर राधिका सिंघल ने कहा, "हमें यह नहीं सोचना चाहिए कि परीक्षा में क्या सवाल पूछे जाएंगे, बल्कि अपनी तैयारी पर ध्यान देना चाहिए और उस पर भरोसा रखना चाहिए। आईआईटी दिल्ली के छात्र और पीपीसी के पूर्व संस्करण में हिस्सा ले चुके आशीष कुमार वर्मा ने कहा कि हर किसी की तैयारी व्यक्तिगत होती है। उन्होंने कहा, "ऐसा कोई एक नियम नहीं है जो मेरे और

बाकी सभी के लिए लागू हो। उदाहरण के लिए, मुझे नोट्स बनाना बहुत मददगार नहीं लगा, इसलिए मैंने अलग-अलग रणनीति अपनाई।"

पिछले साल राष्ट्रीय रक्षा अकादमी (एनडीए) प्रवेश परीक्षा में शीर्ष पर रहे अरमानप्रीत सिंह ने कहा कि किसी को भी पाठ्यक्रम (सिलेबस) की अधिक सामग्री को लेकर परेशान नहीं होना चाहिए। उन्होंने कहा, "आमतौर पर हमें अध्याय को पढ़ने या याद करने से पहले उसके पृष्ठों की संख्या गिनने की आदत होती है। यह हमारे मनोविज्ञान को प्रभावित करता है। मेरा मानना ?? है कि शुरुआत में यह सोचकर परेशान नहीं होना चाहिए कि यह बहुत विस्तृत है। इसे अलग-अलग भाग में बांट लेना चाहिए। प्रसंगों को प्राथमिकता दे और पाठ्यसामग्री को दोहराएं।" हमें अपनी कमजोरियों के बजाय अपनी ताकत पर अधिक ध्यान देना चाहिए और तैयारी करते समय विषयों की हमारी प्राथमिकता में यह झलकना चाहिए।

पीएम इंटरशिप के तहत युवाओं के लिए कंपनियां लाई अवसर इंटरशिप के सवा लाख से अधिक मौके उपलब्ध

नई दिल्ली, विशेष संवाददाता। देशभर की दिग्गज कंपनियों ने अपने यहां पर युवाओं को इंटरशिप मुहैया कराने के लिए आमंत्रित किया है। पीएम इंटरशिप योजना के दूसरे चरण के तहत युवा पोर्टल पर जाकर ऑनलाइन आवेदन कर सकते हैं।

कंपनियों की तरफ से इंटरशिप के लिए पहले से आवेदन किया जा चुका है। कंपनियों की तरफ से सवा लाख से अधिक पद इंटरशिप के लिए उपलब्ध कराए गए हैं। अब शैक्षिक व अन्य जरूरी योग्यता रखने वाले युवा 12 महीने की इंटरशिप करने के लिए आवेदन कर सकते हैं।

कुल 25 क्षेत्रों में युवाओं को इंटरशिप करने का मौका मिलेगा। इसमें बैंकिंग, ऑटोमोबाइल, उड्डयन, कृषि, फार्मा, जेम्स एंड ज्वेलरी, आईटी, हाउसिंग, पेट्रोलियम, एफएमसीजी और इंफ्रास्ट्रक्चर जैसे क्षेत्र शामिल हैं। 36 राज्यों के 740 से अधिक जिलों में युवाओं को इंटरशिप का मौका मिलेगा। आवेदन के लिए उम्र सीमा 21 से 24 वर्ष निर्धारित की गई है।

योजना के लिए इस प्रकार करें आवेदन

- <https://pminternship.mca.gov.in/login> पर जाकर यूथ रजिस्ट्रेशन पर क्लिक करें।
- इसके बाद अपना मोबाइल नंबर डालें और फिर मोबाइल नंबर पर प्राप्त ओटीपी के आधार पर पंजीकरण की प्रक्रिया शुरू करें।
- उसके बाद अपनी शैक्षिक योग्यता, जिस क्षेत्र में इंटरशिप करना चाहता है, उसका चयन और अन्य जरूरी जानकारी भरनी होगी।
- 10, 12वीं, आईटीआई, पॉलिटेक्निक से डिप्लोमा, बीए, बीएससी, बीकॉम, बीसीए, बीबीए और बीफॉर्मा कराने वाले अभ्यर्थी इंटरशिप के लिए पात्र होंगे।



ये नहीं कर सकते आवेदन

- पारिवारिक आय आठ लाख वार्षिक से अधिक है या परिवार का कोई सदस्य सरकारी नौकरी करता है।
- जिन्होंने आईआईटी, आईआईएम, आईआईआईटी, जैसे संस्थानों से पढ़ाई पूरी की है, ऐसे अभ्यर्थी पात्र नहीं हैं।

12 महीने की इंटरशिप के लिए चयनित होने वाले युवाओं को प्रति माह पांच हजार रुपया दिया जाएगा, जिसमें से 45 सौ रुपया केंद्र सरकार देगी। जबकि पांच सौ रुपया कंपनी

सीएसआर फंड से खर्च करेगी। चयनित युवाओं को एकमुस्त छह हजार रुपये भी दिए जाएंगे। ध्यान रहे कि केंद्र सरकार का लक्ष्य एक करोड़ युवाओं को इंटरशिप उपलब्ध करने का है।

The deeper meaning of declining school enrolment

As the world's most populous country, India hopes to reap its demographic dividend due to its burgeoning youth population. Demographers and policy planners always knew that this window of opportunity would remain open, but only for a limited time. Declining school enrolment over the past decade marks the beginning of the end of this period. This means that India may become older even before becoming rich.

It is no wonder that the Unified District Information System for Education Plus (U-DISE+) data for 2022-23 and 2023-24, which was released by the Ministry of Education on December 30, 2024, caused much consternation as it showed a 15.5 million drop (6%) in school enrolment since 2018-19.

The official line versus the reality

Official sources have attributed the decline in enrolment to improvements in data collection. They explain that seeding Aadhaar numbers with enrolment eliminates multiple enrolments. This may sound plausible because it has long been suspected that some children are enrolled in multiple schools.

However, an analysis of decade-long data (2014-15 to 2023-24) on enrolment and its correlation with different independent variables, including the changes in the population in the age groups relevant to schooling, tells a different story. In fact, it shows a rather grim picture. The needle points toward the beginning of the end of the era of reaping the demographic dividend.

It is a matter of concern that school enrolment has plummeted by 24.51 million, or 9.45%, over the past decade, with elementary-level enrolment registering a rather pronounced fall of 18.7 million (13.45%). Up to this level, education has been free and compulsory under the Right to Education (RTE) Act since 2009.

In comparison, secondary-level enrolment declined by 1.43 million (3.75%), whereas senior secondary-level enrolments have increased by



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It could mark the beginning of the end of the India's demographic dividend and a population aging before it becomes rich

3.63 million (15.46%) over the decade. This means that the decline began only recently.

Government and private schools

The data further show that enrolment in government and government-aided schools, which account for more than 65% of the total school enrolment (and the mainstay of the poor and marginalised sections of society), recorded a significantly higher decline: by 19.89 million (13.8%) and 4.95 million (16.41%), respectively.

In these schools, too, the decline in enrolment at the elementary level has been rather pronounced: 21.78 million (18.31%) in government schools and 3.85 million (24.34%) in government-aided schools. They have also experienced lower enrolment at the secondary level, albeit at a lower rate.

Private unaided schools have been an exception, as their total enrolment increased by 1.61 million, or 2.03%. Notably, however, they registered only a marginal increase in elementary and secondary level enrolment, though their senior secondary-level enrolment surged by 1.41 million (15.55%). These schools seemingly bucked the trend but did not remain entirely unaffected.

Enrolment has declined across the board and persisted since 2014-15, particularly at the elementary levels. They can neither be ascribed to methodological changes nor dismissed as a one-off temporary event. They reflect a systematic transition. The nation is at the cusp of a paradigm shift, and one does not have to go too far to prove this point.

It may not be a coincidence that the country's school-going population in the age group of 6-17 years has also declined by 17.30 million (5.78%) over the past decade. The decline in the population in the age groups of 6-13 and 14-15 years, relevant to enrolment at the elementary and secondary levels, has dropped by 18.7 million (9.12%) and 2.17 million (4.35%), respectively.

Delving deeper, the data discern a statistically significant strong positive correlation between

school enrolment and the estimated population in the relevant age group, so much so that the decline in the population of the relevant age group explains the 60.36% decline in enrolment.

The finding is further corroborated by the fact that the number of schools in the country has also declined by 79,109, from 1.55 million in 2017-18 to 1.47 million in 2023-14, a decline of 5.1%. These are in sync with the fact that India's fertility rate declined to 2.01 in 2022, which is far below the replacement level of 2.10. The persistent plummeting of school enrolment is mainly due to demographic changes, which do not augur well for the country.

The social impact

A burgeoning youth population is necessary for enrolment growth, which India has been experiencing until recently. It has now entered the phase when the population bulge is shifting to the right. Since the process began only recently, it is reflected rather sharply in elementary-level enrolment. The effect will gradually but firmly be felt in secondary and senior secondary-level enrolment, and will finally impinge on higher education.

As is already the case in most developed countries, we will soon face the transition to a shrinking working-age population. This is disconcerting because it is happening sooner than expected.

Ideally, a country must reap as much demographic dividend as possible to generate much-needed income and wealth to support and sustain the burden of an ageing population. India will likely see its population age even before becoming rich.

Declining school enrolment has less to do with the change in data collection method than a shift in the demographic bulge to the right. Unless the 2021 Census, which is yet to begin, presents a different demographic trend, it could mark the beginning of the end of the demographic dividend for India.

Move to replace Urdu with Sanskrit in Rajasthan schools draws ire

The Hindu Bureau

JAIPUR

Urdu teachers in Rajasthan on Tuesday registered a strong protest against the Bharatiya Janata Party government's move to replace Urdu with Sanskrit as third language in some schools. The Education Department has cited insufficient number of students as the reason.

The remarks made by a Minister that several Urdu teachers had secured jobs with "fake degrees" also led to an outrage. The Rajasthan Urdu Teachers' Association termed the Minister's remarks "baseless and irresponsible".

The Education Department has issued orders for

suspension of Urdu classes at Mahatma Gandhi Government School, Jaipur, and the Government Senior Secondary School at Napsar-Sinthal Road in Bikaner. Both the orders stated that the Urdu classes would be closed and the posts of Sanskrit teachers created in the two schools.

The orders were reportedly issued on the instructions of Education Minister Madan Dilawar. According to the department, very few students wanted to opt for Urdu as the third language, while there was a demand for Sanskrit.

Amid growing resentment over the move, Minister of State for Home Jawahar Singh Bedham said at a function in Deeg district on

Monday that while many Urdu teachers had secured jobs with fake degrees, the previous Congress regime had removed Sanskrit teachers and posted Urdu teachers in their place.

Urdu Teachers' Association president Ameen Kayamkhani told *The Hindu* that Mr. Bedham had made the allegations without any probe and his charge against the previous government was false and baseless.

Congress MLA Rafeek Khan, who continues to function as the State Minorities Commission's chairperson, has shot off a letter to Mr. Dilawar, pointing out that there were sufficient number of students willing to study Urdu.

School doors may open for Rohingya kids

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New Delhi: A recent statement by Supreme Court, made during a hearing on a petition seeking access to public schools and hospitals for the children of Rohingya refugees in Delhi, has brought hope to many parents.

On Monday, the apex court stated that if admission was denied to these children despite eligibility, they were free to approach Delhi High Court. Earlier, on another petition, the court stressed that no child should face discrimination in education, addressing a long-standing issue.

A parent pointed out that

this could be "an end to the discrimination" they faced. Another said they were trying to get their child admitted for years, but were always "turned away without any logical reason".

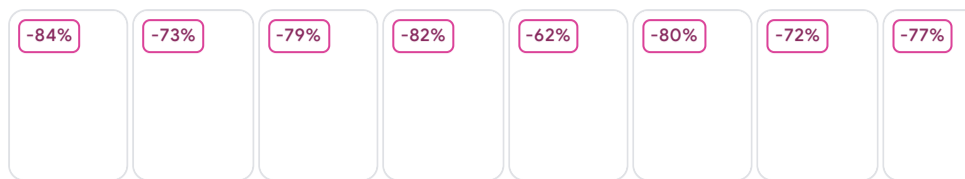
Lawyer and education activist Ashok Agarwal said it was an order that would benefit many children. "This order means that schools will now not be able to deny admission to these children. A strange situation was created where govt was also passing orders against them, and authorities were not listening. But this order will wash out all that. We will soon go to schools and submit their applications," he said.

Agarwal added, "Denying admission to these children is against the spirit of RTE Act. It's inhumane and anti-child. If children are on our land, we should not deny them education."

In Dec, Delhi govt directed schools to prevent the enrolment of children from "illegal Bangladeshi migrant" families. In Nov, a civil rights group submitted a letter to the Union home ministry after several Myanmar Rohingya refugee children, living in Sri Ram Colony near Khajoori Khas Chowk, were allegedly denied admission to a nearby govt school due to the lack of certain documents, such as Aadhaar cards. Despite possessing

refugee cards issued by United Nations High Commissioner for Refugees, these children were turned away. A teacher from a govt school in northeast Delhi explained, "Under RTE Act, we cannot deny admission to any child. We aren't authorised to determine if someone is an illegal migrant. While we request documents like voter IDs, Aadhaar cards, ration cards and birth certificates, many migrant children lack them. In such cases, we offer provisional admission."

Civil rights group Social Jurist first filed a PIL in Delhi High Court highlighting the alleged "unlawful actions" of Municipal Corporation of Delhi.



Supplements

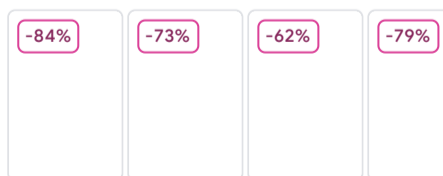
Trends and opportunities defining school education in 2025

Looking at promising prospects of the education sector, here are the trends and opportunities that will be shaping 2025.

Manisha Sharma | February 19, 2025 12:00 pm

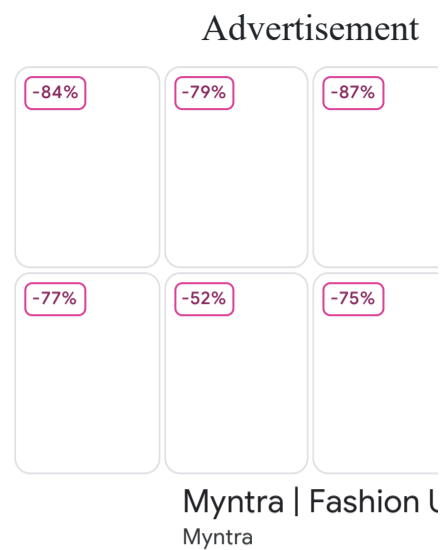


(Representational Image: iStock)

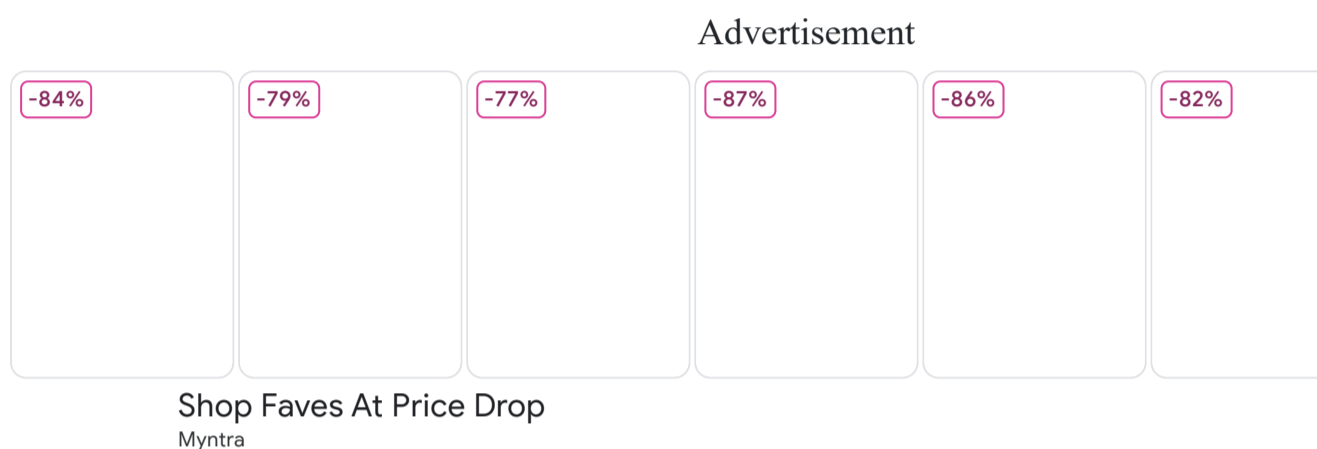


Having already entered 2025, the year is poised to usher transformative upgradation in the education sector. Vouching for a resilient and equitable education system, the year is expected to be a lot more about empowering the children to navigate the complexities of academia and jobs with sheer confidence. Bringing about the confluence of inclusivity, skill-based learning, and personalised education, the sector is at the forefront of redefining the learning experience of students to help them stay abreast of the latest developments.

Therefore, looking at promising prospects of the education sector, here are the trends and opportunities that will be shaping 2025.



1. Virtual and augmented reality in education



This year, virtual and augmented reality will offer exciting opportunities for practical learning in education. These technologies will allow students to engage in hands-on experiences without leaving the classroom.

For instance, the technology can help students explore ancient cultures through engaging VR simulations. It can come in handy for streamlining administrative tasks, enabling teachers to automate repetitive jobs and focus entirely on innovative teaching pedagogy. Streamlining tasks with computerised attendance systems, automated monitoring of grades, and customised learning could efficiently manage everyday operations.

2. Emphasis on Social-Emotional Learning (SEL)

The emphasis on social-emotional learning (SEL) is increasing in an effort to alleviate the challenges faced by children. In-depth comprehension of emotion and treating others kindly should be taught to children as part of SEL. Additionally, children with emotional and social skills will be more versatile, encouraging the holistic growth of the students.

In order to achieve this, social and emotional learning will be encouraged around the general conduct of the pupils so that they feel safe and cared for. This will also be done by training teachers further and increasing the range of social and emotional factors that enable students to feel accepted, valued, and loved through compassion.

3. Increased focus on sustainability and environmental education

Recently, educational institutions, including schools and colleges, have incorporated environmental sustainability into their academic programs. Recognising that environmental challenges are increasingly prominent, many institutions have shown interest in offering special courses and curricula around environmental science, climate change, and renewable energy. These subjects are being incorporated to instil awareness around global environmental issues and to equip students with knowledge and skills to tackle them.

Educational institutions are increasingly emphasising hands-on experiences that connect classroom learning to real-world applications. Students are encouraged to engage in projects like maintaining campus gardens, participating in sustainable initiatives, and working on energy conservation efforts. These activities help reinforce theoretical knowledge while fostering environmental

impact.

Field visits to nature reserves, national parks, or any other environmental research facilities are undertaken to enable exposure to ecosystems with first-hand observation. These trips help bridge the gap between classroom instruction and real-world environmental issues, giving students a better insight into the challenges that natural ecosystems face and the importance of conserving it.

4. The rise of personalised and competency-based learning

In 2025, competency-based and customised learning is anticipated to become more popular. Personalised learning, tailoring educational opportunities according to each student's unique needs, interests, and talents, is the way forward to revolutionise learning. With greater control over the course and pace of their education, students will be able to advance as they hone their skills in certain topics.

By promoting mastery rather than memorisation, competency-based learning ensures that students fully understand foundational ideas before moving on to more complicated material. This approach focuses on specific skills to get students ready for the workforce.

5. Expansion of career pathways and workforce preparation

Educational institutions are progressively acknowledging the necessity to equip students for careers that might not currently exist as the job market evolves. It is expected that schools will broaden their career pathways programs by 2025, allowing students to explore various industries and careers beforehand. These initiatives aim to equip students with the necessary skills to thrive in real-world industries.

Educational institutions are anticipated to work together with local enterprises, universities, and business executives to create mentorship that will allow gaining experience in real-life scenarios. These programs will allow the students to acquire the necessary skills and also aid them in making informed decisions about their career paths.

The writer is the principal of Venkateshwar International School

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CBSE board exams twice a year? Education Minister to release draft plan soon, Global Curriculum launch by 2026-27

CBSE will soon conduct board exams twice a year. The Education Minister will soon share the draft plan. Also, CBSE plans to launch a Global Curriculum for foreign students by the 2026-27 academic year. Read on to know more.

Shivani Kumari Updated: Feb 19, 2025, 14:10 IST 3 min read



Meta AI

CBSE board exams: The Central Board of Secondary Education (CBSE) is considering conducting board exams twice a year, with a draft plan set to be released soon. Union Education Minister Dharmendra Pradhan recently discussed this reform, in order to reduce exam stress for students.

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Also, CBSE plans to introduce a Global Curriculum for foreign students, which will be launched in the 2026-27 academic year. These changes align with the National Education Policy (NEP) and plan to improve the education system by making assessments more flexible and globally relevant.

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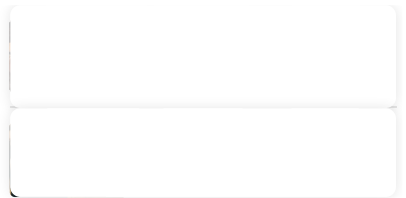
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Today the Hon'ble Minister of Education, Sh. Dharmendra Pradhan, chaired a high level meeting with Secretary, DoSEL, Secretary ER, MEA, heads of CBSE, NCERT, KVS, NVS along with representatives of global schools. The modalities of establishing and implementing the CBSE Global... [Show more](#)

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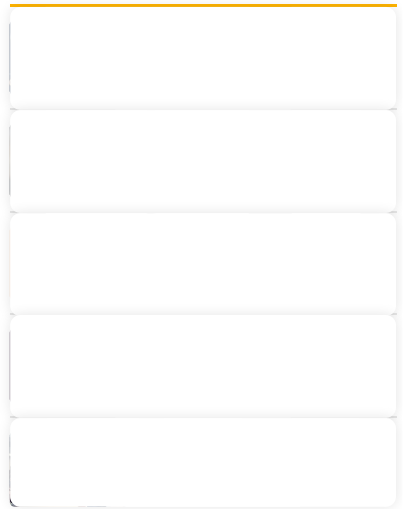
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CBSE Board Exams Twice a Year: What to Expect?

The CBSE is working on a plan to conduct board exams twice a year to make the system more flexible for students. This change is part of the National Education Policy (NEP) recommendations. This will focus on reducing exam-related stress.

Education Minister Dharmendra Pradhan stated that the government plans to create a stress-free learning environment. He said that conducting board exams twice a year would help students manage their academic load better and improve overall learning outcomes.

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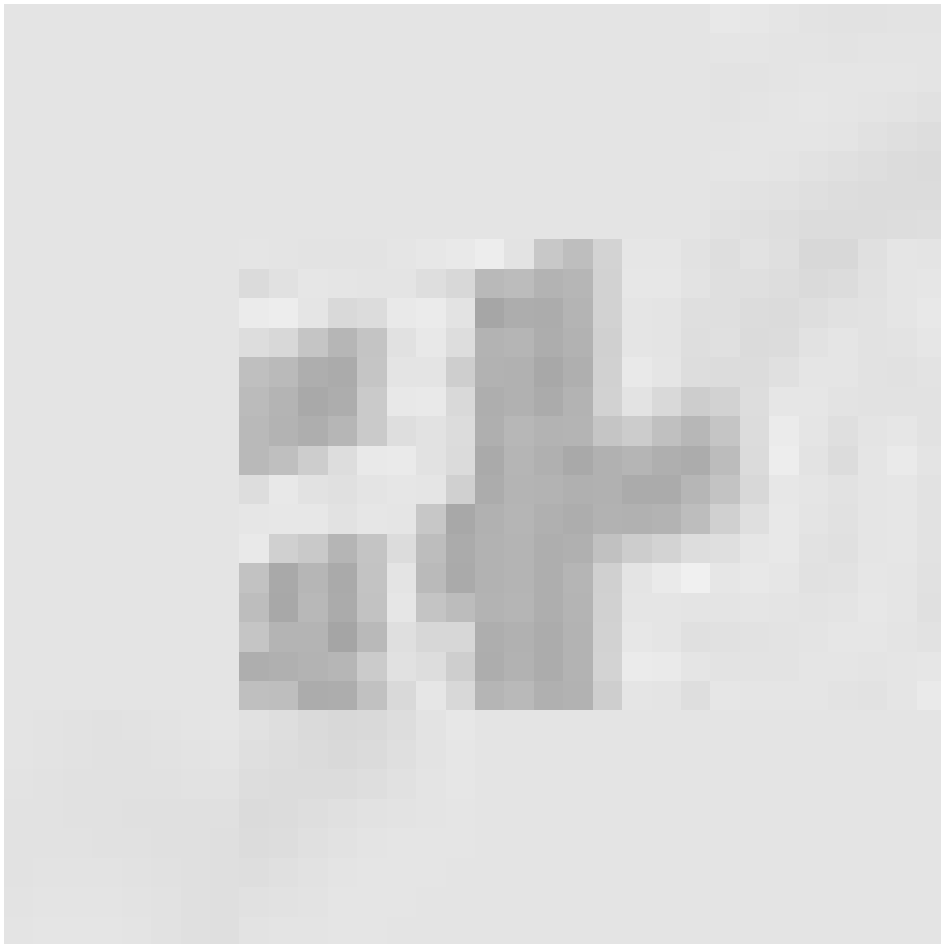


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Draft Plan for CBSE Biannual Exams to Be Released Soon

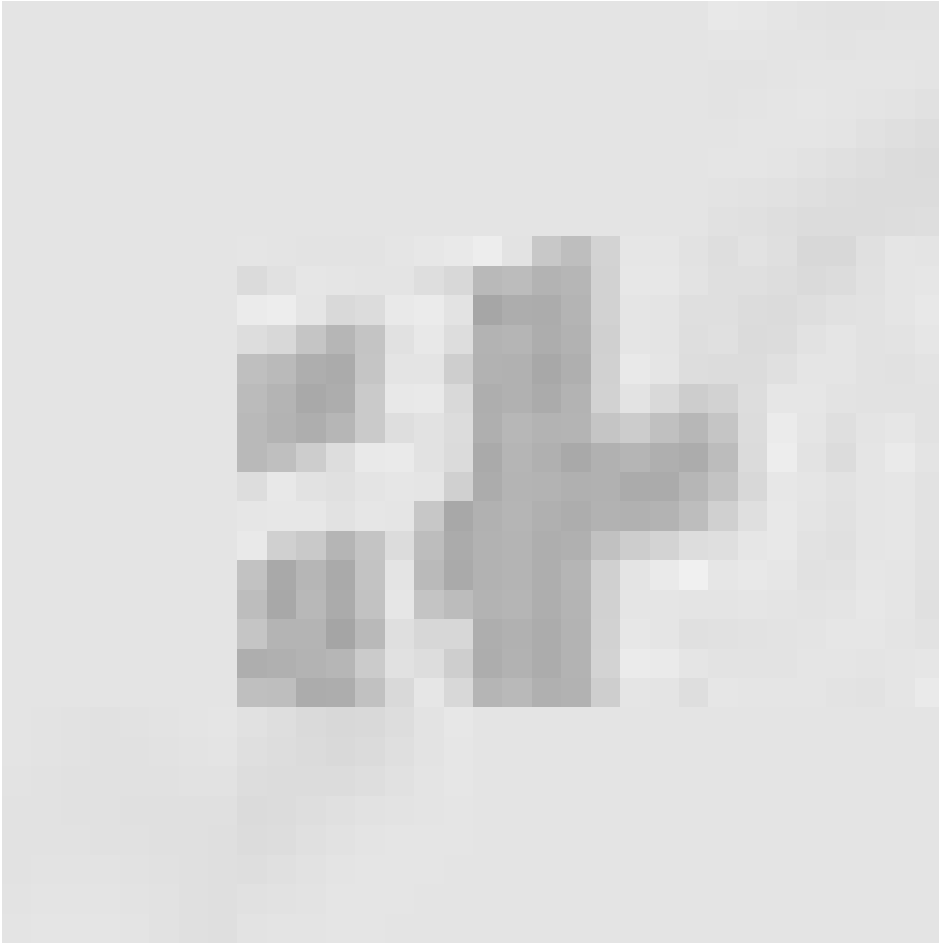
The Education Minister confirmed that the draft plan for holding CBSE board exams twice a year will be released soon for the public. The government wants to take feedback from students, parents, and educators before finalizing the implementation process.

CBSE to Launch Global Curriculum for Foreign Students by 2026-27

CBSE has also announced the launch of a Global Curriculum for foreign students, which will be introduced in the 2026-27 academic year. This curriculum plans to align CBSE's education system with international standards. This will make it easier for foreign students to integrate into CBSE-affiliated schools worldwide.

The decision was taken during a meeting led by Union Education Minister Dharmendra Pradhan. Officials from the Ministry of Education, CBSE, NCERT, KVS, and NVS, along with representatives from CBSE global schools, participated in the discussion. The CBSE was then directed to create a detailed action plan for the new curriculum.

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This will eventually helps to:

- Reduce exam-related stress among students.
- Offer more flexibility in the assessment process.
- Improve global recognition of CBSE’s education system.

With these upcoming changes, CBSE plans to make learning more student-friendly and globally competitive. Also, this Global Curriculum will enhance CBSE’s reach and reputation in international education.

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Shivani Kumari

Shivani, is an accomplished SEO content writer with 3 years of experience working with leading companies like Info Edge and PW. She holds a master’s degree in history and specializes in research paper & article writing. She is [Read More](#)



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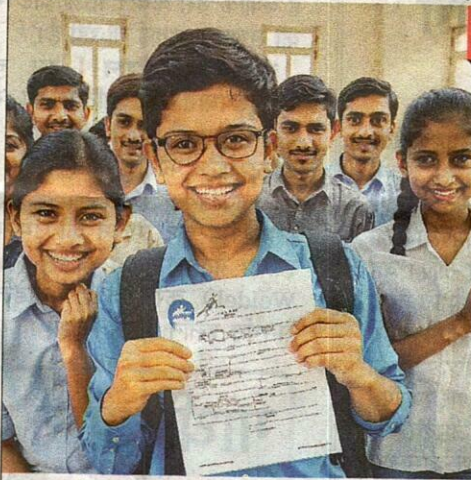
फरवरी में पहले, जून-जुलाई में दूसरे राउंड की संभावना, 24 को आएगा ड्राफ्ट दो बार बोर्ड एग्जाम दसवीं के छात्रों के लिए 2026 से, 12वीं के लिए 2027 से मुमकिन

Bhupender.Sharma
@timesofindia.com

AI Image

■ नई दिल्ली: साल में दो बार CBSE एग्जाम स्कीम का ड्राफ्ट 24 फरवरी को जारी किया जाएगा। शिक्षा मंत्रालय के विश्वस्त सूत्रों का कहना है कि साल में दो बार बोर्ड एग्जाम का पैटर्न पहले 10वीं क्लास में शुरू किया जाएगा। उसके अगले साल इसे 12वीं में लागू किया जाएगा। 2025-26 के सेशन में जो छात्र 9वीं पास करके 10वीं क्लास में आएंगे, उनको साल में दो बार बोर्ड एग्जाम देने का मौका मिल सकता है। यानी ये छात्र 2026 में दसवीं का एग्जाम दो बार दे सकते हैं। वहीं, 2027 में होने वाले बोर्ड एग्जाम में 12वीं के छात्रों को भी दो बार परीक्षा देने का विकल्प मिल सकता है।

शिक्षा मंत्रालय के एक सीनियर अधिकारी का कहना है कि ड्राफ्ट गाइडलाइंस एंड शेड्यूलिंग को अंतिम रूप दिया जा रहा है और छात्रों के हितों को देखते हुए नियम तैयार हो रहे हैं। एक दिन पहले केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान की अध्यक्षता में हुई बैठक में जल्द से जल्द ड्राफ्ट स्कीम जारी करने का फैसला लिया गया। बैठक में स्कूली शिक्षा सचिव संजय कुमार, सीबीएसई के चेयरमैन राहुल सिंह समेत सीनियर अधिकारी मौजूद रहे। बताया जा रहा है कि अगले हफ्ते सोमवार को ड्राफ्ट आ जाएगा, उसके बाद शिक्षाविदों, शिक्षकों, विशेषज्ञों, छात्रों, अभिभावकों की राय मांगी जाएगी।



गाइडलाइंस का इंतजार

जब CBSE ड्राफ्ट गाइडलाइंस एंड शेड्यूलिंग जारी करेगा तो काफी चीजे स्पष्ट हो जाएगी। मसलन, पहले राउंड का एग्जाम कब होगा और रिजल्ट कब आएगा, दूसरे राउंड का एग्जाम और रिजल्ट का शेड्यूल क्या होगा? शिक्षा मंत्रालय ने CBSE को इन सब मुद्दों को लेकर गाइडलाइंस और शेड्यूलिंग तैयार करने को कहा है। सूत्रों का कहना है कि जनवरी में बोर्ड एग्जाम का पहला राउंड शुरू होने की संभावना कम है क्योंकि देश के कई हिस्सों में बर्फ पड़ती है और पहाड़ी इलाकों के छात्रों को परेशानी होगी। अभी 15 फरवरी से बोर्ड एग्जाम शुरू होते हैं जिसे एक-दो हफ्ते पहले किया जा सकता है। यानी 1 से 10 फरवरी के बीच कभी भी बोर्ड एग्जाम का पहला राउंड शुरू हो सकता है। दूसरा राउंड जून के आखिर या जुलाई की शुरुआत में हो सकता है। दोनों एग्जाम में पूरा-पूरा सिलेबस आएगा।

कंपार्टमेंट सिस्टम खत्म हो जाएगा

जब दो बार एग्जाम का सिस्टम शुरू होगा तो कंपार्टमेंट प्रक्रिया खत्म हो जाएगी। यह छात्र पर निर्भर होगा कि वह एक बार की परीक्षा दे या दोनों परीक्षाएं दे। अगर कोई छात्र दोनों परीक्षाएं देता है तो बेस्ट स्कोर को माना जाएगा। वहीं अगर छात्र एक या दो विषयों में रह जाता है तो दूसरे राउंड के एग्जाम में यह व्यवस्था होगी कि वह उन पेपरों को दे।

CBSE ने प्रेजेटेशन में रखे थे 4 विकल्प

CBSE ने अपने प्रेजेटेशन में दो एग्जामिनेशन, सेमेस्टर बेस्ड एग्जामिनेशन, डिमांड बेस्ड एग्जामिनेशन, मॉड्यूलर एग्जाम के विकल्प सुझाए थे। सूत्रों का कहना है कि 10वीं और 12वीं में सेमेस्टर बेस्ड एग्जाम की संभावना कम है। जैसे साल में एक बार बोर्ड एग्जाम होता है और सारा सिलेबस आता है, वैसे ही दो बार एग्जाम होगा और दोनों में पूरा सिलेबस आएगा।

परीक्षा के पैटर्न में भी कुछ बदलाव होगा

सूत्रों का कहना है कि दो बार परीक्षा सिस्टम लागू होने के बाद बोर्ड परीक्षा के पैटर्न में भी बदलाव होगा। CBSE परीक्षा में एनालिटिकल, कॉन्सेप्ट बेस्ड सवालों पर ज्यादा फोकस किया जाएगा। एमसीक्यू, शॉर्ट क्वेश्चन को बढ़ाया जा सकता है। बाल भारती पब्लिक स्कूल के प्रिंसिपल एल. वी. सहगल का कहना है कि इससे छात्रों का तनाव कम होगा।

नौवीं के स्टूडेंट्स के लिए क्या बदलेगा?

एक महत्वपूर्ण सवाल यह है कि दो बार बोर्ड एग्जाम का सिस्टम 2026 से लागू होगा या फिर 2027 से? 2025 में जो बच्चे 10वीं में हैं, उनको 2026 में दो बार एग्जाम देने का मौका मिल सकता है। वहीं अगर CBSE यह फैसला लेता है कि 2025 में जो बच्चे नौवीं में आएंगे, उनके लिए नया सिस्टम लागू होगा तो फिर नौवीं के ये छात्र 2027 में दो बार बोर्ड एग्जाम देंगे।

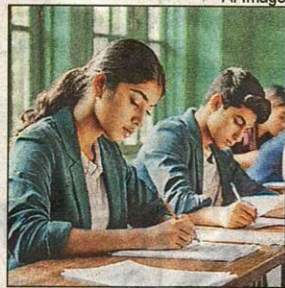
विदेशी मेडिकल संस्थान से पढ़ाई, तो भी NEET जरूरी: SC

Rajesh.Choudhary
@timesofindia.com

AI Image

■ नई दिल्ली: सुप्रीम कोर्ट ने हाल ही के एक फैसले में नेशनल मेडिकल कमिशन (पूर्व में मेडिकल काउंसिल ऑफ इंडिया) के उन नियमों को बरकरार रखा है, जो विदेशी मेडिकल संस्थानों में पढ़ाई करने के इच्छुक छात्रों के लिए NEET (राष्ट्रीय पात्रता सह प्रवेश परीक्षा) क्वालिफाई करना जरूरी बनाते हैं, ताकि वे पात्रता प्रमाणपत्र प्राप्त कर सकें।

जस्टिस बी. आर. गवई की अगुआई वाली बेंच ने 4 फरवरी के फैसले में



कहा कि यह रेग्युलेशन किसी भी प्रकार से कानून के साथ विरोधाभासी नहीं है, और इसमें हस्तक्षेप करने का कोई कारण नहीं है। जब बेंच ने इन विनियमों को

चुनौती देने वाली याचिका को खारिज किया, तो याचिकाकर्ताओं ने उनके लिए एक बार के लिए इन विनियमों से छूट देने का अनुरोध किया, ताकि उन्हें पात्रता प्रमाणपत्र मिल सके। बेंच ने इस अनुरोध को स्वीकार नहीं किया और कहा कि जो उम्मीदवार इन संशोधित रेग्युलेशन के लागू होने के बाद विदेशी संस्थान में प्रवेश लेते हैं, वे इन विनियमों से छूट नहीं मांग सकते। अदालत ने यह भी स्पष्ट किया कि यह रेग्युलेशन संविधान के विपरीत नहीं है।

मेडिकल काउंसिल अधिनियम क्या कहता है?: गौरतलब है कि भारतीय मेडिकल काउंसिल अधिनियम, 1956 में

2001 में संशोधन किया गया था, जिसमें धारा 13 के तहत उप-धारा (4A) और (4B) जोड़ी गईं। उप-धारा (4B) के अनुसार, किसी भी विदेशी मेडिकल संस्थान में प्रवेश लेने से पहले मेडिकल काउंसिल से पात्रता प्रमाणपत्र प्राप्त करना जरूरी है। विदेशी मेडिकल संस्थान विनियम, 2002 में क्लॉज 8(iv) के रूप में शामिल इस संशोधन ने भारत के बाहर किसी भी मेडिकल संस्थान से प्राथमिक स्नातक मेडिकल शिक्षा प्राप्त करने के इच्छुक छात्रों के लिए NEET में योग्यता अनिवार्य कर दी थी। इसे सुप्रीम कोर्ट में चुनौती दी गई थी जिसे सुप्रीम कोर्ट ने खारिज कर दिया।

बच्चों का विज्ञान मेले में भाग लेना उनके उज्ज्वल भविष्य का संकेत : खंडेलवाल

■ नई दिल्ली (एसएनबी)।

अशोक विहार फेस-1 ई-ब्लॉक स्कूल केशवपुरम जोन के शिक्षा विभाग ने विज्ञान मेले का आयोजन किया गया। आयोजन के मुख्य अतिथि सांसद प्रवीण खंडेलवाल व केशवपुरम जोन उपायुक्त संदीप गहलोत मौजूद थे। कार्यक्रम की अध्यक्षता केशवपुरम जोन चेयरमैन योगेश वर्मा ने की। कार्यक्रम में सभी शिक्षकों को पुरस्कृत किया गया। सांसद ने विज्ञान मेले का अवलोकन किया।

इस अवसर पर सांसद प्रवीण खंडेलवाल ने बच्चों को संबोधित करते हुए कहा कि प्राइमरी स्कूल के बच्चों ने जिस लगन और रचनात्मकता से भाग लिया है, वह निःसंदेह उनके उज्ज्वल भविष्य का संकेत है। इस प्रकार के आयोजन न केवल बच्चों की प्रतिभा को उभारते हैं, बल्कि उन्हें प्रोत्साहित भी करते हैं।

जोन चेयरमैन योगेश वर्मा ने कहा कि केशवपुरम जोन सदैव से शिक्षा और सांस्कृतिक कार्यक्रमों में अग्रणी रहा है। हमारा उद्देश्य बच्चों को श्रेष्ठ शैक्षिक वातावरण प्रदान करना है, ताकि वे देश के निर्माण में महत्वपूर्ण भूमिका निभा सकें। हमने अपने स्कूलों में स्मार्ट रूम स्थापित किए हैं, जहां बच्चों को एलईडी टीवी के माध्यम से

■ हमारा उद्देश्य बच्चों को श्रेष्ठ शैक्षिक वातावरण प्रदान करना, ताकि वे देश निर्माण में महत्वपूर्ण भूमिका निभा सकें : वर्मा

पढ़ाया जाता है, जिससे आधुनिक तकनीकी शिक्षा को बढ़ावा मिल रहा है। तीन दिनों तक चलने वाले इस विज्ञान मेले में बच्चों के माता-पिता को भी आमंत्रित किया जाएगा, जिससे वे अपने बच्चों की प्रतिभा और क्षमताओं को पहचान सकें।

जोन उपायुक्त संदीप गहलोत ने विज्ञान मेले के सफल आयोजन में योगदान देने वाले सभी शिक्षकों और कर्मचारियों का आभार व्यक्त किया। शिक्षा विभाग की डिप्टी डायरेक्टर नीलम कुमारी ने बताया कि इस विज्ञान मेले में सभी स्कूलों के छात्रों ने भाग लिया। प्रदर्शनी में प्राइमरी स्कूल के बच्चों द्वारा प्रस्तुत की गई विज्ञान परियोजनाओं ने सभी को आश्चर्यचकित कर दिया। यह विज्ञान मेला न केवल बच्चों के ज्ञान और कौशल को विकसित करने में सहायक सिद्ध हुआ, बल्कि उन्हें विज्ञान और तकनीकी के क्षेत्र में आगे बढ़ने के लिए प्रेरित भी किया।

The Hindu, Fragomen Educational Services join hands to guide students opting to study abroad

The Hindu Bureau
CHENNAI

In an era of evolving global education policies, studying abroad has become both an exciting opportunity and a complex decision for students.

Recognising the need for trusted guidance, *The Hindu* and Fragomen Educational Services (FES) have joined hands to launch "Study Abroad Simplified", a year-long initiative designed to help students make informed decisions about international education.

With policies in countries such as Canada, the U.S., the U.K., and Australia undergoing significant changes, students require expert insights to navigate their journey towards studying abroad.

The "Study Abroad Simplified" initiative will pro-

vide them with credible, expert-led content, webinars, and interactive sessions, ensuring they have access to the latest updates on visa regulations, scholarship opportunities, career prospects, and cultural adaptation.

Strategic partnership

"Indians go abroad for studies not just for the quality of academics and subsequent career opportunities but also for the exposure and diversity of experiences. This is reflected in the increasing interest in opportunities in many, different countries and in undergrad studies, besides graduate and research programmes. Professional handholding of the aspirants is a bigger need today," said M. Kalyanaraman, Head, Education Vertical, *The Hindu*.

This initiative leverages



The Hindu's legacy of trusted journalism and FES's expertise in global education consultancy to create a robust awareness platform.

Through a combination of print, digital, and on-ground activities, "Study Abroad Simplified" will reach students in key education hubs across Chennai, Bengaluru, Hyderabad, Kolkata and Kochi.

The campaign will include webinars by *The Hindu* editorial team bringing together industry experts, articles with expert insights from Fragomen spe-

The campaign will include webinars by *The Hindu* editorial team along with industry experts

cialists, awareness campaigns on social media, and connect sessions in cities.

A shared commitment

Dennis Joseph, managing director, FES, said: "Studying abroad is a transformative journey that requires informed decision-making. Our collaboration with *The Hindu* enables us to reach a wider audience, equipping students with the knowledge to choose the best path for their future."

Saju James, managing partner, Fragomen India said, "Through our partnership with *The Hindu*, we are committed to em-

powering passionate students, opening doors to global opportunities and shaping a promising future."

Suresh Balakrishna, Chief Revenue Officer of The Hindu Group, said, "At *The Hindu*, we have always been committed to empowering our readers with insightful and impactful information. We are extending this commitment to students who aspire to pursue global education. This initiative, in collaboration with Fragomen Educational Services, will serve as a trusted guide, equipping students and parents with expert insights on visa regulations, scholarships and career pathways."

Please write to us at studyabroadsimplified@thehindu.co.in or WhatsApp us at 89392 83283 for more details.

ONLINE EDUCATION FRAUD A MAJOR CONCERN FOR 50% OF STUDENTS

Survey reveals 20% of students question the accuracy of placement and career outcome claims made by online learning providers

OUR CORRESPONDENT

In India, education fraud is commonplace and now a recent survey of 90,000 students has revealed significant concerns about fraud in online education. The study conducted by College Vidya, a leading online platform, highlights that half of all prospective students express serious concerns about potential fraudulent practices in online education.

The comprehensive survey reveals that for every 10 students inquiring about online courses, five raise concerns about fraud. These worries primarily revolve around payment security, degree validity, and the authenticity of job placement claims. The data



shows that 50% of students specifically check for UGC approval before considering any online programme, while

30% show significant hesitation in making payments without proper verification. Additionally, 20% of students

question the accuracy of placement and career outcome

claims made by online education providers.

These findings align with recent warnings issued by the UGC regarding fraudulent online programmes. According to UGC's official guidelines, several disciplines including Engineering, Medical Sciences, Law, Architecture, and Pharmacy are prohibited from being offered through online or Open and Distance Learning (ODL)

modes. This restriction has been put in place to maintain educational standards and protect student interests.

The survey data also indicates a growing trend of care-

ful decision-making among students in the online education space. About 80% of students now take the time to verify institutional recognition on the Distance Education Bureau (DEB) website and carefully check if their chosen programme is allowed under UGC guidelines. There is also an increasing emphasis on understanding fee structures and verifying placement records before making any commitments. A significant development in this direction is the new requirement starting where students enrolling in recognised ODL and online programmes must generate a UGC-DEB ID. This measure aims to add another layer of security and verification for students pursuing online education.

Survey reveals for every 10 students inquiring about online courses, five raise concerns about fraud

63 govt school teachers to leave for Singapore trip today

SHIMLA, FEBRUARY 19

As many as 63 elementary education teachers of government schools will leave on an exposure-cum-training trip to Singapore tomorrow. Education Minister Rohit Thakur will flag off the trip from the Directorate of Education in Shimla. Shortly, a group of teachers from Higher Education will also embark on a foreign exposure trip.

Funded by Samagra Shiksha, these foreign exposure trips have been started by the government to expose the teachers to the best and latest teaching practices and to improve the quality of education in the state. Under this initiative, around 200 teachers had gone on the exposure trip to Singapore last year.

"These teachers will be taught the latest teaching methods during the week-long tour at Principals Academy, Singapore. The teachers will also be evaluated during the tour," said Rajesh Sharma, Project Director, Samagra Shiksha.

IMPROVE QUALITY OF EDUCATION IS THE AIM

“The idea is to improve the quality of education in government schools so that students start returning there from private schools.

Rajesh Sharma, PROJECT DIRECTOR,
SAMAGRA SHIKSHA

According to Sharma, the initiative is yielding positive results as many teachers, who had gone on the exposure trip last year, were doing good work in their respective schools. “We are constantly taking feedback about these teachers. Some are doing really well and have made a lot of difference to the teaching and learning process in their respective schools,” said Sharma.

The aim is to check the exodus of children from government to private schools. “The idea is to improve the quality of education in government schools so that students start returning from private schools,” said Sharma. — TNS

Unqualified PTA teachers to be removed

TRIBUNE NEWS SERVICE

SHIMLA, FEBRUARY 19

The Directorate of Elementary Education has issued orders for the removal of teachers appointed on the PTA basis, who do not fulfil the required educational qualifications though they have been given several chances to do so.

A high-powered committee constituted in 2014 had given time till August 2016 to these PTA teachers appointed before 2010 to fulfil the minimum educational qualifications. The time was extended several times to allow them to complete the minimum qualifications. The government has kept MA and B.Ed as the educational qualifications for lecturers appointed under the PTA policy.

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THE TIMES OF INDIA

CBSE to launch a brand new global curriculum in 2026: How is the existing international syllabus different from the regular one?

TOI Education | Feb 19, 2025, 03.05 PM IST



The Central Board of Secondary Education (CBSE) is set to introduce a global curriculum for foreign students starting from the 2026-2027 academic year. This initiative is part of a broader reform plan aligned with the National Education Policy (NEP) 2020, which aims to provide students with greater flexibility and a globally competitive education. As part of these changes, CBSE is also considering conducting board exams twice a year from the same academic session, allowing students to retain their best scores.

Not the first time CBSE has taken a global initiative

This is not the first time CBSE has ventured into an international curriculum. More than a decade ago, back in 2010, CBSE introduced the CBSE International (CBSE-i) curriculum to cater to Indian students living abroad. The initiative was implemented in multiple phases, beginning with a pilot program in 25 schools across the Middle East and South Asia for classes I to IX. It was later extended to more international schools and select Indian institutions. The syllabus was structured based on the National Curriculum Framework and National Council for

300

Educational Research and Training (NCERT) guidelines, integrating a global perspective while maintaining core Indian subjects.

What is the CBSE International (CBSE-i) curriculum?

The CBSE-i curriculum emphasizes global education with a strong focus on critical and creative thinking, research orientation, and effective communication. It offers a diverse range of subjects, including languages, performing arts, visual arts, physical education, social sciences, life skills, research projects, science, and mathematics with both elective and core options.

The evaluation system moves away from traditional rote learning, incorporating continuous assessment and project-based evaluations to promote holistic development. The curriculum also includes locally relevant components and enrichment programs, particularly in science and technology.

A distinguishing feature of CBSE-i is its integration of international methodologies, particularly inspired by the International Baccalaureate (IB) curriculum. The syllabus includes innovative subjects such as 'History of Knowledge' and a mandatory social work component to instill social responsibility in students. Additionally, extracurricular activities such as gymnastics, performing arts, and gardening are emphasized to promote all-round development.

CBSE-i vs CBSE regular curriculum

CBSE's regular curriculum, taught in Indian schools, follows a traditional Indian educational approach based on NCERT guidelines and the National Curriculum Framework (NCF). It is structured around three main academic streams, Science, Commerce, and Humanities, and is largely focused on standardized board examinations.

While the regular CBSE curriculum ensures a comprehensive academic foundation, it is primarily oriented towards Indian educational standards and competitive exams such as JEE and NEET. The evaluation system in the regular curriculum is heavily dependent on annual board examinations rather than continuous assessments.

Comparison: CBSE International vs CBSE Regular curriculum

Feature	CBSE International (CBSE-i)	CBSE Regular Curriculum
Curriculum Focus	Emphasizes global education, critical and creative thinking, effective communication, and research-based learning.	Based on Indian educational principles, following guidelines from NCERT and NCF.
Subjects Offered	Includes core subjects along with electives such as performing arts, social sciences, and research projects.	Divided into three streams—Science, Commerce, and Humanities.
Evaluation System	Uses a grading system with continuous assessment and project-based learning.	Primarily reliant on board exams.
Global Approach	Adapts to the local context while incorporating an international perspective.	Focuses on holistic development while maintaining Indian educational

		standards.
Grades Covered	Available from Grade 1 to Grade 11.	Available from Grade 1 to Grade 12.

CBSE's new Global Curriculum can potentially make international education more accessible in India

The launch of CBSE's Global Curriculum is expected to make international education more accessible, particularly for middle-class students who may not have the financial means to enroll in expensive international schools. Currently, international education in India is largely restricted to elite institutions affiliated with IB or Cambridge boards.

The International Baccalaureate (IB) program emphasizes inquiry-based learning and interdisciplinary connections, assessing student skills through ongoing coursework. In contrast, the Cambridge curriculum focuses on in-depth subject knowledge, with student performance primarily measured through external examinations. According to Cambridge tests and assessments, last year, over 1600 schools in 101 countries used Cambridge Checkpoint tests to benchmark student achievement internationally.

With the introduction of CBSE's global curriculum, students will have access to an internationally aligned

education at a fraction of the cost, potentially bridging the gap between traditional Indian education and global learning standards.

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▶ CBSE TO CONDUCT CLASS X BOARD EXAMS TWICE A YEAR FROM 2026-27

CBSE to Conduct Class X Board Exams Twice a Year from 2026-27

This option is given to reduce the stress; best scores to be valid

By PuneMirror Bureau

Reported By **Yashpal Sonkamble**

Thu, 20 Feb 2025

06:59 am



From the academic year 2026-27, the Central Board of Secondary Education (CBSE) will conduct the Class X board exams twice a year. For this, the CBSE will introduce a global curriculum for its 260 affiliated foreign schools.

The Education Ministry decided to introduce a global curriculum at a meeting chaired by Union Education Minister Dharmendra Pradhan. The Education Ministry held detailed discussions on the draft curriculum with CBSE officials and heads of the National Council of Educational Research and Training (NCERT), Kendriya Vidyalaya Sangathan (KVS), and Navodaya Vidyalaya Samiti (NVS). The draft is likely to be made public on Monday. Major Indian subjects will be included in the global curriculum.

A post shared by the CBSE reveals that Education Minister Dharmendra Pradhan held a highlevel meeting with the Secretary, Directorate of Education, Economic Development Secretary, Ministry of External Affairs, CBSE, NCERT, KVS, NVS heads and representatives of global schools. The modalities for introducing and implementing the CBSE global curriculum were discussed. The CBSE was directed to introduce the CBSE global curriculum for foreign schools by 2026- 2027 and prepare a detailed action plan in this regard.

The NCF, which was brought in to implement the National Education Policy 2020, recommended that students allowed to appear for the board exams twice in an academic year, retaining only the best marks. Accordingly, it is not mandatory for students of class X and XII to appear for the exams twice a year.

This option is being given to reduce the stress caused by the fear of

Meanwhile, Education Minister Dharmendra Pradhan posted on 'X': "A draft plan is being prepared to conduct CBSE board exams twice a year. Creating a stress-free learning environment for students remains the prime objective of the government. Exam reforms are an important step in this direction."



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News / Cities / Ahmedabad / Pradhan at GLS convocation: Foundation of India's success lies in modernising its educational system through NEP

Pradhan at GLS convocation: Foundation of India's success lies in modernising its educational system through NEP

During the convocation, Justice CK Thakker was recognised with an Honorary Doctorate for his contributions to law and education and Tushar Shukla for his contributions to Gujarati literature and culture.

By: **Express News Service**
Ahmedabad | February 20, 2025 04:09 IST



2 min read





A student being awarded during the eighth convocation ceremony of the GLS University.

The foundation for India's future success lies in modernising its educational system through National Education Policy (NEP) 2020, said Union Minister of Education Dharmendra Pradhan on Wednesday.

Pradhan made these remarks while addressing the audience virtually during the eighth convocation ceremony of the GLS University in [Ahmedabad](#). Pradhan reflected on the transformative power of education and its role in shaping India's future.

During the convocation, Justice CK Thakker was recognised with an Honorary Doctorate for his contributions to law and education and Tushar Shukla for his contributions to Gujarati literature and culture.

STORY CONTINUES BELOW THIS AD

Highlighting the significance of the NEP 2020, Pradhan emphasized the vision behind the policy of creating an inclusive and holistic education system. “The foundation for India’s future success lies in modernising its educational system through NEP 2020, which aims to foster innovation, critical thinking, and adaptability to meet the challenges and opportunities of the 21st century,” he said.

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Meanwhile, GLS University president Sudhir Nanavati shared his vision for the varsity and its mission to “nurture future leaders” while emphasising the importance of lifelong learning. Nanavati encouraged the graduates to “continue striving for excellence” in their respective fields, reminding them that their “education was just the beginning of a larger journey”.



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- हिंदी खबर (/hindi/khabar/)



Representative Image

Contempt filed in Delhi HC against Education Ministry Secretary, KVS Commissioner for failure to recruit special educators

ANI | Updated: Feb 20, 2025 17:26 IST

**ANI
News**

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Whatsapp(<https://whatsapp.com/channel/0029Va7q7004dTnMVI9H9r0o>)
channel

New Delhi [India], February 20 (ANI): A contempt petition has been filed in the Delhi High Court against the Kendriya Vidyalaya Sangathan (KVS) Commissioner and the Secretary of the Ministry of Education (MoE) (/topic/ministry-of-education-moe), Government of India.

The petition seeks the initiation of contempt of court proceedings due to their failure to recruit special educators for 987 posts in Kendriya Vidyalayas (/topic/kendriya-vidyalayas), as directed by the Delhi High Court. The hearing is expected to take place on Monday.

The Petitioner, Social Jurist, a civil rights group represented by advocate Ashok Aggarwal, submitted that more than six months have passed since the court issued its directions, and the respondents/contemnors have yet to comply.

The petitioner also stated that their advocate served the respondents/contemnors with a legal notice on February 13.

In response, the petitioner received a letter dated February 18, informing them that the Recruitment Rules had been sent for approval to the competent authority and that the recruitment process would commence immediately upon approval.

Earlier, the Delhi High Court noted in its order that the counsel for the Union of India stated that the Ministry of Finance, Department of Expenditure, had approved the creation of 987 posts for Teachers with qualifications as Special Educators (/topic/special-educators) approved by the Rehabilitation Council of India for Kendriya Vidyalayas (/topic/kendriya-vidyalayas).

The Court also noted that the counsel for the Union of India indicated that the Department of School Education and Literacy, via a letter dated July 5, 2024, had sanctioned the creation of 987 posts for Special Educators (/topic/special-educators) in Kendriya Vidyalayas (/topic/kendriya-vidyalayas).

Acknowledging these submissions, the Delhi High Court directed the respondent authority to frame Recruitment Rules and Conditions of Service and to commence the process of recruiting and appointing

Special Educators (/topic/special-educators) immediately. The Court mandated that this process be completed within six months. (ANI)

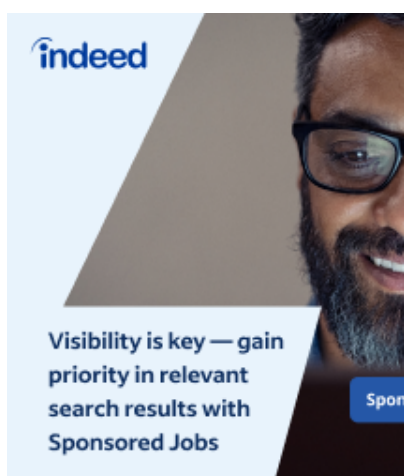
TAGS

Contempt petition filed in Delhi HC
(/topic/contempt-petition-filed-in-delhi-hc/)

Ministry of Education (MoE)
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Special Educators
(/topic/special-educators/)

Kendriya Vidyalayas
(/topic/kendriya-vidyalayas/)



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THE TIMES OF INDIA

CBSE to seek public feedback on draft schema for twice-yearly examinations

TOI Education | Feb 20, 2025, 12.13 PM IST



The Union Education Minister, Dharmendra Pradhan has announced that the Ministry of Education in consultation with the Secretary of School Education, Chairperson of the CBSE and other officials of the ministry have deliberated over the conduct of CBSE board exams twice in an academic year.

— dpradhanbjp (@dpradhanbjp)

The Union Minister took to social media platform X to announce that the Ministry will soon release a draft representation of what is being planned by the Ministry, CBSE and other stakeholders for public consultation. In his post, he said, "*(The Ministry) held detailed deliberations with Secretary School Education, CBSE Chairperson and other officials of the Ministry and CBSE over "Conduct of CBSE examinations twice a year". The draft schema of these deliberations will be placed soon for public consultation by CBSE.*"

The Minister further said that creating a stress-free learning environment for students has been priority of the government, and that improvements and reforms in assessments is a key step towards fulfilling this.

The Union Minister's post further added that the reform is another crucial step towards implementation of

various key provisions of the new National Education Policy (NEP) and will help mitigate exam related stress among students.

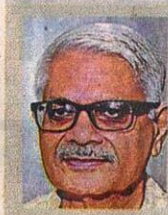
Earlier highlighted in the draft guidelines of the NEP, if implemented, CBSE's twice-a-year board exam scheme will give students the opportunity to take board exams two times in a academic session, starting 2026-27, and allowing them to retain their best score.

ALSO READ | [CBSE to launch new global curriculum in 2026: Check course details here](#)

भाषाई विविधता मिटने का खतरा

भाषाई और सांस्कृतिक विविधता के अंतरराष्ट्रीय उत्सव के रूप में इस बार का मातृभाषा दिवस यूनेस्को का रजत जयंती वर्ष है। इसके पीछे टिकाऊ समाज के निर्माण के लिए विभिन्न भाषाओं के संरक्षण, सहनशीलता और पारस्परिक आदर का संकल्प लिया गया है। अपनी और दूसरों की भाषा को समझना अपनी और दूसरों की संस्कृति को जानने-समझने का मुख्य माध्यम है। भाषा न रहे तो हम अपनी संस्कृति को अगली पीढ़ी तक ठीक से पहुंचाने में चूक जाएंगे। ऐसे में आज विश्व में प्रचलित विभिन्न भाषाओं को सुरक्षित और संवर्धित करना हमारा विशेष दायित्व है। एक विरल नैसर्गिक शक्ति के रूप में भाषा हमें न केवल ज्ञान-सृजन का अवसर देती है, बल्कि उस ज्ञान को संजोने और दूसरों से साझा करना भी संभव बनाती है। प्रकृति भी इसे समर्थन देती है। नवजात शिशु की श्रवण शक्ति अद्भुत होती है। वह स्वाभाविक ध्वनि और शोर में फर्क करने लगता है। छह माह होने के पहले ही बच्चे कई भाषाएं सुनते और समझते रहते हैं। तीन वर्ष की आयु में उनका तीन चार भाषाओं से परिचय होता है। दस वर्ष तक यह प्रक्रिया तेजी से चलती है। भारत के बहुभाषिक परिवेश में आगे बढ़ते हैं।

भाषा के सहारे ही हम व्यवहार करते हैं, सोचते हैं, कल्पना करते हैं और उस कल्पना को मूर्त आकार भी देते हैं। आज भारत में लगभग आठ सौ भाषाएं दर्ज हैं। बहुतेरे भारतीय कई भाषाएं बोलते हैं। यह बहुभाषिकता विभिन्न भाषाई समुदायों के बीच न केवल संचार को प्रभावी बनाती है, बल्कि साझा पहचान को सबल करती है। बावजूद इसके विभिन्न भाषाएं अलग-अलग लिपियों का उपयोग करती हैं। इनमें से कई लिपियां एक ही मूल की हैं, जैसे ब्राह्मी लिपि। भाषाओं की बहुलता समृद्धि का स्रोत है, जो हजारों वर्षों के प्रवास, परस्पर क्रिया और विभिन्न समूहों के बीच एकीकरण से पली-बढ़ी है। भाषिक विविधता की दृष्टि से भारत आज विश्व में दूसरे नंबर पर है। भारत के संविधान की वर्तमान व्यवस्था में 22 मुख्य भाषाएं तथा छह क्लासिकल भाषाएं (तमिल, संस्कृत, कन्नड़, तेलुगु, मलयालम और उड़िया) सम्मिलित हैं। देवनागरी में लिखी जाने वाली हिंदी



गिरिश्वर मिश्र

एआइ के दौर में हमें यह ध्यान रखना होगा कि मातृभाषा अस्मिता और संस्कृति को गढ़ने का कार्य करती है



संस्कृति का संवहन भी करती है मातृभाषा। फ़ाइल आधिकारिक रूप से राजभाषा है। हालांकि इसके भी अनेक रूप हैं। संविधान में यह विशेष प्रविधान है कि अल्पसंख्यक समुदाय अपनी भाषा लिपि और संस्कृति सुरक्षित रख सकेंगे। इस सबके बीच हमें यह भी स्मरण करना होगा कि मातृभाषा अस्मिता और संस्कृति को गढ़ने का कार्य करती है। इसी दृष्टि से नई शिक्षा नीति में बहुभाषिकता, लुप्तप्राय भाषाओं का संरक्षण और स्थानीय भाषा में समावेशी शिक्षा जैसे सरोकारों पर खास जोर दिया जा रहा है। हालांकि औपनिवेशिक विरासत के तहत अंग्रेजों के वर्चस्व का सामाजिक जीवन पर विभाजनकारी असर रहा है। इसने भाषाई हीनता को भी जन्म दिया। हिंदी या अन्य भारतीय भाषाएं जब घर की भाषा हैं, तब शिक्षा में अंग्रेजी माध्यम कई जटिलताएं पैदा कर रहा है। मौलिक सोच और सृजनात्मकता में ऐसे विद्यार्थी पिछड़ रहे हैं। शोध और अनुसंधान की दृष्टि से यह परोपजीवी भाषाई संस्कार घातक सिद्ध हो रहा है। आज वैश्वीकरण तथा कृत्रिम बुद्धिमत्ता यानी एआइ की बढ़त से तमाम चुनौतियां खड़ी हो रही हैं। भविष्य का नजरिया कुछ ऐसा होने जा रहा है कि लोग विभिन्न गैजेटों की सहायता से वह सब

कुछ देखेंगे, सुनेंगे और बात करेंगे, जो वैश्विक केंद्र द्वारा मुहैया कराया जाएगा। कुछ सलाह की जरूरत हुई तो बच्चे अब माता-पिता की जगह एलेक्सा या सीरी से पूछेंगे। उनके माता-पिता भी रोबोट से पूछेंगे। भाषा और संचार की प्रौद्योगिकी के क्षेत्र में माइक्रोसाफ्ट और गूगल जैसे कई दिग्गज किरदार दुनिया की विविधता को मिटाने का भी काम कर रहे हैं। इसके चलते बच्चे की सृजनात्मक क्षमता, अध्यापकों की श्रेष्ठता आदि सब दांव पर है। इस मनुष्यताविहीन तकनीक में कोई सामान्य बुद्धि या कामनसेंस नहीं होता। उसे मानवीय भावनाओं की भी कोई समझ नहीं होती और न ही गलतियों को सुधारने की गुंजाइश होती है। वस्तुतः उसमें कोई अपवाद संभव ही नहीं होता। मनुष्य की तरह यह सचेतन और संवेदनशील भी नहीं है। इस तकनीक को बहुलता की कोई समझ भी नहीं होती। इसके साथ ही उसमें घटनाओं और परिस्थितियों के संदर्भ को ग्रहण करने सुविधा नहीं होती।

वस्तुतः कृत्रिम बुद्धि मानव सभ्यता की अगली गुल्थी बन रही है। यह भरोसा किया जा रहा है कि सारा का सारा ज्ञान मानव मस्तिष्क के बाहर डाटा के रूप में भंडारित किया जा सकता है। ऐसे में प्रश्न उठेगा कि मनुष्य की जरूरत ही क्या है? मनुष्य को विस्थापित कर जीवन का अर्थ पाना असंभव है। गनीमत है कि मानव मस्तिष्क स्वयं को खुद संचालित और नियमित करता है। इस तकनीक को धारण करने वाले मनुष्य को मनुष्य बना रहना होगा और ऐसा करने में भाषा-साहित्य की इसमें अहम भूमिका होगी। भाषा सिर्फ विचारों को प्रकट करने का तरीका भर नहीं होती है। वह संस्कृति का संवहन भी करती है। ऐसे में स्कूली व्यवस्था को भाषाओं और संस्कृतियों के संरक्षण में विकसित किया जाना चाहिए। 21वीं सदी के भारत में बहुभाषिकता एक विशिष्टता है। आज आवश्यकता है कि फौरी राजनीतिक हित-अहित को किनारे रख भारत के भविष्य को सुरक्षित करते हुए संतुलित भाषा नीति का कार्यान्वयन किया जाए। भाषा हमारे अस्तित्व का साधन भी है और साध्य भी।

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'विदेश में एमबीबीएस की पढ़ाई के लिए नीट उत्तीर्ण होना जरूरी'

जनसत्ता ब्यूरो
नई दिल्ली, 20 फरवरी।

सुप्रीम कोर्ट ने विदेश से मेडिकल की पढ़ाई करने के लिए नीट यूजी योग्यता की शर्त को वैधता को बरकरार रखा है। इस तरह नीट यूजी परीक्षा पास किए बिना छात्र विदेश से एमबीबीएस की पढ़ाई नहीं कर सकते हैं। न्यायमूर्ति बीआर गवई और न्यायमूर्ति के विनोद चंद्रन की पीठ ने बुधवार को मेडिकल काउंसिल आफ इंडिया के उस नियम को बरकरार रखा जिसके तहत विदेशी संस्थानों में मेडिकल यूजी पाठ्यक्रम करने के लिए छात्रों के लिए राष्ट्रीय पात्रता सह प्रवेश परीक्षा नीट उत्तीर्ण करना अनिवार्य कर दिया गया है। यह नियम यह सुनिश्चित करता है कि विदेश में चिकित्सा की पढ़ाई कर रहे भारतीय छात्र को भारत में चिकित्सा का अभ्यास करने के लिए आवश्यक मानकों को अनिवार्य रूप से पूरा करना होगा। पीठ ने अपने फैसले में कहा कि यह नियम निष्पक्ष व पारदर्शी है

और किसी भी वैधानिक प्रावधान के साथ टकराव नहीं करता है। नीट यूजी पास करने की आवश्यकता स्नातक चिकित्सा शिक्षा विनियम 1997 में निर्धारित योग्यता नियमों को पूरा करने के अतिरिक्त है। इस संबंध में दायर याचिका पर सुनवाई करते हुए पीठ ने यह फैसला सुनाया है। पीठ ने कहा कि हमें नियमों में हस्तक्षेप करने का कोई कारण नहीं दिखता। सर्वोच्च न्यायालय ने एक बार के उपाय के रूप में छूट देने से भी इनकार कर दिया। सुनवाई के दौरान पीठ ने कहा कि जाहिर है कि खुली आंखों से संशोधित नियम लागू होने के बाद यदि कोई उम्मीदवार प्राथमिक चिकित्सा योग्यता प्राप्त करने के लिए किसी विदेशी संस्थान में प्रवेश लेना चाहता है तो वे नियमों से छूट नहीं मांग सकते हैं। जो देश के भीतर चिकित्सा का अभ्यास करने के लिए आवश्यक योग्यता निर्धारित करता है। यह भारत के बाहर कहीं भी अभ्यास करने के उनके अधिकार को प्रतिबंधित नहीं करता है।

2 Class 10 board exams next yr, CBSE may shrink schedule to under 2 weeks

ABHINAYA HARIGOVIND
NEW DELHI, FEBRUARY 20

THE CENTRAL Board of Secondary Education (CBSE) is learnt to be considering a significant compression of its Class 10 board examination period from the usual month-long schedule to less than two weeks in order to accommodate a two-exam system starting next year.

Currently, the Board prepares the Class 10 exam schedule in a way that no two subjects chosen by a student fall on the same date. This effectively translates into a month-long schedule with

EXPLAINED

E Opening a window for students

THE NATIONAL Education Policy, 2020, envisages moving away from high-stakes exams and proposes biannual board exams to provide students with more opportunities. In line with this, the Education Ministry has asked the CBSE to prepare a proposal for holding two exams per year.

a gap of anything between three to even 10 days between two papers at times. This year, for instance, the Class 10 board exams began on February 15 and will continue till March 18.

However, if the two-exam system is to be introduced, CBSE may have to reduce the gap between papers considerably, maybe even to a day, to ensure both exams are held and all results declared by June, said sources. This could mean that the exams will be squeezed into a week or 10-day period.

The issue was discussed at a recent meeting chaired by
CONTINUED ON PAGE 2

• CBSE may shrink exam schedule

Education Minister Dharmendra Pradhan with officials of the CBSE, Kendriya Vidyalaya Sangathan (KVS) and NCERT on conducting the board exams twice a year.

The Board has been asked by the Education Ministry to share a draft schema -- on how the two exams will be conducted -- in the public domain for feedback. Suggestions will be considered before a final schedule is prepared, it is learnt.

To begin with, the Union government wants to introduce two board exams for just Class 10 students of CBSE-affiliated schools. "A decision on when to introduce this for Class 12 students will only be taken based on the experience of holding two exams for Class 10 students," said a government official.

The board exams usually begin in February, and this timeframe will likely continue with the new two-exam system, with sources noting that conducting tests earlier would be challenging due to harsh winter conditions in some regions and would potentially reduce teaching time.

Among the scheduling options being considered by the Board is declaration of results of the first exam by March -- two

months earlier than the current May timeline -- while the second exam would likely be held in early May with results expected in June.

The National Curriculum Framework for School Education 2023, which is based on the National Education Policy 2020, states that all students will be allowed to take board exams "on at least two occasions during any given school year, with only the best score being retained."

"In the long term, being able to take a subject board examination immediately after the 'school term' (i.e., 'semester-wise' or 'on-demand' board examinations) will be made available," NCFSE says.

In 2023, Education Minister Dharmendra Pradhan had said that appearing for the exams twice a year would be optional, and the intention was to reduce stress.

Ahead of implementation, the CBSE, which is the largest national school board in the country, has been attempting to address the challenge of conducting both exams, completing evaluation of papers and announcing results before the next academic session begins.

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Nitin Verma, GM – Marketing & Admissions, and
Neha Sharma, Senior Manager – Branding & Marketing Communications, Great Lakes Institute of Management.



Losing our tongue: The rise & fall of languages

The decline of some languages was probably expected by India's policymakers because the facilities provided for language education are mainly for those included in the Eighth Schedule of the Constitution

There was human habitation in India for thousands of years prior to the emergence of Sanskrit, and it is known that various languages existed, but we have no record of the languages that can help reconstruct the entire linguistic past. The earliest records of oral texts date to about 35 centuries before the present (BP), and the earliest records of writing date to 24 centuries BP.

While scripts had been in use in other parts of Asia, west of India for 50 centuries BP, why the Indian subcontinent took so long to get into lexical modes of expression has not yet been fully investigated. Undeciphered so far, the sign system of the Indus Valley civilisation makes any historical narrative of Indian languages incomplete and tentative. Writing originated in India some 24 centuries BP in the form of inscriptions and hand-written manuscripts. The writ-

ing culture was completely transformed when the paper came into use about 10 centuries BP, and it experienced another profound shift two centuries BP with the advent of printing of the first few Indian languages.

We still do not have conclusive knowledge of the remote ancient past of Tamil and several other indigenous languages in existence during the second millennium BC in the eastern parts of India. We know that at a somewhat uncertain point in time, during the phase of India's transformation from hunter-gatherer society to pastoral society, a branch of the remote-ancient Tamil spread to the north and another to the Northwest. Nevertheless, the precise timing remains unknown.

Finally, it is still a mystery as to when exactly the languages described in Genetic Linguistics as Isolates — the Nehali spoken in Maharashtra's Buldhana district, for instance — emerged locally or arrived in their present location. These are only some of the difficulties in presenting a clear historical picture of the origin, rise, and transformation of languages.

Over the last five millennia, roughly from the early Harappa times to our time, the subcontinent accepted language legacies as distinct as the Avestan of the Zoroastrians, the Austro-Asiatic of the Pacific, the Tibeto-Burman of the East and the Northeast Asia. The Indic (or the

Indo-Aryan) languages in the Northern states, together with the Dravidic languages in the South and the Tibeto-Burman languages in the Northeast, each with a great variety of sub-branches — make for the larger bulk of the Indian languages.

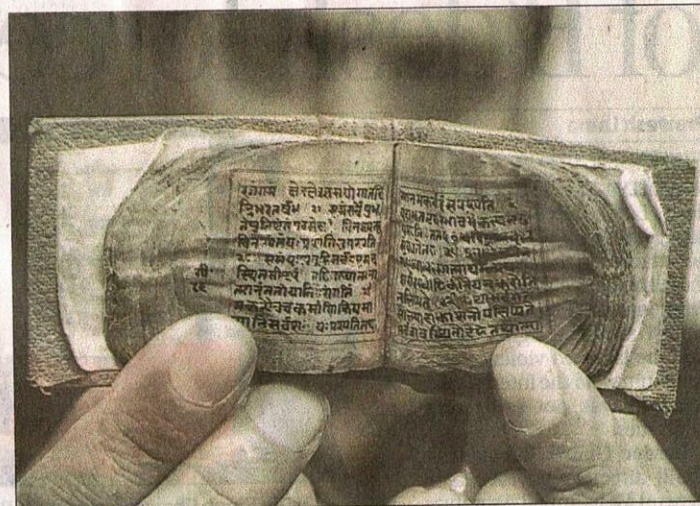
Throughout the known history of the subcontinent, there has been an active exchange and cultural osmosis between the indigenous languages and the migratory languages, producing, in the process, great literature in many tongues. In the past, Pali, Sanskrit, and Persian acquired currency over the subcontinent's extensive geographical areas. Yet, the local languages — the Prakrits and Apabhramsas (in the case of Sanskrit) and *desi-bhashas* (in the case of Persian) — continued to thrive. Over time, they gained greater currency and, in various amalgamated forms, overshadowed the supra-languages. The



GN Devy

intimate love-hate relationship between Indian languages and the English language over the last two centuries is developing precisely along the same trajectory.

However, this neat separation of a given language from its surrounding languages, in theory, does not accurately reflect the ground reality of the existing languages. In order to get a picture of that, one must look into the figures provided by the census. These figures show that the languages listed in the Eighth Schedule have a much



Throughout the known history of the subcontinent, there has been an active exchange and cultural osmosis between the indigenous languages and the migratory languages. HT PHOTO

larger number of speakers than those not included. The only exception to this is that of English. This increase is caused not only by the general population growth in different linguistic states but also by the decline of the languages not included in the Schedule. The decline is natural (and probably expected by the policymakers) because the facilities provided for language education are mainly for the languages included in the Eighth Schedule.

In the years to come, the other languages — mostly spoken by Adivasi communities and those belonging to the Austro-Asiatic family and the Tibeto-Burman family — may disappear altogether as a demographic indicator. That is to say that while the diction and the syntax patterns of these languages will no doubt survive, there may be a greater assimilation of these in the main languages of India. Whether this is desirable or not is a question that not only the cultural anthropologists but also all of

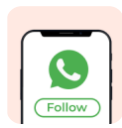
us have to answer.

As for the main languages, the picture of their development is a mixed one. On the one hand, there is an unprecedented growth in the printed materials in these languages, and naturally so, given the multiplication of print capitalism and digital technology from the 19th century till now; on the other hand, the English language has come up as the major adversary to these languages. Many members of the class that, during the 19th century, advocated the cause of the major Indian languages have turned to English as a vehicle for their economic betterment. As such, there has been a sharp decline in the number of readers of literature in Indian languages in cities and semi-urban areas.

GN Devy, author and founder of People's Linguistic Survey of India, is director, Somaiya School of Civilization, Somaiya Vidyavihar University. The views expressed are personal

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Udhayanidhi hits back at Pradhan over 'politics' comment; insists TN will follow 2-language policy

Tamil Nadu Deputy Chief Minister Udhayanidhi Stalin on Friday hit back at Union Education Minister Dharmendra Pradhan for attacking state CM M K Stalin amid the NEP row and asserted the state will only follow the 2-language policy. The state was seeking only its due share of funds from the Centre from the taxes paid by it, he said.



PTI

Updated On Feb 21, 2025 at 06:07 PM IST

Chennai, Tamil Nadu Deputy Chief Minister Udhayanidhi Stalin on Friday hit back at Union Education Minister Dharmendra Pradhan for attacking state CM M K Stalin amid the NEP row and asserted the state will only follow the 2-language policy. The state was seeking only its due share of funds from the Centre from the taxes paid by it, he said.

"We are asking our (share of) funds, about Rs 2150 crore. They (Centre) want us to accept NEP and the 3-language policy. Tamil Nadu has always been opposed to three language policy, so what is there to do politics," he asked. nas always been opposed to three language policy, so what is there to do politics," he asked.

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"Education is Tamils' right, please understand who is doing politics," the DMK leader told reporters.

Earlier in the day, Pradhan had attacked Stalin over the ongoing row on the implementation of NEP and accused him of "spinning progressive reforms into threats to sustain political narratives".

In a letter to Stalin, Pradhan said the Tamil Nadu CM should rise above political differences and think about the interests of young learners who will benefit from the new National Education Policy.

The education minister was responding to the letter Stalin wrote to

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In his letter to the Tamil Nadu CM, Pradhan said, "The letter sent to PM is a complete negation of the spirit of cooperative federalism promoted by Modi government. Hence, it is inappropriate for the state to view NEP 2020 with a myopic vision and spin progressive educational reforms into threats to sustain their political narratives."

Tamil Nadu and the central government have been at loggerheads over the implementation of NEP in the state, with the DMK government accusing the education ministry of stopping funds for crucial schemes.

Published On Feb 21, 2025 at 06:05 PM IST

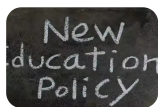
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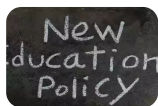
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Stalin vs Pradhan at Centre, Udhayanidhi vs Annamalai in state as Tamil Nadu NEP row heats up

As Education Minister writes back to CM, local politics takes a bitter turn over DMK's 'Get Out Modi' campaign.

Written by [Arun Janardhanan](#) , [Abhinaya Harigovind](#)
Chennai, New Delhi | Updated: February 21, 2025 17:53 IST



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Union Education Minister Dharmendra Pradhan (File photo)

In a sharply-worded reply to Tamil Nadu Chief Minister M K Stalin, Union Education Minister Dharmendra Pradhan urged the state government to “rise above politics” and prioritise the future of students over political narratives. The exchange of letters comes amid an escalating verbal spat between Tamil Nadu’s Deputy Chief Minister Udhayanidhi Stalin, 47, and BJP state president K Annamalai, 39, signalling a deepening rift between the two emerging new leaders.

The conflict between Udhayanidhi and Annamalai erupted after the [BJP](#) leader threatened the Deputy CM against the “Get Out Modi” campaign promoted by the DMK online. This prompted Udhayanidhi to challenge Annamalai to visit [Chennai’s](#) Anna Salai, also known as Mount Road.

In a fiery exchange, Annamalai shot back, demanding an exact place and time to meet “alone” and “see what happens”. Udhayanidhi’s challenge came after Annamalai dared him to verbally articulate “Get Out Modi”.

STORY CONTINUES BELOW THIS AD

The BJP leader also accused Udhayanidhi of being a leader who “wakes up only at 11 am” and “has seen the sun only when it is above the head.” The exchanges, marked by singular address forms and personal jibes, showcased the bitterness between the two leaders.

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Stalin vs Pradhan

Pradhan’s response followed Stalin’s letter to Prime Minister [Narendra Modi](#), wherein the Chief Minister had requested the immediate release of Rs 2,152 crore under the Samagra Shiksha scheme – a Centrally Sponsored integrated initiative for school education launched in 2018.

Stalin had strongly criticised the Union government’s alleged pressure tactics to force [Tamil Nadu](#) into implementing the National Education Policy (NEP) 2020 and adopting the three-language policy, calling it a “blatant violation of cooperative federalism.”

In his letter, Pradhan said: “As leaders entrusted with shaping the destiny of our young minds, it is imperative that the state government rises above politics and

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He described the NEP 2020 as “not just a reform but a transformative vision that seeks to elevate India’s education system to global standards while preserving and strengthening our linguistic and cultural diversity”.

Addressing concerns over language imposition, Pradhan wrote, “Let me unequivocally state that there is no question of imposing any language on any state or community. NEP 2020 upholds the principle of linguistic freedom and ensures that students continue to learn in the language of their choice.” The policy, he added, aims to “revive and strengthen the teaching of Indian languages, including Tamil, which have been gradually sidelined in formal education over the decades.”

The implications

The standoff over the Samagra Shiksha funds has practical implications for Tamil Nadu’s education sector. Stalin’s letter warned that “several vital components towards teacher salaries, student welfare programs, inclusive education initiatives, RTE reimbursements for underprivileged students, and transport for students in remote areas have been jeopardized”.

Stalin framed the issue not just as a financial impasse but as a question of upholding Tamil Nadu’s “time-tested state policies” against what he called the Centre’s “pressure tactics.”

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Pradhan, however, countered this stance, suggesting that Tamil Nadu's opposition to NEP 2020 was politically motivated.



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The issue may be also, directly and indirectly, affect the education sector in the state and lakhs of students. With the Samagra Shiksha funds remaining unreleased, the state's schools and educational programs could face disruptions. Both sides, however, seem entrenched in their positions, with the centre asserting NEP 2020's benefits and Tamil Nadu its autonomy over education policy.

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School Education Dept reprimands teaching staff deployed, attached in other Deptts

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Last updated: February 21, 2025 3:47 pm



School Education Department Friday reprimanded all teaching staff deployed and attached for administrative works in different offices and departments in Kashmir region.

In this regard, a latest official communiqué was issued by the Director of School Education Kashmir (DSEK).

DSEK said that all the Teaching Staff deployed or attached for administrative works in different offices and departments was recalled with the directions to report to their original place of postings on December-12-2021 and July-01-2024.

The directorate said that despite clear cut instructions, it has come to notice of DSEK that a number of teaching officials have been made to continue in different office and institutions within or outside parent department for administrative works on one pretext or the other without obtaining prior approval and orders of DSEK.

"The continuation of teaching staff in different offices and departments for administrative works despite instructions and orders conveyed from time to time reflects non-seriousness on the part of Chief Education Officers (CEOs), Drawing and Disbursing Officers (DDOs) and Head of Institutions (Hols) who have failed to get the orders implemented on ground by ensuring that these officials report back to their original assignment of teaching for which they have been employed in the SED," it reads.

DSEK said that in order to ensure full compliance of the instructions and orders issued from time to time, all the teaching staff including lecturers, masters and teachers working in different offices and institutions

within or outside parent department for administrative works in contravention of their job profile, without formal orders of administrative department and DSEK are ordered to report to their substantive place of posting in educational institutions without fail.

“All the non-teaching staff of school education working outside the parent department without formal orders of department, administrative department and DSEK shall report to their substantive place of posting without any fail,” it reads.

The communiqué further states that, “All the teaching and non-teaching officials shall be deemed to have been relieved and detached to report back to their original place of postings, forthwith.”

“Any DDO who is found to have drawn the salary of any such official in violation of the order shall face strict action including recommendation of RDA against them,” it reads.

DSEK in this regard asked the CEOs of the region to furnish compliance report to along with the requisite details of all such employees indicating the name, actual place of posting, place where working on deployment basis, nature of duty assigned, stay with date at place of deployment, reference of deployment or attachment order, date of reporting back at substantive place of posting and any other information as may be deemed necessary.

“The Chief Accounts Officer of DSEK shall personally monitor the implementation of instructions in letter and spirit and liaison with concerned Treasury Officers for getting inputs about drawl of salary against the defaulters,” it reads—(KNO)



Release edu scheme dues without NEP rider, Stalin urges PM

By [HT Correspondent](#)

Feb 21, 2025 07:06 AM IST

In a letter to Modi, Stalin said the release of the funds should not be linked with the National Education Policy (NEP) 2020 which makes implementation of three language formula mandatory.

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Chennai: Tamil Nadu chief minister MK Stalin urged Prime Minister Narendra Modi to release ₹2,152 crore of Samagra Shiksha Abhiyan (SSA) funds for 2024-25 for the sake of “cooperative federalism” and “welfare” of lakhs of students, adding that their stand on two language formula is “non-negotiable.”



In a letter to Modi, Stalin said the release of the funds should not be linked with the National Education Policy (NEP) 2020 which makes implementation of three language formula mandatory. (PTI)

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In a letter to Modi, Stalin said the release of the funds should not be linked with the National Education Policy (NEP) 2020 which makes implementation of three language formula mandatory. Tamil Nadu has a two-language one.

The Tamil Nadu government and the Centre have been engaged in a war of words over NEP with union education minister Dharmendra Pradhan terming the state government's opposition as "political."

"We all accept NEP, but they are not accepting the idea because of their political interest. I know education is in the concurrent list but to create competition among students, to create a level-playing field, we have to come to a common platform. This NEP, envisioned by Prime Minister Narendra Modi, is giving emphasis to the mother tongue," Pradhan said while



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His comments were seen as a response to a post on X by Stalin on Sunday, in which the Tamil Nadu CM accused the Union minister of “blackmailing” the state by refusing to release funds unless it accepted NEP and the three-language policy.

In his letter, Stalin added: “This has created immense anxiety and unrest among students, political parties and the general public in our state. For many decades, Tamil Nadu has always been steadfast in its two-language policy, which was deeply rooted in its educational and social milieu. Hence, the state has been exempted from implementing ‘The Official Languages Act, 1963’, as mentioned in The Official Languages Rules, 1976.”

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“The tremendous strides made by the state in the last half century and its trendsetting initiatives can be traced back to our progressive policy making, built on this two-language policy and social justice,” he added, reiterating that any change in the two-language policy is “non-negotiable” for the state and its people.

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In the letter, Stalin also pointed out that the state had already raised its strong concerns on other specific provisions of NEP through letter and a memorandum in 2024 and that despite the multiple representations, the SSA funds for 2024-25 remain unreleased.

“... the Union Government’s usage of such fund releases as a pressure tactic to coerce a state into adopting centrally mandated programs against its own time-tested state policies is a blatant violation of cooperative federalism,” Stalin said.

He argued that such a move would grossly undermine the states’ rights to shape their own education policies, based on specific needs. Due to non-release of funds under the ongoing scheme, several vital components towards teacher salaries, student welfare programs, inclusive education initiatives, RTE reimbursements for underprivileged students and transport for students in remote areas have been jeopardised, he claimed.

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“To dissipate the unrest caused due to this issue, ₹2,152 crores of Samagra Shiksha funds for Tamil Nadu for 2024-25 may be released immediately, without linking it to the implementation of National Education Programme (NEP) 2020. Considering the sensitivity of the issue, I look forward to your personal intervention in this regard,” he wrote.

On January 31, Stalin wrote to Union Women and Child Development Minister Annapurna Devi seeking release of funds for Centrally Sponsored Schemes worth ₹716 crore for anganwadis and women empowerment. He said that the state’s contribution to the Centrally sponsored schemes were being released in a time-bound manner but most often, the Centre’s share was being released only at the end of the quarter or in the subsequent quarters.

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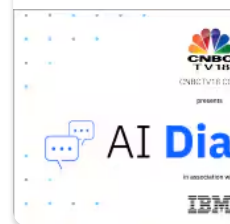
NEP and quality education: Why a school regulator must be more than just a paper tiger

The National Education Policy (NEP) recommends establishing an independent regulatory body called the State School Standards Authority (SSSA), which will build systemic accountability for children's learning outcomes. But to properly shield the SSSA from executive influence, it must be established as a statutory body via a Legislative Act with clearly defined powers and responsibilities, suggests Centre DIRECT's executive director Suresh Kumar.



By Suresh Kumar

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The release of the National Education Policy (NEP) in 2020 marked a long-overdue overhaul of India's education policy, 34 years after the previous one. If that time scale seems inconceivably long, imagine this—it has now been over four years since the NEP was published and most of its recommendations are yet to see any implementation.

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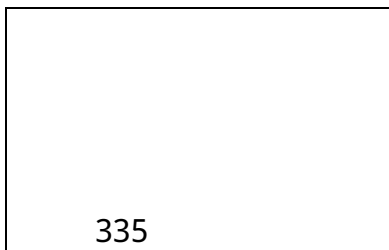
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


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
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
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This is especially worrying in light of the poor learning quality in Indian schools. The Annual Status of Education Report (ASER) 2022 reveals that, despite nearly universal enrollment, 4 out of 5 children in Grade 3 cannot read a Grade 2-level text and 3 out of 4 cannot do simple two-digit subtraction. Even in Grade 8, almost one-third of children lack these basic capabilities, illustrating that schooling is not leading to learning.

Recent child safety incidents in schools have further exposed the deep fissures in our educational infrastructure. From inadequate building safety protocols to cases of bullying and abuse, schools are failing to provide even basic protections for our children. The crisis goes beyond learning outcomes. How can we expect students to thrive academically when their physical and emotional well-being is at risk? The stubborn persistence of learning poverty and basic safety failures hints at deeper systemic issues— the issues that cannot be solved with piecemeal reforms or token gestures.

The academic performance and the safety of our children in educational institutions are paramount. The NEP recognises these systemic challenges and recommends revamping its governance structure. Currently, schools are regulated primarily on their infrastructure and finances, with almost no focus on the quality of learning they provide. The NEP recommends establishing an independent regulatory body called the State School Standards Authority (SSSA), which will build systemic accountability for children's learning outcomes.

The SSSA will require all schools to adhere to minimum standards of quality, while rationalising the standards for infrastructure. It will also periodically measure student learning outcomes in all schools and transparently publicise the information on school quality. As parents will become empowered with a deeper understanding of school quality, they will make better-informed choices and healthy competition among schools will naturally increase to keep up. If implemented fully, this reform could lead to a virtuous cycle where high-performing schools are rewarded and recognised while low-performing schools are given targeted assistance.

Establishing the SSSA will actually kill two birds with one stone, as it will also resolve a significant conflict of interest. Currently, the same Department of Education (DoE) that operates government schools also regulates all schools, i.e., it regulates its own competitors. This is like a sports match where the referee is a member of one of the teams! Unsurprisingly, this has created an uneven playing field where private and public schools are held to very different standards.

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Private schools are not only forced to seek recognition from the DoE in a process that is often long and tortuous, they are also held to stricter land and infrastructure norms than their public

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counterparts. As a result, despite virtually no regulation on education quality, the market entry and operations of private schools are seriously hindered, and investment in the sector is stifled. Moving the governance function of the DoE to the independent SSSA will not only reinvigorate the private school sector, but it will also free up the DoE's resources to focus on its core role of operating public schools, thus ultimately improving the quality of education for all school-going children.

Several states and the centre have taken regressive steps to set up a SSSA, based on varied interpretations of NEP's recommendations. The central government has notified CBSE as the SSSA for central schools. Similarly, several states have also notified the state Examination Board. Sikkim and Punjab have designated the State Council of Educational Research and Training (SCERT), the expert body for academic affairs, as the SSSA.

These actions run counter to the spirit of the NEP's recommendations. If a regulator's decision-making is influenced by external factors, such as political pressure, industry interests or the government, it can potentially lead to biased regulations that do not serve the public interest. The SSSA must be an autonomous body that specialises only in regulation.

Many crucial questions must be considered before forging ahead with setting up the SSSA. As an activist working on child safety issues for over a decade—and as a lawyer who has seen firsthand how poor governance can derail even well-intentioned policies—I cannot stress enough how critical it is to get this right. To properly shield the SSSA from executive influence, it must be established as a statutory body via a Legislative Act with clearly defined powers and responsibilities, including the power to regulate government-run schools.

Its composition and its members' selection process and terms of service must be clearly defined by the Legislature. To ensure a balanced and objective decision-making process, its members should represent all key stakeholders—educators, parents, and child safety experts—and its decisions must be transparent and subject to public scrutiny. Even after the SSSA is established, it will be essential to stay vigilant and carefully examine all policy decisions.

We cannot afford another missed opportunity like the Right to Free and Compulsory Education (RTE) Act of 2009, which set ambitious goals but failed to follow up with implementation and accountability. Fifteen years later, many schools still do not meet the RTE standards. The SSSA must be careful to establish norms that are ambitious yet practical. Its budget and spending plan should also be made public annually to ensure financial transparency.

India is home to 18% of the world's children, and we must not fail them. The NEP has rightly recognised a governance challenge that is hamstringing our education system and holding back student learning. Its recommended solution, the SSSA, has the potential to reform our schools and build a system capable of providing quality education to every single child. These recommendations must be transformed into reality. The time to act is now.

—The author, Suresh Kumar, is Executive Director at Centre DIRECT, a leading NGO working for the empowerment of women, youth and children. The views are personal.



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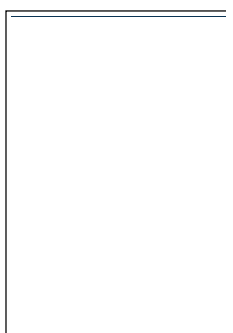
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In letter vs letter on NEP row, Dharmendra Pradhan's 'rise above political differences' advice to MK Stalin

By [HT News Desk](#), New Delhi

Feb 21, 2025 02:10 PM IST

Union education minister Dharmendra Pradhan urged Tamil Nadu CM MK Stalin to 'think about the interests of young learners.'

Story continues below advertisement

Union education minister Dharmendra Pradhan on Friday urged Tamil Nadu chief minister MK Stalin to "rise above political differences", after the latter wrote to Prime Minister Narendra Modi, and opposed linking of two centrally sponsored programmes with the National Education Policy (NEP).



Union minister of education Dharmendra Pradhan (ANI/File Photo)

Story continues below advertisement

Dharmendra Pradhan requested MK Stalin to "think about the interests of the young learners".

"The continued opposition to NEP 2020 for political reasons deprives students, teachers, and educational institutions in Tamil Nadu of the immense opportunities and resources that this policy offers. The policy is designed to be flexible, allowing states to customise its implementation to suit their unique educational needs," the BJP leader said in his letter.

"Many non-BJP states have implemented the progressive policies of NEP despite political differences. NEP 2020 aims to broaden the horizon, not narrow them," he added.

In his letter to the prime minister, the Tamil Nadu CM had said linking of Samagra Shiksha Abhiyan and PM SHRI Schools with the National Education Policy is 'fundamentally



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However, Pradhan stated that centrally-supported schemes such as SSA, are aligned with NEP 2020, while PM SHRI schools have been conceptualised to be 'NEP exemplar schools.'

Stalin's letter to PM Modi, Pradhan further remarked, was a 'complete negation of the spirit of cooperative federalism promoted by Modi government.'

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progressive educational reforms into threats to sustain their political narratives. I would, therefore, request you to rise above political differences and look into the matter holistically keeping in mind the interest of our young learners," the education minister added.

Tamil Nadu and the central government have been at loggerheads over the implementation of NEP in the state, with the DMK-led government accusing the Union education ministry of 'stopping funds' for crucial schemes.

Story continues below advertisement

(With PTI inputs)

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Nation

Highly inappropriate for a State to view NEP 2020 with myopic vision : Pradhan urges Tamil Nadu to adopt policy

Union minister defends policy, rejects claims of language imposition, and calls Tamil Nadu's resistance politically motivated



Union Education Minister Dharmendra Pradhan (R), Tamil Nadu Chief Minister MK Stalin (L)

Kavita Bajeli-Datt

Updated on: 21 Feb 2025, 7:28 pm · 4 min read



342



and turning “progressive reforms into threats to sustain political narratives.”

In a three-page letter addressed to Stalin, Pradhan categorically stated that there is no “question of imposing any language on any state or community.”

“NEP 2020 upholds the principle of linguistic freedom and ensures that students continue to learn in the language of their choice. In fact, one of the core objectives of the policy is to revive and strengthen the teaching of Indian languages, including Tamil, which have been gradually sidelined in formal education over the decades,” the minister wrote.

Pradhan was responding to Stalin’s letter to Prime Minister Narendra Modi on Thursday, in which the Tamil Nadu CM objected to linking the two centrally sponsored initiatives — Samagra Shiksha Abhiyan (SSA) and PM SHRI Schools — with the National Education Policy, calling it “fundamentally unacceptable.”



Don't choke education budget to enforce NEP

"The letter sent to the PM is a complete negation of the spirit of cooperative federalism promoted by the Modi government. Hence, it is inappropriate for the state to view NEP 2020 with a myopic vision and spin progressive

students, teachers, and educational institutions in Tamil Nadu of the immense opportunities and resources that this policy offers. The policy is designed to be flexible, allowing states to customise its implementation to suit their unique educational needs," he added.

Defending the policy, Pradhan emphasised that "centrally supported programmes such as Samagra Shiksha are aligned with NEP 2020" and that "PM SHRI schools have been conceptualised to be NEP exemplar schools."

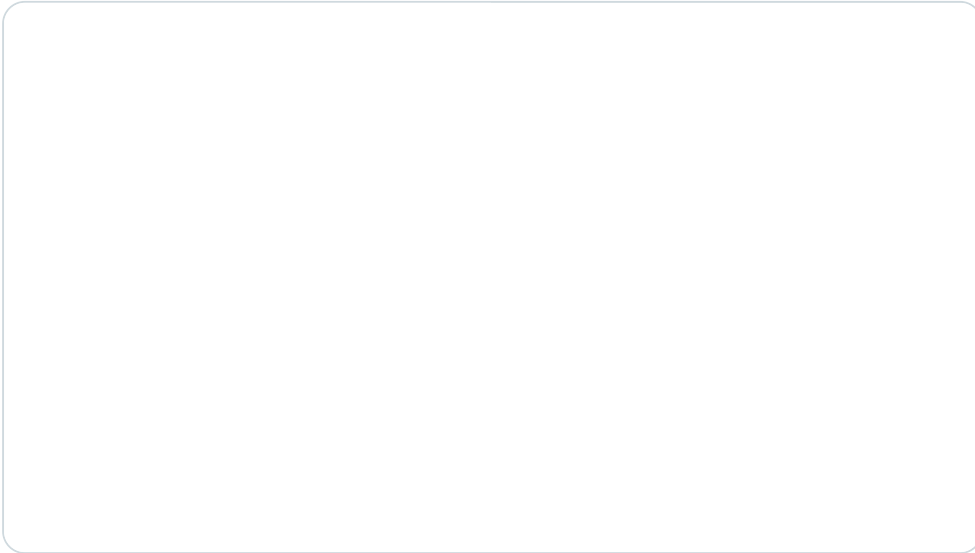
On Tamil Nadu's opposition to the three-language formula, Pradhan clarified that the policy does not impose any language.

"Many non-BJP states have implemented the progressive policies of NEP despite political differences. NEP 2020 aims to broaden the horizon, not narrow them," he wrote.



Highly inappropriate for a state to view NEP 2020 with a myopic vision and use threats to sustain political narratives.

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“I would, therefore, request you to rise above political differences and look into the matter holistically, keeping in mind the interest of our young learners,” the minister urged.

Highlighting the importance of linguistic heritage, Pradhan asserted that a central pillar of NEP-2020 is its “deep and unwavering respect for India’s rich linguistic heritage.”

“The policy ensures that every student has access to quality education in their mother tongue, reinforcing the fact that Tamil is not just a regional identity but a national treasure,” he added.

The letter comes amid a heated exchange between the Centre and Tamil Nadu over the implementation of NEP-2020.



the Concurrent List and that the state's demand for funds was a right, not a favour.



CM Stalin slams Union Min Dharmendra Pradhan for blackmailing TN over National Education Policy

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Later on Friday Tamil Nadu Deputy Chief Minister Udhayanidhi Stalin on Friday hit back at Union Education Minister and asserted that the state will only follow the 2-language policy.

Tamil Nadu was seeking only its due share of funds from the Centre from the taxes paid by it, he said.

"We are asking our (share of) funds, about Rs 2150 crore. They (Centre) want us to accept NEP and the 3-language policy.

Tamil Nadu has always been opposed to three language policy and it has been made clear the 3-language policy will not be accepted. So what is there to do politics, I don't understand" he said.

The state has sacrificed lives for the "language war," he said in an apparent reference to the anti-Hindi agitation of 1965.

"Education is Tamils' right, please understand who is doing politics," the DMK leader added

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The BJP's state unit also slammed the DMK over the matter.

The face-off between the Dravidian party and the BJP also saw the saffron organisation's state unit launch an online "GetOutStalin" campaign against the TN CM.

title seemed to have stemmed from the NEP and language row.

Days ago, while flaying the Centre, Udhayanidhi had said the people of Tamil Nadu will never allow it to 'dump' NEP and the trilingual policy on them and will launch a 'Get out Modi' campaign if any attempt is made to snatch their rights.

Annamalai had said he would launch a "GetOutStalin" campaign in response to that and put out a social media message on Friday morning, following which the matter was trending on social media platform 'X' for a long time.

Annamalai, in a separate social media update, wanted the state government to conduct a survey with school students in the state over their choice of a third language and start appointing teachers accordingly.

"Instead of doing politics in education, the government should aid in ensuring a bright future for students and youth of Tamil Nadu by joining the PMSHRI initiative," he said.

AIADMK general secretary Edappadi K Palaniswami said that despite pointing out on various occasions that certain clauses in the NEP might affect Tamil Nadu, it was being insisted the state should follow it without any changes.

The Centre's attempt to thrust the trilingual policy on the state that set a record in the education sector due to its bilingual policy has caused fear and confusion among the people of Tamil Nadu.

Meanwhile, the DMK's Students Wing announced state-wide protests against Pradhan on February 25.

(With inputs from PTI)

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News / India / 'Myopic view': Education minister on Tamil Nadu opposing 3-language policy

'Myopic view': Education minister on Tamil Nadu opposing 3-language policy

In a letter to Tamil Nadu Chief Minister MK Stalin, Union Education Minister Dharmendra Pradhan urged him to reconsider the state's opposition to NEP 2020, emphasising linguistic freedom and educational transformation.

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Union Education Minister Dharmendra Pradhan wrote to Tamil Nadu Chief Minister amid ongoing opposition over NEP. (PTI Photo)



In Short

- Union Education Minister writes to Tamil Nadu Chief Minister over opposition to NEP
- Asserts three-language policy ensures all regional languages get due importance
- Says there's no language imposition; NEP upholds linguistic freedom, students' choice

Union Education Minister Dharmendra Pradhan has written to Tamil Nadu Chief Minister MK Stalin, urging the southern state to "rise above political differences" for the benefit of students. Pradhan also requested the state government to reconsider its opposition to the National Education Policy (NEP) 2020.

In his letter, Pradhan has emphasised that the NEP 2020 is a "transformative vision that seeks to elevate India's education system to global standards", aimed at modernising the country's education system. He said NEP planned to do this by "preserving and strengthening our linguistic and cultural diversity."

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The Education Minister's response has come a day after [Stalin wrote to the Prime Minister Narendra Modi asking him for the immediate release of Rs 2,152 crore](#) under the Samagra Shiksha Abhiyan (SSA) amid the ongoing language row.

OPPOSITION TO THREE-LANGUAGE POLICY



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The Tamil Nadu government, DMK and its allies and many Dravidian parties opposed the NEP's trilingual approach, under which Hindi and English became part of the curriculum for students.

The Union Education Minister also pointed out that the "three-language policy has been India's education framework since 1968. "Unfortunately, despite being part of successive education policies, it was never implemented in letter and spirit, leading to a decline in the systematic teaching of Indian languages in schools," Pradhan wrote in his February 21 letter, addressed to Chief Minister Stalin.

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Pradhan highlighted the central government's initiatives to promote Tamil language and culture, mentioning efforts such as the Kashi Tamil Sangamam and the Saurashtra Tamil Sangamam, which celebrate Tamil Nadu's rich heritage.

NO IMPOSITION OF ANY LANGUAGE UNDER NEP

He reiterated there was no imposition of any language under the NEP 2020. "Let me unequivocally state that there is no question of imposing any language on any state or community. NEP 2020 upholds the principle of linguistic freedom and ensures that students continue to learn in the language of their choice," he said.

Expressing disappointment over Tamil Nadu's continued resistance to the policy, Pradhan criticised the state government for viewing NEP through a "myopic vision" and spinning progressive reforms into political narratives. He underscored that the policy is meant to expand educational opportunities rather than restrict them, saying: "Many non-BJP states have implemented the progressive policies of NEP despite political differences. NEP 2020 aims to broaden the horizon, not narrow them".

Pradhan concluded by urging Stalin to "rise above political differences" and prioritise the "interests of young learners in Tamil Nadu."

The Tamil Nadu government has consistently opposed NEP 2020, arguing that it promotes Hindi and Sanskrit over regional languages and infringes on the state's autonomy in education.

UDHAYANIDHI STALIN RESPONDS

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Deputy Chief Minister Udhayanidhi Stalin responded to the Union Education Minister's request to "rise above political differences."

"Tamil Nadu is always against the three-language policy. We have said clearly, we will never accept that. What is the politics in this? Tamil Nadu is a state where many have given their life for language rights. You can understand who is doing politics," he said.

Udhayanidhi Stalin, taking up from where Chief Minister Stalin had asked for the education funds being withheld, has been vocal about the state's resistance to adopting Hindi. He and BJP state chief K Annamalai have been engaged in an online battle over the issue, which has since devolved into a ['Go back Modi' versus 'Go Back Stalin' battle](#) of posts on social media platform X.

Published By: Preeja

Published On: Feb 21, 2025



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स्कूली शिक्षा में सुधार के लिए हिमाचल को सहयोग देगा यूनेस्को : शिक्षा मंत्री

शिमला (एसएनबी)। हिमाचल प्रदेश सरकार राज्य में स्कूली शिक्षा की गुणवत्ता सुधारने के लिए लगातार प्रयास कर रही है। अब इन प्रयासों को वैश्विक स्तर पर मजबूती देने के लिए संयुक्त राष्ट्र शैक्षिक, वैज्ञानिक और सांस्कृतिक संगठन से सहयोग लिया जाएगा। इसी दिशा में यूनेस्को की टीम ने शिमला स्थित राज्य सचिवालय में शिक्षा मंत्री रोहित ठाकुर से मुलाकात की। इस महत्वपूर्ण बैठक में यूनेस्को के भारत में प्रतिनिधि जॉयस पोम और श्रद्धा चिक्केरूर ने भाग लिया।

बैठक में शिक्षा सचिव राकेश कंवर, समग्र शिक्षा निदेशक राजेश शर्मा, उच्च शिक्षा निदेशक डॉ. अमरजीत शर्मा, प्रारंभिक शिक्षा निदेशक आशीष कोहली और अन्य अधिकारी मौजूद रहे। बैठक में चर्चा का मुख्य उद्देश्य उन क्षेत्रों की पहचान करना था, जिनमें यूनेस्को हिमाचल सरकार को सहयोग प्रदान

कर सकता है।

बैठक के दौरान शिक्षा मंत्री रोहित ठाकुर ने प्रदेश में बीते दो वर्षों में सरकार द्वारा किए गए शिक्षा सुधारों की विस्तृत जानकारी यूनेस्को प्रतिनिधियों

■ शिक्षामंत्री रोहित ठाकुर के साथ यूनेस्को प्रतिनिधियों की राज्य सचिवालय में हुई अहम बैठक

को दी। उन्होंने बताया कि स्कूलों के कंसोलिडेशन की योजना पर सरकार कार्य कर रही है, जिससे संसाधनों और शिक्षकों का अधिकतम उपयोग सुनिश्चित किया जा सके। इसके माध्यम से प्रत्येक स्कूल में पर्याप्त शिक्षक, खेल सुविधाएं और सह-शैक्षिक गतिविधियों को बढ़ावा दिया जाएगा, जिससे विद्यार्थियों का सर्वांगीण विकास हो और स्कूल उत्कृष्ट के केंद्र बन सकें।

बैठक में 21वीं सदी के कौशल विकास, खेलों के माध्यम से शिक्षा सुधार जैसे महत्वपूर्ण विषयों पर विचार-विमर्श किया गया। यूनेस्को टीम ने विभिन्न क्षेत्रों में प्रदेश सरकार को सहायता प्रदान करने की पेशकश की। शिक्षा मंत्री रोहित ठाकुर ने इस मौके पर कहा कि प्रदेश सरकार के प्रयासों से हिमाचल में शिक्षा की गुणवत्ता लगातार उच्च स्तर पर पहुंच रही है।

बैठक में समग्र शिक्षा निदेशक राजेश शर्मा ने यूनेस्को टीम का स्वागत करते हुए उन्हें आगामी विस्तृत चर्चा के लिए हिमाचल पुनः आमंत्रित किया। यह पहला संवाद था और आगामी दौर की वार्ताओं में सहयोग के ठोस कार्य योजनाओं पर चर्चा की जाएगी। हिमाचल सरकार और यूनेस्को के बीच यह संभावित साझेदारी प्रदेश की शिक्षा व्यवस्था को वैश्विक मानकों तक पहुंचाने में मील का पत्थर साबित हो सकती है।

तमिलनाडु करेगा 'दो-भाषा' नीति का पालन : उदयनिधि स्टालिन

चेन्नई (भाषा)। राष्ट्रीय शिक्षा नीति (एनईपी) से संबंधित विवाद के बीच तमिलनाडु के मुख्यमंत्री एम के स्टालिन पर हमला करने को लेकर उपमुख्यमंत्री उदयनिधि स्टालिन ने शुक्रवार को केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान पर पलटवार किया और कहा कि राज्य केवल 'दो-भाषा' नीति का पालन करेगा। उन्होंने कहा कि राज्य केंद्र से केवल अपने द्वारा दिए गए करों में से अपना उचित हिस्सा मांग रहा है। उदयनिधि ने कहा, "हम अपना हिस्सा, करीब 2150 करोड़ मांग रहे हैं। वे (केंद्र) चाहते हैं कि हम एनईपी और 'तीन भाषा' नीति को स्वीकार करें।

लेकर स्टालिन पर हमला किया और उन पर "राजनीतिक विमर्श बनाए रखने के लिए प्रगतिशील सुधारों को खतरे में डालने" का आरोप लगाया।



■ स्टालिन पर हमला करने वाले प्रधान पर उपमुख्यमंत्री ने किया पलटवार

स्टालिन को लिखे पत्र में प्रधान ने कहा कि तमिलनाडु के मुख्यमंत्री को राजनीतिक मतभेदों से ऊपर उठकर युवा शिक्षार्थियों के हितों के बारे में सोचना चाहिए, जिन्हें नयी राष्ट्रीय शिक्षा नीति से लाभ होगा। शिक्षा मंत्री स्टालिन द्वारा बृहस्पतिवार को प्रधानमंत्री नरेन्द्र मोदी को लिखे गए पत्र का जवाब दे रहे थे। अपने पत्र में स्टालिन ने कहा कि दो केंद्र प्रायोजित पहलों- समग्र शिक्षा

तमिलनाडु हमेशा से तीन भाषा नीति का विरोध करता रहा है, इसलिए इसमें राजनीति करने की क्या बात है। द्रमुक नेता ने संवाददाताओं से कहा, "शिक्षा तमिलों का अधिकार है, कृपया समझे कि राजनीति कौन कर रहा है। इससे पहले दिन में, प्रधान ने एनईपी के कार्यान्वयन पर जारी विवाद को

अभिमान (एस्तपुनरु) और पीएन सी स्कूलों को राष्ट्रीय शिक्षा नीति (एनईपी) के साथ जोड़ना मौलिक रूप से अस्वीकार्य है। तमिलनाडु के मुख्यमंत्री को लिखे अपने पत्र में प्रधान ने कहा, "प्रधानमंत्री को भेजा गया पत्र मोदी सरकार द्वारा प्रोत्साहित सहकारी संज्ञा की भावना के बिल्कुल विपरीत है।

एनईपी और त्रिभाषा फॉर्मूले पर विवाद बढ़ा

नई दिल्ली। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने शुक्रवार को राष्ट्रीय शिक्षा नीति (एनईपी) के कार्यान्वयन और त्रिभाषा फॉर्मूले पर विवाद के बीच तमिलनाडु के मुख्यमंत्री एमके स्टालिन पर निशाना साधा। प्रधान ने स्टालिन को पत्र लिख कहा, वे राजनीतिक मतभेद छोड़ छात्र हितों के बारे में सोचें। > ब्योरा P09

एनईपी और त्रिभाषा फॉर्मूले पर विवाद बढ़ा

गतिरोध

नई दिल्ली, विशेष संवाददाता। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने शुक्रवार को राष्ट्रीय शिक्षा नीति (एनईपी) के कार्यान्वयन और त्रिभाषा फॉर्मूले पर जारी विवाद के बीच तमिलनाडु के मुख्यमंत्री एमके स्टालिन पर निशाना साधा। केंद्रीय मंत्री प्रधान ने स्टालिन पर 'राजनीतिक एजेंडे के तहत प्रगतिशील सुधारों को खतरे में डालने' का आरोप लगाया है।

धर्मेंद्र प्रधान ने स्टालिन को लिखे पत्र में कहा है कि तमिलनाडु के मुख्यमंत्री को राजनीतिक मतभेदों से ऊपर उठकर छात्र हितों के बारे में सोचना चाहिए। मालूम हो कि एक दिन पहले स्टालिन ने मोदी को इस बाबत पत्र लिखा था। जिसमें उन्होंने कहा था कि केंद्र प्रायोजित दो पहलों समग्र शिक्षा अभियान (एसएसए) और पीएम श्री स्कूल को राष्ट्रीय शिक्षा नीति (एनईपी) से जोड़ना मौलिक रूप से अस्वीकार्य है। उन्होंने फंडिंग रोकने का आरोप भी केंद्र पर लगाते हुए इससे शैक्षणिक गतिविधियों और वेतन आदि पर असर की संभावना जताई थी। शिक्षा मंत्री ने स्टालिन के पत्र का जवाब देते हुए लिखा है कि किसी भाषा को थोपा नहीं जा रहा है।

शैक्षिक सुधारों को खतरे में डालना अनुचित : प्रधान ने कहा, प्रधानमंत्री को भेजा गया पत्र केंद्र द्वारा अपनाई जा रही सहकारी संघवाद की भावना के विपरीत है। उन्होंने कहा कि

भारतीय भाषाओं में कभी कोई दुश्मनी नहीं रही

प्रधानमंत्री नरेंद्र मोदी ने भी भाषा के आधार पर भेदभाव के प्रयासों पर करारा प्रहार करते हुए शुक्रवार को कहा कि भारतीय भाषाओं के बीच कभी कोई दुश्मनी नहीं रही। सभी भाषाओं ने एक-दूसरे को समृद्ध किया है। प्रधानमंत्री की यह टिप्पणी ऐसे दिन आई है जब तमिलनाडु के मुख्यमंत्री एमके स्टालिन ने दोहराया कि राष्ट्रीय शिक्षा नीति (एनईपी) पूरे देश में तीन भाषा फॉर्मूला थोपने को एक प्रयास है।

'तमिलनाडु दो-भाषा नीति का पालन करेगा'

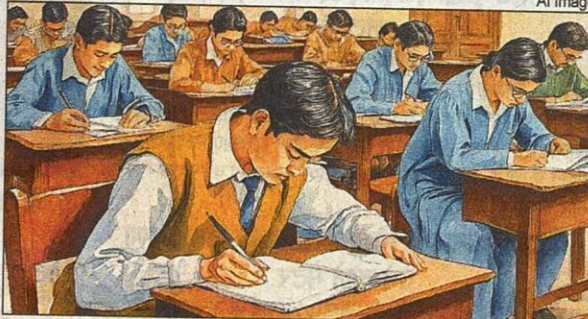
चेन्नई, एजेंसी। राष्ट्रीय शिक्षा नीति (एनईपी) से संबंधित विवाद के बीच तमिलनाडु के मुख्यमंत्री एमके स्टालिन पर हमला करने को लेकर उपमुख्यमंत्री उदयनिधि स्टालिन ने शुक्रवार को केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान पर पलटवार किया। उन्होंने कहा कि राज्य केवल दो-भाषा नीति का पालन करेगा। उन्होंने कहा कि राज्य केंद्र से केवल अपने द्वारा दिए गए कर्तव्यों में से अपना उचित हिस्सा मांग रहा है।

राज्य के लिए एनईपी 2020 को अदूरदर्शी दृष्टि से देखना और अपने राजनीतिक एजेंडे को बनाए रखने के लिए प्रगतिशील शैक्षिक सुधारों को खतरे में डालना अनुचित है।

मिलेगा फायदा B.Ed-M.Ed समेत 9 टीचिंग कोर्स के लिए नए रेगुलेशंस का आया ड्राफ्ट, 2026 से लागू होंगे नए कोर्स

11 साल बाद पार्ट टाइम M.Ed कोर्स की वापसी

Bhupender.Sharma@timesofindia.com



AI Image

नई दिल्ली: नेशनल एजुकेशन पॉलिसी (NEP)-2020 की सिफारिशों के अनुरूप नेशनल काउंसिल फॉर टीचर एजुकेशन (NCTE) ने नए रेगुलेशंस 2025 का ड्राफ्ट जारी किया है। उसमें 9 टीचिंग कोर्स के नियमों को भी बताया गया है। नए रेगुलेशंस के हिसाब से एक-एक वर्ष के B.Ed और M.Ed कोर्स की शुरुआत होगी। साथ ही 11 वर्षों के बाद मास्टर ऑफ एजुकेशन प्रोग्राम (पार्ट टाइम) की भी वापसी होगी।

2014 में M.Ed पार्ट टाइम में आखिरी बार एडमिशन हुए थे। उस समय यह दिल्ली यूनिवर्सिटी में हाई डिमांड वाले कोर्स में जाना जाता था। NCTE के चेयरमैन प्रो. पंकज अरोड़ा ने भी यह कोर्स किया था। डीयू के साथ-साथ अहमदाबाद की यूनिवर्सिटी में भी यह कोर्स चलता था। इसके साथ-साथ 4-इयर इंटीग्रेटेड टीचर

एजुकेशन प्रोग्राम (ITEP) कोर्स में भी नई स्ट्रीम जोड़ी गई है। ये 9 कोर्स 2026 बैच से लागू होंगे।

नए रेगुलेशंस में कौन-कौन से होंगे 9 कोर्स: नए रेगुलेशंस-2025 के ड्राफ्ट पर शिक्षाविद, छात्र, अभिभावक और एक्सपर्ट्स 8 मार्च तक अपनी राय दे सकेंगे। NCTE चेयरमैन ने बताया कि 2026 से 10 वर्षों के बाद एक साल का B.Ed कोर्स फिर से शुरू होगा। एक साल

के M.Ed प्रोग्राम को भी इसी सत्र से शुरू किया जाएगा। इसके अलावा M.Ed (पार्ट टाइम) कोर्स को भी ऑफर किया जाएगा। प्रो. अरोड़ा का कहना है कि एमएड (पार्ट टाइम) कोर्स के लिए नए नियमों में जो शर्तें तय की गई हैं, उसमें सबसे महत्वपूर्ण यह है कि कोर्स की क्वालिटी के साथ कोई समझौता नहीं होगा। रेगुलर कोर्स की तरह पार्ट टाइम कोर्स की भी क्लासेज होंगी। एमएड 3.5 टाइम कोर्स दो वर्ष का होगा।

रेगुलर कोर्स में जहां एक सेमेस्टर में 96 वर्किंग डेज और एक हफ्ते में 40 वर्किंग आवर्स की शर्त है। पार्ट टाइम एमएड में एक वर्ष में मिनिमम 192 डेज और एक हफ्ते में 20 वर्किंग आवर्स की शर्त है। 80 पर्सेंट हाजिरी जरूरी होगी। चार वर्ष की ग्रैजुएशन या मास्टर डिग्री करने वालों को ही एक वर्ष की B.Ed करने का मौका मिलेगा।

स्पेशलाइज्ड स्ट्रीम भी होंगी शुरू:

प्रो. अरोड़ा ने बताया कि अभी देश में 4-इयर इंटीग्रेटेड टीचर एजुकेशन प्रोग्राम (ITEP) चल रहा है। यह कोर्स अभी 64 टीचिंग इंस्टिट्यूट्स में है और इस साल नंबर बढ़ेगा। नए रेगुलेशंस में जो 9 कोर्स 2026 से नए रूप में शुरू होंगे, उनमें स्पेशलाइज्ड स्ट्रीम भी शुरू होंगी। अब ITEP योगा एजुकेशन, ITEP फिजिकल एजुकेशन, ITEP संस्कृत एजुकेशन, ITEP आर्ट एजुकेशन समेत चार नई स्पेशलाइज्ड स्ट्रीम जोड़ी गई हैं।

Stalin, Pradhan spar over NEP's language provision

The Hindu Bureau
CUDDALORE/NEW DELHI

Hitting out at Union Education Minister Dharmendra Pradhan for seeking to "impose Hindi", camouflaging it under the National Education Policy's (NEP 2020) three-language policy, Tamil Nadu Chief Minister M.K. Stalin on Friday declared he would never allow anything detrimental to the State.

"So long as DMK and I, Muthuvel Karunanidhi Stalin, exist, no activity against Tamil and Tamil Nadu can ever enter this soil," he said at an official function in Cuddalore. Mr. Stalin's reaction came in response to Mr. Pradhan's letter to him earlier in the



Dharmendra Pradhan

day, urging the State government to "rise above politics" and prioritise policies that empower students.

Mr. Pradhan had argued that Tamil Nadu's continued opposition to the NEP "for political reasons" deprived students of immense opportunities.

Accusing the Centre of

trying to promote Hindi in the guise of development of vernacular language, Mr. Stalin said, "You are accusing us of doing politics over the NEP. But it is the Centre which is doing politics by promoting Hindi in a country where people speak different languages. You play politics with language and religion and then accuse others."

Warning the Centre not to trigger the sentiments of Tamils, Mr. Stalin said, "Don't throw stones at a beehive and also don't prompt Tamils to show their distinct traits. I will not allow efforts to impose Hindi in Tamil Nadu."

CONTINUED ON
» PAGE 8

Stalin, Pradhan spar over language provision

"In true federal concept, the Union government should be happy that Tamil Nadu was fast progressing. But unfortunately, it was refusing to allot funds which are rightfully due to the State," the Chief Minister said.

'Unique needs'

The Union Minister pointed out that many States have implemented the progressive policies of the NEP despite political differences. "It is inappropriate for the State to view the NEP 2020 with a myopic vision and spin progressive educational reforms into threats to sustain their political narratives. The letter sent [by Mr. Stalin] to the Prime Minister is a complete negation of the spirit of cooperative federalism, promoted by the Modi government. The policy does not advocate the imposition of any language," he said.

"The policy is designed to be flexible, allowing States to customise its implementation to suit their unique educational needs. Moreover, Centrally-supported programmes such as Samagra Shiksha are aligned with the NEP 2020. Also, PM SHRI schools have been conceptualised to be NEP exemplar schools," he said.

"The NEP 2020 aims to broaden the horizon, not narrow them," Mr. Pradhan said.

Concept of sexual equality must be part of syllabus: SC

Moral and ethical training, etiquette must be made part of the school syllabus, Justice Nagarathna tells Union government, judge says parents must stop discrimination between daughter and son

Krishnadas Rajagopal
NEW DELHI

The Supreme Court on Friday told the Centre that the concept of sexual equality and moral and ethical training of how men should behave with women respectfully must become a part of school syllabus.

"Moral and ethical training, etiquette must be made part of the school syllabus. There must be a module to inculcate this in schools at a very early age for children... Now, schools do not have moral education. Certain schools have it, but the class is usually cancelled and some other subjects are taken," Justice B.V. Nagarathna, heading a Bench comprising Justice S.C. Sharma, observed.

Justice Nagarathna said equality between daughters and sons must start at home. But, instead, discrimination starts at home with the parents.

"Parents are more focused on restraining their daughters and not their sons. The word 'discrimi-



Parents are more focused on restraining their daughters and not their sons. The word 'discrimination' must go from our vocabulary

B.V. NAGARATHNA
Supreme Court judge

nation' must go from our vocabulary," the judge said.

The court was hearing a writ petition filed by petitioner-in-person and senior advocate Aabad Ponda, who said the root cause for the surge in rape cases and incidents of crimes against women was the lack of education at the basic level about equality among the sexes.

'Tremendous strain'

"Fifty per cent of our population, women, are living under tremendous strain and insecurity. There is a rise in the misogynistic and barbaric attitude towards women. Education must start at the smallest level to change the attitude towards women," Mr. Ponda submitted.

Justice Nagarathna agreed that many social circles still believed that a woman neither belonged to her parents' home nor the in-laws' home after marriage.

Awareness that a woman was independent, her own person, and commanded respect and equal treatment in society must be inculcated in society, the judge noted.

Justice Nagarathna said environmental science started being taught in schools as a subject on the orders of the Supreme Court. Likewise, moral education must become a part of the school syllabus.

The court ordered the government to place on record any measures taken so far to include the concept of sexual equality

in school syllabus.

Mr. Ponda's plea also recommended using advertisements and the visual media for conveying zero tolerance to rape.

"Awareness of the stringent laws against rape must be advertised in cinema halls and in the media. There is no point if the person knows about these laws after he is sentenced to 20 years or is about to be hung to death," Mr. Ponda argued. He said knee-jerk reactions like making punishments harsher after a gruesome crime was hardly a solution.

Efforts to bridge the gap

The petition said efforts have to be made to bridge the gap between the law and the understanding and dissemination of the law to the public.

"The need of identifying the real cause of this crime is the first requirement. Once this is done, the next step would be to try to find measures to revolutionise the male mindset in the country amongst a large portion of the populace and instill in them the fear of the law," it said.

3-language formula unnecessary in T.N., says Palaniswami

The Hindu Bureau
CHENNAI

AIADMK general secretary Edappadi K. Palaniswami on Friday described the Central government's 'three-language' formula as "unnecessary".

Mr. Palaniswami said in a statement: "We, the AIADMK, remain steadfast in [our stand] on the policy of two languages. I urge the Union government to give up imposing three languages on Tamil Nadu."

He said Tamil Nadu had fulfilled several performance parameters envisaged under the National Education Policy (NEP).

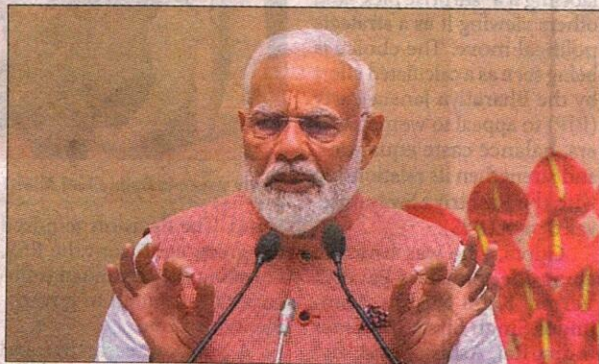
"Both the previous AIADMK government [when he was the Chief Minister] and the present DMK government have pointed out why the NEP



Edappadi K. Palaniswami

could not be adopted in the State. Instead of arriving at a resolution to the row after holding discussions with the State government to remove objectionable clauses of the policy document, the Centre's denial to release funds to the State by insisting on adopting the NEP would amount to betrayal of students, parents, and teachers," he said.

Keep away from attempts to create divisions on basis of language: Modi



Prime Minister Narendra Modi addresses a gathering during the inauguration of '98th Akhil Bharatiya Marathi Sahitya Sammelan', in New Delhi PTI

Amid NEP row, PM bats for education in 'all languages'

MPOST BUREAU

NEW DELHI: Speaking at the 98th All India Marathi Literary Conference opening ceremony, Prime Minister Modi said Indian languages have always existed in harmony, not conflict. His comments pushed back against attempts to create divisions based on language.

His remarks came on a day when Tamil Nadu Chief Minister M K Stalin reiterated his remarks that the implementation of the National Education Policy (NEP) is an attempt to impose a three-language formula throughout the country.

Addressing the inaugural function of the 98th Akhil Bharatiya Marathi Sahitya Sammelan here, Modi hailed Marathi as a complete language reflecting the elements of bravery and courage, beauty, sensitivity and equality.

"There has never been any animosity among Indian languages. Languages have always influenced and enriched each other," Modi said.

He said often, when efforts were made to create divisions based on languages, India's shared linguistic heritage gave a fitting reply.

"It is our social responsibility to distance ourselves from these misconceptions and embrace and enrich all languages," the prime minister said.

Modi said India is one of the oldest living civilisations in the world because it has con-

CLOSER LOOK

- » He emphasised that India's linguistic richness is a key pillar of national unity
- » Modi credited India's ability to embrace new ideas for its status as one of the world's oldest living civilizations
- » He warned against attempts to create divisions based on language and urged people to reject misconceptions

stantly evolved and embraced new ideas and welcomed new changes.

"The fact that India has the world's largest linguistic diversity is a proof of this. This linguistic diversity is also the most fundamental basis of our unity," Modi said.

NCP-SP chief Sharad Pawar, Maharashtra Chief Minister Devendra Fadnavis, litterateur Tara Bhawalkar, the president of the 98th Akhil Bharatiya Marathi Sammelan, were present at the inaugural function, among others.

The three-day Akhil Bharatiya Marathi Sahitya Sammelan is being held in the national capital after a gap of 71 years and a year after Marathi was granted the classical language status. **Continued on P4**

Modi...

Modi said the event is being held in Delhi in the 350th year of the coronation of Chhatrapati Shivaji and the centenary celebrations of the RSS.

"We take pride in the fact that in the great land of Maharashtra, a remarkable

Marathi-speaking individual planted the seeds of the Rashtriya Swayamsevak Sangh 100 years ago. Today, we celebrate its centenary. The organisation has grown and flourished like a banyan tree," he said. "For the last 100 years, the Rashtriya Swayamsevak Sangh has been running a Sanskar Yagya to take India's great tradition and culture to the new generation," Modi said. He said the RSS has inspired lakhs of people like himself to live for the country and it is because of the Sangh that he got the privilege of connecting with the Marathi language and Marathi traditions.

Rise above politics, Pradhan tells Stalin; DMK won't give up 2-language policy

NEW DELHI/CHENNAI, FEBRUARY 21

The language row involving the BJP-led Centre and the ruling DMK in Tamil Nadu intensified on Friday with Union Education Minister Dharmendra Pradhan asking the southern state to rise above politics, while the regional party hit back saying it won't budge from its two-language policy and warned against "throwing stones at beehive".

Pradhan attacked Chief Minister MK Stalin over the implementation of National Education Policy in TN and accused him of "spinning progressive reforms into threats to sustain political narra-



STOP FUNDING BLACKMAIL

“Who is doing politics in education — you or us? Isn't the rider of releasing funds only if the trilingual policy is accepted not politics? Is imposing Hindi in the name of NEP not politics? Is converting a multi-lingual and plural country into a single-language country not politics?”

MK Stalin, TAMIL NADU CM

tives”. The DMK indicated Tamil Nadu was being asked to implement NEP and the three-language policy involv-

ing Hindi in return for its due share of Central funds.

Stalin, also DMK president, said he would not permit any

activities inimical to Tamil language, the state and its people, on the soil, so long as he and his DMK existed.

Alleged Hindi imposition has been a sensitive subject in Tamil Nadu, and the DMK successfully led a massive anti-Hindi agitation in 1965 during which a number of pro-Tamil activists killed themselves, mostly by self-immolation, against imposition of the language.

Main opposition AIADMK also hit out at the Centre over NEP. On Friday, Pradhan wrote to Stalin, asking him to rise above political differences and think about the interests of young learners who will

benefit from the new NEP.

He was responding to a letter Stalin wrote to Prime Minister Narendra Modi on Thursday. The CM had said linking two centrally sponsored initiatives — Samagra Shiksha Abhiyan (SSA) and PM SHRI Schools — with the NEP was fundamentally unacceptable.

Pradhan said, “The letter sent to PM is a complete negation of the spirit of cooperative federalism promoted by the Modi government. Hence, it is inappropriate for the state to view NEP 2020 with a myopic vision and spin progressive educational reforms into threats to sustain their political narratives.” — PTI

Edu minister, Stalin spar amid NEP language row

Sanjay Maurya

letters@hindustantimes.com

NEW DELHI: Union education minister Dharmendra Pradhan on Friday reiterated the government's stance that the National Education Policy 2020 "upholds the principle of linguistic freedom" and appealed to Tamil Nadu chief minister MK Stalin to not "politicise the issue", prompting the DMK leader to accuse the central government of blackmailing his government in the state.

A day after Stalin wrote to Prime Minister Narendra Modi seeking release of funds for the sake of "cooperative federalism" and "welfare" of hundreds of thousands of students, Pradhan on Friday said that NEP "does not advocate the imposition of any language" on states.

"NEP 2020 upholds the principle of linguistic freedom and ensures that students continue to learn in the language of their choice. In fact, one of the core objectives of the policy is to revive and strengthen the teaching of Indian languages," he said.

"Let me unequivocally state that there is no question of imposing any language on any state or community," he said in a post on X in a 10-point response to Stalin's letter to PM Modi.

Stalin in his letter urged the central government to release ₹2,152 crore of Samagra Shiksha Abhiyan funds for 2024-25 for the sake of "cooperative federalism" and "welfare" of hundreds of thousands of students, adding that their stand on two language formula is "non-negotiable".

Pradhan termed Stalin's letter "a complete negation of the spirit of cooperative federalism", and



Dharmendra Pradhan and MK Stalin



appealed to him not "politicise education" and "rise above political differences" to empower students. Later in the day, Stalin responded by accusing the Modi government of halting the state's funds until the state implemented the "triple language" formula.

"Yesterday, as CM of Tamil Nadu, I wrote a letter to PM Narendra Modi to release funds which are for our students and teachers. Today, Union Minister Dharmendra Pradhan has written a reply letter in which he advises not to do politics in education. I ask, who is doing politics in education? Is it not politics when you blackmail by saying that if only triple language is implemented in a state, the fund will be released? You (Dharmendra Pradhan) should think whether it's you doing politics or us," he said in a post on X.

The Tamil Nadu government and the Centre have been engaged in a war of words over NEP Policy (NEP) 2020 which makes implementation of three language formula mandatory. Tamil Nadu, which has a two-language one, has been opposing NEP with concerns over possible imposition of Hindi or Sanskrit under the three-language policy.

Pradhan said the three-language formula is "the backbone

of India's education framework since 1968".

He criticized previous education policies for neglecting the systematic teaching of Indian languages, leading to "over-reliance on foreign languages", while NEP 2020 aims to restore languages to their "rightful place in education".

Pradhan said that the central government is promoting Tamil language and culture globally through various initiatives including Kashi Tamil Sangamam and Saurashtra Tamil Sangamam. Pradhan said SSA a shared scheme between the Centre and states supporting public schools with a funding ratio of 60:40, and PM SHRI (Pradhan Mantri Schools for Rising India) scheme are aligned with NEP.

"Hence, it is inappropriate for the state to view NEP 2020 with a myopic vision and spin progressive educational reforms into threats to sustain their political narratives," he said.

Hitting back at Pradhan, Tamil Nadu deputy chief minister Udhayanidhi Stalin asserted the state will only follow the two-language policy. "Education is Tamils' right, please understand who is doing politics," Udhayanidhi said.

(With inputs from Chennai)

NCTE may revert to 1-yr BEd, MEd in '26

Sanjay Maurya

letters@hindustantimes.com

NEW DELHI: The National Council for Teacher Education has proposed to revert the bachelor of education and master of education programmes to one-year format from the 2026-27 academic session, a decade after it extended the duration of both courses to two years.

Upon approval of the draft policy, which was issued on the NCTE website late on Thursday night, the standalone Teacher Education Institutions (TEIs) will have the option to continue offering the two-year BEd and MEd programmes, or transition to the one-year format, provided they meet conditions outlined by NCTE in the new draft regulations.

According to the proposal, NTA will conduct a standardised subject and aptitude test for admission to all BEd and MEd courses. HT has seen a copy of the draft.

Currently, NTA conducts National Common Entrance Test (NCET) for admission to four-year Integrated Teachers Education Programme (ITEP) programmes in IITs, National Institute of Technology (NITs) and other central and state universities.

"The modalities of the test for new ITEP courses to be conducted by NTA will be formulated by next year as these courses will start from 2026," NCTE chairperson Pankaj Arora said.

In its draft NCTE (Recognition Norms and Procedure) Regulations, 2025, the council also announced four specialized ITEP programmes — ITEP Yoga, Physical Education, Sanskrit Education, and Art Education — which will also be offered from the 2026-27 academic session.

The teacher education regulatory body has issued the draft for public feedback until March 8.

Along with the new structure, NCTE has also prescribed a minimum requirement of infrastructure and faculties among others.

According to the draft regulations 2025, candidates having a master's degree with at least 50% marks or those with a four-year UG degree with at least 50% marks will be eligible for admission to one-year BEd course. MEd programme of 2-year duration will be offered to in-service teachers and educational functionaries, the draft said.

"The entire regulations are aligned with NEP recommendations," Arora said.

PM: Connected with Marathi through RSS

Modi-Pawar Bonhomie Marks Lit Fest

► Continued from P 1

Saying that it was through Sangh that he connected with Marathi language and its traditions, Modi said RSS has been running a 'sanskar yagya' for the last 100 years to transmit the great tradition and culture of India to the new generation. RSS was founded in 1925 in Nagpur by Hedgewar.

The decision of the organisers, who included Pawar, president of the 98th session of Marathi Sahitya Sabha, to get Modi to inaugurate the Marathi literature festival raised eyebrows in many quarters, besides attracting criticism from NCP (Sharadchandra Pawar's INDIA bloc allies).

The 148-year-old Marathi literary festival was last held in Delhi in 1954, with renowned lexicographer Tarkatirtha Laxman-shastri Joshi as president. On that occasion, the conference was inaugurated by then-PM Jawaharlal Nehru. The trigger for hosting the event in Delhi was the Modi gov't's decision to confer classical language status on Marathi.

On Friday, Modi reciprocated Pawar's gesture as they shared the dais at the inauguration ceremony. "Today, on the invitation of Sharad Pawar, I am getting the opportunity to join this proud tradition," Modi said.

The audience burst into applause as Modi helped Pawar take his seat and offered him a glass of water. Modi, who was to start the function by lighting the ceremonial lamp, requested Pawar, chairman of the event's reception committee, to come forward and do the honours with him.

Modi highlighted that a few months ago, Marathi was granted the status of classical language—a recognition that over 12 crore Marathi speakers in India and worldwide had awaited for

Bhutan PM likens Indian counterpart's governance to that of Bodhisattvas

PM Modi on Friday stressed on the crucial role of leadership in national progress and called for a structured approach to developing leaders across sectors who are equipped to perform amid disruptions, reports **Manash Gohain**. He emphasised that effective leadership was essential not just in politics but also in business, technology, governance and education.

Speaking at the inaugural session of the two-day SOUL (School of Ultimate Leadership) conclave, he said, "SOUL will be an institution to develop critical thinking, risk taking and a solution driven mindset in these individuals. In the coming times, such leaders will emerge from this institute who will be ready to work amid disruptive changes."

What could augur well of bilateral ties was the guest of hour on the occasion, Bhutanese PM Dasho Tshering Tobgay, likening Modi's governance to that of Bodhisattvas, attributing wisdom, courage, and compassion to his leadership and requesting guidance to transform Bhutan's bureaucracy under SOUL.

Tobgay, while crediting Modi for lifting 30 crore people out of poverty and positioning India towards a 'Viksit Bharat' (developed India), underscored Bhutan's ambitious Gelephu Mindfulness City (GMC) project as a model of sustainability, and credited Bhutan's King as the driving force behind the initiative and acknowledged Modi's invaluable support. "GMC will be the legacy of two enlightened leaders, strengthening Bhutan-India relations and creating global opportunities," he noted, as he extended an open invitation to India's business community to invest in GMC.

decades. He described it as a great fortune to have had the opportunity to fulfil this long-cherished aspiration.

The Prime Minister said the event was taking place at a significant time when the nation was witnessing the 350th anniversary of Chhatrapati Shivaji Maharaj's coronation, the 300th birth anniversary of Purnyashlok Ahilyabai Holkar, and the 75th anniversary of the Constitution, drafted through the efforts of Babasaheb Ambedkar.

Modi said the event was not confined to a single language or region, embodying both the essence of the freedom struggle and the cultural heritage of Maharashtra and the nation.

Noting that the day coincided with International Mother Language Day, he recited a verse by Sant Dnyaneshwar and explained that the Marathi language inspired his deep love and affection for its culture.

The PM said the Marathi language became a proclamation of liberation from invaders, recalling the valour of Maratha warriors like Chhatrapati Shivaji, Sambhaji Maharaj and Bajirao Peshwa, who fiercely opposed their enemies. He noted that during the freedom struggle, figures like Vasudev Balwant Phadke, Lokmanya Tilak and Veer Savarkar disrupted British rule.

Modi said Mumbai had emerged as the economic capital not only of Maharashtra but of the entire country. "When speaking of Mumbai, one cannot complete the discussion without mentioning films. It is Maharashtra and Mumbai that have elevated both Marathi films and Hindi cinema," he said, citing the current popularity of the movie 'Chhava', which has brought the valour of Sambhaji Maharaj to the forefront, inspired by Shivaji Sawant's Marathi novel.

Ditch politics for students' sake, Pradhan tells Stalin on NEP

► Continued from P 1

Accusing the Centre of not giving states their rightful share of resources, Stalin said: "After sucking out all state taxes through the GST regime, the Union gov't is refusing to disburse the dues of states. They are refusing to announce new schemes or release funds even for joint projects of the state and Union gov'ts."

Stalin warned: "Don't hurl stones at a beehive. Don't provoke the unique spirit of Tamil people. Don't seek to witness resurgence of Tamil defiance. As long as I am here, as long as DMK is here, no anti-Tamil, anti-Tamil Nadu, or anti-Tamilian agenda will succeed."

Pradhan countered Stalin's opposition to NEP, saying TN's stance was politically motivated and harmful to students. He shared a letter addressed to Stalin on his X handle, mentioning that it was "highly inappropriate" for a state to oppose NEP with a "narrow-minded approach". Pradhan accused the TN gov't of using "intimidation for political reasons". He said the Modi gov't was fully committed to promoting Tamil culture globally and urged TN to "not politicise education" and instead work "beyond political differences in the best interest of our students".

Pradhan argued NEP 2020 was a transformative policy aimed at modernising India's education system while preserving linguistic and cultural diversity. Rejecting allegations of Hindi being imposed on southern states, he said, "Let me unequivocally state there is no question of imposing any language on any state or community."

Stalin told the gathering in Cuddalore that the "real disaster for India" was the Union gov't's alleged failure to understand the fundamental principle of federalism. "NEP is not designed to promote education but to advance the agenda of making India a homogenous nation. Since direct imposition would invite resistance, they disguise it under the veil of education policy," he said.

NEP row: Stalin talks of not paying central taxes

Cuddalore: TN CM M K Stalin upped the ante Friday in his run-in with the Modi gov't over National Education Policy and devolution of funds, saying it would take DMK "just one second to say we won't pay tax that Union gov't is collecting from the state",

► **CBSE's NOC move could be another flashpoint, P 11** reports **Bosco Dominique**.

"Federalism is about give-and-take," Stalin said here.

Referring to Union education minister Dharmendra Pradhan's statement that TN stood to lose Rs 5,000 crore for not rolling out PM Shri scheme linked to NEP, Stalin said

“I warn Centre, don't throw stones at a beehive. Don't aspire to see the unique fighting spirit of Tamils. As long as I and DMK exist, no activities against Tamil, TN, and its people will be allowed —TN CM STALIN

There has never been any animosity among Indian languages. When efforts are made to create divisions... our shared linguistic heritage provides a strong counter-argument —PM MODI

Centre was jealous of states' growth and was trying to impede their development.

► Continued on P 24

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 Feedback

CBSE Class 12 business studies exam analysis: Experts and students rate exam 'easy to moderate'

The three-hour, 80-mark paper featured a mix of multiple-choice, short-answer, and long-answer questions, with a notable emphasis on case-based problem-solving

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**Business Today Desk**

Updated Feb 22, 2025, 3:46 PM IST



Students across India sat for the CBSE Class 12 Business Studies exam on February 22, with early reactions calling it a fair and balanced test. The three-hour, 80-mark paper featured a mix of multiple-choice, short-answer, and long-answer questions, with a notable emphasis on case-

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SHIV KUMAR, SCHOOL IN GURUGRAM,
said, "The Business Studies paper
361

was well-balanced, focusing on both conceptual understanding and application-based learning. It was structured around the NCERT content, ensuring that students who studied and revised thoroughly from the textbook found it manageable." She added, "The paper struck the right balance between direct and application-based questions, making it both engaging and thought-provoking. Students particularly enjoyed solving the case-based questions and were satisfied with the overall exam experience."

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Vedika Singh, an educator at Shiv Nadar School in Faridabad, provided a detailed breakdown of the paper's structure.

"1 mark: Easy to moderate - 20% of the questions which were of higher competency level.

3 mark: Explicit and easy-to-understand questions.

4 marks: Mostly case study questions requiring conceptual knowledge.

6 Marks: Mix of application-based and direct questions."

Singh noted that students had mixed reactions but generally found the paper manageable.

"The CBSE Business Studies 2025 exam was rated by students as easy to moderate, with students having mixed reactions. Many found the paper easy, especially those who had practised NCERT-based questions and case studies and previous years' question papers."



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She highlighted that time management was not a major issue. "Students were able to complete the exam within the given time. The 3-4 mark questions were well-structured and manageable, but the 6-mark case-based question was slightly complex, requiring deeper analysis and critical thinking which is aligning with the paper pattern."

Experts noted that the paper covered the syllabus comprehensively, with "no out-of-syllabus questions," and internal choices accounting for 33% of the paper. "The CBSE Board examination Business Studies Class 12 question paper (three sets) for the academic year 2024-25 was balanced, standard, and aligned according to Board criteria. Students would have felt confident seeing the paper, as the questions were a good combination of theory as well as application."



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Edu minister, Stalin spar amid NEP language row

By [Sanjay Maurya](#), New Delhi

Feb 22, 2025 06:46 AM IST

Pradhan termed Stalin's letter "a complete negation of the spirit of cooperative federalism", and appealed to him not "politicise education" and "rise above political differences" to empower students.

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Union education minister Dharmendra Pradhan on Friday reiterated the government's stance that the National Education Policy 2020 "upholds the principle of linguistic freedom" and appealed to Tamil Nadu chief minister MK Stalin to not "politicise the issue", prompting the Dravida Munnetra Kazhagam leader to accuse the central government of blackmailing his government in the state.



Pradhan termed Stalin's letter "a complete negation of the spirit of cooperative federalism", and appealed to him not "politicise education" and "rise above political differences" to empower students. (PTI)

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A day after Stalin wrote to Prime Minister Narendra Modi seeking release of funds for the sake of “cooperative federalism” and “welfare” of hundreds of thousands of students, Pradhan on Friday said that NEP “does not advocate the imposition of any language” on states.

“NEP 2020 upholds the principle of linguistic freedom and ensures that students continue to learn in the language of their choice. In fact, one of the core objectives of the policy is to revive and strengthen the teaching of Indian languages, including Tamil, which have been gradually side-lined in formal education over the decades,” he said, calling the policy “a transformative vision” that seeks to elevate India’s education system to global standards, and preserve the country’s linguistic and cultural diversity.

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“Let me unequivocally state that there is no question of imposing any language on any state or community,” he said in a post on X in a 10-point response to Stalin’s letter to PM Modi.

Stalin in his letter urged the central government to release ₹2,152 crore of Samagra Shiksha Abhiyan (SSA) funds for 2024-25 for the sake of “cooperative federalism” and “welfare” of hundreds of thousands of students, adding that their stand on two language formula is “non-negotiable”.

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Pradhan termed Stalin’s letter “a complete negation of the spirit of cooperative federalism”, and appealed to him not “politicise education” and “rise above political differences” to empower students.

Later in the day, Stalin responded by accusing the Modi government of halting the state’s funds until the state implemented the “triple language” formula.

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“Yesterday, as CM of Tamil Nadu, I wrote a letter to PM Narendra Modi to release funds which are for our students and teachers. Today, Union Minister Dharmendra Pradhan has written a reply letter in which he advises not to do politics in education. I ask, who is doing politics in education? Is it you or us? Is it not politics when you blackmail by saying that if only triple language is implemented in a state, the fund will be released? Is it not politics in the name of education; imposing Hindi is not politics? You (Dharmendra Pradhan) should think whether it’s you doing politics or us,” he said in a post on X.

The Tamil Nadu government and the Centre have been engaged in a war of words over NEP Policy (NEP) 2020 which makes implementation of three language formula mandatory. Tamil Nadu, which has a two-language one, has opposing NEP with concerns over the possible imposition of Hindi or Sanskrit under the three-language policy.

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Pradhan said the three-language formula is “the backbone of India’s education framework since 1968”.

He criticized previous education policies for neglecting the systematic teaching of Indian languages, leading to “over-reliance on foreign languages”, while NEP 2020 aims to restore languages to their “rightful place in education”.

Pradhan said that while Tamil Nadu has led transformative reforms, “the continued opposition to NEP 2020 for political reasons deprives students, teachers, and educational institutions in Tamil Nadu of the immense opportunities and resources that this policy offers.”



mother tongues, recognizing the Tamil language as "a national treasure and not just a regional identity".

Pradhan said that the central government is promoting Tamil language and culture globally through various initiatives including Kashi Tamil Sangamam (KTS) and Saurashtra Tamil Sangamam. Tamil is also included in competitive exams, and Bharatiya Bhasha Utsav celebrates its literary heritage, he said.

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Pradhan said that Samagra Shiksha Abhiyan (SSA), a shared scheme between the Centre and states supporting public schools with a funding ratio of 60:40, and PM SHRI (Pradhan Mantri Schools for Rising India) scheme are aligned with NEP 2020.

"Hence, it is inappropriate for the state to view NEP 2020 with a myopic vision and spin progressive educational reforms into threats to sustain their political narratives," he said.

Tamil Nadu was allocated ₹2151.60 crore under SSA but, according to information shared by Union minister of state for education Jayant Chaudhary in Lok Sabha on February 10, the state did not receive any funds from the central government till January 31, 2025, for the financial year 2024-25.

Hitting back at Pradhan, Tamil Nadu deputy chief minister Udhayanidhi Stalin and asserted the state will only follow the two-language policy.

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“We are asking our (share of) funds, about ₹2150 crore. They (Centre) want us to accept NEP and the 3-language policy. Tamil Nadu has always been opposed to three language policy and it has been made clear the 3-language policy will not be accepted. So, what is there to do politics, I don’t understand,” he asked.

The state has sacrificed lives for the “language war”, he said in an apparent reference to the anti-Hindi agitation of 1965 where many pro-Tamil activists killed themselves, mostly by self-immolation, against the alleged imposition of Hindi then.

“Education is Tamils’ right, please understand who is doing politics,” Udhayanidhi, chief minister MK Stalin’s son, added.

(With inputs from Chennai)

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THE TIMES OF INDIA

From this acad yr, NEP for VI, X; 10 bagless days for classes VI-VIII

TNN | Feb 22, 2025, 12.19 AM IST



Panaji: The National Education Policy (NEP) 2020 will be implemented in Classes VI and X from the new academic year 2025-26, the state directorate of education said in a circular on Friday.

Semester systems will be followed in these classes from the new year.

The circular said that every school will have to have 10 bagless days in a year for students from Classes VI to VIII, ideally five bagless days in each semester.

The detailed guidelines for implementation of bagless days will be issued by the State Council for Educational Research and Training, the circular said.tnn

“Goa govt has implemented NEP-2020 at the foundational stage (Balvatika 1) in 2023-2024, and at Balvatika 2 and secondary stage (Class IX) in 2024-2025. It is decided by govt to implement NEP at middle stage (Class VI) and Class X of secondary stage in 2025-2026,” said the circular.

Class VI will now study 10 subjects, which include languages as R1-Konkani/Marathi, R2- English, R3- Hindi/any other language native to India including Konkani/Marathi if not opted at R1. Besides these, they will study mathematics, science, social science, vocational education, physical education and well-being and art education. New textbooks will be introduced for Class VI in all the curricular areas.

“Each period will be of 40 minutes duration. There will be a semester pattern. Assessment will comprise of two components - internal component (activities, assignment, projects, etc) and external component (theory). The internal component will be entirely assessed using the assessment rubrics. External components in the curricular areas such as languages, mathematics, science & social science will comprise two competency-based MCQ type semester examinations of 50 marks each,” the circular said.

External components in the skill-based subjects such as vocational education, physical education & well being and art education will comprise two competency-based MCQ type semester examinations of 30 marks (theory) and 20 marks practical each.

A common paper will be set by the SCERT for theory component in all the curricular areas. The evaluation of the answer papers and result preparation will have to be done by the schools.

For Classes IX and X too there will be R1, R2 and R3 as languages. However, relaxation will be given to the students who have opted for foreign language other than English from Class VIII. Rest of the subjects will also be the same besides the addition of inter-disciplinary areas as a subject.

Same existing textbooks will be used in these grades. Here too, each period will be of 40 minutes duration.

“There will be a semester pattern of examination for Class IX, while Class X will have an annual examination pattern. There will be a separate passing in both the components (internal and external) for five curricular areas: Languages, mathematics, science and social science. Science subjects will be practical along with theory as an external component. There will be a combined passing in the skill based curricular areas: inter disciplinary areas, art education, physical education and well being, and vocational education,” the circular said.

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NEP for Class VI & X to roll out from new academic year

[THE GOAN](#) NETWORK | FEBRUARY 22, 2025, 12:59 AM IST

PANAJI

The Directorate of [Education](#) (DoE) on Friday announced implementation of National Education Policy (NEP) 2020 for Class VI and X from the coming academic year 2025-26.

While a semester pattern of two examinations will be followed for the students of Class VI, the students of grade X will go through the annual Board examination

In a circular issued, Director Education Shailesh Zingade said that while Grade VI student will have nine subjects with new textbooks to be introduced in all the curricular areas, the Class X and IX will continue with ten subjects.

"It is decided by the government to implement NEP 2020 at Middle Stage (Grade 6) and Grade 10 of secondary stage in the year 2025-26," Zingade said, adding both the grades will have 1200 instructional hours and 48 periods.

Zingade said that the medium of instruction for grade 6-12 will be English; however, relaxation will be given to the existing recognized schools having other medium of instruction. The department has assured to provide additional teachers for an increase of workload.

While two competency-based MCQ type semester examinations of 50 marks will be held with common paper to be set by the State Council of Education, Research and Training (SCERT) for Class VI, the Goa Board of Secondary and Higher Secondary Education (GBSHSE) will conduct the examination for class X.

For Class VI, the assessment will comprise of two components -- internal comprising activities, assignments, projects, etc and external component of theory. The internal component will be entirely assessed using the assessment rubrics.

"The external component in the curricular areas such as languages, mathematics, science and social sciences will comprise of two competency based MCQ type semester examination of 50 marks each whereas for skill-based curricular areas such as vocational education will have two MCQ exams of 30 marks theory and 20 marks practical each.

"The evaluation of answer papers and result preparation will have to be done by the schools," Zingade said.

As far as Class X is concerned, the department said that the students will have an annual examination pattern with 80 per cent weightage to theory and 20 per cent to practical.

"There will be separate passing in both the components for five curricular areas that is languages, mathematics, science and social science," Zingade said while maintaining that for the skill based curricular areas like inter disciplinary areas, art education, physical education and wellbeing and vocational, there will be combined passing.

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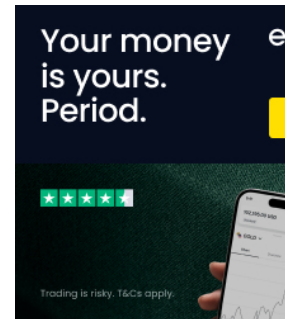
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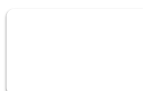


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इस विज्ञान शिक्षक को आज केन्या, बल्कि अफ्रीका के प्रेरणादायी व्यक्तित्वों में गिना जाता है। पीटर आज केन्या के सबसे ज्यादा चाहे, सराहे और स्मृतियों में सहेजे जाने वाले शिक्षक हैं। कई अनाथ छात्रों के वह अभिभावक हैं, तो बाकी बच्चों के लिए सहोदर भाई से भी करीबी मित्र!

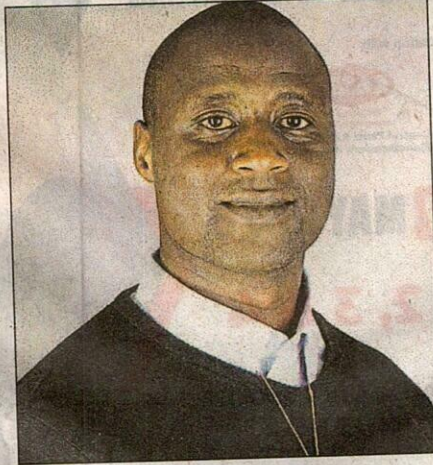
केन्या उन चंद अफ्रीकी देशों में से एक है, जिन्होंने तरक्की की सही राह पहचान ली है। इसकी 40 फीसदी आबादी गरीबी-रेखा के नीचे गुजर-बसर करती है, मगर साक्षरता में इसने एक ऊंचा मकाम हासिल किया है। पंद्रह साल से ऊपर की इसकी 85 फीसदी पुरुष आबादी साक्षर हो चुकी है, तो वहीं महिलाओं में यह दर 80 प्रतिशत है और ऐसा क्यों न होता, जब इसने पीटर मोकाया तबीची जैसे सपनों को जन्म दिया है! एक ग्रामीण पृष्ठभूमि से निकले इस विज्ञान शिक्षक को आज अफ्रीका के सबसे प्रेरणादायी व्यक्तित्वों में गिना जाता है। पीटर को वर्षों पहले 'ग्लोबल टीचर प्राइज' से नवाजा जा चुका है। तब यह सम्मान 179 देशों के 10,000 श्रेष्ठ शिक्षकों में से सर्वश्रेष्ठ पीटर को दिया गया था।

आज से करीब 43 साल पहले केन्या के न्यामिरा काउंटी में पीटर पैदा हुए। पिता लॉरेन्स तबीची एक प्राथमिक शिक्षक थे और अपने समुदाय की भलाई के लिए हमेशा तत्पर रहा करते। पीटर ने छुटपन से उन्हें दूसरों के दुख में द्रवित होते और उनकी मदद करते देखा था। उनके चाचा और दूसरे कई परिजन भी शिक्षण-कार्य से जुड़े थे। दरअसल, तबीची परिवार बहुत पहले जान गया था कि गुरबत और जहालत से आजादी पाने का एक ही रास्ता है, जो स्कूल की तरफ जाता है।

उन दिनों शिक्षा हासिल करना बहुत आसान नहीं था। अक्वल तो अज्ञानता की भूख के मुकाबले पेट की भूख बाजी मार ले जाती और फिर स्कूल भी घर के आस-पास नहीं होते थे। पीटर को अपने स्कूल तक पहुंचने के लिए कई किलोमीटर की दूरी पैदल तय करनी पड़ती थी। मगर पिता पढ़ाई-लिखाई को लेकर बेहद गंभीर थे। अपनी संतानों को वह हमेशा प्रेरित करते कि सुपात्र बनने के लिए शिक्षा सबसे जरूरी चीज है। पीटर जब ग्यारह साल के थे, अचानक मां चल बसीं, पर पिता ने तमाम तकलीफें उठाकर अपने बच्चों की पढ़ाई बाधित नहीं होने दी। स्कूली शिक्षा के बाद पीटर ने एगर्टन यूनिवर्सिटी से विज्ञान एवं शिक्षा में स्नातक की डिग्री हासिल की और फिर जब उनके आगे अवसरों के दरवाजे खुले, तो पिता की सलाह पर उन्होंने पठन-पाठन को ही करियर बनाने का फैसला किया।

एक निजी स्कूल से शिक्षक का करियर शुरू करने वाले पीटर के भीतर कुछ दिनों बाद ईसाई मूल्यों को समझने की

तीव्र चाह जगी, तो वह फ्रांसिस्कन ब्रदरहुड से जुड़े एक संस्थान पहुंच गए। वहां से अनिवार्य शिक्षा व उपाधि प्राप्त करने के बाद साल 2011-12 में उन्होंने अपनी पहली प्रतिज्ञा ली। इसके बाद फ्रांसिस फादर शिक्षक के रूप में उन्हें चुगांडा भेजा गया। करीब एक साल तक वहां पढ़ाने के बाद पीटर को केन्या में नाकुरु स्थित सेंट फ्रांसिस सेकेंडरी स्कूल में बतौर डीन नियुक्ति मिली। यहां वह बच्चों को गणित और विज्ञान पढ़ाने लगे। फिर 2015 में उनके हिस्से वह जिम्मेदारी



आई, जिसने उनका कार्यांतरण कर दिया।

पीटर का तबादला रिफ्ट वैली के पवानी गांव स्थित केरिको मिक्सड डे सेकेंडरी स्कूल में कर दिया गया। इस स्कूल में सुविधाओं की भारी कमी थी। केवल एक कंप्यूटर था, इंटरनेट की सुविधा खराब थी, 58 बच्चों पर एक शिक्षक का अनुपात था। ट्रांसपोर्ट की कोई सुविधा न थी। काफी सारे बच्चे सात किलोमीटर पैदल चलकर स्कूल पहुंचते थे। दूसरी तरफ, शुष्क भौगोलिक स्थिति के कारण इस इलाके में अक्सर अकाल की स्थिति बन आती, गरीबी व भुखमरी ने मानो वहां स्थायी डेर

जमा रखा था। स्कूल के 95 फीसदी बच्चे बेहद गरीब पृष्ठभूमि के थे। एक तिहाई बिल्कुल अनाथ थे या फिर मां और पिता में से कोई एक ही उनका पालन-पोषण कर रहा था। कई बच्चे स्कूल से भूखे पेट लौटते, क्योंकि उन्हें घर से टिफिन नहीं मिलता। पीटर ने गौर किया कि पढ़ाई बीच में छोड़ने वालों की संख्या कम नहीं है। हालात के अध्ययन से गरीबी के अलावा कुछ और कारणों का खुलासा हुआ। नशाखोरी, बाल-विवाह और किशोरावस्था में मां बनने जैसी कुरीतियां बड़ी संख्या में किशोर-किशोरियों को खुदकुशी की ओर ले जाती थीं।

फ्रांसिस्कन फ्रायर पीटर पहले ही आजीवन अविवाहित रहने का प्रण ले चुके थे। वह इन बच्चों को यूं तिल-तिल घुटते-मरते नहीं देख पा रहे थे। बच्चों को बुनियादी सुविधाएं मिल सकें और पढ़ने-लिखने लायक माहौल बने, इसके लिए उन्होंने अपनी तनखाह की 80 प्रतिशत राशि इन बच्चों पर खर्च करनी शुरू कर दी। पीटर और उनके चार सहयोगी स्कूली कक्षा के बाद एक-एक अनाथ, गरीब बच्चे को गणित और विज्ञान का दृशान देने लगे। इसमें वे सूचना प्रौद्योगिकी का इस्तेमाल करने लगे। छुट्टी के दिन पीटर खुद उन बच्चों के घर जाते, उनके अभिभावकों से मिलते, उनकी समस्याओं को समझते और उनमें आत्म-सम्मान का भाव भरते।

चमत्कार हुआ! अगले तीन सालों में स्कूल में दाखिला लेने वाले बच्चों की संख्या दोगुनी हो गई, अनुशासनहीनता के मामलों में नाटकीय गिरावट आई। पीटर ने स्कूल के विज्ञान क्लब का विस्तार किया। यहां के बच्चे गणित और विज्ञान में राष्ट्रीय-अंतरराष्ट्रीय स्तर की प्रतियोगिताओं के लिए क्वालिफाई करने लगे। अब तो दर्जनों बच्चे यूनिवर्सिटी तक पहुंचने लगे हैं और सभी परीक्षाओं में लड़कियां लड़कों से आगे निकलने लगी हैं। पीटर ने स्थानीय जलवायु के अनुरूप वनस्पति उगाने के लिए स्थानीय लोगों को तैयार किया है। निजी-सार्वजनिक

पीटर पहले ही आजीवन अविवाहित रहने का प्रण ले चुके थे। वह इन बच्चों को यूं तिल-तिल घुटते-मरते नहीं देख पा रहे थे। बच्चों को बुनियादी सुविधाएं मिल सकें और पढ़ने-लिखने लायक माहौल बने, इसके लिए उन्होंने अपनी तनखाह की 80 प्रतिशत राशि इन बच्चों पर खर्च करनी शुरू कर दी।

सहयोग से उन्होंने अपने विद्यालय में तमाम आधुनिक सुविधाएं जुटाई हैं, ताकि इलाके का कोई बच्चा अब कभी अज्ञानता व भूख का शिकार न बन सके। 'ग्लोबल टीचर प्राइज' के तहत मिली साढ़े आठ करोड़ रुपये से अधिक की इनाम-राशि भी उन्होंने बच्चों की शिक्षा के नाम कर दी थी।

पीटर आज केन्या के सबसे ज्यादा चाहे, सराहे और स्मृतियों में सहेजे जाने वाले शिक्षक हैं। कई अनाथ छात्रों के वह अभिभावक हैं, तो बाकी बच्चों के सगे भाई से भी करीबी मित्र!

प्रस्तुति: चंद्रकांत सिंह

साक्षरता को लेकर शिक्षा मंत्रालय और एनसीईआरटी ने बढ़ाए कदम

जागरण ब्यूरो, नई दिल्ली : यदि सब कुछ तय योजना के तहत हुआ और राज्यों ने साथ दिया तो अगले पांच वर्षों में देश शत-प्रतिशत साक्षर हो जाएगा। इसमें 15 साल या इससे अधिक उम्र के युवाओं को आकलन का आधार बनाया गया है। फिलहाल शिक्षा मंत्रालय व राष्ट्रीय शैक्षणिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) ने राज्यों के साथ मिलकर इस लक्ष्य को हासिल करने की पहल तेज की है। उन राज्यों पर सबसे अधिक फोकस किया गया है, जो इस लक्ष्य से काफी दूर हैं। इनमें आंध्र प्रदेश, तेलंगाना, उप्र व राजस्थान जैसे राज्य शामिल हैं।

शिक्षा मंत्रालय ने यह पहल तब तेज की है, जब वह इस लक्ष्य के काफी करीब है। मौजूदा समय में देश में राष्ट्रीय स्तर पर साक्षरता की दर 77.7% है। इनमें पुरुष साक्षरता 84.7% व महिला साक्षरता 70.3% है। एक रिपोर्ट के मुताबिक देश में 15 साल या इससे अधिक उम्र के निरक्षर लोगों की संख्या 18 करोड़ से अधिक है। ऐसे में यदि फोकस होकर इस दिशा में काम किया गया तो इस लक्ष्य को आसानी से हासिल

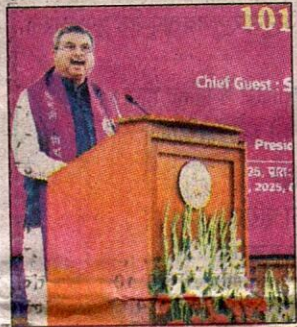
राज्यों में साक्षरता की अनुमानित दर (प्रतिशत में)

केरल	96.2
आंध्र प्रदेश	66.4
बिहार	70.9
छत्तीसगढ़	75.3
दिल्ली	88.7
हरियाणा	80.1
झारखंड	72.8
मध्य प्रदेश	74.8
पंजाब	82.8
महाराष्ट्र	84.8
राजस्थान	69.7
तमिलनाडु	82.9
उत्तर प्रदेश	67.68
उत्तराखंड	78.82
बंगाल	76.26

किया जा सकेगा। शिक्षा मंत्रालय ने आम-जनजीवन की जरूरतों को देखते हुए साक्षरता की अब एक नई परिभाषा तैयार की है।

दिल्ली को नॉलेज हब बनाने का लें संकल्प : धर्मेन्द्र प्रधान

नई दिल्ली (एसएनबी)। दिल्ली विश्वविद्यालय के 101वें दीक्षांत समारोह में बतौर मुख्य अतिथि संबोधित करते हुए केन्द्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने विद्यार्थियों से आह्वान किया है कि आने वाले दिनों में दिल्ली को दुनिया का नॉलेज हब बनाने का संकल्प लें। इसके साथ ही



असंभव कार्यों को भी संभव बना देता है परिश्रम : प्रो. योगेश सिंह

उन्होंने दिल्ली विश्वविद्यालय को इसका नेतृत्व लेने का भी आह्वान किया। इस दौरान धर्मेन्द्र प्रधान ने अपने हाथों से टैब पर क्लिक कर 166494 विद्यार्थियों को डिजिटल डिग्री प्रदान की। जबकि शिक्षा मंत्री ने 10 प्रतिभाशाली विद्यार्थियों को अपने हाथों से मेडल प्रदान किए। दीक्षांत समारोह की अध्यक्षता करते हुए दिल्ली

विश्वविद्यालय के कुलपति प्रो. योगेश सिंह ने डिग्री लेने वाले विद्यार्थियों को कहा कि परिश्रम असंभव लगने वाले कार्यों को भी संभव बना देता है।

शिक्षा मंत्री ने अपने दीक्षांत भाषण में कहा कि देश का कोई जिला या गांव नहीं होगा जहां डीयू के फूट प्रिंट न पहुंचे हों। डीयू केवल एक विश्वविद्यालय नहीं, बल्कि लघु भारत है। यहां प्रत्यक्ष और ओपन लर्निंग मोड में करीब 7 लाख विद्यार्थी पढ़ते हैं। यहां दुनिया के 85 देशों के विद्यार्थी भी पढ़ते हैं। धर्मेन्द्र प्रधान ने नव ग्रेजुएट विद्यार्थियों को शुभकामनाएं देते हुए कहा कि आज से आपकी नई जिंदगी की शुरुआत हो रही है। प्रो. योगेश सिंह ने विश्वविद्यालय के 102 वर्षों की गौरवशाली यात्रा का विस्तृत विवरण प्रस्तुत किया।

कुलपति ने डिग्रियों, पुरस्कारों एवं मेडलों के आंकड़े प्रस्तुत किए। दीक्षांत समारोह में 316 छात्र और 307 छात्राओं को मिलाकर कुल 623 विद्यार्थियों को पीएचडी की डिग्री प्रदान की गई। इसके अलावा डीयू के रेगुलर विद्यार्थियों और एनसीडीबल्यूईबी के विद्यार्थियों को मिलाकर कुल 83902 विद्यार्थियों को डिग्रियां प्रदान की गईं, जिनमें से 77376 स्नातक, 6646 स्नातकोत्तर और 29 पांच वर्षीय प्रोग्रामों के विद्यार्थी शामिल हैं।

Education primary for this 8-year-old girl in Uttarakhand — in a school and class of her own

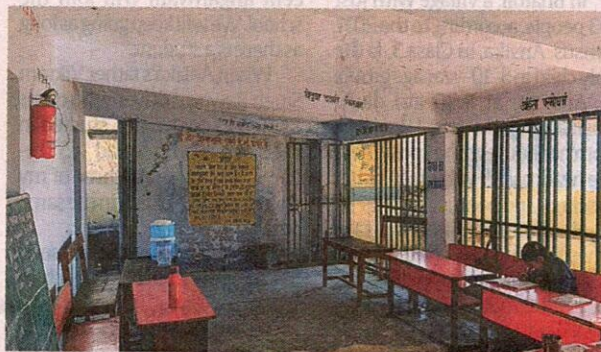
PAGE 1 ANCHOR

AISWARYA RAJ
TEHRI, FEBRUARY 22

AS ANSIKA Rawat, pigtails and all, pauses to look at the mighty Himalayas from her school's verandah, a flurry of activity starts around her. Before the eight-year-old settles into her classroom — with its red desks and plenty of sunlight — she recites the morning prayer and the national pledge each day.

While it takes a village to raise a child, it takes headmaster Bijayanand Bijalwan, anganwadi staffer Gulabi Devi and *bhojan mata* (mid-day meal cook) Darshani Devi to educate Ansika — the only student at the Government Primary School in Bhatoli, a village in Uttarakhand's Tehri district.

In Uttarakhand, whose hilly terrain and migration patterns have contributed to sparsely populated pockets and villages, schools such as Ansika's are hardly an anomaly. The matter came up in the Assembly on February 20, when state educa-



Ansika Rawat, 8, is the only student in the local primary school in Bhatoli village. *Aiswarya Raj*

tion minister Dhan Singh Rawat, while fielding questions from the Opposition on single-student schools and deployment of teachers, said there are 7,073 schools with enrolments below 20 and 1,740 schools have just one teacher.

Currently, the state has 146 single-child schools, 131 of these government ones, and 1,379 government schools have an average of three students.

According to the 2023-24 report of the Unified District Information System for Education, a Central database, Uttarakhand is

AT DU CONVOCATION, OVER 1.6 LAKH STUDENTS AWARDED DEGREES

NEP will take India to the global level, says Pradhan

SOPHIYA MATHEW
NEW DELHI, FEBRUARY 22

WITH A single tap on a screen by Union Education Minister Dharmendra Pradhan, over 1.6 lakh students from Delhi University on Saturday celebrated the culmination of their academic journeys as they received their undergraduate, postgraduate, and PhD degrees. The continuation of the varsity's digital degrees initiative, first introduced four years ago, was part of the larger event — the 101st annual convocation,

which was hosted at the Delhi University Sports Complex.

In his speech, Pradhan congratulated the students and said, "Perhaps a Prime Minister of the country can emerge from among the students of DU."

He also congratulated Rekha Gupta, Delhi's newly sworn-in Chief Minister who is also a DU alumnus. "You are stepping out with social skills from here which will be very useful in life... the National Education Policy (NEP) 2020 has come from the vision of Prime Minister Narendra Modi to take India to the global level... it



Dharmendra Pradhan at the convocation on Saturday. *X/@UnivofDelhi*

has been successfully implemented by the University."

Hours before the ceremony began, the venue was filled with students wearing sky blue, red, or yellow V-stoles — depending on their degrees — paired with traditional attire. They mingled, snapped photographs, and escorted their parents to the event.

As 623 students were awarded PhD degrees, including 307 women, the moment was marked by a surge of emotions — many reflected on the arduous journeys they had undertaken.

A total of 83,902 students, in-

cluding regular students of DU and students of the Non-Collegiate Women's Education Board (NCWEB), were awarded degrees. Among them, 77,227 are undergraduates, 6,646 postgraduates and 29 are students of five-year programmes.

Furthermore, 82,592 students from the School of Open Learning (SOL) received degrees.

A total of 194 gold and silver medals and awards were also awarded during the convocation; and 159 gold medals and one silver medal were awarded to UG and PG students.

Why is three-language policy controversial?

Why has the Centre withheld funds to Tamil Nadu under the Samagra Shiksha programme? When did the State adopt a two-language policy? What is its stand on mandatory imposition of Hindi? What is the central government's view? How can the issue be resolved?

D. Suresh Kumar

The story so far:

The Union Government has withheld ₹2,152 crore in funds due to Tamil Nadu under the Samagra Shiksha scheme for refusing to join the Prime Minister Schools for Rising India (PMSHRI) initiative. While T.N. is eager to participate in the PM SHRI scheme, it staunchly opposes the accompanying mandate to implement the National Education Policy (NEP) 2020. One of the State's core objections to the NEP is its insistence on adopting a three-language formula in schools. Union Education Minister Dharmendra Pradhan has rejected any concessions, insisting that T.N. must align "with the Constitution". Chief Minister M.K. Stalin, questioning which provision of the Constitution justifies such mandates, has declared that the State will not submit to "blackmail" or abandon its historically adopted two-language policy.

What does the NEP 2020 state?

The NEP 2020 has retained the three-language formula, a concept first introduced in the NEP of 1968. The key difference, however, is that back then the NEP advocated for Hindi to be a compulsory language across the nation.

Tamil Nadu, with its long-standing two-language policy, has consistently outperformed many other States in key education metrics

Hindi-speaking States were required to teach Hindi, English, and a modern Indian language – preferably a south Indian language – while non-Hindi speaking States were expected to teach the local regional language, Hindi, and English. In contrast, NEP 2020 offers greater flexibility, technically not imposing any specific language on any State. It states that "the three languages learned by children will be the choices of States, regions, and, of course, the students themselves, so long as at least two of the three languages are native to India." This means, in addition to the State's language, children would be required to learn at least one other Indian language – not necessarily Hindi. The policy also emphasises bilingual teaching, particularly in the home language/mother tongue and English. Conspicuously, it places significant emphasis on Sanskrit as an optional choice within the three-language formula.

Why is there opposition to this policy in T.N.?

Tamil Nadu has long resisted the 'imposition of Hindi'. In 1937, when the C. Rajagopalachari (Rajaji) government in Madras proposed making Hindi a compulsory subject in secondary schools, the Justice Party fiercely opposed it. Two young men, Thalamuthu and Natarajan, who participated in the agitation, died and became icons in the anti-Hindi imposition movement. Rajaji eventually resigned, and the British government withdrew the order. In 1965, as the deadline for adopting Hindi as the sole official language across India approached, the State witnessed violent protests that led to the deaths of at least 70 people in police shootings or self-immolations. The agitation resurfaced when Parliament adopted the Official Languages (Amendment) Act, 1967, and the Official Language Resolution, 1968, which mandated the teaching of Hindi as part of the three-language formula. In January 1968, the Madras Assembly, led by the C.N. Annadurai-led first Dravida Munnetra Kazhagam (DMK) government, adopted a resolution calling for the scrapping of the three-language formula and the elimination of Hindi from the curriculum in T.N. schools. Since then, the State has steadfastly followed its two-language policy teaching Tamil and English.

Major political parties, including the ruling DMK and the principal opposition All-India Anna Dravida Munnetra Kazhagam (AIADMK), have consistently opposed any efforts to alter this policy. In 2019, backlash led the Kasturirangan Committee to remove the mandatory Hindi learning clause from the draft NEP.

Why is the three-language policy seen as an attempt to impose Hindi?

Political parties and activists in T.N. view the three-language policy as a "smokescreen" and a "backdoor" attempt to impose Hindi. They argue that, in practice, the implementation of a three-language scheme would inevitably lead to the teaching of Hindi, given the limited resources for providing additional language teachers and learning materials. Moreover, the Union Government and prominent BJP leaders have periodically advocated for the promotion of Hindi. In 2019, the Union Budget allocated ₹50 crore to support the appointment of Hindi teachers in non-Hindi speaking States. Critics contend the Centre's actions do not match its rhetoric on promoting regional languages, as evidenced by the lack of efforts to hire adequate regional language teachers in Kendriya Vidyalayas or to ensure south Indian languages are taught in schools above the Vindhyas.

Mr. Pradhan has defended the withholding of funds to T.N., making it clear that adherence to the three-language policy is non-negotiable. He urged Mr. Stalin to "rise above political differences" and criticised the State for viewing the NEP 2020 with a "myopic vision". In response, Mr. Stalin has accused Mr. Pradhan of attempting to "impose Hindi" under the guise of the NEP's policy. Mr. Stalin has vowed that, as long as the DMK and he are around, Tamil and T.N.'s interests will not be compromised.

What is the way forward?

The only viable solution lies in constructive dialogue and a practical compromise between the Centre and the State on an issue like education, which was transferred from the State to the concurrent list during the Emergency. Notably, T.N., with its long-standing two-language policy, has consistently outperformed many other States in key metrics such as Gross Enrolment Ratio and reduced school dropout rates. Disagreements over teaching a third language should not be allowed to derail funding for Samagra Shiksha, a comprehensive programme for education.



Not backing down: Deputy Chief Minister Udhayanidhi Stalin and his allies protest against NEP's three-language policy in Chennai on February 18. R. RAGU

शाळा विवाद : 'मध्यमस्थी के हत्ते पर पत्थर मन केंसो'

زبان کا تنازع: شہد کی مکھی کے چھتے پر پتھر نہ پھینکیں

پردھان کی اسٹالن سے سہ لسانی فارمولہ پر عمل کی اپیل، اسٹالن کا جوابی حملہ اور انتباہ

جنسی (ایجنسیاں)

تمل ناڈو میں بی جے پی کی مرکزی حکومت اور ڈی ایم کے کے درمیان زبان کا تنازع جاری ہے۔ جمعہ کو اس وقت یہ مزید بڑھ گیا، جب مرکزی وزیر تعلیم دھرمیندر پردھان نے جنوبی ریاست کو سیاست سے اوپر اٹھنے کو کہا۔ ڈی ایم کے نے دھرمیندر پردھان کے بیان پر جوابی حملہ کیا اور کہا کہ وہ اپنی 2 زبانوں کی پالیسی سے پیچھے نہیں ہٹے گی۔ ڈی ایم کے نے مرکزی حکومت کو خبردار کیا کہ وہ شہد کی مکھی کے چھتے پر پتھر نہ پھینکیں۔ دھرمیندر پردھان نے تمل ناڈو میں قومی تعلیمی پالیسی کے نفاذ پر وزیر اعلیٰ ایم کے اسٹالن کو نشانہ بنایا۔ انہوں نے ان پر ترقی پسند اصلاحات کو سیاسی ایجنڈا کو برقرار رکھنے کے خطرے کے طور پر پیش کرنے کا الزام لگایا۔ جواب میں ڈی ایم کے نے اشارہ کیا کہ تمل ناڈو کو مرکزی فنڈز کے اپنے حصے کے بدلے میں سرلسانی پالیسی اور ہندی سمیت قومی تعلیمی پالیسی (این ای پی) کو لاگو کرنے کیلئے کہا جا رہا ہے۔ اسٹالن نے کہا کہ جب تک وہ اور ان کی پارٹی موجود ہے، وہ تمل زبان، ریاست اور اس کے لوگوں کے خلاف کسی بھی قسم کی سرگرمی کی اجازت نہیں دیں گے۔ تمل ناڈو میں کامیونہ نفاذ ایک حساس مسئلہ رہا ہے۔ ڈی ایم کے نے 1965 میں ایک زبردست ہندی مخالف



سمگر اٹکشا اہمیان (ایس ایس اے) اور پی ایم ثری اسکول۔ کو قومی تعلیمی پالیسی (این ای پی) سے جوڑنا بنیادی طور پر ناقابل قبول ہے، وزیر اعظم کو بھیجا گیا خط تعاون پر مبنی وفاقت کے جذبے کی مکمل تردید ہے۔ لہذا ریاست کیلئے یہ غیر منصفانہ ہے۔ ڈی ایم کے حکومت نے وزارت تعلیم پر اہم اسکیموں کیلئے فنڈز روکنے کا الزام لگایا ہے۔ اسٹالن نے کہا کہ پردھان نے تمل ناڈو کو تعلیم میں سیاست نہ کرنے کو کہہ کر محکمہ تعلیم کیلئے 2,152 کروڑ روپے کے فنڈز کی ریاست کی درخواست کا جواب دیا تھا۔ اسٹالن نے کہا کہ تعلیم پر سیاست کون کر رہا ہے، آپ یا ہم؟ کیا یہ بلیک

تحریک کی کامیابی سے قیادت کی۔ اس تحریک کے دوران بہت سے تمل حامی کارکنوں نے زبان کے نفاذ کیخلاف اپنی جائیں قربان کیں اور ان میں سے زیادہ تر نے خود موٹی کی۔ اپوزیشن پارٹی اے آئی اے ڈی ایم کے نے بھی این ای پی پر مرکز کو نشانہ بنایا۔ دھرمیندر پردھان نے اسٹالن کو لکھے خط میں کہا کہ تمل ناڈو کے وزیر اعلیٰ کو سیاسی اختلافات سے اوپر اٹھ کر طلباء کے مفادات کے بارے میں سوچنا چاہیے۔ انہیں قومی تعلیمی پالیسی کا فائدہ پہنچے گا۔ اسٹالن نے وزیر تعلیم اور وزیر اعظم نریندر مودی کو خط کا جواب دیا۔ اپنے خط میں اسٹالن نے کہا کہ مرکز کے 2 اقدامات۔

میلنگ نہیں ہے کہ سرلسانی پالیسی ماننے پر ہی فنڈز جاری ہوں گے، کیا یہ سیاست نہیں؟ کیا این ای پی کے نام پر ہندی مسلط کرنا سیاست نہیں؟ کیا ایک کثیر لسانی اور کثیر ملی ملک کو ایک لسانی ملک اور اکثریت میں تبدیل کرنا سیاست نہیں ہے؟ کیا یہ سیاست نہیں ہے کہ ایک اسکیم کیلئے رقم گئی تو دوسری اسکیم کو لاگو کرنے کیلئے شرط کے طور پر پیش کیا جائے۔ کڈ اور ضلع میں ایک عوامی تقریب سے خطاب کرتے ہوئے اسٹالن نے کہا کہ میں مرکز کو خبردار کرتا ہوں، شہد کی مکھی کے چھتے پر پتھر نہ پھینکیں۔ تملوں کے منفرد جنگی جذبے کو دیکھنے کی تمنا نہ کریں۔ جب تک میں اور ڈی ایم کے ہیں، ریاست میں تمل تمل ناڈو اور اس کے لوگوں کے خلاف کوئی سرگرمی نہیں ہونے دی جائے گی۔ ادھر نائب وزیر اعلیٰ اوسے ہندی اسٹالن نے کہا کہ ریاست صرف 2 زبانوں کی پالیسی پر عمل کرے گی، یعنی تمل اور انگریزی۔ اس سیاسی تصادم کے درمیان، بی جے پی کی ریاستی یونٹ نے وزیر اعلیٰ کے خلاف ایک آن لائن گیٹ آؤٹ اسٹائن مہم بھی شروع کی۔ اگرچہ بی جے پی تمل ناڈو یونٹ کے صدر کے اناملانی کی پہل کا مقصد امن وامان اور خواتین کی حفاظت سمیت مسائل پر ڈی ایم کے حکومت کی سمینار کامیوں کو اجاگر کرنا تھا، لیکن ایسا لگتا ہے کہ مہم کے عنوان کا انتخاب این ای پی اور زبان کے تنازع سے ہوا ہے۔

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Won't accept national education policy, says Tamil Nadu chief minister

Tamil Nadu will not implement the National Education Policy (NEP) 2020, Chief Minister MK Stalin declared, citing concerns beyond language imposition. He also said that the policy would push students away from education.

 Curated by Anushka De



File photo by Wikimedia

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Feb 23, 2025 text=<https://bestcolleges.indiatoday.in/news-detail/wont-accept-national-education-policy-says-tamil-nadu-chief-minister>



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url=<https://bestcolleges.indiatoday.in/news-detail/wont-accept-national-education-policy-says-tamil-nadu-chief-minister>)

MK Stalin, the chief minister of Tamil Nadu, has declared that the state would not be implementing the National Education Policy (NEP) 2020. Tamil Nadu will continue to oppose the NEP even if the Centre offers to provide the state Rs 10,000 crore in funding because, according to MK Stalin, it is not just because Hindi is being "imposed" on the state but also because of other concerns that could affect students' futures.

"We are not opposed to any language but will remain firm in opposing its imposition. We are not opposing the NEP only for the attempt to thrust Hindi but for several other reasons as well. The NEP is regressive. It will drive students away from schools," said Stalin at a Parent-Teachers Association event in Tamil Nadu's Cuddalore. "The Centre says Tamil Nadu will get Rs 2,000 crore if the state implements the NEP. I wish to say that we will not agree to the NEP even if the Centre offers Rs 10,000 crore. I will not allow the NEP and commit the sin of pushing Tamil Nadu backwards by 2,000 years," he added.

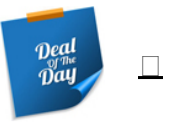
MK Stalin wrote a letter to Prime Minister Narendra Modi, complaining that Education Minister Dharmendra Pradhan threatened to withhold Rs 2,000 crore from a centrally sponsored initiative, the Samagra Shiksha Abhiyan, unless Tamil Nadu implemented the NEP.

In his letter to MK Stalin, Union Education Minister Dharmendra Pradhan stated that there was "no question of imposing any language upon any state or community" because linguistic freedom remained a basic principle of the policy. He went on to write: "The continued opposition to NEP 2020 for political reasons deprives students, teachers, and educational institutions in Tamil Nadu of the immense opportunities and resources that this policy offers."

The initiative was implemented to promote Hindi, not education under the name of education policy, which would be rejected if done explicitly, Stalin had stated earlier.

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Union Minister Dharmendra Pradhan urges DU to become world's knowledge hub

Sunday, 23 February 2025 | Staff Reporter | New Delhi

Union Minister Dharmendra Pradhan urges DU to become world's knowledge hub

Sunday, 23 February 2025 | Staff Reporter | New Delhi

Union Education Minister Dharmendra Pradhan on Saturday urged Delhi University students to take a pledge to make the national capital the knowledge hub of the world as he awarded degrees to them at the 101st convocation ceremony of the institute.

Emphasising the Delhi University's (DU's) role in shaping India's intellectual and professional landscape, he remarked it is not just a university but a miniature representation of India with around seven lakh students, including from 85 countries, enrolled in direct and open learning modes.

Pradhan, the chief guest of the event, highlighted DU's legacy by mentioning eminent alumni such as former finance minister Arun Jaitley and newly elected Delhi Chief Minister Rekha Gupta.

He stressed the importance of social skills and practices that students gain at DU and underscored the National Education Policy (NEP) 2020 as a roadmap for India's global academic growth.

The Union education minister acknowledged DU's pioneering role in implementing NEP and urged the institution to lead the mission of making India a developed nation by 2047.

Expressing optimism about DU's expansion, Pradhan noted that in addition to its northern and southern campuses, eastern and western campuses are also being established under the leadership of Vice Chancellor Yogesh Singh.

During the event, the education minister awarded degrees to 1,66,494 students digitally and personally presented medals to 10 outstanding students.

Presiding over the convocation, Vice Chancellor Singh encouraged students to embrace perseverance and stated that hard work makes even the impossible achievable.

Presenting DU's 102-year journey, he underscored the university's commitment to excellence and its responsibility in shaping future leaders. The V-C advised students to balance personal ambitions with national interests and reminded them that deep-rooted values ensure long-term success. He also emphasized the importance of passion in teaching, urging educators to find joy in their profession.

According to the statement, a total of 623 students, including 316 males and 307 females, received PhD degrees at the convocation. Additionally, 83,902 students, comprising regular and Non-Collegiate Women's Education Board students, were awarded degrees. Furthermore, 82,592 students from the School of Open Learning (SOL) received degrees.

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23 February 2025 | SAKSHI PRIYA | Agenda

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THE TIMES OF INDIA

Focus on pre-primary registration, new residential schools & NCERT-based textbooks in 2025-26 academic session

Feb 23, 2025, 01.29 AM IST



Pune: Compulsory registration for pre-primary schools, shifting the academic year to April-March schedule and launching three new Vidya Niketan residential schools with dedicated extra-curricular classes are among the key changes the state education ministry has planned for the 2025-26 session.

Textbooks recommended for the state board schools would follow an NCERT-based model incorporating state-specific content, school education minister Pankaj Bhojar said while speaking as the chief guest at Pune Shikshan Parishad organised by Vidya Bharati Akhil Bharatiya Shiksha Sanstha and Deccan Education Society at Fergusson College on Saturday.

Addressing concerns about lack of regulation in pre-primary education, Bhojar stressed on the urgent need for reform. "There is a complete lack of regulation when it comes to kindergartens or pre-primary education. They just start anywhere. Even in row houses, you can see boards advertising kindergartens in Pune," he said.

Bhoyar said many such institutions operated without any official permission and charged exorbitant fees from parents under the guise of providing foundational education.

"When I investigated, I realised that these schools do not require any official approval to start operations. Parents pay lakhs in fees, assuming their children will receive quality education. But when such schools shut down abruptly after taking hefty donations, they turn to the govt for help. Often, we find that education officers have no record of these schools, making it difficult for us to take any action against them," he said.

To tackle this issue, the state govt will introduce a pre-primary education policy from the next academic year. "We are studying the kind of education that should be imparted at this level. Our experts are working on these aspects. We want all pre-primary schools to register with the respective education officers. First, we will introduce a law to regulate these schools, followed by detailed regulations specifying the actions to be taken against unregistered institutions," Bhoyar said.

On the issue of residential schools, Bhoyar acknowledged that the existing Vidya Niketan schools were not in the best condition. "We have five Vidya Niketans in Maharashtra, but they are not well-maintained. These were originally started as residential schools. Now, we plan to improve the existing five and establish three more in revenue divisions where they do not currently exist. These schools will be called Niwasi Gurukul," he said.

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THE TIMES OF INDIA

Explained: DMK-led Tamil Nadu govt vs Centre over NEP

TNN | Feb 23, 2025, 04.00 PM IST



The Tamil Nadu government has been refusing to participate in the Prime Minister's Schools for Rising India (PM-SHRI) scheme, citing concerns that the New Education Policy (NEP) is trying to impose Hindi in the Tamil-speaking state, and accusing the center of withholding funds to push its language agenda.

The clash is part of the ongoing conflict between the BJP-led central government and the DMK-led Tamil Nadu government which began after Union education minister Dharmendra Pradhan urged the state to adopt the three-language formula. In response, CM M K Stalin accused the Centre of imposing Hindi and withholding Samagra Shiksha funds meant for the state.

What is the three-language policy?

The three-language formula is a policy that encourages students in India to learn three languages: their mother tongue, Hindi, and English. It was first introduced in the 1968 National Policy on Education, but not implemented by Tamil Nadu.

Why is Tamil Nadu protesting?

Tamil Nadu has a long history of opposing Hindi imposition. After the Constitution came into effect in 1950, non-Hindi-speaking states, especially Tamil Nadu, strongly opposed the Union government's move to make Hindi the

sole official language after 1965.

Union Education Minister Dharmendra Pradhan's recent remarks sparked fresh criticism, as they challenged Tamil Nadu's decades-old two-language policy of Tamil and English.

Who said what?

The issue began on February 15 when Union Education Minister Dharmendra Pradhan, while speaking to reporters in Varanasi, urged the state to implement the three-language formula to ensure educational equality.

Pradhan had alleged "political motivation" as the reason for the DMK regime not agreeing to the NEP. "They have to accept the NEP in letter and spirit," he had said.

Stalin claimed that the BJP was using the NEP not to improve education but to secretly push Hindi. "The Centre knows it can't directly impose Hindi without facing fierce opposition, so it uses education as a backdoor," he said.

Stalin had accused of "blackmail" for allegedly linking the release of funds to the state's acceptance of the National Education Policy (NEP) and the three-language formula. Sharing a video clip of Pradhan's remarks to reporters in Varanasi on February 15, Stalin, in a post on 'X,' quoted him as saying that Tamil Nadu must align with the Indian Constitution and that the three-language policy is the rule of law.

He also wrote to Prime Minister Narendra Modi requesting the release of 'Samagra Shiksha' funds for Tamil Nadu. In his letter, Stalin expressed concern over Union Education Minister Dharmendra Pradhan's statement, which suggested that the funds would be withheld unless the state adopted the three-language policy outlined in NEP 2020.

The Tamil Nadu CM also said that he will not implement NEP even if Rs 10,000 crore is offered to Tamil Nadu. "We are not opposed to any language but will remain firm in opposing its imposition. We are not opposing the NEP only for the attempt to thrust Hindi but for several other reasons as well. The NEP is regressive. It will drive students away from schools," Stalin claimed.

Apart from 'denying' financial aid to SC/ST and BC students, which is now being provided, the NEP proposed public exams for third, fifth, and eighth standards, besides introducing a common entrance test for admissions to arts and science colleges, the Chief Minister said.

"The Centre says Tamil Nadu will get Rs 2,000 crore if the state implements the NEP. I wish to say that we will not agree to the NEP even if the Centre offers Rs 10,000 crore. I will not allow the NEP and commit the sin of pushing Tamil Nadu backward by 2,000 years," Stalin said.

In response, Pradhan asked DMK to "rise above political differences for the interest of young learners." He also said "By not implementing NEP 2020, we are depriving our students, teachers, and parents of global and pan-India opportunities.

"Many non-BJP states have implemented the progressive policies of NEP despite political differences. NEP 2020 aims to broaden the horizon, not narrow them. I would, therefore, request you to rise above political differences and look into the matter holistically keeping in mind the interest of our young learners," he said.

What is NEP?

The National Education Policy (NEP) 2020 is India's third education policy, following those in 1968 and 1986. It aims to make education more inclusive, skill-based, and culturally rooted.

The policy promotes foundational literacy, vocational training, and multilingual learning. The three-language formula encourages students to learn three languages, with at least two being Indian but does not mandate Hindi.

10वीं में दो बार बोर्ड का ड्राफ्ट तैयार, स्टूडेंट चाहे तो एक या सभी सब्जेक्ट के पेपर दोबारा दे सकेंगे

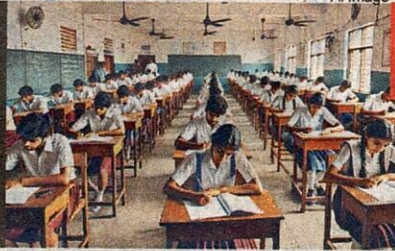
Bhupender.Sharma
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■ नई दिल्ली: CBSE ने 10वीं की दो बार होने वाली परीक्षाओं का ड्राफ्ट तैयार कर लिया है, जो आज जारी हो सकता है। सूत्रों के मुताबिक इस ड्राफ्ट में दो बातें अहम हैं। पहली, हर राउंड की परीक्षा की समय-सीमा कम होगी और दो विषयों की परीक्षा के बीच गैप कम होगा।

दूसरी बात, अगर स्टूडेंट पांचों अनिवार्य पेपर में पास हो जाता है, और इंप्रूवमेंट के लिए सेकंड राउंड की परीक्षा देना चाहता है, तो ये उसका फैसला होगा कि वो पांचों पेपर के एग्जाम दे या फिर एक-दो के।

2025 में 17 दिन बोर्ड
एग्जाम होने हैं जो पूरे
होंगे 32 दिन में

2026 में 7 से 10 दिन
कम किए जाएंगे 10वीं
के एग्जाम में



इस तरह रह सकता है
एग्जाम का शेड्यूल

शिक्षा मंत्रालय के सूत्रों का कहना है कि फरवरी 2026 में होने वाली पहले राउंड की परीक्षा कम दिनों में पूरी की जाएगी। 2025 में 10वीं की परीक्षा 15 फरवरी से 18 मार्च तक चलेगी। इन 32 दिनों में 17 दिन परीक्षा है। लेकिन 2026 के पहले राउंड के एग्जाम 15 फरवरी के आसपास शुरू होकर 8-10 मार्च के बीच खत्म होंगे। दूसरे राउंड की परीक्षा मई में होने की संभावना है।

अगर छात्र दो विषय पास नहीं कर पाता है तो उनकी परीक्षा तो देनी ही होगी, वह चाहे तो दो से ज्यादा की परीक्षा भी दे सकता है। दोनों राउंड के बाद पांचों विषयों में बेस्ट स्कोर को चुन लिया जाएगा। यानी रिजल्ट

को बेस्ट बनाने का एक और सुनहरा मौका स्टूडेंट के पास होगा। जनवरी में भी परीक्षा शुरू करने पर विचार हुआ लेकिन जनवरी में कई जगहों पर बर्फबारी, सर्द और कोहरे की समस्या होती है।

राष्ट्रीय स हारा 24 फरवरी पृ० सं-५

सीबीएसई का प्रस्तावित वैश्विक पाठ्यक्रम अंतरराष्ट्रीय स्कूलों के लिए भी होगा उपलब्ध

नई दिल्ली (एसएनबी)। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) द्वारा विदेश स्थित अपने स्कूलों के लिए तैयार किया जा रहा वैश्विक पाठ्यक्रम अन्य अंतरराष्ट्रीय स्कूलों के साथ-साथ भारत में बोर्ड से संबद्ध स्कूलों द्वारा भी पेश

■ मसौदा सार्वजनिक रूप से पेश करने से पहले विस्तृत चर्चा के लिए बुलाई बैठक

किया जा सकता है। अधिकारियों ने यह जानकारी दी। सीबीएसई शैक्षणिक सत्र 2026-27 से इस पाठ्यक्रम को शुरू करने की योजना को अंतिम रूप देने की प्रक्रिया में है और मसौदा सार्वजनिक रूप से पेश करने से पहले विस्तृत चर्चा के लिए एक बैठक

बुलाई गई है। पिछले सप्ताह केंद्रीय शिक्षा मंत्री ने एक बैठक की अध्यक्षता की थी, जिसमें सीबीएसई को वैश्विक पाठ्यक्रम के कार्यान्वयन के तौर-तरीकों के साथ एक विस्तृत कार्य योजना तैयार करने का निर्देश दिया गया था। बोर्ड के एक वरिष्ठ अधिकारी ने कहा, 'वैश्विक पाठ्यक्रम नई राष्ट्रीय शिक्षा नीति (एनईपी) से संबंधित व्यापक सुधार योजना का हिस्सा है, जिसका उद्देश्य छात्रों को विश्व स्तरीय प्रतिस्पर्धी शिक्षण अनुभव प्रदान करना है।' उन्होंने कहा, 'जो अंतरराष्ट्रीय स्कूल वर्तमान में अन्य बोर्ड से संबद्ध हैं, उनके पास भी यह पाठ्यक्रम पढ़ाने का विकल्प होगा और यही बात भारत में सीबीएसई स्कूलों पर भी लागू होगी।'

नव भारत टाइम्स, 24 फरवरी, 2025, पृष्ठ-11

भारतीय स्कूलों में भी ग्लोबल करिकुलम लागू करने की तैयारी में जुटा CBSE

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■ नई दिल्ली : ग्लोबल करिकुलम को लेकर CBSE ऐक्शन प्लान तैयार कर रहा है। ऐसा केंद्रीय शिक्षा मंत्रालय के निर्देश के बाद किया जा रहा है।

सूत्रों का कहना है कि यह ग्लोबल करिकुलम 25 देशों में CBSE के 257 स्कूलों में लागू होगा। भारत में CBSE के स्कूलों और दूसरे इंटरनेशनल इस्टिब्लिशमेंट्स के लिए भी यह मान्य होगा।

जो स्कूल ग्लोबल करिकुलम को अडॉप्ट करना चाहेंगे, वे इसके लिए CBSE के पास आवेदन कर सकेंगे। ऐसे स्कूलों को ग्लोबल करिकुलम पढ़ाने के लिए एक अलग सेक्शन बनाना होगा। यह ग्लोबल कोर्स International Baccalaureate (IB) और Cambridge International (CI) जैसे इंटरनेशनल बोर्डों के साथ कॉम्पिटिशन को बढ़ावा देगा।

भारत में CBSE से संबद्ध स्कूल भी ग्लोबल करिकुलम को अपना सकेंगे। नए ग्लोबल कोर्स में CBSE के लोकल करिकुलम का भी कुछ हिस्सा होगा।



AI Image

25 फरवरी को होगी उच्चस्तरीय बैठक : सूत्रों का कहना है कि CBSE ग्लोबल करिकुलम में सिलेबस कंटेंट, टेक्स्टबुक तैयार करते वक्त ग्लोबल लेवल पर प्रैक्टिस को भी देखा जाएगा। जिन भारतीय स्कूलों में यह ग्लोबल करिकुलम लागू होगा, वहां पर ग्लोबल

करिकुलम से जुड़े छात्रों के लिए अलग सेक्शन होगा।

भारत के स्कूलों में CBSE का मेन करिकुलम पहले की तरह ही चलता रहेगा, लेकिन जो छात्र और उनके पैरेंट्स ग्लोबल करिकुलम के लिए तैयार होंगे, उनके लिए अलग सेक्शन होगा। इन सभी मसलों पर चर्चा करने के लिए CBSE ने 25 फरवरी को उच्चस्तरीय बैठक बुलाई है, जिसमें टेक्स्टबुक, सिलेबस के साथ-साथ ग्लोबल करिकुलम के लिए असेसमेंट प्रैक्टिस पर भी चर्चा होगी। केंद्रीय शिक्षा मंत्रालय ने CBSE ग्लोबल करिकुलम को अप्रैल 2026 से लागू करने के निर्देश दिए गए हैं।

NBT
Lens

समझिए खबरों के
अंदर की बात

कैसा होगा ग्लोबल कोर्स का इम्पैक्ट?

ग्लोबल करिकुलम नई राष्ट्रीय शिक्षा नीति के मुताबिक एक व्यापक रिफॉर्म प्लान का हिस्सा है, जिसका उद्देश्य छात्रों को वैश्विक रूप से प्रतिस्पर्धा का अनुभव प्रदान करना है। अभी दूसरे बोर्ड से जुड़े स्कूल भी CBSE के ग्लोबल करिकुलम के लिए आवेदन कर सकेंगे। नए ग्लोबल करिकुलम में कुछ हिस्सा CBSE के लोकल करिकुलम का भी होगा, इससे NCERT करिकुलम और इंटरनेशनल करिकुलम के बीच बेहतर तालमेल होगा।

Why has the UGC-CARE list of journals been discontinued?

What are the suggestive parameters introduced by the University Grants Commission with respect to academic journals? Will it lead to a proliferation of low quality journals?

A. M. Jigeesh

The story so far:

The University Grants Commission (UGC) decided to discontinue the UGC Consortium for Academic and Research Ethics (UGC-CARE) list, which is a list of quality academic journals, first introduced in 2018. The UGC-CARE list will now be replaced by a set of suggestive parameters for choosing journals based on eight criteria. Stakeholders can submit suggestions by February 25.

What do the new parameters say?

There are about 36 suggestive parameters under eight criteria in the draft notification titled "Suggestive Parameters for Peer-Reviewed Journals." Under the journal preliminary criteria, the UGC has asked teachers to note the journal title,

the international standard serial number, periodicity and continuity and transparency review policy etc before sending an article for publication. Under the editorial board criteria, the UGC wants authors to ensure that the journal's editorial board details and editorial board composition are made available. Similarly other criteria under suggestive parameters include journal editorial policy, journal standards, journal visibility and research ethics.

Why did the UGC withdraw it?

The aim of the UGC-CARE listing was to ensure that only "reputable" journals are recognised for faculty selections, promotions, and research funding applications. According to UGC Chairman M Jagadesh Kumar, the UGC-CARE list faced several criticisms, including over-centralisation in deciding what

constitutes high-quality research and journals, and unnecessary delays in including or excluding journals from the list. Academics had also raised concerns that in certain fields, such as Tamil, the availability of research journals were limited as per the UGC CARE list. Mr. Kumar said there was lack of transparency in the decision-making process and highly respected journals published in Indian languages were excluded from the list.

Furthermore, the UGC claims that the new approach will help in combating predatory journals and decentralise the mechanism of choosing academic journals. Higher education institutions will "now be responsible for establishing credible mechanisms to evaluate journals and ensure they meet high ethical and scholarly standards." They can develop their own institutional mechanisms for

evaluating the quality of publications and journals. "These mechanisms should align with established academic norms and indicative parameters suggested by the UGC. This decentralised approach allows HEIs to tailor their evaluation processes to suit their specific needs," Mr. Kumar said in a statement. Institutions can now create evaluation models that consider the unique characteristics of different disciplines, and accommodate newer, evolving fields.

What has been the response?

Students and academics have voiced their concerns on the latest move. Their main worry is that the decision will result in the mushrooming of low-quality journals. The Central Executive Committee of the Students' Federation of India (SFI) condemned the UGC's move, which they said was taken without adequate consultation with student and research communities. The SFI termed the decision as a serious setback to academic integrity and quality research in India. The SFI added that the UGC's decision is part of a broader pattern of deregulation in higher education under the National Education Policy (NEP) 2020. "While decentralisation is essential for academic freedom, the lack of a central oversight mechanism could lead to arbitrary and inconsistent journal evaluation processes across institutions," it said.

THE GIST

▼
The aim of the UGC-CARE listing was to ensure that only "reputable" journals are recognised for faculty selections, promotions, and research funding applications.

▼
According to UGC Chairman M Jagadesh Kumar, the UGC-CARE list faced several criticisms, including over-centralisation in deciding what constitutes high-quality research and journals, and unnecessary delays in including or excluding journals from the list.

▼
Students and academics have voiced their concerns on the latest move.

What does the AWS-Adarsh Developers case say about cloud data management?

Adarsh Developers said that it was using Amazon cloud to secure the company's financial data and customers' personal data. However, on January 9, the company said, the data environment hosted on AWS was completely deleted

Sahana Venugopal

The story so far:

In February 11, Bengaluru-based Adarsh Developers filed a complaint against Amazon Web Services (AWS), claiming that years' worth of company and customer data hosted on AWS was lost, resulting in a financial loss of well beyond ₹100 crore. The loss of data and Adarsh Developers' decision to take legal action against the tech giant in India has raised questions about security in enterprise-grade cloud storage, the need for multiple versions of backed-up data, and the legality of such cases.

What happened?

In its FIR filed on February 11, Adarsh Developers said that it was using SAP ERP hosted on Amazon cloud to secure the company's financial data and customers' personal data. The real estate firm alleged that in May 2023, AWS's business development representative Saidalawi Safan advised the company to opt for an upgraded service to secure their data, so as to ward off cyberterrorism or sabotage. They complied. But on January 9, 2025 at 10.48 AM., the company said, the data environment – the entire SAP S/4HANA environment, to be specific – hosted on AWS was completely deleted.

After making inquiries through its

partner SAVIC Technologies Pvt. Ltd., Adarsh Developers said that the data loss was a result of the action taken by individuals at Redington, a vendor, and AWS. The participants' exact actions and the specific allegations against them are not known.

The real estate company further claimed that years' worth of vital financial records, supply chain data, customer information, and operational insights had become inaccessible. The loss of the data brought its business functions and operations to a complete halt, Adarsh Developers said in their complaint. The company estimated that the value of the data it lost to around ₹150 crore as of January 31, with approximate losses of ₹5 crore per day starting from January 9.

Adarsh Developers also said that it was unable to collect customer payments, pay statutory taxes, and facilitate interest payments to lenders.

The cybercrime police has registered a case against AWS and others, under the IT Act, Section 318(4) (cheating and fraud), and Section 319(2) (impersonation) of the Bharatiya Nyaya Sanhita.

How might the data have gone missing?

There is a general tendency to think data loss is a result of actions performed by malicious agents, such as hackers or even disgruntled employees. However, there

can be a number of reasons behind data loss, especially when teams of vendors, technical partners, clients, service-providers, and consultants work together to keep a company's complex systems up and running in a secure environment.

One possibility is cloud misconfiguration, which stems from poorly implemented cloud storage settings, bad system architecture, low-quality security infrastructure, unsecured databases, or unmanaged access. Human error is also a common cause for large-scale outages and data loss incidents. In the FIR, Adarsh Developers cited SAVIC's claims that some individuals in the Redington and AWS teams were responsible for the data loss, and that, "...employees at Redington Group have entered into our storage area at root level and deleted our account completely."

However, it is not possible to pinpoint the exact cause of the data loss and those behind it until a comprehensive forensic investigation is carried out and the results backed up by evidence. For this to happen though, Adarsh Developers, Redington, SAVIC, and AWS will all have to present their claims and technical data to make sure they are in the clear.

What was Amazon's response

Adarsh Developers claimed that AWS India responded by saying that they could

not retrieve the data or restore it, forcing the real estate company to take legal action. Amazon, however, has refused to accept Adarsh Developers' allegations. "The claims against AWS are false. AWS operated as designed and is not responsible for the deletion of Adarsh Developers' data," said an AWS spokesperson in response to *The Hindu*.

The cybercrime investigation is ongoing.

Have such cases happened before?

While the root cause of Adarsh Developers' data loss incident is not yet clear, some similar incidents involving data loss through cloud services have been recorded in the past.

For example, *The Register* outlet reported that the Microsoft Azure outage of January 29, 2019 affected Azure SQL databases and also led to some data loss within a certain time window. To compensate users, the company waived a few Azure usage charges for 2-3 months, depending on how the databases were affected, per *The Register*. Even before this, code-hosting platform Code Spaces had to shut down after its servers were hit by a DDoS attack and its Amazon Web Service account [Amazon Elastic Compute Cloud (EC2)] was breached by a hacker. Most of the platform's data and its backups (including offsite backups) were deleted, said Code Spaces.

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Tamil Nadu rejects NEP's three-language formula as Hindi imposition in disguise

The State refuses to comply despite the Centre withholding Rs.2,000 crore in education funding.

Published : Feb 24, 2025 23:01 IST - 5 MINS READ



R.K. RADHAKRISHNAN

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Tamil Nadu Deputy Chief Minister Udhayanidhi Stalin with TNCC president K. Selvaperunthagai, MDMK chief Vaiko, DK president K. Veeramani, and others during a DMK-led coalition protest against the Central government's attempt to impose the three-language policy under NEP 2020, in Chennai on February 18, 2025.

Tamil Nadu has pushed back strongly against the efforts of the Union government to implement the three-language formula as part of the National Education Policy (NEP). The State says this is an attempt to introduce Hindi and Sanskrit through the backdoor. It has questioned the rationale behind forcing students to learn a language that the government says is of no practical use to them.

The latest spat between the Centre and the State began after Union Education Minister Dharmendra Pradhan claimed that Tamil Nadu was going against the Constitution and that the Centre would not

395

allocate funds to it under the Samagra Shiksha Abhiyan unless the State implemented the NEP. Later, in a letter written to Tamil Nadu Chief Minister M.K. Stalin on February 21, Pradhan asserted that the three-language policy has been the backbone of India's education policy since 1968. "Unfortunately, despite being part of successive education policies, it was never implemented in letter and spirit, leading to a decline in the systematic teaching of Indian languages in schools," Pradhan wrote.

However, irrespective of the government in power in Tamil Nadu, the State has always followed a two-language policy and imposing a third language is considered redundant by the planners here. While the NEP skirts around the issue of learning Hindi, it insists on including a third language. This is where the issue gets interesting.

A look at the States/Union Territories that have chosen a third language shows that 32 States/UTs have chosen Hindi as the third language. The second most chosen language—by 16 States/UTs—is Sanskrit. India has 19 non-Hindi speaking States and 9 Hindi-speaking States. Three of the eight UTs speak Hindi as a primary language.

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Addressing a meeting in Cuddalore, about 180 km south of Chennai on February 22, Stalin expressed his anger over the union government stopping the release of funds for education amounting to Rs.2,000 crore because the State refused to implement the NEP. "If we introduce NEP, we will end up taking the State backwards by over 2,000 years. Even if we are offered Rs.10,000 crore, the government will not introduce NEP as long as I am the Chief Minister," he said.

NEP 2020 stipulates a three-language policy, whereas Tamil Nadu teaches two languages, English and Tamil. Even the All India Anna Dravida Munnetra Kazhagam (AIADMK) government had rejected the three-language policy when it was introduced in 2020.

Interestingly, in Tamil Nadu, all the political parties are against the imposition of NEP, barring the Bharatiya Janata Party, which is waging a lone campaign on how a three-language policy will benefit the State. Even the BJP's allies, the Pattali Makkal Katchi and the Desiya Murpokku Dravida Kazhagam, have criticised the imposition of NEP on Tamil Nadu and characterised it as an infringement on State autonomy.

The Tamil Nadu unit of the Congress has spun it as a matter of State rights (since education is in the concurrent list) and claimed that the BJP-run Centre was usurping State rights. Its president K. Selvaperunthagai said that the BJP was neglecting opposition-ruled States, and that the NEP was yet another ploy in that game. Actor Vijay, who floated a political party last year, the Tamilaga Vetri Kazhagam, did not mince his words either. "This is fascist," Vijay said in a press note.

DMK spokesperson Salem Dharanidharan told Frontline that the NEP goes against the concept of language equality. What it did was push for Hindi imposition, he said. "It is very clear that the BJP's new NEP pushes Sanskrit in all the Hindi-speaking states, and Hindi is forced in all the non-Hindi-speaking states. This is about dominating a culture and has nothing to do with learning a new language," he said. He said that the DMK had studied all the States and how the NEP was being implemented in them. From the analysis, he said, it was clear that the motive was to impose Hindi and Sanskrit.

DMK MP Kanimozhi pointed out that German had been abruptly stopped in Kendriya Vidyalaya schools after the BJP came to power in 2014 and Sanskrit promoted in its place, despite German language being only an option like Sanskrit. At the time, educationists pointed out that German would have been more useful to students in the globalised economy than Sanskrit.

Now, the union government is tying the release of Samagra Shiksha funds to NEP compliance.

Highly discriminatory

Questioning how Tamil Nadu could be penalised for fixing a language formula that works for its people, Kanimozhi protested, saying, "When the people of a State or ethnic group resist imperial arrogance and cultural oppression in the name of one nation, one language, they are labelled as divisive and regressive."

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The imposition of Hindi is not the only objection that Tamil Nadu has brought up regarding the NEP. The State government also flagged problems with the structure of the NEP. Explaining this, Stalin said that the assessment method would filter out students at various stages at the school level itself. This, he said, was highly discriminatory. "It will keep students away from schools...because of the assessment method the system follows in Class 3, 5 and 8... The policy is against the concept of social justice and equity," he said.

Tamil Nadu set up a State Education Policy Committee in 2022, headed by the former High Court judge D. Murugesan. Officials said that once the State adopts the recommendations of the Committee, its progressive solutions would resolve most of the issues. The ball would then be back in the Centre's court, they said.

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THE TIMES OF INDIA

Haryana government implements three language formula in state schools, move lauded

TNN | Feb 24, 2025, 09.02 PM IST



AMBALA: The Haryana government has implemented three language formulas in the schools under the Board of School Education, Bhiwani, in consonance with the mandate of New Education Policy (NEP) 2020 in Class IX and X.

The order in this regard was issued by Pankaj Agarwal, Haryana government's principal secretary (PS) for school education department on February 20, 2025.

As per the order, the students of Class IX and X will have to mandatory study English and Hindi languages, while for third language, they will have option of selecting one language among three i.e. Sanskrit, Punjabi or Urdu. Other mandatory subjects include Mathematics, Science, and Social Science. These students

will have the option of selecting one subject among vocational subjects, physical education, drawing, music, etc. The order also clarifies that the new subject combination shall be applicable in Class IX from academic session 2025-26 and will subsequently be applicable for both Class IX and X from academic session 2026-27.

Punjabi teachers and language promotion society laud Haryana government decision

On Monday, the Punjabi teachers and language promotion society (PTLPS) of Haryana expressed gratitude to the government for this decision. Society's state president Harjeet Gill, patron Pooran Singh Badech, state convener Naib Singh Mander and senior vice president Gurdeep Singh thanked Haryana chief minister Nayab Singh Saini,

education minister Mahipal Dhanda and PS Pankaj Agarwal and director of secondary education Jitendra Kumar on behalf of all language teachers.

Haryana has now become the first state to implement the three-language formula as proposed in the NEP 2020. According to the society, this policy will enhance students' moral values and increase job opportunities for them both in India and abroad.

They also emphasized that language options should always be replaced by another language and not by vocational or other subjects. The organization urged the government to ensure that the three-language formula is implemented in all CBSE-affiliated schools in Haryana, making it mandatory for students of Class IX and X to study three languages.

Call for additional reforms

PTLPS general secretary Sunil Goel pointed out that while teachers of other subjects have already received promotions to lecturer posts, Punjabi teachers have been waiting for their promotions for a long time. He demanded that they be promoted based on merit at the earliest.

Additionally, Goel urged the government to introduce the CBSE curriculum for Punjabi in Haryana Board schools from Class IX to XII, as it is more structured and aligned with students' interests. He also requested that Punjabi textbooks be made available in all government schools before the new academic session begins.

PTLPS demanded that districts with a significant Punjabi-speaking population—including Panchkula, Ambala, Kurukshetra, Yamunanagar, Fatehabad, Sirsa, Karnal, and Kaithal—must have Punjabi teachers and lecturers in all

government and private schools. They also urged that these districts be prioritized in the upcoming teacher transfer drive.

Furthermore, they called for arrangements to introduce Punjabi as a subject from Class III in these districts in accordance with the National Education Policy (NEP).

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School Education 2 Min Read

CBSE's proposed global curriculum to be available for other international schools

The global curriculum being prepared by CBSE for its foreign schools can also be offered to other international schools as well as those affiliated to the board in India, according to officials. The Central Board of Secondary Education (CBSE) is in process of firming up plans to introduce the curriculum from 2026-27 academic session and a meeting has been called next week to discuss further before a draft is rolled out in public domain.



PTI
Updated On Feb 24, 2025 at 04:44 PM IST

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CBSE-i was an initiative by the board to offer an internationally benchmarked curriculum that emphasized a more inquiry-based, skill-oriented, and global approach to education

THE CURRICULUM FROM 2026-27




academic session and a meeting has been called this week to discuss further

before a draft is rolled out in public domain.

Advt

Last week, Union Education Minister had chaired a meeting where CBSE was directed to prepare a detailed action plan with modalities of establishing and implementing the global curriculum.

"The global curriculum is part of a broader reform plan aligned with the new National Education Policy (NEP) which aims to provide students with greater flexibility and a globally competitive learning experience. The curriculum will be offered by CBSE's foreign schools from 2026-27 academic session.

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This is not the first time that CBSE is venturing into an international curriculum.

CBSE-i (Central Board of Secondary Education - International) was introduced in 2010 as a pilot program in select schools in India and abroad. However, due to operational challenges and limited adoption, it was later discontinued by CBSE in 2017.

CBSE-i was an initiative by the board to offer an internationally benchmarked curriculum that emphasized a more inquiry-based, skill-oriented, and global approach to education. The program was designed to cater to students in India and abroad who sought a curriculum with an international perspective while maintaining core Indian values. It incorporated interdisciplinary learning, research-based projects, and a broader focus on communication and critical thinking skills.

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Sharing details about the proposed global curriculum, the official said it will be competing for space among international boards like Cambridge International (CI) and International Baccalaureate (IB) with a global curriculum and pedagogy, which will be less rigid.

"The new global curriculum will also include CBSE's local curriculum as many of its elements will be ploughed back to the national curriculum. The idea is to have a balance of what is offered as per the NCERT curriculum and international boards," the official said.

Currently, CBSE is not offering any international curriculum and the international schools are affiliated to either CI, IB or Council for the Indian School Certificate Examinations.

"The introduction of this curriculum will expand CBSE's educational offerings, providing an additional choice for schools seeking a globally aligned yet adaptable syllabus.

"With the finalisation of its pedagogical structure and framework in the coming months, CBSE is preparing to re-enter the international education sector. The April 2026 launch is expected to provide students

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- Awards
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Updated On Feb 23, 2025 at 10:34 AM IST



The circular said that every school will have to have 10 bagless days in a year for students from Classes VI to VIII, ideally five bagless days in each semester.

Panaji: The National Education Policy (NEP) 2020 will be implemented in Classes VI and X from the new academic year 2025-26, the state directorate of education said in a circular on Friday.

Semester systems will be followed in these classes from the new year.

The circular said that every school will have to have 10 bagless days in a year for students from Classes VI to VIII, ideally five bagless days in each semester.

The detailed guidelines for implementation of bagless days will be issued by the State Council for Educational Research and Training, the circular said.tnn

“Goa govt has implemented NEP-2020 at the foundational stage (Balvatika 1) in 2023-2024, and at Balvatika 2 and secondary stage (Class IX) in 2024-2025. It is decided by govt to implement NEP at middle stage (Class VI) and Class X of secondary stage in 2025-2026,” said the circular.

Class VI will now study 10 subjects, which include languages as R1– Konkani/Marathi, R2- English, R3– Hindi/any other language native to India including Konkani/Marathi if not opted at R1. Besides these, they will study mathematics, science, social science, vocational education, physical education and well-being and art education

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New textbooks will be introduced for Class VI in all the curricular areas.

“Each period will be of 40 minutes duration. There will be a semester
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30 marks each, the circular said.

External components in the skill-based subjects such as vocational education, physical education & well being and art education will comprise two competency-based MCQ type semester examinations of 30 marks (theory) and 20 marks practical each.

Advt

A common paper will be set by the SCERT for theory component in all the curricular areas. The evaluation of the answer papers and result preparation will have to be done by the schools.

For Classes IX and X too there will be R1, R2 and R3 as languages. However, relaxation will be given to the students who have opted for foreign language other than English from Class VIII. Rest of the subjects will also be the same besides the addition of inter-disciplinary areas as a subject.

passing in both the components (internal and external) for five curricular areas: Languages, mathematics, science and social science. Science subjects will be practical along with theory as an external component. There will be a combined passing in the skill based curricular areas: interdisciplinary areas, art education, physical education and well being, and vocational education,” the circular said.

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नई शिक्षा नीति पर सस्ती राजनीति

प्रसिद्ध यूनानी दार्शनिक प्लेटो का कथन है, 'शिक्षा राजनीति की दासी नहीं, बल्कि सत्य और प्रगति का मार्गदर्शक होनी चाहिए।' दुर्भाग्य से ब्रिटिश शासन में मैकाले और स्वतंत्रता के बाद विभिन्न राजनीतिक दलों और उनसे जुड़े शिक्षाविदों ने राजनीतिक स्वार्थों के लिए शिक्षा का दुरुपयोग किया, जिससे छात्रों, समाज और राष्ट्र को खासा नुकसान हुआ। वर्तमान में भी राष्ट्रीय शिक्षा नीति-2020 को लेकर तमिलनाडु सरकार द्वारा केंद्र सरकार से की जा रही राजनीतिक रस्साकशी न केवल अवांछनीय है, बल्कि तमिलनाडु के छात्रों के हित में भी नहीं है। यह भारतीय संविधान की भावना के अनुरूप भी नहीं है। वर्तमान विवाद तमिलनाडु के मुख्यमंत्री एमके स्टालिन द्वारा राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के कुछ और विशेष रूप से उसके भाषाई प्रविधानों को लेकर उठा है। स्टालिन एनईपी-के कई पहलुओं, जैसे त्रिभाषा सूत्र और कामन यूनिवर्सिटी एंट्रेंस टेस्ट का विरोध कर रहे हैं। त्रिभाषा सूत्र को लेकर उनका आरोप है कि यह तमिलनाडु पर हिंदी और संस्कृत को थोपता है और इससे तमिल भाषा और संस्कृति पर खतरा है। स्टालिन ने एनईपी को समग्र शिक्षा अभियान और पीएमश्री स्कूल से जोड़ने के लिए भी केंद्र सरकार की आलोचना की है और प्रधानमंत्री मोदी से समग्र शिक्षा अभियान के तहत धन जारी करने की अपील की है। इसके अतिरिक्त उन्होंने भारतीय संविधान के संघीय चरित्र का भी हवाला दिया है कि शिक्षा समवर्ती सूची में आती है और इसमें राज्यों को पूरी स्वायत्तता है।

तमिलनाडु के आगामी विधानसभा चुनावों से पहले राजनीतिक लाभ की कोशिश में स्टालिन सरकार इस तरह के दावे कर रही है। इस आशंका में कि प्रमुक्त इस मुद्दे पर राजनीतिक लाभ न उठा ले, तमिलनाडु की विभिन्न राजनीतिक पार्टियां भी स्टालिन के स्वर में स्वर मिला रही हैं। मुद्दे को पूरी तरह से समझने के लिए एनईपी-2020 की निर्माण प्रक्रिया को जानना प्रासंगिक होगा। 21वीं सदी की सामाजिक, आर्थिक और तकनीकी चुनौतियों का सामना करने के लिए तैयार हुई एनईपी-2020 को दुनिया भर में सराहा गया। तमिलनाडु सहित देश के चारों कोनों से 2.5 लाख



प्रो. निरंजन कुमार

स्टालिन का यह दावा नितांत भ्रामक और भड़काऊ ही है कि तमिलनाडु पर हिंदी या संस्कृत थोपी जा रही है



तमिलनाडु में भाषा पर भड़काऊ राजनीति • प्रे

ग्राम पंचायतों और 676 जिलों के शिक्षाविदों, जनप्रतिनिधियों से प्राप्त सुझावों के आधार पर तैयार एनईपी-2020 सच्चे अर्थों में राष्ट्रीय है। एनईपी तैयार करने वाली समिति के अध्यक्ष के. कस्तूररंगन स्वयं तमिल मूल के हैं। एनईपी तो भारतीय भाषाओं और बहुभाषावाद को बढ़ावा देती है। इसमें संविधान की आठवीं अनुसूची की सभी 22 भाषाएं शामिल हैं। नया त्रिभाषा सूत्र पहले यानी 1968 और 1986 की त्रिभाषा नीतियों की तुलना में अधिक समावेशी और लचीला है। पहले की त्रिभाषा नीति में हिंदी-भाषी राज्यों में अंग्रेजी, हिंदी और एक अन्य भारतीय भाषा की पढ़ाई जाती थी, जबकि हिंदीतर राज्यों में अंग्रेजी, राज्य की क्षेत्रीय भाषा और हिंदी का प्रविधान था, लेकिन नई नीति में छात्र कोई भी दो भारतीय भाषाएं पढ़ सकते हैं। अब हिंदी या कोई भी भाषा विशेष अनिवार्य नहीं है यानी तमिलनाडु या किसी भी राज्य का छात्र तेलुगु, मलयालम, कन्नड़, मराठी, हिंदी, संस्कृत, या आठवीं अनुसूची की कोई भी भाषा पढ़ सकता है। इसलिए स्टालिन का यह दावा कि तमिलनाडु पर हिंदी या संस्कृत थोपी जा रही है, भ्रामक और भड़काऊ है।

नए त्रिभाषा सूत्र से छात्रों को अन्य भाषाओं

और संस्कृतियों को समझने का अवसर मिलेगा। इससे तमिलनाडु सहित सभी राज्यों के लोगों को व्यापार, व्यवसाय और अन्य क्रियाकलापों में आसानी होगी। संवैधानिक दृष्टिकोण से भी त्रिभाषा नीति भारतीय संविधान की भावना के अनुरूप है, क्योंकि त्रिभाषा से उपजे बहुभाषावाद से लोगों में आपसी समझ एवं आत्मीयता बढ़ेगी। भाषाएं केवल संचार की माध्यम नहीं, साहित्य-सांस्कृतिक समझ को विकसित कर सामाजिक सौहार्द को बढ़ावा भी देती हैं। शिक्षा समवर्ती सूची में है, लेकिन अनुच्छेद 254 के अनुसार यदि राज्य और केंद्र के कानून में विरोधाभास हो, तो केंद्र का कानून प्रभावी होगा। इसके अलावा अनुच्छेद 257 यह सुनिश्चित करता है कि राज्य सरकारें ऐसे कदम न उठाएं, जो केंद्र की नीतियों में अवरोध बनें। कामन यूनिवर्सिटी एंट्रेंस टेस्ट या मल्टीपल एंट्री-एग्जिट जैसी व्यवस्था तो सराहनीय और छात्रहित में हैं। इनका विरोध विशुद्ध राजनीति ही है। यदि भविष्योन्मुखी एनईपी-2020 तमिलनाडु में लागू नहीं होगी तो वहां के छात्र राष्ट्रीय और वैश्विक अवसरों से वंचित रह जाएंगे।

स्टालिन बेबुनियाद आरोप लगा रहे हैं कि मोदी सरकार तमिल भाषा और संस्कृति को कमजोर कर रही है, जबकि मोदी संभवतः पहले प्रधानमंत्री हैं, जिन्होंने तमिल भाषा-संस्कृति को बढ़ावा देने का अधिकतम प्रयास किया है। तमिल कवि-दार्शनिक तिरुवल्लुवर के नाम पर विश्वभर में तिरुवल्लुवर सांस्कृतिक केंद्र स्थापित करने की योजना, तमिल साहित्य को बढ़ावा देने के लिए तिरुक्कुरल और अनेक प्राचीन तमिल ग्रंथों का विभिन्न भाषाओं में अनुवाद कराकर उन्हें प्रसारित करना, वाराणसी में 'काशी-तमिल संगमम' के जरिये उत्तर भारत में तमिल भाषा-संस्कृति के प्रचार की दूरदर्शी पहल, तमिल कवि सुब्रमण्यम भारती की जयंती पर देश भर में भारतीय भाषा उत्सव मनाया या तमिल भाषा में विभिन्न अखिल भारतीय परीक्षाओं का आयोजन कराना, ये सभी कदम प्रधानमंत्री मोदी की तमिल भाषा-संस्कृति के प्रति गहरी प्रतिबद्धता को दर्शाते हैं।

(लेखक दिल्ली विश्वविद्यालय में वैल्यू एडिशन कोर्स कमेटी के अध्यक्ष हैं)

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CBSE to start 2 levels of Science, Social Science in Class 9 next year

ABHINAYA HARIGOVIND
NEW DELHI, FEBRUARY 24

IN A major shift approved by its governing body, the Central Board of Secondary Education (CBSE) will introduce two levels — standard and advanced — for Science and Social Science subjects in Class 9 from next year.

As first reported by *The Indian Express* on December 4, 2024, **CONTINUED ON PAGE 2**

EXPLAINED

E What it means

FOR THE board exam, there could be different question papers for the two levels, or a common question paper with additional questions for 'advanced' students.

• 2 levels of Science, Social Science

the Board's curriculum committee had decided to offer the two subjects at two levels. The CBSE's governing body, its highest decision-making authority, has now approved the proposal, paving the way for its implementation in Class 9 from next year and for the Class 10 board exam in 2028.

For the board exam, there could either be separate question papers for the two levels, or one question paper with an additional set of questions for the advanced level, said a source.

The decision to offer Science and Social Science at two levels aligns with the National Education Policy 2020, which recommends 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".

Further, a source said that having the option of studying Mathematics and Science at a higher level could benefit students planning to appear for entrance tests like the Joint Entrance Examination. "Currently, because the school curriculum is not considered advanced enough to help

students prepare for entrance exams, they end up enrolling in coaching classes," an official said.

Currently, the Board offers only Mathematics at two levels in Class 10. Introduced in the 2019-20 academic session, both standard and basic Mathematics share the same syllabus, but differ in the complexity of questions in the board exam.

With Science and Social Science set to be offered at two levels in Class 9 next year, the NCERT has been tasked by the CBSE to devise new textbooks for the two subjects, with an additional section containing material for the advanced level, a source said.

While students will be required to choose one of the two levels in Class 9, the CBSE is learnt to be considering the option of allowing them to switch levels even in Class 10.

A pilot of this proposal for Science and Social Science at two levels is being conducted in 30 schools, which are assessing students internally at these two levels based on their choice, the source said, adding that the pilot is meant to gauge the response to the proposal.

'MCD primary schools short of 7K+ teachers'

NEW DELHI: An internal audit by the education department of the Municipal Corporation of Delhi (MCD) has flagged a shortfall of 7,928 teachers in primary schools run by the civic body.

According to the preliminary audit report dated December 4, 2024, the corporation needs 26,422 teachers in its 2,720 schools, whereas only 18,494 teachers were available. The MCD report states that as per norms, the student teacher ratio should be 30:1 but was at 43:1.

The report states that the corporation runs 1,534 primary

schools with 708,919 students and 1,143 nursery schools with 83,725 students.

A senior MCD official said that this was only a preliminary audit report.

"The process for hiring teachers is already underway and requisitions have been sent to the DSSSB in this regard. Soon, these posts will be advertised. The preliminary audit does not reflect the entire reality and only after an audit has been submitted to the standing committee, the report can be considered final," the official said. HT

The UGC's mandate is to elevate, not strangulate

The University Grants Commission (UGC) has been in the news again, with the States pushing back on its directive on the procedure for appointment of vice chancellors. It is unusual for chief ministers to concern themselves so closely with minutiae of this kind, but those of Kerala and Tamil Nadu have campaigned against it, terming the directive unconstitutional as it impinges upon matters that are the prerogative of the States. They are particularly unhappy that the UGC may be cementing the practice of Governors choosing vice chancellors. As the States shoulder much of the burden of financing universities, and have a deciding role in instituting them, their insistence that the elected State government rather than the Governor appointed by the Centre have the final say has validity.

A meaningful innovation

However, the substantive part of the UGC's recent directive was an amended guideline for the qualifications for a vice chancellor. The requirement that the vice chancellor must be an academic has been rescinded, and eligibility has been extended to persons who have distinguished themselves in other fields, including industry. This is actually a rare instance in recent times of a meaningful and potentially gainful innovation by the UGC. Globally, heads of academic institutions have not always been professional academics. In the U.S., former secretaries of state are invited to serve as faculty in the best universities of that country. The colleges of Oxford and Cambridge have distinguished themselves by choosing as their heads ex-parliamentarians, writers, and journalists, and no one has thought the practice odd. The public very likely see such appointments as adding value, as most of these individuals would have had exceptional careers.

India is not a stranger to this practice. Over 50 years ago, Prime



Pulapre Balakrishnan,

Honorary Visiting Professor, Centre for Development Studies, Thiruvananthapuram

Micro management by the UGC and excessive social engineering imposed by political parties have resulted in the persistent under-performance of our universities

Minister Indira Gandhi appointed G. Parthasarathy as the first vice chancellor of JNU. He had played many roles in a distinguished career of public service and went on to launch JNU as a premier university of India. So the suggestion that inducting persons from outside to assume leadership of the university is likely to be damaging is unwarranted.

How the UGC should be judged

Not only is it far fetched to decry the UGC recommendation on the qualifications for a vice chancellor as "unconstitutional" and against the spirit of federalism, but such complaints detract from a scrutiny of the UGC's record on the parameter by which it ought to be judged. The UGC was established, by an Act of Parliament, in 1956, with the express intention that it maintains acceptable standards of higher education across the country. What it has instead succeeded in achieving is to have imposed a uniformity of rules and regulations across universities while achieving next to nothing in elevating them to global standards in the dissemination and production of knowledge. The poor preparedness of India's graduates has been flagged in public. Recently, a judge of the Supreme Court lamented the quality of young lawyers practising in India's courts. Some years ago, the head of a leading company of the Tata Group spoke of the quality of engineers India is producing. Note that this only points to the standard of instruction in the higher education system. We have not even begun to talk of the quality of research, including that of the PhDs being awarded.

Curiously, the UGC seems to have nothing to say on the quality of education in universities. Instead, it deploys all its resources and energies to procedural matters that are best left to the educational institutions themselves. Its interventions encompass rules on an attendance requirement for students, the

regulation of faculty time, the maintenance of records on examinations conducted, and procedure by which the curriculum is chosen. Some of these requirements were part of the apparatus of generalised surveillance of the natives in colonial times. It is unfortunate that they have not been junked. Much of it has no bearing on learning, apart from undermining faculty performance, the lifeblood of the university. Having managed to tie down a university's functioning to the last detail, the UGC has succeeded in expunging all agency from faculty, who once took responsibility for learning outcomes but consider themselves no longer accountable for them, as their wings have been clipped. Fifty years ago, the university was a freer space and with greater faculty presence. It is difficult to make sense of the development that the 1991 reforms have been accompanied by more intrusive regulation of India's universities. It is also difficult to make sense of the fact that as the country's per capita income has risen, the stature of its public university has measurably declined. Work at the cutting edge of science by Satyen Bose in Dacca and S. Chandrashekar in Madras in the early part of the last century took place in public universities at a time when India was far poorer.

The production of knowledge is an enterprise without borders. Nothing demonstrates this better than the spectacular emergence of DeepSeek, the AI App from China. We must reflect deeply on why India is not a player in this game. Globally, universities are one of the sites of production of knowledge but those in India are not governed with a view to attaining this goal. A high compliance burden due to micro management by the regulator and excessive social engineering imposed by political parties have resulted in their persistent underperformance. The UGC's original mandate behoves it to address the situation.

Sarojini Nagar GPRA to get library, facilities to care for kids, elderly

Snehil Sinha

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NEW DELHI: The under-construction Sarojini Nagar General Pool Residential Accommodation (GPRA) will get a raft of social infrastructure projects such as a crèche, public library, and senior citizens' recreational centre. The Delhi Urban Art Commission (DUAC) has approved the design, and construction is expected to begin soon.

Officials said the project features a central library with a basement, ground, and five floors, a sports complex (G+3 floors), a school of excellence (G+3 floors), and a senior citizens' centre and crèche (G+1 floor). DUAC suggested design revisions, noting that the proposed glass façade for the

library is unsuitable for Delhi's climate and recommended low-maintenance alternatives. It also raised concerns over air-conditioning details and excessive paved surfaces, urging more green spaces for groundwater recharge.

The project will also include schools, a dispensary, a barat ghar, a police station, community halls, a shopping centre, and a post office.

In January, Prime Minister Narendra Modi inaugurated 2,500 type-II flats in Sarojini Nagar. The project, spanning 258 acres, will house over 10,000 government flats across 160 towers, alongside a commercial hub. The recently completed "Downtown" shopping area, auctioned earlier, is next to Sarojini Nagar Market and the metro station.

Over half of 64 Punjab govt colleges headless: Minister in Assembly

RAJMEET SINGH
TRIBUNE NEWS SERVICE

CHANDIGARH, FEBRUARY 24

Nearly 53 per cent of posts of principal in government colleges across Punjab are currently vacant. Of 64 government colleges, including four colleges of education offering BEd courses, 34 are functioning without a principal.

This information was shared by Education Minister Harjot Singh Bains during the Vidhan Sabha session that began on Monday.

The issue was raised during the question hour by Leader of the Opposition Partap Singh Bajwa. In response, the Education Minister revealed that the posts of professor in these 64 colleges were not permanently sanctioned. "Guru Nanak Dev University, Amritsar, is currently managing the process of filling vacant positions and the government is actively consider-

Schools no better, 47% functioning without headmaster, says LoP

ing steps to address these vacancies," he said.

Bajwa criticised the Aam Aadmi Party (AAP) government, stating that its education model had "failed completely". He highlighted the alarming number of vacancies not only in colleges but also in schools, pointing out that over 40 per cent of the posts of principal in government senior secondary schools were vacant. Besides, nearly 47 per cent of the 1,723 government high schools in the state were without headmasters. Bajwa accused the government of focusing on "schools of excellence" while neglecting the pressing issue of staff shortage. In a separate development, New and

CONTINUED ON PAGE 8

AAP, BJP spar as PM pics...

continued arguing, AAP MLAs joined her in raising slogans of "Jai Bhim" and "Shaheed Bhagat Singh Amar Rahe", prompting the Speaker to adjourn the House.

Outside the Assembly, Atishi reiterated her allegations, calling the BJP "anti-Dalit and anti-Sikh". AAP chief Arvind Kejriwal also criticised the BJP, claiming, "The new BJP government in Delhi has removed Babasaheb's portrait and replaced it with PM Modi's. This has hurt the sentiments of crores of Babasaheb's followers. I request the BJP — put up the PM's photo if you want, but don't remove Babasaheb's."

सीबीएसई ने स्कूलों को दी राहत मقرر مدت میں این اوسی نہیں ملا تو اسکول خود بہ خود الحاق ہو جائے گا

نہیں کیا جاسکتا۔ ایک خاص بات یہ ہے کہ ایک بار جب کسی کو کوئی اعتراض نہیں سرٹیفکیٹ مل جاتا ہے تو اسے دوبارہ حاصل کرنے کی ضرورت نہیں ہوتی ہے۔

سی بی ایس ای نے اس قانون میں بڑی راحت دی ہے۔ نئے اصول کے تحت اگر کوئی اسکول این اوسی کے بغیر الحاق کے لیے درخواست دیتا ہے تو سی بی ایس ای خود ریاستی سرکار کو لکھے گا اور 30 دنوں کے اندر جواب طلب کرے گا۔ اس کے باوجود اگر ریاستی سرکار کی طرف سے کوئی جواب نہیں ملتا ہے تو سی بی ایس ای ایک بار پھر سرکار یا ریاستی محکمہ تعلیم کو خط لکھ کر جواب طلب کرے گا۔ اس کے لیے ریاستی سرکار کے محکمہ تعلیم کو 15 دن کا وقت دیا جائے گا۔

اس طرح سرکار یا ریاستی محکمہ تعلیم کو کل 45 دن کا وقت دیا جائے گا۔ اگر اتنے دنوں کے بعد بھی سی بی ایس ای کو کوئی جواب نہیں ملتا ہے تو یہ سمجھا جائے گا کہ سرکار کو اسکول کو الحاق دینے میں کوئی اعتراض نہیں ہے، اس لیے بورڈ اسکول کو اپنا الحاق فراہم کرے گا۔



■ نئے قوانین تعلیمی سیشن
2026-27 سے ہوں گے نافذ


ہوں گی۔ سی بی ایس ای نے الحاق کے قوانین میں یہ نئی تبدیلی کی ہے۔ اسکولوں کے لیے یہ نئی تبدیلی یا قاعدہ تعلیمی سیشن 2026-27 سے نافذ ہوگی۔

واضح رہے کہ سی بی ایس ای سے الحاق حاصل کرنے کے لیے اسکولوں کو ریاستی سرکاروں سے کوئی اعتراض نہیں سرٹیفکیٹ لینا پڑتا ہے۔ موجودہ قوانین کے تحت اگر اسکول یہ سرٹیفکیٹ حاصل نہیں کرتا ہے تو اسے الحاق


نئی دہلی (ایس این بی)
سینٹرل بورڈ آف سیکنڈری ایجوکیشن
(سی بی ایس ای) نے اسکولوں کو دیے گئے الحاق کے قوانین میں بڑی راحت دی ہے۔ اس کے مطابق اگر کوئی اسکول بورڈ سے الحاق کے لیے درخواست دیتا ہے اور اس کے بعد ریاستی سرکار کی طرف سے کوئی اعتراض نہیں ہے تو سی بی ایس ای خود ریاستی سرکار کو خط لکھے گا اور اس سے اسکول کے بارے میں اپنی رائے دینے کی درخواست کرے گا۔ بورڈ ریاستی سرکار کو تھوڑے کے لیے دو بار لکھ کر ایسا کرے گا۔ اگر سرکار ریاستی محکمہ تعلیم مقررہ مدت کے اندر جواب نہیں دیتا ہے تو سی بی ایس ای خود اس اسکول کو بغیر این اوسی کے الحاق دے گا۔

ذرائع کے مطابق اس کی وجہ یہ ہے کہ اگر ریاستی سرکار سی بی ایس ای سے جواب طلب کرنے کے بعد بھی جواب نہیں دیتی ہے تو یہ سمجھا جائے گا کہ سرکار کو اس سلسلے میں کوئی اعتراض نہیں ہے۔ یہاں شرط یہ ہوگی کہ اسکول کو الحاق کی باقی شرائط پوری کرنی

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Digital learning, skilling take centerstage

Education gets a shot in the arm as budget aims to strengthen higher education, make students future-ready



ET CONTRIBUTORS

Updated On Feb 25, 2025 at 10:45 AM IST

By Binaifer Jehani - Business Head, Risk Solutions – Assessments & Social Sector Consulting, Crisil Intelligence

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Placing emphasis on one of the crucial drivers of the economy, the Union Budget 2025-26 has introduced multiple initiatives to transform the education sector by factoring in challenges such as inadequate infrastructure, limited digital learning opportunities, and shortage of skilled educators.





It aims to equip students with the knowledge, skills and values that help them grow personally and professionally and contribute to the well-being of society.

This article will delve into the impact of the budget on the sector, skilling and outcome, with a focus on preparing students for the evolving job market, expanding digital access and strengthening higher education institutions.

Substantial allocation

The outlay for the Ministry of Education is Rs 1.28 lakh crore, ~6% hike from the previous year's Budget Estimate. The Department of Higher Education has received Rs 50,078 crore, while school education has been allocated Rs 78,572 crore. The jump in allocation is expected to benefit the sector, enabling the government to implement new initiatives and improve existing ones.

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Key announcements

1. **Expanding digital learning opportunities:** The BharatNet project will provide broadband connectivity to all government secondary schools and primary health centres in rural areas, bridging the digital divide and enhancing access to online learning resources for all, including students from rural and disadvantaged areas.
2. **Digital learning resources:** The Bharatiya Bhasha Pustak Scheme will provide digital Indian language books for school and higher education students, making learning material more accessible and improving subject comprehension.
3. **National Centres of Excellence for Skilling:** Five centres will be established in collaboration with global experts to design curricula, train instructors, develop a skills certification framework and conduct periodic reviews. The initiative is designed to equip the youth with the skills needed to drive the 'Make in India, Make for the World' vision.
4. **IIT infrastructure expansion:** The student capacity at 23 IITs has doubled over the past decade, i.e. from 65,000 to 1.35 lakh. Additional infrastructure will be developed in five IITs established after 2014, allowing 6,500 more students.
5. **Expansion of medical education:** As many as 10,000 new seats will be added in medical colleges and hospitals next fiscal, helping achieve the target of 75,000 additional seats over five years.

Investments in research and innovation

The PM Research Fellowship programme will award 10,000 fellowships over the next five years to support advanced technological research in IITs and IISc, with increased financial assistance. Additionally, 50,000 Atal Tinkering Labs will be established in government schools over the next five years to nurture curiosity, scientific thinking and innovation.

Emphasis on digital education

Digital education is in focus, with the government announcing plans to provide broadband connectivity to all government secondary schools and primary health centres in rural areas enabling students to access online resources and participate in online learning programmes.

Initiatives for skilling

India's Skill India Mission, driven by the Ministry of Skill Development and Entrepreneurship, is equipping youth with industry-relevant skills through programs like Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Jan Shikshan Sansthan (JSS), bridging the skill gap and paving the way for a self-reliant future.

AI for education gets a boost with Rs 500 crore outlay

A new Centre of Excellence (CoE) in AI for Education, with an outlay of Rs 500 crore, will be established with focus on advancing research in AI and its applications in the sector, aiming to develop personalised learning models, automated assessments and AI-powered tutoring systems. The Centre will collaborate with leading educational institutions, research organisations and private companies to create customised AI-driven solutions for the sector.

Bolstering the STEM ecosystem

The government has proposed a few initiatives to strengthen India's science, technology, engineering and mathematics (STEM) ecosystem. Investments in new infrastructure for the recently established IITs and expansion of IIT Patna will create opportunities contributing to a pool of qualified professionals in emerging sectors.

Overall, measures such as BharatNet and focus on digital education, innovation and research will improve access to quality of education. The focus on vocational training and skilling will promote inclusivity, equality and empowerment in rural and urban areas alike, thereby contributing to economic growth and development.

Published On Feb 25, 2025 at 10:45 AM IST

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Digital learning, skilling take centerstage

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THE TIMES OF INDIA

CBSE's draft norms for conducting class 10 board exams twice: Key details

TIMESOFINDIA.COM | Feb 25, 2025, 08.52 PM IST



NEW DELHI: Central Board of Secondary Education on Tuesday approved draft norms for conducting Class 10 board exams twice a year from 2026.

The board will the new norms in the public domain after which stakeholders can submit their feedback till March 9 following which the policy will be finalised.

As per the draft norms, the first phase of the exams will be conducted from February 17 to March 6, while the second phase will be conducted from May 5 to 20.

According to the draft, both examinations will be conducted on full syllabus. However, practical or internal assessment will be conducted only once.

The new draft states that same centres will be allotted for both editions. The examination fees will also be enhanced.

"Both the examinations will be conducted on full syllabus and the candidates will be allotted the same examination centres in the two editions. Exam fees will be enhanced and collected for both exams at the time of application filing," a senior board official said.

"The first and second editions of the board exams will also act as supplementary exams, and no special exams will be conducted in any circumstances," the official added.

CBSE has announced plans to implement multiple board exams annually, allowing students to take their exams twice and retain their best score. This reform aligns with the National Education Policy (NEP) 2020, which emphasises flexibility and a student centric approach.

The move also supports NEP's goal of inclusivity, accommodating students facing challenges such as exam anxiety or illness. Providing multiple attempts ensures students from diverse backgrounds have a fair chance to showcase their abilities. CBSE is also scaling up teacher training to ensure a smooth transition toward this progressive assessment model.

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CBSE to introduce standard and advanced levels for science and social science in Class 9

With the Governing Body, the highest decision-making authority, now approving the proposal, it will come into effect for Class 9 students next year and for the Class 10 Board examinations in 2028.


 Curated by Mansi Jha




Photo: Canva image

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Feb
25,
2025

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The Central Board of Secondary Education (CBSE) will introduce two-tier difficulty levels—Standard and Advanced—for Science and Social Science in Class 9 from 2026, following approval from its Governing Body.

According to reports, the Board’s Curriculum Committee had earlier proposed offering these subjects at two levels. With the Governing Body, the highest decision-making authority, now approving the proposal, it will come into effect for Class 9 students next year and for the Class 10 Board examinations in 2028.

For the Class 10 Board exams in 2028, students may either have a single question paper with additional questions for the advanced level or separate papers for the two levels, according to a source who preferred to remain anonymous.

The decision aligns with the National Education Policy (NEP) 2020, which suggests that all subjects and their assessments, starting with Mathematics, could be structured at two levels, allowing students to opt for some subjects at a standard level and others at a more advanced level.

Additionally, a source noted that the introduction of advanced-level Mathematics and Science could benefit students preparing for entrance exams such as the Joint Entrance Examination (JEE). “At present, many students enrol in coaching classes because the school syllabus is not considered sufficiently advanced for entrance exam preparation,” an official explained.

Since the 2019-20 academic year, Mathematics has been the only subject offered at two levels in Class 10. While both Basic and Standard Mathematics follow the same syllabus, they differ in terms of the complexity of questions in Board examinations.

With Science and Social Science set to be offered at two levels from next year, the National Council of Educational Research and Training (NCERT) has been assigned the task of developing new textbooks. These will include an additional section with material for students opting for the advanced level, a source confirmed.

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CBSE : एक ही नाम और नंबर से शुरू हो सकेंगे ब्रांच स्कूल

■ NBT रिपोर्ट, नई दिल्ली

AI Image

सेंट्रल बोर्ड ऑफ सेकेंडरी एजुकेशन (सीबीएसई) से एफिलिएटेड स्कूल अब अपनी ब्रांच अपने ही नाम और नंबर के साथ शुरू कर सकेंगे। ये स्कूल अपनी जूनियर ब्रांच में बाल वाटिका यानी प्री-प्राइमरी क्लास 3 से लेकर क्लास 5 की क्लासें चलाएंगे और मेन स्कूल क्लास 6 से क्लास 12 तक चलेगा। अकैडमिक सेशन 2026-27 से ये स्कूल ब्रांच स्कूल के लिए 'सरस' पोर्टल पर ऑनलाइन अप्लाई कर सकेंगे। ब्रांच स्कूलों का इन्फ्रास्ट्रक्चर, स्टाफ, टीचर्स सब अलग होगा। सीबीएसई ने एफिलिएशन बायलॉज 2025 - ब्रांच स्कूल जारी किया है। मेन स्कूल वो होगा,



जो पहले से सीबीएसई से एफिलिएटेड है और ब्रांच स्कूल वो स्कूल होगा, जिसे मेन स्कूल की मैनेजमेंट उसी नाम और नंबर से चलाएगी। दोनों की एक ही वेबसाइट होगी, वेबसाइट में ब्रांच स्कूल का लिंक अलग से होगा। ब्रांच स्कूल के लिए फीस 45 हजार से 50 हजार है। विदेश के स्कूलों के लिए यह फीस 1-2 लाख रुपये है।

जनसन्ता 26 फरवरी, 2025, पृष्ठ - 1

10वीं की परीक्षा का पहला चरण फरवरी-मार्च में, दूसरा मई में

जनसन्ता ब्यूरो
नई दिल्ली, 25 फरवरी।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने 2026 से दसवीं कक्षा की बोर्ड परीक्षाएं साल में दो बार आयोजित करने से जुड़े मसविदे नियमों को मंजूरी दी। इसके तहत अगले साल दसवीं की बोर्ड परीक्षाओं का पहला चरण फरवरी-मार्च में और दूसरा मई में आयोजित होगा।

मसविदे पर लोगों की राय के लिए इसे सीबीएसई की वेबसाइट पर जारी किया गया है जिस पर नौ मार्च तक प्रतिक्रिया दी जा सकती है। सीबीएसई के परीक्षा नियंत्रक संयम भारद्वाज के मुताबिक अगले साल से दसवीं कक्षा की बोर्ड परीक्षाएं साल में दो बार आयोजित की जाएंगी। उन्होंने बताया कि ये परीक्षाएं पूर्ण पाठ्यक्रम पर

सीबीएसई के परीक्षा नियंत्रक संयम भारद्वाज के मुताबिक, ये परीक्षाएं पूर्ण पाठ्यक्रम पर आधारित होंगी।

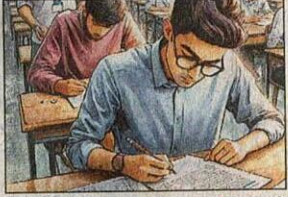
प्रायोगिक परीक्षा या आंतरिक मूल्यांकन केवल एक बार किया जाएगा।

आधारित होंगी। उनके मुताबिक प्रायोगिक परीक्षा या आंतरिक मूल्यांकन केवल एक बार किया जाएगा। इसके अलावा दोनों परीक्षाओं के लिए एक ही केंद्र आबंटित किया जाएगा और परीक्षा शुल्क में वृद्धि की जाएगी। दोनों चरणों की परीक्षाओं का विस्तृत विवरण बोर्ड की ओर से जारी कर दिया गया है। भारद्वाज ने बताया कि मसविदे पर आम लोगों, अभिभावकों, शिक्षकों की राय जानने के लिए इसे बोर्ड की वेबसाइट पर जारी किया गया है।

2026 से 10वीं बोर्ड दो बार, CBSE ने जारी किया ड्राफ्ट

पहला राउंड 17 फरवरी-6 मार्च, दूसरा 5 मई-20 मई

Bhupender.Sharma
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AI Image

■ नई दिल्ली: नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (CBSE) ने 10वीं की दो बार होने वाली परीक्षाओं का ड्राफ्ट जारी कर दिया है। 2026 में होने वाली 10वीं की परीक्षा का पहला राउंड 17 फरवरी से शुरू होकर 6 मार्च तक चलेगा। दूसरे राउंड की बोर्ड परीक्षा 5 मई से 20 मई तक चलेगी।

केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने हाल में उच्च स्तरीय मीटिंग में सीबीएसई को दो बार बोर्ड एग्जाम की स्कीम तैयार करने को कहा था। सीबीएसई ने मंगलवार को ड्राफ्ट पॉलिसी जारी कर दी है, जिस पर 9 मार्च तक सुझाव मांगे गए हैं। सुझावों के आधार पर पॉलिसी में जरूरी बदलाव भी हो सकते हैं। उसके बाद फाइनल पॉलिसी जारी हो जाएगी। कंपार्टमेंट की परीक्षा अब

नहीं होगी, जो छात्र पहले राउंड (सभी पेपर या कुछ पेपर) को क्लियर नहीं कर पाएंगे, उनके लिए मई में दूसरे बोर्ड एग्जाम में अपीयर होने का मौका रहेगा। 2026 में जब दसवीं की बोर्ड परीक्षा दो बार होगी तो दोनों राउंड केवल 34 दिनों में पूरे हो जाएंगे। 2025 के मौजूदा सत्र में 10वीं की परीक्षा 15 फरवरी से शुरू होकर 18 मार्च तक चलेगी यानी एक ही परीक्षा में 32 दिनों की समय-सीमा रखी गई है।

प्रेक्टिकल, इंटरनल असेसमेंट एक ही बार होगा ▶▶ पेज 12

10वीं बोर्ड दो बार, लेकिन प्रैक्टिकल एग्जाम एक बार ही

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■ नई दिल्ली: CBSE ने 10वीं की दो बार होने वाली परीक्षाओं का ड्राफ्ट जारी कर दिया है। केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने हाल ही में एक उच्च स्तरीय मीटिंग में बोर्ड को दो बार एग्जाम की स्कीम तैयार करने को कहा था।

स्टूडेंट 10वीं में लिखित परीक्षा दो बार दे सकेंगे लेकिन प्रैक्टिकल और इंटरनल असेसमेंट के जो नंबर मिल जाएंगे, उसे लिखित परीक्षा के बेस्ट स्कोर में जोड़कर रिजल्ट जारी किया जाएगा। पहले राउंड की परीक्षा के बाद कोई पासिंग डॉक्युमेंट जारी नहीं होगा। पहली परीक्षा की परफॉर्मंस

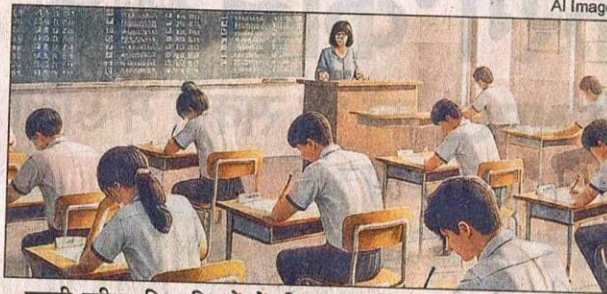
डिजिटलॉकर में उपलब्ध होगी, जिसका इस्तेमाल 11वीं में एडमिशन के लिए किया जा सकेगा। अगर स्टूडेंट दूसरे राउंड की परीक्षा नहीं देना चाहेगा तो वह डिजिटलॉकर के स्कोर के जरिए एडमिशन ले सकेगा। सेकंड राउंड के बाद जो फाइनल रिजल्ट तैयार होगा, उसके बाद ही पासिंग डॉक्युमेंट जारी किए जाएंगे। दोनों राउंड की परीक्षा के बाद ही मेरिट सर्टिफिकेट जारी होगा।

पहले राउंड में क्वॉलिफाई नहीं होने पर भी 11वीं में प्रोविजनल एडमिशन: 10वीं में जो स्टूडेंट पांचों विषयों में क्वॉलिफाई होंगे, उन्हें पास घोषित किया जाएगा। अगर वे पहले राउंड की परीक्षा में क्वॉलिफाई नहीं होते हैं तो उस स्थिति में

भी छात्र को 11वीं में प्रोविजनल एडमिशन मिल सकेगा। जब छात्र दूसरे सत्र की परीक्षा देगा और क्वॉलिफाई हो जाता है तो उस स्थिति में ही उसका एडमिशन कंफर्म माना जाएगा। जो छात्र पहले एग्जाम में क्वॉलिफाई नहीं होता है, उन्हें इंप्रूवमेंट कैटेगरी में रखा जाएगा और वे दूसरे राउंड की परीक्षा के लिए एलिजिबिल होंगे। CBSE ने यह साफ कर दिया है कि किसी भी सूरत में

पहले राउंड की परीक्षा के बाद पासिंग डॉक्युमेंट जारी नहीं होगा: CBSE

कोई स्पेशल एग्जामिनेशन यानी कंपार्टमेंट परीक्षा नहीं होगी। अगर कोई छात्र पहली परीक्षा में सफल नहीं होता है या कुछ विषयों में सफल नहीं होता है तो अभी तक उसे जुलाई में कंपार्टमेंट की परीक्षा देने का मौका मिलता था।



AI Image

पहली परीक्षा जिन विषयों में दी होगी, दूसरी परीक्षा में वही विषय रहेंगे: ड्राफ्ट पॉलिसी के मुताबिक छात्र ने जिन विषयों में पहली परीक्षा दी होगी, दूसरे राउंड में भी उन्हीं विषयों की परीक्षा देने का विकल्प मौजूद रहेगा। दूसरे राउंड की परीक्षा के दौरान सब्जेक्ट चेंज करने की

इजाजत नहीं होगी। उदाहरण के लिए अगर किसी स्टूडेंट ने पहले राउंड की परीक्षा के लिए आईटी सब्जेक्ट चुना है और वह इसे बदलना चाहता है तो अगर वह पहले राउंड में आईटी की परीक्षा नहीं देता तो सेकंड राउंड में वह आईटी के बदले दूसरा विषय चुन सकता है।

एग्जाम पैटर्न, असेसमेंट में भी जरूरी बदलाव

जैसे 10वीं में मैथ्स विषयों में मैथ्स स्टैंडर्ड और मैथ्स बेसिक का फॉर्म्युला लागू है यानी छात्र क्षमता के हिसाब से विषय चुने, उसी तरह दूसरे विषयों में भी स्टैंडर्ड लेवल और हाई लेवल का फॉर्म्युला हो सकता है। इन विषयों के लिए बोर्ड एग्जाम दो पार्ट में रीडिजाइन किए जाएंगे। पहले पार्ट में ऑब्जेक्टिव टाइप विद मल्टीपल चॉइस क्वेश्चन ज्यादा होंगे और दूसरे पार्ट की परीक्षा Descriptive Type हो सकती है। यानी मैथ्स की तरह एक विषय में दो स्टैंडर्ड तय किए जा सकते हैं।

छात्रों के पास नहीं होगी विकल्पों की कमी

10वीं में छात्र आमतौर पर पांच अनिवार्य विषय इंग्लिश (कम्युनिकेटिव या लैंग्वेज एंड लिटरचर), हिंदी, मैथ्स (स्टैंडर्ड या बेसिक), साइंस, सोशल साइंस चुनता है। इसके अलावा छात्र चाहे तो वैकल्पिक विषयों में से संस्कृत, आईटी, हेल्थकेयर, रिटेल, एलिमेंट ऑफ बिजनेस जैसे विषयों में से कोई विषय चुन सकता है। दो बोर्ड का पैटर्न लागू होने पर छात्रों के पास विकल्पों की कोई कमी नहीं होगी।

हिंदी का विरोध संविधान के खिलाफ

तमिलनाडु में हिंदी भाषा को लेकर विवाद बढ़ गया है। नई राष्ट्रीय शिक्षा नीति को लागू करने के क्रम में त्रि-भाषा फॉर्मूले के साथ हिंदी का जो विरोध शुरू हुआ, वह निम्न स्तर पर जाता दिखा, जब कुछ लोग रेलवे स्टेशन पर हिंदी में लिखे नामों पर कालिख पोतने लगे। तमिलनाडु में हिंदी को लेकर विरोध कोई नई बात नहीं है। मगर जब से इसे स्वार्थी और हिंदी विरोधी मानसिकता के राजनेताओं ने पल्लवित और पोषित किया है, तब से यह विरोध उग्र रूप लेता जा रहा है। ऐसे में, एकमात्र सवाल यही है कि इसका समाधान क्या है? एक तो हिंदी-विरोध को संविधान के विरोध जैसा अपराध मानकर भारतीय रेल के नामपट्ट के साथ छेड़छाड़ के लिए अभियोग स्थापित हो और दोषियों को सजा दी जाए। खास तौर से, सुप्रीम कोर्ट को इसमें दखल देना चाहिए और तमिलनाडु सरकार को कारण बताओ नोटिस जारी

करना चाहिए। दूसरा, हिंदी भाषी राज्यों में हिंदी और संस्कृत के अतिरिक्त दक्षिण भारतीय भाषाओं के शिक्षण की व्यवस्था बने, जिससे आर्य-द्रविड़ विमर्श के कारण उत्तर और दक्षिण भारत के मध्य बन आए सांस्कृतिक भेद को मिटाया जा सके। धर्मनिरपेक्षता के मकड़जाल से निकलने के लिए भाषा-शिक्षण में उर्दू का मोह त्यागना होगा और भारतीय भाषाओं में समन्वय, सहयोग व सौहार्द स्थापित करना होगा। इतना ही नहीं, सभी भारतीयों को परस्पर आंचलिक भाषाओं का सम्मान करना होगा और इसके लिए पहल हिंदीभाषियों को ही करनी होगी। अगर ये सब हम कर सके, तो इस तरह के विरोध खुद-ब-खुद खत्म हो सकते हैं, अन्यथा हिंदी के विरोध में हमें आने वाले दिनों में और अधिक आक्रामकता देखने को मिल सकती है।

जय प्रकाश गुप्त, टिप्पणीकार

संकीर्ण राजनीति

हम सभी को मालूम है कि हिंदी के विरोध में दक्षिण भारत में आवाजें उठती रहती हैं, लेकिन वहां अब हिंदी का तेजी से विस्तार भी हो रहा है। वास्तव में, क्षेत्रीय दलों के नेता अपनी राजनीतिक रोटी सेंकने के लिए हिंदी के विरुद्ध आंदोलन को बढ़ावा देते हैं। वे लोगों की भावनाओं से खेलते हैं। रेलवे स्टेशनों पर हिंदी में लिखे नामों पर कालिख पोतने की हालिया घटना भी इसी राजनीति का हिस्सा है। दक्षिण के नेता भले ही हिंदी के प्रति दुःग्रह पालते हों, लेकिन यह हम सब जानते हैं कि भारत की बढ़ती अंतरराष्ट्रीय भूमिका और बढ़ते बाजार को देखते हुए चीन, जापान एवं अन्य देश भी अपने यहां हिंदी सीखने पर ज्यादा जोर दे रहे हैं। अगर भारत में काम करना है, तो हिंदी जाननी ही होगी। विरोध का तुक नहीं।

हरेश कुमार, टिप्पणीकार



अनुलोम-विलोम हिंदी का विरोध



अगले वर्ष से दसवीं की बोर्ड परीक्षा दो बार होगी

मसौदा मंजूर

नई दिल्ली, विशेष संवाददाता। सीबीएसई अब दसवीं कक्षा की परीक्षाएं साल में दो बार कराएगा। वर्ष 2025-26 सत्र में दसवीं की बोर्ड परीक्षा दो बार होगी। सीबीएसई ने इसे लेकर नौ मार्च तक लोगों से सुझाव मांगे हैं।

अधिकारियों ने बताया कि शिक्षा मंत्रालय की अध्यक्षता में हुई एक अहम बैठक में बोर्ड के मसौदे को मंजूरी दी गई। केंद्रीय शिक्षा मंत्री की अध्यक्षता में एक महत्वपूर्ण बैठक हुई थी जिसमें मसौदा नीति परिवर्तन पर विस्तार से चर्चा की गई थी और इस पर लोगों की

- 2026 से फरवरी, मई में परीक्षा कराने का प्रस्ताव
- सीबीएसई ने नौ मार्च तक लोगों से सुझाव मांगे

राय मांगने का फैसला हुआ।

अधिकारियों का कहना है कि राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के तहत बोर्ड परीक्षा में अपना प्रदर्शन सुधारने के लिए छात्रों को दोबारा मौका दिया जा रहा है। पहली बार बोर्ड की परीक्षा वर्ष 2026 में 17 फरवरी से छह मार्च तक होगी, जबकि दूसरी परीक्षा पांच मई से 20 मई के बीच हो सकती है।

➤ बदलाव को समझें P03

बोर्ड परीक्षा में होने वाले बदलावों को समझें

सीबीएसई

सीबीएसई की दसवीं बोर्ड परीक्षाएं शैक्षिक सत्र 2025-26 से दो बार में होगी। इसे लेकर छात्र-छात्राओं और अभिभावकों के मन में कई सवाल उठ रहे हैं। उन्हें यहां समझाने की कोशिश की गई है...

- कब से दो बार परीक्षा होगी?

- यह व्यवस्था इसी सत्र 2025-26 से लागू होगी। ऐसे में साल 2026 में होने वाली बोर्ड परीक्षाएं दो बार होंगी।

- क्या छात्रों को दोनों परीक्षा देनी होंगी?

- नहीं। छात्रों के पास तीन विकल्प रहेंगे।

1. छात्र साल में केवल एक बार परीक्षा दें।
2. दोनों परीक्षाओं में भी शामिल हो सकते हैं।
3. छात्र किसी एक विषय में अपने अंक से संतुष्ट न होने पर दूसरी परीक्षा में केवल उस विषय की ही परीक्षा दे सकते हैं।

- दोनों परीक्षा देने पर परिणाम किस तरह निर्धारित किया जाएगा?

- दोनों परीक्षा में से जो बेहतर परिणाम होगा उसे ही माना जाएगा। ऐसे में यदि छात्र के दूसरी परीक्षा में कम अंक आते हैं तो उसे पहली परीक्षा वाले अंक ही फाइनल माने जाएंगे।

- क्या दोनों परीक्षाओं में सिलेबस अलग-अलग होगा?

- नहीं। दोनों परीक्षाओं में पूरा सिलेबस आएगा और दोनों परीक्षा का प्रारूप भी एक से होगा।

- क्या दोनों परीक्षा के बाद पूरक परीक्षा

का मौका भी दिया जाएगा?

- नहीं। 10वीं परीक्षा में अब पूरक परीक्षा या सप्लीमेंट्री एग्जाम की व्यवस्था खत्म कर दी जाएगी।

- क्या दोनों बार बोर्ड परीक्षाएं अलग-अलग केंद्र पर होंगी?

- नहीं। दोनों परीक्षाओं का केंद्र एक होगा।

- क्या दोनों परीक्षाओं के लिए दो बार रजिस्ट्रेशन करना होगा? क्या फीस भी दोगुनी होगी?

- नहीं। दोनों परीक्षाओं के लिए रजिस्ट्रेशन एक ही बार होगा, लेकिन परीक्षा फीस दो बार देनी होगी, जो एक साथ जमा होगी।

- क्या दूसरी परीक्षा के लिए प्रयोगात्मक परीक्षा भी दो बार होगी?

- नहीं। प्रयोगात्मक परीक्षाएं और इंटरनल एग्जाम एक ही बार होंगे जो पहले की तरह दिसंबर-जनवरी में संपन्न कराए जाएंगे।

‘35 फीसद स्कूलों में 50 से कम छात्र पंजीकृत’

जनसत्ता ब्यूरो
नई दिल्ली, 25 फरवरी।

भारत भर में कम से कम 35 फीसद स्कूलों में पचास या उससे कम विद्यार्थी नामांकित हैं तथा उनमें मात्र एक या दो शिक्षक हैं। ‘पीआरएस लेजिस्लेटिव रिसर्च’ नामक संस्था के विश्लेषण में यह जानकारी सामने आई। नीति आयोग के अनुसार, भारत में 36 फीसद सरकारी स्कूलों में 50 से कम विद्यार्थी हैं तथा लगभग 10 फीसद स्कूलों में 20 से कम विद्यार्थी हैं।

एक अन्य विश्लेषण के मुताबिक महत्वाकांक्षी उद्देश्यों के बावजूद, ‘नमामि गंगे’ कार्यक्रम के लिए आबंटित धनराशि का केवल

‘पीआरएस लेजिस्लेटिव रिसर्च’ के मुताबिक ‘नमामि गंगे’ कार्यक्रम में धन का कम उपयोग और प्रगति धीमी।

69 फीसद ही 2024-25 तक उपयोग किया गया। मंगलवार को जारी विश्लेषण रपट में कहा गया कि इन विद्यालयों में महज एक या दो शिक्षक हैं। छोटे स्कूल, जिनमें आमतौर पर कम शिक्षक होते हैं, उनके सामने कई समस्याएं आती हैं। एनईपी (2020) के अनुसार, इसके कारण शिक्षकों को कई कक्षाओं में अलग-अलग विषय पढ़ाने पड़ते हैं, जिनमें वे विषय भी शामिल होते हैं जिनमें हो सकता है वे पर्याप्त रूप से योग्य न हों। इसमें कहा गया है कि इसके

अलावा, शिक्षक अपना अधिकांश समय प्रशासनिक कार्यों में बिताते हैं, जिससे शिक्षण समय प्रभावित होता है। नई शिक्षा नीति में कहा गया है कि छोटे और अलग-अलग स्कूलों का प्रबंधन करना मुश्किल है। इनमें प्रयोगशालाओं और पुस्तकालयों जैसी बुनियादी सुविधाओं का भी अभाव है। वर्ष 2022-23 तक कक्षा एक-आठ तक के लिए 16 फीसद शिक्षण पद रिक्त थे। झारखंड (40 फीसद), बिहार (32 फीसद), मिजोरम (30 फीसद) और त्रिपुरा (26 फीसद) में रिक्तियां काफी अधिक थीं। रपट में कहा गया कि 2023-24 तक प्राथमिक से उच्चतर माध्यमिक स्तर तक लगभग 12 फीसद शिक्षकों के पास पेशेवर शिक्षण योग्यता का अभाव है। शिक्षा मंत्रालय (2023-24) के

अनुसार, पूर्व-प्राथमिक स्तर पर 48 फीसद शिक्षक अयोग्य हैं। पीआरएस ने केंद्रीय जल शक्ति मंत्रालय के लिए अनुदान मांग 2025-26 के विश्लेषण में कहा कि यद्यपि गंगा के पानी की गुणवत्ता में कुछ सुधार देखा गया है, लेकिन केंद्रीय प्रदूषण नियंत्रण बोर्ड (सीपीसीबी) ने पाया है कि औद्योगिक अपशिष्ट एक प्रमुख प्रदूषक बना हुआ है, तथा 450 से अधिक उद्योग प्रदूषण मानदंडों को पूरा करने में विफल रहे हैं। इसके अतिरिक्त, अवजल उपचार क्षमता भी एक बाधा बनी हुई है। सात हजार एमएलडी (मिलियन लीटर प्रतिदिन) उपचार क्षमता के लक्ष्य में से केवल 52 फीसद ही हासिल की जा सकी है, जिसके कारण नदी में अनुपचारित अवजल का निरंतर प्रवाह हो रहा है।

सीबीएसई स्कूल खोल सकेंगे ब्रांच स्कूल अंकों में कर सकेंगे सुधार, दसवीं बोर्ड की परीक्षा वर्ष में दो बार होगी: सीबीएसई

जागरण संवाददाता, नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने संबद्ध स्कूलों को प्राथमिक स्तर की शिक्षा के लिए 'ब्रांच स्कूल' खोलने की अनुमति दे दी है। इसमें बाल वाटिका से कक्षा पांचवीं तक की कक्षाएं शामिल होंगी। नए पेश किए गए संबद्धता उपनियम (ब्रांच स्कूल)-2025 के अनुसार, जो स्कूल पहले से ही सीबीएसई से

- ब्रांच स्कूल से मुख्य स्कूल में सीधे मिलेगा प्रवेश
- 2026-27 से होंगे ब्रांच स्कूल के लिए आवेदन

संबद्ध हैं, वे ब्रांच स्कूल खोलने के लिए पात्र होंगे।

इन ब्रांच स्कूलों यानी बाल-वाटिका में प्री-प्राइमरी से कक्षा पांच तक की कक्षाएं संचालित होंगी। इनका प्रबंधन

उसी सोसायटी या ट्रस्ट द्वारा किया जाएगा जो मुख्य स्कूल चलाती है। नए नियम को लागू करने से पहले विमर्श हुआ था। अधिसूचना जारी की गई। ब्रांच स्कूल खोलने के लिए आवेदन शैक्षणिक सत्र 2026-27 से एप्पआरएएस 6.0 पोर्टल के माध्यम किए जाएंगे। मुख्य स्कूल और ब्रांच स्कूल दोनों के लिए संबद्धता और विस्तार अवधि समान रहेगी।

जागरण संवाददाता, नई दिल्ली: सीबीएसई ने अपनी परीक्षा प्रणाली में बड़े बदलाव की घोषणा की है, जिसके तहत वर्ष 2026 से कक्षा दसवीं के लिए साल में दो बार बोर्ड परीक्षाएं होंगी। बोर्ड ने इस संबंध में विषयों को दो प्रमुख समूहों में विभाजित करने, एक ही दिन में क्षेत्रीय और विदेशी भाषा के पेपर करने का प्रस्ताव दिया है। केंद्रीय शिक्षा मंत्री धर्मेश प्रधान की अध्यक्षता में हुई बैठक के बाद इस संबंध में एक मसौदा नीति तैयार की गई है। छात्र, शिक्षक, अभिभावक और शिक्षाविद नौ मार्च तक मसौदे पर अपनी प्रतिक्रिया दे सकते हैं।

योजना के अनुसार, 2026 में बोर्ड परीक्षा दो चरणों में होगी। पहला चरण 17 फरवरी से छह मार्च तक और दूसरा

- वर्ष 2026-27 के शैक्षणिक सत्र में लागू होगा नया निर्णय
- पहला चरण होगा 17 फरवरी से छह मार्च, दूसरा पांच मई से 20 मई

चरण पांच मई से 20 मई तक होगा। छात्रों को अपने अंकों में सुधार करने के लिए दो बार सीबीएसई बोर्ड परीक्षा में बैठने का अवसर मिलेगा। अधिकारियों ने बताया कि लगभग 20.26 लाख छात्रों के कक्षा दसवीं की बोर्ड परीक्षा 2026 में बैठने की उम्मीद है, जबकि 20 लाख छात्रों के कक्षा 12वीं की बोर्ड परीक्षा में बैठने की संभावना है।

विषयों को दो समूह में बांटा जाएगा: परीक्षा के दोनों चरण पूरे पाठ्यक्रम पर आधारित होंगे। विज्ञान, गणित,



सामाजिक विज्ञान, हिंदी और अंग्रेजी को छोड़कर, विषयों को दो प्रमुख समूहों में बांटा जाएगा। एक समूह में क्षेत्रीय और विदेशी भाषाएं होंगी और एक समूह में शेष विषय होंगे। सीबीएसई अभ्यर्थियों की पसंद पर छोटे विषयों की परीक्षाएं दो या तीन दिनों में दो से तीन बार आयोजित करेंगे। सीबीएसई ने कहा कि खिलौदियों के लिए अलग से कोई परीक्षा नहीं कराई जाएगी। वहीं विशेष आवश्यकता वाले बच्चों (सीडब्ल्यूएसएन) के उम्मीदवारों को

अपी की तरह ही सुविधाएं मिलती रहेंगी। बोर्ड ने स्पष्ट किया कि उम्मीदवारों की सूची एलओसी में जमा करने के बाद छात्रों को विषय बदलने की अनुमति नहीं होगी। बोर्ड परीक्षा के दूसरे चरण में ही विषय में बदलाव पर विचार करेगा।

पहले चरण में बोर्ड परीक्षा 2026 के लिए एलओसी दखिल करते समय, स्कूल उम्मीदवारों से दोनों परीक्षाओं का विकल्प प्राप्त करेंगे। दूसरे चरण में एलओसी केवल दूसरे चरण से बाहर निकलने के लिए परिणाम घोषणा के तुरंत बाद लाइव कर दिया जाएगा। बोर्ड द्वारा उम्मीदवारों की मार्कशीट डिजिटलकर में उपलब्ध कराई जाएगी। यदि कोई छात्र चरण दो की परीक्षा नहीं देना चाहता है, तो वे आनलाइन

मार्कशीट की मदद से कक्षा 11वीं में प्रवेश ले सकेंगे। वहीं, कोई छात्र चरण एक की परीक्षा पास करने में विफल रहता है, तो भी उसे कक्षा 11वीं में प्रवेश दिया जा सकता है, लेकिन ऐसे में स्कूल चरण दो के परिणामों के बाद उनके प्रवेश को अंतिम रूप दे सकते हैं। बोर्ड ने कहा कि यदि कोई छात्र बदलना चाहता है तो वह पहले चरण की परीक्षा में उस विषय में उपस्थित न होने का विकल्प चुन सकता है। यदि वे पहले चरण में उपस्थित होते हैं, तो उन्हें दूसरे चरण में विषय बदलने की अनुमति नहीं होगी। पहली या दूसरी सीबीएसई बोर्ड परीक्षा को पूरा परीक्षा माना जाएगा, लेकिन कोई विशेष परीक्षा आयोजित नहीं की जाएगी।

10वीं की बोर्ड परीक्षाएं साल में दो बार होंगी: सीबीएसई

नई दिल्ली: सीबीएसई ने घोषणा की है कि अगले वर्ष से 10 वीं बोर्ड की परीक्षाएं साल में दो बार होंगी। वर्ष 2026 से यह प्रक्रिया अपनाई जाएगी। परीक्षा का पहला चरण 17 फरवरी से छह मार्च तक आयोजित किया जाएगा, जबकि दूसरा चरण पांच से 20 मई तक आयोजित होगा। मसौदा नियमों पर हिताचारक नौ मार्च तक सुझाव दे सकते हैं, जिसके बाद नीति को अंतिम रूप दिया जाएगा।

आंतरिक मूल्यांकन एक बार होगा

प्रायोगिक परीक्षाएं और आंतरिक मूल्यांकन केवल एक बार होगा। सीबीएसई की कक्षा 10वीं, 12वीं की मार्कशीट में चरणवार अंकों के साथ-साथ दोनों में से बेहतर अंक का उल्लेख होगा। दूसरे चरण की परीक्षा के बाद ही मेरिट सर्टिफिकेट जारी किया जाएगा और सभी पांच विषयों में उत्तीर्ण होने वाले छात्रों को उत्तीर्ण घोषित किया जाएगा। पहली परीक्षा में एक से पांच विषयों में उत्तीर्ण न होने वाले छात्रों को सुधार श्रेणी में रखा जाएगा और उन्हें जुलाई 2026 में होने वाली दूसरी परीक्षा में बैठने की अनुमति दी जाएगी। यदि किसी विद्यार्थी को छठे या सातवें विषय को बदलकर उत्तीर्ण घोषित किया जाता है, तो वह अपनी पहली परीक्षा से अगली दो परीक्षाओं के लिए केवल अनुत्तीर्ण विषय में सुधार के लिए पात्र होगा।

CBSE double-boards plan all about 2nd chances, choices

Class 10 Kids Can Now Skip Subjects, Retake Exams

Manash.Gohain
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New Delhi: Starting in 2026, students appearing for Class X board examinations under CBSE will have the flexibility to choose between two exam sessions—one in Feb and another in May. Candidates will also have the option to appear in both exam sessions. In addition, students will be allowed to skip specific subjects in the second attempt if they are satisfied with the scores they got in the first examination.

On Tuesday, CBSE approved draft norms for implementing the twice-a-year board exam system. These draft norms have been made available for public review, allowing stakeholders to provide suggestions and feedback till March 9.

As previously reported by TOI, the first phase will be conducted from Feb 17 to March 6, 2026, while the second phase will take place from May 5 to May 20, 2026. Both examinations will follow the existing full syllabus and prescribed textbooks. The examination centres allotted to students will remain the same across both editions.

Regarding the examination fee, CBSE has decided to increase it and it will be collected at the time of application filing for both attempts.

The board has clarified that no separate supplementary exams will be conducted.

A NEW CHAPTER

Class X-2026

Exam dates

1st } Feb 17 - March 6 2nd } May 5 - May 20


Students (estimated) **26,60,000**

Total duration of exam **34 days**

18+16=
34 days

Subjects **84**

Answerbooks to be evaluated **Approx 1.73 cr**



Subject group

Language 1	English
Language 2	Hindi
Elective 1	Science
Elective 2	Mathematics
Elective 3	Social Science

Regional & foreign language
Example-Tamil, Mizo, Urdu, Japanese, Spanish,

Remaining subjects
Example - Banking, automotive, NCC, painting

HIGHLIGHTS

- Both exams will be conducted on the full current syllabus & textbooks
- Exams for languages 1 & 2, and elective 1 to 3 will be conducted on a fixed day as done currently
- Exams for regional & foreign languages will be done in one go on a single day
- Exams of remaining subjects will be conducted 2 to 3 times based on the choice of students on 2 or 3 days
- Exam centres will be same for 1st & 2nd exams
- LOC (list of candidates) will

- be finalised in Sept of 2025 for 2026 exam & no change of subjects will be entertained thereafter
- No new candidates will be added in the LOC for 2nd exam
- 1st & 2nd exams will also act as supplementary exams
- No passing certificate will be issue after the 1st exam
- Candidates have the option to appear in either 1st or 2nd exam
- A candidate satisfied with the scores could skip particular subject(s) in the

2nd exam

- Practical/ internal assessment will be done only once
- Marksheet cum passing certificate will have scores from both the exams as well as the better of the two
- Candidates after finalisation of LOC for 1st exam cannot change subjects, but can skip the subject to appear in another in the 2nd exam
- Candidates qualifying in all 5 subjects will be declared as pass

Instead, the second session of the examination will serve as the supplementary exam for those who wish to improve their scores.

The decision to conduct Class X board exams twice a year aligns with the recommendations of National Education Policy 2020, which suggested that the "high-stakes" nature of board exams should be reduced.

According to the newly proposed norms, the list of candidates will be finalised in Sept of the preceding year. This means that for the Feb 2026 exam, the list will be finalised by Sept 2025. No new

candidates will be allowed to register for the May 2026 exam if they are not part of the Sept 2025 list.

CBSE has stated that once the list is finalised, candidates will not be permitted to change their subjects. However, there is some flexibility in subject selection. If a candidate wishes to modify their subject choices, they can skip a subject in the first examination (Feb-March) and opt for a different subject in the second examination (May). However, if a candidate completes all subjects in the first exam, they will have to take the same set of sub-

jects in the second exam if they choose to reappear.

For practical and internal assessments, CBSE has decided that these evaluations will be conducted only once per academic year.

No separate certificates will be issued after the completion of the first examination in Feb-March.

The final passing certificate and marksheet will be issued only after the May examination. This document will include the marks obtained in both exam sessions (if the candidate appeared in both) as well as the best of the two scores for each subject.

CBSE approves norms for biannual Class 10 exams



Students discuss after appearing in the class 12th board exam conducted by the CBSE
File Photo

PTI ■ NEW DELHI

The Central Board of Secondary Education (CBSE) on Tuesday approved draft norms for conducting Class-10 board exams twice a year from 2026, officials said. The draft norms will now be put in the public domain and the stakeholders can submit their feedback till March 9 following which the policy will be finalised, they said. As per the draft norms, the first phase of the exams will be conducted from February 17 to March 6, while the second phase will be conducted from May 5 to 20. "Both the examinations will be conducted on full syllabus and the candidates will be

allotted the same examination centres in the two editions. Exam fees will be enhanced and collected for both exams at the time of application filing," a senior board official said.

"The first and second editions of the board exams will also act as supplementary exams, and no special exams will be conducted in any circumstances," the official added.

The new National Education Policy (NEP) had recommended that to eliminate the "high stakes" aspect of the board exams, all students will be allowed to take the exams on up to two occasions during any given school year.

The Tribune, 26th February, 2025, Page 1

CBSE to hold Class X exams twice a year

NEW DELHI, FEBRUARY 25

The CBSE on Tuesday approved draft norms for conducting Class X board exams twice a year from 2026, officials said.

"The draft norms will now be put in public domain and the stakeholders can submit their feedback till March 9, following which the policy will be finalised," they said.

As per the draft norms, the first phase of the exams will be conducted from February 17 to March 6, while the second phase will be conducted from May 5 to 20. "Both the examinations will be conduct-

Draft okayed; phase 1 in Feb-Mar, second in May

ed on full syllabus and the candidates will be allotted the same examination centres in the two editions. Exam fees will be enhanced and collected for both exams at the time of filing application," a senior board official said.

"First and second editions of the board exams will also act as supplementary exams, and no special exams will be conducted in any circumstances," the official said. — PTI

CBSE proposes new 'best of 2' Class 10 exam format, may be rolled out next yr

Sanjay Maurya

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NEW DELHI: The Central Board of Secondary Education (CBSE) has proposed a significant shift in its examination policy, outlining plans to conduct Class 10 board examinations twice in an academic year starting from 2026.

The draft policy, released on Tuesday, proposes conducting the first phase of exams from February 15 to March 7 with results to be announced on April 20, and the second phase from May 5 to 20 with results by May 30.

The draft scheme will require all students to take the complete set of their registered subjects in the first examination phase, with the second examination positioned either as an improvement opportunity for those who passed but want better scores, or as a necessary follow-up for those who failed 1-5 subjects in the first attempt and placed in the "improvement category".

This reform aligns with recommendations of the NEP 2020, which emphasises reducing the high-stakes nature of board exams. The CBSE is seeking stakeholder responses on the draft policy until March 9.

According to the draft policy, core subjects including Science, Mathematics, Social Science,

THE BOARD SAID THAT QUESTION PAPERS FOR NON-CORE SUBJECTS WILL BE TAKEN BACK FROM STUDENTS AFTER THE EXAMINATION

Hindi and English will have fixed examination dates across both phases. Regional and foreign languages will be conducted in a single sitting, while remaining subjects will be held two to three times based on student choices.

"The students will be given the day of the examination based on the formula devised by the CBSE and the subject combination offered by the student," CBSE said in its draft policy. The board clarified that "students will not be given a choice to select the dates of examinations" and that question papers for non-core subjects "will be taken back from the students after the examination is over."

The board has shared the schedule of Class 10 board exams 2026 for both phases which shows that there is a gap of a maximum two days between two papers.

Students must pay examination fees for both attempts and will be allocated the same examination centre for both phases.

The first examination's performance will be accessible via DigiLocker and can be used for Class 11 admissions if students choose not to take the second examination.

In a departure from current practice, CBSE's draft states that students participating in national and international sporting events must appear in either of the two examination phases, with "no separate exam will be conducted for them." Since March 2018, CBSE has been conducting special examinations for such students.

The proposal comes as CBSE prepares to conduct its 2025 board examinations for over 2.4 million Class 10 students across 84 subjects. For 2026, it anticipates around 2.6 million students taking exams in the same number of subjects. The proposed reform has garnered mixed reactions.

Jyoti Arora, principal of Delhi-based Mount Abu Public School, welcomed the initiative. "Sometimes, students are not physically or emotionally fit during the examinations and a second-time examination will give another chance without wasting an academic year. It will be helpful to JEE aspiring students as their

exam schedule will not clash with practical exams now," she said.

Vaishali Gehlot, a Delhi government schoolteacher who participates in CBSE evaluation duties, highlighted existing challenges. "An evaluator has to check a minimum of 20 answer copies and a maximum of 30 copies in a day from 9am to 5pm. The quality of evaluation is going to suffer as evaluators will be checking papers in a shorter span. If CBSE asks more teachers for evaluation, the teaching process in schools will suffer in their absence," she said.

The draft policy indicates that "students who failed to pass from 1 to 5 subjects in the first examination will be placed under the 'Improvement Category' and will be allowed to appear in the second examination." No further examinations will be conducted after the second phase, with affected students permitted to appear in the first examination of the subsequent year.

The final mark sheet will include the better of the two scores, along with practical/internal assessment marks and grades, according to the draft policy.

CBSE's final decision will be announced after reviewing stakeholder feedback received by the March 9 deadline.

CBSE eases rules for pre-nursery schools under NEP from 2026-27

Sanjay Maurya

letters@hindustantimes.com

NEW DELHI: The Central Board of Secondary Education (CBSE) has introduced new rules allowing schools already affiliated with the board to set up "branch schools" with classes from Balvatika to Class 5 in a bid to address the issue of shortage of space.

Under the Affiliation Bye-Laws (Branch School)-2025, schools affiliated with CBSE can apply to establish branch schools, within the same city as the main school, from the 2026-27 academic session.

The decision was taken to address the shortage of land and

space to run Balvatikas, a pre-school designed to prepare children aged between 3 and 6 years for formal schooling by focusing on play-based learning as envisioned in National Education Policy (NEP) 2020, CBSE chairperson Rahul Singh told HT.

"The new bye-laws are for those schools which are facing space issue, especially in urban areas to run Balvatika classes. Now, they existing affiliated schools would be allowed to run branch schools from Balvatika to Class 5," Singh said.

According to CBSE's circular, existing affiliated (main) schools will have classes from 6 to 12 and the branch schools will have classes from Balvatika to Class 5.

Additionally, the schools must be affiliated with the national school board.

Kendriya Vidyalaya Sangathan (KVS) which runs central-government run Kendriya Vidyalayas (KVs) introduced Balvatika for preschool education in the academic session 2023-24, with classes running for three hours a day, on a five-day week basis.

According to the latest circular, main schools will be allowed to establish a branch school under the same name, affiliation number and the same management, but with a separate set of resources in terms of physical and academic infrastructure, and teaching and supporting staff.

APPROVES DRAFT NORMS

Feb or May: CBSE to offer flexible exam schedule for class 10 students from 2026

MPOST BUREAU

NEW DELHI: From 2026 onward, students in class 10 will have the option to take CBSE board examinations twice during a single academic year, or select between two available testing periods - one in February and another in May, according to officials.

The Central Board of Secondary Education (CBSE) gave its approval to draft regulations on Tuesday. These proposed rules will now be published for public review, and stakeholders have until March 9 to provide their input, after which the policy will be finalized.

Candidates will also have the option to appear for both exam-



inations if they wish. Additionally, students will be allowed to skip specific subjects in the second attempt if they are already satisfied with the scores they have

achieved in the first examination as well as particular subjects in the first attempt as well.

As per the draft norms, the first phase of the exams will be held

from February 17 to March 6, while the second phase will be conducted from May 5 to 20.

“Both the examinations will be conducted on full **Continued on P4**

KEY DETAILS

- » Candidates can pick one or attempt both editions
- » Students may reappear for select subjects in May
- » February 17-March 6 and May 5-20 set schedules
- » Both exams cover entire syllabus, same exam centres
- » May session acts as supplementary for improvements
- » Candidates must register by September
- » Final Marksheet will be issued post-May, includes best scores per subject

Feb or May: CBSE to offer...

Continued from P1

Syllabus and the candidates will be allotted the same examination centres in the two editions. Exam fees will be enhanced and collected for both exams at the time of application filing,” a senior board official said.

“The first and second editions of the board exams will also act as supplementary exams, and no special exams will be conducted in any circumstances,” the official added.

The new National Education Policy (NEP) recommended that to eliminate the “high stakes” aspect of the board exams, all students will be allowed to take the exams on up to two occasions during any given school year.

The Board has clarified that no separate supplementary exams will be conducted under this system. Instead, the second session of the Board examination will serve as the supplementary exam for those who wish to improve their scores.

“The list of candidates (LOC) will be finalised in September of the preceding year. This means that for the February 2026 exam, the list will be finalised by September 2025. No new candidates will be allowed to register for the May 2026 exam if they were not part of the September 2025 list,” the official said.

“Once the LOC is finalised, candidates will not be permitted to change their subjects. However, there is some flexibility in subject selection. If a candidate wishes to modify their subject choices, they can skip a subject in the first examination (February-March) and opt for a different subject in the second examination (May). However, if a candidate completes all subjects in the first exam, they will have to take the same set of subjects in the second exam if they choose to reappear,” the official added.

The Board has also decided that for practical and internal assessments, the evaluation will be conducted only once per academic year. No separate certificates will be issued after the completion of the first examination in February-March.

“The final passing certificate and marksheet will be issued only after the May examination. This document will include the marks obtained in both exam sessions (if the candidate appeared in both) as well as the best of the two scores for each subject,” the official said.

The new exam framework categorises subjects into seven groups: Language 1, Language 2, Elective 1, Elective 2, Elective 3, Regional and Foreign Languages, and Remaining Subjects.

CBSE may hold Class 10 exams twice in a year

AGE CORRESPONDENT
NEW DELHI, FEB. 25

The Central Board of Secondary Education (CBSE) on Tuesday approved draft norms for conducting Class 10 board exams twice a year from 2026, officials said.

The draft norms will now be put in the public domain and the stakeholders can submit their feedback till March 9 following which the policy will be finalised, they said.

As per the draft norms, the first phase of the exams will be conducted from February 17 to March 6, while the second phase will be conducted from May 5 to 20.

“Both the examinations will be conducted on full syllabus and the candidates will be allotted the same examination centres in the two editions. Exam fees will be enhanced and collected for both exams at the time of application filing,” a senior board official said.

“The first and second editions of the board exams

AS PER the draft norms, the first phase of the exams will be conducted from February 17 to March 6, while the second phase will be conducted from May 5 to 20

will also act as supplementary exams, and no special exams will be conducted in any circumstances,” the official added.

This change aims to reduce exam stress and let students improve their scores. The educational board also plans to introduce a global curriculum for its affiliated foreign schools in 2026-2027. These changes align with the National Education Policy (NEP) 2020 and aim to provide greater flexibility for students.

The new NEP had recommended that to eliminate the “high stakes” aspect of the board exams, all students will be allowed to take the exams on up to two occasions during any given school year.

President urges PMCH to focus on R&D to improve healthcare

The President said new technologies like AI & robotics revolutionising healthcare

IMRAN MOJIB
PATNA, 25 FEBRUARY

President Droupadi Murmu Tuesday called upon the stakeholders at Patna Medical College and Hospital (PMCH) to focus more on Research and Development (R&D) to improve healthcare because a strong research foundation is vital for advancing the mandate of medical colleges. She also urged its alumni to create a network and support their alma mater in research.

Speaking at the PMCH Centenary Celebration held in Patna, the President said that research conducted by the faculty members and students of an institute plays an important role in the constant development of the institution.

She said: "I am glad to know that the PMCH promotes Research and Development (R&D) and research conducted by its faculty members and students on Kala Azar and Bone TB have been appreciated by the medical fraternity across the world."

She suggested that the PMCH faculty members and other stakeholders should

associate with other institutes of eminence and carry out further research on other aspects of healthcare.

The President said that this is the era of technology. "Technology is playing an important role in the medical field as well. Technologies

like Artificial Intelligence and Robotics are making the medical process simpler and more accurate," she said.

Ms Murmu said: "I urge all stakeholders of the PMCH to always be ready to adopt the latest technologies. It would not only make the

treatment easier but would also increase doctors' knowledge and efficiency."

She also asked the PMCH alumni to create a network so that they could discuss their research and problems. It will help not only the doctors but patients as well, she said.

The President said that doctors are researchers, therapists, teachers, and counselors as well. In all these roles, they serve the people and society and contribute to nation-building. She urged them to make people aware of the importance of blood and organ donation.

Earlier, Chief Minister Nitish Kumar said that his government is determined to offer world-class healthcare facilities in Bihar. The PMCH is undergoing a massive transformation. Soon it will become the world's second-largest hospital with over 5,400 beds laced with state-of-the-art medical facilities.



سچی نامہ راسی ای سهارا ، 26 فروری 2025 ، پڑھ لکھ 3

سی بی سی: 2026 لے 10 وی کی پریکسا سال میں 2 بار ،
 पहली पुरीक्षा 17 फरवरी से 6 मार्च तक , दूसरी 5 से 20 मई तक

CBSE: 10 ویں کا امتحان 2026 سے سال میں 2 بار پہلا امتحان 17 فروری سے 6 مارچ تک □ دوسرا 5 سے 20 مئی تک



نئی دہلی، (ایجنسیوں) سنٹرل بورڈ آف سیکنڈری ایجوکیشن (سی بی ایس ای) نے 2025-26 کے سیشن سے سال میں 2 بار کلاس 10 کے بورڈ امتحانات کے انعقاد کے مسودے کے ضابطے کو منظوری دے دی ہے۔ تمام اسٹیک ہولڈرز 9 مارچ تک مسودے پر اپنی رائے دے سکتے ہیں۔ اس کے بعد پالیسی کو حتمی شکل دی جائے گی۔ ڈرافٹ روز کے مطابق امتحان کا پہلا مرحلہ 17 فروری سے 6 مارچ تک چلے گا، جبکہ دوسرا مرحلہ 5 مئی سے 20 مئی تک چلے گا۔ امتحانی فیس دوڑوں امتحانات کیلئے درخواست دیتے وقت ایک ساتھ لی جائے گی۔ گزشتہ ہفتے 19 فروری کو مرکزی وزارت تعلیم نے سی بی ایس ای بورڈ کے سکریٹری اور دیگر ماہرین تعلیم سے سال میں 2 بار بورڈ امتحانات منعقد کرنے کے بارے میں بات چیت کی تھی۔ وزیر تعلیم دھرمیندر پردھان نے سی بی ایس ای، این سی ای آر ٹی، کے وی ایس، این وی ایس اور کئی اسکولوں کے افسران کے ساتھ سال میں دو بار امتحانات منعقد کرنے کے بارے میں بات چیت کی،

جس کے بعد اگست 2024 میں اس کا مسودہ تیار کیا گیا۔ اس دوران وزیر تعلیم دھرمیندر پردھان نے کہا تھا کہ جس طرح طلباء کے پاس انجینئرنگ کالجوں میں داخلے کیلئے سال میں 2 بار جوائنٹ داخلہ امتحان دینے کا اختیار ہے، اسی طرح طلباء سال میں 2 بار دسویں جماعت کا امتحان دے سکیں گے۔

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Punjab govt makes Punjabi compulsory subject in all schools amid CBSE draft norms row

The Punjab government on Wednesday said it has made Punjabi a mandatory subject in all schools across the state, regardless of their educational board affiliation, and asserted that education certificates will be considered null and void without Punjabi as a main subject.



PTI Updated On Feb 27, 2025 at 08:25 AM IST

Chandigarh: The Punjab government on Wednesday said it has made Punjabi a mandatory subject in all schools across the state, regardless of their educational board affiliation, and asserted that education certificates will be considered null and void without Punjabi as a main subject.

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... list of subjects for class 10 in the new draft norms for biannual board exam format and dubbed it as a "well-planned conspiracy" against Punjab and Punjabi.

... list of subjects for class 10 in the new draft norms for biannual board exam format and dubbed it as a "well-planned conspiracy" against Punjab and Punjabi.

This will be applicable to all education boards in the state, he added




planned conspiracy" against Punjab and Punjabi.

Advt

Punjab Education Minister Harjot Singh Bains said his department has issued a fresh notification stating that Punjabi will be a main subject in Class 10 in the state and if Punjabi is not a main subject in any school, then the certificate will be considered null and void.

This will be applicable to all education boards in the state, he added.

Addressing the media here, Bains slammed the Central Board of Secondary Education (CBSE) for allegedly dropping Punjabi from the list of subjects as he referred to its draft examination policy.

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The minister said in the CBSE's draft norms, science, maths, social science, Hindi and English are the main subjects of Class 10. The regional and foreign languages are in one group while the rest of the subjects are in the other group, he said.

Bains further claimed that Punjabi was removed from the regional languages.

"It means Punjabi is not the main subject. The main regional language has been finished," he alleged.

They (Centre) kept foreign languages like Thai, German, French, etc., but they forgot to mention Punjabi, he said.

Asserting Punjabi is well-spoken language in many states, including Haryana, Jammu and Kashmir, Delhi, Uttar Pradesh, Himachal Pradesh, Maharashtra and West Bengal, Bains said such an important language has great culture and history.

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"Punjabi is not just a language; it is a symbol of our rich cultural heritage, spoken and cherished by millions across the country," he said, adding that the current situation was an attempt to erase Punjabi from the educational landscape.

Bains hit out at the Punjab BJP for terming this issue as a "clerical mistake".

"They played with the emotions of Punjab and rubbed salt into the wounds," he said.

Bains said he has written to Union Education Minister Dharmendra Pradhan, seeking to know what action it will take for the "clerical mistake".

The minister said the state government issued a fresh notification with immediate effect whereby Punjabi will be the main subject for Class 10 under any education board in the state.

"If Punjabi is taught without being the main subject, then the certificate will be considered null and void," he said.

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alleged removal of Punjabi from the regional language list by the CBSE for 10th and 12th standard students and demanded its immediate restoration.

In a statement released here, former education minister and senior SAD leader Daljit Singh Cheema said it was shocking to see that the CBSE working under the Union government had "removed" Punjabi as a regional language option for the students.

He said that Punjabi had earlier been removed as a regional language option in Jammu and Kashmir also.

The SAD leader said Punjabi is a widely spoken language in the country.

Cheema said the removal of Punjabi as a regional language option amounted to discriminating against Punjabis settled in different states in India.

"It was very strange that the Centre was adopting such a discriminatory attitude towards Punjabi language," he said.>

Published On Feb 27, 2025 at 08:24 AM IST

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Home / Education Today / News / CBSE allows branch schools for Classes up to 5, releases new guidelines

CBSE allows branch schools for Classes up to 5, releases new guidelines

CBSE's decision to allow branch schools from Bal Vatika to Class 5 aims to improve access to primary education. The guidelines outline requirements for infrastructure, staff, and eligibility, in line with the National Education Policy (NEP) 2020.

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In Short

- CBSE allows branch schools from Bal Vatika to Class 5 under new rules
- Applications open on SARAS 6.0 Portal from the 2026-27 academic session
- Schools must meet staff and infrastructure requirements for affiliation

The Central Board of Secondary Education (CBSE), in the latest notification, has introduced new affiliation rules that will permit the affiliated schools in designated areas to establish branch schools under the same name and affiliation number. These schools will be granted to have classes conducted from Bal-Vatika (pre-primary) to Class 5, while the main institution will continue to operate Classes 6 to 12.

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The affiliation committee's recommendations led to the decision and approval of the Governing Body and Controlling Authority.

The revised guidelines require the branch schools to maintain independent resources, including separate physical infrastructure accompanied by the teaching staff and support personnel.



केन्द्रीय माध्यमिक शिक्षा बोर्ड
(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)
CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organisation under the Ministry of Education, Govt. of India)



CBSE/AFF./Misc./BS/2025

Date: 22.02.2025

NOTIFICATION**Subject: - Affiliation Bye-Laws (Branch School)-2025.**

As per the recommendation of the Affiliation Committee in its meeting held on 29.11.2024 vide Agenda Item XV, ratified by the Governing Body in its Meeting held on 26.12.2024 vide Agenda Item XV and subsequent approval of the Controlling Authority of the Board, the school's which are affiliated with the Board and are located in the areas/ cities where relaxed land norms are applicable on the land requirements for setting schools under Chapter 3 of Affiliation Bye-Laws-2018 of the Board may establish a Branch School under the same name and affiliation number and by the school management but with separate set of resources in terms of Physical and Academic Infrastructure, Teaching & Supporting Staff etc. as per the provisions laid down in Affiliation Bye-Laws-(Branch School)-2025 for running classes from Bal-Vatika to Class

The updated regulations have defined the eligibility criteria for school staff. Headmasters and teachers must possess qualifications recognised by the National Council for Teacher Education (NCTE) and related experience. As per CBSE's notification of 2022, there must be a special educator to be appointed.

CBSE has also notified that the branch schools can only be opened in areas where land requirements for schools have been relaxed under Chapter 3 of the affiliation Bye-Laws 2018.

Schools meeting the eligibility criteria can submit applications through the SARAS 6.0 portal starting from the academic session 2026-27.

Published By: Rishab Chauhan

Published On: Feb 26, 2025

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35% schools in India enrol less than 50 students, have just one or two teachers: PRS analysis

At least 35 per cent of schools across India enrol fifty or fewer students and have just one or two teachers, according to an analysis by think-tank PRS Legislative Research. As per NITI Aayog, 36 per cent of government schools in India had fewer than 50 students and 10 per cent had fewer than 20.



PTI

Updated On Feb 26, 2025 at 09:10 PM IST

New Delhi, At least 35 per cent of schools across India enrol fifty or fewer students and have just one or two teachers, according to an analysis by think-tank PRS Legislative Research. As per NITI Aayog, 36



per cent of government schools in India had fewer than 50 students and nearly 10 per cent had fewer than 20.



"These schools had just one or two teachers. Smaller schools, which usually have few teachers, present several issues. According to the NEP (2020), this leads to teachers teaching multiple grades and subjects, including those subjects they may not be adequately qualified in," said the analysis report released on Tuesday.

Advt

"These schools had just one or two teachers. Smaller schools, which usually have few teachers, present several issues. According to the NEP (2020), this leads to teachers teaching multiple grades and subjects, including those subjects they may not be adequately qualified in," said the analysis report released on Tuesday.

"Moreover, teachers spend a large portion of their time attending to administrative tasks, which affect teaching hours. The NEP adds that smaller and isolated schools are difficult to manage. They also lack infrastructure such as labs and libraries," it added.

As of 2022-23, 16 per cent of teaching posts for grades 1-8 were vacant. Vacancies were significantly higher in--Jharkhand (40 per cent), Bihar (32 per cent), Mizoram (30 per cent) and Tripura (26 per cent).

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The Standing Committee on Education, Women, Children, Youth and Sports (2023) highlighted the need to expedite teacher recruitment by states and recommended states to form an Autonomous Teacher Recruitment Board to ensure transparency in recruitment.

"As of 2023-24, around 12 per cent of teachers from primary to higher secondary levels lacked professional teaching qualification. According to the Ministry of Education (2023-24), 48 per cent of teachers at the pre-primary level were unqualified," the report said.

Published On Feb 26, 2025 at 09:08 PM IST

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CBSE eases rules for pre-nursery schools under NEP from 2026-27

By [Sanjay Maurya](#), New Delhi

Feb 26, 2025 05:34 AM IST

CBSE allows affiliated schools to establish branch schools for Balvatika to Class 5 to address space shortages, effective from 2026-27.

Story continues below advertisement

The Central Board of Secondary Education (CBSE) has introduced new rules allowing schools already affiliated with the board to set up “branch schools” with classes from Balvatika to Class 5 in a bid to address the issue of shortage of space.



CBSE eases rules for pre-nursery schools under NEP from 2026-27

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Under the Affiliation Bye-Laws (Branch School)-2025, schools affiliated with CBSE can apply to establish branch schools, within the same city as the main school, from the 2026-27 academic session.

The decision was taken to address the shortage of land and space to run Balvatikas, a preschool designed to prepare children aged between 3 and 6 years for formal schooling by focusing on play-based learning as envisioned in National Education Policy (NEP) 2020, CBSE chairperson Rahul Singh told HT.

“The new bye-laws are for those schools which are facing space issue, especially in urban areas to run Balvatika classes. Now, they existing affiliated schools would be allowed to



According to CBSE’s circular, existing affiliated (main) schools will have classes from 6 to 12 and the branch schools will have classes from Balvatika to Class 5. Additionally, the schools must be affiliated with the national school board.

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Kendriya Vidyalaya Sangathan (KVS) which runs central-government run Kendriya Vidyalayas (KVs) introduced Balvatika for preschool education in the academic session 2023-24, with classes running for three hours a day, on a five-day week basis.

According to the latest circular, main schools will be allowed to establish a branch school under the same name, affiliation number and the same management, but with a separate set of resources in terms of physical and academic infrastructure, and teaching and supporting staff.

HT POLL

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Correcting questions.

Yes

No

Both schools will have a common website with a section dedicated to the branch school, the circular said.

Sudha Acharya, principal of Delhi-based ITL Public School and executive member of National Progressive Schools' Conference (NPSC) said most of the private schools affiliated to CBSE in Delhi run classes from nursery, Kindergarten (KG) to Class 12.

Story continues below advertisement

“Delhi is yet to implement NEP 2020. If the new Delhi government starts implementing NEP-2020, we have to start Balvatika 1, 2, and 3 for children aged 3 to 6 and we need space for that. The new bye-laws allow us to start branch school for students till Class 5 and run the main schools for students enrolled in Class 6 to 12,” Acharya said.

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6.1 magnitude earthquake rattles Nepal; tremors felt in Siliguri, Bihar and other places in India

जनसत्ता, 27 फरवरी, 2025 पृ. 26-7

शिक्षक बनने की पढ़ाई में 11 वर्ष बाद बदलाव की तैयारी

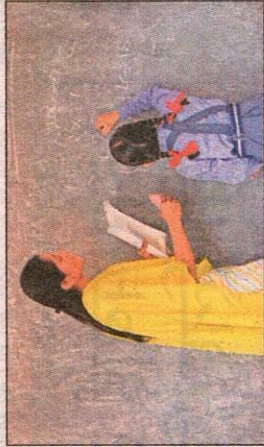
कें

द्र सरकार ने राष्ट्रीय शिक्षक शिक्षा परिषद के एनसीटीई (मान्यता मानदंड और प्रक्रिया) विनियम 2025 को मंजूरी दे दी है।

एनसीटीई रीग्यूलेशन 2025 का मसविदा राज्यों और विश्वविद्यालयों को भेज दिया गया है। आठ मर्च तक इस पर अपने आपत्ति दर्ज करवा सकते हैं। करीब 11 सालों के बाद स्कूली शिक्षक बनने की पढ़ाई, पाठ्यक्रम में बदलाव होने जा रहा है। इसमें पीजी के बाद एक साल की बीएड, स्नातक डिग्री के बाद दो साल की बीएड, बाहरवी के बाद चार साल की बीएड और

एमएड डिग्री की पढ़ाई को भी मंजूरी मिल गई है।

खास बात यह है कि दस वर्षों के बाद अगले साल से एक वर्षीय बीएड डिग्री पाठ्यक्रम फिर से शुरू हो रहा है। हालांकि, एक वर्षीय बीएड और एमएड कार्यक्रमों को फिर से शुरू करने का मतलब यह नहीं है कि दो वर्षीय कार्यक्रमों को खत्म किया जा रहा है। एनसीटीई के अध्यक्ष पंकज अरोड़ा ने कहा कि एक वर्षीय एमएड कार्यक्रम पूर्णकालिक होगा, जबकि दो वर्षीय अंशकालिक पाठ्यक्रम उन लोगों के लिए पेश किया जाएगा जो शिक्षक और शिक्षा प्रशासक जैसे कामकाजी हैं। अरोड़ा ने कहा कि 2015 में शुरू हुए दो वर्षीय एमएड कार्यक्रम में



जरूरी जानकारी

कई संस्थानों में सीटें खाली रह गईं और पाठ्यक्रम में उस तरह से सुधार नहीं किया गया जैसा होना चाहिए था।

चार हिस्सों के अनुसार ही शिक्षक होंगे तैयार

एनसीटीई ने स्कूली शिक्षा की गुणवत्ता में सुधार, एनईपी 2020 और 2047 विकसित भारत लक्ष्य के तहत यह एनसीटीई विनियम-2025 तैयार किया है। एनईपी 2020 के तहत स्कूली शिक्षा को चार भागों (फाउंडेशन, प्रीपेटी, मिडिल और सेकेंडरी स्टेज) में बांटा गया है। इसलिए इन चार अलग-अलग हिस्सों के अनुसार ही शिक्षक तैयार होंगे।

इस तरह से मिलेगी बीएड डिग्री

एक वर्षीय बीएड

इसमें चार वर्षीय स्नातक डिग्री और पीजी की डिग्री पूरी कर चुके छात्र दाखिला ले सकेंगे। वर्ष 2014 में विनियम के तहत इस डिग्री पाठ्यक्रम को बंद कर दिया था। लेकिन अब एनईपी 2020 की सिफारिशों के तहत इसे 10 साल के बाद दोबारा शुरू करने का फैसला लिया गया है।

दो वर्षीय बीएड

तीन वर्षीय स्नातक डिग्री पूरा करने वाले छात्रों को दाखिले का मौका मिलेगा। स्नातक डिग्री लेने के बाद यदि कोई छात्र शिक्षक बनना चाहता होगा तो उसको सीधे फायदा मिलेगा।

एमएड डिग्री पाठ्यक्रम

चार वर्षीय एकीकृत बीएड और दो साल की बीएड की पढ़ाई वाले छात्र इस पाठ्यक्रम में दाखिला ले सकेंगे।

बोर्ड परीक्षा के प्रश्न पत्र लोक के फर्जी दावों के प्रति सतर्क रहें अभिभावक : सीबीएसई

कें

द्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने अभिभावकों एवं छात्रों से आग्रह किया कि वे कक्षा 10वीं और 12वीं की बोर्ड परीक्षा के प्रश्नपत्र लोक होने के बारे में सोशल मीडिया पर किए जा रहे झूठे दावों के प्रति सतर्क रहें। अधिकारियों ने बताया कि बोर्ड सक्रिय रूप से निगरानी कर रहा है और गलत सूचना फैलाने के लिए जिम्मेदार लोगों के खिलाफ कार्रवाई कर रहा है।

बोर्ड के एक वरिष्ठ अधिकारी ने बताया कि बोर्ड के संज्ञान में आया है कि कुछ असामाजिक तत्व सोशल मीडिया में यूट्यूब, फेसबुक, 'एक्स' और अन्य पर बोर्ड की परीक्षा (2025) का प्रश्न पत्र लोक होने की अफवाह फैला रहे हैं और प्रश्न पत्र उपलब्ध कराने के दावे कर रहे हैं। ये दावे निराधार हैं और इनका उद्देश्य छात्रों और अभिभावकों के बीच अनावश्यक भय पैदा करना है। सीबीएसई सक्रिय रूप से निगरानी कर रहा है और गलत सूचना फैलाने के लिए जिम्मेदार लोगों के खिलाफ कार्रवाई कर रहा है। बोर्ड इन अपराधियों की पहचान करने और उन पर मुकदमा चलाने के लिए कानून प्रवर्तन एजेंसियों के साथ मिलकर काम कर रहा है।

अंतर 3 जूला, 27 फरवरी 2025 पु० सं० - 7

147 निजी स्कूल होंगे नियमित

नई दिल्ली। शिक्षा निदेशालय ने मान्यता प्राप्त गैर मान्यता प्राप्त निजी स्कूलों के नियमितकरण के संबंध में सूचना जारी की है। यह स्कूल गैर पुष्ट क्षेत्रों यानि उन इलाकों में खोले गए हैं जहां स्कूल खोलने की अनुमति नहीं है। इसको लेकर निदेशालय की निजी स्कूल शाखा ने सभी स्कूलों के प्रमुखों को पत्र लिखा है। निदेशालय ने अलग-अलग इलाकों में स्थित 147 स्कूलों की सूची जारी की है।

पत्र के अनुसार नियमितकरण के उद्देश्यों के लिए गैर पुष्ट क्षेत्रों में स्थित स्कूल आवश्यक दस्तावेजों के साथ दिल्ली विकास प्राधिकरण और दिल्ली नगर निगम से संपर्क करें। मान्यता खत्म होने वाले और मान्यता न होने वाले स्कूलों ने मान्यता प्रयोजनों के लिए क्षेत्रीय उप शिक्षा निदेशक को संबोधित दस्तावेज जमा नहीं कराए हैं। स्कूलों को दोबारा से निर्देश है कि वह मान्यता के लिए संबोधित दस्तावेजों के साथ क्षेत्रीय उप शिक्षा निदेशक से संपर्क करें। ऐसे 147 स्कूल हैं, जिनमें किसी की मान्यता को बढ़ाना और किसी को मान्यता दिया जाना है। ब्यूरो

सीबीएसई : दूसरी बार परीक्षा के लिए छात्र पसंद से कर सकेंगे विषयों का चयन दो बार बोर्ड परीक्षाओं के संचालन के लिए मसौदा किया जारी

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने वर्ष 2026 से दो बार बोर्ड परीक्षा कवाने की रूपरेखा जारी की है। दूसरी बार बोर्ड परीक्षा के लिए छात्र अपनी पसंद से विषयों का चयन कर परीक्षा दे सकेंगे। सीबीएसई के चेरपरर्सन राहुल सिंह के अनुसार एनईपी-2020 की सिफारिशों के अनुसार सीबीएसई द्वारा दसवीं कक्षा में दो बार बोर्ड परीक्षाओं के संचालन के लिए मसौदा जारी किया है। विस्तृत विचार विमर्श के बाद यह तैयार किया गया है। परीक्षाओं के संचालन की वर्तमान व्यवस्था से प्रमुख विचलन यह होगा कि कुछ

विषयों की परीक्षाएं दो से तीन बार आयोजित करने का प्रस्ताव है। ताकि छात्रों द्वारा प्रस्तावित विषयों की पसंद को समायोजित किया जा सके। इससे परीक्षाओं की अवधि कम हो जाएगी। इस मसौदे की मुख्य विशेषता परीक्षा की वर्तमान योजना को जारी रखना है, जबकि दूसरी बार बोर्ड परीक्षा में छात्र अपनी इच्छा से जितने चाहें उतने विषयों में परीक्षा का अवसर प्रदान किया जाएगा।

इसका उद्देश्य छात्रों को अपने प्रदर्शन में सुधार करने का एक और अवसर प्रदान करना है। सीबीएसई के अनुसार बोर्ड कक्षा नौवीं और दसवीं

नर्सरी से लेकर दूसरी कक्षा तक के छात्रों की पढाई रहेगी जारी

नई दिल्ली। नर्सरी से लेकर दूसरी कक्षा तक के छात्रों की कक्षाएं परीक्षा की अवधि में जारी रहेंगी। छात्रों का मूल्यांकन वर्षभर की गतिविधियों के आयोजन के आधार पर होगा। इस संबंध में शिक्षा निदेशालय की नर्सरी प्रहसरी शाखा ने सर्कुलर जारी किया है। निपुण भारत के लक्ष्य को प्राप्त करने और अगली कक्षा के लिए छात्रों को तैयार करने के लिए यह आदेश दिया है। इसके तहत 28 फरवरी से लेकर 18 मार्च तक परीक्षा के दौरान नर्सरी से लेकर दूसरी कक्षा के छात्रों की कक्षाएं जारी रहेंगी। सभी स्कूल प्रमुखों को निर्देश है कि परीक्षाओं के पूरी होने तक छात्रों की पढाई को जारी रखें। इसकी सूचना छात्रों को भी दें। ब्यूरो

में 16 शैक्षणिक विषय, 23 कौशल विषय और 45 भाषाएं पढ़ने की पेशकश करता है। छात्र शैक्षणिक विषयों की सूची में से कोई भी दो भाषाएं और तीन वैकल्पिक विषय का चयन कर सकते हैं। इसके अतिरिक्त छात्रों को छठे विषय के तौर पर कौशल विषय और सातवें विषय के तौर पर एक भाषा को ले सकते हैं। इसके अनुसार एक छात्र अधिकतम सात विषय ले सकता है। इस योजना के तहत विषयों और विकल्पों की यह योजना 2026 की बोर्ड परीक्षाओं के लिए भी अपरिवर्तित रहेगी। ब्यूरो

नवभारत टाइम्स, 27 फरवरी, 2025, पृष्ठ-2

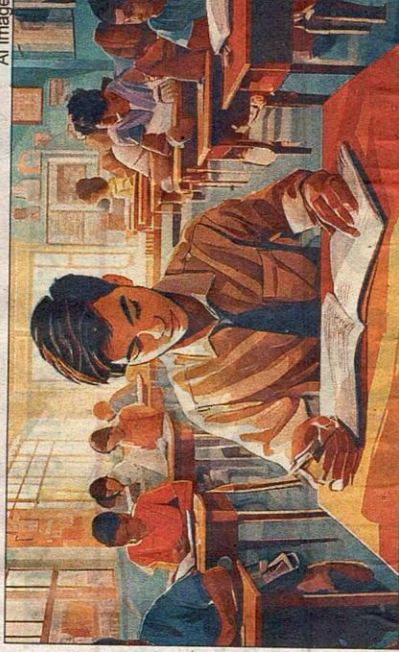
दो बार बोर्ड एग्जाम स्टूडेंट्स फ्रेंडली, मगर चुनौतियां भी कम नहीं

विशेषज्ञों का कहना, 1200 घंटे की लर्निंग, ऊपर के तनाव पर भी ध्यान रखना जरूरी

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अशोक गंगुली कहते हैं, परीक्षा तनाव ना बने, इसी को देखते हुए प्रस्ताव लाया गया है। कारिकुलम डिजाइन, कारिकुलम ट्रांसजेशन, कारिकुलम इवैल्यूशन, इन तीनों में सामंजस्य होना चाहिए। हम उसी की परीक्षा लेते हैं जो क्लासरूम में पढ़ाया गया है, तो साल में लर्निंग आकर 1200 घंटे होने चाहिए मगर विशेषकर बोर्ड क्लासों में यह नहीं हो पाता है।

अशोक कहते हैं, बच्चों की किसी भी लर्निंग एक्टिविटी में बाधा ना आए, इसलिए एक परीक्षा मार्च में और दूसरी जुलाई में होनी चाहिए। जुलाई की परीक्षा कम अंतराल में की जा सकती है। व्यवस्था अच्छी और कामयाब तब है, जब सीखने के 1200 घंटे हो, अकैडमिक सेशन वही रहे और बोर्ड अच्छी तैयारी करें।



AI Image

इस सिस्टम के साथ सीबीएसई स्टूडेंट्स के लिए परीक्षा में लचीलापन ला रही है

ऑन डिमांड एग्जाम

की ओर: NCERT के पूर्व चेयरपर्सन जे एस राजगुप्त कहते हैं, स्टूडेंट्स को बोर्ड एग्जाम के लिए अब एक ही मौका नहीं मिलेगा, तनाव से बचाव के लिए यह जरूरी है। कुछ साल पहले नेशनल इंस्टिट्यूट ऑफ ओपन स्कूलिंग ने ऑन डिमांड एग्जामिनेशन शुरू किए यानी जब आप एग्जाम के लिए तैयार हैं, तब दें। सीबीएसई जैसे बोर्ड के लिए यह अभी संभव नहीं है, मगर 10वीं में दो बार बोर्ड सफल होता है, तो धीरे-धीरे बढ़ते हुए यह सिस्टम लाया जा सकता है। प्रो राजगुप्त कहते हैं, NEP नीतिगत स्तर पर बहुत ऊंचाई पर है, मगर इसे लागू करने में गति नहीं पकड़ी जा रही है।

कॉम्पिटिटिव स्तर पर भी जरूरी:

एग्जाम के बाद स्टूडेंट्स जेईई, नीट, सीपुईटी जैसे राष्ट्रीय स्तर के एग्जाम देते हैं, जहां तनाव काफी ज्यादा है। जेईई को छोड़कर सभी एंट्रेस साल में एक बार होते हैं। विशेषज्ञों का मानना है कि इस स्तर पर भी काम करना जरूरी है, चाहे दो बार एंट्रेस रखकर। राजगुप्त कहते हैं, यह जरूरी है कि स्टूडेंट को एग्जाम के हर पड़ाव पर बाढ़े 10वीं हो या 12वीं या उसके बाद तनाव से दूर रखा जाए। एग्जामिनेशन और इवैल्यूशन का सिस्टम इस तरह मजबूत हो ताकि स्टैंडर्स में गड़बड़ी, पेपर लीक जैसे मसलों से ऊर्जा और वक्त बर्बाद ना हो।

अमर उजाला, 27 फरवरी, 2025 पृ०-210-7

एनडीएमसी के स्कूलों में इस साल से सभी कक्षाएँ होंगी स्मार्ट

43 स्कूलों को तकनीकी उपकरणों से बनाया जाएगा स्मार्ट, सीखने के प्रभावी तरीके से परिचित कराया जाएगा

विनोद डबास

नई दिल्ली। एनडीएमसी ने अपने स्कूलों में शिक्षा के स्तर को सुधारने के लिए एक महत्वाकांक्षी पहल शुरू की है, जिसके तहत कक्षा एक से पांच तक के छात्रों को स्मार्ट कक्षाओं में शिक्षा प्राप्त होगी। इस पहल के तहत, सभी 43 एनडीएमसी/नवयुग स्कूलों की प्राथमिक कक्षाओं को तकनीकी उपकरणों के माध्यम से स्मार्ट बनाया जाएगा। प्रोजेक्ट का पायलट चरण अगले वर्ष शुरू हुआ था और इस साल तक इसे सभी स्कूलों में लागू करने का लक्ष्य रखा गया है।

स्मार्ट कक्षाएं तकनीकी उपकरणों और आधुनिक शिक्षा साधनों का उपयोग करके बच्चों को सीखने के एक नए और प्रभावी तरीके से परिचित कराएंगी। एनडीएमसी के

प्रौद्योगिकी और शिक्षा का संगम

एनडीएमसी को कहना है कि स्मार्ट स्कूल प्रोजेक्ट प्रौद्योगिकी और शिक्षा के बीच एक सशक्त एकीकरण है। इसका उद्देश्य न केवल तकनीकी उपकरणों के माध्यम से सीखने को रोचक बनाना है, बल्कि यह भी सुनिश्चित करना है कि छात्रों को भविष्य में काम आने वाले डिजिटल कौशल मिलें। यह पहल विशेष रूप से छोटे बच्चों के लिए तकनीकी साक्षरता को बढ़ावा देने की दिशा में एक महत्वपूर्ण कदम है। प्रोजेक्ट के तहत, 346 स्मार्ट कक्षाओं का निर्माण किया जाएगा, जो आईएफपी (इंटरैक्टिव प्लैट पैनेल) पर आधारित होंगी।

अधिकारियों के अनुसार, इस प्रोजेक्ट का मुख्य उद्देश्य शिक्षा की गुणवत्ता में सुधार लाना और छात्रों के लिए एक आकर्षक, ज्ञानवर्धक और सहभागी वातावरण प्रदान करना है। स्मार्ट कक्षाओं में विभिन्न साधनों का उपयोग किया जाएगा, जिससे बच्चों का ध्यान बनाए रखा जा सके और उनकी समझ को गहरे स्तर तक पहुंचाना संभव होगा।

एनडीएमसी का उद्देश्य छात्रों को 21वीं सदी के डिजिटल युग के लिए तैयार करना है, जिससे वे आने वाले समय में एक सफल और सशक्त नागरिक बन सकें।

टैबलेट्स और अन्य डिजिटल उपकरणों की खरीदारी : एनडीएमसी ने स्मार्ट स्कूलों के तहत अपनी प्राथमिकताओं को आगे बढ़ाते हुए, टीजीटी (ट्रेड ग्रेजुएट टीचर) और पीजीटी (पोस्ट ग्रेजुएट टीचर) के साथ-साथ दसवीं से बारहवीं कक्षा के छात्रों के लिए टैबलेट खरीदने की मंजूरी दी है। इस पहल से न केवल छात्रों को डिजिटल शिक्षा मिलेगी, बल्कि शिक्षक भी अपनी शैक्षिक विधाओं में तकनीकी सहायता का लाभ उठा सकेंगे। इसके तहत, 6181 टैबलेट्स की खरीदारी के लिए निविदा प्रक्रिया चल रही है।

जनसत्ता, 27 फरवरी 2025, पृष्ठ सं-6

विफल विद्यार्थी बनाम शिक्षा व्यवस्था

परीक्षाओं का मूल उद्देश्य छात्रों को शिक्षा व्यवस्था से बाहर करना नहीं होना चाहिए। प्रायः जब हम परीक्षाओं का नियोजन करते हैं, तो योग्यता की एक पूर्व निर्धारित अवधारणा को केंद्र में रखते हैं।

नवनीत शर्मा

पां

चर्ची कक्षा के विद्यार्थी को उसके 'कर्मफल' के लिए उत्तरदायी ठहरा देने की आतुरता ही बच्चों को सफल और विफल में श्रेणीबद्ध करती है। जबकि शैक्षणिक प्रदर्शन के लिए उत्तरदायी ठहरा कर अनुत्तीर्ण करना वास्तव में शिक्षार्थी की विफलता न होकर, शिक्षण पद्धति, पाठ्यक्रम तथा समग्र शैक्षणिक प्रणाली की संभावित समस्याओं को उजागर करने की तरफ संकेत है। लगातार संशोधनों और राष्ट्रीय शिक्षा नीति 2020 के माध्यम से शिक्षा का अधिकार अधिनियम (आरटीई), 2009 को शक्तिहीन किया गया है। पहले, स्थानीय सरकारों को 'कक्षा-स्तरीय शिक्षा सुनिश्चित करने' का अधिकार दिया, जिससे उन्नीस राज्य सरकारों ने किसी छात्र को अनुत्तीर्ण न करने की नीति को नकार दिया। अब केंद्र सरकार के अधीनस्थ स्कूलों में भी इस नीति को समाप्त कर दिया गया है, जिससे यह स्पष्ट हो जाता है कि यह नीति जल्द ही देशभर में पूरी तरह से समाप्त हो जाएगी।

लगभग छह दशक पहले, अमेरिकी लेखक और शिक्षक जान होल्ट की कृति 'बच्चे असफल कैसे होते हैं' के प्रकाशन ने शिक्षा पर एक नए विमर्श को जन्म दिया था, जिसमें माना गया कि कोई भी विद्यार्थी स्वभावतः सीखने से विमुख नहीं होता। वे केवल उस पारंपरिक तरीके से 'शिक्षित' नहीं होना चाहते, जो उन्हें बौद्धिक लगता है। हावर्ड गार्डनर के बहु-बुद्धिमत्ता सिद्धांत के अनुसार, प्रत्येक व्यक्ति में विविध प्रकार की बुद्धिमत्ता होती है, जैसे भाषाई, तार्किक-गणितीय और प्राकृतिक आदि। यह सिद्धांत शिक्षा में विविध पद्धतियों और गतिविधियों के उपयोग की वकालत करता है, ताकि हर छात्र की क्षमता का विकास हो सके। शैक्षणिक दृष्टिकोण भी अब केवल बुद्धि की संकीर्ण परिभाषा पर केंद्रित न होकर, बहु-बुद्धि सिद्धांत की व्यापक समझ की ओर अग्रसर हुआ है। कोई भी बच्चा स्वाभाविक रूप से 'कमजोर', 'मंदबुद्धि' या 'नाकाम' नहीं होता, बल्कि इसके पीछे सीखने के लिए उचित वातावरण का अभाव होता है, जो उसे अपनी पूर्ण क्षमता तक पहुंचने से रोकता है। इसलिए यह शिक्षा प्रणाली को विफलता है, न कि उस बच्चे की।

परीक्षाओं का मूल उद्देश्य छात्रों को शिक्षा व्यवस्था से बाहर करना नहीं होना चाहिए। प्रायः जब हम परीक्षाओं का नियोजन करते हैं, तो योग्यता की एक पूर्व निर्धारित अवधारणा को केंद्र में रखते हैं। यह स्थापित दृष्टिकोण छात्रों का पूर्व निर्धारित मानदंडों के आधार पर मूल्यांकन करने और विभिन्न श्रेणियों में वर्गीकृत करने का प्रयास करता है। नतीजतन, जब किसी छात्र को औसत से कम आंका या विफल घोषित कर दिया जाता है, तो उसे उसी कक्षा में रहना पड़ता है। इस स्थिति में, शिक्षकों, माता-पिता और सहपाठियों का दृष्टिकोण भी बदल जाता है, वे उसे नाकामिल या विफल होने को अभिशप्त के रूप में देखने लगते हैं। अनेक अध्ययनों से स्पष्ट हुआ है कि कक्षा दोहराने से बच्चे के सीखने के परिणाम या सीखने की क्षमताओं में कोई खास सुधार नहीं होता। अंततः एक और वर्ष के लिए उसी पुराने पाठ्यक्रम को दोहराना विद्यार्थी की मूल आवश्यकताओं को पूरा नहीं करता है।

प्रायः 'योग्यता' की परिभाषा तय करने का अधिकार सत्ताधारी लोगों



के हाथों में होता है। यदि बंदरों को योग्यता के मानक तय करने का अधिकार होता, तो निश्चित तौर पर 'योग्यता' को पेड़ पर चढ़ने की क्षमता के रूप में परिभाषित किया जाता और फिर सभी मछलियां अनिवार्य रूप से कमतर साबित होतीं। इसी प्रकार, एक शिक्षार्थी की सीखने की क्षमता

भारत की शिक्षा व्यवस्था एक विरोधाभासी तस्वीर प्रस्तुत करती है। एक तरफ, देश में पंद्रह लाख से अधिक विद्यालय और पच्चीस करोड़ से अधिक छात्र हैं, जो शिक्षा के क्षेत्र में अपार संभावनाएं दिखाते हैं। वहीं, इस व्यवस्था में अनेक कमियां भी हैं जिनकी वजह से लाखों बच्चों को गुणवत्तापूर्ण शिक्षा नहीं मिल पाती। लगभग एक लाख सत्रह हजार विद्यालय एकल शिक्षक के सहारे चल रहे हैं। लगभग दो करोड़ बच्चे ऐसी शिक्षा से वंचित हैं, जिसे सही मायने में गुणवत्तापूर्ण कहा जा सके। अनेक राज्यों में शिक्षक-छात्र अनुपात असंतुलित है। हाल की रपटों के अनुसार, शिक्षकों के सोलह फीसद पद खाली हैं। इनमें 'अनुबंध' पर रखे गए शिक्षक भी शामिल हैं। शिक्षकों के वेतन और भर्ती प्रक्रिया में भी काफी असमानताएं देखने को मिलती हैं। वहीं तेईस फीसद स्कूलों में शिक्षकों की कमी है। कई विद्यालय प्रशिक्षित शिक्षकों की कमी से जूझ रहे हैं। शिक्षा में 'निवेश' की घोषणाओं के बावजूद, बजटीय आबंटन जीडीपी के छह फीसद से बहुत कम है। इसके अलावा, ग्यारह फीसद विद्यालय बिजली और तेरह फीसद पुस्तकालय के अभाव में चल रहे हैं, जो समग्र शिक्षा के लिए बुनियादी ढांचे को कमजोर करते हैं। किसी भी विद्यार्थी को प्राथमिक शिक्षा पूरी होने तक फेल न करने की नीति को खत्म करना अन्याय है। जिन बच्चों को 2047 के विकसित भारत का वास्तुकार माना जाता है, वे वास्तव में एक ऐसी प्रणाली में फंसे हुए हैं, जो उन्हें हर स्तर पर विफल करती है। शिक्षा प्रणाली में 'उत्तीर्ण' और 'अनुत्तीर्ण' जैसी पारंपरिक धारणाओं पर पुनर्विचार आवश्यक है। एक ही कक्षा में दोबारा पढ़ने और विद्यालय से निष्कासन जैसी अवधारणाओं के बारे में भी हमें नए सिरे से विचार करना होगा। यह कहना कि विद्यालय अब सीखने के केंद्र नहीं, बल्कि मध्याह्न भोजन वितरण केंद्र मात्र रह गए हैं, न केवल हमारे समाज में की मानवीय आकांक्षा से विश्वासघात भी है। एक शिक्षार्थी सीखने में पीछे यह बिल्कुल नहीं कि उसमें ज्ञान प्राप्त करने की क्षमता पाता, लेकिन इसका अर्थ को 'शिक्षार्थी' के रूप में भले विफल घोषित कर दिया जाए, लेकिन ज्ञाता शिक्षार्थी में कुछ न कुछ जानने और सीखने की क्षमता होती है और शिक्षा प्रणाली को इस क्षमता को विकसित करने में मदद करनी चाहिए।

463

केवल उसकी जसजस्त प्रतिभा पर निर्भर न होकर सांस्कृतिक पृष्ठभूमि से भी प्रभावित होती है। जैसा कि समाजशास्त्रियों तथा मनोवैज्ञानिकों ने

CBSE confirms Punjabi will continue in Board exams

PARWINDER SANDHU

NEW DELHI, 26 FEBRUARY

Following a massive backlash over the alleged removal of Punjabi as a language option in the Central Board of Secondary Education's (CBSE) draft scheme for the biannual exam format for Class 10, the board has issued a clarification, reassuring that the language will continue to be offered.

The clarification came after political leaders and social media users raised concerns over the apparent exclusion of Punjabi from the regional languages list for the 2025-26 examinations. In a statement posted on X (formerly known as Twitter), Dr Satyam Bhardwaj, the Controller of Examinations at the CBSE, clarified that the list of languages mentioned in the draft scheme was merely indicative.

Now, row over Punjabi missing from CBSE list

New Delhi: Punjab govt on Wednesday alleged CBSE had omitted Punjabi from Class X board exam subjects in its new draft norms made public Tuesday for feedback. However, CBSE clarified the list was only indicative and did not exclude any subjects. It also uploaded an addendum of the complete list, which includes languages like Malayalam, Sindhi, Assamese, and Odia, among others not mentioned in the draft.

CBSE said the draft norms do not mention 13 other languages, like Russian, Nepali, Telugu, & Persian, but assured that all would continue to be offered. CBSE recently approved draft norms for holding Class X board exams twice a year.

The state govt, meanwhile, Wednesday made the language a mandatory main subject in all schools across state, regardless of their board affiliation. TNN

Schools, new portal to give a boost to Ladli

Atul.Mathur@timesofindia.com

New Delhi: With nearly Rs 450 crore allocated for the Delhi Ladli scheme over the years lying unspent as beneficiaries could not claim the amount due to lack of information, the women and child development department has decided to reach out to the beneficiaries with the help of schools and encourage them to claim the money.

Officials said a dedicated portal will also be set up soon, which will have the data of all eligible beneficiaries to help them access the record and claim the amount disbursement on its maturity. The women and child development department called a meeting of all stakeholders last week to discuss the issue at length, and an action plan was formalised to ensure that eligible applicants who were registered under the scheme get its benefits, said officials.

Launched in 2008, the Delhi Ladli Scheme was aimed at promoting higher education of girl children belonging to poor families by providing them financial assistance at the completion of their school education to help them pursue higher studies. Officials said the scheme was formulated for the socio-economic empowerment of girls, to prevent foeticide, and improve gender ratios. The eligible girls were registered under the scheme at different stages. The govt would open an account and deposit Rs 11,000 in the name of the eligible girl child at the time of institutional delivery (Rs 10,000 for home delivery) and then deposit Rs 5,000 each at the time of admission to classes I, VI, IX, after passing class X, and again at the time of admission in class XII.

The eligible girl child would get the entire amount along with the accrued interest after attaining the age of 18. The then Congress govt in the capital signed a memorandum of understanding with SBI Life Insurance Company Ltd (SBIL) to manage the scheme's funds.

While the Delhi govt contributed approximately Rs 1,417 crore since 2008, sources

said Rs 450 crore remained with SBIL and was never claimed by beneficiaries due to lack of awareness, lost contact details, or administrative oversights.

Officials said a meeting was held in Jan to review the Ladli scheme where the decision was taken to enhance the use of advancing technology to make the scheme more effective. The new portal for the Ladli scheme would be ready by March 25 for "end-to-end digitisation" of records of the eligible applicants. "To reach out to the beneficiaries, who have not claimed their maturity benefit, the district offici-

Launched in 2008, the Delhi Ladli Scheme was aimed at promoting higher education of girl children belonging to poor families by providing them financial assistance at the completion of their school education to help them pursue higher studies

als of the women and child development department will make personal visits to respective schools and coordinate with the principals. The officials will also visit the school during the parent-teacher meetings to make the families aware of the scheme and its benefits and will also make announcements in morning assemblies and display information on school websites," said an official.

The senior officials will monitor the school-wise progress, especially where the pendency of unclaimed maturity cases is high. The district officials have also been directed to ensure that the beneficiaries approaching them to submit new applications or to claim their maturity benefit are properly attended to throughout the office hours. A team of SBIL will also connect with the beneficiaries of unclaimed maturity through a call centre.

Punjabi dropped from Class 10 Board exam draft norms by CBSE, alleges Punjab govt.

Press Trust of India
NEW DELHI

The Punjab government on Wednesday alleged that the Central Board of Secondary Education (CBSE) has dropped Punjabi from the list of subjects for the Class 10 Board exams in the new draft norms, while the board officials maintained that the list was only indicative and no subjects would be dropped.

Draft norms approved

The CBSE on Tuesday approved draft norms for conducting the Class 10 Board exams twice a year. The draft norms will now be put in the public domain and the stakeholders can submit their feedback by March 9, following which the policy will be finalised.

State Education Minister Harjot Singh Bains lashed out at the BJP-led Centre



Punjab Education Minister Harjot Singh Bains

and the CBSE, accusing them of dropping Punjabi from the list of subjects for Class 10 and dubbed it as a "well-planned conspiracy" against Punjab, Punjabi and Punjabiya.

At the same time, the Minister said that his department has issued a fresh notification stating that Punjabi will be a main subject in Class 10 in the State and if Punjabi is not a main subject in any school, then the certificate will be considered null and void.

Mr. Bains said he has written to Union Minister

Dharmendra Pradhan, seeking to know what action it will take for the "clerical mistake".

CBSE Examination Controller Sanyam Bhardwaj, however, said there would be no change in the list of subjects. "The list in the draft policy is indicative. All subjects offered at present will continue in the Class 10 Board exams in both phases," he said.

According to the draft norms, Class 10 students will be able to take the CBSE Board exam twice in an academic session or choose between the two - one in February and another in May - from 2026 onwards.

SAD flays 'removal'

Meanwhile, the Shiromani Akali Dal (SAD) also strongly opposed the 'removal' of Punjabi and demanded its immediate restoration.

CBSE proposes draft policy for conducting two Board examinations from 2025-26

The Hindu Bureau
NEW DELHI

The Central Board of Secondary Education (CBSE) has proposed that from the academic year 2025-26, students of Class 10 can appear for Board examination twice, in a bid to improve their performance.

A draft policy has been put in public domain by the CBSE and the Board will accept responses from all stakeholders – schools, teachers, parents, students and the public – till March 9.

Scrutiny planned

“The responses will be scrutinised and policy will be finalised subsequently,” said Sanyam Bhardwaj, Controller of Examinations, CBSE.

The National Education

The scheme proposes that Class 10 and 12 exams will begin on the first Tuesday after February 15. The second exam will be in July

Policy, 2020 recommends that students be given an opportunity to improve their performance in Board exams.

Education Minister Dharmendra Pradhan chaired a meeting which discussed the issue.

The scheme proposes that Class 10 and 12 exams will begin on the first Tuesday after February 15, 2026. The improvement exam or the second exam will be scheduled in July 2026. Up to 26.6 lakh students in Class 10 and 20

lakh in Class 12 are expected to appear in the exams.

Students' choice

Students can either choose to appear for the Board exams the second time to improve their scores, or they can opt out from appearing for the second time.

“Performance in the first exam will be made available on DigiLocker, which can be used for admission to Class 11, in case the student does not wish to appear for the second examination,” Mr. Bhardwaj said.

Marksheet and pass certificate will have marks secured in first exam, and the second exam, as well as marks secured in practice and internal assessments and grades. The better of the two marks will be mentioned.

Punjabi compulsory subject in all private, govt schools

TRIBUNE NEWS SERVICE

CHANDIGARH, FEBRUARY 26

The Punjab Government on Wednesday made Punjabi a mandatory main subject in all schools across the state, regardless of their educational board affiliation.

In a notification issued under the Punjab Learning of Punjabi and Other Languages Act, 2008, the Education Department stated that education certificates will be considered as null and void without Punjabi as a main subject.

The development follows sharp criticism over dropping of Punjabi as a regional language in the list of subjects mentioned in the Central Board of Secondary Education (CBSE) draft norms for Class X exams and the board clarifying that the draft norms were only indicative and that no subject would be dropped.

In the notification, the department stated that no student will be declared pass in Class X if Punjabi was not a main subject.

Punjab Education Minister Harjot Bains said schools were earlier fined for not teaching the Punjabi subject. Now, it was mandatory for all schools to have Punjabi as a main subject, he added.

The minister said the government imposed a fine of



Education Minister Harjot Bains addresses mediapersons.

Rs 50,000 on a private school in Mohali for failing to comply with the 2008 Act, which mandates the teaching of Punjabi as a compulsory subject. Two Jalandhar-based schools were also penalised for violating the law. Bains said Punjab would bring its own education policy and soon, a committee of experts would be constituted for the purpose.

Earlier, the CBSE move to drop the Punjabi subject in the draft norms elicited strong reaction from the ruling as well as opposition parties.

Bains asserted that Punjabi was spoken and read in various states, extending its significance beyond the Punjab border. "Punjabi is not just a language, it is a symbol of our rich cultural heritage, spoken and cherished by millions across the country," he said, adding

that he would write a letter to Union Education Minister Dharmendra Pradhan to fix the responsibility of officials who had committed this "grave injustice" to the state.

SAD leader Sukhbir Singh Badal said, "Punjabi is our mother tongue. It is spoken and read in various states and many countries. The attack on our mother tongue will not be tolerated. The Akali Dal will strongly oppose the CBSE move. We demand its immediate restoration and urge all Punjabis to join hands in this fight."

Vidhan Sabha Speaker Kultar Singh Sandhwar said, "It shows their anti-Punjab mentality. This is a conspiracy against Punjab."

Democratic Teachers' Front president Vikram Dev Singh termed it as a move to keep students away from Punjabi language.

Punjabi stays Class X subject: CBSE clarifies amid furore in Punjab

ANSHITA MEHRA
TRIBUNE NEWS SERVICE

NEW DELHI, FEBRUARY 26

Following widespread backlash from political leaders across Punjab over allegations that Punjabi had been excluded from the list of regional language subjects for Class X, the Central Board of Secondary Education (CBSE) issued a clarification reaffirming that Punjabi would continue to be offered as a language option in academic sessions.

The controversy arose after CBSE's draft policy for the Dual Board Exams, set to begin in the 2025-26 academic year, included a list of languages under the "regional and foreign languages group" that initially omitted Punjabi. This led to sharp criticism from various political parties.

The ruling Aam Aadmi Party (AAP) in Punjab accused the BJP-led Union Government of an "attack on Punjab, Punjabi and Punjabi-ness". Meanwhile, the Congress and Shiromani Akali Dal (SAD) criticised Punjab Chief Minister Bhagwant Mann for not vocally defending the state's language and cultural identity.

Amid the uproar, the Punjab Government mandated

PUNJABI MUST IN ALL SCHOOLS: MANN GOVT

- The Punjab Government on Wednesday made Punjabi a mandatory in all schools across the state, regardless of their educational board affiliation
- The Education Department stated that education certificates would be considered null and void without Punjabi as a main subject **INSIDE**

that all schools, regardless of their board, teach Punjabi as a main and compulsory subject. However, the CBSE quickly addressed the confusion by issuing a follow-up circular. It clarified that the draft list of languages was only indicative and assured that all languages currently offered, including Punjabi, would remain part of the curriculum for the 2025-26 academic year.

The circular stated, "All the subjects and languages as offered presently shall continue to be offered for 2025-26 as well," listing Punjabi alongside Russian, Nepali, Sindhi, Malayalam, Assamese and several other languages. This clarification helped alleviate concerns over the issue.

CONTINUED ON PAGE 8

Punjabi stays Class X subject...

The swift clarification from the CBSE comes amidst other regional language initiatives.

The Telangana Government recently announced that it would make Telugu a compulsory subject for Classes I to X across all boards, including CBSE, from the upcoming academic year. This follows warnings from Tamil Nadu's Chief Minister MK Stalin, who voiced concerns over the imposition of Hindi as part of the National Education Policy (NEP) 2020.

Should a third language be compulsory?

Why is the Union government delaying funds under the Samagra Shiksha Abhiyan to Tamil Nadu? When was the three-language policy first introduced and what did it mandate? What are the challenges in having extra language courses in government schools?

EXPLAINER

Rangarajan. R

The story so far:

There has been a tussle between the Centre and the Tamil Nadu government over the three-language formula in schools under the New Education Policy (NEP), 2020. The Union government has indicated that it needs to be complied with for release of funds tied to the Samagra Shiksha Abhiyan. However, the Tamil Nadu government views it as a 'smokescreen' for Hindi imposition and insists that it would continue with its two-language policy.

What are constitutional provisions?

The Constitution provides that Hindi is the official language of the Union. English was originally meant to continue as the official language for 15 years from the commencement of the Constitution (till 1965). However, the Official Languages Act, 1963 provides for the continued use of English, in addition to Hindi, for all official purposes of the Union without any time limit. The legislature of a State may adopt any one or more of the languages in use in the State or Hindi as the official language(s) for official purposes of that State.

Further, the Constitution provides that it shall be the duty of the Union to promote the spread of the Hindi language so that it may serve as a medium of expression for all the elements of the composite culture of India.

What is the three-language policy?

The three-language formula was first introduced in the NEP of 1968. This policy and the Official Language Resolution, 1968 mandated the teaching of Hindi as a language in non-Hindi speaking States. There were protests against the same in Tamil Nadu and it has steadfastly followed its two-language policy of teaching Tamil and English in its government schools.



Firm stance: A protest against the three-language policy, in Chennai, on February 18, 2021

The NEP, 2020 has retained the three-language formula albeit with a key difference that it doesn't impose any language on any State. It specifies that the languages to be learnt will be the choice of States, regions and the students, so long as at least two of the three languages are native to India.

What are the issues?

The Annual Status of Education Research (ASER) conducted regularly by renowned NGO Pratham leaves much to be improved upon with respect to learning abilities. The report of 2022 indicates that close to 60% of students in Class V could

not read a Class II level text. The report of 2023 reveals that 25% of youth in the age group of 14-18 years could not read a Class II level text fluently in their regional language. More than 40% of this age group could not read sentences in English. The learning outcomes in foundational numeracy skills like subtraction and division is equally poor.

As per the report on 'Analysis of Budgeted expenditure on Education' prepared by the Ministry of Education, Government of India, in 2022, out of the total revenue expenditure on elementary education estimated at ₹3.03 lakh crore (2019-20), 15% is spent by the Centre

while 85% is spent by the States. The total expenditure on elementary, secondary, higher and technical education by the Centre and States combined hovers around 4-4.5% of the GDP as against the target of 6% set out in the NEP 2020. Thus, the expenditure on education is yet to reach the desired levels.

What can be the way forward?

While English is not a native language, its proficiency has helped us in becoming globally competitive in various service industries. India is a multi-lingual country and the objective of learning more Indian languages in schools is desirable. However, the existing issues of learning outcomes coupled with constraints on resources require that the efforts of government run schools should be focused on improving the teaching of the mother tongue/local language and English, apart from foundational numeracy skills. Even in private schools where a third language is taught till Standard VIII, there is limited proficiency being attained by the students in such language.

The 2011 Census data reveals that approximately 26% of India is bilingual and 7% is trilingual. The corresponding figures for urban areas are 44% and 15%, as against 22% and 5% for rural areas.

With rapid urbanisation and migration of labourers across the country, this number is bound to increase in the forthcoming Census, indicating that the young and adult population would learn additional languages according to their needs.

There must be a constructive dialogue between the Centre and the Tamil Nadu government to ensure that funding is not delayed.

Considering the share of expenditure borne by the States as well as regional diversities, there also needs to be a productive discussion on providing more autonomy to the States in policy matters relating to school education.

Rangarajan. R is a former IAS officer and author of 'Polity Simplified'. Views expressed are personal.

THE GIST

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श्रीजनाभा राष्ट्रीय सहारा, २७ फरवरी २०२५, पृष्ठ सं. १
स्कूलों में तेलुगु को अनिवार्य विषय के रूप में लागू

اسکولوں میں تلوگو کو لازمی موضوع کے طور پر نافذ کرنے کا حکم جاری
حیدرآباد، (ایجنسیاں) تلنگانہ حکومت نے بدھ کو بی ایس ای، آئی سی ایس ای، آئی بی
اور تلنگانہ کے دیگر بورڈ متعلقہ اسکولوں میں تلوگو کو لازمی موضوع کے طور پر نافذ کرنے کا حکم جاری کر دیا
ہے۔ 2025-26 کے تعلیمی سیشن میں درجہ 9 کے طلبا کیلئے تلوگو کو لازمی موضوع کے طور پر نافذ کیا جائے
گا۔ وہیں 2026-27 کے تعلیمی سال سے 10 ویں کے طلبا کیلئے یہ موضوع لازمی ہوگا۔ حکم میں کہا گیا
ہے کہ تعلیم اور امتحانات کے لیے اسٹینڈرڈ تلوگو سکیڈ می، آئی سی ای ایس ای سبیکٹ لسٹ کے مطابق 089
کوڈ کے ساتھ آسان تلوگو ویڈیو سے بدل دیا جائے گا۔ (تفصیلی خبر اپنا دس صفحہ 3 پر)



تعلیمی وظائف میں تخفیف

مذرو طبقات کے خوابوں پر وار

تعلیم کسی بھی معاشرے کی ترقی اور استحکام کیلئے بنیادی ستون ہے اور یہ ناقابل تردید حقیقت ہے کہ اعلیٰ تعلیم ہی وہ واحد ذریعہ ہے جو پسماندہ طبقات کو غربت اور جہالت کے اندھیروں سے نکال کر روشن مستقبل کی راہ دکھا سکتی ہے۔ لیکن جب حکومتیں دانستہ طور پر تعلیمی وظائف میں کمی کرتی ہیں تو یہ محروم طبقات کیلئے ایک تباہ کن حملہ ثابت ہوتا ہے۔ مودی حکومت کی جانب سے ایس ای، ایس ٹی، اے او بی سی اور اقلیتوں کیلئے مختص اسکالرشپ میں کمی کا اعلان تو کسی ایسی پالیسی کا تسلسل ہے جس پر کانگریس صدر راجن کھنہ نے سخت تنقید کی ہے۔

گھر گئے نے کل اپنے ایک بیان میں واضح طور پر کہا ہے کہ وزیر مودی کی حکومت نے ملک کے ایس ای، ایس ٹی، اے او بی سی اور اقلیتوں کیلئے نوجوانوں کے تعلیمی خوابوں کو چھینا چور کر دیا ہے۔ ان کے اس بیان کی پشت پر وہ مرکزی اعداد و شمار پیش کر رہے ہیں کہ کوشش تو برسوں میں درج فہرست ذاتوں کے طلباء کی پر پی میٹرک اسکالرشپ میں 57 فیصد اور او بی سی طلباء کے وظائف میں 77 فیصد کمی کی گئی۔ اسی طرح پوسٹ میٹرک اسکالرشپ میں بھی ایس ای طلباء کیلئے 13 فیصد، ایس ٹی کیلئے 21 فیصد اور او بی سی و دیگر پسماندہ طبقات کیلئے 58 فیصد کمی کی گئی۔ سب سے زیادہ وحشیانہ اور اقلیتی طلباء پر کیا گیا جن کیلئے پری میٹرک اسکالرشپ میں 94 فیصد اور پوسٹ میٹرک میں 83 فیصد کمی کی گئی۔

یہ مختص اعداد و شمار نہیں بلکہ ایک سنگین حقیقت کی عکاسی کرتے ہیں کہ حکومت کی پالیسیاں مذکورہ طبقات کو تعلیمی میدان سے بے دخل کرنے کی دانستہ سازش ہیں۔ مودی حکومت کا یہ دعوئی کہ ”تعلیم کے حق“ (RTE) کے تحت پہلی سے آٹھویں جماعت تک طلباء کو مفت تعلیم فراہم کی جاتی ہے اس لیے وظائف کی ضرورت نہیں، ایک سفید جھوٹ کے سوا کچھ نہیں۔ حقیقت یہ ہے کہ اسکالرشپ سے محرومی کے سبب ہزاروں غریب والدین اپنے بچوں کو اسکول میں ہٹا کر رکھنے سے قاصر ہیں اور یہ صورت حال ایسی ہی برہانی کی جانب ایک تیز رفتار سفر ہے۔ یہ کوئی اتفاقی فیصلہ نہیں بلکہ ایک مہم کی سازش ہے۔ کمزور طبقات کو تعلیم کے بنیادی وسائل سے محروم رکھنے کا ریحان تاریخ میں بار بار لیا گیا ہے۔ ہندوستان میں ذات ہت کی بنیاد پر تعلیمی مواقع کی ناممندی ایک بران زخم ہے اور اس لیے آزادی کے بعد تعلیمی وظائف اور ریزرویشن جیسی پالیسیاں نافذ کی گئیں تاکہ محروموں پر محیط نا انصافی کا زائل کیا جاسکے مگر حالیہ برسوں میں ان وظائف میں وحشیانہ کمی کے ذریعے اس ناممندی کو مزید بڑھا دیا گیا ہے۔

اس خطرناک پالیسی کا ایک اور بھیا تک نتیجہ اسکول چھوڑنے والوں کی بڑھتی ہوئی شرح ہے۔ تازہ اعداد و شمار کے مطابق ملک میں مجموعی طور پر 12.6 فیصد طلباء اسکول چھوڑ دیتے ہیں مگر نا اعلیٰ (9-12 کلاس) میں یہ شرح تباہ کن حد تک بڑھ چکی ہے۔ بہار، راجستھان اور دیگر ریاستوں میں اسکول چھوڑنے کی شرح خطرناک سطح پر پہنچ چکی ہے۔ بہار میں کلاس 9-10 کے چار میں سے ایک طالب علم نے اسکول چھوڑ دیا جو کہ قومی اوسط سے کہیں زیادہ ہے۔

یہ مختص تعلیمی مواقع کی محرومی نہیں بلکہ سماجی اور معاشی ترقی پر براہ راست حملہ ہے۔ اگر درج فہرست ذاتوں، قبائل اور اقلیتوں کو تعلیمی میدان سے بے دخل کیا جائے گا تو وہ بہتر روزگار کے مواقع سے بھی محروم رہیں گے اور اس کے نتیجے میں ملک کی معیشت اور سماجی ڈھانچے پر ہلکے اثرات مرتب ہوں گے۔

تعلیم صرف نصاب کی تکمیل نہیں بلکہ سماجی انصاف اور مساوی مواقع فراہم کرنے کا ایک موثر ہتھیار ہے۔ اگر کمزور طبقات کو تعلیمی سہولیات اور مالی مدد سے محروم رکھا جائے گا تو وہ صرف تعلیمی نہیں بلکہ معاشی، سیاسی اور معاشی میدان میں بھی مزید پیچھے رکھ دیے جائیں گے۔ مودی حکومت کی جانب سے تعلیمی بجٹ میں کمی کا اعلان تو کسی ایسی حقیقت سماجی ترقی پر ایک کاری ضرب ہیں جن کا فوری سدباب ہونا چاہیے۔

گھر گئے کا یہ کہنا بالکل درست ہے کہ ”سب کا ساتھ۔ سب کا کلاس“ کا نعرہ ایک جھوٹا ہے۔ اگر واقعی حکومت تمام شہریوں کو یکساں مواقع فراہم کرنے میں سنجیدہ ہے تو تعلیمی وظائف کو بحال کر کے ایس ای، ایس ٹی، اے او بی سی اور اقلیتی طلباء کے مستقبل کو محفوظ بنایا جانا چاہیے۔ یہاں سوال پیدا ہوتا ہے کہ اگر حکومت تعلیم کو بجٹ میں ترجیح نہیں دے گی تو ملک کا مستقبل کیا ہوگا؟ جب محروم طبقات کیلئے تعلیمی دروازے زبردستی بند کیے جاتے ہیں تو یہ نہ صرف ان کے خوابوں کا قتل ہوتا ہے بلکہ ملک کی ترقی میں بھی ایک سنگین رکاوٹ بنتا ہے۔ ایک ترقی پذیر قوم کیلئے مودی کے کہہ رہے ہو سادی تعلیمی مواقع فراہم کرنے کا ایک منطوقہ متوازن اور ترقی یافتہ معاشرہ تشکیل دیا جاسکے۔ حکومت کو چاہیے کہ وہ اسکالرشپ میں کمی کی

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Education & Student Engagement

No Language Imposition Under NEP; Education Must Be Global Yet Rooted In India: Education Minister Dharmendra Pradhan At India TV Conclave

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Session by Dharmendara Pradhan at India TV Speed News Education Conclave

The Minister revealed that from 2026, Class 10 board exams will be held twice a year to reduce academic stress, with CBSE finalising guidelines based on stakeholder feedback.

New Delhi, 27th February 2025: Union Education Minister, Shri Dharmendra Pradhan, today attended the **Education Conclave**, organized by **India TV Speed News** at the Scope Convention Centre, Pragati Vihar, New Delhi.

Speaking at the session, Shri Pradhan highlighted the transformative vision of the National Education Policy (NEP) 2020, which aims to integrate global best practices while preserving India's linguistic and cultural heritage. He reiterated that the NEP prioritises education in mother tongues to enhance comprehension and cognitive development, ensuring a more inclusive and effective learning environment. Addressing recent concerns, he clarified that NEP does not impose any language but rather promotes multilingual education to strengthen

critical thinking skills among students. "India has thousands of languages, and all Indian languages are equally important. By not implementing NEP, we are depriving students, teachers, and parents of global opportunities," he stated.

Reflecting on five years of NEP implementation, the Union Education Minister acknowledged the challenges posed by the COVID-19 pandemic but emphasised that the government had effectively utilised this period to lay a strong foundation. "Previously, early education lacked an institutional framework. With NEP, we have formalised it through Bal Vatika, ensuring holistic development, skill-based learning, and interest-driven education from the foundational years," he added.

Shri Pradhan also addressed the recently proposed reform of conducting Class 10 board examinations twice a year, set to be introduced from 2026. He underscored that the initiative aligns with NEP 2020's vision to reduce exam-related stress and provide students with an opportunity to improve their scores. "This reform is widely appreciated, with nearly 99% of people supporting it. It aims to de-stress students and make examinations a tool for learning rather than pressure," he said. He further informed that CBSE has placed the draft guidelines in the public domain and will finalise them based on feedback from stakeholders.

Discussing the role of emerging technologies in education, the Minister highlighted the increasing significance of artificial intelligence (AI) and digital literacy. He emphasised that integrating AI into education is a critical step in preparing students for the future and ensuring that they are equipped with the skills needed to compete globally. "The government is committed to fostering an education system that embraces both hands-on skills and digital proficiency to create well-rounded learners," he noted.

The conclave also featured insightful discussions with policymakers, university vice-chancellors, EdTech leaders, and education experts on key issues, including the impact of education policies on future generations, the growing trend of Indian students studying abroad, and the evolving role of coaching institutes in mainstream education.

The event by **India TV Speed News** reaffirmed the collective responsibility of all stakeholders in shaping an inclusive, skill-driven, and globally competitive education system to help prepare India's youth to become global citizens with 21st-century knowledge and skills.

 Post Views: 160

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No Language Imposition Under NEP; Education Must Be Global Yet Rooted in India: Education Minister

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ABHAY ANAND
Manager Editorial

New Delhi, Updated on Feb 27, 2025 18:08 IST

The Minister revealed that from 2026, Class 10 board exams will be held twice a year to reduce academic stress, with CBSE finalising guidelines based on stakeholder feedback.



Union Education Minister Dharmendra Pradhan reaffirmed that the National Education Policy (NEP) does not impose any language and emphasized the need for education to be global while staying rooted in India. He also announced that starting in 2026, Class 10 board exams will be conducted twice a year to ease academic stress, with CBSE finalizing guidelines based on stakeholder feedback. He made these remarks at the Education Conclave organized by India TV Speed News.

Speaking at the session, Pradhan highlighted the transformative vision of the National Education Policy (NEP) 2020, which aims to integrate global best practices while preserving India's linguistic and cultural heritage. He reiterated that the NEP prioritises education in mother tongues to enhance comprehension and cognitive development, ensuring a more inclusive and effective learning environment. Addressing recent concerns, he clarified that NEP does not impose any language but rather promotes multilingual education to strengthen critical thinking skills among students. "India has thousands of languages, and all Indian languages are equally important. By not implementing NEP, we are depriving students, teachers, and parents of global opportunities," he stated.

Reflecting on five years of NEP implementation, the Union Education Minister acknowledged the challenges posed by the COVID-19 pandemic but emphasised that the government had effectively utilised this period to lay a strong foundation. "Previously, early education lacked an institutional framework. With NEP, we have formalised it through Bal Vatika, ensuring holistic development, skill-based learning, and interest-driven education from the foundational years," he added.

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Pradhan also addressed the recently proposed reform of conducting Class 10 board examinations twice a year, set to be introduced from 2026. He underscored that the initiative aligns with NEP 2020's vision to reduce exam-related stress and provide students with an opportunity to improve their scores. "This reform is widely appreciated, with nearly 99% of people supporting it. It aims to de-stress students and make examinations a tool for learning rather than pressure," he said. He further informed that CBSE has placed the draft guidelines in the public domain and will finalise them based on feedback from stakeholders.

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Discussing the role of emerging technologies in education, the Minister highlighted the increasing significance of artificial intelligence (AI) and digital literacy. He emphasised that integrating AI into education is a critical step in preparing students for the future and ensuring that they are equipped with the skills needed to compete globally. "The government is committed to fostering an education system that embraces both hands-on skills and digital proficiency to create well-rounded learners," he noted.

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ABHAY ANAND
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Abhay an alumnus of IIMC and Delhi University, has over a decade long experience of reporting on various beats of journalism. During his free time he prefers listening to music or play indoor and outdoor games.



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India TV Speed News Education Conclave: NEP doesn't impose Hindi, says Dharmendra Pradhan on 'language war'

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To a question of whether the NEP imposes Hindi on any state, Pradhan said there is no such provision in the NEP and noted that many countries, such as Japan, Israel, and China, are encouraging innovation and research in their mother tongue so that the students can develop critical thinking.

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Union Education Minister Dharmendra Pradhan addresses India TV Speed News Education Conclave.

IMAGE SOURCE : INDIA TV

Edited By: [Manmath Nayak](#)

X [@manmathnayak2](#)

New Delhi

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IST, Updated: February 27, 2025

19:55 IST



New Delhi: Union Education Minister Dharmendra Pradhan on Thursday addressed the India TV Speed News Education Conclave and talked about the language war triggered by Chief Minister MK Stalin in Tamil Nadu. He said the Tamil Nadu CM is waging a language war based on imagination, as there is no provision for imposing Hindi on any state in the National Education Policy (NEP). As per the NEP, teaching should be done in the mother tongue only, and there is nothing called imposing another language. Pradhan said MK Stalin is indulging in this kind of politics to hide his governance deficit.

Dharmendra Pradhan on language war with Tamil Nadu

Dharmendra Pradhan said Prime Minister Narendra Modi's main focus is always to

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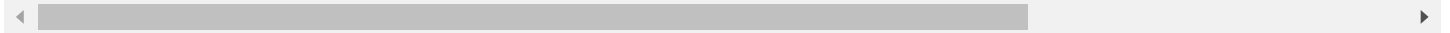
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He slammed MK Stalin for saying to wage another language war and said the Chief Minister is living in another world. He added that PM Modi is the first Prime Minister to promote the Tamil language in Singapore. He stated that Tamil is the oldest language in India, and we organised Kashi Tamil Sangam to promote the Tamil language.

NEP doesn't impose Hindi on any state: Pradhan

To answer the question of whether the NEP imposes Hindi on any state, Dharmendra Pradhan said there is no such provision in the NEP. He noted that many countries, such as Japan, Israel, and China, are encouraging innovation and research in



With a major focus on education policies for future generations, India TV Speed News organised a day-long Education Conclave on February 27 in the national capital. The prime objective of the conclave is to facilitate constructive discussions on enhancing India's education landscape, to develop solutions for a more accessible, fair, and structured education system and to address challenges faced by students and educators in the evolving educational ecosystem.

Various panellists, including policymakers and educationists, vice-chancellors of top universities and officials from UGC, AICTE, NTA, NCERT, IITs, and IIMs, are part of the day-long panel discussions at the event.

The main topics that are being covered during the conclave include the impact of education policies on future generations, the growing trend of Indian students studying abroad, the evolving role of coaching institutes in education and the strategic initiatives to strengthen India's education system.

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CBSE to roll out two-tier science and social science for Class 9 in 2026, Board exam in 2028

In the Class 10 Board examination in 2028, the two subjects could either have one question paper with an additional set of questions for the advanced level, or different question papers for the two levels, said a source.

Written by [Abhinaya Harigovind](#) Following

New Delhi | Updated: February 27, 2025 10:35 IST



🕒 3 min read



The decision to offer science and social science at two levels aligns with the National Education Policy (NEP) 2020. (File photo)

In a major shift approved by its Governing Body, the Central Board of Secondary Education (CBSE) will introduce two-tier difficulty levels – standard and advanced – for science and social science subjects in Class 9 from 2026.

As first reported by [The Indian Express on December 4, 2024](#), the national school Board's Curriculum Committee had decided to offer the two subjects at two levels. The Board's Governing Body, its highest decision-making authority, has now approved the proposal, paving the way for its implementation in Class 9 from next year and for the Class 10 Board examination in 2028.

In the [Class 10 Board examination in 2028](#), the two subjects could either have one question paper with an additional set of questions for the advanced level, or different question papers for the two levels, said a source who did not wish to be identified.

The decision to offer science and social science at two levels aligns with the National Education Policy (NEP) 2020, which recommends 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.

Also read | Two levels of CBSE subjects — opportunity or limitation?

Further, a source added that having the option of studying mathematics and science at a higher level could benefit students planning to appear for entrance tests like the Joint Entrance Examination. "Currently, because the school curriculum is not considered advanced enough to help students prepare for entrance exams, they end up enrolling in coaching classes," an official said.

Since 2019-20, Mathematics is the only subject [CBSE](#) offers at two levels in Class 10. While both Standard and Basic Mathematics share the same syllabus, they differ in the complexity of questions in Board examinations.

With science and social science set to be offered at two levels in Class 9 next year, the National Council of Educational Research and Training (NCERT) has been tasked by the CBSE to devise new textbooks for the two subjects with an additional section containing material for the advanced level, a source said.

For all classes, the NCERT is in the process of bringing out new textbooks that align with the National Curriculum Framework for School Education 2023. New textbooks for classes 1 and 2 were released in 2023, while those for classes 3 and 6 were out in 2024, and books for classes

4, 5, 7 and 8 are set to be made available this year for the 2025-26 academic session. The new textbooks for class 9 are expected to be available ahead of the 2026-27 session, the source added.

Students will be required to choose one of the two levels for science and social science in Class 9, the source said, adding that the CBSE is considering giving them the option of switching levels even in Class 10.

A pilot of this proposal for science and social science at two levels is being conducted in 30 schools, with these schools assessing students internally at these two levels based on their choice, the source said, adding that the pilot is meant to gauge the response to the proposal.

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This article went live on February twenty-fourth, twenty twenty-five, at fifty-nine minutes past eleven in the morning.

TAGS: CBSE



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By ETV Bharat English Team

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Cuttack: Sukanya Rath was chirpy and happy as she walked out of the examination centre on day one of the board examinations for class ten students that began on February 21. "I did well, the paper was too easy and I was fully prepared. Just that time management was a little tricky," she said upbeat and hopeful about the next paper a day later.

Binod Moharana, another student who came out of the centre, seemed a little nervous. Ask him how he fared and he shied away, mumbling, "not good, just ok types."

Moharana comes from an humble background and his father, a farmer, has sold his farmland to facilitate Binod's education. He does not want to disappoint his family as they have pinned a lot of hopes on him. "I am not stressed because I want to soar high in career. I am afraid, I may not be able to live up to my parents' expectations. They want me to be an engineer and take care of the family," he expresses. Hardly a 15-year-old, Binod carries the burden of hopes his parents have on him.

Shivangi Kuanr is an exception. "I have done as much as I had prepared. I cannot study like a book worm and for me academics is a stepping stone to a bright future, not the end of the world. I want to perform well, but certainly not to become a topper or 100 out 100 scorer," she boisterously says with her parents by her side.

Among the millions of students appearing the class ten examinations under the Odisha Government's Board of Secondary Education, there are many who fare exceptionally well, some average and others who do not perform their best. Important as exams are perceived as, it is natural for students - whether performers or not-so-good performers, to be anxious and tensed during examinations. But not to an extent that these tests become the defining factor of a life which is barely 15 or 16 years old.

80 per cent students have anxiety issues

Be it inflating percentages year on year, headache of clearing entrance exams, the increasing level of competition and other factors, all of it lead to exam stress and anxiety among students. A National Council for Educational Research and Training (NCERT) survey 2022 had stated that around 80 per cent students in Classes 9-12 have anxiety issues before exams and results time.

Agree or no, parents with high expectations, competitive peer pressure, workload, the perceived importance of exams for future opportunities, and teachers who only talk of grades and rankings make things difficult for a student ultimately leading to stress. Accumulated stress turns volcanic and erupts in many unimaginable ways, warn experts.



Students coming out of examination centre in Cuttack after appearing matriculation exams (ETV Bharat)

According to Neuropsychiatrist, Dr Samrat Kar, many students visit him for counselling during exams. While some have trouble sleeping, others face exam anxiety, a few sweat for no reason, and others say they don't remember anything during exams. "Students are anxious and so are their parents. Many times I have noticed parents comparing their child with someone who scores better and that remains etched on the minds of the children. This is a syndrome, parents need to shed off more than the children," he advises.

Nuclear Family Affects

Dr. Kar explains the other reasons. The shift towards nuclear families is also contributing to the mental stress among students. "Earlier, in joint families, the academic pressure was shared among many members in one household, some of who understood even though not all, easing the burden on the student," he says. Today, the child is under constant vigil of parents. "This affects and pressurises the child who goes to extremes - studies without sleep, proper food, or hydration leading to anxiety.

Radhika Samant was admitted to hospital a day before her exams. Doctors said, it was nothing but weakness and nervous breakdown. Though she could not express her feelings, her friends said she was seen too worried. "We had never seen Radhika being tensed for exams. But in the last few days, she stopped communicating and became an introvert. All that she kept saying was, she has to score high, lest her parents would send her to their native place," the friends stated.

Though symptoms of stress start showing, the child may not be aware. "There are times when the children do not wish to go the exam centre on the day of the exam. The parents should ensure that the child should not be forced to an extent that making him or her

normal will be difficult," Dr. Kar warns. He advises students to change their way of life, think positive and be calm. One examination cannot define the purpose of life, so it is wise to prepare well in advance and take it easy.

Thankfully, Radhika appeared in the exams and her parents said, she has been doing well.

Handling forgetfulness

Many students forget the material they painstakingly study during exams, which only affects their stress level and in turn affects performance. Dr. Kar has an advice : "Relax before the exam by ensuring a light sleep of six to seven hours the night before, avoid fasting on the exam day, and have a positive attitude, have the confidence to do well." In case a student does not fare well in one exam, he or she should not dwell upon it rather focus on performing better in subsequent exams, he quickly adds.

Mobile Use Could Affect Preparedness

A modern challenge a student faces is the overuse of mobile phones. Most children spend four to six hours a day on their phones, with some even using them as a study tool. However, Dr. Kar warns that mobile phones can cause a lot of confusion during and before exams.

The expert recommends that students take regular breaks during study sessions in a 3:1 ratio (45 minutes of study followed by a 10-15 minute break) to help alleviate stress and maintain focus.



Samrat Kar, Neuropsychiatrist (ETV Bharat)

Recognizing the Symptoms of Excessive Mental Stress

Inability to sleep, loss of appetite, pervasive sadness, thoughts of a bleak future, fear of failure and of being judged, disinterest in studies, frequent sweating, and a pounding heart are some of the symptoms to watch out for in students. In extreme cases, students may get overwhelmed not to go the exam centre.

NEP Rules May Prove A Boon

To shed the academic pressure off the students' shoulders, Union Education Minister Dharmendra Pradhan had announced that from the 2025-26 academic session, students in classes 10 and 12 will have the option to appear exams twice a year. This initiative, part of the new National Education Policy (NEP) 2020, which will soon be a reality, aims to reduce academic pressure by giving students a second chance to perform well. The new format is expected to benefit students and give them an opportunity to excel.

Rising Number of Student Suicides!

Of late, cases of student suicides are on the rise and the reason in most cases is performance related. While the exact number of student suicides in Odisha is unknown, there are consistent reports of such tragedies before exams or after results are declared. As per a LANCET study, published in September 2024, India reported 1, 70,924 suicides in 2022, out of which 7.6% were by students and 2248 suicide deaths were attributed to exam failure.

Based on the National Crime Records Bureau (NCRB) data, a report 'Student suicides: An epidemic sweeping India' released on August 28, 2024 stated that while the overall suicide

490

cases rose by 2% annually, student suicides went up by 4%, let alone the under-reported cases.

"Over the past two decades, student suicides have grown at an alarming annual rate of 4%, double the national average. In 2022, male students constituted 53% of the total student suicides. Between 2021 and 2022, male student suicides decreased by 6% while female student suicides increased by 7%," the report said.

What Do Teachers Say About Exam Stress?

Teachers, who mould the students into balanced human beings are a worried lot too. Ajay Kumar Jata, a teacher at Cuttack Saraswati Shishu Mandir, said students often lose temper in a state of anxiety. "Some are nervous as soon as they step into the exam centre, while others sweat and cry after getting the question paper. Financial concerns and family issues further compound their anxiety which indicate that they are under pressure to perform. But my advice to all the students would be to appear the exams without any thought about marks. If they are prepared, they will fare well," he advises.

Receiving power of students also differs. One may do well, another may not and it is imperative on parents and teachers to not compare any of them, he adds.

(Names of the students have been changed to maintain anonymity)

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ABOUT THE AUTHOR



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Adv

Tamil Nadu

'No question of imposing Hindi under NEP': Union Minister Sukanta Majumdar

As we step into an era of rapid digital transformation, our education system must evolve to meet the demands of the future.



Union Minister of State for Education Sukanta Majumdar (File photo | PTI)

Express News Service

Updated on: 28 Feb 2025, 9:24 am · 1 min read



KARAIKAL: Mentioning the National Education Policy 2020 having redefined “our education landscape”, Union Minister of State for Education Sukanta Majumdar on Thursday dismissed claims of the three-language policy under the NEP imposing Hindi, saying that there’s no place for it.

Addressing the gathering at NIT-Puducherry after inaugurating a staff residential quarters and the Coastal, Offshore, 492
Merine, and Estuary



As we step into an era of rapid digital transformation, our education system must evolve to meet the demands of the future. The NEP 2020 has redefined our education landscape by promoting holistic and multidisciplinary learning.”

Later at an interaction with media persons, the Union minister on the Tamil Nadu government’s opposition to the three-language policy under the NEP remarked, “The main opposition is from Tamil Nadu.” Tamils can choose any language as part of the three-language formula. There is no place for Hindi Imposition, he added.

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हिन्दुस्तान, 28 फरवरी 2025, पृष्ठ सं - 1

हिंदी भाषा पर केंद्र और तमिलनाडु में तकरार बढ़ी

चेन्नई/नई दिल्ली, एजेंसी। राष्ट्रीय शिक्षा नीति के त्रिभाषा फॉर्मूले पर केंद्र और तमिलनाडु सरकार में तकरार बढ़ गई है। तमिलनाडु के मुख्यमंत्री एमके स्टालिन ने गुरुवार को कहा कि वे हिंदी भाषा को धोषने नहीं देंगे। वहीं, केंद्रीय मंत्री अश्विनी वैष्णव ने उनके बयान को समाज को बांटने वाला बताया।
स्टालिन ने पार्टी कार्यकर्ताओं को

लिखे पत्र में केंद्र पर निशाना साधते हुए कहा, हिंदी के कारण कई भारतीय भाषाएं गुम हो गईं और कई अन्य का अस्तित्व खतरे में है। उन्होंने कहा, हिंदी मुखौटा है और संस्कृत छिपा चेहरा है। इस पर केंद्रीय मंत्री वैष्णव ने एक्स पर लिखा, यह जानना दिलचस्प होगा कि क्या राहुल गांधी स्टालिन से सहमत हैं।

एक सूत्र में पिराया P14

हम हर हाल में अपनी तमिल भाषा और संस्कृति की रक्षा करेंगे। हम 1965 के आंदोलन की तरह एक और भाषा युद्ध को भी तैयार हैं।

—एमके स्टालिन, मुख्यमंत्री, तमिलनाडु

हमारे समाज को विभाजित करने के ऐसे प्रयासों से स्टालिन के खराब शासन को छिपाने का प्रयास कभी सफल नहीं हो पाएगा।

—अश्विनी वैष्णव, केंद्रीय मंत्री

UGC to release norms to end caste bias in colleges, varsities

The UGC has received 1,314 complaints on caste discrimination under 2012 Regulations, out of which 1,276 have been resolved; the top court had directed UGC to collate this data on Jan. 3

Krishnadas Rajagopal
NEW DELHI

The University Grants Commission (UGC) on Thursday informed the Supreme Court that new regulations to prevent caste discrimination in higher educational institutions and universities across India have been drafted and will be placed in the public domain for soliciting comments.

The UGC was responding to a Supreme Court order in January on a petition filed six years ago by the mothers of Rohith Vemula and Payal Tadvi, represented by advocates Prasanna S. and Disha Wadekar, who had appealed to the Supreme Court to act against the "rampant" caste discrimination in universities. Rohith Vemula, a Ph.D. scholar at Hyderabad Central University, and Payal Tadvi, a tribal student of Topiwala National Medical College, died by suicide in January 2016 and May 2019, respectively, after being subject to on-campus caste bias.

The UGC said its expert panel chaired by Shailesh N. Zala, former Vice-Chan-



The draft UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2025 are under the process of approval and would be placed in the public domain...

Thereafter, it shall be notified as per procedure prescribed

UNIVERSITY GRANTS COMMISSION

cellor of Maharaja Krishnakumarsinhji Bhavnagar University in Gujarat, had revisited the existing UGC regulations and schemes concerning the promotion of members of the Scheduled Castes, Scheduled Tribes, and Other Backward Classes and Persons with Disabilities in higher educational institutions.

"The draft University Grants Commission (Promotion of Equity in Higher Education Institutions) Regulations, 2025 are under the process of approval and would be placed in the public domain... Thereafter, it shall be notified as per procedure prescribed," the UGC affidavit filed in the apex court said.

The court on January 3 directed the UGC to collate

the total number of complaints of caste discrimination received under its 2012 Regulations across higher educational institutions.

Six weeks' time

A Bench of Justice Surya Kant and Ujjal Bhuyan had given the Commission six weeks to collect the data on how many Central, State, deemed and private universities and institutions of higher learning had set up Equal Opportunity Cells under 2012 Regulations; the number of complaints received by them; and action taken on them. The UGC affidavit said that it had received 3,522 responses from higher educational institutions with information the court

had asked for. Based on the information received, the UGC said 3067 Equal Opportunity Cells and 3273 SC/ST Cells were set up. "The number of total caste discrimination complaints received by these Cells so far is 1503, out of which 1426 complaints have been resolved," the UGC said. It added that 1,314 complaints were received under the 2012 Regulations, out of which 1,276 were resolved.

"The UGC is making all possible efforts to curb the menace of discrimination in higher education institutions and is also trying to effectively curb and control any such incidents by regular monitoring and setting up of helpline so as to ensure no complaint is left unattended or unresolved," the Commission said. In January, Justice Bhuyan had said it was time the UGC showed "some sympathy" in this sensitive issue. Senior advocate Indira Jaising, appearing for the mothers, said the UGC must come clean on whether the 820-odd universities and other institutions were actually implementing the 2012 Regulations.

Ex-astronaut interacts with students in Delhi

PIONEER NEWS SERVICE
NEW DELHI

From a movie inspiring him to become an astronaut to the food he ate during his space expeditions — former NASA astronaut Mike Massimino shared a variety of anecdotes with students at a PM SHRI Kendriya Vidyalaya here on Thursday.

During his interaction with the students, Massimino praised India's Chandrayaan-3 mission, emphasising its significance not just for India but for the global space community, officials of the Ministry of Education (MoE) said.

He highlighted the challenges of landing on the Moon's South Pole and how this achievement could provide key insights into water sources essential for habitation. Additionally, he underscored the importance of international collaboration in future space programmes. Massimino shared how a movie based on seven astronauts inspired him to become an astronaut. Engaging with the students, he answered their questions about space exploration and the kind of food they had during their space trips.



Former NASA astronaut Mike Massimino during an interaction with PM SHRI Kendriya Vidyalaya students in New Delhi on Thursday

PTI

"Recounting his personal experiences, he described how he adapted to zero gravity in space and elaborated on their sleeping arrangements, consoles to work, etc," a senior MoE official said. Students were also curious about the role of artificial intelligence (AI) in space exploration.

"In response, he explained that AI would streamline the processes, making them more efficient, cost-effective and safe. Concluding his interaction, he advised students on the subjects and skills they should pursue if they aspire to pursue a career in space exploration," the

official said.

During the interaction, students asked several questions about the challenges of pursuing a career as an astronaut and the key subjects essential for their preparation. Massimino emphasised the importance of exploring various fields, including soil sciences and marine biology. His practical and insightful answers left the students excited and deeply inspired. They also asked him about the most challenging project he worked on at NASA and whether human habitation on Mars would be possible in the near future.

"He explained that while living on the Moon could become a reality soon, settling on Mars would take longer due to the technological challenges that still need to be overcome," the MoE said.

Massimino is a professor of mechanical engineering at Columbia University and senior advisor for space programmes at the Intrepid Sea, Air and Space Museum. He received a Bachelor of Science degree from Columbia University. He received a Master of Science degree and did PhD from Massachusetts Institute of Technology.

Education Board cancels examination at Palwal centre after paper leak incident

FIRs filed against students, supervisor; 37 copying cases detected

DEEPENDER DESWAL
TRIBUNE NEWS SERVICE

BHIWANI, FEBRUARY 27

The Board of School Education Haryana (BSEH), Bhiwani, has cancelled the Senior Secondary Examination at an exam centre in Palwal following a paper leak incident. The Board also detected 37 cases of cheating across the state during the exam.

The leak occurred on the first day of the English exam at Government Senior Secondary School, Palwal-33. The leaked paper was circulated on social media, prompting the Board to act swiftly. Using an alphanumeric code, officials traced the leak back to a specific student.

Assistant Secretary of the Board, Kuldeep Singh Redhu, confirmed the action. "An FIR has been registered against the student and the exam supervisor, Gopal Datt Sharma. The exam at Palwal-33 has been cancelled, but the rest of the state witnessed a peaceful examination," he said.

In a related development, authorities also responded to another suspected paper leak attempt from Government Senior Secondary School, Tapkan, in Mewat district. "Three students have been identified in connection with this attempt and an FIR has been lodged against them," Redhu added.

Meanwhile, Bhiwani District Magistrate Mahavir

Kaushik has imposed strict measures under Section 163 of the Indian Civil Defence Code 2023 for the upcoming Secondary/Senior Secondary and D.El.Ed. (first and second-year reappear) exams in the district.

To maintain exam integrity, restrictions have been placed on external interference near examination centres. Photostat shops within exam zones will remain closed during exam hours and carrying sticks, rods, jelly or weapons within a 200-metre radius of exam centres is prohibited. Unauthorised individuals are also barred from entering these restricted zones.

The orders, effective from February 27 to March

29, 2025, apply to all exam centres in Bhiwani to ensure fair conduct of the examinations.

Meanwhile, the Board official informed that strict action has been taken against two exam supervisors for negligence during the ongoing board exams. Arshad Hussain, a TGT teacher assigned to the Government Senior Secondary School, Jamalgarh, and Praveen, a science teacher posted at the Government Senior Secondary School, Panheda Khurd, were removed from their duties for laxity in performing their duties. The Education Directorate has been notified to initiate departmental action against them.

The quality of teaching



KRISHNA KUMAR

That's the issue to be debated, not adoption of the three-language formula

TAMIL NADU'S REFUSAL to adopt the three-language formula has irked the Centre. A two-language policy has been in place in Tamil Nadu for decades, and there is no ground to say that it is going to change any time soon. The three-language policy is also not new, and its own record is rather chequered, even in states where it has been in place for a long time. In the Hindi belt of the north, there is no instance of the use of this formula to introduce children to a contemporary language of another state. You can't find even a private school in, say, Uttar or Madhya Pradesh where Punjabi or Tamil has the status of a third language under the haloed formula.

In the post-Independence history of our system of education, language has consistently remained a strangely controversial issue. One reason is that language has been perceived mainly as a medium of instruction, rather than as a means to think and express oneself during childhood. Not just the word "medium", but the other word in that phrase, "instruction" is also interesting and loaded with history — that of colonial days when education was believed to consist of instruction alone. The idea that children learn better when they feel relaxed emerged well after the mid-20th century in educational theory. It influenced systems of education in European countries when serious attempts were made to improve teacher training and school curriculum to accommodate the new perspective on language teaching. In our country, however, the idea that children use language to explore the world around them was not recognised as an important factor of educational reform. The system remained tied to the old perception that teaching is essentially instruction, and its impact depends on the medium chosen for it.

Of course, this is not the whole story of the language "problem". Until quite recently, policy circles in education were acutely aware of the history of this problem. After Independence, language was perceived as a key factor to be addressed for the goal of na-

Debates in the early decades of Independence typically focused on national integration, pedagogic appropriateness, and the egalitarian goals of the Constitution. For this, the dominance of English-medium private schools was a considerable factor although their number was quite small at the time. Many eminent politicians of the north had anticipated a gradual decline of the status of English. All sides saw language as a medium, and so did policy makers and teacher trainers. This reality did not change even as the political struggle over language proved divisive and detrimental to children's interests.

ditional integration. In fact, the history of this perception goes further back. As Independence came closer, the issue became charged with contestation and claims. If India is to have a "national" language, which one will it be? This question was debated in the Constituent Assembly. A related question was that of the official language of the Union government. Neither of the two questions proved simple or easy to resolve. There were no obvious answers, although many leaders of the freedom movement had thought there were. Their attempt to build a consensus was fraught with issues simmering within the language they had assumed to be the answer to India's quest for a national language. Like any other language, Hindi had more than one variety, and the struggle within its politico-literary world was quite intense if not bitter.

No arena was more active than education for the debate over language. Debates in the early decades of Independence typically focused on national integration, pedagogic appropriateness, and the egalitarian goals of the Constitution. For this, the dominance of English-medium private schools was a considerable factor although their number was quite small at the time. Many eminent politicians of the north had anticipated a gradual decline of the status of English. All sides saw language as a medium, and so did policy makers and teacher trainers. This reality did not change even as the political struggle over language proved divisive and detrimental to children's interests. By the 1980s, it had become clear that the wisest thing to do in politics was to leave language alone.

This equilibrium was rather tender and also ineffective. It was maintained under the "three-language formula" — an early invention that carried the approval of the Central Advisory Board of Education (CABE). This remarkable forum had served India since the 1920s to resolve many difficult debates concerning the practice of federal governance in education. This forum has been in disuse over the recent past, and the consequences

are now surfacing. Let us remember that CABE was the only formal instrument available for building consensus and keeping everybody in touch with what was happening in education. Reading the archival record of CABE debates is like absorbing the history of our system of education. The solutions that CABE offered were not mandatory or final, but a rare awareness of what will work and what will not.

In the context of language education, the real impasse is not over this or that formula, but over standards. While science and mathematics have been encroached by coaching institutions, no one bothers about the standards of language teaching. Many states have now made the teaching of English compulsory from the beginning in government schools, but that has made little difference to the standard of teaching and children's ability to use it. Teachers' own command over English is often quite limited, even in Andhra Pradesh where a radical move has been made to make English the medium of instruction. In the old days, the Hyderabad-based institute for English had the resources to work with teachers of state schools all over the country. It is a pleasant memory now. What is flourishing everywhere is the business of low-budget private schools who impress poorer parents by claiming to be fully English-medium.

Not just English, the standards of teaching in Hindi are no better. Indeed, Hindi is a special victim of the convention that forces it to serve as a cultural preserver rather than as a means of learning different subjects with pleasure and satisfaction. Indeed, several other Indian languages share this fate in their respective states. The long-term benefits of learning a language well are also declining. One major indicator of this is the decline in reading habits. Reading is taught from the earliest grades, but schools fail to produce habitual readers.

The writer is former NCERT director

Home > Education & Student Engagement > No Language Imposition Under NEP; Education Must Be Global Yet Rooted In...

Education & Student Engagement

No Language Imposition Under NEP; Education Must Be Global Yet Rooted In India: Education Minister Dharmendra Pradhan At India TV Conclave

February 28, 2025 **Passionate in Marketing**

0 134



Session by Dharmendara Pradhan at India TV Speed News Education Conclave

The Minister revealed that from 2026, Class 10 board exams will be held twice a year to reduce academic stress, with CBSE finalising guidelines based on stakeholder feedback.

New Delhi, 27th February 2025: Union [Education](#) Minister, **Shri Dharmendra Pradhan**, today attended the **Education Conclave**, organized by **India TV Speed News** at the Scope Convention Centre, Pragati Vihar, New Delhi.

Speaking at the session, Shri Pradhan highlighted the transformative vision of the National Education Policy (NEP) 2020, which aims to integrate global best practices while preserving India's linguistic and cultural heritage. He reiterated that the NEP prioritises [education](#) in mother tongues to enhance comprehension and cognitive development, ensuring a more inclusive and effective learning environment. Addressing recent concerns, he clarified that NEP does not impose any language but rather promotes multilingual education to strengthen

critical thinking skills among students. "India has thousands of languages, and all Indian languages are equally important. By not implementing NEP, we are depriving students, teachers, and parents of global opportunities," he stated.

Reflecting on five years of NEP implementation, the Union Education Minister acknowledged the challenges posed by the COVID-19 pandemic but emphasised that the government had effectively utilised this period to lay a strong foundation. "Previously, early education lacked an institutional framework. With NEP, we have formalised it through Bal Vatika, ensuring holistic development, skill-based learning, and interest-driven education from the foundational years," he added.

Shri Pradhan also addressed the recently proposed reform of conducting Class 10 board examinations twice a year, set to be introduced from 2026. He underscored that the initiative aligns with NEP 2020's vision to reduce exam-related stress and provide students with an opportunity to improve their scores. "This reform is widely appreciated, with nearly 99% of people supporting it. It aims to de-stress students and make examinations a tool for learning rather than pressure," he said. He further informed that CBSE has placed the draft guidelines in the public domain and will finalise them based on feedback from stakeholders.

Discussing the role of emerging technologies in education, the Minister highlighted the increasing significance of artificial intelligence (AI) and digital literacy. He emphasised that integrating AI into education is a critical step in preparing students for the future and ensuring that they are equipped with the skills needed to compete globally. "The government is committed to fostering an education system that embraces both hands-on skills and digital proficiency to create well-rounded learners," he noted.

The conclave also featured insightful discussions with policymakers, university vice-chancellors, EdTech leaders, and education experts on key issues, including the impact of education policies on future generations, the growing trend of Indian students studying abroad, and the evolving role of coaching institutes in mainstream education.

The event by **India TV Speed News** reaffirmed the collective responsibility of all stakeholders in shaping an inclusive, skill-driven, and globally competitive education system to help prepare India's youth to become global citizens with 21st-century knowledge and skills.

 Post Views: 160

Three-language policy: Why Tamil Nadu and the Modi govt are fighting over what kids should learn

ET Online Last Updated: Feb 28, 2025, 02:34:00 PM IST

Synopsis

The Indian government has stopped funding Tamil Nadu's Samagra Shiksha scheme due to the state's refusal to adopt the 2020 New Education Policy. Tamil Nadu's Chief Minister has asked the Prime Minister to release the pending funds. The issue centers on the three-language formula, which Tamil Nadu views as an attempt to impose Hindi.



Three Language Policy

The central government has withheld Rs 2,152 crore in funds meant for [Tamil Nadu's Samagra Shiksha scheme](#), citing the state's refusal to implement the National Education Policy (NEP) 2020. Tamil Nadu Chief Minister [M K Stalin](#) raised concerns over the decision in a letter to the Prime Minister, demanding the release of the funds meant for supporting the Right to Education (RTE) Act.

Language Policy at the Core of the Dispute

The disagreement between the Centre and Tamil Nadu stems from the three-language formula under the NEP. While the central government argues that the policy enhances employment opportunities for youth across regions, Tamil Nadu sees it as an attempt to impose Hindi. The state follows a two-language policy, teaching only Tamil and English, and has a long history of opposing the imposition of Hindi.

Historical Debate on Language in Education

Discussions on language policy in education have been ongoing since Independence. The University Education Commission of 1948-49, chaired by Dr Sarvepalli Radhakrishnan, highlighted the complexities surrounding the issue. The Commission recommended Hindi as the federal language while recognising the need to continue using English for administrative purposes until Hindi became widely accepted.

Evolution of the Three-Language Formula

The Radhakrishnan Commission first proposed a three-language formula to promote inter-provincial understanding. This was later adopted in the National Education Policy of 1968 and retained in subsequent policies, including NEP 2020. According to the current policy, states and students can choose three languages, with at least two being Indian languages. However, the policy does not mandate Hindi specifically.

Centre’s Changing Stance on Education

Historically, the Centre has maintained that education falls under the Concurrent List, giving states control over policy implementation. In 2004, then Human Resource Development Minister Arjun Singh stated, “The role of the Central Government in the matter of the implementation of the three-language formula is recommendatory.” BJP leader and former HRD Minister Smriti Irani reiterated in 2014 that states had autonomy over curricula.




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However, the Ministry of Education has now linked the release of Samagra Shiksha funds to the implementation of NEP 2020, effectively pushing states toward compliance. This shift has intensified tensions between the Centre and Tamil Nadu, with the latter maintaining its stance against the three-language formula.


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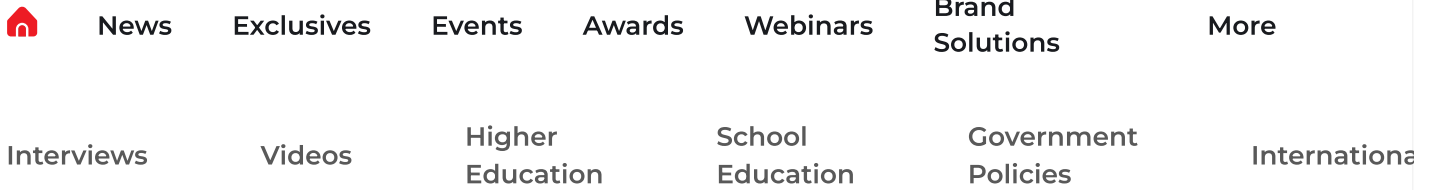
CBSE's draft norms for conducting Class-10 board exams twice: Students welcome move

With CBSE approving the draft norms for conducting Class 10 board exams twice a year from 2026, students and school principals have welcomed the move, saying that it offers multiple chances for improvement. The Central Board of Secondary Education on Tuesday approved the draft norms for conducting Class 10 board exams twice a year from 2026, officials said.



PTI
Updated On Feb 28, 2025 at 04:37 PM IST

New Delhi: With CBSE approving the draft norms for conducting Class 10 board exams twice a year from 2026, students and school principals have welcomed the move, saying that it offers multiple chances for improvement. The Central Board of Secondary Education on Tuesday approved the draft norms for conducting Class 10 board exams twice a



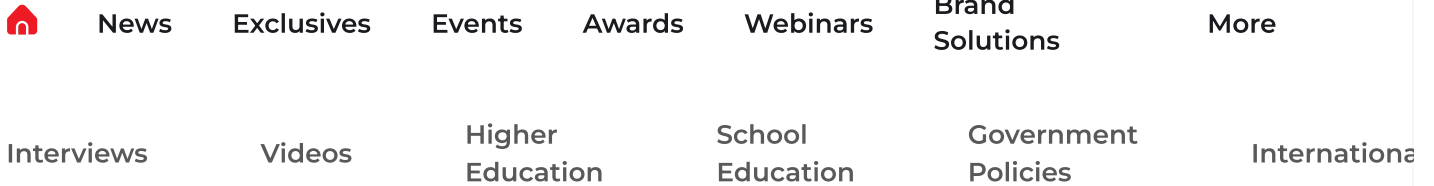
and stakeholders can submit their feedback by March 9, following which the policy will be finalised, they said

following which the policy will be finalised, they said.

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As per the draft norms, the first phase of the exams will be conducted from February 17 to March 6, while the second phase will be conducted from May 5 to 20. Sudha Acharya, principal of ITL International School in Dwarka, said, "This dual exam format is student-friendly as it provides multiple options, reducing exam pressure. For instance, if a student takes standard math in the first exam and finds it difficult, they can opt for basic math in the second attempt and pass more easily..

She added that earlier, students had only one chance to perform well, but now the pressure of a single high-stakes exam will be reduced.



A Class 8 student from ITL School told PTI Video, "Since the best marks from both exams will be considered, we can plan our strategy. I can focus on Math, English, and Science in the first exam and other subjects in the next one..

A Class 9 student said, "This system gives us more opportunities. If I don't perform well in the first attempt, I can try again in the next one."

However, SV Sharma, principal of Vidya Bal Bhawan School in Mayur Vihar, pointed out that while the new system reduces student stress, it may increase the workload for teachers.

"Teachers will have to evaluate board papers in February, conduct and check annual exams for lower classes in March and then oversee the second board exam in May," Sharma explained.

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14 textbooks revised for 2025-26

Feb 28, 2025, 12:14 AM IST



Ahmedabad: The state education department has announced changes to 14 textbooks for Classes 1 to 12 for the 2025-26 academic year. Initially, 20 textbooks were to be revised, but due to delays in NCERT's publication, six books will remain unchanged for now. Additionally, textbooks for Classes 3 and 6 will not be replaced this year due to distribution delays. The revisions in the textbooks align with the New Education Policy (NEP), with some undergoing chapter modifications while others are entirely new. The Gujarat State Textbook Board has also introduced bilingual textbooks in a phased manner.

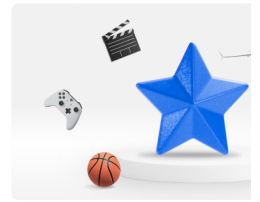
NCERT's delay in publishing Gujarati medium books led to the postponement of new Class 3 and 6 textbooks for mathematics, environmental science and science. Similarly, Gujarati first and second language textbooks for Class 2 will remain unchanged. New textbooks include Gujarati for Class 1 besides Sanskrit, Marathi and bilingual mathematics and science for Class 8. tnn



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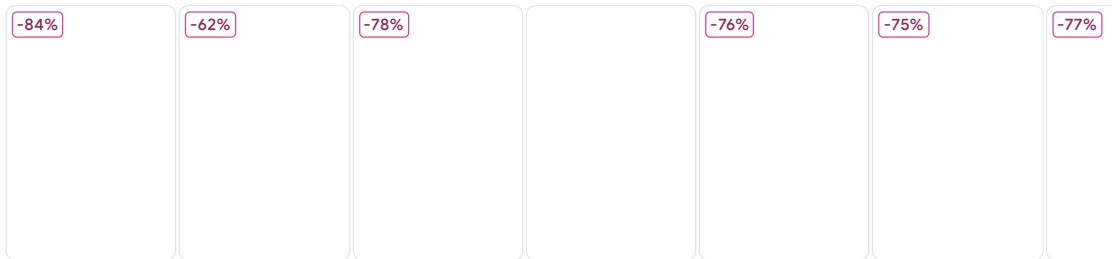
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↳ Maharashtra: Burdened teachers seek more time to follow assessment framework

Teachers in [Maharashtra](#) are managing multiple responsibilities, especially during this period, from preparing for the State Secondary Education Board's SSC examinations to attending capacity-building training sessions, along with various academic and non-academic duties. Amid these tasks, the State Council of Educational Research and Training (SCERT) has now directed state board-affiliated schools to complete the School Quality Assessment and Assurance Framework (SQAAF) by February 28.

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27,894 invigilators deployed. Teachers are also handling other exam-related duties while attending SCERT's capacity-building training, including National Education Policy (NEP) sessions. Although teachers do not oppose SQAAF, they urge an extension until June-August for a thorough evaluation.

Mahendra Ganpule, state spokesperson for the Maharashtra School Principals' Association said, "If the education department aims for a thorough and accurate assessment, it must provide sufficient time."



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What is SQAAF?

The Maharashtra government recently approved the implementation of the SQAAF to improve school education standards. Under this framework, schools across the state will undergo periodic assessments and be graded from A+ to C based on performance. These grades, reflecting the quality of education, must be prominently displayed.

A dedicated website will be launched, allowing parents to access school ratings and related data. The newly established State School Standard Authority (SSSA), a six-member body led by the SCERT director, will oversee compliance with SQAAF.

Aligned with NCERT guidelines and NEP 2020 recommendations, the framework evaluates schools on infrastructure, teaching standards, child safety, inclusivity and gender equality. Schools must conduct annual self-evaluations and submit data on the SSSA website, followed by third-party evaluations every two years. The grades will be publicly accessible, similar to the NAAC system for higher education institutions.

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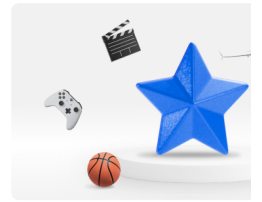
"It is a self-declaration-based procedure where each school must submit data as per SQAAF parameters. While schools will conduct annual self-assessments, a third-party evaluation every two years will ensure transparency and accountability. All details and guidelines have been provided to the schools. However, it seems that every time a deadline approaches, there are demands to push it further," said a senior official from the state school education department, adding that the department is already looking into the matter.

What schools say

"Enough information has been given to the teachers to complete the self-assessment, however, they have decided to start implementing it

at a very wrong time. Teachers have invigilator duty, they have assessment duty, teaching other higher classes apart from other academic and non-academic tasks. We demand enough time for the completion of SQAAF," Ganpule said.

A principal of a school in Thane said, "The introduction of SQAAF and the grading system aims to enhance accountability and transparency in school education. By making this information accessible to parents, the government seeks to empower them to make informed decisions about their children's education. The periodic assessments are also expected to drive schools to improve their infrastructure, teaching quality, and overall learning environment. But we will need more time to do this accurately. I hope that the state government understands our problem and considers our demands."



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