

EDUDOC SERVICE SERIES

# EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

JANUARY 2025

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

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

## Preface

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

With the mandate of Dr. Dinesh Prasad Saklani, the Hon'ble Director, NCERT, the Library and Documentation Division executes several specialized services for its patrons known as *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 the month of JANUARY 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)  
Head, LDD  
NCERT, New Delhi

## CONTENTS

S. No.	Headings & Title	Newspaper Name	Page No. in Newspaper	Date	Pg.
1.	School numbers dip 1cr in 2023-24; Govt says count now more accurate	The Indian Express	1,2	01-01-2025	1
2.	सेकेंडरी स्कूलों में नामांकन में बिहार सबसे पीछे तो चंडीगढ़ सबसे अक्वल	नवभारत टाइम्स	11	02-01-2025	2
3.	चौथी, पांचवी, सातवीं व आठवीं के छात्र पढ़ेंगे नई पुस्तकें	दैनिक जागरण	14	02-01-2025	3
4.	Digital Divide: Working camps in just 57% of India's schools, internet in 54%	The Times of India	1	02-01-2025	4
5.	MP to host National Children's Science Congress; CM Yadav to inaugurate 4-day event on January 3	Millennium Post	6	02-01-2025	5
6.	School enrolment down by over a crore in 2023-24 : report	The Hindu	12	02-01-2025	6
7.	Dropout rates rises from 5.2% in middle school to 10.9% at secondary stage: Study	The Times of India	20	02-01-2025	7
8.	School dropout rates go from bad to worse in Bihar and Assam	The Hindu	7	02-01-2025	8
9.	Focus on AI Education for both AI Users and AI Creators	The Times of India	22	03-01-2025	9
10.	New Education Policy this year, says Dhanda	The Tribune	2	03-01-2025	10
11.	RTO official's Mongolia trip to click Pallas's cat find its way into textbooks	The Hindu	7	03-01-2025	11
12.	Building a festival by the book	The Hindu	9	03-01-2025	12
13.	शैक्षणिक परिदृश्य पर काले बादल छाये हुए हैं	रोज़नामा राष्ट्रीय सहारा (उर्दू)	4	03-01-2025	13
14.	बड़ी विसंगति से मुक्त हुई स्कूली शिक्षा	दैनिक जागरण	10	04-01-2025	14
15.	Delhi schools fare much better in digitalization than national average, shows Ministry of Education data	The Hindu	4	04-01-2025	15
16.	133 Schools upload students' data under APAAR project in F'bad	The Tribune	3	05-01-2025	16
17.	विश्वविद्यालय को UGC से लाभ अब NEP के आधार पर	राष्ट्रीय सहारा	1	06-01-2025	17
18.	अब उच्च शिक्षण संस्थानों में एनईपी के अमल को परखेगा यूजीसी	दैनिक जागरण	15	06-01-2025	18
19.	सरकारी स्कूलों में 20 प्रतिशत विद्यार्थी अल्पसंख्यक वर्ग से	राष्ट्रीय सहारा	7	06-01-2025	19

20.	At Delhi Govt school, Oly Dreams In Focus	The Times Of India	7	06-01-2025	20
21.	UGC draft norms remove NET as must for assistant prof post	Hindustan Times	13	07-01-2025	21
22.	UGC eases hiring contract teachers, opens V-C post to non-academics too	The Indian Express	1,2	07-01-2025	22
23.	अब ग्रेजुएशन कर संगीत - योग व कला से जुड़े प्रोफेशनल बनेंगे शिक्षक	राष्ट्रीय सहारा	5	08-01-2025	23
24.	डिजिटल दुनिया में गुम होते बच्चे	जनसत्ता	6	08-01-2025	24
25.	125 HP schools have no teacher, 2600 just 1	The Tribune	1	08-01-2025	25
26.	Looking for a new culture of learning in 2025	The Tribune	7	08-01-2025	26
27.	UGC granting Governors authoritarian powers : Stalin	The Statesman	8	08-01-2025	27
28.	Why is there a drop in school enrolments	The Hindu	8	08-01-2025	28
29.	Let's trust our universities	The Indian Express	14	08-01-2025	29
30.	School library access, tech infra see substantial growth	The Times of India	28	08-01-2025	30
31.	विवि शिक्षक बनने के लिए अब UG में 75% अंक जरूरी	राष्ट्रीय सहारा	1	09-01-2025	31
32.	Teacher crisis	The Tribune	6	09-01-2025	32
33.	माता - पिता को बेटी की शिक्षा खर्च देने के लिए किया जा सकता है बाध्य : एससी	राष्ट्रीय सहारा	9	10-01-2025	33
34.	राष्ट्रीय शिक्षा नीति के तहत हिंदी को रोजगार से जोड़ने की ज़रूरत : डॉ. हंसराज	राष्ट्रीय सहारा	5	12-01-2025	34
35.	No School will face teacher shortage in new session, says CM Saini	The Tribune	2	12-01-2025	35
36.	Education system to be transformed in Haryana	The Statesman	3	12-01-2025	36
37.	AICTE NEAT 4.0 uncludes emerging tech but drops EdtTechs selling overpriced products	The Times of India	15	13-01-2025	37
38.	The leaders our universities need	The Indian Express	11	13-01-2025	38
39.	विपक्ष के शासनकाल में शिक्षा बर्दाहल रही : प्रधान	हिन्दुस्तान	8	14-01-2025	39
40.	बिहार : आठवीं से पहले ही 25 प्रतिशत बच्चे छोड़ देते हैं स्कूल	राष्ट्रीय सहारा	7	14-01-2025	40
41.	'Cong misleading youth about UGC': Pradhan targets Kharge	Hindustan Times	9	14-01-2025	41
42.	UGC draft rules row: After Kharge terms it attack on federalism, Pradhan points to Chancellors' role in V-C appointments in 2010	The Indian Express	6	14-01-2025	42

43.	Pradhan defends UGC 2025 draft, calls Cong claims 'lies'	The Times of India	15	14-01-2025	43
44.	Educational equity for tribals	Millennium Post	7	15-01-2025	44
45.	वार्स की अध्यक्षता में राजभवन में समीक्षा बैठक में राष्ट्रीय शिक्षा नीति के कार्यान्वयन के लिए दिशानिर्देश	रोज़नामा राष्ट्रीय सहारा (उर्दू)	11	15-01-2025	45
46.	प्रतिभा खोज परीक्षा के 18 विजेताओं को किया पुरस्कृत	दैनिक जागरण	III	16-01-2025	46
47.	Vidya Kumbh : Bringing education to children of sanitation workers in Mahakumbh mela	The Pioneer	5	16-01-2025	47
48.	Catalyst for change	Millennium Post	7	16-01-2025	48
49.	Infrastructure in govt. schools catching up with private ones in 2024	The Hindu	9	16-01-2025	49
50.	How 4-Year UG Honours course is transforming education in West Bengal	Millennium Post	12	16-01-2025	50
51.	Book exploring rich culture and history of Tamils released	The Hindu	5	17-01-2025	51
52.	UGC: 3 Rajasthan varsities barred from offering Phd for 5 years over violations	The Indian Express	2	17-01-2025	52
53.	पीएचडी पाठ्यक्रम और पोस्ट - पेंशन कार्यक्रम की शुरुआत	रोज़नामा राष्ट्रीय सहारा (उर्दू)	5	17-01-2025	53
54.	Survey finds hundreds of migrant children out of school in Ambala	The Tribune	3	18-01-2025	54
55.	Uttarakhand's madrasa to offer NCERT curriculum, Sanskrit as optional subject	Hindustan Times	E-News Article	19.01.2025	56
56.	Uttarakhand's First Modern Madrasa to Offer NCERT Curriculum, Sanskrit as Optional Subject	News18 India	E-News Article	19.01.2025	60
57.	Appointment of non-academic VCs may dishearten senior academics	The Times of India	16	20.01.2025	63
58.	Uttarakhand's first modern madrasa to offer NCERT curriculum	India Today	E-News Article	20.01.2025	64
59.	Korean Government Through KOICA Usher In The Bilateral Exchange Of Notes With The Government Of India	IndiaEducation Diary.com	E-News Article	20.01.2025	66
60.	Uttarakhand's madrasa to offer NCERT curriculum	The Indian Express	E-News Article	20.01.2025	67
61.	Hundreds of terminated teachers march demanding resolution on day 36 of protest	The Times of India	E-News Article	20.01.2025	71
62.	School education department launches initiative to locate parents of abandoned children	The Tribune	E-News Article	20.01.2025	73
63.	Budget 2025 expectations: Here's what India's education sector wants from the Govt	ETNow	E-News Article	21.01.2025	74
64.	NCERT Director guarantees board exams as per schedule	msn edex.com	E-News Article	21.01.2025	76

65.	Class 10, 12 board exams unchanged under New Education Policy: no room for confusion: NCERT	OdishaTv	E-News Article	21.01.2025	78
66.	NEP 2020: Curricula of Class X, XI remains intact, says NCERT Director	PrameyaNews	E-News Article	21.01.2025	81
67.	Board exams for 10th, 12th under NEP to continue as scheduled: NCERT Director	Greater Kashmir	E-News Article	22.01.2025	82
68.	Classes 10 and 12 Board Exams to Proceed as Planned Under NEP: NCERT Director	Jagranjosh	E-News Article	22.01.2025	84
69.	Nodal officers of higher educational institutes sensitized on tobacco laws	The Statesman	3	23.01.2025	87
70.	India Korea sign pact for exchange of notes for NCERT's Technical Cooperation project	Daily Excelsior	E-News Article	23.01.2025	88
71.	India, Korea sign pact for exchange o notes for NCERT's Technical Cooperation project	EtEducation.com	E-News Article	23.01.2025	89
72.	10 and 12 Board Exams to Proceed as Planned Under NEP: NCERT Director	Jagranjosh	E-News Article	23.01.2025	92
73.	Grand Finale of National School Band Competition 6.0 to be held at Major Dhyan Chand National Stadium, New Delhi on 24-25 January	PIB	E-News Article	23.01.2025	94
74.	Nagaland Board of School Education organises workshop on Holistic Progress Card	Eastern Mirror	E-News Article	24.01.2025	97
75.	India's Education Landscape Needs an Overhaul 'No Detention' Is Only a Scapegoat	The Wire	E-News Article	24.01.2025	99
76.	नेशनल टैलेंट सर्च एग्जाम के नए पैटर्न पर जल्द मोहर	नवभारत टाइम्स	12	25.01.2025	104
77.	Study finds link between smartphone use and mental health of adolescents	The Hindu	12	25.01.2025	105
78.	Defence Secretary flags off school band competition	The Pioneer	4	25.01.2025	106
79.	Free Education in India: Explore 5 government schemes that provide free education to all	Hindustan Times	E-News Article	25.01.2025	107
80.	J&K bans education department from ordering students to attend political rallies	The New Indian Express	E-News Article	25.01.2025	112
81.	CBSE Issues Key Notice on APAAR ID – Important Updates and Details You Should Know	TimeBull	E-News Article	25.01.2025	115
82.	सीबीएसई ने स्कूल को अपार आइडी बनाने के निर्देश दिए	हिंदुस्तान	8	26-01-2025	118
83.	Omar govt bans Education Department from ordering students to attend rallies	The Tribune	E-News Article	26-01-2025	119
84.	Telangana Inter Chemistry syllabus to be slashed by 30%	Telangana Today	E-News Article	26-01-2025	120

85.	School Education in Crisis, Latest Government Report Reveals	Peoples Democracy	E-News Article	26-01-2025	123
86.	Indian schools are far from future- Ready	NDTV.Com	E-News Article	26-01-2025	127
87.	NBSE, PARAKH organize workshop on HPC	NagalandPost	E-News Article	26-01-2025	131
88.	J&K bans education department from involving students in political rallies, events	India Today	E-News Article	26-01-2025	133
89.	PM SHRI Schools witness 75% rise in student enrolment in five states	The Times of India	10	27-01-2025	137
90.	Telangana to revise inter syllabus, chemistry may get 30 pc cut		E-News Article	27-01-2025	138
91.	Schoolnet, Global Learning Council join forces to launch school-focused Ecolnnovators Ideathon' and more intiatives	Hindustan Times	E-News Article	27-01-2025	141
92.	Delhi HC questions PIL on making Health and Yoga Science mandatory in schools, calls it policy matter	ANI	E-News Article	27-01-2025	143
93.	आईआईटी दिल्ली में नए सत्र से यूजी पीजी, पीअचडी में नया पाठ्यक्रम लागू	अमर उजाला	7	27-01-2025	145
94.	आईआईटी दिल्ली में नए सत्र से शुरू हो जाएगी नवीन पाठ्यक्रम में पढ़ाई	दैनिक जागरण	DT I	27-01-2025	146
95.	M.Ed एक साल में, 4 साल के टीचर एजुकेशन प्रोग्राम का भी दायरा बढ़ेगा	नवभारत टाइम्स	1,11	27-01-2025	147
96.	अंतरिक्ष में खोजा क्षुद्र ग्रह, नासा देगी नाम रखने का मौका	हिन्दुस्तान	6	28-01-2025	148
97.	Take action against dummy schools: HC to govt , CBSE	The Times of India	7	28-01-2025	149
98.	Union Budget 2025: Shaping the future of education in India	India Today	E-News Article	28-01-2025	150
99.	Take action against dummy schools: Delhi HC to govt, CBSE	ET Education.com	E-News Article	28-01-2025	153
100.	CBSE Exam 2025- Students to be Banned for 2 Years if Caught Violating Rules	Adda247	E-News Article	28-01-2025	157
101.	Delhi high Court Directs CBSE & GOVT to take Strict action against Dummy Schools	Adda247	E-News Article	28-01-2025	159
102.	स्कूलों में सीखने का स्टार सुधरा	हिन्दुस्तान	7	29-01-2025	161
103.	कोविड के बाद बच्चों की पढ़ाई में हुआ सुधार : रिपोर्ट	नवभारत टाइम्स	17	29-01-2025	162
104.	कोविड काल के बाद बच्चों के पढ़ने व सीखने में हुआ सुधार	जनसत्ता	1	29-01-2025	163
105.	State govt schools lag behind Punjab, Himachal in arithmetic , literach skills	The Tribune	2	29-01-2025	164

106.	A child's failure in school exams is the system's failure	The Tribune	6	29-01-2025	165
107.	ASER: Govt school enrolment down to 67% in rural India	The Times of India	1,26	29-01-2025	166
108.	ASER 2024 : Reading and arithmetic skills in improve among Class3 and 5 students, led by govt schools	Millienium Post	1,4	29-01-2025	167
109.	Sharp gains in reading & maths learning level in schools across states since Covid slump	The Indian Express	2	29-01-2025	168
110.	NEP push , 'new energy' in 2022	The Indian Express	2	29-01-2025	169
111.	ASER study show post-COVID recovery, but many students still lag in reading , arithmetic	The Hindu	7	29-01-2025	170
112.	Learning in govt schools back to pre-Covid levels	Hindustan Times	1	29-01-2025	171
113.	Govt. schoolchildren lead recovery in basic skills; private ones lag	The Hindu	10	29-01-2025	172
114.	ASER 2024: Enrollment up, what's ahead for early childhood education?	The Indian Express	17	29-01-2025	173
115.	Scheme supporting ST students' school education gets cabinet nod	The Times of India	E-News Article	29-01-2025	174
116.	India, Korea sign pact for exchange of notes for NCERT's Technical Cooperation project	msn.com	E-News Article	29-01-2025	175
117.	ASER report 2024: How rural India fared in school education	Hindustan Times	E-News Article	29-01-2025	177
118.	School Education Informs On Smile App To Be Implemented From 1st February 2025	DIPR	E-News Article	29-01-2025	183
119.	A student's success strategy	Times of India	E-News Article	29-01-2025	184
120.	Maha will no longer pay for eggs in midday meal	Hindustan Times	02	30-01-2025	185
121.	Govt schools witness improved infra, growth in digital literacy, says report	The Tribune	08	30-01-2025	186
122.	Annual edu report: In Standard VII reading, state students placed third	The Tribune	5,8	30-01-2025	187
123.	Mixed school bag: Attendance up, but digi-learning uneven	The Times of India	18	30-01-2025	188
124.	Telangana to introduce AI-driven reforms in school education	United News of India	E-News Article	30-01-2025	189
125.	NCERT seizes counterfeit textbooks in Agartala raids	Tripura Times	E-News Article	30-01-2025	190
126.	AP govt retains first-year Intermediate exams, plans NCERT syllabus implementation	Telangana Today	E-News Article	30-01-2025	191
127.	NCERT team seizes fake school text books from Agartala	Hornbill TV	E-News Article	30-01-2025	194
128.	TG moves towards AI-driven school education reforms	Deccan Chronicle	E-News Article	30-01-2025	196

129.	SWAYAM पोर्टल पर अब छात्रों को ज़्यादा ऑनलाइन कोर्सेज के विकल्प	नवभारत टाइम्स	12	31-01-2025	198
130.	Edu Minister: ASER outcome validates our tough decisions	The Tribune	5	31-01-2025	199
131.	Citing financial crisis, Kerala halves minority scholarships	The Times of India	18	31-01-2025	200
132.	NCERT-police team raids Agartala bookshops, seizes counterfeit textbooks	The Indian Express	E-News Article	31-01-2025	201
133.	Challenge of school education is to maintain retention rates: Economic Survey	The Hindu	E-News Article	31-01-2025	205
134.	India's School Education System Serves 24.8 Crore Students Across 14.72 Lakh Schools With 98 Lakh Teachers: Economic Survey 2024-25	PIB	E-News Article	31-01-2025	209
135.	Pirated textbooks seized in Agartala by NCERT team	Hubnews	E-News Article	31-01-2025	214

# School numbers dip 1 cr in 2023-24; Govt says count now more accurate

ABHINAYA HARIGOVIND  
NEW DELHI, DECEMBER 31

FOR THE FIRST time in many years, enrolment of students in schools, as per a UDISE+ report, has declined by over a crore in 2022-23 and 2023-24 compared to an average of about 26 crore every year over the previous four years, with the drop being attributed by officials to improved data collection methods that eliminated duplicate entries.

UDISE is India's most com-

## TOTAL SCHOOL ENROLMENT

2023-24	24.80 cr
2022-23	25.18 cr
2021-22	26.52 cr
2020-21	26.44 cr
2019-20	26.45 cr
2018-19	26.03 cr

Average total enrolment for 2018-19 to 2021-22 is 26.36 cr

Source: UDISE+ report

prehensive database on school education, and serves as a crucial tool for monitoring and evaluating the quality of education from pre-primary to higher secondary levels. This report is prepared by the Education Ministry based on data fed directly by the states on parameters such as enrolment, number of teachers, and number of schools.

The latest report shows that school enrolment stayed above 26 crore from 2018-19 to 2021-22, with slight increases of a few lakh

CONTINUED ON PAGE 2

# School numbers dip 1 cr in 2023-24; Govt says count now more accurate

students each year. While there was a small dip during the Covid year of 2020-21, the numbers remained above 26 crore throughout this period.

For the first time, enrolment figures fell to 25.17 crore in 2022-23 and further declined to 24.8 crore in 2023-24. This represents a drop of about 1.55 crore students (nearly 6 per cent) from the 2018-19 to 2021-22 period, when enrolment averaged 26.36 crore.

Ministry officials acknowledged the drop in enrolment but said it stemmed from revised data collection methods implemented in 2022-23. Under the new system, schools must now provide student-specific information rather than just school-level numbers.

This requires detailed records for each student, including their name, parent's name, address, and Aadhaar number, instead of simply reporting total class numbers. "This may have weeded out certain numbers, like children who may have been enrolled in both a government school and a private one," a senior official said.

The latest UDISE+ report in fact states that the new data collation method would lead to "identification of beneficiaries for benefit transfers of Samagra Shiksha scheme, PM POSHAN Scheme, National Scholarship scheme etc" and that this "can bring significant savings to government in future years."

But this also means that the government data was inflated by as much for many years. According to government officials, the Ministry of Education has asked states with a significant drop in enrolment figures to explain the drop.

Among the states, the largest fall in enrolment in 2023-24 compared to 2018-19 was in Bihar, where it dipped by 35.65 lakh, followed by Uttar Pradesh (28.26 lakh), and Maharashtra (18.55 lakh). Most states and UTs have recorded a fall in enrolment in 2023-24 compared to 2018-19, except for Andhra Pradesh, Delhi, Jammu and Kashmir, and Telangana.

A senior official in the UP government said that "de-duplication" had helped remove names that may have been re-

peated. "Kids would get enrolled in government schools for scholarships or other benefits, and may also have been enrolled in private schools, resulting in multiple entries that have now been removed. The data is now Aadhaar-linked," the official said.

However, officials in Maharashtra said the use of Aadhaar may have also led to some genuine students being left out of the enrolment figures and that the final tally may improve once these teething issues are sorted out. "This happens because of technical issues such as mismatched data. For example, a student's name on Aadhaar and in school-record does not match. Thus, verification remains incomplete until that is corrected on the Aadhaar card. Initially, this was possible with a request on the school's letter-head, now this change has to come from parents who should have their own Aadhaar card. This entire process is time-consuming, thus delaying their inclusion in the total enrolment," said an official.

Compared to the 2018-19 to 2021-22 average, the 2023-24 enrolment data shows a drop in both government (12.74 crore in 2023-24 compared to the four-year average of 13.5 crore) and private school (around 9 crore in 2023-24 compared to the four-year average of 9.34 crore) enrolment, but a larger drop of around 5.59% in government schools against a 3.67% drop in private ones.

Similarly, enrolment among both boys and girls dropped, but marginally higher for boys. A total of 12.87 crore boys were enrolled in 2023-24, a drop of around 6.04% compared to an average of 13.7 crore from 2018-19 to 2021-22. Around 11.93 crore girls were enrolled in 2023-24, compared to the four-year average of 12.66 crore.

The drop in 2023-24 compared to the four-year average has been seen in the primary (Classes 1 to 5), upper primary (Classes 6 to 8), and secondary (Classes 9 and 10) levels. In contrast, the pre-primary and higher secondary (Classes 11 and 12) levels have seen an increase in enrolment in 2023-24, compared to the 2018-19 to 2021-22 average.

केंद्रीय शिक्षा मंत्रालय की स्कूली शिक्षा पर 2023-24 की रिपोर्ट

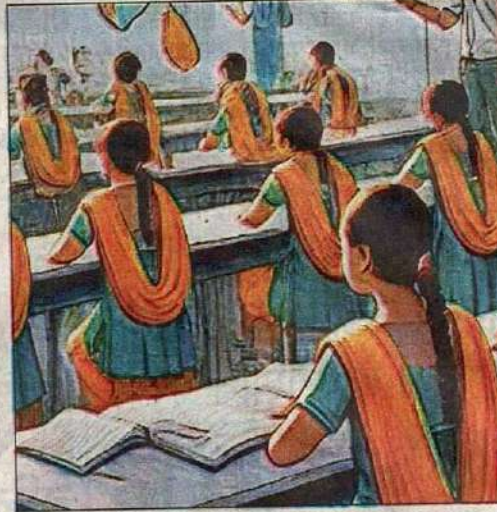
# सेकेडरी स्कूलों में नामांकन में बिहार सबसे पीछे तो चंडीगढ़ सबसे अक्वल

Bhupender.Sharma@timesofindia.com

नई दिल्ली: नई शिक्षा नीति में 2030 तक प्री स्कूल से लेकर सेकेडरी (9वीं से 12वीं) तक 100 प्रतिशत सकल नामांकन अनुपात (GER) का लक्ष्य रखा गया है। वही केंद्रीय शिक्षा मंत्रालय की एक रिपोर्ट बताती है कि कई राज्य इस मिशन में बहुत पीछे चल रहे हैं। सेकेडरी लेवल पर देखे तो बिहार में केवल 38 पसेंट ही नामांकन है। इसके बाद नगालैंड में 50, झारखंड में 51, जम्मू-कश्मीर में 54, मध्य प्रदेश-असम में 56 प्रतिशत, अरुणाचल प्रदेश में 57, यूपी में 58 और गुजरात में 59 प्रतिशत जीईआर सामने आया है। चंडीगढ़ में 109 प्रतिशत, गोवा में 100, पुडुचेरी में 96, केरल में 93 और दिल्ली और हिमाचल प्रदेश में 91 प्रतिशत रेश्यो है। सेकेडरी लेवल पर ड्रॉपआउट रेट (छात्रों के पढ़ाई छोड़ने के मामले) बिहार, असम, कर्नाटक, मेघालय, अरुणाचल प्रदेश, जम्मू-कश्मीर, मध्य प्रदेश, छत्तीसगढ़, पश्चिम बंगाल में सबसे ज्यादा है। देश में 2023-24 में स्कूली शिक्षा में 24.8 करोड़ नामांकन हुए हैं और 19.70 करोड़ बच्चों ने अपना आधार कार्ड नंबर स्कूलों में दे दिया है। भारत में 91 प्रतिशत से अधिक स्कूलों में बिजली और टॉयलेट जैसी बुनियादी सुविधाएं हैं, वही कंप्यूटर, इंटरनेट जैसी सुविधाओं की अभी भी कमी है। सिर्फ 57.2 प्रतिशत स्कूलों में कंप्यूटर और 53.9 प्रतिशत स्कूलों में इंटरनेट की सुविधा है। Unified District Information System For Education plus यानी UDISE+ (2023-24) की रिपोर्ट में नामांकन, स्कूल इन्फ्रास्ट्रक्चर, ड्रॉप आउट समेत हर पहलू के बारे में आंकड़े जारी किए गए हैं।

## नामांकन कम हुआ

रिपोर्ट कहती है कि 2023-24 में भारत भर के स्कूलों में नामांकन पिछले वर्ष की तुलना में 37 लाख कम हुआ है। 2022-23 में छात्रों की संख्या 25.17 करोड़ थी जो 2023-24 में घटकर 24.80 करोड़ रह गई है। छात्रों की संख्या में 16 लाख और छात्रों की संख्या में 21 लाख की गिरावट आई है। इस रिपोर्ट के मुताबिक देश में 14.72 लाख स्कूल हैं, जिनमें



AI Image

## माइनॉरिटी यानी अल्पसंख्यक - 20%

रिपोर्ट में बताया गया है कि कुल नामांकन में से माइनॉरिटी यानी अल्पसंख्यकों की संख्या 20 प्रतिशत है, जिसमें से 79.6 प्रतिशत मुस्लिम, 10 प्रतिशत क्रिश्चियन, 6.9 प्रतिशत सिख, 2.2 प्रतिशत बौद्ध, 1.3 प्रतिशत जैन और 0.1 प्रतिशत पारसी है। राष्ट्रीय स्तर पर देखे तो जनरल कैडिडेट्स की संख्या 26.9, एससी कैटिगरी में 18 प्रतिशत, 9.9 प्रतिशत एसटी, 45.2 प्रतिशत ओबीसी श्रेणी से है। राष्ट्रीय स्तर पर फाउंडेशनल से सेकेडरी स्तर तक कुल नामांकन में से 15.8 प्रतिशत मुस्लिम छात्र हैं।

98 लाख टीचर्स पढ़ाते हैं। प्री-फाउंडेशनल लेवल पर 49 प्रतिशत, मिडिल स्तर पर 25 प्रतिशत और सेकेडरी लेवल पर 26 प्रतिशत स्टूडेंट्स का नामांकन है। राष्ट्रीय स्तर पर गर्ल्स स्टूडेंट्स की संख्या 48.1 प्रतिशत है।

## ड्रॉपआउट अभी भी है चिंता का विषय

केंद्रीय शिक्षा मंत्रालय का जोर स्कूल छोड़ने वालों की संख्या को कम करना और उन्हें वापस स्कूलों में लाना है। हालांकि, इस रिपोर्ट में बताया गया है कि प्रिपरेटरी स्तर पर 3.7 प्रतिशत और मिडिल स्कूल तक आते-आते 5.2 प्रतिशत बच्चे स्कूल छोड़ देते हैं। सेकेडरी स्तर पर यह प्रतिशत बढ़कर 10.9 हो जाता है।

अलग-अलग कारणों से छात्र 9वीं से 12वीं के बीच सबसे ज्यादा स्कूल से ड्रॉप आउट होते हैं। सेकेडरी लेवल पर बिहार में 20.86 प्रतिशत बच्चे ड्रॉप आउट हो रहे हैं। असम में 19.46, कर्नाटक में 18.73, मेघालय में 17.53, गुजरात में 16.74, जम्मू-कश्मीर में 16.08 प्रतिशत, मध्य प्रदेश में 15.17, छत्तीसगढ़ में 14.52, मणिपुर में 12.43, पश्चिम बंगाल में 12.01, हरियाणा में 11.42, दिल्ली में 10.37, यूपी में 5.94, पंजाब में 5.21, हिमाचल प्रदेश में 4.60 प्रतिशत ड्रॉप रेट है।

## केन्द्र की योजनाओं का फायदे के लिए 80 प्रतिशत बच्चों का आधार स्कूलों को मिला

केन्द्र और राज्य सरकारों की विभिन्न योजनाओं का फायदा छात्रों तक पहुंचाने के लिए आधार नंबर भी मांगा गया था और 24.80 करोड़ छात्रों में से 80 प्रतिशत का आधार नंबर स्कूलों को मिल गया है। आंध्र प्रदेश में 98.1 प्रतिशत, महाराष्ट्र में 97.74 प्रतिशत, पुडुचेरी में 97.6 प्रतिशत, हरियाणा में 95.05 प्रतिशत, दिल्ली में 89.92 प्रतिशत, उत्तराखंड और पंजाब में करीब 86 प्रतिशत बच्चों का आधार कार्ड नंबर स्कूलों में है जबकि मेघालय के केवल 24.18, बिहार के 38.81 और मणिपुर के 51 प्रतिशत बच्चों का ही आधार नंबर स्कूलों को मिला है।

## अभी भी कंप्यूटर और इंटरनेट सुविधा की कमी

रिपोर्ट में बताया गया है कि अभी 57 प्रतिशत स्कूलों में कंप्यूटर और 54 प्रतिशत स्कूलों में इंटरनेट की फैसिलिटी है। हालांकि 98.3 प्रतिशत स्कूलों में पीने का पानी पहुंच गया है। 97.2 प्रतिशत स्कूलों में टॉयलेट की फैसिलिटी है। 91.8 प्रतिशत स्कूलों में बिजली, 89 प्रतिशत में लाइब्रेरी और 82 प्रतिशत स्कूलों में प्लेग्राउंड है।

## चौथी, पांचवीं, सातवीं व आठवीं के छात्र पढ़ेंगे नई पुस्तकें

जागरण ब्यूरो, नई दिल्ली : इस साल नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत तैयार की जा रही चार और कक्षाओं की नई पाठ्यपुस्तकें आएंगी। इनमें चौथी, पांचवीं, सातवीं व आठवीं कक्षाओं की पाठ्यपुस्तकें शामिल हैं। इसी शैक्षणिक सत्र से यानी 2025-26 से ही दसवीं और बारहवीं की बोर्ड परीक्षाएं भी साल में दो बार आयोजित होंगी। इनमें पहली परीक्षा फरवरी-मार्च में तो दूसरी परीक्षा मई-जून के महीने में आयोजित हो सकती हैं।

नई राष्ट्रीय शिक्षा नीति के आने के बाद से स्कूली शिक्षा को इन बदलावों के अमल का इंतजार था। अब तक बालवाटिका स्तर की तीन कक्षाओं सहित पहली, दूसरी, तीसरी व छठी कक्षाओं की नई पाठ्यपुस्तकें आ चुकी हैं। इस साल चार और कक्षाओं की पाठ्यपुस्तकें आने के बाद स्कूलों में आठवीं तक



- एनईपी की सिफारिशों के तहत तैयार की जा रही हैं स्कूलों के लिए नई पाठ्यपुस्तकें
- बालवाटिका सहित पहली, दूसरी, तीसरी व छठी कक्षाओं की पुस्तकें पहले ही आ चुकीं

### स्कूलों में बच्चों के नामांकन में 37 लाख की गिरावट

नई दिल्ली, प्रेटर: देशभर में स्कूली शिक्षा के नामांकन में 37 लाख से अधिक की गिरावट आई है। यह गिरावट एससी, एसटी, ओबीसी व लड़कियों के वर्ग में अधिक है। वर्ष 2022-23 की तुलना में वर्ष 2023-24 में स्कूली शिक्षा की विभिन्न श्रेणियों में यह गिरावट

दर्ज की गई है। माध्यमिक के तहत कक्षा नौवीं से 12वीं में यह गिरावट 17 लाख से अधिक है। हालांकि, प्री-प्राइमरी के नामांकन में बढ़ोतरी दर्ज की गई है। शिक्षा मंत्रालय की एकीकृत जिला शिक्षा सूचना प्रणाली (यू-डीआइएसई प्लस) की रिपोर्ट में यह जानकारी सामने आई है।

की पढ़ाई नई पाठ्यपुस्तकों से ही शुरू हो जाएगी। अगले साल बाकी बची कक्षाओं यानी नौवीं, दसवीं, ग्यारहवीं और बारहवीं कक्षाओं की

पाठ्यपुस्तकें भी आ जाएंगी। शिक्षा मंत्रालय इन पाठ्यपुस्तकों को तैयार करने से जुड़ा कार्यक्रम पहले ही घोषित कर चुका है।

## Digital divide: Working comps in just 57% of India's schools, internet in 54%

Manash.Gohain  
@timesofindia.com

**New Delhi:** India's school infrastructure presents a mixed picture of progress and persistent challenges, as highlighted in the Unified District Information System for Education Plus (UDISE+) 2023-24 report. While over 90% of schools have basic amenities like electricity and gender-specific toilets, advanced facilities such as functional desktops, internet access and ramps with handrails remain limited.

Only 57.2% of schools have functional computers, 53.9% have internet, and 52.3% are equipped with ramps, underscoring significant gaps in accessibility and tech readiness.

The enrolment landscape has seen changes, with total number of students down by 37 lakh to 24.8 crore in 2023-24. Boys account for 51.9% of enrolments and girls 48.1%. The shift from aggregated school-level data to individual student

### HIGH ATTRITION

#### Gross Enrolment Ratio

(%age Of Total Kids In School)

Foundational (Nursery to II)	41.5
Preparatory (III-V)	96.5
Middle (VI-VIII)	89.5
Secondary (IX-XII)	66.5

#### %age Of Total Enrolments

Girls	48.1
Minorities	20
OBC	45.2
SC	18
ST	9.9

records, facilitated by Aadhaar-linked unique educational IDs, is a step forward. "Student-wise data gives a more accurate picture of the education system," said a ministry official, adding that the new methodology may partly account for the observed variations.

► Continued on P 20

# MP to host National Children's Science Congress; CM Yadav to inaugurate 4-day event on January 3

## Chief Minister to launch Automation of Varahamihira Observatory

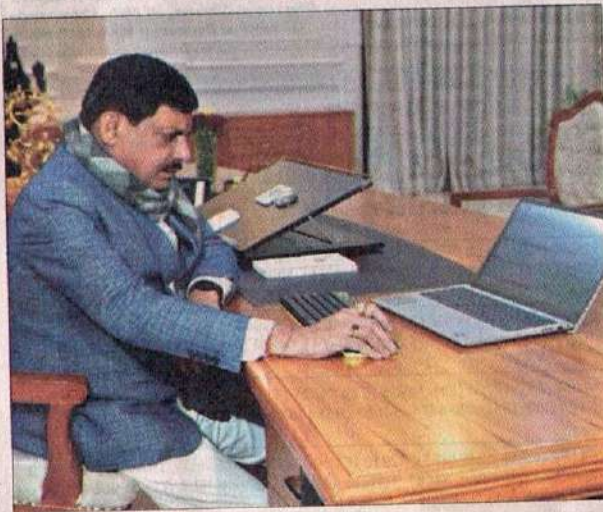
**SATYAPRAKASH SHARMA**

**BHOPAL:** Madhya Pradesh is set to host the 31st National Children's Science Congress, themed "Understanding Ecosystems for Health and Well-being." Chief Minister Dr Mohan Yadav will inaugurate the four-day event on January 3.

The national-level premier event, which aims to foster scientific thinking among young minds and inspire them towards innovation and technological advancement, will be organised at Ravindra Bhawan, Bhopal, which will run until January 6.

Alongside the Congress, CM Yadav will also inaugurate the automation of the Varahamihira Astronomical Observatory. This groundbreaking upgrade allows citizens to access the observatory's telescope remotely, enhancing Madhya Pradesh's reputation in the fields of science and astronomy.

CM Yadav said, "The event



CM Yadav launches e-office system on Wednesday in his office, stating that it is vital for public welfare, efficient governance and ensuring transparency

MPOST

is a platform to enhance children's interest in science and motivate the new generation in the field of innovation. Madhya Pradesh is proud to host the national-level Science Congress.

The event will witness the

participation of more than 700 young scientists from across the country, accompanied by their teachers and mentors.

Adding to its international appeal, students from Gulf countries, including Bahrain, the United Arab Emir-

### Key Points

- » The national-level premier event, which aims to foster scientific thinking among young minds, will be organised at Ravindra Bhawan, Bhopal, which will run until January 6
- » The event will witness the participation of more than 700 young scientists from across the country, accompanied by their teachers and mentors

ates, Kuwait, Oman, and Saudi Arabia, will also be part of the programme.

The theme for this year's Congress is divided into five sub-themes: understanding ecosystems, promoting nutrition and health, ecological approaches for self-reliance, technological innovations, and socio-cultural practices.

The initiative, launched in 1993, is organized by the National Council for Science and Technology Communication under the Department of Science and Technology, Government of India. It provides children aged 10 to 17 years a platform to explore and showcase their scientific potential.

The Congress will host over 20 technical sessions, workshops, exhibitions, and engaging science-based activities, including: the Chandrayaan exhibition, water rocketry, environmental and mathematical ladder games, hydroponics workshop, cheetah and biology exhibitions, safety from lightning demonstrations, scientific awareness through folk songs.

Eminent scientists, including Dr Chetan Solanki (IIT Mumbai), Dr Nand Kumar (AIIMS Delhi), and Dr Chaitanya Puri (IISER Pune), will engage in face-to-face interactions with students, providing insights into their work and inspiring the next generation of innovators.

## School enrolment down by over a crore in 2023-24: report

**The Hindu Bureau**  
NEW DELHI

The total enrolment of students has dropped by over a crore in 2023-24 from that of the previous years, show the latest data released by the Education Ministry.

A total of 24.8 crore students enrolled in the academic year 2023-24, the Unified District Information System for Education Plus (UDISE+) report released by the Ministry said. Over the past four years, the enrolment number has hovered around 26 crore.

Education officials have said in the report that the data show some real changes from the previous years as this exercise of maintaining a separate student base is unique and different and incomparable from that of 2021-22 or the previous years. The UDISE+ facilitates online uploading of data at the school level with inbuilt validation checks and the subsequent data verification at the block, district and State levels ensures data reliability and timely completion.

In 2018-19, the total enrolment of students in school was 26.02 crore, which increased in 2019-20 by 1.6% and crossed 26.45 crore, an increase of more than 42 lakh students. The enrolments slightly fell in 2020-21 as compared with 2019-20. In 2021-22, as compared with 2020-21, the total enrolment increased by 0.76%. Even according to data from back in 2012-13, the total enrolment was 26.3 crore.

In 2022-23, there was a drop in enrolment with 25.18 crore students being registered and there was a further fall in 2023-24 to 24.8 crore in the total enrolment, a drop of 6% (nearly 1.22 crore students) as compared with 2018-19.

In 2022-23, the Ministry started a revitalised UDISE+ ecosystem which captures data on more than 60 fields for each student and to maintain the uniqueness of the child, the Aadhaar details were also collected on a voluntary basis.

In the latest report, more than 19.7 crore students provided Aadhaar numbers by 2023-24 voluntarily, the report said.

Officials have stated that UDISE+ 2022-23 data is not strictly comparable with the previous reports on various educational indicators such as Gross Enrol-



Over the past four years, the enrolment number has hovered around 26 crore.

ment Ratio, Net Enrolment Ratio, dropout rates and so on. Since 2022-23, more efforts have been put in accurately establishing student and teacher credentials to weed out duplicate or ghost entries for specific identification of beneficiaries for various educational schemes.

Apart from Aadhaar, a separate unique educational ID (EID) for every student has been created in the UDISE+ portal to cover each and every child under the ecosystem of UDISE+, officials said.

"Through the creation of unique student and teacher identities, credentials of individuals students and teachers in the education ecosystem can be established more accurately leading to weeding out of duplicate or ghost entries resulting in precise identification of beneficiaries for benefit transfers of Samagra Shiksha scheme, PM POSHAN Scheme, National Scholarship scheme etc. (and) can bring significant savings to government in future years," the report said. While in 2018-19, 13.53 crore boys were enrolled, this saw a drop to 12.87 crore enrolments in 2023-24 a decrease of 4.87%, while enrolment of girls decreased from 12.49 crore in 2018-19 to 11.93 crore in 2023-24, a decrease of 4.48%.

States like Bihar, Uttar Pradesh and Maharashtra saw among the highest drop in enrolments. In 2018-19, Bihar reflected an enrolment of over 2.49 crore students which dropped to over 2.13 crore (a dip of over 35.65 lakh students) in the respective years UDISE+ report data. Similarly, Uttar Pradesh had shown enrolment of 4.44 crore students in 2018-19 which dropped by 28.26 lakh to 4.16 crore in latest data. Maharashtra recorded a decrease of 18.55 lakh students from over 2.32 crore to 2.13 crore in the latest report.

# Dropout rates rise from 5.2% in middle school to 10.9% at secondary stage: Study

► Continued from P 1

This approach marks a departure from the earlier school-level aggregated data, enhancing the monitoring of progression and retention. The introduction of unique educational IDs alongside Aadhaar aims to streamline beneficiary identification for govt schemes, reducing duplication and promoting equitable resource distribution.

Gross Enrolment Ratio (GER) reveals disparities across educational levels. While the preparatory level boasts a GER of 96.5%, the foundational level is at a mere 41.5%. Middle and secondary levels are at 89.5% and 66.5%, respectively. Dropout rates also rise sharply at higher education levels, from 5.2% in middle school to 10.9% at the secondary stage. Retention rates reflect a similar trend, plummeting from 85.4% at the preparatory level to just 45.6% at the secondary stage.

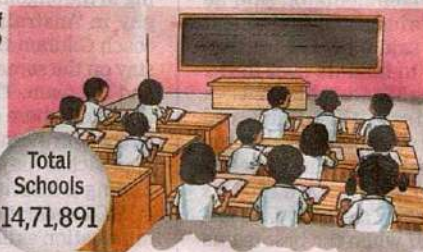
Disparities among states further complicate the picture. West Bengal has 79% foundational and preparatory schools but only 11.6% secondary schools, creating a risk of higher dropout rates. Conversely, Chandigarh's 75.6% secondary schools indicate a focus on higher education but highlight a shortage of foundational institutions at 6.1%. Infrastructure gaps and teacher deployment issues exacerbate these challenges. "Despite efforts under NEP 2020, infrastructure gaps hinder our progress toward universal education. Optimising resources is key to meeting the ambitious targets for 2030," the ministry official added.

Teacher deployment and pupil-teacher ratio (PTR) remain critical issues. Several states, including Jharkhand, Bihar, and West Bengal, ex-

## REPORT ON UNIFIED DISTRICT INFORMATION SYSTEM FOR EDUCATION PLUS 2023-24

### Enrolment (Foundational to secondary) % (of total)

Number of boy students	12,87,44,591	52
Number of girl students	11,93,01,237	48
Number of OBC students	11,20,28,198	45
Number of minority students	4,98,54,850	20
Number of SC students	4,47,40,969	18
Number of Muslim students	3,92,62,062	16
Number of ST students	2,46,06,084	10
Number of CWSN students	21,14,110	0.9



### Top & bottom 3 (Aadhaar Number) %

Andhra Pradesh	85,74,678	98
Maharashtra	2,08,92,428	97
Haryana	53,22,753	95
Manipur	3,35,497	51
Bihar	82,85,743	38
Meghalaya	2,54,583	24

National average: 19,70,01,059 79%

### States with pupil-teacher ratio (PTR) of above 30:1

Jharkhand	35
Bihar	32
West Bengal	31

### States with best PTR

Sikkim	8
Mizoram, Arunachal Pradesh & Nagaland	13
Himachal Pradesh	14

### Dropout rate & top 3 states (%)

	Foundational	Preparatory	Middle	Secondary
National	0	3.70	5.20	10.9
Bihar	-	13.69	25.95	20.86
Meghalaya	-	9.69	12.41	-
Rajasthan	-	7.08	-	-
Jharkhand	-	-	9.0	-
Assam	-	-	-	19.46
Karnataka	-	-	-	18.73

NEP recommended for reaching a PTR ratio of 30:1 at all levels of school education system to have a reasonable level of interactive learning and achieving desired level of learning outcomes

### Gross Enrolment Ratio (GER) by gender and level of school education (%)

	Foundational	Preparatory	Middle	Secondary
All India	41.5	96.5	89.5	66.5
Female	41.6	97.7	90.3	67.7
Male	41.5	95.3	88.8	65.3

NOTE: Individual student-wise data reflects realistic and more accurate picture of education system which is attempted for the first time at the national level, a departure from school-wise consolidated data till 2021-22 and hence the UDISE+ 2022-23 data is not strictly comparable with the previous reports on various educational indicators like GER, NER, dropout rates etc

ceed NEP-recommended PTR of 30:1 at the secondary level. In contrast, Delhi and Chandigarh have optimal PTRs aligned with NEP norms. However, states such as Assam, Odisha, and Karnataka face underutilised infrastructure due to low student-to-school ratios.

NEP 2020 prioritises inclusion and equity, and UDISE+ data offers a snapshot of representation. Girls constitute 48.1% of total enrolments, and minorities account for 20%, with Muslim students representing 79.6% of this group. Social category data shows that 45.2% of students belong to the OBC cate-

gory, followed by 18% SC and 9.9% ST students. Aadhaar seeding stands at 79.4% nationally, but states like Meghalaya (24.1%), Bihar (38.8%), and Manipur (51.8%) lag, which could impact targeted interventions.

"Universal access to education and reducing dropout rates by 2030 is a primary goal of NEP 2020 and Sustainable Development Goals (SDGs)," the report states. Aadhaar-linked educational IDs enhance dropout tracking and re-enrolment efforts while streamlining governance for schemes like Samagra Shiksha and PMPOSHAN.

Despite strides in founda-

tional enrolment, transition rates between educational stages remain uneven. While 98.1% of students progress from foundational to preparatory levels, only 83.3% transition from middle to secondary education. These statistics underscore systemic challenges in retaining students and ensuring smooth educational progression. The UDISE+ report serves as a call to action for optimising infrastructure, improving teacher deployment, and addressing disparities in enrolment and retention. These measures are essential for realising NEP's vision of equitable and inclusive education by 2030.

# School dropout rates go from bad to worse in Bihar and Assam

Dropout rates in Karnataka, Rajasthan, Gujarat and Haryana are also concerning

## DATA POINT

Vignesh Radhakrishnan  
Samreen Wani

There has been a marked improvement in the share of students continuing education into higher grades in 2024 compared to 2019, across India, without dropping out of school. Overall, of every 100 girls who started schooling, over 80 completed their secondary education without dropping out in 2024 compared to just 73.5 in 2019. Among boys, the corresponding numbers were 77.2 and 72.4 in 2024 and 2019 respectively, showing an increase, though to a lesser degree.

However, despite this improvement at an all-India level, certain major States such as Karnataka and Rajasthan have recorded significant spikes in students dropping out of upper primary and secondary schools. In Bihar and Assam – States where the dropout rates were already concerning in 2019 – the rates have slipped further in 2024.

For instance, in Karnataka, of the 100 girls who started schooling only 76.5 completed secondary education without dropping out in 2024 compared to 79.3 in 2019. Similarly, for boys, the ratio declined to 70.7 from 73.6. In Bihar, the ratio slipped from bad to worse in the same period. Of the 100 girls who started schooling only 40.3 completed secondary education without dropping out in 2024 compared to 51.6 of them in 2019. Similarly, for boys, the ratio declined to 38.8 from 51.2.

Table 1 shows the number of students out of every 100 who completed upper primary and secondary education in 2024 and 2019. The data is provided for all major States across both genders. In direct contrast to States such as Bihar and Assam, where the situation went from bad to worse, in States such as Kerala and Tamil Na-

du, the figures improved from good to excellent.

For instance, in Kerala, of the 100 boys who started schooling, 99.6 completed upper primary in 2019, which improved further to 100 in 2024. The number remained at 100 among girls for both years. Similarly, of the 100 boys who started schooling, 88.3 completed secondary education in 2019, which improved to 95.7 in 2024. The corresponding numbers among girls were 93.2 and 97.5.

Similarly, in Tamil Nadu, of the 100 boys who started schooling, 99 completed upper primary in 2019, which improved to 100 in 2024. Among girls, the number improved from 97.5 to 100. In secondary schooling, among boys, the number improved from 81.3 to 89.2, and among girls, it improved from 89.4 to 95.6.

While the absolute increase or decrease in the share of school students who pass on to higher grades without getting dropped out is one facet of the story, analysing the degree of increase or decrease brings out further nuances. To arrive at the degree of increase or decrease, the States were ranked as shown in Table 2.

For instance, in 2019, of the 100 girls who started schooling in Maharashtra, 83.5 completed secondary education, a figure similar to that of Uttarakhnad that year. In 2024, Maharashtra's figures improved to 90.5, however, Uttarakhnad's numbers increased even further to 92.8. While both States improved, the degree of rise was steeper for Uttarakhnad.

Because of this, in Table 2, Uttarakhnad's rankings improved from 11th to 4th (for secondary girls) while Maharashtra's rankings improved only from 12th to 7th.

States such as Gujarat have remained stagnant at the bottom of the ranking table in both years. Haryana has recorded massive drops in its rankings. The State was part of the top 10 list in all school levels across genders in 2019 and moved out of the list in 2024.

## Falling attendance

The figures in the tables are The Hindu's calculations based on data sourced from UDISE\*

Table 1: Table shows the number of students out of every 100 who completed upper primary and secondary education in 2024 ('24) and 2019 ('19). Upper primary: Class VI to VIII, Secondary: Class IX and X

\* In Kerala, of the 100 boys who started schooling, 99.6 completed upper primary in 2019, which improved further to 100 in 2024

State	Upper primary				Secondary			
	'19	'24	'19	'24	'19	'24	'19	'24
Kerala	99.6	100	100	100	88.3	95.7	93.2	97.5
HP	99.6	99.3	99.2	99.6	90.7	93.5	92.5	95.6
Tamil Nadu	99	100	97.9	100	81.3	89.2	89.4	95.6
Punjab	95.7	96.9	95.8	97.6	82.7	90	86.2	92.8
Uttarakhand	92.2	97.1	93.1	95.1	79.9	88.5	83.6	92.8
Goa	97.7	98	97.4	99.1	85.4	87.8	91.2	92.3
Maharashtra	97.2	89.3	96.3	95.5	83.4	88.3	83.5	90.5
Telangana	85.1	93.9	90.2	100	79.9	86.6	83.6	90.5
Delhi	98.7	99.4	99.2	99.4	82.6	87.8	85.5	90.3
Andhra	98.7	98.4	99.1	99.2	81.2	84.2	83.9	88.6
Odisha	92.2	97.9	91.1	98.3	80.4	83.7	83.9	87
UP	87.3	95.2	81.7	93.5	71.8	85.4	66.1	86.2
Tripura	91.4	94.7	93.9	96.1	62	84	64.2	86
West Bengal	92.4	100	97.1	100	73	78.5	77.5	85.8
Haryana	98.3	93	97.7	95.6	82.6	77.3	84	84.2
J&K	87.8	94.9	86.1	95.4	69.9	80.8	68.4	82.8
Chhattisgarh	88.9	91.8	90.2	94.2	64.7	71.6	74.6	81.6
Nagaland	82	88.8	86	90.6	56.3	76.6	63.5	79.5
Manipur	89	91.6	92.1	92.6	76.1	76	78.9	77.6
Mizoram	88.2	89.6	90.6	91.8	77	74.4	80.5	77.4
MP	91.3	91.8	90.2	92.8	65.7	72.2	66.2	77.3
Sikkim	92.2	90.8	94.8	94.3	65.9	69.8	73.5	77.1
Rajasthan	91.2	84.8	90.8	86.6	78.6	72.6	78	76.9
Gujarat	91.5	76.5	89	95	65.7	73	67.8	76.7
Karnataka	100	95.2	99.5	96.1	73.6	70.7	79.3	76.5
Jharkhand	83.1	89.5	85.7	90.8	61	65.3	63.3	69.9
Arunachal	79.2	87.1	79.9	88.4	42.3	46.7	44.9	50.2
Assam	93.4	82.6	86.7	88.7	52.9	57.4	44.6	53.7
Meghalaya	70.7	77.8	76.5	82.1	49.8	54.6	58.2	61
Bihar	78.6	65	81.1	65.4	51.2	38.8	51.6	40.3
INDIA	91.1	92.7	90.6	93	72.4	77.2	73.5	80.4

\* In Bihar, of the 100 girls who started schooling, only 40.3 completed secondary education in 2024 compared to 51.6 of them in 2019

Table 2: The table ranks the States according to column based on the figures given in table 1. For instance, Karnataka was ranked number 1 in the first column as all the 100 boys who started schooling completed upper primary education in 2019

State	Upper primary				Secondary			
	'19	'24	'19	'24	'19	'24	'19	'24
Karnataka	1	1	1	1	1	1	1	1
West Bengal	2	1	1	1	2	1	1	1
HP	3	6	3	5	1	2	2	2
Tamil Nadu	4	1	7	1	8	4	4	2
Punjab	10	12	12	12	5	1	5	4
Uttarakhand	14	11	16	10	11	5	11	4
Goa	8	9	8	10	3	8	3	6
Maharashtra	9	6	11	6	4	6	12	7
Telangana	11	4	13	1	11	9	10	7
Delhi	5	5	3	7	6	7	6	9
Andhra	5	8	5	8	5	11	8	10
Odisha	12	15	15	9	10	13	6	10
UP	25	24	27	26	26	23	23	10
Tripura	18	17	15	18	25	25	10	10
West Bengal	1	1	9	1	1	1	1	1
Haryana	7	15	6	23	6	7	7	10
J&K	24	18	24	16	20	18	28	10
Chhattisgarh	22	13	21	13	23	24	18	10
Nagaland	27	25	25	25	27	17	26	10
Manipur	23	21	23	23	15	18	10	10
Mizoram	25	23	20	23	14	15	10	10
MP	13	19	21	21	22	23	22	21
Sikkim	16	22	18	18	20	26	18	21
Rajasthan	10	27	19	28	13	12	10	23
Gujarat	17	15	23	17	21	22	21	24
Karnataka	1	1	2	1	1	1	1	1
Jharkhand	26	24	26	24	26	28	27	26
Arunachal	28	26	29	27	30	27	30	27
Assam	12	28	10	26	24	28	24	28
Meghalaya	30	29	30	29	29	29	28	29
Bihar	29	30	29	30	28	30	29	30

\* In the first column, Meghalaya is ranked last as 30th as of the 100 boys who started schooling, only 78.6 completed upper primary in 2019, the least among all States

# FOCUS ON AI EDUCATION FOR BOTH AI USERS AND AI CREATORS

B Ravindran & Krishnan Narayanan

Artificial intelligence (AI) has become intricately woven into the fabric of our daily lives. From personalised recommendations on streaming platforms to smart home devices that respond to our voice commands, AI has become an omnipresent force. However, as we stand on the cusp of an AI-driven era, a critical question emerges: Are we preparing everyone to navigate this new landscape, or just the select few who create it?

## Democratising AI education

Traditionally, AI education has been geared toward training specialists—engineers, data scientists, and researchers who develop complex algorithms and models. While their role is crucial, focusing on this group creates a chasm between AI creators and users. The reality is that AI has applications that transcend technical fields and touch every profession and aspect of civic life.

## GUEST ARTICLE

Consider a dedicated teacher aiming to provide personalised learning experiences for her students. With generative AI tools, she can tailor lesson plans to accommodate different learning styles and needs, enhancing educational outcomes. Similarly, a shopkeeper preparing for the festive season could leverage AI to craft engaging marketing messages, drawing in customers with personalised promotions. Even a concerned citizen can utilise AI to analyse civic data, participate in community planning, or advocate for social causes more effectively.

In particular, GenAI has revolutionised the game by facilitating natural



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



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

## DUAL APPROACH

As AI continues to evolve, the imperative for India to democratise AI education becomes clearer. By equipping people from all walks of life with the knowledge and skills to interact with AI meaningfully, we foster a society that can harness AI's full potential, and we move towards a more inclusive and dynamic society. Similarly, there is a huge opportunity to train the next generation of IT professionals in India on how to design and build AI systems. By broadening AI education to include both users and creators, and emphasising both practical skills and foundational knowledge, we ensure that everyone has a seat at the table in shaping our shared future.

human-AI interaction. Tools like ChatGPT, Gemini or Claude enable users to have conversations with AI in their native language and generate human-like text, opening doors to creative content generation, data analysis, and problem-solving without requiring deep technical expertise. This shift means that AI is no longer confined to the realm of code and complex algorithms; it's accessible through simple, conversational prompts.

So, what should AI education for non-specialists entail?

- 1. Foundational understanding:** Introducing basic AI concepts—what AI is, how it works, and its potential applications and limitations.
- 2. Practical skills:** Hands-on training with AI tools relevant to various fields, enabling people to integrate

in mathematics or computer science. With the rise of user-friendly platforms offering drag-and-drop functionalities, it's easy to believe that anyone can develop AI solutions without understanding the underlying mechanics. However, this is akin to the difference between an electrician and an electrical engineer. While an electrician can install and troubleshoot electrical systems, an electrical engineer designs and comprehensively understands the principles governing these systems.

For those aspiring to create AI, education must delve deeper:

- 1. Mathematical rigour:** Mastery of calculus, linear algebra, statistics, and probability to comprehend and develop complex algorithms.
- 2. Programming proficiency:** Advanced skills in programming languages and software development to build and optimise AI models.
- 3. Theoretical understanding:** In-depth study of machine learning theories, neural networks, and data structures.
- 4. Ethical design:** Integrating principles of responsible AI to ensure technologies are fair, transparent, and accountable.

Understanding these fundamentals is crucial. For instance, a layperson might be intrigued that ChatGPT offers different responses to the same question, attributing it to randomness or "intelligence." In contrast, someone with a deep understanding of AI knows that ChatGPT works only by predicting the next word in a sentence based on patterns it has learned from vast amounts of text, and that we can adjust how precise or creative the AI is when generating answers.

To enable such AI education, at IIT Madras, we have created an entirely new department, the Wadhvani School of Data Science and AI.

- 3. Ethical awareness:** Educating users about data privacy, data bias, and the responsible use of AI technologies.
- 4. Problem-solving approaches:** Learning to view AI as a thought-partner and how it can address specific challenges within their professions or communities.

For example, the AI Camp initiative by the United Arab Emirates' ministry of artificial intelligence offers immersive AI literacy workshops and training to educate citizens.

## AI creators: Deepening the foundations

On the flip side, there's a burgeoning misconception that creating AI tools doesn't require a strong foundation

## New education policy this year, says Dhanda

**TRIBUNE NEWS SERVICE**

**CHANDIGARH, JANUARY 2**

Haryana Education Minister Mahipal Dhanda has said the Education Department is working at a fast pace to implement the National Education Policy (NEP) this year. Dhanda said to invite suggestions from universities, colleges and schools of the state as well as educationists and other stakeholders, a portal would be launched at Kurukshetra University on Vivekananda Jayanti (January 12).

He said he had chaired a meeting in Panchkula a few days ago, in which it was decided that a meeting should be held with divisional-level colleges regarding the implementation and objectives of the policy, and in this series, a meeting was organised at Government Girls College, Gurugram, today. Principals of 74 government colleges of

Gurugram division and 33 colleges of Faridabad division participated.

He said instructions had been issued to install suggestion boxes in universities and colleges to connect students with the new policy. On the basis of the suggestions, a framework would be prepared to improve the policy.

The minister said every student was connected with digital technology, so a portal had been created for online suggestions so that students could offer suggestions sitting at home. A plan was being prepared on the basis of suggestions from people associated with the education sector so that students did not have to face any difficulty in the upcoming academic session, he said, adding that a national-level round table conference would be organised on the policy in February.

## RTO official's Mongolia trip to click Pallas's cat find its way into textbook

**M.P. Praveen**  
KOCHI

During his 15-day trip to Mongolia in the harsh winter of March 2017, Shefiq Basheer Ahammed, now serving as Malappuram Regional Transport Officer, had little inkling that his little adventure would become part of a school textbook years later.

Mr. Ahammed had no clue that his trip to photograph the hard-to-spot Pallas's cat, one of the smallest wildcats of the world, was included as a chapter in the *Gul Mohar Language For Life English CBSE Course Book for Class 7*.



Pallas's cat

Mr. Ahammed came to know about it only after one of his friends happened to accidentally overhear his daughter reading out the chapter aloud.

"I was pleasantly surprised to hear that my passion has been found worthy of being included in a textbook," says Mr. Ahammed.

Incidentally, the story about the trip to Mongolia written by G. Shaheed, a senior journalist, along with Mr. Ahammed's photographs was carried by the *Frontline* magazine in the issue dated June 4, 2021. The chapter is named after the title of that story, *The Small Ghost of the Mountain*.

The Pallas's cat is named thus since it is nocturnal and with its white complexion blends seam-

lessly with its snowy habitat. "Pallas's cat was the primary focus of that trip, along with Bactrian or double-humped camel and Przewalski's horse, named after the Russian geographer Nikolay Przewalski," says Mr. Ahammed.

He first spent four days trekking and camping in the Hustai National Park and the next 11 days in the Altai Mountain areas to get a sighting of the cat, braving inclement weather when temperature dropped to as low as -20 degrees. Mr. Ahammed's passion for wildlife photography has taken him to 26 countries so far.

Sanjana Ganesh

sanjana.g@thehindu.co.in

**A**t The Hindu Lit for Life, it has been over a decade of orchestrating scintillating conversations between authors and readers who devour books. In its latest edition, set to take place on January 18 and 19 in Chennai, we go behind the scene with Rachna Singh Davidar, the festival director, to understand what it takes to build a literature festival.

**Question:** Tell us about your tryst with *The Hindu Lit for Life*. What was your first experience like?

**Answer:** I came to the festival in 2012 and became its programme director in 2013. This is my first year as festival director. I'd spent many years running event-based bookstores, and organising a literature festival seemed a natural extension of that. My first experience at the festival was exhilarating. To see a programme that you've worked on for months, playing out onstage is truly satisfying. The first festival in some ways was the most magical, but in other ways seeing the festival develop over the years is just as satisfying.

**Q:** How has the festival evolved, what do you see happening differently in the 2025 edition?

**A:** The festival has grown and evolved organically. In the recent past we have branched out from being solely about books and literature to other cultural areas and that has been very rewarding. We're primarily about books and writers, but now one can expect to

# Building a festival by the book

**Rachna Singh Davidar, the festival director for The Hindu Lit for Life 2025, elaborates on the evolution of the festival and what the audience can expect this time around**

see and hear from artists, musicians, dancers, actors, and comedians. Showcasing culture in this expansive manner is a way to keep the festival fresh and interesting and give attendees a truly immersive experience.

We have also tried to limit large panel discussions as these tend to become a bit superficial or unfocussed. The one-on-one conversations with eminent writers or cultural personalities tend to be much more deep and stimulating for the audience – especially if the interlocutors are skilful. Workshops on all manner of subjects have been received very well so we are ramping up those as well.

**Q:** What has been the response to the Dialogue initiative in cities like Hyderabad and Bengaluru? Is the festival now intent on representing a South Indian identity?



**A:** I am thrilled that we've expanded to Hyderabad and Bengaluru and perhaps we will be able to do a larger festival in both cities next year. We had a terrific turnout and deeply engaged audiences. In both cities it was particularly encouraging to see that there were many student attendees; we have something solid to build on.

12 We didn't set out to privilege

South Indian literature or culture over all other cultures as we have always seen ourselves as an International festival based in Chennai. Given the enormous riches of Tamil literature (and of South Indian literature in general) the festival has always had a distinctively South Indian flavour. It is one of the things that differentiates our festival from numerous other festivals in the country and around the world.

**Q:** What must the audience look forward to in this edition?

**A:** Shashi Tharoor returns with his new book, *A Wonderland of Words*, Nobel Prize winner Venki Ramakrishnan will talk about the quest for immortality, we have the eloquent novelist Abraham Verghese who's book, *The Covenant of Water* is a bestseller and, social media influencer, Prajakta Koli's debut, a love story set in the world of books. The grand historian Peter Frankopan will give an illustrated talk on how climate change has shaped global history, Manu Pillai will talk about the rise of the Hindu Right, International Booker Prize winning authors Jenny Erpenbeck and Michael Hoffman will be in conversation on *Kairos*, a novel set in East Germany, just before the fall of the wall.

We will talk of history and conflict, love and war, will argue about politics in India and the politics of Israel and Palestine. There will be talk of food and sex, discussion on movies, art and poetry. The festival's founder Nirmala Lakshman will talk about the Tamils as a community. At the heart of the festival there will be stories that belong to us all.

# تعلیمی منظر نامہ پر سیاہ بادل

سولناما ریڈیو سہارا، 3 جنوری 2025،  
پृष्ठ संख्या - 4

”شائیکہ پاریدیش پر کالے بادل چار ڈھکے“

تعلیمی منظر نامہ، جو ایک زمانے میں ترقی اور کامیابی کی نوید تھا، آج ایک سنگین تشویش کا شکار نظر آ رہا ہے۔ اسکولوں میں بچوں کی تعداد میں اچانک کمی نے اس منظر کو بدلے ہوئے دکھایا ہے۔ حالیہ برسوں میں بچوں کے تعلیمی اندراجات میں جو کمی واقع ہوئی ہے، وہ نہ صرف ایک عددی تبدیلی ہے بلکہ ایک سنگین سماجی، اقتصادی اور ثقافتی مسئلہ بن چکی ہے۔ UDISE+ کی رپورٹ نے اس حقیقت کو مزید واضح کیا ہے کہ 2023-24 کے دوران تقریباً 37 لاکھ بچوں کا تعلیمی اندراج کم ہوا ہے، جو کہ ایک تشویشناک صورت حال ہے۔ اس کمی کے پیچھے کئی عوامل ہیں، جن میں اعداد و شمار کے جمع کرنے کے نئے طریقے اور بچوں کے ذہنی کیفیت اندراجات کا خاتمہ شامل ہے۔ لیکن یہ سب اس مسئلے کی حقیقی کوکھ نہیں کرتے بلکہ ہندوستان کی تعلیمی ترقی کو درپیش چیلنج آشکار کر رہے ہیں۔

یہ کمی محض اعداد و شمار تک محدود نہیں، بلکہ ہمارے بچوں کی زندگیوں کے مستقبل پر ایک گہرا اثر ڈالنے والی ہے۔ جب بچے اسکول سے باہر رہ جاتے ہیں تو ان کیلئے تعلیم کا دروازہ بند ہو جاتا ہے اور ان کی شخصیت کی تعمیر، صلاحیتوں کی نشوونما اور مستقبل کے امکانات متاثر ہو جاتے ہیں۔ اس سنگین مسئلے کا اثر خاص طور پر اقلیتوں خصوصاً مسلمانوں اور درج فہرست ذاتوں کے بچوں پر زیادہ پڑ رہا ہے، جنہیں تعلیم کے میدان میں پہلے ہی کئی مشکلات درپیش ہیں۔

UDISE (یونیٹڈ ایڈوائزمنٹ سسٹم فار ایجوکیشن) ایک اہم ڈیٹا بیس فارم ہے جسے وزارت تعلیم نے ملک بھر میں اسکول کی تعلیم کے اعداد و شمار اکٹھا کرنے کیلئے قائم کیا ہے۔ اس کے ذریعے وزارت تعلیم اسکولوں کے اندراجات، تعلیمی کامیابیاں اور دیگر اہم معلومات جمع کرتی ہے۔ حالیہ UDISE+ رپورٹ میں پہلی بار انفرادی طلباء کے اعداد و شمار برزوردیا گیا ہے، جس کا مقصد بچوں کے حقیقی اندراجات کی درست تصویر پیش کرنا ہے۔ لیکن اس نئے طریقہ کار کے باوجود یہ حقیقت چھپی نہیں کہ اس کمی کے نتیجے میں بچوں کی تعلیم پر اثرات مرتب ہو رہے ہیں۔ خاص طور پر مسلم بچوں کا ذہنی خاص تشویش کا باعث ہے۔ 2023-24 کے دوران مسلم طلباء کی تعداد میں ایک لاکھ سے زیادہ کمی دیکھی گئی ہے، جو ایک تشویشناک امر ہے۔ اقلیتی برادریوں کے بچوں کیلئے تعلیم تک رسائی اور اسکولوں میں اندراج کے مسائل پہلے ہی رہے ہیں اور اب یہ کمی اس حقیقت کو اور سنگین بناتی ہے کہ کس طرح اقلیتوں کے بچے تعلیم سے محروم ہو رہے ہیں۔ مسلمانوں کیلئے تعلیم کا حصول ایک سنگین چیلنج بن چکا ہے اور ان کی تعلیمی حالت میں یہ کمی ملک کی مجموعی ترقی کیلئے ایک بڑا سوال ہے۔

اس کے علاوہ، درج فہرست ذاتوں اور قبائل کے بچوں کے اندراج میں بھی کمی کی آئی ہے جو کہ تعلیمی مساوات کی طرف ایک اور بڑا قدم پیچھے کی جانب ہے۔ 2023-24 میں شیڈولڈ کاسٹ اور شیڈولڈ ٹریب کے بچوں کی تعداد میں 12 لاکھ اور 2 لاکھ کمی کی آئی ہے۔ ان کمیوں کا اثر نہ صرف ان بچوں کی تعلیمی پوزیشن پر پڑے گا بلکہ ان کی سماجی و اقتصادی ترقی بھی متاثر ہوگی۔ جب تک یہ کمی پوری طرح سے حل نہیں کی جاتی تب تک ملک کی تعلیمی اور سماجی ترقی میں شلل رہ سکتا ہے۔

یہ کمی صرف اعداد و شمار کا معاملہ نہیں ہے، بلکہ یہ ایک انسانی مسئلہ ہے۔ جب بچے اسکول سے باہر رہ جاتے ہیں تو ان کیلئے تعلیم کا دروازہ بند ہو جاتا ہے اور ان کی زندگی کے امکانات محدود ہو جاتے ہیں۔ خاص طور پر مسلم بچوں کی تعلیم میں کمی اس بات کی عکاسی کرتی ہے کہ اقلیتوں کیلئے حکومت کی تعلیمی پالیسیوں میں سنگین کمی ہے۔ مسلمانوں کیلئے تعلیمی اداروں تک رسائی اور ان کیلئے اسکولوں میں مخصوص امداد کی ضرورت کو بہتر بنایا جانا ضروری ہے تاکہ ان بچوں کیلئے تعلیم کا دروازہ کھلا رہے۔

اس کمی کا اثر صرف تعلیمی نتائج پر نہیں بلکہ ملک کی معیشت پر بھی پڑے گا۔ ایک تعلیمی طور پر مضبوط نسل ہی ملک کی اقتصادی ترقی کیلئے اہم کردار ادا کرتی ہے۔ اگر ہم اپنے بچوں کو تعلیم سے محروم رکھتے ہیں تو ہم ان کے مستقبل کے ساتھ ساتھ ملک کے مستقبل کو بھی متاثر کر رہے ہیں۔ حکومت اور اسکول انتظامیہ کو اس مسئلے کو سنجیدگی سے لینا ہوگا اور ایسے اقدامات کرنے ہوں گے جو تمام بچوں کو خاص طور پر اقلیتی گروپوں کے بچوں کو، تعلیم کی سہولت فراہم کریں۔ اسکول اندراجات میں کمی ایک سنگین مسئلہ ہے جسے فوری طور پر حل کرنے کی ضرورت ہے۔ خاص طور پر مسلم بچوں اور دیگر اہل پسماندہ طبقات کے بچوں کیلئے حکومت کو مزید اقدامات کرنے کی ضرورت ہے تاکہ ان بچوں کو تعلیمی نظام سے باہر ہونے سے بچایا جاسکے۔ حکومت کی طرف سے UDISE+ کے ذریعے جمع کردہ ڈیٹا کو مزید بہتر بنایا جانا چاہیے تاکہ ہمیں حقیقت میں یہ پتا چل سکے کہ کتنے بچے تعلیم سے محروم ہیں اور ان کی تعلیم کیلئے کیا اقدامات کیے جاسکتے ہیں۔ یہ ملک کیلئے ایک سنگین چیلنج ہے جس کا اثر نہ صرف موجودہ نسل پر

# बड़ी विसंगति से मुक्त हुई स्कूली शिक्षा

यह स्वागतयोग्य है कि शिक्षा का अधिकार कानून, 2009 की एक बड़ी विसंगति को केंद्र सरकार ने दूर कर दिया। अब नए सत्र से पांचवीं और आठवीं कक्षा की परीक्षा पास करने वाले छात्र ही अगली कक्षाओं में जा सकेंगे। वर्ष 2010 से पूरे देश में आठवीं तक की कक्षाओं को पास-फेल के नियम से मुक्त कर दिया गया था। ऐसा इस सीमित तर्क की आड़ में किया गया था कि फेल होने से बच्चे स्कूल छोड़ देते हैं, उनका मनोबल गिर जाता है और तनाव में आ जाते हैं। इसलिए बिना परीक्षा के ही उन्हें अगली कक्षा में प्रमोट किया जा रहा था। यह ठीक है कि शिक्षा का अर्थ केवल परीक्षा नहीं है और परीक्षा के तनाव से छात्रों को मुक्त भी रखा जाना चाहिए, लेकिन इस नियम ने स्कूली शिक्षा को तो नुकसान पहुंचाया ही, कालेज शिक्षा को भी बर्बाद कर दिया। इसका सबसे बुरा असर देश भर के सरकारी स्कूलों पर हुआ। ज्यादातर सरकारी स्कूलों में उन गरीब परिवारों के बच्चे पढ़ते हैं, जिनकी आर्थिक-सामाजिक स्थिति अच्छी नहीं होती। उनके पास अपने बच्चों की शिक्षा की तरफ ध्यान देने के लिए न वक्त होता है, न सामर्थ्य। कोई बच्चा घर से तो स्कूल चला गया, लेकिन वह वास्तव में स्कूल में गया या नहीं या उसने क्या पढ़ाई की, इसकी जानकारी तभी मिलेगी, जब वह परीक्षा देने के बाद पास या फेल होगा। आठवीं तक फेल न करने की नीति के चलते बच्चे अगली कक्षा में तो पहुंच जा रहे थे, लेकिन उनमें से कइयों को आता-जाता कुछ भी नहीं था। इससे अगली कक्षा के शिक्षकों के सामने भी कई समस्याएं खड़ी होने लगी थीं। नतीजतन स्कूली शिक्षा में और भी गिरावट आती गई।

पिछले एक दशक से प्रथम और इस जैसी दूसरी संस्थाओं के सर्वे बार-बार यह रेखांकित कर रहे थे कि आठवीं के बच्चे को चौथी क्लास का गणित नहीं आता या पांचवीं का बच्चा दूसरी क्लास की हिंदी की किताब भी नहीं पढ़ सकता। ऐसी रपटें आने के बाद दो-चार दिन तो शिक्षा व्यवस्था पर कुछ प्रश्न उठते, लेकिन उसमें सुधार के बारे में कभी गंभीरता से नहीं सोचा जाता। ऐसे में निजी स्कूल सरकारी स्कूलों के मुकाबले और



प्रेमपाल शर्मा

आठवीं तक फेल न करने की नीति के चलते बच्चे अगली कक्षा में पहुंच तो रहे थे, पर कुछ सीख नहीं पा रहे थे



ठीक नहीं थी फेल न करने की नीति • फाइल

आगे बढ़ते चले जा रहे थे। जिन सलाहकारों ने बच्चों को स्कूल न छोड़ने देने के लिए फेल न करने का आसान रास्ता अपनाया, उन्होंने ऐसा कोई सुझाव नहीं दिया, जिससे इस समस्या को दूर किया जा सकता। जब यही बच्चे नौवीं-दसवीं में कई-कई बार अवसर देने के बावजूद भी फेल होते गए तो मजबूर होकर राज्य सरकारों ने केंद्र से गुहार लगाई कि फेल न करने की नीति तुरंत समाप्त की जाए, क्योंकि इससे सरकारी स्कूलों में शिक्षा का स्तर और बिगड़ जाएगा। 2016 में केंद्रीय शिक्षा सलाहकार बोर्ड ने राज्यों की बात पर ध्यान देते हुए इस नीति को बदलने की सलाह केंद्र सरकार को दी। 2019 में केंद्र सरकार ने राज्यों की सहमति से यह संशोधन तो कर दिया कि परीक्षा के बाद ही बच्चों को अगली कक्षाओं में प्रमोट किया जाएगा, लेकिन इसे लागू करने के बारे में राज्यों के ऊपर छोड़ दिया।

चूंकि शिक्षा का अधिकार समवर्ती सूची का कानून है इसलिए बिना दो तिहाई राज्य सरकारों

की सहमति के यह संभव नहीं था। दिल्ली, असम, बिहार, गुजरात, हिमाचल समेत 16 राज्यों ने इसे बदल दिया, लेकिन कर्नाटक, छत्तीसगढ़, उत्तर प्रदेश जैसे राज्य और केंद्रशासित प्रदेश पांचवीं और आठवीं कक्षा में फेल न करने की नीति पर ही चल रहे थे। अब केंद्र सरकार के निर्णय के बाद देश के सभी स्कूलों में पांचवीं और आठवीं कक्षा में फेल करने की नीति इसी सत्र से लागू कर दी गई है। इस सुधार में सबसे अच्छी बात यह है कि यदि कोई बच्चा फेल हो जाता है तो दो महीने बाद उसे एक मौका और दिया जाएगा। इस बीच स्कूल ऐसे कमजोर छात्रों पर विशेष ध्यान देंगे। स्कूलों को यह भी निर्देश दिए गए हैं कि वे बच्चों के संपूर्ण व्यक्तिगत विकास पर ध्यान देंगे और उनका नाम नहीं काटेंगे। यानी किसी भी हालत में बच्चों को उसी स्कूल में पढ़ने का अधिकार बना रहेगा।

ग्रामीण क्षेत्रों में स्कूली शिक्षा पूरी न करने और बीच में छोड़ देने की प्रवृत्ति जरूर है, लेकिन इसके लिए केवल पास-फेल की स्थितियां ही जिम्मेदार नहीं हैं। बच्चों में लिखने-पढ़ने का कुछ ज्ञान तो होना ही चाहिए। आंकड़ों में उन्हें आठवीं पास कर देने से उन्हें भविष्य में कोई फायदा नहीं मिलेगा, क्योंकि उन्हें आगे इंजीनियरिंग, मेडिकल में दाखिला लेने या नौकरी के लिए परीक्षाएं तो देनी ही होंगी। यह तर्क गले नहीं उतरता कि पांचवीं एवं आठवीं में फेल होने से स्कूल छोड़ने वाले बच्चों की संख्या बढ़ जाएगी।

वर्ष 1992 में आई यशपाल कमेटी की रिपोर्ट के अनुसार बच्चों के स्कूल छोड़ने के पीछे "बस्ते का बोझ" और विदेशी भाषा लादा जाना सबसे प्रमुख कारण है। फेल न करने की नीति के चलते शिक्षक गरीब बच्चों के प्रति और भी लापरवाह होते जा रहे थे। ऐसा लग रहा था जैसे उनके पास-फेल होने के लिए वे जिम्मेदार ही नहीं हैं। इस सुधार के बाद स्कूल, शिक्षक, अभिभावक और बच्चे सभी में पढ़ने-सीखने के प्रति जिम्मेदारी बढ़ेगी। उम्मीद की जानी चाहिए कि इससे सरकारी स्कूलों में शिक्षा की गुणवत्ता भी बढ़ेगी।

(भारत सरकार में संयुक्त सचिव रहे लेखक शिक्षाविद हैं)  
response@jagran.com

# Delhi schools fare much better in digitalisation than national average, show Ministry of Education data

**Ashna Butani**  
NEW DELHI

As Delhi schools kept adjusting their modes of teaching between online, offline or hybrid due to the pollution-related curbs, Ministry of Education annual data show that the percentage of city schools with digital facilities was significantly higher than the national average.

According to Unified District Information System for Education Plus (UDISE+) data, 99.1% of Delhi schools have functional desktops compared to 32.4% across the country. Assam had the least number of schools with functional desktops (12.8%), followed by Bihar (13.3%) and Jharkhand (17%).

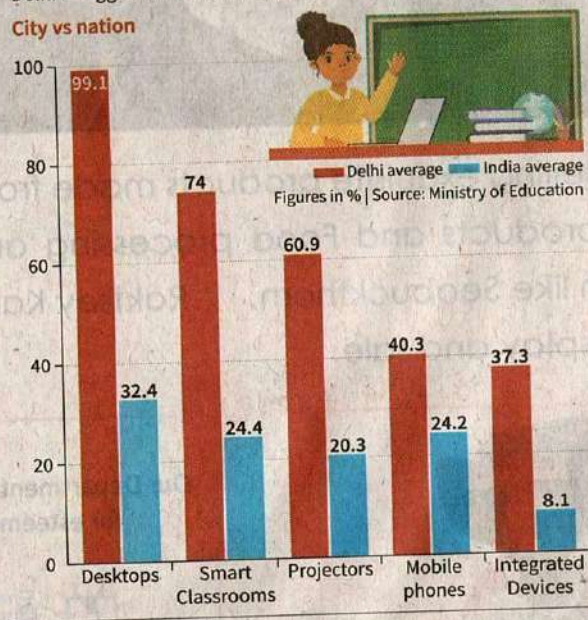
Similarly, 60.9% of schools in Delhi had functional projectors while the national average stood at 20.3%.

For integrated teaching-learning devices, 37.3% of Delhi schools have the facility against 8.1% across

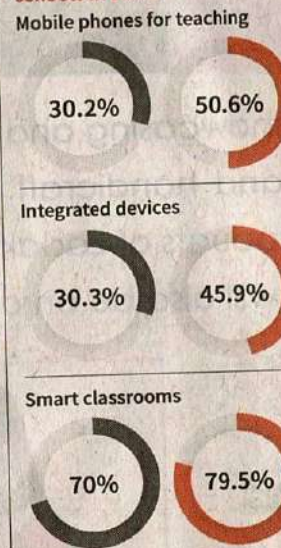
## Digital divide

Delhi struggles to narrow the gap between private and govt. schools in digital infrastructure

### City vs nation



### Government vs private schools in Delhi



the country. In this regard, Chandigarh tops the list with 42.2% while Meghalaya is at the bottom with 2.4%.

Seventy-four percent of Delhi schools have smart classrooms against the national average of 24.4%.

The UDISE+ report is based on voluntary uploading of data by schools across the country.

### Digital divide

According to the report, private schools are leading government schools in dig-

italisation. For instance, 50.6% of private unaided schools and 43.1% of government-aided schools have mobile phones for teaching purposes in comparison to 30.2% of government schools.

Similarly, 45.9% of priv-

ate unaided schools are equipped with integrated teaching-learning devices against 30.3% of government schools.

Moreover, 70% of government schools have smart classrooms, while in private schools, the percentage stood at 79.5%.

### 'Pandemic fuelled rise'

Sudha Acharya, principal of I.T.L. Public School in Dwarka, said the pandemic fuelled the increase in digitalisation. "Teachers began innovating teaching as we were no longer confined to textbooks," she said.

A government school principal, who did not wish to be named, said that although government schools have started receiving the facilities for online classes, some students still do not have devices to join classes online. "When online classes were announced in November, around 30-35% of his students failed to attend," said Virendra Singh Yadav, a government school teacher in Delhi.

## 133 schools upload students' data under APAAR project in F'bad

**BIJENDRA AHLAWAT**  
TRIBUNE NEWS SERVICE

**FARIDABAD, JANUARY 4**

Registration and uploading of data of students in government schools is under way in the district under the One Nation, One Student ID Scheme. Around one-third of schools have been covered so far. Known as APAAR (Automated Permanent Academic Account Registry) Scheme, the project has been launched by the

### 245 govt schools yet to do so | Initiative part of One Nation, One Student ID Scheme

Union government.

The district has 378 government schools, with an enrolment strength of over 65,000, it is reported.

The Education Department has taken up the project in response to the directions issued by the Central and state authori-

ties, who have decided to create a database and identity of all students enrolled in government schools, according to official sources.

As many as 133 schools have completed the process of accumulating and uploading the details,

while 245 schools are yet to accomplish the task in the district.

The project will help curb the enrolment of students at more than one place, it is claimed. "The data of 991 of 1008 students enrolled at Government Primary School in Aitmadpur village of the district has been uploaded on the database management system," said Chatar Singh, headmaster. He said it would not only help

in checking the doubling of enrolment but also identifying beneficiaries of various welfare schemes, including mid-day meal.

The authorities will also be able to keep a track of students who drop out before matriculation or plus two. As the project aims to cover both government and primary schools in every district, the work of uploading data may take a year. The depart-

ment has proposed to appoint master trainers to ensure compilation and uploading of details in a proper manner, said an official. APAAR is a specialised identification system designed for all students in India.

The initiative aligns with the new National Education Policy. Ajit Singh, District Education Officer, said directions had been issued to all schools for uploading details.

## विश्वविद्यालयों को UGC से लाभ अब NEP के आधार पर

■ राकेश नाथ

नई दिल्ली। एसएनबी

देशभर के विश्वविद्यालयों ने राष्ट्रीय शिक्षा नीति (एनईपी) को अपने यहां कितना लागू किया है, अब इस आधार पर उन्हें लाभ मिलेगा। लिहाजा विश्वविद्यालय अनुदान आयोग (यूजीसी) से मिलने वाले लाभ अब आसान नहीं होंगे। इसके लिए विश्वविद्यालयों की दो स्तर पर जांच की जाएगी। इसमें विश्वविद्यालयों के पास नैक (नेशनल असिसमेंट एंड एक्कीडेशन काउंसिल), से एक्कीडेशन, छात्र शिक्षक अनुपात, विश्वविद्यालयों में 75 फीसद शिक्षकों की नियुक्ति किया जाना जैसे शर्तें शामिल हैं। यूजीसी ने इस संबंध में एक ड्राफ्ट रेगुलेशन तैयार किया है। इसको लेकर यूजीसी ने भागीदारों से सुझाव मांगे हैं।

रेगुलेशन के अनुसार पहले स्तर पर

विश्वविद्यालयों को योग्य साबित होने के लिए कई तरह के शर्तों को पूरा करना होगा।

जैसे विश्वविद्यालय के पास 2 एफ की मान्यता होनी चाहिए। एआई एसएचई (ऑल इंडिया सर्वे ऑन हायर एजुकेशन)

पोर्टल पर पंजीकरण, नैक से एक्कीडेशन, ऑम्बडपर्सन की नियुक्ति, फीस रिफंड पॉलिसी

का लागू होना, आईसीसी का गठन होना, उत्साह पोर्टल पर गठन, एकेडमिक बैंक ऑफ क्रेडिट्स पर रजिस्ट्रेशन समेत 11 शर्तें शामिल हैं। यदि

■ नैक एक्कीडेशन व 75 फीसद नियुक्तियां जरूरी



■ छात्र शिक्षक अनुपात देखा जाएगा

■ दो स्तर पर विश्वविद्यालयों की होगी जांच

■ यूजीसी ने तैयार किया ड्राफ्ट रेगुलेशन, मांगे सुझाव

पूरा कर लिया है।

बता दें कि विश्वविद्यालयों में नियमों के अनुसार छात्र शिक्षक अनुपात एक शिक्षक पर 20

विश्वविद्यालय ने इन सबका पालन किया हुआ है तो उसको दूसरे स्तर पर जांच की जाएगी। दूसरे स्तर पर विश्वविद्यालयों की जांच में स्कोर तय किये गये हैं, जो विश्वविद्यालयों को मिलेगा। इसमें पहली शर्त के अनुसार यह देखा जाएगा कि विश्वविद्यालय ने अपने यहां 75 फीसद नियमित शिक्षकों की नियुक्ति कर ली है या फिर छात्र शिक्षक अनुपात

छात्र और कॉलेज स्तर पर एक शिक्षक पर 30 छात्र का है। इसके लिए एक स्कोर मिलेगा। दूसरा क्या विश्वविद्यालय ने प्रोफेसर पर प्रैक्टिस की नियुक्ति कर ली है। क्या 75 फीसद शिक्षकों को मालवीय मिशन टीचर्स ट्रेनिंग प्रोग्राम के तहत प्रशिक्षित किया गया है। क्या विश्वविद्यालय को यूजीसी से 2 बी की मान्यता मिली है। क्या विश्वविद्यालय एनआईआरएफ रैंकिंग में शामिल हुआ है। क्या मौजूदा सत्र में विश्वविद्यालय ने तीन हजार या इससे अधिक छात्रों को दाखिला दिया है। दूसरे स्तर पर कुल 49 मापक बनाए गये हैं।

केन्द्रीय संस्कृत विश्वविद्यालय के कुलपति प्रो श्रीनिवास वरखेड़ी ने कहा कि राष्ट्रीय शिक्षा नीति का क्रियान्वयन करने की दिशा में एक स्वागत योग्य पहल है। यूजीसी ने मूलतः कहा है कि विश्वविद्यालय ने शिक्षा नीति का कितना अनुपालन किया है, वह आने समय में उनको मिलने वाले लाभ को तय करेगा।

## अब उच्च शिक्षण संस्थानों में एनईपी के अमल को परखेगा यूजीसी

अरविंद पांडेय • जागरण

नई दिल्ली : उच्च शिक्षण संस्थानों को नई राष्ट्रीय शिक्षा नीति (एनईपी) के अमल में ढुलमुल रवैया अपनाना अब महंगा पड़ेगा। इसका असर आने वाले दिनों में न सिर्फ उनकी रैंकिंग पर पड़ेगा बल्कि विश्वविद्यालय अनुदान आयोग (यूजीसी) की ओर से मिलने वाली वित्तीय मदद पर भी इसका असर दिख सकता है। उन्हें दी जाने वाली वित्तीय मदद में कटौती या फिर वित्तीय मदद की प्राथमिकता से बाहर रखा जा सकता है। फिलहाल यूजीसी ने देश के उच्च शिक्षण संस्थानों में नीति के अमल को परखने को लेकर एक मसौदा जारी किया है। इसके तहत सभी संस्थानों



- यूजीसी ने जारी किया मसौदा, नई राष्ट्रीय शिक्षा नीति से जुड़े 49 बिंदुओं पर परखा जाएगा अमल
- रैंकिंग जारी होगी, इसी के आधार पर संस्थानों को वित्तीय मदद देने में दी जाएगी प्राथमिकता
- रैंकिंग जारी होने से पहले संस्थानों के दावों की भी होगी जांच, दस्तावेज चेक किए जाएंगे

को नीति से जुड़े 49 बिंदुओं पर जवाब देना होगा।

यूजीसी ने यह कदम तब उठाया

नीति से जुड़े इन प्रमुख बिंदुओं पर होगी परख

यूजीसी ने उच्च शिक्षण संस्थानों में नीति के अमल को परखने का जो फार्मुला तैयार किया है, उनमें उच्च शिक्षण संस्थानों को बताना है कि उन्होंने इसे लागू किया है या नहीं? लागू करने वाले को एक अंक मिलेगा। फिलहाल अमल में जिन प्रमुख बिंदुओं को शामिल किया गया है, वह हैं- क्या संस्थान में शिक्षकों के 75 प्रतिशत स्थायी पद भरे हुए हैं या नहीं? शिक्षक-छात्र अनुपात का क्या वह पालन कर रहे हैं? प्रोफेसर आफ प्रैक्टिस के तहत पद भरे गए हैं या नहीं? क्या नई नीति के तहत किसी भी कोर्स में कभी भी दाखिला लेने और छोड़ने की व्यवस्था को लागू किया गया है? संस्थान ने क्या नीति के तहत क्रेडिट फ्रेमवर्क को लागू किया है? संस्थान ने क्या अपने यहां एनईपी सारथी की नियुक्ति की है? उद्योगों के साथ मिलकर उन्होंने क्या कोई इंटर्नशिप और अप्रेंटिसशिप प्रोग्राम शुरू किया है?

है, जब नीति को आए हुए करीब चार साल होने के बाद भी कई संस्थानों में इसके अमल को लेकर

अपेक्षा अनुरूप प्रगति देखने को नहीं मिल रही है। कोई एनईपी के तहत क्रेडिट फ्रेमवर्क वाले कोर्स को

शुरू कर रहा है तो कोई पुराने ढर्रे पर ही चल रहा है। इस मसौदे के आधार पर उच्च शिक्षण संस्थानों को राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद (नेक) की ग्रेड प्रदान करने में भी मदद मिलेगी। यूजीसी नीति के अमल से जुड़े इस मसौदे पर सभी उच्च शिक्षण संस्थानों से 30 दिनों के भीतर सुझाव देने को कहा गया है। इसके बाद इसे अंतिम रूप दिया जाएगा। 30 बिंदु सभी उच्च शिक्षण संस्थानों के लिए, 13 बिंदु विश्वविद्यालय और स्वायत्त कालेजों के लिए और छह बिंदु विश्वविद्यालयों के लिए हैं।

संस्थानों के नीति के अमल से जुड़े दावों की जांच भी होगी। रैंकिंग को अंतिम रूप से देने से पहले इनसे जुड़े दस्तावेज जांचे जाएंगे।

## सरकारी स्कूलों में 20 प्रतिशत विद्यार्थी अल्पसंख्यक वर्ग से

■ संजय टुटेजा

नई दिल्ली। एसएनबी

देश के सरकारी स्कूलों में अल्पसंख्यकों छात्रों-छात्राओं की हिस्सेदारी 20 प्रतिशत है। अल्पसंख्यक छात्र-छात्राओं में सर्वाधिक 79 प्रतिशत मुस्लिम वर्ग से है जबकि पारसी छात्रों का प्रतिनिधित्व सबसे कम है। पारसी छात्र छात्राओं की संख्या मात्र 0.1 प्रतिशत है। अल्पसंख्यक छात्रों का यह आंकड़ा सरकारी स्कूलों में सभी वर्गों की समान पहुंच और भागीदारी प्रदर्शित करता है।

विश्व स्तर पर सबसे बड़ी प्रणालियों में शामिल भारत की स्कूली शिक्षा प्रणाली में अलग अलग सामाजिक, आर्थिक और सांस्कृतिक पृष्ठभूमि से लगभग 24.8 करोड़ छात्र छात्राएं शिक्षा हासिल कर रहे हैं। देश की आबादी में अल्पसंख्यकों की संख्या के अनुरूप ही स्कूलों में अल्पसंख्यक समुदाय के छात्र छात्राओं की संख्या सामने आई है। यूनिफाइड डिस्ट्रिक्ट इंफॉर्मेशन सिस्टम फॉर एजुकेशन प्लस (यूडीआईएसई+) 2023-24 के आंकड़ों के अनुसार, भारतीय स्कूलों में कुल छात्र नामांकन में अल्पसंख्यकों की हिस्सेदारी लगभग 20 प्रतिशत है जिनमें मुस्लिम छात्र छात्राओं की हिस्सेदारी सर्वाधिक 79.6 प्रतिशत है। ईसाई समुदाय

दूसरे स्थान पर है जिनकी संख्या लगभग 10 प्रतिशत है। यूडीआईएसई+ के आंकड़े बताते हैं कि स्कूलों में अल्पसंख्यक वर्ग की हिस्सेदारी में सिख समुदाय तीसरे स्थान पर है जिनकी संख्या 6.9 प्रतिशत है जबकि बौद्ध समुदाय 2.2 प्रतिशत हिस्सेदारी के साथ चौथे स्थान पर है। इसके अलावा जैन समुदाय 1.3 हिस्सेदारी के साथ पांचवें स्थान पर है जबकि पारसी समुदाय की मात्र 0.1 प्रतिशत हिस्सेदारी है जो अंतिम स्थान पर है।

अल्पसंख्यक छात्रों में सर्वाधिक 79 प्रतिशत मुस्लिम

0.1% के साथ पारसी छात्रों का सबसे कम प्रतिनिधित्व

राष्ट्रीय शिक्षा नीति एनईपी 2020 में शिक्षा के क्षेत्र में सामाजिक श्रेणी के अंतर को पाटने पर जोर दिया गया है और शिक्षा को व्यक्तिगत सशक्तिकरण का साधन बताने के साथ साथ सामाजिक न्याय और समानता प्राप्त करने का भी साधन बताया गया है। हालांकि विभिन्न राज्यों और क्षेत्रों में अल्पसंख्यक छात्र छात्राओं के नामांकन में असमानता भी दिखाई देती है लेकिन शिक्षा विभाग के अधिकारियों का कहना है कि यह असमानता अल्पसंख्यक वर्ग की आबादी के कारण है, जिन क्षेत्रों में अल्पसंख्यक वर्ग के लोगों की आबादी अधिक है या फिर कम है उसी के अनुरूप ही अल्पसंख्यक वर्ग के छात्र छात्राओं का स्कूलों में नामांकन हुआ है जो इन आंकड़ों में दिखाई दे रहा है।

# At Delhi Govt School, Oly Dreams In Focus

## Atishi Inaugurates Shooting Range In Kalkaji

Meghna.Dhulia  
@timesofindia.com

**New Delhi:** In a game-changing move for aspiring shooters, chief minister Atishi inaugurated an Olympic-level shooting range at a Delhi govt school in Kalkaji on Sunday.

The 10-metre range at Kalkaji No. 3 school features 15 lanes, an electronic target system, and world-class air pistols and rifles, providing students with a top-tier facility.

During the inauguration, Atishi expressed her belief that the next Abhinav Bindra or Manu Bhaker would emerge from Delhi govt schools. "A child from a middle-class family can now dream of bringing home an Olympic medal, just like Bhaker, or hear the Indian national anthem play globally while winning gold, like Bindra," she said.

The chief minister pointed out the significant barriers that hinder widespread participation in sports. She emphasised on how facilities of this calibre are usually available only at private shooting ranges, making the sport unaffordable for most families.

"Sports often remain inaccessible because of the high expenses for equipment, training, coaching and facilities. In shooting, for example, air pistols and air rifles range



CM Atishi expressed her belief that the next Abhinav Bindra or Manu Bhaker would emerge from Delhi govt schools

**The 10-metre range at Kalkaji No. 3 school features 15 lanes, an electronic target system, and world-class air pistols and rifles**

from Rs 50,000 to Rs 2 lakh each, with professional models exceeding Rs 3 lakh. Ammunition can cost Rs 2,000 per tin, and other essential gear like shooting jackets, gloves, eyewear, scopes, and tripods can add up to lakhs of rupees," Atishi explained.

She also reflected on her conversations with local residents who studied in nearby

govt schools. "Just a few days ago, someone shared their experience of studying at No. 2 school, which was known as the 'tent school.' They recalled how the walls were broken, rainwater flooded the premises, and the roof leaked. On rainy days, classes had to be cancelled," Atishi recalled.

Drawing a powerful contrast, the CM concluded, "From those tent schools with leaking roofs to inaugurating an Olympic-level shooting range today, this is the story of the transformation of Delhi's education system. This brings me immense joy. In recent years, Delhi govt built 25 swimming pools, seven football grounds, and three hockey turfs."

# UGC draft norms remove NET as must for assistant prof post

Sanjay Maurya

letters@hindustantimes.com

**NEW DELHI:** Clearing National Eligibility Test (NET) will no longer be a mandatory qualification for appointment as an assistant professor, according to the University Grants Commission (UGC) draft guidelines released by Union education minister Dharmendra Pradhan Monday for faculty recruitment and promotions in higher education institutions.

The draft norms focus on removing "rigidity" from the existing eligibility criteria for faculty appointments and providing opportunities for universities to hire academic staff from diverse, multidisciplinary backgrounds in line with the National Education Policy (NEP) 2020.

"These draft reforms and guidelines will infuse innovation, inclusivity, flexibility, and dynamism in every aspect of higher education, empower teachers and academic staff, strengthen academic standards and pave the way for achieving educational excellence," Pradhan said, during the release of draft regulations at UGC headquarters in Delhi.

The new norms will replace the existing 2018 regulations on minimum qualifications for faculty appointments in universities and colleges. The 2018 regulations made it compulsory for the candidate seeking the role of assistant professor level — entry-



UGC chairperson M Jagadesh Kumar and Union education minister Dharmendra Pradhan at the release of the draft UGC regulations. ANI

level positions — to have cleared UGC-NET after postgraduation (PG). It will not be mandatory under the new UGC draft norms.

"The 2018 regulations belong to the pre-NEP 2020 era. In the new regulations, we have removed rigidity from existing regulators and are providing flexibility to the higher education institutions to select the best talents and provide them with a supportive ecosystem to grow in multiple ways," UGC chairperson M Jagadesh Kumar told HT.

"The NEP 2020 says that we must introduce multidisciplinary education, therefore our teachers also had to come from multidisciplinary backgrounds. Regardless of your undergraduate (UG) or postgraduate (PG) degrees and their respective disciplines, pursuing a PhD in a completely different field will still qualify you for faculty posi-

tions," Kumar added.

Academicians have called the draft regulations "progressive" steps towards strengthening higher education.

In a meeting held on December 23, 2024, UGC approved the "Draft UGC (Minimum Qualifications for Appointment of Teachers and Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education) Regulations, 2025". Pradhan released the draft norms which are available on the UGC website for feedback and suggestions. These norms specify the minimum qualifications, experience, and accomplishments for appointment and promotion of faculties and other academic staff, including vice-chancellors, in higher education institutions.

The new draft norms state that candidates with four-year undergraduate (UG) or postgraduate degrees in disciplines different from their PhD field will still be eligible for appointment as assistant professors in the subject of their PhD. Additionally, candidates who qualify for NET or state eligibility test (SET) in a subject different from their four-year UG degree will be eligible for assistant professor positions in the subject in which they cleared NET or SET.

"This is an important flexibility to remove rigid subject boundaries and allow faculty applicants to transition across disciplines, creating a more mul-

tidisciplinary ecosystem within university campuses as envisaged in NEP 2020," Kumar said.

Candidates must have a four-year UG degree with at least 75% marks or a PG degree with at least 55% marks and a PhD degree for the appointment of assistant professor, according to new draft regulations.

For promotion to associate professor and professor in universities and colleges, the PhD degree remain a mandatory qualification. Candidates must have made at least four out of the nine areas— innovative teaching contribution; research or teaching lab development; consultancy or sponsored research funding as a principal investigator or co-principal investigator; teaching contributions in Indian languages; teaching-learning and research in IKS; student internship or project supervision; digital content creation for massive open online course (MOOCs); community engagement and service; and start-up with funding through government, angel or venture funds to support it.

Prof Dhananjay Joshi, vice-chancellor of Delhi Teachers University, termed draft norms a "progressive step" towards higher education. "Teachers should be dynamic in line with the multidisciplinary nature of education as advocated in NEP 2020. The regulations provide the guidelines for the same."

# UGC eases hiring contract teachers, opens V-C post to non-academics too

ABHINAYA HARIGOVIND & RITIKA CHOPRA  
NEW DELHI, JANUARY 6

IN A MAJOR overhaul of the process of appointment of leaders in higher education, the University Grants Commission (UGC) issued new rules Monday which effectively give Governors in states broader powers in appointing Vice-Chancellors and opened the position to industry experts and public sector veterans, thus breaking from the tradition of selecting only academicians.

According to government sources, if approved as is, the new regulations will give Chancellors greater control over Vice-Chancellor selection. This will likely have significant ramifications for Opposition-ruled states such as Tamil Nadu, West Bengal, and Kerala, where the government and Governor (who serves as Chancellor of state universities) are currently locked in disputes over the top academic appointment process.

The new draft regulations — titled 'University Grants Commission (Minimum

## EXPLAINED E A new flashpoint

THE UGC'S draft norms have safely provided that Chancellors would get to control the entire process of appointing V-Cs in state universities. Some state governments led by non-BJP parties have already proposed that the CM — and not the Governor, who is appointed by the Union government — should be the Chancellor. The new norms could become a new flashpoint.

Qualifications for Appointment and Promotion of Teachers and Academic Staff in Universities and Colleges and Measures for Maintenance of Standards in Higher Education) Regulations, 2025 — have also removed the cap on contract teacher appointments.

The 2018 regulations had **CONTINUED ON PAGE 2**

# UGC eases hiring contract teachers

limited such appointments to 10 per cent of an institution's total faculty positions.

The new rules will be finalised after the higher education regulator receives public feedback on the draft.

The Chancellor/Visitor shall constitute the Search-cum-Selection Committee comprising three experts," the new regulations state. Earlier, the regulations mentioned that the selection for the post of Vice-Chancellor should be through proper identification by a panel of 3-5 persons formed by a Search-cum-Selection Committee but did not specify who would constitute the committee.

According to a senior government official, there are at least two Supreme Court judgments that make the UGC regulations, especially those pertaining to academic appointments, applicable to state universities as well.

In other words, Governors in states who are Chancellors of state universities now have more control over the selection process and also have the final say on the V-C appointment. The draft guidelines also warn that non-implementation may result in debarring an institution from participating in UGC schemes or from offering degree programmes.

"Every time we revise UGC regulations, we try to make changes based on past experiences. As far as Vice-Chancellor appointments are concerned, we have tried to make the selection process as clear as possible, leaving no room for ambiguity," said a senior government official. When asked if the change was influenced by the tussle between the Government and Governors in some states, the official said, "The regulation doesn't mention the Governor anywhere. Whoever is the Chancellor will appoint the selection committee."

Another key change in the draft regulations is that university Vice-Chancellors need not be professors, but can be individuals at senior levels in industry, public policy, public administration, or public sector undertakings, going by the University Grants Commission's (UGC) new draft regulations on appointment and promotion of teachers and academic staff in universities and colleges.

Another key change in the draft regulations is that it does away with the Academic Performance Indicators (API) system — a score that determines the recruitment and promotion of teachers based on parameters such as publication in journals. Instead, "notable contributions" across nine categories are to be considered for recruitment and promotion of teachers, including "teaching contributions in Indian languages" and "teaching-learning and research in Indian Knowledge Systems."

According to UGC Chairman M Jagadish Kumar, the API system in the 2018 regulations "heavily relied on quantitative metrics, reducing academic performance to numerical scores."

"In the previous regulations, candidates were often judged primarily on numerical criteria, such as journal or conference publication counts. The 2025 regulations discontinue the API-based shortlisting and adopt a more qualitative approach, allowing selection committees to

assess candidates holistically based on their notable contributions and broader academic im-

portant..." he said.

Other notable contributions that will be considered are innovative teaching, contribution, research or teaching lab development, consultancy or sponsored research funding as a principal investigator or co-principal investigator, student internship or project supervision, digital content creation for massive open online courses (MOOCs), community engagement and service, and a "startup", registered with the Registrar of Companies as "a founding promoter, successfully raising funding through government, angel or venture funds to support the startup."

Kumar said the subject experts in the selection committee for these hirings will evaluate the notable contributions "in a transparent way as decided by the selection committee."

"The draft regulations expand the scope to identify leaders who can navigate complex systems, foster innovation, and build meaningful collaborations between academia, industry, and society in alignment with the vision of NEP 2020," he said.

Earlier regulations issued in 2018 had said that the V-C should be a "distinguished academician", with a minimum of ten years of experience as a Professor in a University or ten years of experience "in reputed research and/or academic administrative organisation with proof of having demonstrated academic leadership."

The new draft regulations say that the V-C candidate is to be a "distinguished person possessing high academic qualifications and demonstrated administrative and leadership capabilities", with a minimum of ten years of experience as a professor in higher educational institutions, or at a senior level in reputed research or academic administrative organisations, or at a senior level in industry, public administration, public policy and/or public sector undertakings, with a "proven track record of significant academic or scholarly contributions."

On doing away with the cap on appointments of contract teacher, Kumar said that it was done away with "to give some flexibility to higher educational institutions considering the fact that in many state universities, there are many faculty vacancies and they are making efforts to fill them up."

"Once the state governments fill up the vacancies, contract basis appointments are expected to be less," he said.

The general conditions for appointment of teachers in the new draft regulations also say that if the candidate's subject at the undergraduate or postgraduate level is different from the PhD subject, the candidate will be considered eligible for appointment as a teacher in the subject in which they obtained the PhD. Additionally, if the candidate's subject at the undergraduate or postgraduate level is different from their subject in qualifying exams like the NET or SET, the candidate will be eligible for appointment as a teacher in the subject in which they qualified in these exams. The 2018 regulations did not make such specifications.

"This is an important flexibility to remove rigid subject boundaries and allow faculty applicants to transition across disciplines, creating a more multi-disciplinary eco-system within university campuses as envisaged in NEP 2020," Kumar said.

## अब ग्रेजुएशन कर संगीत-योग व कला से जुड़े प्रोफेशनल बनेंगे शिक्षक

■ राकेश नाथ

नई दिल्ली। एसएनबी

देशभर के विश्वविद्यालयों में होने वाली शिक्षकों की नियुक्ति प्रक्रिया में एक बड़ा बदलाव होने जा रहा है। विश्वविद्यालयों में अब विभिन्न कलाओं, योग और संगीत के विद्वान मात्र ग्रेजुएशन की डिग्री के आधार पर शिक्षक बन सकेंगे। इन विद्वानों के लिए विश्वविद्यालय में शिक्षक बनने की शर्त यह है कि इनके पास अपने प्रोफेशन में पांच साल का अनुभव होना चाहिए। इसके बाद विश्वविद्यालय द्वारा गठित चयन समिति तीन बाहरी विषय विशेषज्ञों की सिफारिश के आधार पर नियुक्ति के लिए इनका चयन कर सकती है।

ज्ञात हो कि देश के अधिकतर विश्वविद्यालयों में शिक्षक बनने के लिए अंडरग्रेजुएट, पोस्ट ग्रेजुएट, नेट व पीएचडी आदि होने की शर्त रखी गई है, लेकिन विभिन्न कलाओं, संगीत और योग आदि विषयों के मामले में नियुक्ती की दृष्टि से प्रोफेशनल उम्मीदवारों का पोस्ट ग्रेजुएशन, नेट और पीएचडी आदि आहर्ताओं से राहत देते हुए उनकी विशेष योग्यताओं को आंक कर शिक्षक के तौर पर चयन किया जा सकता है। विश्वविद्यालय अनुदान आयोग ने

विश्वविद्यालयों में शिक्षकों की नियुक्तियों के लिए बनाए गए नए नियमों में इस बदलाव को शुमार किया है। इससे विद्वानों और कलाकारों के लिए शिक्षक बनना सहज होगा। यूजीसी के नए रेगुलेशन के अनुसार योग, संगीत, प्रदर्शन कला, दृश्य कला और अन्य पारंपरिक भारतीय कला

रूपों जैसे मूर्तिकला, नाटक आदि के तहत शिक्षक बनने के लिए मात्र अंडरग्रेजुएट होना अनिवार्य किया गया है। यूजीसी रेगुलेशन में कहा गया है कि ऐसे विद्वानों के पास कम से कम यूजी डिग्री के साथ पांच साल का प्रोफेशनल अनुभव होना चाहिए। साथ ही उन्हें मानदंडों को पूरा करना होगा। मसलन उम्मीदवारों के पास प्रमाणिक माध्यम से राज्य या राष्ट्रीय स्तर पर सराहनीय व्यावसायिक उपलब्धियां होना जरूरी होगा। इन विषयों के उम्मीदवारों में अपने पेशे और उसके सिद्धांतों का पर्याप्त ज्ञान तथा तार्किक शब्दावली व चित्रण के जरिए



ज्ञान-विज्ञान विमुक्तये

■ शिक्षक बनने के लिए इन विषयों से जुड़े प्रोफेशनल उम्मीदवारों के लिए पांच साल का अनुभव होगा जरूरी

■ यूजीसी के नए नियुक्ति नियमों में कलाकारों और विद्वानों को बड़ी राहत

पढ़ाने की क्षमता होनी चाहिए।

इस बाबत केंद्रीय संस्कृत विश्वविद्यालय के कुलपति प्रो श्रीनिवास वनखेड़ी ने कहा कि यूजीसी ने काफी अहम फैसला लिया है। प्रयोग विज्ञान जैसे संगीत, नृत्य, क्रीड़ा और कौशल प्रयोग का डिग्री के साथ कोई संबंध नहीं होता है। इसी प्रकार जिस विषय और क्षेत्र में डिग्री नहीं दी जाती है, उनकी कुशलता को डिग्री के आधार पर मापा नहीं जा सकता है। इससे प्रोफेशनल लोग शिक्षक बन सकते हैं, हम इसका स्वागत करते हैं।

**इंटेक ने की  
यूजीसी विनियम  
2025 के नए  
मसौदे की निंदा**

नई दिल्ली (एसएनबी)। शिक्षक संगठन इंडियन नेशनल टीचर्स कांग्रेस (इंटेक) ने यूजीसी के विश्वविद्यालयों में नियुक्तियों और पदोन्नति पर यूजीसी विनियम 2025 के नए मसौदे में पदोन्नति प्रावधानों को और अधिक कठोर बनाने की कड़ी निंदा की है। इंटेक के चेयरमैन प्रो पंकज गर्ग ने कहा कि नए नियमों के अनुसार पदोन्नति के लिए किसी भी तदर्थ शिक्षण अनुभव को नहीं गिना जाएगा। तदर्थ अनुभव को केवल भारतीय विश्वविद्यालय या अनुसंधान संगठन के मामले में गिना जा सकता है। इससे पहले यूजीसी विनियम 2018 के अनुसार संबंधित विश्वविद्यालयों के नियमों के अनुसार चयन समिति का विधिवत गठन किया गया था। इस बाबत प्रो गर्ग ने बताया कि नए नियम के मुताबिक पदोन्नति के सभी स्तरों पर अतिरिक्त कठिन शर्तें रखी गई हैं। रेगुलेशन के क्लॉज 5.3 के अनुसार लेवल 11 से लेवल 12 तक प्रमोशन के लिए पीएचडी डिग्री अनिवार्य होगी, जो कि यूजीसी रेगुलेशन 2018 के अनुसार नहीं थी। पदोन्नति की तारीख पात्रता की तारीख से छह महीने आगे बढ़ाई जाएगी। इसके अलावा लेवल 10 से लेवल 12 तक की पदोन्नति अब स्क्रीनिंग कमेटी की बजाए सेलेक्शन कमेटी करेगी।

# डिजिटल दुनिया में जुम होते बच्चे

एक राष्ट्रीय सर्वेक्षण में पाया गया कि नौ से सत्रह वर्ष की आयु के साठ फीसद बच्चे 'सोशल मीडिया' या 'गेमिंग' मंच पर प्रतिदिन तीन घंटे से ज्यादा समय बिताते हैं। इंटरनेशनल जर्नल ऑफ पीडियाट्रिक रिसर्च में प्रकाशित एक अध्ययन के अनुसार 87.82 फीसद बच्चे 'सोशल मीडिया' का उपयोग कर रहे थे।

## ज्योति भिडाना

# हा

स ही में आस्ट्रेलिया में सोलह वर्ष तक के बच्चों के लिए 'सोशल मीडिया' का इस्तेमाल प्रतिबंधित करने के लिए विधायक पास किया गया है। यह पहली बार है जब किसी देश में बच्चे फेसबुक, इंस्टाग्राम, ट्विटर और टिकटक जैसे सोशल मीडिया मंच इस्तेमाल नहीं कर पाएंगे। अगर सोशल मीडिया उपयोग ऐसा नहीं कर पाएँ, तो उन पर थोड़ी जुर्माना लगाया जा सकता है। उनके बाद स विजय के अन्तर्गत सही संकेत भारत में भी यह विषय चर्चा का बना हुआ है कि बच्चों के लिए सोशल मीडिया प्रतिबंधित होना चाहिए या नहीं। यह सब है कि अगर की डिजिटल दुनिया में बच्चे छोटी आयु में ही इंटरनेट का इस्तेमाल करना शुरू कर देंगे। उसी में से खुश रहने हैं। अंकों के मुताबिक भारत में जनसंख्या करीब अरबी लाख युवा सोशल मीडिया का इस्तेमाल करते हैं।

एक राष्ट्रीय सर्वेक्षण में पाया गया कि नौ से सत्रह वर्ष की आयु के साठ फीसद बच्चे सोशल मीडिया या गेमिंग मंच पर प्रतिदिन तीन घंटे से ज्यादा समय बिताते हैं। इंटरनेशनल जर्नल ऑफ पीडियाट्रिक रिसर्च में प्रकाशित एक अध्ययन के अनुसार 87.82 फीसद बच्चे सोशल मीडिया का उपयोग कर रहे थे, जिसमें से बाल्यो 81.14 फीसद, फेसबुक 54.94 फीसद, ट्विटर 10.5 फीसद, यूट्यूब 70.61 फीसद, यूट्यूब 6.53 फीसद और नौ फीसद अन्य सोशल मीडिया मंचों का उपयोग कर रहे थे। यह एक तथ्य है कि युवाओं को कि वे बच्चों और उनके डिजिटल यूज में समाज के हर वर्गों, विशेष रूप से बच्चों और किशोरों के सामने एक गंभीर चुनौती उत्पन्न कर दी है। तबल है कि क्या सोशल मीडिया को बच्चों के लिए प्रतिबंधित कर दे चुनौती का सामना किया जा सकता है। या नहीं यह है कि क्या वास्तव में इसे प्रतिबंधित किया भी जा सकता है।

अनलाइन शॉपिंग, अनलाइन फूड डिलीवरी, अनलाइन चिकित्सा सेवाएं, अनलाइन लेन-देन, अनलाइन फार्मासी ऑफ़, जहां तक कि अब माताएं न बच्चे और प्रचार भी अनलाइन समय ही गया है। जब परिवार और समाज की हर आवश्यकता अनलाइन पूरी की जाने लगी हो, तो उस पर तक समाज कैसे संभल हो सकता है। क्या मनुष्य कभी आधुनिक के स्तर से पुनः नीचे में नीचे तक स्वीकार या हल से खींचे करने की प्राथमिकता को मान सकता है। सचबाद ऐसा किसी भी तरह संभव नहीं हो सकता। नौ तो मां मांकी है। सचबाद ऐसा किसी भी तरह संभव नहीं हो सकता।

इस युग चुनौतीपूर्ण परिवर्तन का सामना कैसे किया जा सकता है। कि इस चुनौतीपूर्ण परिवर्तन का सामना कैसे किया जा सकता है। आधुनिकता से अधिक जगह न केवल मानसिक, स्वास्थ्य, बल्कि शारीरिक समस्याओं का भी कारण बन सकता है। यही सब है कि दुनिया पर में सोशल मीडिया के परिवर्तनों की निम्नलिखित बढ़ती में मां और पकड़ रही है।



है, दुनिया में ऐसा कोई बच्चा नहीं बचा है, जहां विकसित तकनीक का प्रयोग नहीं हो रहा है। ऐसे में इसे प्रतिबंधित कैसे किया जा सकेगा। नए-उदारवादी व्यवस्था के उभार के बाद ही तो निगरानीपूर्ण समाज अस्तित्व में आया है, जहां हर कोई हर समय कैमरा की नजर में है। क्या

**सो**  
 गुलत मीडिया का आवश्यकता से अधिक उपयोग वा केवल मानविक स्वास्थ्य, बल्कि शारीरिक समस्याओं का भी कारण बन सकता है। यही उजाल है कि दुनिया भर में सोशल मीडिया को प्रतिबंधित की डिमांडें उभर रही हैं। मां और पकड़ रही है। स्वास्थ्य पर कई देखा जा सकता है।

आधुनिक तकनीक के बिना इस तरह की निगरानी रखना संभव हो सकता है? अगर हाँ, तो 'डिजिटल अंतर' और आधिक फर्जीबाद के

मात्र में सामने आ रहे हैं। क्या हम उनको रोक पा रहे हैं? जब साइबर अपराध किसी घटनाओं को रोक नहीं पा रहे तो सोचा जा सकता है कि बच्चों को इनके उपयोग से कैसे रोका जाएगा। यह खिल का विषय है। कोर्टों ने माताओं के बाद से तो कैसे शिक्षा का एकमात्र विकल्प 'स्मार्ट फोन' ही बन कर रह गया है। नई शिक्षा नीति में तो स्मार्ट फोन का उपयोग जरूरी-सा ही गया है। अनलाइन सेमिनार-सम्मेलन, कार्यक्रम-प्रशिक्षण, लाइवरी, ई-कॉन्सर्ट वर्तमान शिक्षा पद्धति का महत्वपूर्ण हिस्सा बन गए हैं। इसलिए सोशल मीडिया को प्रतिबंधित नहीं किया जा सकता, क्योंकि ऐसा करने से ज्ञान और सूचना से भी दूर हो जाएंगे। यह जल्द है कि बच्चों को उसके सही उपयोग के लिए जगलक किया जा सकता है। स्मार्ट फोन में 'सेटल करनी' या अभिभावकयोग निगरानी की सुविधा के माध्यम से बच्चों के 'कॉन्टेंट टाइम' और गतिविधि पर नियंत्रण किया जा सकता है, उनके द्वारा देखे जाने वाली दुर्घ-सामग्री को भी प्रतिबंधित किया जा सकता है। साथ ही यह भी ध्यान लगाया जा सकता है कि बच्चों किस वेबसाइट या ऐप पर किसना समय बिता रहे हैं या क्या देख रहे हैं। इसलिए बच्चों को सोशल मीडिया के साथ सभ्य चिंतन, धूमन जाई और पर से बाहर खोलने के लिए बच्चों को प्रेरित करें। उन्हें बताने दें। सोशल मीडिया पर अपनी निजी जानकारी और फोटो साझा न करें। किसी अनजान से मित्रता आग्रह नकराना न करें। हार्दिकता के सामग्री को ब्याक करें। बच्चों का 'कॉन्टेंट टाइम' सुनिश्चित करें। अभिभावक बच्चे 'अनलाइन गेमिंग' के दौरान हैकर्स को शिकार हो नक की धुक् दे दें हैं, जिससे वे डिजिटल दुनिया को अपना घर बनाने में मदद कर पाएँ हैं, जो खिल है, फर्नत है या खिलते हैं, उसे बच्चे जहां भी जाते हैं, जो खिल है, फर्नत है या खिलते हैं, उसे सोशल मीडिया पर नुर्तन अपलोड कर देते हैं, जिससे उनका ज्ञान कि वे को खतरा हो सकता है। इसलिए बच्चों को सामंशाना होगा कि वे अपना स्थान सोशल मीडिया पर साझा न करें। डिजिटल सुरक्षा के उपयोग को जानें, समझें और आवश्यकता होने पर ही अनलाइन पर मनोरंजन के लिए व्यक्ति संसाधनों का प्रयोग करें, देखने के साथ समय बिताने या खेलें, आपसी के बलाप वास्तविक संदर्भों को समय दे। स्कूल के गृहकार्य या 'पोजिटिव' के लिए गणना या अन्य अनलाइन मंचों का उपयोग केवल सूचना प्राप्ति करने के लिए करें। उस पर निर्भर न बने।

बच्चों को आसानी समाज से वास्तविक समाज को और बढ़ने के लिए प्रेरित करना होगा। ऐसा करने में राज्य, प्रशासन, समाज, परिवार, अकादमिक संस्थानों और भी निम्नलिखितों सभी को अपनी भूमिका निभानी होगी। क्योंकि बच्चों को आसानी समाज की ओर धकेलने में करीब न करनी से सभी जिम्मेदार हैं। मीडिया की भूमिका भी और दिशा में कोई कम महत्वपूर्ण नहीं है, क्योंकि मीडिया के पास लोगों, खासकर बच्चों को आकर्षित और प्रभावित करने की शक्ति होती है। यह बच्चों के व्यक्तिगत को संयोजनकर और विश्वजनक नोंमें ही तरह से प्रभावित करता है। मंचों के दौर में मुख्य को 'स्मार्ट' बनाने की जरूरत है क्योंकि मनुष्य मंचों को 'स्मार्ट' बनाने में लगा है।

# 125 HP schools have no teacher, 2,600 just 1

**SUBHASH RAJTA**  
TRIBUNE NEWS SERVICE

SHIMLA, JANUARY 7

As many as 125 schools in Himachal are without a teacher while 2,600 have just one.

However, the number of schools having no teacher or just one has been on the decline for the past two years.

"When our government took over in 2022, the number of schools without a teacher was around 350, and 3,400 schools had just a single teacher. Through rationalisation and recruitments, we have managed to signifi-

## SITUATION BETTER THAN BEFORE

“When our government took over in 2022, the number of schools without a teacher was around 350, and 3,400 schools had just a single teacher. Rohit Thakur, EDUCATION MINISTER

cantly reduce the number of such schools,” said Education Minister Rohit Thakur.

All these schools are in the primary and upper primary categories. Ashish Kohli, Director, Elementary Education, said such schools were being managed through deputiation of teachers. “We have initiated a rationalisation process.

We are identifying schools where we’ve surplus teachers. The extra teachers will be sent to these schools, and that will address the problem to a large extent,” said Kohli.

The Director said a majority of these schools had low enrolment. Over the past two years, the government has either denotified or merged 1,194

schools having zero enrolment or low enrolment. “Of these 1,194 schools, 675 had zero enrolment, and others had a low enrolment. By shutting down such unviable schools, the government managed to send hundreds of teachers deputed in these schools to the schools where they were actually needed,” said Thakur.

Thakur claimed that the closure or merger of these schools had not affected the students, as alleged by the BJP. “There were around 670 students in the denotified or

CONTINUED ON PAGE 8

# Looking for a new culture of learning in 2025



AVIJIT PATHAK  
SOCIOLOGIST

As we welcome the New Year 2025 with usual excitement and festivity, I am assailed by my persistent worry about the new generation growing up in a world characterised by three evils: the horror of climate emergency; the brutality of war; and the aggression of hyper-nationalism and authoritarian leaders.

Will it be possible for them to evolve an art of resistance and move towards a new world free from these three evils? Or, is it that they are destined to accept the status quo and imagine their existence as nothing beyond compliant workers enhancing the 'productivity' of the neoliberal empire or obedient citizens saluting the bunch of narcissistic/neo-fascist political leaders?

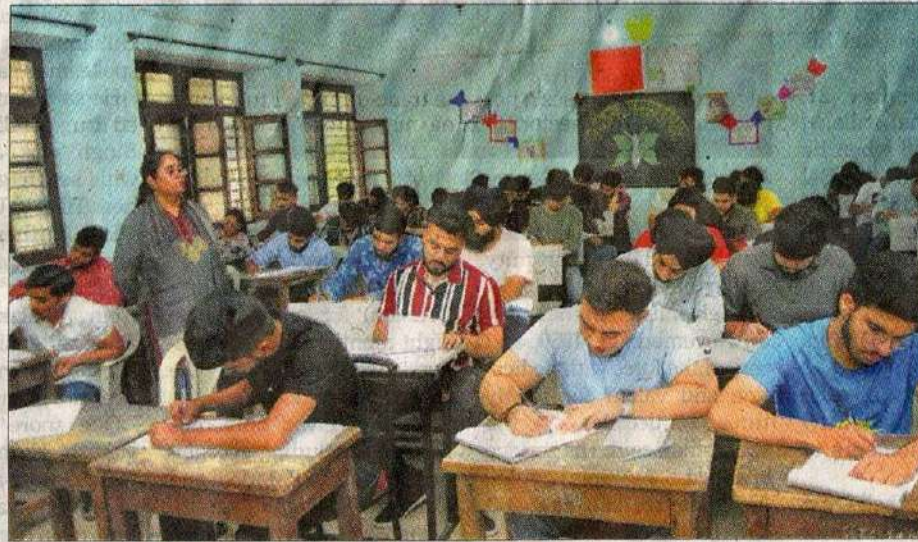
Possibly, everything depends on the kind of education they receive. If education remains primarily technical and instrumental — merely a tool for economic productivity or a mode of indoctrination — the possibility of fighting

these three evils will remain bleak. Hence, as a teacher, I plead for a qualitatively different culture of learning and education.

To begin with, let us ask some uncomfortable questions. Isn't it a fact that what we regard as the causes and symptoms of climate emergency emanate from the very logic of our modernity and associated modes of living? These symptoms include the rising temperature of the earth; 2024 as the hottest year in human history; the continual carbon emission because of ceaseless fossil fuel extraction; the life-killing pollution; and the recurrence of heatwaves, flash floods, earthquakes, cyclones and wildfires.

Think of the consequences of the greed and expansionist urge of techno-capitalism — the conquering of forest land, rivers and mountains for 'development' projects; and the sanctification of consumerism as a mode of 'good' living that invariably leads to the production of innumerable goods and commodities, further intensifying the degree of fossil fuel extraction and carbon emission.

Isn't it a fact that there is no 'green capitalism'? And, for a truly meaningful solution, we need a paradigm shift — from instrumental reasoning to communicative action; from consumerist extravaganza to simplicity of living;



RETHINK: Education is not merely a tool for economic productivity. FILE PHOTO

from the duality of man vs nature to intelligent and life-affirming symmetry.

Likewise, it is high time we realised that our modernity, far from civilising us, has created a new form of barbarity that is manifesting itself in the cycle of wars.

Yes, our children are seeing that war is normal; and our politicians, diplomats and religious leaders remain passive spectators — even when they see the aggression implicit in the deeds of Vladimir Putin and Benjamin Netanyahu. Or, for that matter, in the age of 24x7 news, even you and I seem to have lost our sensitivity and become the consumers of wars as spectacles. To use the Freudian language, we are celebrating the tri-

umph of the Thanatos over the Eros — death over life.

Is it that our modernity has further stimulated the expansionist ambition of the modern nations and normalised the production of military weapons and technologies as a profitable business?

Further, can we deny that there is yet another form of war — hyper-nationalists declaring a war against immigrants, religious minorities and political dissenters? And, quite often, this sort of hyper-nationalism is linked to the aggression of religious fundamentalism. As this right-wing nationalism spreads across the world, we see increasing scepticism towards democratic/liberal values, critical thinking and

cultural pluralism. Is it that some sort of alliance between, market fundamentalism and religious nationalism nurtures the ground for the emergence of narcissistic and authoritarian leaders?

The questions I am raising indicate that we need to rethink education if we wish to regain the power of imagination and critical thinking for striving for a humane, egalitarian and ecologically sustainable world.

As a teacher, I have no hesitation in saying that unless we broaden the meaning of education, the generation that is growing up cannot even see these three evil as evils. It is high time we questioned the purely neoliberal, market-driven, economic notion of education — that education is merely for getting jobs and, thereby, enhancing the 'productivity' of the techno-corporate empire. Is it, thus, surprising that the likes of Narayana Murthy want the youngsters to work for 70 hours in a week and not bother about anything else, be it politics, aesthetics, philosophy or creative art?

Likewise, it is important to shift the focus of education from the obsession with performance in standardised tests to the liberating power of critical thinking and empathic, dialogic sensitivity. It is sad that the formative years of this generation are spent on merely mastering

the 'techniques' for cracking all sorts of tests; there is no creative surplus, no alternative imagination.

Furthermore, the damage that a purely instrumental, technical and economic notion of education has done is that it does not encourage the youngsters to inculcate and internalise a new set of values — say, the courage to question what the 'hidden persuaders' ask them to do, say, buy, consume, possess and run after a mythical success like mad horses. They should acquire the wisdom to prioritise simplicity and the art of relatedness and ecological connectivity in the rhythm of everyday living.

Yes, it is not easy to implement a project of this kind. The obstacles are many. While the policymakers are often driven by the urge to promote and retain corporate interests, the ruling regime does not feel very comfortable with the kind of education that promotes critical thinking and democratic and humanistic aspirations.

Yet, in 2025, let those who still believe that education ought to have a higher and nobler purpose for creating a better world derive their inspiration from the likes of Rabindranath Tagore, Jiddu Krishnamurti and Paulo Freire and initiate a movement for saving education from the virus of the three evils I have referred to.

It is sad that the formative years of this generation are spent on merely mastering the 'techniques' for cracking tests; there is no creative surplus, no alternative imagination.

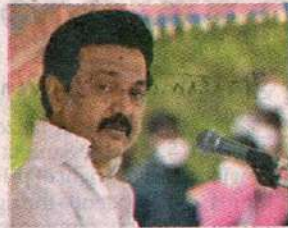
# UGC granting Governors authoritarian powers: Stalin

STATESMAN NEWS SERVICE  
CHENNAI, 7 JANUARY

Terming as "unconstitutional" and "unilateral" the new regulations of the University Grants Commission (UGC), Tamil Nadu Chief Minister M K Stalin on Tuesday charged that this was an authoritarian move of the Modi government.

With the DMK government of Stalin and Governor R N Ravi at loggerheads over appointment of vice-chancellors, leaving many varsities headless, this new regulation has angered the chief minister. The new regulations were released by Union Education Minister Dharmendra Pradhan. "Education is a subject under the Concurrent List in our Constitution, and hence we consider the move of the UGC to issue this notification unilaterally as unconstitutional. This overreach is unacceptable and Tamil Nadu will fight it legally and politically," he wrote on his 'X' handle.

In the long post, he made it clear that the new regulations which grant extensive powers and broader control over appointment of VCs and allowing non-academics to occupy these posts are a direct assault on federalism and state rights. In his view, this is a blatant authoritarian move by the Union BJP government to



centralise power and undermine democratically elected state governments.

"Education must remain in the hands of those chosen by the people, not dictated by Governors acting at the BJP government's behest," he said adding, "Tamil Nadu, which leads the nation with the highest number of top ranking HEIs, will not stay silent as our institutions are stripped of autonomy." In the case of Tamil Nadu, the DMK government and Raj Bhavan did not see eye to eye even in the constitution of search panels for selecting VCs for varsities, where the incumbents' tenure had expired. As per the statutes, in the state-run universities, a search panel has only three members viz., nominees of the syndicate, state government and of the Governor-Chancellor. But, Ravi is insisting upon including a nominee of the UGC chairman. Many bills replacing the Governor as chancellor with the chief minister have been pending for more than two years.

## 'Guv running away from Assembly like a schoolkid'

STATESMAN NEWS SERVICE  
CHENNAI, 7 JANUARY

Demanding the recall of Tamil Nadu Governor RN Ravi for insulting *Thamizh Thai Vazhthu* (invocation for mother Tamil), DMK Deputy General Secretary Kanimozhi, MP, on Tuesday likened his walkout from the assembly to that of a kid running away from school citing lame excuses like stomach ache.

"It is enough for him to send a leave letter for the Chief Minister to accept it. But, his conduct is akin to that of a kid running away from school under the pretext of stomach ache or headache," she said, addressing a demonstration in the city. "Why should you come and get shamed? It is better for you to stay back. You are rattled and running away whenever Chief Minister Stalin stands up. Just inform, the Chief Minister is a very good person, and he'll allow that. But, there is a limit to the tolerance of the CM," she said.

# Why is there a drop in school enrolments?

What does the data from the Unified District Information System for Education Plus reports tell us about student dropouts and school reduction? Why has the Ministry of Education said that 2022-23, 2023-24 UDISE+ report data is not strictly comparable with the years before it?

## EXPLAINER

Maltri Porecha

The story so far:

**T**he total enrolment of students in schools across India studying from grade 1-12, dropped by over a crore in 2023-24 as compared to 2018-19. After a gap of two years, the Ministry of Education (MoE) released the Unified District Information System for Education Plus (UDISE+) for 2022-23, 2023-24 on December 30, 2024.

**What do the figures say?**

Since 2012-13, when the MoE started maintaining UDISE+ data, it was believed that the total number of students studying in India were 26.3 crore. Till November 22, 2022 when the 2021-22 data was released, the number hovered around 26 crore, until last month, when the 2022-23 data reflected enrolment at 25.18 crore, which has further fallen to 24.8 crore in 2023-24 (a drop of 6% or 1.22 crore students) as compared to earlier years.

**How did such a drop happen?**

MoE officials in the UDISE+ reports have given a disclaimer that the UDISE+ reports of 2022-23 and 2023-24 are not strictly comparable to previous years reports because of a change in the 'methodology' of data collection. However, former professor and HOD, Department of Educational Management Information System at Delhi-based NIEPA, Arun Mehta, said that the UDISE+ reports are silent on the sharp dip in total enrolment of students, and the dip in government schools. "The reports do not explain the reasons behind the dip. Only change in methodology of data collection is not reason enough," said Prof. Mehta, who has worked on UDISE reports for 15 years.

**What is the change in methodology?**

While the MoE claims that the exercise of individual data collection from each student, which includes their Aadhaar



**Low numbers:** Students go for school during a cold morning in Srinagar in November 2024. IMRAN NISSAR

number, was implemented from 2022-23, Prof. Mehta said that a similar exercise was initiated in 2016-17 and went on for a year. "We had anticipated even back then that there was no way of verifying data that was sent by schools regarding the number of students studying in their facilities, and so for one year NIEPA had attempted to collect individual student data with consent from the MoE. However, over subsequent years this exercise was discontinued and restarted only in 2022-23."

Prof. Mehta explains that the enrolment decline since 2022-23 can be attributed to the elimination of duplicate enrolments (of students changing schools, but their records being maintained at two or more places), inflated enrolment figures and so on. "The new data collection system suggests that previous

enrolment figures were overestimated by 5-6%. So what happened to these students who no longer reflect in UDISE data? Were they previously included for funding or incentive purpose like scholarships, free meals, text books and cash benefits? If so much how much funding was allocated to these students and was it effectively utilised?," he asks.

For instance, in 2022-23, ₹32,515 crore (actual) was incurred under the Samagra Shiksha scheme, during the time when enrolment dropped (the latest figure reveals). In the current financial year of 2024-25, the allocation under the scheme is higher at ₹37,010 crore.

**How comparable is UDISE+ data of last years with 2022-23, 2023-24 data?**

While the MoE cautions that UDISE 2022-23 and 2023-24 data is not

comparable with previous years, upon reviewing the UDISE+ 2022-23 report, Prof. Mehta noted that efficiency indicators like dropout, transition, and retention rates of students were computed depending on UDISE+ 2021-22 data. "Despite differences in data collection methodology, indicators, rates, and ratios remain comparable as this reflects the situation at a specific point of time, regardless of the methodology used," he says. Even after revamped data collection methods were put in place, there has been a decline in the enrolment of students between 2022-23 and 2023-24 by 37 lakh. "The UDISE+ report is silent on this steep decline, nor is there an explanation for declining number of schools covered under UDISE+; whether this decline of schools is due to merging or closing down of schools is not clear," Prof. Mehta says. There is also a stark decrease in the number of schools covered under UDISE+. There was a drop in the number of schools covered — from 15, 58, 903 (2017-18) to 14,71,891 (2023-24), a decline of 87,012 schools. Most of these schools are government-run, with 76,883 lesser schools recorded in the latest 2023-24 data. "MoE must furnish reasons for the decline of schools. Was this due to the shutting down and merger of schools? and while shutting down schools, were the Right to Education norms of having one primary school within a kilometre followed?," Prof. Mehta said.

**Which States are the most affected?**

Jammu and Kashmir experienced the most decline in total schools, with a decline of 4,509 schools, while in Assam 4,229 schools reduced, and in Uttar Pradesh 2,967. Other affected States are Madhya Pradesh (2,170) and Maharashtra (1,368). "With the shutting down of schools, parents seek re-admission of their children to another nearby school. It is not an automatic transfer. Students drop out during this process, where parents are not comfortable seeking re-admission because of longer distances," said Prof. Mehta.

## THE GIST

MoE officials in the UDISE+ reports have given a disclaimer that the UDISE+ reports of 2022-23 and 2023-24 are not strictly comparable to previous years reports because of a change in the methodology of data collection.

Till November 22, 2022 when the 2021-22 data was released, the number hovered around 26 crore, until last month, when the 2022-23 data reflected enrolment at 25.18 crore, which has further fallen to 24.8 crore in 2023-24.

There is also a stark decrease in the number of schools covered under UDISE+. There was a drop in the number of schools covered — from 15, 58, 903 (2017-18) to 14,71,891 (2023-24), a decline of 87,012 schools.

# Let's trust our universities



FAIZAN MUSTAFA

UGC draft regulations 2025, though welcome, uphold a top-down model in selection of VCs

"TODAY, ALBERT EINSTEIN cannot be appointed as the Vice Chancellor [VC] of any University (at least in India) unless he fulfils the qualifications prescribed by University Grants Commission", observed Madras High Court in *Kalyani Mathivanan* (2015). The Indian higher education sector is overregulated and grossly underfunded. The New Education Policy (NEP) and the draft regulations titled "University Grants Commission (Minimum Qualifications for Appointment and Promotion of Teachers and Academic Staff in Universities and Colleges and Measures for Maintenance of Standards in Higher Education) Regulations, 2025" at least promise to bring in flexibility though the tighter governmental control has still been retained.

If Oxford University could appoint John Hood in 2005, who was a businessman and not a distinguished academic, why should Indian universities restrict their choice only to academicians? Our universities need a versatile leader, not just a teacher. VCs, the heads and most visible symbols of the university system are to be appointed strictly in accordance with the UGC regulations. Not surprisingly expediency and not merit at times decide the choice. Congress governments generally preferred left-leaning VCs and current dispensations naturally opt for the other extreme.

The VC as the head of the university is expected to function as a "bridge" between the administrative and the academic wings. The qualifications of VC for the first time were laid down by UGC in 2010. As per the 2018 UGC regulations, the VC should be a "distinguished academician, with a minimum of 10 years of experience as professor in a university system or 10 years of experience in an equivalent position in a reputed research and/or academic administrative organisation". Most VCs in India are academicians, yet not a single university finds a place in the world's top 100 universities. We need to make distinguished people of all fields eligible to become VCs.

This is the welcome change that the new UGC regulations have proposed by making non-professors eligible for the coveted post. In addition to professors, any distinguished person at a senior level in industry, public administration, public policy and/or public sector undertakings with a proven track record

of significant academic or scholarly contribution would now be eligible.

As a member of some 11 search committees, I faced the huge and difficult task of short-listing candidates for the interaction from the hundreds of applicants. While the idea of inviting applications for such senior positions through newspaper advertisement brings more transparency and to some extent reduces the role of godfathers, it allows all and sundry to apply. The better option is to invite nominations from the current and former VCs, public intellectuals, judges and leading professors. They must be asked to write why they consider a particular person most suitable for that university. They should also give their assessment of the nominee in terms of his leadership qualities, "belief in teamwork", "pluralism", and "strong alignment to constitutional values" as these qualities are now part of the prescribed qualifications for the post. One quality that we do not consider important is humility. A good VC should not be arrogant but humble. Unfortunately, humility is an underrated leadership virtue.

True, several commissions had made recommendations on this issue. The Kothari Commission (1964) said that "a vice-chancellor should be a person with vision and (have) qualities of academic leadership with ability for administration. He should command high respect among all sections of the society. The vice-chancellor should be a distinguished academic... (who) has commitment to the values for which the universities stand... He must have the ability to provide leadership to the university by his academic worth, administrative competence and moral stature." But is such a paragon found only amongst teachers?

Our country has seen some prominent civil servants leading the universities from the front. G Parthasarathy, a diplomat, was a successful VC of Jawaharlal Nehru University. So was K R Narayanan who eventually became the President of India. Former vice-president Mohd Hamid Ansari too was a hugely successful VC of Aligarh Muslim University. In fact, some of AMU's most successful VCs have been bureaucrats such as Badruddin Tyabji, Syed Hamid, Syed Hashim Ali, Mehmoodur Rehman and Naseem Ahmad. General M A Zaki in Jamia Millia Islamia and General Z U

Shah in AMU had good tenures. In civil services, we do have lateral entry now and professors too should be given high administrative positions in the government.

The government plays a crucial role in the appointment of the VCs and the autonomy of the university is given scant regard. VCs in central universities are appointed by the President of India, the ex-officio visitor of all central universities, who generally acts on the advice of the Centre. However, according to the SC judgment in *Dr Premachandran Keezhoth* (2023), he acts purely as a statutory authority under a particular university Act and not as constitutional head of state. In state universities, appointments are made by the governor rarely on his own except in Opposition-ruled states.

The 1996 Commonwealth Higher Education Management Service (CHEMS) found that in as many as 55 per cent of Asian universities, VCs were appointed by the government. Additionally, in 18 per cent, approval from the government was required after the university selected the VCs. In just one-fifth of cases — 27 per cent — universities had the right to pick their own VCs.

In contrast to Asian countries, universities have been given freedom to choose their VCs in the West. Even in many places in Africa, governments do not have a decisive say. Each university has its own distinctive identity and peculiar problems. Therefore, ideally, universities should be free to choose their own VCs.

The draft regulations fall short of the ideal of giving universities autonomy in selecting their VCs. The proposed three-member search committee has one nominee of the UGC chairman and the other nominee of the chancellor/visitor. The university's executive council/syndicate etc. will have the right to nominate just one member. Ideally, three nominees should come from the university, one from UGC and the other from the President/Chief Justice as visitor or the Governor as chancellor.

The top-down model is not great. Let us trust our universities and give them a major say in choosing their VCs and let universities be student-centric, not VC-centric.

The writer is vice-chancellor of Chanakya National Law University, Patna. Views are personal.

The government plays a crucial role in the appointment of the VCs and the autonomy of the university is given scant regard. VCs in central universities are appointed by the President of India, the ex-officio visitor of all central universities, who generally acts on the advice of the Centre. However, according to the SC judgment in *Dr Premachandran Keezhoth* (2023), he acts purely as a statutory authority under a particular university Act and not as constitutional head of state. In state universities, appointments are made by the governor rarely on his own except in Opposition-ruled states.

# School library access, tech infra see substantial growth

In Some States, All Schools Now Have Libraries: Govt Database

Manash.Gohain  
@timesofindia.com

New Delhi: Govt schools have outperformed private counterparts in library access, with 92% of govt schools having libraries compared to 82% of private schools. The last decade has witnessed substantial improvements in school infrastructure, with over 63,000 schools adding library facilities and 4.4 lakh schools getting electrified, marking growth rates of 6.8% and 32%, respectively.

89% of schools now have libraries on campus, up from 68.7% in 2013-14, according to Unified District Information System for Education Plus (UDISE+) 2023-24 report. Over two crore books were added in the past academic year, bringing total count to 113.3 crore, with the average number of books per school increasing from 763 to 770 during this period.

There are multiple states and UTs — Chandigarh, Maharashtra, Madhya Pradesh and Delhi — where all govt schools have libraries. In other big states, in terms of number of govt-run schools, like UP and WB, the

## REPORT CARD

### UDISE+ 2023-24: STATUS OF LIBRARY AND DIGITAL LIBRARIES IN INDIAN SCHOOLS

Total Schools 2023-24	14,71,891	Percentage %
Schools with libraries in 2023-24	13,10,284	89
Schools with digital libraries in 2023-24	1,10,877	7.50
Govt schools with libraries in 2023-24	89,786	6.10
KVs with digital libraries	447	35.70
NVs with digital libraries	275	42.30

### OTHER RELATED INFRASTRUCTURE

Schools with electricity	13,50,813	92
Schools with functional electricity	13,19,792	90
Functional computer facility for pedagogical purposes	7,48,918	51
Computer facility	8,41,327	57
Internet facility	7,92,992	54

### Top 5 states with digital library in state-govt schools

Tamil Nadu	99.9%
Kerala	20.7
Odisha	12.2
Andhra Pradesh	9.5
Sikkim	6.5

### Share of libraries in states with over 50k govt schools

States	Total State-govt schools	Libraries	Percentage %
Uttar Pradesh	1,37,102	1,34,408	98
Madhya Pradesh	92,439	92,343	110
West Bengal	82,307	77,042	94
Rajasthan	70,233	57,433	82
Bihar	78,120	45,924	59
Maharashtra	65,157	64,831	100

availability of library and books are as high as 98% and 94%. However, Bihar, which is one of the five states with over 75,000 state-govt run schools, has libraries on just 59% of campuses. "There has been a marked improvement in infrastructure. Education being a concurrent subject, we keep sending feedback on parameters where states can take note and prepare policies accordingly," said a senior education ministry official.

Digital library facilities

are available in 7.5% of schools. They are present in 6.1% of govt schools. Southern states lead in this domain, with TN at 99.9% and Kerala at 20.7%. Other states such as Odisha also show promising growth at 12.2%. In addition, Kendriya Vidyalayas (KVs) in four states and Jawahar Navodaya Vidyalayas (JNVs) in eight states have over 50% digital library facilities.

Marked improvement in electrification of schools at 92%, with 90% having functional electricity, seems to

have helped in improving the digital infrastructure of schools as well. While 43% of schools still don't have computer facilities and 46% lag internet connections, growth of computer facilities from 24.1% to 57% in the last decade and parallel increase in availability of internet connections from 7.3% in 2013-14 to 53.9% in 2023-24 is seen as complementary. As per UDISE+ report, now 51% schools have functional computer facilities for pedagogical purposes.

# विवि शिक्षक बनने के लिए अब UG में 75% अंक जरूरी

■ राकेश नाथ

नई दिल्ली। एसएनबी

देशभर के विश्वविद्यालयों में शिक्षक बनने के लिए अब अंडरग्रेजुएशन में कम से कम 75 फीसद अंक अनिवार्य होगा। अभी तक विश्वविद्यालयों और कॉलेजों में शिक्षक बनने के लिए ग्रेजुएट पास होना भर काफी था उसने किसी तरह के अंक की शर्त नहीं थी। लेकिन यूजीसी ने विश्वविद्यालय में शिक्षक बनने के लिए बनाए गए रेगुलेशन में चार साल के अंडरग्रेजुएट कोर्स में 75 फीसद अंक होना अनिवार्य किया है। यदि शिक्षक बनने के लिए चार साल के अंडर ग्रेजुएशन में 75 फीसद अंक है और पीएचडी की डिग्री है तो बिना पोस्ट ग्रेजुएशन की

डिग्री के शिक्षक बनने योग्य होंगे।

यूजीसी के प्रस्तावित नए रेगुलेशन में विश्वविद्यालयों और कॉलेजों में शिक्षक बनने की राह आसान की गई है। विश्वविद्यालयों और कॉलेजों में असिस्टेंट प्रोफेसर बनने के लिए तीन तरह की क्राइटेरिया बनाई गई हैं। पहली क्राइटेरिया के तहत यदि किसी व्यक्ति के चार साल के अंडरग्रेजुएट डिग्री में 75% के साथ सीधे पीएचडी डिग्री है तो वो शिक्षक बनने योग्य है। यदि अंडर ग्रेजुएशन 75% नहीं है और पोस्ट ग्रेजुएशन में 55 फीसद अंक है और पीएचडी डिग्री है तो वो भी शिक्षक बनने योग्य है। इसी प्रकार दूसरी क्राइटेरिया के अनुसार यदि आवेदक के पास पोस्ट ग्रेजुएशन में



55 फीसद है और यूजीसी नेट परीक्षा पास है तो वो शिक्षक बनने योग्य माना जाएगा। इसी प्रकार तीसरी क्राइटेरिया की बात करे तो आवेदक ने यदि 55 फीसद अंक के साथ मास्टर ऑफ

इंजीनियरिंग या मास्टर ऑफ टेक्नोलॉजी (एमटेक) किया तो वो शिक्षक बनने का पात्र है। खास बात ये है कि इंजीनियरिंग के छात्र के लिए पीएचडी और नेट की भी जरूरत नहीं होगी। दिल्ली विश्वविद्यालय के शिक्षक अनिरुद्ध सुधांशु ने कहा कि नए अधिनियम में ढेर सारे छूट दिए गए हैं लेकिन साथ ही कुछ ऐसे बदलाव भी किए गए हैं, जो बहुत परेशानी का सबब बन सकते हैं। पहले सिर्फ 55 प्रतिशत और स्नातकोत्तर के साथ नेट की परीक्षा उत्तीर्ण करना अनिवार्य था। अब यदि इसमें स्नातक के नंबर भी जोड़े जाते हैं और वो भी 75 प्रतिशत का कैप लगा कर तो बहुत सारे लोग उच्च शिक्षा की तरफ नहीं जाएंगे।

## Teacher crisis

Prioritise holistic revival of schools

**H**IMACHAL Pradesh's schools are grappling with a dire teacher shortage, with 125 schools devoid of educators and 2,600 running with only one teacher. Despite the government's claims of progress, the challenges in ensuring quality education remain stark. The state government's recent decision to denotify or merge over 1,100 schools with zero or low enrolment has stirred a controversy. While this measure is pragmatic, reallocating teachers from defunct schools to understaffed ones, it highlights a deeper systemic issue: the chronic underfunding and lack of strategic planning in education.

Moreover, the shortage of 12,000 schoolteachers underscores the gap between policy intent and implementation. Although recruitment efforts have been initiated, the reliance on temporary measures like deputations and guest teachers raises questions about sustainability. The merging of institutions and clustering of schools for resource sharing are commendable steps, but they address symptoms rather than root causes. The declining enrolment in government schools adds another dimension to the crisis. The allure of private institutions, fuelled by better facilities and English-medium instruction, continues to draw students away. While the government's initiatives like identifying 'Schools of Excellence' and enhanced teacher training are steps in the right direction, they need robust execution and consistent follow-through.

However, education reform requires more than infrastructural improvements. The focus must shift to filling vacancies, addressing regional disparities and enhancing the learning experience for students. Policymakers should view the education sector not as a political battleground but as a cornerstone for the state's future. The government's actions so far indicate intent, but outcomes will depend on translating these efforts into tangible, long-term benefits. Himachal Pradesh must prioritise the holistic revival of its education sector to ensure every child's right to quality learning.

# माता-पिता को बेटी को शिक्षा खर्च देने के लिए किया जा सकता है बाध्य : एससी

नई दिल्ली (एसएनबी)। सुप्रीम कोर्ट ने हाल ही में कहा है कि बेटी को अपने माता-पिता से शिक्षा का खर्च प्राप्त करने का वैध अधिकार है और उन्हें (माता-पिता) अपने साधनों के भीतर आवश्यक धनराशि प्रदान करने के लिए बाध्य किया जा सकता है।

न्यायमूर्ति सूर्यकांत और न्यायमूर्ति उज्ज्वल भुइयां की पीठ ने यह टिप्पणी वैवाहिक विवाद के एक मामले में की, जिसमें अलग रह रहे दंपति की बेटी ने अपनी मां को दिए जा रहे कुल गुजारा भत्ते के एक हिस्से के रूप में अपने पिता द्वारा उसकी पढ़ाई के लिए दिए गए 43 लाख रुपये लेने से इनकार कर दिया। दंपति की बेटी आयरलैंड में पढ़ाई कर रही है। पीठ ने दो जनवरी के अपने आदेश में कहा, बेटी होने के नाते उसे अपने माता-पिता से शिक्षा का खर्च प्राप्त करने का अपरिहार्य, कानूनी रूप से लागू करने योग्य और वैध अधिकार है।

हमारा मानना है कि बेटी को अपनी शिक्षा जारी रखने का मौलिक अधिकार है और इसके लिए माता-पिता को अपने वित्तीय संसाधनों की सीमा के भीतर आवश्यक धनराशि प्रदान करने के लिए बाध्य किया जा सकता है। आदेश में कहा गया है कि दंपति की बेटी ने अपनी गरिमा बनाए रखने के लिए राशि लेने से इनकार कर दिया था और उनसे (पिता) पैसे वापस लेने को कहा था, लेकिन उन्होंने (पिता) से इनकार कर दिया था।

अदालत ने कहा, बेटी कानूनी तौर पर इस राशि की हकदार है। पीठ ने अलग रह रहे दंपति की ओर से 28 नवम्बर 2024 को किए गए समझौते का उल्लेख किया, जिस पर बेटी ने भी हस्ताक्षर किए थे। अदालत ने कहा, पति अपनी अलग रह रही पत्नी



उनकी बेटी की शैक्षणिक जरूरतों के लिए और

■ कहा, बेटी को अपनी शिक्षा जारी रखने का है मौलिक अधिकार

और बेटी को कुल 73 लाख रुपये देने पर सहमत हो गया था, जिसमें से 43 लाख रुपये

बाकी पत्नी के लिए थे। पीठ ने कहा, चूंकि पत्नी को उसका 30 लाख रुपये का हिस्सा मिल चुका है और दोनों पक्ष

पिछले 26 वर्षों से अलग-अलग रह रहे हैं, इसलिए पीठ को आपसी सहमति से तलाक का आदेश न देने का कोई कारण नजर नहीं आता। न्यायालय ने कहा, परिणामस्वरूप हम संविधान के अनुच्छेद 142 के तहत अपनी शक्तियों का प्रयोग करते हुए आपसी सहमति से तलाक का आदेश देकर दोनों पक्षों का विवाह विच्छेद करते हैं।

## माता-पिता के बीच विवाद के कारण नाबालिग से पासपोर्ट रखने का अधिकार नहीं छीना जा सकता : उच्च न्यायालय

मुंबई (भाषा)। बॉम्बे उच्च न्यायालय ने कहा है कि माता-पिता के बीच जारी वैवाहिक विवाद के कारण किसी नाबालिग से पासपोर्ट प्राप्त करने और विदेश यात्रा करने का अधिकार नहीं छीना जा सकता। अदालत ने बुधवार को यह आदेश दिया, जिसकी प्रति बृहस्पतिवार को उपलब्ध कराई गई। अदालत ने पुणे क्षेत्रीय पासपोर्ट कार्यालय (आरपीओ) को 17 वर्षीय लड़की को दो सप्ताह के भीतर पासपोर्ट जारी करने का निर्देश दिया और कहा कि विदेश यात्रा का अधिकार संविधान में प्रदत्त मौलिक अधिकार का एक पहलू है।

आरपीओ ने नवंबर 2024 में लड़की की मां को एक संदेश भेजा था, जिसमें कहा गया था

कि लड़की के पासपोर्ट आवेदन पर कार्रवाई नहीं की जाएगी क्योंकि उसके पिता ने इस पर आपत्ति जताई है। याचिका के अनुसार, लड़की के माता-पिता के बीच तलाक का मुकदमा जारी है। पासपोर्ट कार्यालय के संदेश के जवाब में, लड़की की मां ने पासपोर्ट कार्यालय को बताया कि फॉर्म में पिता की सहमति नहीं थी क्योंकि दंपति के बीच वैवाहिक विवाद है। उच्च न्यायालय ने अपने फैसले में कहा कि याचिकाकर्ता लड़की के मूल्यवान संवैधानिक अधिकार को उसके पिता द्वारा अपना अनापत्ति प्रमाण पत्र (एनओसी) देने से इनकार करने के केवल एक संदेश के आधार पर उससे छीना नहीं जा सकता।

## राष्ट्रीय शिक्षा नीति के तहत हिंदी को रोजगार से जोड़ने की जरूरत : डॉ. हंसराज

■ सहारा न्यूज ब्यूरो  
नई दिल्ली।

आज विश्व बाजार की भाषा बनती जा रही है। दुनिया के विभिन्न विश्वविद्यालयों में खासतौर से विश्व शक्ति अमेरिका में लगभग 100 से अधिक विश्वविद्यालयों में हिंदी एक विषय के रूप में पढ़ाई जाती है। फोरम ऑफ एकेडेमिक्स फॉर सोशल जस्टिस के तत्वावधान में डीयू में एकता और

■ अरबिंदो कॉलेज में  
एकता और सांस्कृतिक  
गौरव की वैश्विक आवाज  
पर परिचर्चा

सांस्कृतिक गौरव को वैश्विक आवाज विषय पर आयोजित परिचर्चा में मुख्य वक्ता अरबिंदो कॉलेज के हिंदी विभाग में एसोसिएट प्रोफेसर डॉ. हंसराज सुमन ने ये विचार व्यक्त किए। कार्यक्रम की अध्यक्षता प्रो. केपी सिंह व विषय परिवर्तन प्रो. मनोज कुमार कैन ने किया। परिचर्चा में शिक्षकों व शोधार्थियों के

अलावा कुमारी पल्लवी प्रियदर्शिनी, राजकुमार सरोज, डॉ. सुरेंद्र सिंह, अविनाश बनर्जी आदि ने भाग लिया। कार्यक्रम का संचालन घनश्याम भारती ने किया। प्रो. मनोज कुमार कैन ने कहा कि हिंदी के प्रचार-प्रसार में हिंदी फिल्मों का महत्वपूर्ण योगदान रहा है। फिल्मों के माध्यम से हिंदी

को बढ़ावा मिला है और विदेशी छात्रों में हिंदी पढ़ने के प्रति रुचि बढ़ी है। हिंदी भाषा ही नहीं बल्कि भारतीय संस्कृति, धर्म, रीति-रिवाज, लोक व्यवहार

को भी समझने में सहायक है।

कार्यक्रम की अध्यक्षता कर रहे प्रो. केपी सिंह ने बताया कि यदि भारत का आत्मीय संबंध अन्य देशों के साथ बढ़ाना है तो हिंदी ही एकमात्र उसकी वाहक हो सकती है। विदेशी लोगों के व्यवहार और उनके तौर तरीकों को समझने के लिए विदेशों में हिंदी का विस्तार आवश्यक है।

# No school will face teacher shortage in new session, says CM Saini

TRIBUNE NEWS SERVICE

CHANDIGARH, JANUARY 11

Haryana Chief Minister Nayab Singh Saini on Saturday directed officials to ensure that quality education was provided across all schools by maintaining the student-teacher ratio as per the National Education Policy (NEP).

"A comprehensive action plan is being developed to address the school-teacher shortage. As a result, from the upcoming academic session, no school in the state will face a teacher shortage."

The CM was presiding over a meeting with officers of the Elementary Education, School Education and Higher Education Departments late Friday evening. Education

Minister Mahipal Dhanda also attended the meeting.

Saini directed that a comprehensive plan should be prepared by rationalising the arrangement of teachers in schools so that if there was a shortage of teachers in any school, it could be met. He emphasised that there was no actual shortage of teachers in Haryana, but rather, the allocation of teachers should be adjusted according to the number of students. He further stressed that all necessary arrangements should be completed before the beginning of the new academic session.

The CM emphasised the need to build public confidence in government schools to encourage more children to enrol and receive educa-

## INCLUDE BHAGVAD GITA

In line with the National Education Policy, the Bhagavad Gita should be included in the curriculum up to class eight to instil moral values in students in the curriculum up to Class VIII to instil moral values in students.

Nayab Singh Saini, CHIEF MINISTER



tion there. He reiterated the government's commitment to providing quality education to every child.

In line with the NEP, he said the Bhagavad Gita should be included in the curriculum up to Class VIII to instil moral values in students.

To ensure holistic development, the CM stressed the importance of making sports

and cleanliness compulsory in schools. Additionally, he called for enhancing the skills of teachers so they could effectively adopt new teaching methods. He also directed that basic facilities such as drinking water, toilets, and overall cleanliness be maintained in schools and colleges.

Saini stated that the

Haryana Government had established Model Sanskriti Schools at the block level, which are affiliated with the CBSE Board. These schools offer education in mathematics and science, along with English medium. Due to high demand and competition for admission, he emphasised the need to increase the number of Model Sanskriti Schools at the block level.

While reviewing the CM's announcements, Saini directed the officials that all pending development works be expedited. He emphasised that a specific time limit should be set for each task, and work must be completed within that time frame. He warned that unnecessary delays would not be tolerated under any circumstances.

The CM asked the Chief Secretary to authorise XEN-level officers from other departments to handle the tendering-related processes for the engineering wing of the Education Department. He also stressed that strict action should be taken against contractors who failed to complete their work within the stipulated time.

The CM said every child attending school should be monitored to track their future educational path, including which institution they enrol in after completing Class XII.

While reviewing the Higher Education Department, the Chief Minister directed officials to submit a report on the facilities, including infrastructure, in every college, so

that any deficiencies can be addressed promptly. He also emphasised the need to develop a framework for arranging competitive exam preparation through smart classrooms in colleges, ensuring that children from rural areas had access to better resources for their exam preparations.

## Reading room in Panchkula

The Chief Minister said the present state government was committed to setting up reading rooms in cities to provide quality reading material to students. As part of this initiative, a large reading room should be established in Panchkula on priority, ensuring that students from Panchkula did not need to travel to Chandigarh, he said.

# Education system to be transformed in Haryana

## The Haryana Chief Minister holds an important meeting with the officials of the Education Department

STATESMAN NEWS SERVICE  
CHANDIGARH, 11 JANUARY

In a bid to establish Haryana as a global education hub, the state government, led by Chief Minister Nayab Singh Saini, is set to implement radical reforms in the education sector.

The Chief Minister has directed officers to ensure that quality education is provided across all schools by maintaining the student-teacher ratio as per the National Education Policy.

A comprehensive action plan is currently being developed to address the teacher shortage in schools. As a result, from the upcoming academic session, no school in the state will face a shortage of teachers.

The Chief Minister presided over a meeting with officers of the Elementary Education, School Education, and Higher Education Departments late Friday evening. Education Minister Mahipal Dhanda also attended the meeting.

The CM directed that a comprehensive plan should be prepared by rationalizing the arrangement of teachers in schools so that if there is a shortage of teachers in any school, it can be met.

He emphasized that there is no actual shortage of teachers in Haryana, but rather, the allocation of teachers should be adjusted according to the number of students. He further stressed that all necessary arrangements should be completed before the start of the new academic session.

He emphasized the need to build public confidence in government schools to encourage more children to enroll and receive education there. He reiterated the government's commitment to providing quality education to every child.

In line with the National Education Policy, he said that Bhagavad Gita should be included in the curriculum up to class eighth to instill moral values in students. To ensure holistic development, he also stressed the importance of making sports and cleanliness compulsory in schools.

Saini stated that the Haryana Government has established Model Sanskriti Schools at the block level, which are affiliated with the CBSE Board. These schools offer education in Mathematics and Science, along with English medium.

The Chief Minister asked Chief Secretary Dr Vivek Joshi to authorize



XEN-level officers from other departments to handle the tendering related processes for the engineering wing of the Education Department. He also stressed that strict action should be taken against contractors who fail to complete their work within the stipulated time.

The Chief Minister further emphasized that the goal of the present state government is to make Haryana a global center for education. In the age of AI, significant changes must be made to modernize education. He urged all officers and employees to take

their responsibilities seriously and be well-prepared with all relevant information when attending meetings.

He stated that the present state government is committed to setting up reading rooms in cities to provide quality reading material to students. As part of this initiative, a large reading room should be established in Panchkula on a priority basis, ensuring that students from Panchkula do not need to travel to Chandigarh. He also mentioned that, given the government's effort to establish a college every 20

kilometers, a reading room should be set up in each college. These reading rooms will remain open even after college hours, allowing students to visit and study. In the meeting, Education Minister Mahipal Dhanda directed officers to ensure that both short-term and long-term goals for the full implementation of the National Education Policy are completed within the stipulated time period. He emphasized that special attention should be given to the distribution of reading materials in schools.

According to the new policy, he also highlighted the importance of making special efforts to teach foreign languages in schools. This will enable students to become proficient in foreign languages alongside their mother tongue, enhancing their chances of securing employment opportunities at the global level.

The Education Minister directed that teachers who have been posted at the same position in field offices for extended periods should be instructed to go to schools and teach students. He emphasized the need for officers to correct their working systems promptly and ensure that schemes are implemented effectively at

the ground level.

Dhanda also mentioned his visit to Sarthak School in Sector 12, Panchkula, where he reviewed the arrangements. He stated that every school should strive to become an ideal school like Sarthak School. He emphasized the importance of transforming the education system to improve the quality of schools, so parents are encouraged to send their children to government schools.

It was informed in the meeting that the norms of the National Education Policy have been fully implemented up to Class 3, and the policy will be fully implemented up to Class 7 by this year. Changes have been made to the curriculum in accordance with the education policy, and textbooks aligned with the new curriculum will be provided in this academic session.

Chief Secretary Dr Vivek Joshi, Chief Principal Secretary to the Chief Minister Rajesh Khullar, Additional Chief Secretary of Higher Education Department Vineet Garg, Principal Secretary of School Education Department, Pankaj Agarwal, Deputy Principal Secretary to the Chief Minister Yashpal Yadav, and other senior officers were present in the meeting.

# AICTE NEAT 4.0 includes emerging tech but drops EdTechs selling overpriced products

## The quality and price of products are important criteria in the evaluation of EdTechs on NEAT portal

Sonal.Srivastava  
@timesofindia.com

**A**s part of the National Education Alliance for Technology, NEAT 4.0, 22 EdTech companies signed MoUs with AICTE for 40 innovative products. However, the number of EdTech companies is lower than NEAT 3.0, which brought together 58 education technology companies offering 100 innovative products to help bridge learning gaps, enhance employability and meet the industry demands. Experts say that the number of EdTechs onboarded depends on several considerations, including the affordability of products and effectiveness of their content, besides the credibility of EdTech companies and their founders.

"EdTechs must go through several rounds before they are selected for the NEAT portal. In round 1, technical details are considered, and the system automatically conducts a blind evaluation of the application. Round 2 entails evaluating the financial details of the company, the profile of professionals, manpo-

wer details, and company establishment details. Round 3 involves a virtual/physical presentation by EdTech companies to an expert committee. In round 4, value for money of respective products is evaluated," says TG Sitharam, chairman, AICTE.

"We onboard EdTech companies so that they can sell their products on the NEAT portal. For every four products sold on the portal, the companies must give the fifth product free. To put in perspective, EdTech companies share 1/5 of their products with the government. Such products are then shared with less privileged students in remote areas to pro-

vide them with equal opportunity," says Buddha Chandrashekhar, chief coordinating officer, AICTE.

In January 2022, Union Education Minister Dharmendra Pradhan launched NEAT 3.0 intending to support socially and economically disadvantaged students. Through this programme, over 12 lakh students received free EdTech course coupons valued at more than Rs 253 crore. "Companies that sell products at a higher price are rejected. The quality and price of the products are important criteria in the evaluation of EdTech companies. AICTE also evaluates the company's financials, whether

**By bringing the best technological products in education pedagogy on a single platform, learners will have ease of access**

there are cases in court against the company or its founders, etc., and then experts evaluate the quality and affordability of the products," says Chandrashekhar.

**New categories**

In 2024, to bridge skill gap, enhance employability and meet industry demand, AICTE has introduced a variety of categories, e-content and products in domains such as AR/VR, gamification, biomedical engineering, semiconductors, 5G, quantum

computing and space technology in the recently launched fourth phase of NEAT.

Talking about customised learning that NEAT 4.0 provides, Sitharam says, "NEAT aims to bring the best technological products in education pedagogy on a single platform for the convenience of learners. AI enables customised learning or e-content in niche areas. The product categories include emerging technologies like AI, ML, robotics, assessment, faculty development, Indian Knowledge Systems (IKS), management, library management along with placement assistance. These products/courses will help students upskill, reskill, and enhance their employability skills by providing skilling in emerging areas as per industry requirements." Various categories, in which products such as e-

content, certification courses, assessment tests, psychometric tests/Myers-Briggs Type Indicator (MBTI) tests/laboratory tools/AI-based simulation tools (CAD, CAM, etc), are available that include coding skills and testing, gamification, career counselling, semiconductors, quantum computing, immersive experience (AR/VR/MR, etc). "This will make learning easier for the students of any region," says Sitharam. These domains represent rapidly growing sectors with significant societal impact and high employability potential. By offering courses in diverse fields, NEAT 4.0 facilitates learners from varied backgrounds and interests," says Sitharam. As part of the NEAT 4.0 launch, 22 EdTech companies signed MoUs with AICTE for 40 innovative products.



# The leaders our universities need

Draft UGC regulations remove ambiguities in processes to select VCs, instil flexibility. But resisting external interference, raising research standards, will pose challenges



ASHOK THAKUR AND S S MANTIA

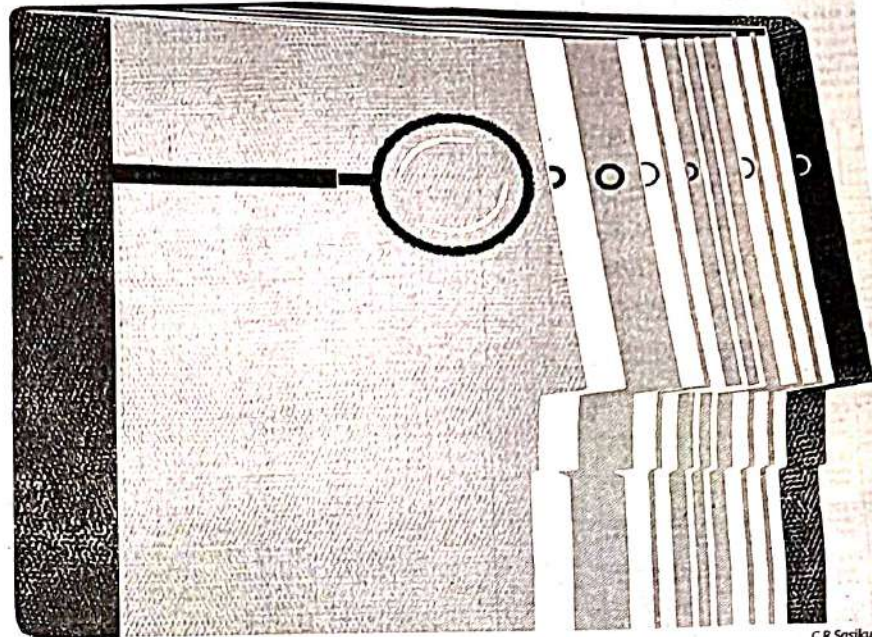
THE UGC'S RECENT draft regulations — Minimum Qualifications for Appointment and Promotion of Teachers and Academic Staff in Universities and Colleges and Measures for Maintenance of Standards in Higher Education — attempt to represent the objectives of the National Education Policy (NEP). They also seek to remove ambiguities in the selection process for the post of Vice-Chancellor (VC) as well as open up the position for non-academics.

The VC's post is central to the functioning of a university. As the academic and administrative head of the university, he/she chairs the council of the university, the board of faculties and the finance committee of the university. The VC represents the university externally, both within and overseas. He/she is also responsible for securing the university's financial base and making it robust enough to allow the delivery of the institution's mission, aims and objectives. The mandate of this post is the creation of knowledge for humanity/universe — the term "university" derives from this objective. Peter Matheson, VC, University of Edinburgh, once summed up this imperative aptly: "Universities are not just about learning. They are about creating knowledge, questioning the status quo, and making the world a better place through research and education."

The regulation clears ambiguities in the formation of the search-cum-selection committee to appoint VCs. Such powers are now vested in the Governor-Chancellors or Visitors. Earlier, the government would seek the nominee of the Governor-Chancellor from a list of three names it supplied. The Governor-Chancellor will now nominate his representative. A UGC nominee was always a part of the search panel which is as it should be, since the maintenance of the quality/academic standards is its mandate. The third member will be nominated by the apex body of the university like the Management Council or Senate. These bodies may have representatives with affiliations to the ruling party in the state. However, state governments have been complaining that they are left with no voice in the selection of the VC.

In recent times, the VC's post has attracted controversy in some states. Some state governments have tried to replace the Governor-Chancellor with a Chief Minister-Chancellor. This turn of events is ironic because the President of India and the Governors were given this role to keep politics out.

Regarding the opening up of the post of VC to non-academics, one cannot but be reminded of the *Kalyani Mathivanan vs State* (2015) case in which the Madras High Court famously remarked: "Today, Albert Einstein cannot be appointed as the Vice Chancellor of any University in India, unless he fulfils the qualifications prescribed by the regulator". Flexibility in appointment processes is there-



C R Sasikumar

fore an imperative. At the same time, this should not lead to a scenario where the "eminence" of the post may be contested. To avoid such situations, the draft proposes that industry experts, public sector veterans, and senior administrators or experienced professionals can be directly appointed as VCs. This is a bold move. However, resisting interference by vested interests could be a challenge.

A search committee for the selection of a VC in a US university consists of participants in the university's processes — senior administrators like provosts, deans, faculty representatives, staff members, even students (occasionally) and trustees or board members. In the UK, a search committee typically has university governors/trustees, senior university leaders, such as Pro-VCs, Deputy VCs, faculty representatives and external advisors or search firms. Faculty and even students are a part of the search committee paving the way for a most inclusive and transparent search mechanism.

Institutions like the Massachusetts Institute of Technology or Stanford University are multifaceted and deeply impactful, though it's worth noting that these universities primarily use the title of Chancellor or President to refer to the highest executive leadership. Here, the board of trustees form a search committee that engages with various university constituencies to develop a list of qualifications and desired qualities in a new president, then consults with all stakeholders, and identifies suitable candidates. This involves formal interviews conducting background checks and making

assessments. It's also worth noting that in the US or the UK, there are no regulators who set standards for such appointments.

Some other provisions of the draft regulations are forward-looking. Waiving the requirement of clearing the UGC-NET examination for an entry-level assistant professor's post in technical institutions for instance. A ME or Mtech degree with at least 55 per cent marks would suffice. Removing the cap on contract teacher appointments is in line with the NEP's objectives and must be welcomed. This could help fill up the large number of vacancies in several of the country's universities.

As members of a progressive society, we share the education minister's optimism on these regulations. However, we may need to pause and ponder if we are in sync with the best practices in the world. Our universities are starved of funds today. Eminent people from systems outside the universities, such as representatives of industry bodies or the services sector, may need to understand the ethos of a university before they deliver on its objectives. At the same time, they could help bring in a professional perspective and facilitate the creation of endowments. The challenge for vice-chancellors today — in whatever way he/she is selected — is to help raise the research bar and help in internationalisation. That could help raise the position of our universities and place them among the best in the world. We hope these regulations will help in that pursuit.

Thakur is former Secretary Education Gov and Mantia is former Chairman, AICTE

Our universities are starved of funds today. Eminent people from systems outside the universities, such as representatives of industry bodies or the services sector, may need to understand the ethos of a university before they deliver on its objectives. At the same time, they could help bring in a professional perspective and facilitate the creation of endowments. The challenge for vice-chancellors today — in whatever way he/she is selected — is to help raise the research bar and help in internationalisation.

केंद्रीय शिक्षा मंत्री ने कांग्रेस अध्यक्ष के आरोपों का जवाब दिया

# विपक्ष के शासनकाल में शिक्षा बर्हाल रही: प्रधान

## निशाना

नई दिल्ली, विशेष संवाददाता। उच्च शिक्षा में हो रहे बदलाव के बहाने आरएसएस और भाजपा पर कांग्रेस अध्यक्ष मल्लिकार्जुन खरगे के हमले का केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने जवाब दिया है। प्रधान ने एक्स पर खरगे के पोस्ट का जवाब देते हुए कहा है कि देश की शिक्षा व्यवस्था को दशकों तक बर्हाल और भ्रष्ट बनाकर रखने वाली कांग्रेस पार्टी की मानसिकता आज भी वही है।

कांग्रेस अध्यक्ष मल्लिकार्जुन खरगे ने शुक्रवार को आरोप लगाया था कि यूजीसी मसौदा विनियम, 2025, राज्य के राज्यपालों को कुलपति नियुक्तियों पर व्यापक नियंत्रण देता है और गैर-शैक्षणिक लोगों को इन पदों पर रहने की अनुमति देता है। उन्होंने इसे संघवाद और राज्य के अधिकारों पर सीधा हमला करार दिया था। खरगे ने कहा था कि आरएसएस की विचारधारा लागू करने की कोशिश की जा रही है। इसके जवाब में केंद्रीय शिक्षा मंत्री ने कहा शिक्षा जैसे मुद्दे पर भी भ्रम फैलाकर युवाओं को बर्गलाकर देश में अशांति फैलाने की चाह रखना ही कांग्रेस



केंद्रीय शिक्षा मंत्री ने एक्स पर पोस्ट कर कांग्रेस को घेरा

अध्यक्ष मल्लिकार्जुन खरगे सहित पूरी कांग्रेस की नीति बन चुकी है। प्रधान ने कहा कि यूजीसी विनियम 2010 ही, 2018 हो या वर्तमान 2025 के यूजीसी विनियम हों सभी में ये स्पष्ट है कि चांसलर /विजिटर ही कुलपति नियुक्त करते हैं। उन्होंने कहा, जहां तक राज्यपालों द्वारा कुलपति की जिम्मेदारियों के निर्वहन का सवाल है, तो ये ऐसी प्रथा है जो देश की स्वतंत्रता से भी पहले से चली आ रही है।

प्रधान ने कहा कि यूजीसी रेगुलेशन 2025 की चयन समिति संरचना वास्तव में यूजीसी विनियम 2010 का ही प्रारूप है। इसमें शिक्षकों व अन्य शैक्षणिक कर्मचारियों की नियुक्ति और उच्च मानकों को बनाए रखने हेतु चयन समिति का गठन हुआ है। जिसके सदस्यों में चांसलर /विजिटर द्वारा नामित व्यक्ति (समिति का अध्यक्ष), यूजीसी चेयरमैन द्वारा नामित व्यक्ति एवं विश्वविद्यालय के कार्यकारी

## प्रियंका बोलीं- युवाओं का भविष्य अंधकार में

नई दिल्ली, एजेंसी। कांग्रेस महासचिव प्रियंका गांधी वाड़ा ने सोमवार को कहा कि भाजपा के शासनकाल में युवाओं का भविष्य अंधकार में है। छत्तीसगढ़ में शिक्षकों के प्रदर्शन को लेकर उन्होंने प्रतिक्रिया दी है। रविवार को शिक्षकों के प्रदर्शन का वीडियो प्रियंका गांधी ने सोशल मीडिया पर शेयर किया है। प्रियंका ने एक्स पर लिखा कि छत्तीसगढ़ का यह वीडियो देश के युवाओं की दुर्दशा का एक छोटा सा उदाहरण है।



समिति द्वारा नामित व्यक्ति शामिल हैं। उन्होंने कहा कि जहां तक राष्ट्रीय शिक्षा नीति की बात है तो, कांग्रेस को इससे इसलिए समस्या है, क्योंकि इसमें भारतीयता के अंश हैं। यह वही पार्टी है जिसने दशकों तक सत्ता में रहते हुए भारतीय शिक्षा प्रणाली को कमजोर किया और हमारी गौरवशाली सांस्कृतिक धरोहर को पाठ्यपुस्तकों से मिटाने का काम किया।

## बिहार : आठवीं से पहले ही 25 प्रतिशत बच्चे छोड़ देते हैं स्कूल

■ संजय दुटेजा

नई दिल्ली। एसएनबी

बिहार में कक्षा छठी से आठवीं के बीच 25 प्रतिशत से अधिक छात्र-छात्राएं अपनी शिक्षा पूरी करने से पहले ही पढ़ाई छोड़ देते हैं। स्कूलों में माध्यमिक कक्षाओं के बच्चों की ड्रॉपआउट दर में बिहार सबसे आगे है जबकि तेलंगाना, तामिलनाडू, केरल व पश्चिम बंगाल में माध्यमिक स्कूल स्तर तक ड्रॉपआउट दर शून्य है।

देश में स्कूलों में दाखिला लेने के बावजूद अपनी शिक्षा पूरी किए वगैर पढ़ाई छोड़ देने की समस्या देश में शिक्षा के क्षेत्र में बड़ी समस्या रही है। ड्रॉपआउट दर को कम करने के लिए केंद्र सरकार के साथ साथ राज्य सरकारें भी लगातार प्रयास करती रही हैं। राष्ट्रीय शिक्षा नीति में 2030 तक ड्रॉपआउट को कम करने का लक्ष्य रखा गया है। यूनीफाइट डिस्ट्रिक्ट इन्फार्मेशन सिस्टम इन एजुकेशन के जरिए देश भर के स्कूलों के सभी तरह के आंकड़े दर्ज किए जाते हैं। यूनीफाइट डिस्ट्रिक्ट इन्फार्मेशन सिस्टम इन एजुकेशन की वर्ष 2023-2024 की रिपोर्ट के आंकड़ों के अनुसार, स्कूलों से ड्रॉप आउट दर में बिहार सबसे टॉप पर है। माध्यमिक स्तर पर ही बिहार में स्कूल छोड़ देने

तेलंगाना, तामिलनाडू,  
केरल व पश्चिम  
बंगाल में ड्रॉपआउट  
दर शून्य

वाले बच्चों की दर 25.95 है जो काफी चिंतनीय है। दूसरे स्थान पर मेघालय है जहां माध्यमिक स्तर पर स्कूल छोड़ने वाले बच्चों की दर 12.41 है। माध्यमिक स्तर पर ड्रॉपआउट दर में झारखंड तीसरे स्थान पर है जहां ड्रॉपआउट दर 9 है जबकि असम चौथे स्थान पर है जहां ड्रॉपआउट दर 8.16 है। पूर्वोत्तर राज्यों में असम ड्रॉपआउट दर में मेघालय के बाद दूसरे स्थान पर है। देश के अन्य जिन राज्यों में माध्यमिक स्तर के बच्चों की

ड्रॉपआउट दर काफी अधिक है उनमें राजस्थान में 6.80, अरुणाचल प्रदेश में 6.80 तथा मध्यप्रदेश में 6.74 है। माध्यमिक स्तर पर तेलंगाना, तामिलनाडू, केरल व पश्चिम बंगाल में ड्रॉपआउट दर शून्य है जो इन राज्यों के लिए एक बड़ी उपलब्धि है। चंडीगढ़, हिमाचल प्रदेश, महाराष्ट्र व दिल्ली ऐसे राज्य हैं जहां

माध्यमिक स्तर की ड्रॉपआउट दर 1 से नीचे है। जिन राज्यों में ड्रॉपआउट दर 3 से 6 के बीच है उनमें लददाख सबसे उपर है जहां ड्रॉपआउट दर 5.77 है, इसके अलावा छत्तीसगढ़ में 5.26, मिजोरम में 5.85, नागालैंड में 5.81, सिक्किम में 4.95, हरियाणा में 4.66, गुजरात में 4.17, त्रिपुरा में 4.05, उत्तर प्रदेश में 3.93, मणिपुर में 3.45 व जम्मूकश्मीर में 3.20 है। उत्तराखंड में 2.28, उड़ीसा में 1.95, पुदुचेरी में 1.39 व आन्ध्रदेश में 1.07 है।

# 'Cong misleading youth about UGC': Pradhan targets Kharge

HT Correspondent

letters@hindustantimes.com

**NEW DELHI:** Union education minister Dharmendra Pradhan on Monday slammed Congress president Mallikarjun Kharge, accusing him of "spreading confusion" and "misleading the youth to create unrest in the country."

Responding to Kharge's critique of various central education schemes, Pradhan alleged that the Congress, during its tenure from 2004 to 2014, had "weakened India's education system" and "deliberately tried to erase the country's rich cultural heritage from the textbooks."

Pradhan's remarks came days after Kharge in a post on X, accused the BJP-led Centre of systematically undermining



Mallikarjun Kharge, Dharmendra Pradhan

higher education in India. Kharge had criticised the changes in educational policies introduced under the Prime Minister Narendra Modi-led government.

In his post, Kharge attacked the Union government for "discontinuation" of the National Talent Search Examination Scholarship (NTSE) since 2021. "An amount of ₹40 crore should

have been spent on this scheme running since 1963, but ₹62 crore have been spent on Modi ji's PR," he said.

Taking potshots at the Centre over the recently released UGC draft regulations 2025 on faculty recruitment in universities, he said, "UGC's draft regulations 2025 gives governors sweeping control over vice-chancellor appointments and allow non-academics to hold these posts, which is a direct attack on federalism and state rights. BJP-RSS wants only Sangh Parivar VCs to be appointed."

Pradhan defended the UGC draft regulations, saying, "Whether it is UGC regulations 2010, 2018 or the current UGC Regulations of 2025, it is clear that the chancellor or visitor appoints the vice-chancellor..."

# UGC draft rules row: After Kharge terms it attack on federalism, Pradhan points to Chancellors' role in V-C appointments in 2010

**EXPRESS NEWS SERVICE**  
NEW DELHI, JANUARY 13

UNION EDUCATION Minister Dharmendra Pradhan and Congress president Mallikarjun Kharge have been sparring over the new University Grants Commission (UGC) draft regulations on, among other things, giving Governors of states a greater hand in the appointment of Vice Chancellors.

Responding to Kharge's comment that the UGC draft regulations are an attack on federalism, Pradhan pointed to the earlier UGC regulations of 2010 and 2018, and said that in these, like in the 2025 regulations, the Chancellor/Visitor appoints the Vice Chancellor.

"As far as the discharge of re-

sponsibilities of the Chancellor by the (state) Governors is concerned, this is a practice that has been followed even before the country's Independence," Pradhan said, referring to his response to Kharge as a set of "important facts for those who repeatedly sell lies".

Pradhan said the structure of the selection committee in the 2025 regulations is a form of what was in the regulations of 2010. "In this, a selection committee has been mentioned for the appointment of teachers and other academic staff and to maintain high standards. Its members include a nominee of the Chancellor/Visitor, a nominee of the UGC Chairman, and a nominee of the university's syndicate/executive council/board of management," Pradhan wrote



Union Education Minister Dharmendra Pradhan, Congress chief Mallikarjun Kharge

in a post on X.

This was the composition of the selection committee for the V-C as mentioned in the 2010 regulations.

Both the 2010 and 2018 regulations, the last one issued before the 2025 draft, did not specify the composition of the selection committee that would choose a set of prospective V-C

candidates from which the Chancellor would appoint one.

The 2025 draft regulations, which were released last week to seek suggestions, said the Chancellor/Visitor would constitute the selection committee.

In a post on X, Kharge said last week that the 2025 regulations give control to the Governor in the appointment of V-Cs and allow non-academics to be appointed to the post.

"This is an attack on federalism and the rights of the states. The BJP-RSS wants only Sangh parivar-associated V-Cs to be appointed," he wrote.

"The UGC was giving financial assistance to universities, and the government was funding the UGC. But now the Modi government's HEFA (Higher Education Financing Agency)

has taken over... This compels colleges and universities to offer more self-financed courses, and SC/ST/OBC/EWS students will face financial difficulties... The UGC's allotment in the budget has been cut by 61%," Congress president Kharge said.

Kharge's post on Friday came after Kerala Chief Minister Pinarayi Vijayan and Tamil Nadu Chief Minister M K Stalin objected to the draft regulations on the grounds that they "undermine federalism".

Responding to Kharge's comment that the "BJP-RSS is constantly attacking higher education in the country", Pradhan wrote on Monday: "The Congress, which kept the country's education system corrupt and in bad shape for decades,

still has the same mentality. The Congress can never accept that the youth of the country should be educated and the country should develop."

"The Congress party has a problem with the National Education Policy which has been wholeheartedly accepted by all sections of the country, including the youth, because it has elements of Indianness. This is the same party which weakened the Indian education system and worked to erase our glorious cultural heritage from the textbooks. Therefore, without understanding the facts, the Congress party should change its policy of criticising just for the sake of criticism and stop worrying about one family and worry about the youth of the country," Pradhan posted on X.

# Pradhan defends UGC 2025 draft, calls Cong claims 'lies'

The Times of India,  
14 January 2025, Page No- 15

## DRAFT RULES ON VC APPOINTMENTS

### 2010 Gazette Notification

The selection of VC should be through proper identification of a panel of 3-5 names by a search committee through a public notification or nomination or talent search process or in combination

### 2025 draft

The selection for the vice-chancellor post shall be through an all India newspaper advertisement and public notification. Applications can also be sought through nomination or a talent search process by a search cum selection committee



### Who should be a VC

**2010 Gazette Notification** | Persons of the highest level of competence, integrity, morals and institutional commitment

**2025 draft** | A distinguished person possessing high academic qualifications and demonstrated administrative and leadership capabilities, strong alignment to constitutional values, strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, with a flair for innovation and a global outlook in higher education, along with the overall vision of the institution and abilities to manage complex situations

### SEARCH CUM SELECTION COMMITTEE

#### 2010 Gazette Notification

A nominee of the visitor/chancellor, who should be the chairperson of the committee

A nominee of the chairman, University Grants Commission

A nominee of the syndicate/senate/executive council/board of management of the university



The visitor/chancellor shall appoint the vice-chancellor out of the panel of names recommended by the search committee

#### 2025 draft

A nominee of the visitor/chancellor, who shall be the chairperson of the search cum selection committee

A nominee of the chairman, University Grants Commission

A nominee of the apex body of the university such as syndicate/senate/executive council/board of management/ equivalent body of the university

The visitor/chancellor of the university shall appoint the vice-chancellor out of the panel of names recommended by the search-cum-selection committee

**2025 draft** | The search-cum-selection committee shall short-list the candidates and interact with the short-listed candidates to prepare a panel of 3-5 names for submission to the visitor/chancellor

Manash.Gohain  
@timesofindia.com

**New Delhi:** The draft guidelines on faculty recruitment and promotions in higher education released by the University Grants Commission (UGC) last Monday sowed seeds of a new political battle between states like Tamil Nadu and Kerala on one side, and the Centre on the other. However, if compared with the June 30, 2010 gazette notification on the same, nothing seems to have changed in the appointment process of vice chancellors (VCs) of higher education institutions.

The bone of contention has been the states' claim that the new regulations will give chancellors (governors) greater control over VC selection. While Kerala described the draft regulations as "an overreach by the central govt, rendering states powerless in the higher education sector," TN chief minister M K Stalin announced plans to legally challenge the governor's authority over VC appointments. Congress president Mallikarjun Kharge had alleged that the UGC draft regulations, 2025, give state governors extensive control over vice-chancellor appointments and allow non-academics to hold these posts and termed it a

"direct attack on federalism and state rights".

In response, Union education minister Dharmendra Pradhan Monday attacked the Congress, accusing it of "selling lies" about the draft recruitment norms rolled out by the UGC and said the practice of governors appointing university VCs has been going on even before Independence.

As per the 2010 regulations the search committee would comprise of "a nominee of the visitor (President in case of central universities)/ chancellor (governor in case of state university), who should be the chairperson of the committee; a nominee of the chairman, UGC; a nominee of the syndicate/executive council/board of management of the university." It further said that "the visitor/ chancellor shall appoint the VC out of the panel of names recommended by the search committee."

The same has been retained in the proposed regulations of 2025 without any changes. As far as chancellor's role as the head of state university, as per the "Report of the Education Commission (1964-66)" also popularly known as "Kothari Commission" and as well as the recommendations from report of the committee of

inter university board, both are of the view that appointment of VC's should be made by the chancellor in "his individual judgment and not by the state govt."

Stating that the Congress which is unwilling to support youth education and national progress, is trying to confuse and mislead the youth, and fostering unrest, Pradhan in a pointed rebuttal said: "Whether it is UGC Regulations 2010, 2018 or the current UGC Regulations of 2025, it is clear in all that the chancellor/ visitor appoints the vice chancellor....," and "The selection committee structure of UGC Regulations 2025 is actually the format of UGC regulations 2010. In this, a selection committee has been formed for the appointment of teachers and other academic staff and to maintain high standards," as the minister accused that Congress even has a problem with the National Education Policy "which has been wholeheartedly accepted by all sections of the country including the youth because it has elements of Indianness. This is the same party which weakened the Indian education system and worked to erase our glorious cultural heritage from the textbooks while being in power for decades..."

# Educational equity for tribals

*Addressing the persistent challenges in providing quality education to India's tribal populations necessitates tailored, inclusive approaches, governance reforms, and tribal-friendly policies that consider their unique geographical, cultural, and socioeconomic contexts*

**E**nsuring quality education in tribal areas of India seems to be a continuous challenge. According to the MHRD's tentative figures, the dropout rate among ST students at the secondary level as of 2018 was 24.03 per cent, higher than the 18.64 per cent among SC students. The GER in Class 11 and 12 for 2015-16 was 59.4 per cent for ST students, compared to 71.4 per cent for SC students. Though Scheduled Castes and Scheduled Tribes share a common and special identity as victims of social discrimination, geographical and cultural factors seem to variedly influence their relative advancement in the field of education.

The network of schools and colleges has been substantially expanded in most tribal areas across the nation over the years. In 2018-19, Samagra Shiksha was launched, subsuming the three erstwhile Centrally Sponsored Schemes—Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education—envisaging 'school' as a continuum from pre-school, primary, upper primary, secondary, to senior secondary levels, with a view to ensuring universal access and retention. However, the benefits of these schemes do not easily percolate down to tribal populations due to various factors such as inaccessible terrain, seclusion from mainstream society, cultural specificities, and stringent forest laws that restrict free movement of people and the creation of infrastructure in designated forests. The inadequate representation of tribals in public and private sector jobs and professions, as reflected in 'backlog vacancies,' indicates that much is left to be desired in the educational advancement of tribal populations.

Education for tribal children from upper primary to secondary levels is mainly provided through residential schools in forest areas and post-matric hostels in non-forest areas. The Eklavya Model Residential School (EMRS) programme is designed to provide quality education to ST students (Classes 6 to 12) in



Ensuring quality education for tribal children requires an area-specific approach that accommodates cultural and linguistic differences and involves active participation from stakeholders

remote areas, while Ashram Schools under the Tribal Sub-Plan (TSP) are established for both girls and boys in LWE pockets. These Centrally Sponsored institutions are operated and maintained by state governments. There are around 900 Ashram Schools and about 200 EMRS across the country. A report by the TATA Trust states that most Ashram Schools do not comply with basic standards, resulting in apathy from school management and teachers toward students' welfare. The Hemanand Biswal Committee Report of 2014 revealed that 793 children died between 2001 and 2013 due to snake bites and minor diseases.

Ambitious schemes of education are eclipsed by issues like frugal finances, lack of infrastructure for capacity building, lethargy in delivery mechanisms etc. Additionally, poverty and uncertainty of livelihoods strongly demotivate tribals from sending their children to school. However, when we juxtapose the state of education of tribal populations of Northeastern states like Assam, Mizoram, Meghalaya, and Tripura where the Sixth Schedule of the constitution operates, with that of the tribals in the rest of India, we see significant and encouraging achievements in the former. On the contrary, though tribes in Madhya Pradesh, Odisha, Bihar, Maharashtra, Gujarat, Rajasthan, Andhra

Pradesh, and West Bengal together account for 82 per cent of the total ST population in India and are covered under the Fifth Schedule of the Constitution, their human development indicators, especially in education, remain far from satisfactory. This is notable even though more than 50 per cent of them live in Lok Sabha constituencies where they form the majority.

The largest number of tribals inhabit India's mainland, stretching from western India (Bhils), through central India (Gonds), to Jharkhand and Bengal (Mundas, Oraons, and Santhals). Some vulnerable tribal populations in states like Karnataka, Tamil Nadu, Kerala, and West Bengal, where the Fifth Schedule does not operate, continue to lag in educational development.

Ensuring quality education for tribal children requires an area-specific approach that accommodates cultural and linguistic differences and involves active participation from stakeholders. This is because unlike SCs, the target groups are heterogeneous in sociocultural values, livelihoods, and demographic characteristics, broadly segmented into three categories:

- a) those living in inaccessible terrains with traditional ways of life unaffected by mainstream society,
- b) those living in forest areas and villages adjacent to the mainland but lacking edu-

ational facilities, and

c) those residing in non-tribal-dominated areas and attempting to assimilate into mainstream society.

The last category mostly benefits from affirmative action, while the first and second groups are too educationally disadvantaged to compete. Modern infrastructure, qualified teachers, and a streamlined administrative machinery may improve GER rates and lower dropout rates. However, as a precursor, we must first address issues of poverty, healthcare, housing, and livelihoods that have driven tribals into misery and hopelessness for years.

Forest laws primarily treat forests as sources of revenue and conservation areas for wildlife, with little concern for the tribals who depend solely on them. Forest and environmental laws have turned forests, home to a majority of the tribal population, into a curse rather than a blessing. National parks and sanctuaries are declared in forest areas without properly settling the rights of the tribals inhabiting them. In some states, forest lands are even transferred to the corporate sector in the name of development, often forcing tribals out of their natural habitats. While the right-conferring provisions in these laws exist only as guidelines without legal force, the restrictive provisions are enforceable by law.

Although the Panchayats (Extension to Scheduled Areas) Act (PESA), 1996 (73rd Amendment), recognises the traditional rights of tribals over "community resources" like land, water, and forest products, many states have yet to grant the necessary powers to tribal Gram Sabhas and PRIs.

Education cannot be treated in isolation from the socioeconomic aspects of human society. Initiatives like midday meals, distribution of free uniforms, books, and cycles are commendable but insufficient. What is needed is a game-changing, holistic approach—a comprehensive model that ensures the participation of stakeholders in decision-making, control over funds, and the management of institutions. Firstly, the stringent forest laws must be reviewed to make them more tribal-friendly and to create an ecosystem of social endosmosis between forest dwellers and mainstream society. This will facilitate learning opportunities and general awareness among tribals, a benefit that SC populations received due to their proximity to mainstream society. Increased rail and road connectivity in forest areas will also allow for the free flow of human resources and knowledge. The much-repeated catchphrase "protection of tribals" has, in practice, led to their "glorified confinement" and societal disintegration. Secondly, enforcing the Sixth Schedule in certain notified areas will pave the way for educational advancement among tribals, as it has in Assam, Tripura, Mizoram, and Meghalaya, by empowering locals with self-rule to protect their economic and cultural interests. Thirdly, in states where the Fifth Schedule is currently in operation, strengthening institutions under the PESA Act, at least in the education sector, could significantly improve the current scenario. After all, to quote Nelson Mandela, "Education is the most powerful weapon to change the world."

The writer is a former Addl. Chief Secretary of Chhattisgarh. Views expressed are personal.

٤٤ وارسى كى اذھيا كھتا ميں راجاوان ميں ساجياا باٲك ميں راشٹريک شياا نياا كى كياا كياا كى ليٲا ديكاا نياا كياا

## زير تقيمر يونيورسٲيواں ميں صرف هئر مندا انجينيئروں كو هيا ذمہ داري دي جائے: آندي بين پيل

### گورنر كى صدارت ميں راج بھون ميں جائزہ ميٲنگ ميں قومي تعلقيا پاليسى پر عمل در آمد كيلىے دي گئي هدايات

دي جائے، تاك تمام كام بروقت اور معياري طريقے سے عمل هوكيں۔ انھوں نے کہا كہ يہ لمبى ذمہ صرف منصوبوں كى پيش رفت پر نظر ركھے گي بلكہ ضرورت پڑنے پر اصلاحي اقدامات كى بهي سفارش كرے گي تاك كاموں ميں شفافيت اور احسااب كو يقيني بنايا جا سكه۔ ميٲنگ ميں اتر پرديش كے وزير خزانہ سریش كھن، اعلى تعليم كى وزير هملكت راجنى تيوارى، گورنر كے ايٲيشل چيف سكرٲيرى ڈاكٲر سدھير مھادا يوبھسے، وزير اعلى كے خصوصى سكرٲيرى، پرنسپل سكرٲيرى ہائر ايجوڪيشن، ايٲيشل سكرٲيرى ہائر ايجوڪيشن، ڈپٲي ڈائريڪٲر ميڪانيكل انچارج پي ايم اوشا سميت ديگر سٲنٲر افسران موجود تھے۔ اس كے علاوہ رياست كى مختلف يونيورسٲيوں كے وائس چانسلر اور مر كزى حكومت كے افسران نے ورچوئي ميٲنگ ميں شرڪت كى۔



دورہ كرنا چاہئے۔ كالجوں ميں خدمات انجام ديے والے اساتذہ اور ملازمين كے مفادات كا تحفظ كيا جائے۔ حكومت اس سلسلے ميں مضبوط منصوبہ تيار كرے اور اس كے تحت تمام ضروري هدايات جاري كرے۔

گورنر نے هدايت دي كہ تمام منصوبوں كى باقاعده مانٲيٲنگ كے ليے ايڪ ميٲنگ تشكيل

ليے تحت هدايات ديے ہوئے کہا كہ طلبہ كے مفاد كو سب سے زيادہ اھميت دي جاني چاہيے۔

زير تقيمر يونيورسٲيوں كى تقيمر ميں صرف هئر مندا انجينيئروں كو بهي ذمہ داري دي جائے، تاك تقيمر اتى كاموں ميں معيار كا خيال ركھا جاسكه۔

انھوں نے کہا كہ نئي يونيورسٲيوں اور كالجوں كى تقيمر سے وابستہ عھد بداروں كو نالندہ يونيورسٲيوں كا

اور جى اى ايم پورٲس كے ذريعے يونيورسٲيوں ميں خريدارى كے عمل كو موثر بنانے كى هدايات ديں۔ انھوں نے يونيورسٲيوں ميں فنڊ استعمال كے سرٲيشيش كى شفافيت اور رجسٲرار، فنانس كنٲرلر اور ايگز امينيشن كنٲرلر كى مقررہ وقت پر تقررى كو يقيني بنانے پر خصوصى زور ديا۔ انھوں نے قومي تعلقيا پاليسى 2020 كے موثر نفاذ كے

لكھنؤ (ايس اين بي) گورنر اور ياتى يونيورسٲيوں كى چانسلر آندي بين پيل كى صدارت ميں راج بھون ميں جائزہ ميٲنگ ہوئي۔ ميٲنگ ميں ماں ونديا واكٲي يونيورسٲي مرزا پور، ماں پيشورى يونيورسٲي بلرام پور اور گرو مھيشور يونيورسٲي مراد آباد كى تشكيل، پي ايم اوشا پرويكتوں كے قيام اور فنڊ كے اجراء كى پيش رفت، جى اى ايم پورٲس پر ايگز ايڪيٲنگ ايجنسى سے سٲنٲر اور ديگر اشياء كى خريدارى كے بارے ميں سركارى احكامات كو اپ ڈيٲ كيا گیا۔ پوليٲي سريٲيكٲيٲ، يونيورسٲي ميں رجسٲرار، فنانس كنٲرلر اور ايگز امينيشن كنٲرلر كى پوسٲنگ اور سالانہ تقيمس كا نظام، 2020 سے بنائے گئے كالجوں كا الحاق اور قومي تعلقيا پاليسى 2020 كے نفاذ جيسے موضوعات پر تبادلہ هوا۔ ميٲنگ كے دوران گورنر نے پي ايم اوشا پرويكت كو نافذ كرنے

## प्रतिभा खोज परीक्षा के 18 विजेताओं को किया पुरस्कृत



विज्ञान भारती की ओर से आयोजित प्रतिभा खोज प्रतियोगिता के विजेताविद्यार्थी •

जासं, दक्षिणी दिल्ली: राष्ट्रीय विज्ञान संग्रहालय परिषद व शिक्षा मंत्रालय के राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) के सहयोग से विज्ञान भारती (विभा) की ओर से प्रतिभा खोज प्रतियोगिता के विजेताओं को पुरस्कृत किया। इसके लिए चयनित 126 छात्रों के लिए एक दिवसीय राज्य स्तरीय शिविर

पत्र से सम्मानित किया गया। विज्ञान मंथन (वीवीएम) 2024-डिजिटल उपकरणों का उपयोग करके कक्षा 6 से 11 तक के लिए भारत की सबसे बड़ी प्रतिभा खोज प्रतियोगिता है। इसका उद्देश्य छात्रों को भारत की विरासत और विज्ञान एवं प्रौद्योगिकी के क्षेत्र में विशालता के बारे में शिक्षित करना है।

परीक्षा 12 जनवरी को आयोजित की गई। विभिन्न मूल्यांकन प्रक्रियाओं से गुजरने के बाद अलग-अलग वर्ग में 18 विजेता चुने गए, जिन्हें ट्राफी और प्रमाण

# Vidya Kumbh: Bringing education to children of sanitation workers in Mahakumbh mela

**BISWAJEET BANERJEE**  
MAHAKUMBH NAGAR

In a unique initiative, the Uttar Pradesh government has established five "Vidya Kumbh" primary schools within the sprawling Mahakumbh mela ground in Prayagraj. These schools are dedicated to providing free, high-quality education to the children of the 15,000 sanitation workers tirelessly maintaining cleanliness during the grand event.

The project, spearheaded by the state's basic education department, aims to ensure that the education of these children is not disrupted while their families work at the Mahakumbh. The schools, located in sectors 1, 2, 7, 10, and 13, are equipped with digital classrooms, playgrounds, and a host of amenities, creating a vibrant learning environment.

Basic education minister Sandeep Singh hailed the effort as an example of the government's commitment to



education. "On the auspicious occasion of Maha Kumbh-2025, the Uttar Pradesh government is paving the way for a brighter future for the next generation," Singh said in a statement. The schools have enrolled over 500 students so far, with the target set at 1,000. Children

aged 6 to 14 have been surveyed and placed in classes appropriate to their age. Education is being provided free of cost, along with school uniforms, sweaters, books, and stationery under the 'Umang Kit' scheme.

Director general, school education, Kanchan Verma,

said, "Through Vidya Kumbh, we are ensuring that the education of children belonging to labor families continues uninterrupted, even in the midst of this massive event."

For Sunita, a sanitation worker from Varanasi, the initiative has been life-changing. "I was worried about my daughter Rajkumari missing her studies while I worked here. Now, she's not only learning but also enjoying her time with new friends," Sunita shared with a smile.

Eight-year-old Arjun, a student at Vidya Kumbh Primary School in Sector-10, expressed his delight, saying, "I love studying here! We get to play in the big playground, and the teachers are very kind. The best part is that we also get tasty food every day."

Another student, 10-year-old Meena, added, "The school gave us new books, sweaters, and even shoes. I'm happy to come here every day."

The schools emphasize digital

and game-based learning, with lessons taught using audio-video content, whiteboards, and interactive activities. For nursery students, playful methods have been adopted to spark their interest in education.

Akanksha Rana, officer on special duty for the Kumbh Mela Authority, highlighted the broader vision: "We plan to establish Vidya Kumbh schools in all 25 sectors of Mahakumbh Nagar. This initiative not only ensures education but also builds a sense of community and care."

The children also receive nutritious mid-day meals, with a dedicated dining area ensuring they remain healthy and energized throughout the day.

The Vidya Kumbh initiative reflects the state government's focus on inclusive development during Mahakumbh 2025, which is expected to witness millions of devotees from across the globe.

# Catalyst for change

*Rocket Learning Foundation has been transforming early childhood education through tech-driven community engagement—empowering caregivers and Anganwadi workers to build cognitive development of underserved children*

A few self-motivated and driven youngsters have set in motion a set of activities that has the potential to transform how learning can take place amongst children. For this effort, their organisation, Rocket Learning Foundation was recognised in the form of Nexus of Good Annual Award, 2024. They have put in place a model that is already replicating and scaling in the true spirit of Nexus of Good through public-private partnership

It is universally acknowledged that the first six years of a child's life represent a critical window of opportunity, during which 85 per cent of brain development occurs. These early experiences shape a child's cognitive skills, emotional well-being, and social development, laying the foundation for their entire future. In India, 60 million children lack access to cognitive stimulation, despite the existence of the most extensive state-administered Early Childhood Care and Education (ECCE) programme, delivered through 1.4 million Anganwadi Centers (AWCs). These centers often focus predominantly on nutrition and healthcare, neglecting the crucial aspect of cognitive development staffed by under-trained and undervalued Anganwadi workers. Primary caregivers from marginalised communities frequently lack clarity on their role in supporting their child's learning and feel under confident due to their own low literacy levels. This gap in early learning opportunities reinforces cycles of poverty and systemic inequities that cannot be fully addressed by later remedial interventions.

Recognising this, Rocket Learning, an edtech non-profit intervenes during this pivotal period, from birth to age six. By fostering a robust, community-driven Early Childhood Development (ECD) system, Rocket Learning ensures that every child, regardless of income or background,



Rocket Learning has achieved an impressive 30 per cent engagement rate, far surpassing the 2 per cent industry average

reaches their full potential in both brain and body development by age six. In just four years, Rocket Learning has partnered with governments to drive systems change in ECD across 10 states—Uttar Pradesh, Delhi, Maharashtra, Haryana, Uttarakhand, Rajasthan, Chandigarh, Madhya Pradesh, Meghalaya, and Punjab, impacting 3.2 million children and over 210,000 Anganwadi workers (government daycare workers) across 140 districts.

### How Rocket Learning is changing realities?

Rocket Learning is revitalising India's vast network of 1.4 million Anganwadi Centers (AWCs), which serve nearly 80 million children under six, through a tech-enabled solution and partnerships with governments for system-level transformation. Rooted in the belief that "it takes a village to raise a child," they link government daycare systems with parents and communities via a custom WhatsApp-based content delivery platform to bring high-quality early learning and care to every child under six.

### Empowering primary caregivers to guide a child's learning journey

Rocket Learning taps into the innate desire of parents to support their children's learning and the potential of

Anganwadi workers (AWWs) as key players in ECCE and equips both caregivers with tools, resources, and a voice in shaping their children's education.

Through government-anchored WhatsApp groups and targeted training programmes, Rocket Learning delivers bite-sized, science-backed, play-based learning content that is easy to integrate into daily routines. The platform also shares virtual interactive learning games and worksheets for children, making learning more engaging and accessible, while also continuously gathering and applying data-driven learnings to refine content and ensure it is aligned with each child's progress. Keeping communities at the heart of their programme, Rocket Learning ensures its content reflects the needs, beliefs, and aspirations of users on their platform while remaining pedagogically sound. For instance, the content is designed to consider the personal and professional aspirations of caregivers, as well as their limitations in time, materials, and know-how.

### To sustain engagement,

Rocket Learning uses real-time data and AI to provide continuous motivation through virtual "report cards and chocolates" for children, medals for AWWs, and behav-

ioral nudges based on group participation. These digital interactions are complemented by offline initiatives such as regular parent-teacher meetups, termed "choupals," and quarterly in-person training to up-skill Anganwadi workers on early childhood education. In doing so, they ensure that both parents and AWWs have the support they need to unlock the full potential of every child they nurture.

An example of this impact is Heena and her 5-year-old daughter, Zara, from Jodhpur, India. Despite limited resources, Heena dedicates 30 minutes daily to engaging in play-based activities with Zara through Rocket Learning's digital classroom. Determined to secure her child's future, she sits at her doorstep to connect to the internet and participate in activities shared via WhatsApp. Personalised nudges, such as virtual medals and feedback on her progress, motivate Heena to stay consistent and engaged in Zara's learning journey. Meanwhile, Heena's Anganwadi worker, Jaya, plays a vital role by reinforcing the learning within the

### community. She implements

the activities received through the Anganwadi worker WhatsApp groups and the training she's undergone, ensuring that the learning continues seamlessly at home and centre.

### Advancing Early Childhood Development (ECD) through policy and systemic change

Rocket Learning collaborates with national and state governments to align ECCE schemes with grassroots realities, while advocating for ECCE to be integrated into long-term development frameworks. As a key ECCE partner to India's Ministry of Women and Child Development, Rocket Learning has played a crucial role in developing and rolling out the groundbreaking 'Navchetana' and 'Aadharshila' curricula for children aged 0-6, spanning all stages from planning and design to implementation across 10 states. At the forefront of driving system-wide change in ECCE, Rocket Learning has also been instrumental in the implementation of "Poshan Bhi Padhai Bhi", India's landmark ECCE programme, which seeks to transform Anganwadi centers into dynamic learning environments for children under six.

### Closing the gap: Rocket Learning's path to scalable, impactful ECCE solution

Rocket Learning's systems-based approach, coupled with simple, low-touch technology, ensures they meet children, caregivers, and Anganwadi workers exactly where they are. By providing personalised, localised experiences and a human-centric design, Rocket Learning has achieved an impressive 30 per cent engagement rate, far surpassing the 2 per cent industry average. Most importantly, their solution is not only scalable and effective but also incredibly cost-efficient, at just USD 1.90 per child per year. With groundbreaking results, such as 70 per cent of cohorts achieving school and life readiness compared to just 50 per cent in traditional models, Rocket Learning is paving the way forward for ECCE at scale. Looking ahead, Rocket Learning aims to reach 50 million underserved children by 2030, furthering its mission to make quality ECCE accessible to every child, regardless of their background as the future of India depends on it.

Views expressed are personal

# Infrastructure in govt. schools catching up with private ones in 2024

The latest UDISE+ report shows that infrastructure in rural schools is on a par with urban schools, compared to a decade ago

## DATA POINT

Sambavi Parthasarathy  
Nitika Francis

Government schools have notably improved in the provision of basic infrastructure facilities to students over the past 10 years, and are almost on a par with private schools, data show. More than 80% of government schools in India are equipped with functional electricity, ramps, boys' and girls' toilets, handwash, and libraries.

Table 1 shows the shares of government and private schools that provide various infrastructural amenities as mentioned in the latest data released by the Unified District Information System for Education (UDISE+), maintained by the Ministry of Education.

Compared to 2013-14, the share of government schools providing functional electricity has doubled from 45% to 90% in 2023-24, while the share of those equipped with computers has tripled from 15% to 51% in the same period. The share of government schools having libraries and ramps, and conducting medical checkups, has surpassed that of private schools equipped with the same in 2024.

Table 2 shows the share of rural and urban schools equipped with various infrastructure facilities in 2014 and 2024. Facilities such as drinking water, electricity, functional toilets, libraries, ramps, and playgrounds are available in more than 75% of rural schools across India in 2024.

The latest report shows the gap between the share of rural and urban schools in select infrastructure facilities has narrowed. The share of rural schools with ramps and regular medical checkups has surpassed the share of urban schools with the same. Drinking water, toilets, libraries, and playgrounds were provided in almost the same share of rural and urban schools. However, schools in rural

areas continue to lag in the availability of computers, rainwater harvesting systems, and internet connection.

Table 3 compares the availability of select infrastructure facilities in 2013-14 and 2023-24. The data is provided for all major States across government and private schools. The greener the cell, the greater the percentage of schools (by management) with the facility and vice versa.

Data show that the share of schools with a functional toilet facility has increased and is at least 90% across all States in the latest year. While States such as Kerala, Tamil Nadu, Punjab, and Delhi have sustained their values, there has been a considerable improvement in government and private schools in Bihar, Odisha, and West Bengal.

Compared to 2013-14, more schools have equipped themselves with functional electricity. A decade ago, the share of government schools with functional electricity was less than 50% in States such as Bihar, Madhya Pradesh, Odisha, Uttar Pradesh, and West Bengal. The share has increased close to 80% and above in all these States.

However, the availability of computers is higher among private schools compared to government schools. Except for Kerala whose figures have always been above 90%, the share of government schools having computers is above 80% only in six other States.

The share of government schools equipped with computers is still as low as 12% in Bihar, 19% in West Bengal, and 29% in Uttar Pradesh. However, Chhattisgarh, Jharkhand, Haryana, and Odisha have shown considerable improvement compared to 2013-14.

Interestingly, the tables turn when we look at the share of schools with the availability of ramps. More government schools are equipped with ramps compared to private schools. The trend has been true in 2013-14 as well, not just in the latest year.

## Report card

The data for the charts were sourced from Unified District Information System for Education Plus (UDISE+) Reports of 2013-14 and 2023-24, released by the Ministry of Education

Acing all tests: Students in a public school at Laggere in Bengaluru in May 2024.



Table 1

The table shows the shares of government and private schools that provide various infrastructural amenities (in %)

	Government		Private	
	14'	24'	14'	24'
Functional electricity	44	90	80	92
Functional toilet	86	96	91	96
Functional boys' toilets	77	90	88	96
Functional girls' toilets	81	93	90	95
Availability of ramps	65	85	35	59
Availability of computer	15	51	51	76
Rainwater harvesting	2	26	10	34
Internet	3	46	19	74
Medical checkup	66	81	57	59
Handwash	39	95	55	96
Library	78	93	72	82

Table 2

The table shows the share of rural and urban schools equipped with various infrastructure facilities in 2014 and 2024 (in %)

Rural/Urban	Rural		Urban	
	14'	24'	14'	24'
Functional electricity	47	88	85	96
Availability of computer	19	53	52	77
Functional toilet facility	86	95	91	97
Functional boys' toilet	78	89	80	91
Functional girls' toilet	81	93	85	94
Internet	5	50	21	73
Medical checkup	63	76	64	71
Playground	66	81	73	87
Rainwater harvesting	3	27	10	36
Library	76	89	81	89
Availability of ramps	59	78	45	71

Table 3: The greener the cell, the greater the % of schools with the facility. In contrast, cells coloured red indicate lesser % of schools with the facility.

The table compares the availability of select infrastructure facilities in 2013-14 and 2023-24. The data is provided for all major States across government and private schools (in %)

Location	Functional toilet facility				Functional electricity				Availability of computers				Availability of ramps				
	Govt		Private		Govt		Private		Govt		Private		Govt		Private		
	14'	24'	14'	24'	14'	24'	14'	24'	14'	24'	14'	24'	14'	24'	14'	24'	
Andhra Pradesh*	61	88	68	100	87	85	84	100	87	80	66	80	48	15	90		
Bihar	65	84	79	98	4	77	58	87	2	12	36	68	60	55	33	35	
Chhattisgarh	90	98	90	98	48	90	81	98	5	67	39	73	66	83	27	50	
Delhi	100	100	100	100	100	100	100	100	76	100	91	100	91	100	64	100	
Gujarat	100	99	100	100	100	100	100	100	69	38	87	81	98	78	40	52	
Haryana	87	100	100	100	87	85	100	100	81	98	84	98	73	84	47	56	
Himachal	87	100	98	100	85	98	88	100	13	40	78	84	68	78	18	27	
Jharkhand	81	98	88	98	5	81	70	98	4	77	66	90	45	77	18	40	
Karnataka	100	99	99	100	97	98	83	99	19	38	68	85	79	88	28	52	
Kerala	98	100	97	100	91	100	81	100	92	100	91	99	77	95	23	51	
Madhya Pradesh	90	92	97	95	11	82	81	98	5	41	49	78	62	89	46	80	
Maharashtra	88	94	95	99	82	81	97	99	37	73	85	87	92	91	42	86	
Odisha	70	100	70	99	11	96	57	98	8	9	87	87	84	89	25	89	
Punjab	99	99	98	98	100	100	100	100	39	100	87	87	84	89	25	56	
Rajasthan	84	89	81	89	36	89	83	94	13	38	47	80	51	76	31	56	
Tamil Nadu	87	87	89	96	87	100	98	96	49	72	86	88	77	100	22	88	
Uttar Pradesh	86	87	88	95	30	89	61	81	6	29	30	56	84	90	54	52	
Uttarakhand	93	93	92	93	61	88	79	96	12	87	62	88	59	85	18	53	
West Bengal	83	100	82	100	38	83	62	93	9	18	13	49	58	85	11	32	

\*2024 data includes numbers for Andhra Pradesh and Telangana for the sake of comparison

## HOW 4-YEAR UG HONOURS COURSE IS TRANSFORMING EDUCATION IN WEST BENGAL



*Skill enhancement courses improve industry readiness & employability*



REV DR JOHN FELIX RAJ

**F**our-year undergraduate degree programme was conceived under National Education Policy (NEP) 2020 and officially announced with effect from July 2020. Primary objectives of NEP 2020 for higher education were highlighted as (i) flexibility in curriculum design; (ii) multiple entry and exit options; (iii) promotion of multi-disciplinary education; (iv) inter-disciplinary approach to the teaching-learning system; (v) introducing internship at the undergraduate level for better employability; (vi) integration of vocational training with higher education and (vii) emphasis on research at the undergraduate level.

The UGC published curriculum and credit framework for undergraduate programmes in December 2022 for the implementation of Choice Based Credit System (CBCS) for UG curriculum with different options under NEP 2020. It was followed by the publication of National Higher Education Qualification Framework by UGC in May 2023 where the different levels of higher education qualification with credit requirements and the learning outcomes at each level has been described.

The Government of West Bengal published State Education Policy 2023 through a Gazette notification dated September 5, 2023. For higher education, the policy has given emphasis, among others, on (i) increasing employability through the integration of vocational courses with the mainstream teaching-learning process through the CBCS mode; (ii) Industry-academia partnership by setting up innovation cells, start-up units and incubation centres at higher education institutions; (iii) Sharing of resources through the linkages between colleges and universities; (iv) Internationalisation through faculty and student exchange and programmes and creating opportunities for foreign campuses in West Bengal in tune with Government of India Regulations.

Structure of the undergraduate degree programmes introduced under the New Policy includes following categories of courses (i) Major courses; (ii) Minor courses; (iii) Multi-disciplinary courses; (iv) Ability enhancement courses; (v) Skill enhancement courses; (vi) Value added courses; (vii) Summer Internship and (viii) Research project/dissertation.

Undergraduate degree programmes, as introduced in St. Xavier's University, Kolkata, are as follows:

### 4-YEAR UG DEGREE (HONOURS)

A student will be awarded 4-year honours degree with a major discipline after completing 160 credits with 80 credits in Major.

### 4-YEAR UG DEGREE (HONOURS WITH RESEARCH)

If a student secures a minimum of 75% marks in first six semesters may opt for honours with research in 4th year. The student will be required to complete a research project/dissertation of 12 credits in lieu of three Major courses under the guidance of a Faculty member.

### 3-YEAR UG DEGREE WITH MAJOR (EXIT OPTION)

(i) A student who wishes to exit after three years will be awarded UG degree with a major after securing a total 120 credits and 60 credits in Major.

New undergraduate degree programmes have opened the doors for several opportunities for the students in West Bengal.

(ii) A student, along with pursuing a honours/major course of his/her choice, are also taking other courses under the category of multi-disciplinary, minor courses, etc.

(iii) Holistic development of a student is facilitated through value-added courses

(iii) Introduction of skill enhancement courses under the degree programmes ensure industry-readiness and better employability. Professional training/orientation programmes for the students are also being facilitated or organised by the Department of Technical Education, Government of West Bengal.

(iv) Introduction of Internship with academic credits has created the possibilities better employability with job opportunities in future.

(v) With the introduction of '4-year UG Honours Degree with Research' will facilitate the further improvement of the research culture of the state and will ensure over all development of academic environment. The student can directly opt for PhD after completing the honours degree with research.

In general, the new undergraduate programmes are expected to bring positive changes in the teaching-learning system and open new horizons for further explorations.

The author is Founder Chancellor and a Professor of Economics at St. Xavier's University, Kolkata

**New UG courses are expected to bring positive changes in the teaching-learning system**

The author is Founder Chancellor and a Professor of Economics at St. Xavier's University, Kolkata

## Book exploring rich culture and history of Tamils released



(From left) David Davidar, publisher, Aleph Book Company; Gopalkrishna Gandhi, former West Bengal Governor; V. Vedachalam, distinguished epigraphist and archaeologist; and author of the book, Nirmala Lakshman, Chairperson, The Hindu Group Publishing Private Limited, at the launch event in Chennai on Thursday. R. RAGU

### **The Hindu Bureau** CHENNAI

A host of eminent scholars, journalists, academics, artists and the who's who of Chennai came together for launch of the book, *The Tamils: A Portrait of a Community*, written by Nirmala Lakshman, Chairperson, The Hindu Group Publishing Private Limited. The book was launched on Thursday by former West Bengal Governor Gopalkrishna Gandhi, and the first copy was received by epigraphist and archaeologist V. Vedachalam.

Speaking about how the book came to fruition, Ms. Lakshman said she wanted to convey her personal insights and learnings about Tamil culture, history, and literature to an audience within this region and to non-Tamil speaking people elsewhere. "I would like to convey my gratitude, first of all, to David [Davidar], my long-time friend and editor whose idea this book was. Some five years ago, David asked me to write a book on the Tamils as part of a community portrait series. I did not feel equal to the task, but David said I could undertake this complex subject. We went back and forth on

how to tackle this vast subject. The Tamils, like many other Indian communities, are complex people with staggered history, and as Walt Whitman once said, we contain multitudes. I knew it would be very challenging to settle on a structure, but we did, and we thought the chronological approach would be the best way forward, giving me the space to choose topics within the historical frameworks," Ms. Lakshman said.

"I came to this more as a journalist than anything else, and not an expert or an academic," she said. "However, I was aware that there are complex issues such as caste inequities, caste violence, economic and political imbalances, and multiple ways of reading society and politics of Tamilagam."

Mr. Gandhi said the "book is a triumph of miniature details".

Epigraphist and archaeologist Dr. V. Vedachalam said Ms. Lakshman travelled the length and breadth of Tamil Nadu, visiting historical sites and excavation sites in person.

Mr. Davidar, publisher, Aleph Book Company, introduced the book to the audience.

## UGC: 3 Rajasthan varsities barred from offering PhD for 5 years over violations

**EXPRESS NEWS SERVICE**  
NEW DELHI, JANUARY 16

The University Grants Commission (UGC) has debarred three universities in Rajasthan from enrolling PhD students for having violated norms while awarding PhD degrees.

OPJS University in Churu, Sunrise University in Alwar and Singhania University in Jhunjhunu have been debarred from enrolling students under their PhD programme for five years — from 2025-26 to 2029-30.

According to a notice issued by the UGC Thursday, a standing committee was constituted to monitor whether universities were awarding PhD degrees in accordance with its regulations. This panel found the three universities not complying with the norms. They were given an opportunity to explain why but their responses were not found to be satisfactory. They have been asked to immediately discontinue enrolling PhD students, said the notice.

The UGC has warned students not to take admission in

PhD programmes offered by these universities.

UGC Chairman M Jagadesh Kumar said: "Universities should be committed to maintaining the highest standards in PhD programmes. UGC will take appropriate action against institutions that fail to follow UGC's PhD regulations. We are also in the process of checking the quality of PhD programmes in a few other universities. If they are found to violate the PhD regulations, action will be taken against them too. It is necessary to single out such erring institutions and prevent them from admitting PhD students."

In response to a question in Rajya Sabha last month on "private universities selling degrees", Minister of State for Education Sukanta Majumdar had listed 10 private universities and said that the UGC had received complaints against them through the Central Vigilance Commission alleging that they were selling fabricated PhD degrees.

OPJS University and Singhania University were among the ten that were listed in the response.

— पीरूचडी पाठ्यक्रम और पोस्ट-पेशन कार्यक्रम की शुरुआत /

## پی ایچ ڈی کورس کیلئے اورینٹیشن پروگرام کا آغاز



(سیرتھو ایس این بی)

آج چودھری چرن سنگھ یونیورسٹی کے شعبہ تاریخ میں واقع ویر بندھیرا کی آڈیٹوریم میں مفت پی ایچ ڈی کورس ورک 2025 کے اورینٹیشن پروگرام کا آغاز ہوا۔ پروگرام کے مہمان خصوصی پروفیسر ویرپال سنگھ، یونیورسٹی کے ڈائریکٹر ریسرچ ہے۔ پروگرام کا افتتاح مشترکہ طور پر پروفیسر ویرپال سنگھ، پروفیسر کے کے شرما وچیش کمار، پروفیسر آرا دھنا، پروفیسر اے وی کورنہ شیخ روشن کر کے کیا۔ مہمانوں کا استقبال شعبہ کے چیئر مین پروفیسر کے کے شرما، ڈاکٹر یویش کمار، ڈاکٹر منیشا تیگی، ڈاکٹر شانی اور پرگیہ نے کیا۔ اس موقع پر ڈاکٹر پنچ شرما بھی موجود تھے۔ مہمان خصوصی پروفیسر ویرپال سنگھ نے تحقیق کے میدان میں مختلف جہتوں کی اہمیت پر روشنی ڈالی۔ انہوں نے بین الاقوامی اور قومی سطح پر تحقیق کے میدان میں معیاری بہتری کے ذریعے یونیورسٹی کے نئے ریکارڈ قائم کرنے کے سفر پر بھی روشنی ڈالی۔ انہوں نے تمام محققین سے اس کامیابی سے تحریک لینے کی اپیل کی اور کہا کہ آپ سب کو چودھری چرن سنگھ یونیورسٹی کے محققین کے طور پر فخر محسوس کرنا چاہیے۔ پروفیسر وچیش کمار، پروفیسر آرا دھنا نے بھی اس موقع پر محققین کی رہنمائی کی اور تحقیق سے متعلق انسانوں پر روشنی ڈالی۔ شعبہ کے چیئر مین پروفیسر کے کے شرما نے تمام نئے محققین کا خیر مقدم کرتے ہوئے اپنے کام کے تئیں ان کی لگن، وفاداری اور ایمانداری پر زور دیا اور کہا کہ جو طالب علم اپنے کام پر توجہ دیتا ہے اور اسے اولین

ترجیح دیتا ہے، یقیناً اس کے مثبت نتائج برآمد ہوتے ہیں۔ پروفیسر شرما نے 20 جنوری سے مفت پی ایچ ڈی کورس ورک کلاسز کا اعلان کیا۔ 100% حاضری کی اہمیت کو ضروری قرار دیتے ہوئے کہا کہ یہ بڑی خوشی اور مسرت کی بات ہے کہ آج یونیورسٹی کے شعبہ تاریخ میں پری پی ایچ ڈی کورس کرنے والوں میں ہریانہ، دہلی،

راجستھان، مغربی بنگال سمیت ممالک کے لوگ شامل ہیں۔ اتر پردیش اور بہار سمیت 6 ریاستوں کی نمائندگی موجود ہے۔ اس موقع پر شعبہ کے اساتذہ ڈاکٹر یویش کمار، ڈاکٹر منیشا تیگی، ڈاکٹر شانی اور پرگیہ بھی مشوری موجود تھے۔ پروگرام کی نظامت ڈاکٹر کلہ پپ کمار تیگی نے کی۔ پروگرام کا اختتام قومی ترانے کے ساتھ ہوا۔

## سردی کے پیش نظر نرسری سے آٹھویں کلاس کے لئے 18 جنوری تک چھٹی کا اعلان

(سلسلہ ایس این بی) سخت سردی کے پیش نظر ریٹریڈ کالونٹ بی بی ایس ای آئی ای ایس ای بورڈ کے نرسری سے کلاس آٹھ تک کے بچوں کے لئے 18 جنوری تک چھٹی کا اعلان کیا گیا ہے۔ اس دوران اسکول کھلے ہیں گے اور اساتذہ موجود ہیں گے۔ وہ ہفتی کا مکمل کریں گے۔ واضح ہو کہ ٹوٹل اسکولوں میں 31 دسمبر سے سرنگھانی تک موسم سرما کی تعطیلات جاری ہیں۔ دیوان کی وجہ سے بعد موسم ایک بار پھر بدل گیا۔ جس کے سبب بدھ کوون پھر دیوان نہ لکھی کی وجہ سے سردی کی لہر چالی رہی۔ سردی بڑھنے کے سبب حکومت کی ہدایت پر آٹھویں جماعت تک کے تمام بورڈ کے بچوں کو 18 جنوری تک چھٹی سے دی گئی ہے۔ اتوار ہونے کی وجہ سے 19 تاریخ کو چھٹی ہوگی۔ اب بچے کو اسکول جائیں گے۔ ضلع ڈیپک ایجوکیشن آفیسر ایشور ڈی آئی او ایس نے ایس شاکر نے بتایا کہ ڈی ایم کی ہدایت پر سردی کی وجہ سے 18 جنوری تک چھٹی ہوگی۔

# Survey finds hundreds of migrant children out of school in Ambala

**NITISH SHARMA**  
TRIBUNE NEWS SERVICE

AMBALA, JANUARY 17

Despite various government and Education Department campaigns, a significant number of out-of-school children continue to emerge annually. During a survey conducted by teachers during the winter vacations under the Haryana School Shiksha Pariyojana Parishad's direction, 935 out-of-school children were identified in Ambala.

The majority of these children belong to migrant labourer families and were found at brick kilns, industrial areas, poultry farms and construction sites. To address the issue, nearly 50 special training centres will be set up where educational volunteers will prepare the children for age-appropriate classes. After completing a bridge course and gaining grade-level competence, the children will be admitted to government schools.

Last year, 1,263 out-of-school children were identified in the district, but only 906 were enrolled in bridge courses across 47 special training cen-



Government school teachers during a survey for out-of school-children in Ambala. TRIBUNE PHOTO

tres. The remaining children reportedly returned to their native states. Similarly, in 2023, 758 such children were identified, of which 734 completed the bridge course and were subsequently enrolled in government schools.

Ambala District Elementary Education Officer (DEEO) Sudhir Kalra said, "A survey was conducted for out-of-school children during the

winter vacations in which 935 such children have been identified. Majority of the children belong to migrant families. The data of these children will soon be uploaded on the Project Appraisal, Budgeting, Achievements and Data Handling System (PRABANDH) of Samagra Shiksha and a bridge course will be started in May. After the course, they will be enrolled in the age-

appropriate class."

Kalra added, "Nearly 50 special training centres will be opened in government schools where educational volunteers will impart knowledge. A three-day training session was organised for the volunteers. Although the survey concluded on January 15, volunteers were directed on the final day of training to visit unexplored areas to identi-

## Statistics at a glance

- 2025: 935 children identified during the survey
- 2024: 1,263 children identified; 906 enrolled in bridge courses
- 2023: 758 children identified; 734 enrolled and later admitted to govt schools
- Main locations: Brick kilns, industrial areas, poultry farms and construction sites
- Next steps: Enrolment in bridge courses in May and eventual admission to government schools

fy more children. Their data will also be sent to headquarters and registered on the PRABANDH portal for approval and a budget will be allocated for their education."

Kalra said, "Since the children move with their parents, they relocate to other districts or even back to their native states once the work is completed. They fail to attend the bridge course. Last year, 1,263 students were identified, but just over 900 attended the courses."

# These unique schools are shaping the lives of 15,000 young Tibetans

What started as a small nursery for displaced Tibetan children in 1960 has transformed into a unique set-up that meets more than just educational needs

Pradeep.Thakur@timesofindia.com

**T**hey say it takes a village to raise a child. This 'village' in McLeodganj, Himachal Pradesh, nestled atop a pristine Himalayan hill around 2,000 metres above sea level, raises about a thousand kids at any given point of time.

## Humble Beginnings

Tibetan Children's Village (TCV) started out small in 1960, functioning as a nursery for 51 destitute children who had escaped Chinese occupation of Tibet and sought shelter in Dharamshala along with the Dalai Lama. Tsering Dolma Takla, the elder sister of the Tibetan spiritual leader, volunteered to take care of the kids, but she also recognised a crucial need: family.

She died in 1964, but her ideas flourished. By 1971, after a period of hectic construction, the small nursery transformed into what it is now — a small village, with its own school and homes.

Just like Dharamshala had come to be known as "Little Lhasa" because it was the Tibetan community's home in exile, TCV also shaped up to become a micro village... and a home away from home for the displaced children.

Today, it has morphed into something much bigger. It's not just a boarding school for kids from nursery to Class 8. Apart from the regular playgrounds and a school building, the village also has dedicated homes, where these children live and grow up as part of a large family, complete with a 'house mother', sometimes even a 'house father'.



**PUTTING DOWN ROOTS:** A 'Khimitsang' — which is typically a house with a kitchen, living room, library, etc — at the McLeodganj TCV. Here, Tibetan children live and grow up as part of a large family, complete with a 'house mother' (inset) and, sometimes, even a 'house father'

Originally meant for only Tibetan refugees, the TCVs have now opened up to all Indian citizens with Tibetan roots. There are 11 TCVs in all now, nurturing some 15,000 pupils: five in Dharamshala, four in Ladakh and one each in Dehradun and Bylakuppe (Karnataka).

## We Are Family

Unlike a traditional boarding school, each home here (or 'Khimitsang', in Tibetan) is a tight-knit unit, where the kids — 20-25 per house — grow up together. Each Khimitsang is, typically, a two- or three-bedroom house complete with a kitchen, living room, library and washrooms.

But, most importantly, each Khimitsang has a 'house mother', who is the guardian of the kids, raising them with love and compassion. Sometimes, she has her husband living with them, as 'house father'. For the kids, it's as close to a normal family life as possible.

The boarders' life is shorn of luxury, but each of them acts as a support system for the others. They cook their meals with help from the house mother, do the dishes, clothes and even grow vegetables in kitchen gardens. The older children act like elder siblings and help the younger ones with homework and chores. And the kids study, work and fight, argue, tease each other and

laugh and cry with each other... together, like siblings, like family.

## Home Truths

The school follows CBSE curriculum, with the Khimitsangs hosting children from nursery to Class 8. Kids who go on to secondary and higher secondary outside the TCVs take their CBSE boards with a 100% pass rate, with many academic distinctions, says a proud Kelsang Gyatso, general secretary. TCV, Gyatso has served as director of several TCVs over more than three decades.

Fourteen-year-old Jiggle Tenzin, born to a Tibetan refugee couple now living in Canada, has been with the TCV for three years now. "It was difficult when I came here initially," he beams, "but I am happy now."

Jiggle is happy to answer questions about life in TCV, but there's no time. It's around 7 pm, and the household is busy completing homework, sitting in a semi-circle on a rug spread across the living room floor, books and exercise books strewn around on wooden desks.

He seems in complete sync with his parents' decision to send him here for a frugal life of learning and community living — unlike any other boarding school, or even compared to a luxurious life he may have led in

Canada, where his mother is a nurse and father a translator.

In the kitchen, two older girls are busy preparing a hot curry for the housemates, with house mother Tsewang keeping an eye on them all. Tsewang, who came as a refugee from Tibet, has been here 19 years, and has acted as a foster mother to hundreds. She has two grown-up children: a son, who joined the Army's special forces and a daughter, who is studying nursing.

In House No. 9 next door, Tenzin Choephel, 60, is a house father, who lives with his wife Metok, 53. Between them, they take care of 20-25 children. Tenzin was headmaster of the TCV Montessori school before he retired and joined his wife in the upper Dharamshala TCV. Their twins are TCV graduates, now enrolled in a PhD pharmacy programme in Delhi.

## Looking Forward

The TCV in upper Dharamshala will celebrate its 65th anniversary in Oct, when its founder, the 14th Dalai Lama, also marks 66 years in exile.

It's a charitable organisation, fully funded through donations and a small part coming from voluntary contributions from parents of boarders (Rs 4,000 a month for those who can afford it). Besides the boarding schools, TCV

runs four day-schools, two *thankas* (skill development) centres, two homes for the elderly, two youth hostels, a TCV college and an institute of higher learning, all at various places that have Tibetan settlements.

At its peak in 2001, the TCVs had around 20,000 students in all, with about 1,000-1,700 coming in from Tibet every year. After the unrest in Tibet and protests across the world in the run-up to the 2008 Beijing Olympics calling for its boycott, the Chinese regime banned all students from leaving Tibet to go to India to study in TCVs.

That resulted in dwindling student numbers. Now, almost 30% of its pupils are Indian citizens, who have Tibetan roots.

But the future is bright, feels Gyatso, who holds up the TCV as a beacon for inclusivity and secularism. "We have Muslim children from Ladakh here," he says, adding, "One home, where the foster mother is also Muslim, is dedicated to Muslim children from Ladakh. They are Tibetan Muslims, and I take them to mosque every Friday for *namaz*."

All said and done, it's not just a school. For a community torn asunder, it's an oasis. And it's proof that you can take Tibetans out of Tibet, but you cannot take Tibet away from Tibetans.



## Uttarakhand's madrasa to offer NCERT curriculum, sanskrit as optional subject

PTI | Dehradun

Jan 19, 2025 04:50 PM IST



The Uttarakhand Waqf Board has launched its first modern madrasa in Dehradun, offering NCERT curriculum with optional Sanskrit.



Uttarakhand's first modern madrasa to offer NCERT curriculum, sanskrit as optional subject (Pic for representation)(HT\_PRINT)

The Uttarakhand Waqf Board has set up the state's first modern [madrasa](#) offering general education under the NCERT curriculum with Sanskrit as an optional subject besides Arabic.

Dr APJ Abdul Kalam Modern Madrasa has been developed by the board at a cost of around ₹50 lakh and will commence classes from the next academic session in March, Uttarakhand Waqf Board Chairman Shadab Shams said.

---

**You 2025 Fortune revealed! [Read Now](#)**

---

The madrasa located at the Muslim Colony near the railway station in Dehradun, he said.

Shams said of about 10 madrasas located in the areas around the colony, this madrasa, has been improved with infrastructure, including well-equipped classrooms, furniture, computers and smart boards.

Students from the nearby madrasas will be brought here for consolidated education, the chairman said.

He said the Waqf Board plans to modernize eight to 10 madrasas in the state by the end of the year and the smaller madrasas in the surrounding areas will be merged into a central facility located at the best location.

He said, "This will streamline the management and the Waqf Board will be able to use the vacant properties to increase its income."

Students from these madrasas will study general subjects under the National Council of Educational Research and Training (NCERT) syllabus in the morning while the evenings will be reserved for religious education, including Quran, teachings of Prophet Muhammad or texts related to Lord Ram, as per their choice, he said.

The chairman said, "Our aim is to create a beautiful India where all children get equal education and equal opportunity to progress."

The Waqf board will provide free education, uniforms and books to students in these modernized madrasas, he added.

For the first time an ex-army personnel will be recruited as physical education instructors to ensure student's fitness and instill patriotism. Teachers for Sanskrit will also be appointed, Shams said.

A total of 419 madrasas are registered in Uttarakhand of which the Waqf Board currently runs 117 madrasas.

The focus is to have to have few madrasas that provide high quality education, Shams said, adding that the presence of so many madrasas in the state is as unnecessary.

He acknowledged that some members of the Muslim community have opposed the modernization initiative, urging the Waqf Board to use the word "school" instead of "madrasas".

Talks are underway with Chief Minister Pushkar Singh Dhama to bring all madrasas under the Waqf Board's management for uniform functioning, Shams said.



## Uttarakhand's First Modern Madrasa to Offer NCERT Curriculum, Sanskrit as Optional Subject

Agency: [PTI](#)

Last Updated: January 19, 2025, 16:33 IST

Dr APJ Abdul Kalam Modern Madrasa has been developed by the board at a cost of around Rs 50 lakh and will commence classes from the next academic session in March, Uttarakhand Waqf Board Chairman Shadab Shams said.



Students from the nearby madrasas will be brought here for consolidated education, the chairman said. (Representative/File Photo)

The Uttarakhand Waqf Board has set up the state's first modern madrasa offering general education under the NCERT curriculum with Sanskrit as an optional subject besides Arabic.

Dr APJ Abdul Kalam Modern Madrasa has been developed by the board at a cost of around Rs 50 lakh and will commence classes from the next academic session in March, Uttarakhand Waqf Board Chairman Shadab Shams said.



## 1 Planning To Study Abroad In 2025? Check Expert Tips On Courses And University Selection



## 2 ISI Chief's Dhaka Visit Points To Pakistan's 'Northeast India Ambition', Say Intelligence Sources



## 3 '2025 Hai Ye': Shocking Video Shows Girls Using Rickety Rope Trolley To Reach School In Uttarakhand



## 4 'Good News Will Come This Month': CM Pushkar Dhami To News18 On UCC In Uttarakhand



The madrasa is located at the Muslim Colony near the railway station in Dehradun, he said.

Shams said of about 10 madrasas located in the areas around the colony, this madrasa, has been improved with infrastructure, including well-equipped classrooms, furniture, computers and smart boards.

Students from the nearby madrasas will be brought here for consolidated education, the chairman said.

He said the Waqf Board plans to modernize eight to 10 madrasas in the state by the end of the year and the smaller madrasas in the surrounding areas will be merged into a central facility located at the best location.

He said, "This will streamline the management and the Waqf Board will be able to use the vacant properties to increase its income." Students from these madrasas will study general subjects under the National Council of Educational Research and Training (NCERT) syllabus in the morning while the evenings will be reserved for religious education, including Quran, teachings of Prophet Muhammad or texts related to Lord Ram, as per their choice, he said.

The chairman said, "Our aim is to create a beautiful India where all children get equal education and equal opportunity to progress." The Waqf board will provide free education, uniforms and books to students in these modernized madrasas, he added.

For the first time an ex-army personnel will be recruited as physical education instructors to ensure student's fitness and instill patriotism. Teachers for Sanskrit will also be appointed, Shams said.



runs 11/ madrasas.

### You May Like

**Get a ₹2CR LifeCover at ₹889/month today with Axis Max Life.**

Axis Max Life Insurance

Get Quote

Sponsored Links by Taboola

The focus is to have to have few madrasas that provide high quality education, Shams said, adding that the presence of so many madrasas in the state is as unnecessary.

### TOP VIDEOS

Uttarakhand Becomes First State In India To Implement UCC | UCC Uttarakhand | UCC News | News18

VIEW ALL

He acknowledged that some members of the Muslim community have opposed the modernization initiative, urging the Waqf Board to use the word "school" instead of "madrasas".

Talks are underway with Chief Minister Pushkar Singh Dhami to bring all madrasas under the Waqf Board's management for uniform functioning, Shams said.

(This story has not been edited by News18 staff and is published from a syndicated news agency feed - [PTI](#))

Tags : [NCERT](#)

Location : Dehradun, India

# Appointment of non-academic VCs may dishearten senior academics

Allowing candidates with proven credentials to become VCs aligns with NEP 2020

Sonal.Srivastava  
@timesofindia.com

The UGC recently released the draft 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 to allow candidates with proven credentials and significant contributions from industry, public administration, and public policy to become vice-chancellors. The move intended to make Indian universities globally competitive could throw up multiple challenges for non-academicians in the university administration and dishearten academics aspiring for a promotion in their universities.

UGC chairman Mamidala Jagadesh Kumar says, "Allowing candidates with proven credentials and significant contributions from fields such as industry, public administration, and public policy to become vice-chancellors is a forward-thinking step that aligns with NEP 2020's vision of stimulating in-

**More than the professional background of VCs, it is important that people with integrity are hired**

novation and transforming higher education. By bringing diverse perspectives, leadership experience, and expertise in solving real-world challenges, these candidates can catalyse interdisciplinary research, strengthen industry-academia collaboration, and drive entrepreneurial initiatives. This inclusive approach ensures that universities are not only centres of academic excellence but also societal progress and innovation engines, fully embracing the transformative aspirations of NEP 2020. The Draft UGC Regulations 2025 marks an important step toward enhancing the higher education ecosystem, with direct benefits for students by enabling quality teaching, research, and innovation."

Non-academic outsiders might

need a significant amount of time to understand the workings of universities and implement provisions of the National Education Policy (NEP) 2020. PV Navaneethakrishnan, former professor and director of Entrance Exams and Admission, Anna University, Chennai, posits, "Even VCs hailing from academic institutions spend considerable time learning how to perform as VCs. When the post is made open to industrialists, more time will be required for their orientation. A Professor of Practice (PoP) may be more suited to the post of VC than a raw industrialist, since the PoP may be better academically oriented with the experience gained as PoP. Allowing non-academic candidates to become VCs seems to be a hasty decision as of now. Differences are bound to arise between universities that have industry experts as VCs and those that do not. There are possibilities of migration between universities or HEIs, credit transfer, faster/slower completion of programmes, dual degree programmes, multiple subject options, and the like." Indian universities have, besi-

des academicians, civil servants, judges, and army officers as vice-chancellors. "Governor as chancellor has always been the appointing authority, though they made an appointment in consultation with the government. More than the professional background of the vice-chancellors, it is important that people with integrity and excellence are appointed. Now, the process may impact transparency, with all kinds of people with political and ideological affiliations and backgrounds getting appointed as VCs. Issues of ethics, integrity, propriety and commitment to excellence must be of paramount importance. There may not be much change in the working of universities after the draft regulation is approved," says Furqan Qamar, former VC, Central University of Himachal Pradesh.

Appointing industry experts may also dishearten academics as it may close the doors for senior academics to be appointed as VCs. "Can a corporation appoint a senior professor as a direct CEO or in upper management? It is unequivocally inappropriate to appoint an industrialist as vice-chancellor, as universities and academic institutions are where human character is cultivated, not where machines are produced. An individual lacking academic and research knowledge will execute tasks in a manner consistent with their background and experience. This will dishearten academics, as they recognise that regardless of the quality of their scholarly and research contributions, they will not be prioritised for the position of vice-chancellor," says Brajesh Kumar Tiwari, associate professor, Atal Bihari Vajpayee School of Management and Entrepreneurship, JNU.



# INDIA TODAY

(<https://www.indiatoday.in/>)

Login

Subscribe Magazine (<https://bestcolleges.indiatoday.in/magazine>)



(<https://www.mdraonline.com/>)

College Rankings (<https://bestcolleges.indiatoday.in/full-rankings>)

News (<https://bestcolleges.indiatoday.in/news-list>)

Emerging Colleges (<https://bestcolleges.indiatoday.in/best-emerging-colleges>)

Jobs in Demand (<https://bestcolleges.indiatoday.in/jobs-in-demand>)

## India's Best Colleges 2024

Home (<https://bestcolleges.indiatoday.in>) > News (<https://bestcolleges.indiatoday.in/news-list>) > Uttarakhand's first modern madrasa to offer NCERT curriculum

## Uttarakhand's first modern madrasa to offer NCERT curriculum

*Uttarakhand has 419 registered madrasas, 117 of which are now operated by the Waqf Board.*

 By India Today Research Bureau



Image by Freepik

Share  ([https://whatsapp://send?](https://whatsapp://send?text=https://bestcolleges.indiatoday.in/news-detail/uttarakhands-first-modern-madrasa-to-offer-ncert-curriculum)

Jan 20, 2025 [text=https://bestcolleges.indiatoday.in/news-detail/uttarakhands-first-modern-madrasa-to-offer-ncert-curriculum](https://bestcolleges.indiatoday.in/news-detail/uttarakhands-first-modern-madrasa-to-offer-ncert-curriculum)



(<https://www.facebook.com/sharer/sharer.php?u=https://bestcolleges.indiatoday.in/news-detail/uttarakhands-first-modern-madrasa-to-offer-ncert-curriculum>)

 ([http://twitter.com/share?url=https://bestcolleges.indiatoday.in/news-detail/uttarakhands-first-modern-madrasa-to-offer-ncert-curriculum](https://twitter.com/share?url=https://bestcolleges.indiatoday.in/news-detail/uttarakhands-first-modern-madrasa-to-offer-ncert-curriculum))

[url=https://bestcolleges.indiatoday.in/news-detail/uttarakhands-first-modern-madrasa-to-offer-ncert-curriculum](https://bestcolleges.indiatoday.in/news-detail/uttarakhands-first-modern-madrasa-to-offer-ncert-curriculum))

detail/uttarakhands-first-modern-madrasa-to-offer-ncert-curriculum)

The Uttarakhand Waqf Board is launching the state's first modern madrasa offering general education under the NCERT curriculum, with Sanskrit as an optional subject alongside Arabic. The state government plans to introduce the NCERT curriculum in an attempt to improve the registered madrasas in the state.

This first modern madrasa is located in the Muslim Colony, near the Dehradun railway station. Out of roughly ten madrasas in the colony's vicinity, this one has been upgraded with infrastructure such as well-equipped classrooms, furniture, laptops, and smartboards, the Uttarakhand Waqf Board Chairman Shadab Shams said.

The chairman also announced that students from adjacent madrasas would be brought here for consolidated education. The Waqf Board allegedly intends to modernize eight to ten madrasas in the state by the end of the year, consolidating smaller madrasas in neighbouring regions into a central facility in the best location.

Students at these madrasas will study general subjects from the National Council of Educational Research and Training (NCERT) syllabus in the morning, while the evenings will be reserved for religious education, such as the Quran, Prophet Muhammad's teachings, or texts related to Lord Ram, according to their preferences.

"We aim to create a beautiful India where all children get equal education and equal opportunity to progress." The Waqf board will provide free education, uniforms and books to students in these modernized madrasas, Shams added. For the first time, ex-army men will be hired as physical education instructors in madrasas to assure student fitness and encourage patriotism.

The focus is on having a few madrasas that give high-quality education, according to Shams, who also believes that the state's large number of madrasas is unneeded. He noted that certain sections of the Muslim community have resisted the modernization initiative, encouraging the Waqf Board to adopt the term "school" rather than "madrasas".

Talks are also underway with Chief Minister Pushkar Singh Dhama to bring all madrasas under the Waqf Board's control to ensure uniform operation.

## Trending News

>> [How to check market feasibility for schools: An ultimate guide](https://bestcolleges.indiatoday.in/news-detail/how-to-check-market-feasibility-for-schools-an-ultimate-guide)

(<https://bestcolleges.indiatoday.in/news-detail/how-to-check-market-feasibility-for-schools-an-ultimate-guide>)

>> [Free education in India: Top 7 Government educational schemes for children](https://bestcolleges.indiatoday.in/news-detail/free-education-in-india-top-7-government-educational-schemes-for-children)

(<https://bestcolleges.indiatoday.in/news-detail/free-education-in-india-top-7-government-educational-schemes-for-children>)

>> [Assam PSC JE Recruitment 2025: Registration Begins For 650 Posts, Salary Up To Rs 70,000](https://bestcolleges.indiatoday.in/news-detail/assam-psc-je-recruitment-2025-registration-begins-for-650-posts-salary-up-to-rs-70000)

(<https://bestcolleges.indiatoday.in/news-detail/assam-psc-je-recruitment-2025-registration-begins-for-650-posts-salary-up-to-rs-70000>)

>> [Padma awards 2025 winners: 30 conferred with highest civilian honours in Literature and Education category](https://bestcolleges.indiatoday.in/news-detail/padma-awards-2025-winners-30-conferred-with-highest-civilian-honours-in-literature-and-education-category)

(<https://bestcolleges.indiatoday.in/news-detail/padma-awards-2025-winners-30-conferred-with-highest-civilian-honours-in-literature-and-education-category>)

>> [NEET UG 2025: NTA discontinues optional section, check revised exam pattern and details here](https://bestcolleges.indiatoday.in/news-detail/neet-ug-2025-nta-discontinues-optional-section-check-revised-exam-pattern-and-details-here)

(<https://bestcolleges.indiatoday.in/news-detail/neet-ug-2025-nta-discontinues-optional-section-check-revised-exam-pattern-and-details-here>)

>> [MAH MBA CET 2025: Registration deadline extended, apply by January 31](https://bestcolleges.indiatoday.in/news-detail/mah-mba-cet-2025-registration-deadline-extended-apply-by-january-31)

(<https://bestcolleges.indiatoday.in/news-detail/mah-mba-cet-2025-registration-deadline-extended-apply-by-january-31>)

>> [Country's education has transformed in last decade, says President Murmu](https://bestcolleges.indiatoday.in/news-detail/countrys-education-has-transformed-in-last-decade-says-president-murmu)

(<https://bestcolleges.indiatoday.in/news-detail/countrys-education-has-transformed-in-last-decade-says-president-murmu>)

>> [Multiple FIITJEE centres in North India close; FIRs filed](https://bestcolleges.indiatoday.in/news-detail/multiple-fiitjee-centres-in-north-india-close-firs-filed)

(<https://bestcolleges.indiatoday.in/news-detail/multiple-fiitjee-centres-in-north-india-close-firs-filed>)

## BEST UNIVERSITIES 2024

>> [2024 India Today Edu Summit: The roundup](https://bestcolleges.indiatoday.in/news-detail/2024-india-today-edu-summit-the-roundup)

(<https://bestcolleges.indiatoday.in/news-detail/2024-india-today-edu-summit-the-roundup>)

>> [India's Best Universities 2024: A global class](https://bestcolleges.indiatoday.in/news-detail/indias-best-universities-2024-a-global-class)

## IOD Directors Databank

Independent Directors Databank

Institute of Directors

Learn M



NATIONAL NEWS SCHOOL

## Korean Government Through KOICA Usher In The Bilateral Exchange Of Notes With The Government Of India

By India Education Diary ... On Jan 20, 2025

**New Delhi** – The Korean International Cooperation Agency (KOICA) signed its first bilateral Exchange of Notes between the **Embassy of Republic of Korea and the Ministry of Finance, Department of Economic Affairs (DEA), Government of India**. This agreement reflects a shared commitment to fostering mutual growth and advancing sustainable development between Korea and India.

The Exchange of Notes was formally signed by **Ambassador Lee Seong-ho, Korean Ambassador to India** and **Ms. Manisha Sinha, Additional Secretary, Ministry of Finance**. The signing ceremony was attended by dignitaries, including **Mr. Sang Woo Lim, Minister, Ms. Hyesoo Jee, Second Secretary of the Korean Embassy** and **Mr. Woochan Chang, Country Director of KOICA** and **Ms. Geetu Joshi, Economic Advisor; Mr. Navjot Singh, Deputy Secretary; and Ms. Anisha Xaxa, Undersecretary from Ministry of Finance, Government of India, Ms. Anu Jain, Joint Director, Ministry of Education and Dr Dinesh Saklani Director, NCERT.**

**Ambassador Lee Seong-ho emphasized KOICA's** dedication to empowering India's youth through cutting-edge skill development initiatives. *“KOICA has introduced several programs to educate and upskill the youth, preparing them to meet the evolving demands of Industry 4.0,”* he remarked.

One such flagship initiative is the **TVET Mechatronics Project, developed in collaboration with the National Council of Educational Research and Training (NCERT)**. This program equips students with advanced technical skills, aligning with the requirements of a dynamic and rapidly changing job market.

**Ambassador Lee** further highlighted KOICA's strategic focus on integrating technical training with education and healthcare. *“By leveraging future-ready technology skills, we aim to enable the youth to thrive in a competitive global environment. Collaborative efforts with academic institutions are critical to building these competencies,”* he said.

He also underscored the transformative potential of the Exchange of Notes. *“This marks the beginning of a deeper collaboration between our two nations. As the project progresses, we look forward to the active engagement of more stakeholders in this journey of shared development.”*

This agreement signals a growing partnership between India and Korea, reinforcing their dedication to sustainable development, skill enhancement, and technological innovation.

News / Education / Uttarakhand's madrasa to offer NCERT curriculum, Sanskrit as optional subject

# Uttarakhand's madrasa to offer NCERT curriculum, Sanskrit as optional subject

Students from these madrasas will study general subjects under NCERT syllabus in the morning while the evenings will be reserved for religious education.

By: [PTI](#)

New Delhi | Updated: January 20, 2025 09:13 IST



🕒 3 min read





Young boys read the Quran at a Madrasa. (Representative image by Prashant Nadkar)

The Uttarakhand Waqf Board has set up the state's first modern madrasa offering general education under the NCERT curriculum with Sanskrit as an optional subject besides Arabic. Dr APJ Abdul Kalam Modern Madrasa has been developed by the board at a cost of around Rs 50 lakh and will commence classes from the next academic session in March, Uttarakhand Waqf Board Chairman Shadab Shams said.

The madrasa is located at the Muslim Colony near the railway station in Dehradun, he said.

Shams said of about 10 madrasas located in the areas around the colony, this madrasa, has been improved with infrastructure, including well-equipped classrooms, furniture, computers and smart boards.

Students from the nearby madrasas will be brought here for consolidated education, the chairman said.

ADVERTISEMENT



He said the Waqf Board plans to modernize eight to 10 madrasas in the state by the end of the year and the smaller madrasas in the surrounding areas will be merged into a central facility located at the best location.

## STORIES YOU MAY LIKE

**Asha Bhosle's granddaughter Zanai, cricketer Mohammed Siraj address dating rumours**

**UK heir to Rs 2,500 crore fortune gets life sentence for fatally stabbing best friend 37 times**

**Mamta Kulkarni says she 'can't imagine doing films again' after taking sanyas at Maha Kumbh**

He said, "This will streamline the management and the Waqf Board will be able to use the vacant properties to increase its income." Students from these madrasas will study general subjects under the National Council of Educational Research and Training (NCERT) syllabus in the morning while the evenings will be reserved for religious education, including the Quran, teachings of Prophet Muhammad or texts related to the Lord Ram, as per their choice, he said.



**GET 2-YEAR SUBSCRIPTION**  
at **₹2025 Only** **BUY NOW**  
Republic Day Offer

The chairman said, "We aim to create a beautiful India where all children get equal education and equal opportunity to progress." The Waqf board will provide free education, uniforms and books to students in these modernized madrasas, he added.

For the first time an ex-army personnel will be recruited as physical education instructors to ensure student's fitness and instill patriotism. Teachers for Sanskrit will also be appointed, Shams said.

ADVERTISEMENT

A total of 419 madrasas are registered in Uttarakhand of which the Waqf Board currently runs 117 madrasas.

The focus is to have to have few madrasas that provide high-quality education, Shams said, adding that the presence of so many madrasas in the state is as unnecessary.

He acknowledged that some members of the Muslim community have opposed the modernization initiative, urging the Waqf Board to use the word “school” instead of “madrasas”.



**Subscribe to receive the day's headlines from The Indian Express straight in your inbox**

**Subscribe**

Talks are underway with Chief Minister [Pushkar Singh Dhami](#) to bring all madrasas under the Waqf Board's management for uniform functioning, Shams said.

© IE Online Media Services Pvt Ltd

This article went live on January nineteenth, twenty twenty-five, at thirty-seven minutes past twelve in the afternoon.

**TAGS:** [NCERT](#) [Sanskrit Language](#) [Uttarakhand](#)

**Paras New Launch 3 BHK Independent Floors @ 2.99 Cr\* Only**

Paras 3 BHK Independent Floors | Sponsored

**Book Now**

ADVERTISEMENT

patient-count-rises-to-to-73/articleshow/117534422.cms

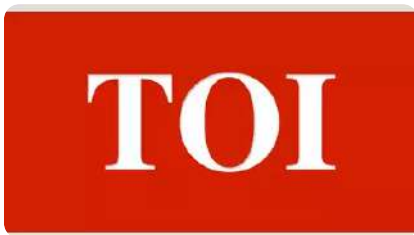
TRENDING patient-count-rises-to-to-73/articleshow/117534422.cms

patient-count-rises-to-to-73/articleshow/117534422.cms

# Hundreds of terminated teachers march demanding resolution on day 36 of protest

Partha.Behera / Jan 20, 2025, 00:26 IST

FOLLOW US (articleshow/117378891.cms) (https://timesofindia.indiatimes.com/PUBLICATIONS/CAAS/BWGKMM6Y\_Q0WWUZOAG) many (https://buy.indiatimes.com/TOI/PLANS) ALSO WATCHED VIRAL VIDEOS



Raipur: Hundreds of terminated B Ed qualified assistant teachers from the tribal-dominated Bastar and Surguja divisions marched towards the state capital on Sunday, entering the 36th day of their ongoing protest. These teachers, who were employed in govt primary schools, lost their jobs following

a court order that deemed their appointments illegal. The demonstration that started at 2:30 pm on Sunday at Telibandha Lake continued until late in the evening.

The teachers, accompanied by their parents, embarked on a journey to Raipur, aiming to garland the statue of Dr Bhim Rao Ambedkar at Ghadi Chowk. However, they were intercepted by police at Telibandha Lake en route.

This incident marks a significant escalation in the teachers' protest against their termination. The teachers, many of whom incurred significant financial burdens and emotional distress due to loss of job, are demanding resolution to the ongoing employment crisis.

The termination of these teachers stems from a High Court ruling that declared the appointment of B Ed graduates as primary school teachers illegal. This ruling left 2,896 teachers unemployed, facing an uncertain future. The teachers argue that they were hired through a proper selection process and that their termination is unjust and detrimental to the education system in the tribal regions. They demanded reinstatement in their respective teaching positions or adjustment in the school education department where over 33,000 posts are lying vacant.

M=REFERRAL&UTM\_CONTENT=THUMBNAI... YOU MAY LIKE

Tired... ALSO WATCHED VIRAL VIDEOS



(https://timesofindia.indiatimes.com/video-in-london-as-pro-palestinians-hold-mega-truce-day-in-qaza/videoshw/117371405)

(https://timesofindia.indiatimes.com/video-oppose-ceasefire-deal-with-hamas-urge-t-agreement-for-total-victory/videoshw/117371405)

VIEW MORE VIDEOS >

ADVERTISEMENT

### Trending Stories

- In City Entire Website Just days after being dumped by Mark Zuckerberg, former Meta COO... US freezes foreign aid for almost all countries including Ukraine, except... Derrick Henry's NFL future takes a dramatic turn as girlfriend Adrianna... Elon Musk's mother uses three words to describe Usha Vance amid racist... Bill Gates admits he regrets divorcing Melinda the most: 'It was miserable...

ADVERTISEMENT

Tired of too many ads?

[GO AD FREE NOW \(https://buy.indiatimes.com/TOI/PLANS\)](https://buy.indiatimes.com/TOI/PLANS)

ADVERTISEMENT

The termination of these teachers has not only impacted the individuals involved but also raised concerns about the quality of education in tribal areas. The loss of experienced teachers could have a significant negative impact on the learning outcomes of students in these regions, according to the striking teachers Kunal Pratap Singh, Praveen Kumar Bhojar, Suryakant Rawte, Banshi Kashyap, Sanjay Netam, Sadhna Paikra, Mohini Shrimali, Chonhanti Bada, Kusum Sidar, and Baleshwar Dwivedi.

Meanwhile, Additional District Magistrate, Devendra Patel, who was present at the venue, told TOI that the administration would wait and watch while ensuring law and order as one side of the road was blocked. "Fortunately, it is Sunday and there is not much traffic rush, otherwise it would have been difficult to manage. There are thousands of teachers staging a demonstration, and we have to arrange for sufficient number of vehicles to transport them to other locations," he said.



End of Article

**RRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1 CITY:) RRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1 CITY:) RRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1 CITY:) RECOMMENDED FOR YOU**

(https://forexiro.tech/?utm\_source=taboola&utm\_medium=referral&tblci=GiBPn494NtYJR4-myvaM7oC9wHHZixtIhn7XIsRDhB0TuCDIplYokLq6vJ-ihaoWMN2AZA#tblciGiBPn494NtYJR4-myvaM7oC9wHHZixtIhn7XIsRDhB0TuCDIplYokLq6vJ-ihaoWMN2AZA)

**Earn Up to 15.21% Monthly Profit with a Free Demo Robot**  
Forexito

Get Now

(https://forexiro.tech/?utm\_source=taboola&utm\_medium=referral&tblci=GiBPn494NtYJR4-myvaM7oC9wHHZixtIhn7XIsRDhB0TuCDIplYokLq6vJ-ihaoWMN2AZA#tblciGiBPn494NtYJR4-myvaM7oC9wHHZixtIhn7XIsRDhB0TuCDIplYokLq6vJ-ihaoWMN2AZA)

(https://www.maxlifeinsurance.com/term-insurance-plans/premium-calculator?utmCode=14230408&utm\_source=Impact&utm\_medium=Taboola\_leads&utm\_term=1638493&utm\_campaign=Jan25\_A-myvaM7oC9wHHZixtIhn7XIsRDhB0TuCDShVYowo2\_k5H1yKsNMN2AZA#tblciGiBPn494NtYJR4-myvaM7oC9wHHZixtIhn7XIsRDhB0TuCDShVYowo2\_k5H1yKsNMN2AZA)

**Income >10L? Get 1Cr Term Plan**  
Axis Max Life Insurance

Get Quote

(https://www.maxlifeinsurance.com/term-insurance-plans/premium-calculator?utmCode=14230408&utm\_source=Impact&utm\_medium=Taboola\_leads&utm\_term=1638493&utm\_campaign=Jan25\_A-myvaM7oC9wHHZixtIhn7XIsRDhB0TuCDShVYowo2\_k5H1yKsNMN2AZA#tblciGiBPn494NtYJR4-myvaM7oC9wHHZixtIhn7XIsRDhB0TuCDShVYowo2\_k5H1yKsNMN2AZA)

(https://godrejhousing.in/astra/Authorizedchannelpartner/?utm\_source=taboola&utm\_medium=referral&tblci=GiBPn494NtYJR4-myvaM7oC9wHHZixtIhn7XIsRDhB0TuCCXkmoo4Zj-6LifneAyMN2AZA#tblciGiBPn494NtYJR4-myvaM7oC9wHHZixtIhn7XIsRDhB0TuCCXkmoo4Zj-6LifneAyMN2AZA)

**Godrej Astra Gurgaon Golf Course Rd - Price Stars @ 10 Cr\***

Home / Punjab / School education department launches initiative to locate parents of abandoned children

## School education department launches initiative to locate parents of abandoned children

*The authorities have urged anyone with information regarding the children or their family to contact the nearest school or police station*



BALWANT GARG | TRIBUNE NEWS SERVICE  
Faridkot, Updated At : 04:47 PM Jan 20, 2025 IST



FOLLOW US



CONNECT WITH US

In a bid to reunite two abandoned children with their family, the School Education Department of Punjab has launched a state-wide initiative to trace their parents. This comes after the Department of Social Security and Women and Children Development raised the matter, urging for immediate action.

The children — Shankar (4) and Krishna (8) — were discovered abandoned at Bathinda Railway Station on August 11, 2024. Following their rescue, they were placed in a children's home in Bathinda. During counselling sessions, Krishna revealed her parents' names as Vishnu and Poonam, and also mentioned an elder sister named Jyoti.

Although Krishna identified herself as a student of a government school in Punjab, she could not recall its name or location. This prompted the Social Security Department to seek assistance from the School Education Department to scrutinise records of all government schools in the state for any matching enrolments.

In response, the School Education Department issued directives to all elementary and high schools across Punjab on Monday. Along with sharing photographs of the children, schools have been asked to check their enrolment records for any student named Krishna with parents named Vishnu and Poonam.

Officials are hopeful that the collaboration between departments and schools will help trace the children's family and reunite them soon. The authorities have urged anyone with information regarding the children or their family to contact the nearest school or police station.

MUTUAL FUNDS	Mirae Asset Equity Savings Fund(G)-Direct Plan	1 Year Return: 10.76	3 Year Return: 10.38	INVEST NOW	Powered By: MIRAE ASSET
--------------	--	----------------------	----------------------	------------	-------------------------

Business News > Budget

# Budget 2025 expectations: Here's what India's education sector wants from the Govt

Budget 2025 expectations: Department of School Education & Literacy received Rs 73,498 crore from the government, marking an overall jump of Rs 12,024 crore (19.56%) in the FY 2024-25 from RE 2023-24. Modi Government allocated the highest ever funds for the Autonomous Bodies of KVS & NVS - Rs. 9,302 crore and Rs. 5,800 crores respectively.

Authored by: Samta Barnali Achintya Updated Jan 21, 2025 18:52 IST



Budget 2025 expectations for education sector (Shutterstock)

### ARTICLE HIGHLIGHTS

Department of School Education & Literacy received Rs 73,498 crore in Union Budget 2024.

This was the highest ever allocation for Department of School Education & Literacy.

Autonomous Bodies of KVS & NVS - Rs. 9,302 crore and Rs. 5,800 crores respectively, in the previous budget.

**Budget 2025 expectations:**The Modi Government announced significant amount for the [education](#) sector in Union Budget 2024. Department of School Education & Literacy received Rs 73,498 crore from the government (highest ever), marking an overall jump of Rs 12,024 crore (19.56%) in the FY 2024-25 from RE 2023-24. With this, Modi Government also came up with multiple schemes for the students.

### Union Budget 2024 for education sector

In Union Budget 2024, the Modi Government allocated the highest ever funds for the Autonomous Bodies of KVS & NVS - Rs. 9,302 crore and Rs. 5,800 crores respectively. Apart from that, previous budget witnessed multiple schemes announced by the government for students.

## Brand Study

SUBSCRIBE TO NEWSLETTER

ENTER YOUR EMAIL ID

Get the latest financial news and personalised updates to stay ahead of the rest!

LATEST NEWS >>



### Budget 2025 Expectations: Stainless steel industries call fo...

Budget Expectations 2025: Tech industry key proposals to boost India's IT and...

LIVE: Income Tax Budget 2025 Expectations - Standard deduction hike t...

Budget 2025 Expectations: Waste management, insurance, agritech, fintec...

Budget 2025 expectations Income tax for salaried employees: Experts sugge...





VIDEOS >>



**Viewers' Mutual Fund Queries Answered | Investment Ideas...**

Investment Advice For You | Top Financial Planners, Top Advice | The Money... 08:23

Closing Trades: Investors Strategy Amid Volatile Week | Nifty Regains... 44:58

Samara-Backed Agro Tech Buys Del Monte | Consumption, Pharma... 11:18

Mutual Fund Queries Answered For Viewers | Investment Ideas With... 08:10



**BITCOIN BANK**  
A Millionaire From Delhi Shows How She Earns ₹1,440,000 Per Week

LEARN MORE >

However, as per Waseem Javed, Founder&CEO, EduVib, with over 13.35 lakh Indian students studying abroad in 2024, India urgently needs to create a supportive and streamlined ecosystem for international education. As FM [Nirmala Sitharaman](#) will present the Budget 2025 in few days, here's what industry experts expect from the upcoming Union Budget 2025.

**RELATED NEWS**



Budget Expectations 2025 Study Abroad: Govt should consider lowering TCS rate for student remittances - What experts seek from FM

**Budget expectations for education sector**

Sujatha Kshirsagar, President - Career Launcher said, the Union budget 2025 "must aim to touch 5 percent in order to help leapfrog towards Amritkaal goals.

"We urge the government to prioritize increased funding for STEM research and innovation, as well as introduce targeted subsidies for international students studying in India, which would position the country as a global education hub," said Kshirsagar.

"A focus on simplifying processes and making financial support more accessible could greatly benefit students and their families, enabling Indian talent to excel on a global platform," said Javed.

**Budget 2025 expectations**

On the other hand, Vinu Warriar, Managing Partner & Founder, eduVelocity added, "the exciting new development in the last Budget was providing financial support for loans up to Rs 10 lakh for higher education in domestic institutions. However, there is still a need for a FAFSA (Free Application for Federal Student Aid- that US students take advantage of) type financial infrastructure wherein, through a mix of banks & insurance companies, in the form of grants, work-study programs, etc., students and families can navigate the deficit between what they can afford for higher education and the actual cost of attending a world-class university."

**RELATED NEWS**




"Influential personalities of India thriving in their field"

"The need of the hour in India is a nationwide financing scheme that includes grants, loans, low or zero-interest financing options, as well as work-study options across both the public and private sectors for students pursuing higher education," said Warriar.

Get the latest [Business News](#), [Stock Markets](#), [IPO Companies News](#), [Breaking News](#) Events on ET Now. Watch all the big and small [Share Market News](#) on [ET Now Live TV](#).

 **Upgrade your Chrome brows...**  
Get localized weather, trending news, AI p... [Close](#) [Add it now](#)

 22°C  [Sign in](#)

 Search the web 

- [Discover](#)
- [Following](#)
- [News](#)
- [Entertainment](#)
- [Health](#)
- [Personalize](#)

- 
-  2
- 
- 
- 
- 

EXAMS | NCERT Director | 1 min read


## NCERT Director guarantees board exams as per schedule

4d • 1 min read



[L](#) NCERT Director Dinesh Saklani

On Tuesday, January 21, the National Council of Educational Research and Training (NCERT) Director Dinesh Saklani reaffirmed that the new National Education Policy (NEP) guarantees that Board exams for students in Classes X and XII would take place exactly as scheduled, with no modifications.



ICICI Bank  
**ICICI Bank Coral Credit Card**  
Ad

Adding more, Saklani said that these examinations will remain unchanged, putting to rest any confusion regarding their future. According to *Odisha TV*, he stated, "There is no need for any confusion regarding the Board exams, as it is explicitly stated in the policy," stated *Jagran Josh*.

**Another chance**

Exams for Classes V and VIII students are intended to help them prep for the move to secondary school. Saklani further added that children who do poorly in these tests will be given another chance, demonstrating a flexible attitude to assist pupils in getting better and preparing for more difficult academic stages.

Saklani also went into detail about the NEP's 5+3+3+4 educational framework, which has two secondary education phases: Classes IX and X in the first phase and Classes XII in the second, stated *Jagran Josh*.

**National workshop**

At a three-day national workshop on the implementation of NEP 2020 in Odisha, Union Education Minister Dharmendra Pradhan gave a presentation that focused on the National Curriculum Framework (NCF), which aims to transform the nation's educational system.

**Sponsored Content**



Ryoko  
**Review: Why Everyone is Going Crazy Over This High-Speed Portable WiFi Router**

Ad



ORRA  
**Diamond Festival**

Ad

**More for You**

btv BT TV  
**India's 76th Republic Day: Historic Moments, Cultural Pride, Unity On Display**

Hindustan Times · 1d  
**118 million children in India, 4 other countries affected by heatwaves in April last year...**

Jagran Josh · 2h  
**BSEB Exam 2025: Bihar Board Released Important Notice on Entry and Closing**

Hindustan Times · 3h  
**When Is the Right Age To Send Your Child To Tuition?**

Jagran Josh  
**When Is the Right Age To Send Your Child To Tuition?**

Ryoko  
**Review: Why Everyone is Going Crazy Over This High-Speed Portable WiFi Router**

ICI Prudential AMC  
**Invest in Index Fund**



POSTED 2 HOURS AGO  
Weather

MUDA scam: ED issues notice to CM's wife and Minister Byrathi Suresh



POSTED 2 HOURS AGO

Maha Kumbh: Bhubaneswar-Prayagraj flight tickets hit record Rs 41500; Centre calls for urgent meeting



POSTED 3 HOURS AGO

Home > Education > Class 10, 12 board exams unchanged under New Education Policy: no room for confusion: NCERT

# Class 10, 12 board exams unchanged under New Education Policy: no room for confusion: NCERT

BY : Vikash Sharma

PUBLISHED: Jan 21, 2025 • LAST UPDATE: Jan 21, 2025

NCERT Director Dinesh Saklani confirms Class 10 and 12 board exams will continue unchanged under the New Education Policy, ensuring no confusion. A three-day National Workshop on NEP 2020 implementation in Odisha highlights curriculum reforms.

🔖 READ LATER



NCERT Director Dinesh Prasad Saklani

There is provision for the conduct of board examinations for class 10 and class 12 students under the new National Education Policy (NEP). The policy explicitly states that these examinations will proceed without any alteration, said



For students in Class 5 and Class 8, examinations are designed to prepare them for the transition into secondary education. According to Saklani, a second chance will be available for those who do not perform satisfactorily on these exams. This reflects a considerate approach, allowing students an opportunity to improve and ready themselves for further academic challenges.

Advertisement

Saklani reassured, "There's no need for any confusion regarding the board examinations, as it's clearly mentioned in the policy."

Also Read: [NEP 2020: Odisha fixes age limit for admissions in class 1; primary schools to set up additional pre-school](#)

Advertisement

The [NCERT](#) Director's remarks aim to dispel doubts and affirm the stability and continuity of the examination system for these crucial academic stages.

According to the NCERT Director, there is 5+3+3+4 structure and there are two phases in secondary where there is 9 and 10 in the first and 12th in the second phase.

Meanwhile, a three-day National Workshop on the implementation of NEP 2020 in Odisha was held today.

Union Education Minister said that already the National Curriculum Framework (NCF) to revolutionise our education has been unveiled. The NCF will serve as the basis for Odisha's State Curriculum Framework.

NCERT will have to ensure that the curriculum, syllabus and teaching-learning material is fully contextualised to Odisha's civilisational and cultural ethos, history, heritage and knowledge traditions. Moreover, the State Curriculum Framework will be a true embodiment of 'Odia Asmita.'

On Monday, the [Odisha](#) School and Mass Education Department had issued a notification clarifying the age regarding admissions into class 1.



academic year.

Weather

For the academic year 2025-26 onwards, all primary schools will open an additional Pre-school class called 'Sishu Vatika'. In the pre-school class, children in the age group of 5-6 years will be admitted for pre-preschool education.

Advertisement



Read Less

Advertisement

UPSC CSE 2020 result: CCPA imposes Rs 3L fine on coaching centre for advertising misleading claims

EDUCATION



APAAR ID: CBSE develops online system, schools to create IDs for students; priority for class 9 to 12 students

EDUCATION



JEE Main 2025: Everything you need to know about the exam

EDUCATION



IGNOU rolls out MBA study material in Odia under e-Kumbh initiative of AICTE

ODISHA



NTA to conduct NCHMJEE 2025; Check exam date and last date to apply

EDUCATION



Orissa HC denies relief to NEET UG candidate who lost MBBS seat over technical glitch





[Home](#) / [Education](#) / NEP 2020: Curricula of Class X, XI remains intact, says NCERT Director

## NEP 2020: Curricula of Class X, XI remains intact, says NCERT Director

Published By : Prasanta Dash | January 21, 2025 5:56 PM



Share   

Bhubaneswar, January 21: While the National Education Policy (NEP)- 2020 is going to be implemented across the nation in view of formulating life-centered and relevant curricula as per the nation needs, Director of National Council of Educational Research & Training (NCERT) Dinesh Saklani has cleared the air on the amendment of curricula of Class X and Class XI.

Underlining the key points of the National Curriculum Framework ahead of the full-fledged implementation of the NEP 2020, during a three-day National Workshop in Odisha's Bhubaneswar on Tuesday, Saklani said that the board examinations for class 10 and class 12 students under the new National Education Policy (NEP), will continue as it is. There will be no explicit alteration in both of the pivotal exams now, as the NEP 2020 has no such provision on it.

There is not at all any confusion regarding the board exams or any change of the curriculum for the Class 10 and Class 12<sup>th</sup> students for the time being, he added.

While mentioning, the NCERT Director is all set to work out on ensuring a fully contextualized curriculum, syllabus and up-to-date teaching-learning materials for the states in line with the NEP-2020.

# Latest hearing aids of 2024

know more

Their Price might surprise you.

[Home](#)»[Education](#)»Board Exams For 10th, 12th Under NEP To Continue As Scheduled: NCERT Director

## Board exams for 10th, 12th under NEP to continue as scheduled: NCERT Director

[Educational toys](#)

[Online textbooks](#)





Board Exams For 10th, 12th Under NEP To Continue As Scheduled: NCERT Director



GK Web Desk

January 22, 2025 11:36 am

[Educational toys](#)

 FOLLOW ON  
 Google News


Srinagar, Jan 22: The new National Education Policy (NEP) ensures that board examinations for Class 10 and Class 12 students will proceed as planned, without any changes, clarified Dinesh Saklani, Director of the National Council of Educational Research and Training (NCERT), on Tuesday.

Saklani said that these examinations will remain unchanged, putting to rest any confusion regarding their future. “There’s no need for any confusion about the board exams, as it is explicitly stated in the policy,” he said, as per Odisha TV.

For students in Class 5 and Class 8, exams are designed to prepare them for the transition to secondary education. Saklani further noted that those who do not perform well in these exams will be given a second chance, reflecting a flexible approach to help students improve and gear up for more challenging academic phases.



Additionally, Saklani elaborated on the 5+3+3+4 education structure outlined in the NEP, which includes two phases in secondary education—Grades 9 and 10 in the first phase, and Grade 12 in the second phase.

Meanwhile, in Odisha, a **three-day National Workshop** on the implementation of NEP 2020 was held, where the Union Education Minister highlighted the unveiling of the **National Curriculum Framework (NCF)** aimed at revolutionizing the country’s education system.

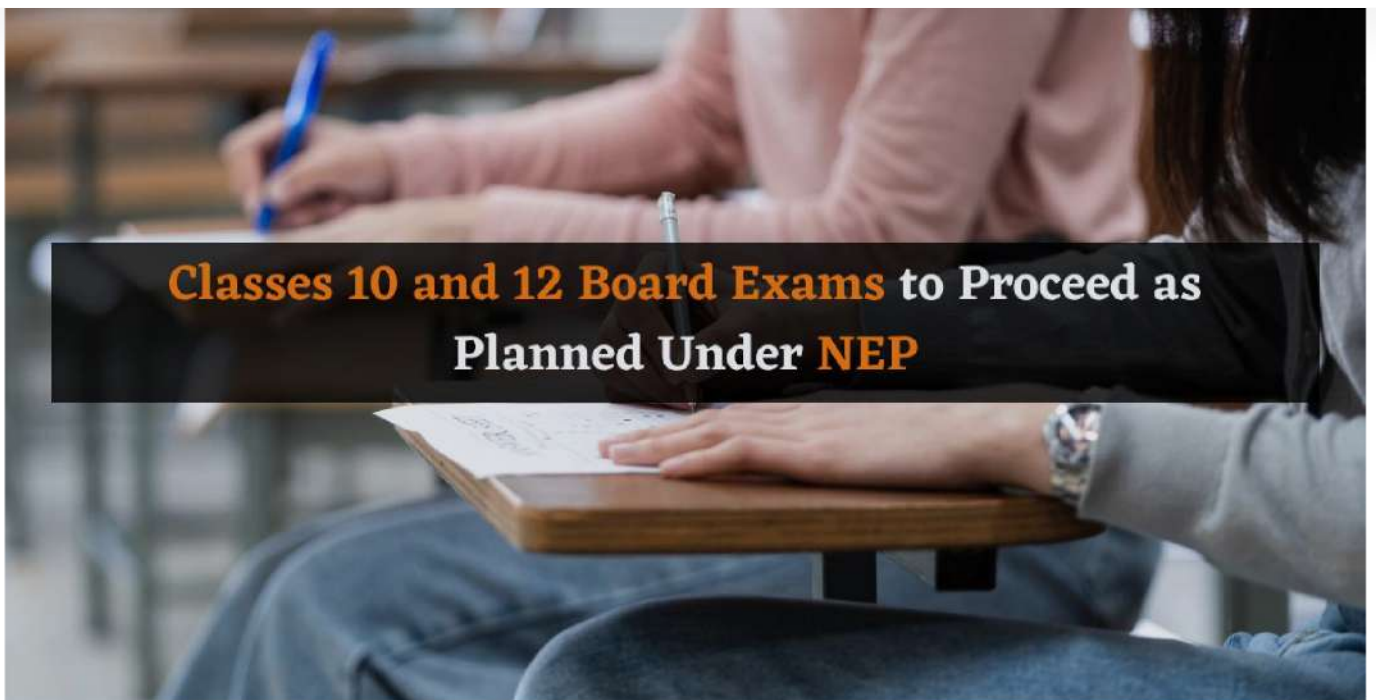
[HOME](#) ▶ [EDUCATION NEWS](#) ▶ [LATEST EDUCATION NEWS](#)

# Classes 10 and 12 Board Exams to Proceed as Planned Under NEP: NCERT Director

NCERT Director Dinesh Saklani confirmed on Tuesday that under the new National Education Policy (NEP), board exams for Classes 10 and 12 will continue as planned without any changes. His statement clears up any doubts about the future of these exams.

By **VIDHEE TRIPATHI**

JAN 22, 2025, 18:39 IST

[SCHOOL](#) [COLLEGES](#) [JOBS](#) [GK](#) [EXAMS](#) [CURRENT AFFAIRS](#) [EDUCATION NEWS](#) [CBSE](#) [RESULTS](#) [MOCK TEST](#) [WEB](#)

"There is no need for any confusion regarding the board exams, as it is explicitly stated in the policy," NCERT Director Dinesh Saklani

[REGISTER FOR RESULT UPDATES](#)

The National Council of Educational Research and Training (NCERT) Director Dinesh Saklani reaffirmed on Tuesday that the new National Education Policy (NEP) guarantees that board exams for students in Classes 10 and 12 would take place exactly as scheduled, with no modifications.

Saklani said that these examinations will remain unchanged, putting to rest any confusion regarding their future. According to Odisha TV, he stated, "There is no need for any confusion regarding the board exams, as it is explicitly stated in the policy."

## Failed Students to be Given Another Chance

Exams for Class 5 and Class 8 students are intended to help them get ready for the move to secondary school. Saklani further added that children who do poorly on these tests will be given another chance, demonstrating a flexible attitude to assist pupils in getting better and preparing for more difficult academic stages.

Saklani also went into detail about the NEP's 5+3+3+4 educational framework, which has two secondary education phases: Grades 9 and 10 in the first phase and Grade 12 in the second.

### Related Stories

[AISSEE 2025: Application Correction Window Open Till January 28, Check Details Here](#)

[NEET UG 2025 Exam Pattern Changed: Key Updates on Duration and Question Format](#)

[NIOS Class 10th Result 2024 Out at results.nios.ac.in, Direct Link to Download Scorecard Here](#)

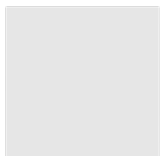
## NEP 2020 will Transform the Education System

At a three-day National Workshop on the implementation of NEP 2020 in Odisha, the Union Education Minister gave a presentation that focused on the National Curriculum Framework (NCF), which aims to transform the nation's educational system.

**[ALSO READ: Supreme Court Grants Additional JEE Advanced Attempt for Withdrawn Students](#)**

**[ALSO READ: CBSE Admit Card 2025 To Be Out Soon, Download Hall Ticket For Class 10th and 12th at cbse.gov.in](#)**

### About the Author



**Vidhee Tripathi**

Content Writer

Vidhee Tripathi completed her PG Diploma degree in Digital Media from Indian Institute of Mass Communication, New Delhi. She is a graduate in Science with chemistry honors from Banaras Hindu University. She has 2 years of experience in various aspects of journalism. She was previously associated with the social media wing of ... [Read More](#)

Get the latest [Education News](#) and updates on Indian School Boards, [Colleges](#), University, [Government Jobs](#), [Results](#) and Career Counseling, Also Download [Jagran Josh GK & Current Affairs App](#).

## Trending

[JEE Main 2025 Admit Card](#)[JEE Main Exam Centre Changed](#)[TANCET 2025 Registration](#)[JEE Mains 2025](#)[TS TET 20](#)

## Latest Education News

**School Holiday in J&K and Hyderabad: Closed Tomorrow Due to Shab-e-Meraj Festival, Check Details Here.**

Just Now

**YASHASVI Scheme 2025: AICTE offering 5,200 Scholarships for Engineering and Diploma programs; Check Details Here**

Just Now

**NIFT Admit Card 2025 LIVE : Direct Link will Activate Soon to Download City Intimation Slip Details at [exams.nta.ac.in/NIFT](https://exams.nta.ac.in/NIFT)**

Just Now

**Optical Illusion IQ Test: Only High IQ Minds Can Spot The Frog Among These Leaves In 5 Seconds!**

18 Mins Ago

**Bihar DEEd Entrance Exam 2025 Registration Ends Today, Direct Apply Online Link Here**

29 Mins Ago

**Jharkhand Police Constable Admit Card 2025 OUT: झारखंड पुलिस कांस्टेबल भर्ती फिजिकल टेस्ट एडमिट कार्ड जारी, ये रहा PET हॉल टिकट लिंक**

29 Mins Ago

## Nodal officers of higher educational institutes sensitised on tobacco laws

**STATESMAN NEWS SERVICE**

NEW DELHI, 22 JANUARY

More than 80 nodal officers from higher educational institutions of Delhi-NCR participated in the training and capacity building on "Tobacco Control and Cessation" at Guru Gobind Singh Indraprastha University (GGSIPU) campus here.

The programme was organised by the National Resource Centre for Oral Health and Tobacco Cessation, under the Ministry of Health and Family Welfare in collaboration with Maulana Azad Institute of Dental Sciences and GGSIPU. The participants were sensitised on the enforcement of tobacco laws in higher educational institutions.

In his address, Mahesh

Verma, Vice Chancellor of GGSIPU said that consumption of tobacco is a 'sure short pathway to devastation'.

"We need to bust the myth about tobacco smoking, be it the natural 'bidi' leaves or e-cigarette. The need of the hour is to bring individuals to the 'no smoking zone. Only a 'public movement' can lead us to a 'Viksit Bharat' by 2047," he said.

During the programme, the experts informed that in India, the tobacco industry has a turnover of over Rs 70,000 crore, and around 27 crore people consume tobacco, of which 20 crore are smokeless tobacco users.

"Around 13.5 lakh deaths occur per year and approximately 5,500 children start smoking tobacco every day," they said.

TRENDING NOW

E-Paper

# India Korea sign pact for exchange of notes for NCERT's Technical Cooperation project

Daily Excelsior - January 23, 2025




NEW DELHI, Jan 22: India and South Korea have conducted signing of exchange of notes for the technical cooperation project titled 'Strengthening Vocational Education and Training in Mechatronics in India'. The project will be implemented in [collaboration](#) with Korea International Cooperation Agency (KOICA) of Government of Republic of Korea, a finance ministry statement said on Wednesday. This is the first project being implemented with the assistance of KOICA in India, it said. The project, which spans over two years, aims to establish a basis of vocational education and training in mechatronics in India and will be implemented by NCERT at the Regional Institute of Education (RIE), Bhopal, it said. The institute will help build environment to pilot education in mechatronics by preparing curriculum, textbooks, teacher's manual and equipment. The project will help build capacity of teachers in mechatronics while also facilitating networking between industry and RIE, Bhopal. Republic of Korea was designated as India's Official Development Assistance (ODA) partner for development cooperation in October 2016, it said. The bilateral relationship between the two countries was upgraded to 'Special Strategic Partnership' in 2015, it said. Signing of the exchange of notes for the NCERT project will further consolidate and strengthen the special strategic partnership between India and Korea, it added. (PTI)

**Daily Excelsior**<https://www.dailyexcelsior.com>


The leading provider of...

**Turnitin** has made it its mission to ensure the...



WhatsApp Channel

Tune in to know the latest updates on the education...



ETEducation News

Explore and Subscribe Daily Newsletters

Partnerships And Collaborations 1 Min Read

# India, Korea sign pact for exchange of notes for NCERT's Technical Cooperation project

India and South Korea have conducted signing of exchange of notes for the technical cooperation project titled 'Strengthening Vocational Education and Training in Mechatronics in India'. The project will be implemented in collaboration with Korea International Cooperation Agency (KOICA) of Government of Republic of Korea, a finance ministry statement said on Wednesday.



PTI

Updated On Jan 23, 2025 at 05:59 PM IST

New Delhi, India and South Korea have conducted signing of exchange of notes for the technical cooperation project titled 'Strengthening Vocational Education and Training in Mechatronics in India'. The project will be implemented in collaboration with Korea International



Cooperation Agency (KOICA)  
of Government of Republic of  
Korea, a finance ministry  
statement said on  
Wednesday.

The project, which spans over two years, aims to establish a basis of vocational education and training in mechatronics in India and will be implemented by NCERT at the Regional Institute of Education (RIE), Bhopal, it said.

---

Advt

---

This is the first project being implemented with the assistance of KOICA in India, it said.

The project, which spans over two years, aims to establish a basis of vocational education and training in mechatronics in India and will be implemented by NCERT at the Regional Institute of Education (RIE), Bhopal, it said.

The institute will help build environment to pilot education in mechatronics by preparing curriculum, textbooks, teacher's manual and equipment.

The project will help build capacity of teachers in mechatronics while also facilitating networking between industry and RIE, Bhopal.

Republic of Korea was designated as India's Official Development Assistance (ODA) partner for development cooperation in October 2016, it said.

The bilateral relationship between the two countries was upgraded to 'Special Strategic Partnership' in 2015, it said.

Signing of the exchange of notes for the NCERT project will further consolidate and strengthen the special strategic partnership between India and Korea, it added.

Published On Jan 23, 2025 at 05:57 PM IST



Be the first one to comment.

Comment Now

### Join the community of thousands of industry professionals



Subscribe to our newsletter to get latest insights & analysis.

Your Email

Subscribe For Free

India Korea pact

NCERT Technical Cooperation project

vocational education and training in mechatronics

India South Korea relations

Korea International Cooperation Agency

▶ LATEST EDUCATION NEWS

## 10 and 12 Board Exams to Proceed Under NEP: NCERT Director

Dinesh Saklani confirmed on Tuesday that under the new National Education Policy (NEP) for Classes 10 and 12 will continue as planned without any changes. He said, "There is no need for any confusion about the future of these exams."

**PATHI**

32 IST



**Classes 10 and 12 Board Exams to Proceed as Planned Under NEP**

"There is no need for any confusion regarding the board exams, as it is explicitly stated in the policy," NCERT Director Dinesh Saklani

**REGISTER FOR RESULT UPDATES**

The National Council of Educational Research and Training (NCERT) Director Dinesh Saklani reaffirmed on Tuesday that the new National Education Policy (NEP) guarantees that board exams for students in Classes 10 and 12 would take place exactly as scheduled, with no modifications.

Saklani said that these examinations will remain unchanged, putting to rest any confusion regarding their future. According to Odisha TV, he stated, "There is no need for any confusion regarding the board exams, as it is explicitly stated in the policy."

## Failed Students to be Given Another Chance

Exams for Class 5 and Class 8 students are intended to help them get ready for the move to secondary school. Saklani further added that children who do poorly on these tests will be given another chance, demonstrating a flexible attitude to assist pupils in getting better and preparing for more difficult academic stages.

Saklani also went into detail about the NEP's 5+3+3+4 educational framework, which has two secondary education phases: Grades 9 and 10 in the first phase and Grade 12 in the second.

### Related Stories

FMGE Scorecard 2025 OUT Soon: Download Marks at [natboard.edu.in](https://natboard.edu.in), Direct Link to Download Here

AISSEE 2025: Application Correction Window Open Till January 28, Check Details Here

NEET UG 2025 Exam Pattern Changed: Key Updates on Duration and Question Format

## NEP 2020 will Transform the Education System

At a three-day National Workshop on the implementation of NEP 2020 in Odisha, the Union Education Minister gave a presentation that focused on the National Curriculum Framework (NCF), which aims to transform the nation's educational system.

**ALSO READ:** [Supreme Court Grants Additional JEE Advanced Attempt for Withdrawn Students](#)

**ALSO READ:** [CBSE Admit Card 2025 To Be Out Soon, Download Hall Ticket For Class 10th and 12th at \[cbse.gov.in\]\(https://cbse.gov.in\)](#)

### About the Author



### Vidhee Tripathi

Content Writer

Ministry of Education



# Grand Finale of National School Band Competition 6.0 to be held at Major Dhyan Chand National Stadium, New Delhi on 24-25 January

Posted On: 23 JAN 2025 9:15AM by PIB Delhi

The Department of School Education and Literacy (DoSEL), Ministry of Education, in collaboration with the Ministry of Defence is going to organise the grand finale of National School Band Competition 6.0 on 24-25 January 2025 at Major Dhyan Chand National Stadium, New Delhi. This year 16 band teams from 13 States with 463 children have been shortlisted for the finale (list annexed) through State- and Zonal-level competitions. At the State-Level Competitions, 568 teams comprising 13,999 children participated; while at the Zonal Level, 84 teams comprising 2,337 children took part.

For the first time:

1. Band Teams from three government schools have got the opportunity to participate in the Republic Day Parade.
2. PM SHRI KGBV Patamda, Purbi Singhbhum, Jharkhand school students will be giving their performance at the rostrum in front of the Presidential stage.
3. Two band teams (Kendriya Vidyalaya and Government Sr. Sec. School West Point, Sikkim) will be performing at Vijay Chowk in the Republic Day Parade.
4. In tandem with the “whole of Government approach”, initiative has been taken for training of PM SHRI school band teams by the band instructors/teams of Army Regimental Centres. Training has begun in 11 States/UTs and will commence shortly in the rest of the States/UTs. This is a step towards imparting holistic education to students of PM SHRI schools and developing them into well-rounded personalities.

The National Education Policy 2020 is the first education policy of the 21st century and aims at large-scale transformational reforms in the education sector. In that direction, this program will not only instil a sense of patriotism and national pride but will also enhance the musical skills of the students and inculcate discipline among them. This initiative aims to rejuvenate the spirit of patriotism and unity amongst school students throughout the country and help in the furtherance of holistic education.

## List of Participating Teams at the Grand Finale

Sl. No.	State/UT	No. of Schools	Name and Address of the School	Category	
				Band	Boys/Girls

1.	Andhra Pradesh	1	Monte CBSE School Kurnool, Pandipadu Village, Kallur Mandal-Kurnool, Andhra Pradesh	Pipe	Girls
2.	Chhattisgarh	1	St. Xavier's English Medium School, Pathalgaon, Chhattisgarh	Brass	Boys
3.	Himachal Pradesh	1	Pinegrove School, Kuthar Road, Subathu, Distt. Solan, Himachal Pradesh	Brass	Boys
4.	Jharkhand	1	PM Shri KGBV Patamda, Purbi Singhbhum, Jharkhand	Pipe	Girls
5.	Karnataka	1	PM SHRI Kendriya Vidyalaya No.2 Belagavi Cantt, Karnataka	Pipe	Boys
6.	Kerala	1	St Joseph's Anglo Indian Girl's Higher Secondary School, Kozhikode, Kerala	Brass	Girls
7.	Madhya Pradesh	1	St. Joseph's Convent Sr. Sec. School, Edgah hills, Bhopal, Madhya Pradesh	Brass	Girls
8.	Maharashtra	2	Bhonsala Military School Girls, Nasik, Maharashtra	Pipe	Girls
			RBP Military School Sports Academy Sangli, Maharashtra	Pipe	Boys
9.	Rajasthan	1	Prince Lotus Valley Sikar, Rajasthan	Brass	Boys
10.	Sikkim	2	Government Sr. Sec. School West Point, Gangtok, East Sikkim, Sikkim	Brass	Girls
			North Sikkim Academy, Nangan (private CBSE affiliated), North Sikkim, Sikkim	Pipe	Boys
11.	Tripura	1	St. Xaviers Higher Secondary School, Pathaliyaghat, Sepahijala, Tripura	Brass	Boys
12.	Uttarakhand	1	Gayatri Vidyapeeth, Shantikunj, Haridwar, Uttarakhand	Brass	Girls

13.	Uttar Pradesh	2	Shri Thakurdwara Balika Vidyalaya, Hapur Mod Tiraha, G.T Road, Ghaziabad, Uttar Pradesh	Pipe	Girls
			City Montessori School, Kanpur Road Campus, Sec - D LDA Colony Kanpur Road, Lucknow, Uttar Pradesh	Pipe	Boys
<b>Total</b>	<b>13</b> <b>States / UTs</b>	<b>16</b>			

\*\*\*\*\*

**MV/AK****MOE/DoSEL/23 January 2025/2**

(Release ID: 2095322) Visitor Counter : 947

Read this release in: Urdu , Hindi

MONDAY, JANUARY 27, 2025

f X @



Search...

[Home](#) > [Nagaland Board of School Education organises workshop on Holistic Progress Card](#)

## Nagaland Board of School Education organises workshop on Holistic Progress Card

Published on Jan 24, 2025

By EMN



Share



**Asano Sekhose along with resource persons and participants during the workshop on 'Holistic Progress Card for secondary stage under equivalence of boards' at Mt. Tabor Retreat House in Kohima.**

**DIMAPUR** – Nagaland Board of School Education (NBSE) and Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH), NCERT, New Delhi, conducted a three-day workshop on 'Holistic Progress Card for secondary stage under equivalence of boards' from January 22 to the 24th at Mt. Tabor Retreat House in Kohima.

AN update from NBSE stated that 108 participants from various institutions including the Directorate of School Education Nagaland, SCERT, DIETs and Samagra Shiksha attended the workshop.

In her welcome address, the NBSE chairperson, Asano Sekhose, apprised that NEP 2020 has emphasised a shift in assessment from merely testing knowledge to nurturing overall development of the student capabilities and skills. She encouraged the participants to understand the HPC for successful implementation in the schools.

Delivering the keynote address, Prof. Indrani Bhaduri, CEO and head of PARAKH, NCERT, expressed optimism about the commitment of state boards in advancing assessment reforms. She acknowledged the collaborative efforts to implement Holistic Progress Cards at the secondary stage that promote equivalence among state boards.

It stated that the workshop focused on Holistic Progress Cards (HPC) at the secondary stage under equivalence of boards.

The programme included understanding of PARAKH, Holistic Progress Cards in the light of NEP 2020, NCF-SE 2023, Understanding key definitions of HPC, HPC at foundation stage, Creation of rubrics for assessment, HPC at preparatory stage, HPC at middle stage and HPC at secondary stage.

The training was conducted by expert resource persons from PARAKH, NCERT, New Delhi.

It mentioned that the overarching goal of the workshop was to empower participants with the skills needed to implement the HPC framework at the secondary level.

It stated that participants explored the intricacies of mapping the HPC to curricular goals and competencies as outlined in the National Curriculum Framework for School Education (NCF-SE).

The workshop also introduced rubric-based assessment system, featuring three abilities namely awareness, sensitivity and creativity and three performance level descriptors—basic, proficient, and advanced.

It added that the innovative approach aims to provide a more nuanced and holistic assessment of student progress, moving beyond rote learning to competency based assessment through group project works, individual research work and classroom interaction at secondary stage.

On January 21, NBSE, in collaboration with PARAKH, NCERT, organised a one-day meeting with all the head of institutions on "Establishing equivalence across education board towards empirically grounded guidelines for implementation of NEP 2020," where the recommendations of PARAKH was shared with the school heads.

It further stated that the Board on Friday launched the NBSE Connect app to streamline school operations with secure registration, real time management of conduct of HSLC and HSSLC examination centres, event management and easy report generation for the head of institutions and teachers.

Nagaland Board of School Education

Asano Sekhose



#### NAGALAND DISTRICTS

Chümoukedima  
 Dimapur  
 Kiphire  
 Kohima  
 Longleng  
 Mokokchung  
 Mon  
 Niuland  
 Noklak  
 Peren  
 Phek  
 Shamator  
 Tseminyü  
 Tuensang  
 Wokha  
 Zünheboto

#### POPULAR SECTIONS

EM Exclusive  
 Education  
 Editor's Pick  
 Health

#### NEWS

World  
 India  
 Northeast India  
 News in Brief

#### OPINIONS

Editorial  
 Views & Reviews  
 Op-Ed  
 Book Reviews

#### ENTERTAINMENT

Rhythm of Love  
 Music

TRENDING Attacks on Christians in India in 2024, 100 More Than 2023: Rights G

We need your support.

Know More

EDUCATION

India's Education Landscape Needs an Overhaul – 'No Detention' Is Only a Scapegoat



Dipa Sinha
Jan 24, 2025



The more relevant question to be probed is on how accountability can be fixed for ensuring every child is learning.



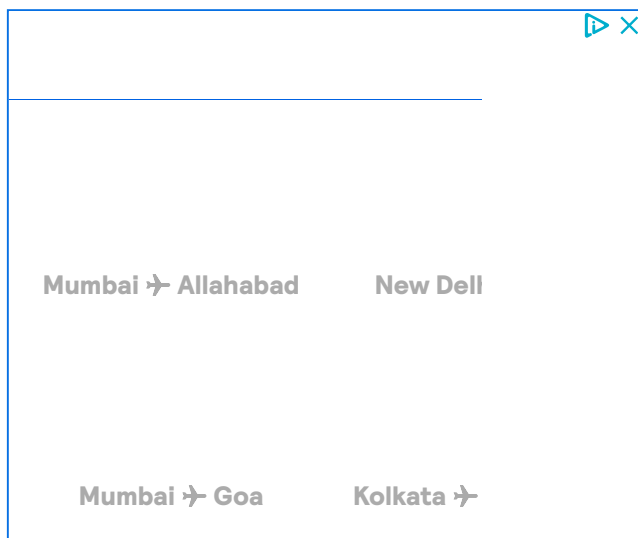
Photo: Rob Oo/Flickr (CC BY 2.0).



very poor and needs a complete overhaul. Repeatedly surveys show that the learning outcomes of children are way below what is expected based on their age and grade.

This is true for basic literacy and arithmetic as well as critical thinking and articulating abilities. Interventions towards improving quality of education are then often limited to a focus on 'learning outcomes'. This reflects a severe limitation in understanding what role education, especially school education, can play in the lives of children as well as for society.

School education performs multiple roles, including of course teaching children to read and write and preparing them for further education and/or employment.



This became all the more evident during COVID-19 and the long school closures in India. Schools keep children away from the hardships of child labour.

For girls, schools are what helps them postpone the pressure to get married and through schools they gain mobility and freedom. Thanks to the mid-day meal scheme, school is where many children also get their first proper meal of the day. In some states now they even get some breakfast. It is very common to see that older child in government schools (the mid-day meal scheme only covers children up to class 8)



School is where children interact with those belonging to other castes and communities, get a chance to play, think of themselves and dream of a better future. Schools offer new values and a web of interaction outside their villages, dreams and aspirations for a better future. Along with this, of course, schools provide them the knowledge and skills as well as discipline and the joy of learning. While schools in India are lacking in many ways, they have the potential to be all of this for every child in the country.

Government schools in India are largely accessed by children belonging to poor and marginalised communities. With the elite and even the middle classes abandoning the government school, inter-generational inequality is perpetuated right from the beginning. Yet, education is one of the only ways through which children are able to break the shackles of caste, gender and poverty. While there is a growing alarm that children are not learning, there is not enough attention being paid to the equity aspects of education. At no time is the 'learning crisis' being attributed to lack of teachers, classrooms or other infrastructure. There is also a total disregard for children's vulnerabilities given their location in the existing social and economic hierarchies. The current system is one where the child feels completely disempowered and is blamed for 'failure'.

Also read: [What Kind of Future Are We Building for Our Children?](#)



Basically, the Act stated that, “no child admitted to a school can be held back in any class or expelled until the completion of elementary education (Classes 1 to 8)”, (Section 16) which basically meant that a child would be automatically promoted to the next grade and could not be detained for any reason. The RTE Act was amended in 2019 to withdraw the no-detention policy. The 2019 amendment allowed state governments to detain students in the fifth and/or the eighth grades of they failed in the year-end examination as well as the re-test after two months. Since then, 18 states and UTs have adopted this new policy. Further, in December 2024 the Union government scrapped the no-detention policy in schools governed by it, including Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas, affecting around 3,000 central schools.

The no-detention policy has basically been blamed for the poor learning outcomes, arguing that in the absence of the need for exams children were not assessed and were being promoted even when they were not ready for the next grade. While the no-detention might have led to no-testing in many schools in the country that was not its purpose to begin with. It in no way meant that children must not be assessed for how they were learning. Assessments, including tests and exams, are an important way in which teachers also get feedback of how each child is responding to what they are being taught.

The idea behind such a policy was to ensure that children do not feel undue pressure and also so that children do not drop out of school mid-way. Detention leads to insult, humiliation and results pushing a child out of school completely. It rarely increases her capacity to learn and gain knowledge.

Rather than finding this easy scapegoat in the form of the no-detention policy the more relevant question to be probed is on how accountability can be fixed for ensuring every child is learning. Some children will always learn with the least help, for various reasons, – but the system should surely be designed to address the weakest. After all, it is the

are enough teachers, labs, libraries and other facilities, and a teaching-learning environment that is sensitive to the context of children's lives. The challenge is to put in place systems where every child feels respected and cared for and to build a public education system that expands children's freedoms.

*Dipa Sinha is a development economist.*



Make a contribution to Independent Journalism

## नैशनल टैलेंट सर्च एग्जाम के नए पैटर्न पर जल्द मुहर

Bhupender.Sharma  
@timesofindia.com

AI Image



■ नई दिल्ली: नैशनल टैलेंट सर्च एग्जामिनेशन (NTSE) को 2025 फिर से शुरू किया जाएगा। इस एग्जाम का आयोजन राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (NCERT) करती रही है। केंद्रीय शिक्षा मंत्रालय की कोशिश है कि NTSE स्कॉलरशिप का फायदा शहरी इलाकों में पढ़ने वाले छात्रों के साथ-साथ ग्रामीण परिवेश के छात्रों को भी मिले। इसके लिए स्कीम में जरूरी बदलावों को शामिल किया जा रहा है।

सूत्रों का कहना है कि 2021 तक जो एग्जाम आयोजित किए गए थे, उनके आंकड़ों से सामने आया था कि ग्रामीण इलाकों के स्कूलों में पढ़ने वाले छात्रों की संख्या तो कम है ही, वहीं इस स्कीम का फायदा पाने वालों में लड़कियों की संख्या भी बहुत कम है। गर्ल्स स्टूडेंट्स की संख्या 20 से 25 प्रतिशत के बीच ही है और इसी को ध्यान में रखते एग्जाम के पैटर्न को नया रूप दिया जा रहा है। अभी शहरी और ग्रामीण क्षेत्रों का अनुपात ज्यादा है, इसे कम किया जाएगा। कोशिश है कि पूरे देश में हर जिले को प्रतिनिधित्व मिले। NTSE मेधावी छात्रों को स्कूल स्तर से

### NTSE का दायरा और स्कॉलरशिप की राशि भी बढ़ेगी

लेकर पीएचडी लेवल तक स्कॉलरशिप प्रदान करने के लिए आयोजित किया जाता है। सूत्रों का कहना है कि NCERT ने

इस एग्जाम को लेकर पहले जो प्रस्ताव बनाया था, उसमें शिक्षा मंत्रालय की सलाह के बाद कुछ जरूरी बदलाव किए गए हैं। NCERT ने संशोधित प्रस्ताव शिक्षा मंत्रालय को भेज दिया है।

शिक्षा मंत्री धर्मेंद्र प्रधान के सामने जल्द ही प्रस्ताव का प्रेजेंटेशन किया जाएगा, जिसके बाद स्कीम को अंतिम रूप दिया जाएगा। बताया जा रहा है कि एग्जाम का दायरा भी बढ़ेगा। स्कॉलरशिप के तहत मिलने वाली राशि में भी बढ़ोतरी होगी। मंत्रालय को यह सुझाव भी दिए गए थे कि एग्जाम देने वाले लड़कों और लड़कियों की संख्या में ज्यादा अंतर न हो, खासकर ग्रामीण इलाकों के स्कूलों में पढ़ने वाली छात्राओं को शिक्षा के बेहतर मौके दिए जाने चाहिए। हालांकि इन सब मुद्दों पर शिक्षा मंत्रालय को ही फैसला लेना है।

# Study finds link between smartphone use and mental health of adolescents

**Ramya Kannan**  
CHENNAI

A survey of over 10,000 adolescents (13-17 years) in the United States and India has revealed that mental well-being is closely linked with earlier age of initiation of mobile phones, and could decline significantly with each younger year of age.

The report, titled "The Youth Mind: Rising Aggression and Anger", by Sapien Labs documented the responses of 10,475 Internet-enabled adolescents across India and the U.S. in 2024. Although numerous factors have traditionally been identified as drivers of poor mental health, one key change in the younger generations is the arrival of smartphones, which were introduced in 2008, coinciding with the onset of rising mental health problems.

The report highlighted key trends, with a particu-



**Global concern:** Expert says the pace of deterioration of mental well-being is slower in India, when compared to U.S. GETTY IMAGES

lar focus on rising feelings of aggression, anger, irritability, and hallucinations in this age group. The decline in mind health is characterised not only by sadness and anxiety but also by new symptoms, including unwanted thoughts and a sense of being detached from reality. Highlighting the differences between the American and Indian cohorts, Tara Thiagarajan, neuroscientist with Sapien Labs, said the pace of deterioration of mental well-be-

ing is slower in India. "While the overall decline in mental well-being in younger ages is strongly present for males and females in the U.S., it is only present for females in India and not in males (where only select aspects deteriorated, while others improved). Even for females, it (the overall decline in mental well-being) is not as steep in India," Dr. Thiagarajan said.

"On the other hand, both adolescent males and

females in India have worse mental well-being on the whole, than their counterparts in the U.S. While aggression, anger and hallucinations are consistently related to the age of smartphone initiation for both U.S. and Indian females, for girls in India, getting their phones very young is more likely to result in increased sleep and health problems as adults," she said.

## Merits of ed-tech

In an attempt to address this, there is a growing debate on the merits of educational technology (ed-tech) in the elementary and middle school years. "One of the possible solutions is also to provide restricted access to phones for teenagers using apps, which lock in parental controls regarding apps teens can access, while allowing them to access a school portal or messaging," Dr. Thiagarajan said.

## Defence Secretary flags off school band competition

PIONEER NEWS SERVICE ■  
NEW DELHI

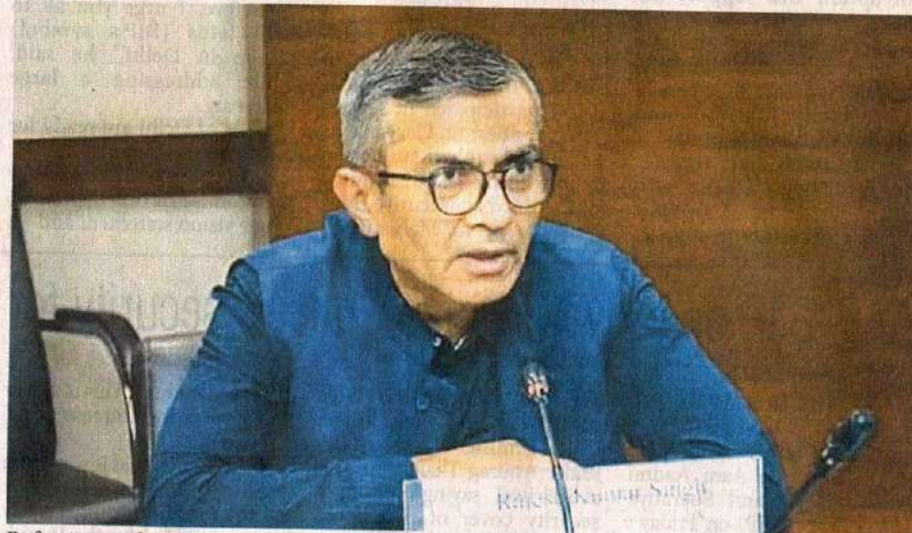
Ahead of the 76th Republic Day celebrations, Defence Secretary Rajesh Kumar Singh on Friday said the National School Band Competition is being held here to evoke a feeling of oneness and foster a sense of pride and patriotism among children towards the country.

Singh was addressing a gathering at the front lawns of the Major Dhyan Chand National Stadium where the top 16 school bands selected from across the country are battling it out in the grand finale.

The National School Band Competition 2024-25 is being jointly organised by the Ministry of Defence and Ministry of Education.

The defence secretary addressed students participating as members of contesting teams and others at the venue.

In the grand finale, 16 teams spanning 466 school students are taking part, who have been selected after a "rigorous scrutiny", he said.



Referring to the participation of military bands in the annual ceremonial parade, Singh said the armed forces have a very vibrant tradition of military music.

This tradition boosts morale, gives dignity to ceremonies and gives talented people opportunities to display their talent, he said.

The defence secretary said in the last couple of years, the government has made efforts to "involve and encourage

"talented school children" to become co-participants in Republic Day celebrations.

"The wonderful, visual spectacle of marching school bands...Rouses patriotic passion and courage among children and adults alike, thus evoking a feeling of oneness, belonging and national pride," he said.

"The aim behind conducting the National School Band Competition is to evoke a feeling of oneness, of esprit

de corps, and a deep sense of pride among children towards their schools and the country, thus rejuvenating and rekindling the spirit of contributational values, patriotism and unity, and motivate them to walk the path of becoming patriotic and useful citizens of the country," he said.

The students who are part of the finalist teams have been invited to witness the Republic Day ceremony on

January 26, as special guests, the defence ministry earlier said.

The first performance by a pipe band of girl students from PM SHRI KGBV Patamda, East Singhbhum, Jharkhand was an instant winner, as they delighted the audience with their swinging moves and lilting tunes.

A pipe band of boys followed PM SHRI Kendriya Vidyalaya No. 2 Belagavi, Karnataka. A brass band of girls from a government school in Gangtok, Sikkim and a pipe band of boys from a private school in North Sikkim are also among the finalists and their performances left the crowd spellbound.

'Sare Jehan Se Achha', 'Ae Watan Tere Liye' tunes were also played by several bands. A brass band of girls from St. Joseph Anglo-Indian Girl's Higher Secondary School, Kozhikode, Kerala belted out patriotic tunes and also played 'Raghupati Raghav Raja Ram' and 'Vande Mataram'.

The competition is being held over two days, ending on January 25.

## Free Education in India: Explore 5 government schemes that provide free education to all

By [HT Education Desk](#) | Edited by [Papri Chanda](#)

Jan 25, 2025 03:20 PM IST



Check these five government schemes that provide free education to all children.



Free Education in India: Explore 5 government schemes that offer free education

APJ Abdul Kalam once said "Education is the most powerful weapon which you can use to change the world."

To achieve this motto and give every child the weapon to change the world, the Government of India, over the years, has developed and launched various schemes that provide free education to all, irrespective of caste, creed, or gender.

---

**Now discover stories that match your interests—customized especially for you! [Read here](#)**

---

[Want to be an intern at ISRO? Check eligibility, duration, stipend, where to apply & other details](#)

The list here briefly explains the five government schemes that provide free education to all.

**Sarva Shiksha Abhiyan:** Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship programme of the Government of India to attain Universal Elementary Education (UEE), covering the entire country in a mission mode. Launched in 2001-2002 in partnership with the State Governments and Local Self-Governments, this programme aims to provide useful and relevant elementary education to all children in the 6 to 14 age group.

**Samagra Shiksha:** The Samagra Shiksha scheme is an integrated scheme for school education covering the entire gamut from pre-school to class XII. The scheme aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment that takes care of their diverse backgrounds, multilingual needs, and different academic abilities and makes them active participants in the learning process.

**CBSE Udaan Program:** Launched by CBSE under the guidance of MHRD, this scheme provides free-of-cost support to female students of classes 10 and 12 to prepare for the engineering entrance examination. Under this program, students are provided free offline/online resources through virtual weekend contact classes and study material on pre-loaded tablets while studying in Class XI and Class XII for preparation for admission tests to various premier engineering colleges in the country.

**Rashtriya Madhyamik Shiksha Abhiyan:** This scheme aims to increase the enrolment rate by providing a secondary school within reasonable distance of every home. It also aims to improve the quality of secondary education by making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, and providing universal access to secondary-level education. This scheme aims to improve the quality of education imparted at the secondary levels by making all secondary schools conform to prescribed norms.

**Kasturba Gandhi Balika Vidyalayas Scheme:** The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Classes (OBC), and Minority Communities. This scheme provides necessary infrastructure and quality education to girls from disadvantaged groups of girls in the age group of 10-18 years aspiring to study in Classes VI to XII; belonging to SC, ST, OBC, Minority communities and BPL families to ensure smooth transition of girls from elementary to secondary and upto class XII wherever possible.

Apart from these schemes by the Central government, there are other schemes provided by the state government for free education to children. One among them is the Free Education Scheme in Tamil Nadu, which was launched in 2012 by the Backward Classes, Most Backward Classes and Minorities Welfare Department, Tamil Nadu, provides support to Backward Classes (BC), Most Backward Classes (MBC), and De-notified Communities (DNC) students in pursuing higher education without the burden of fees. It covers all special fees, non-refundable compulsory fees, and examination fees for students enrolled in 3-year undergraduate programs (B.A., B.Sc., B.Com.) in Government and Government Aided Arts and Science Colleges.

Advertisement

Nation

# J&K bans education department from ordering students to attend political rallies

*The ban comes after the government faced criticism from various quarters over an education department circular directing Poonch authorities to participate in a Tiranga rally of the RSS-affiliated ABVP.*



The circular was posted on X by Jammu and Kashmir Education Minister Sakina Itoo. Photo | PTI

PTI

Updated on: 25 Jan 2025, 10:30 pm · 2 min read



The ban, issued through a circular by the School Education Department, comes after the government faced criticism from various quarters over an education department circular directing Poonch authorities to participate in a Tiranga rally of the RSS-affiliated ABVP.

The circular was issued by Poonch Chief Education Officer, who directed heads of several schools to send 40-50 students and two teachers to the rally.

The circular attracted criticism from the PDP which alleged the government was using education as a "propaganda tool".

"It is enjoined upon all the Officers including Chief Education Officers, Zonal Education Officers and Head of Institutions of all the schools under School Education Department to not to grant any permission or give direction to students or staff (including all categories of teachers) to participate in any political programme, rally etc. organized by any political party/organization," the latest circular read.

The circular was posted on X by Jammu and Kashmir Education Minister Sakina Itoo. It instructed all chief education officers to "strictly monitor" that no directions from any district authority is in contravention to the circular.

"In case of any such deviation, the Chief Education officer concerned shall immediately bring the same into the notice of respective Director School Education for further instructions," it said.

On Friday, PDP leader Waheed Para criticised Chief Minister Omar Abdullah saying, earlier he used to condemn such orders before the elections, but "this blatant transformation" stands as his only "so-called achievement" in the last 100 days.

"J&K government's order with education department's endorsement of an ABVP rally, forcing students to participate, was condemned by Omar Abdullah before elections. Yet now, this blatant transformation of the government stands as its only so-called 'achievement' in the last 100 days," he had said on X.

"J&Ks Education Department under the NC government has made it mandatory for both private & public school children across Poonch to attend a rally organised by ABVP the RSS affiliated student wing that normalises anti-Muslim bigotry. Using education as a propaganda tool by forcing students to attend ideological events is unacceptable," she said in a post on X.

The PDP president's daughter on Saturday again took to X to criticise the government after Doda youth services and sports officer ordered the deputation of four officers for a kabbadi/wrestling championship organised by the ABVP.

"NC government chooses not to rationalise the erroneous reservation policy or ensure transparent recruitment. Instead, they are facilitating ABVPs events across schools in J&K. The anti Muslim bigoted student organisation is now being allowed to hold a Kabaddi tournament in Indoor Sports Stadium Doda," Mufti said in a post.

The deputation order was withdrawn after the criticism.

[Follow The New Indian Express channel on WhatsApp](#)

[Download the TNIE app to stay with us and follow the latest](#)

students banned to attend political rallies

J&K education department

Show Comments

Advertisement



# Kolkata ✈️ New Delhi

from Rs9,040

View

## CBSE Issues Key Notice on APAAR ID – Important Updates and Details You Should Know

**TB** By Avijit Das — January 25, 2025



The Central Board of Secondary Education (CBSE) has issued a notice for students in schools affiliated with the board. The notice is about the implementation of the APAAR ID as the primary identifier for students in these schools. It is available on the official CBSE website, [cbse.gov.in](http://cbse.gov.in). Students can check it by visiting the website.



**Also Read**  
[Seeu subsidy scheme 2025: Know how to supply in one click](#)

The notice states, "In line with the National Education Policy (NEP) 2020 and the Hon'ble Prime Minister's vision of 'Digital India,' the Ministry of Education (MoE) is implementing the Automated Permanent Academic Account Registration (APAAR) ID system for students. This initiative aims to create a seamless, lifelong digital identity for each student, promoting transparency, accountability, and efficiency in academic record management."

### Direct Link

The APAAR ID implementation process in schools will involve six steps:



**Also Read**  
[How to cultivate asafotida and how to become rich by farming](#)

#### Step 1: Conduct Parent-Teacher Meetings (PTMs)

Schools will organize PTMs to introduce the APAAR ID system, explaining its importance and benefits to parents and students.

#### Step 2: Distribution and Collection of Consent Forms

Schools will distribute physical consent forms to parents, who must sign and authorize the use of Aadhaar details for generating the APAAR ID.

#### Step 3: Student Data Verification

School officials will verify details like the student's name, date of birth, and Aadhaar number on the UDISE+ portal.

#### Step 4: APAAR ID Generation

**Also Read**  
[Which diseases are not treated with Ayushman card? Let's find out](#)

Schools will generate the APAAR IDs via the UDISE+ portal, which will be securely linked to the students' DigiLocker accounts. A confirmation SMS will be sent to the parents once the process is complete.

#### Step 5: Distribution and Integration

Schools will provide the APAAR IDs to students and parents.

#### Step 6: Correction of Errors

In case of discrepancies, schools will guide parents to the Common Service Center (CSC) for corrections.

**NCERT**

@ncert · [Follow](#)

APAAR ID- One Nation, One Student ID!

A lifelong academic passport, consolidating all achievements and credentials of a student in one place.

To know more, click the link [▶ apaar.education.gov.in](https://apaar.education.gov.in)

[#APAAR](#) [#SchoolEducation](#) [#NEP2020](#) [#NCERT](#) [#Education](#) [#MinistryofEducation...](#) [Show more](#)

4:53 PM · Jan 24, 2025

7
 Reply
 Copy link

[Read more on X](#)

## How to Check the Notice

- Visit the official CBSE website.
- Click on the relevant link on the homepage.
- The notice will open in a new window.
- Review the notice.
- Optionally, download it and print a copy for reference.

## What is APAAR ID?

APAAR ID stands for Automatic Permanent Academic Account Registry. It is a digital system designed to store the complete academic details of students. This ID will securely record a student's academic credits and provide a comprehensive history of their academic journey.

As per an official notification released by NTA, candidates were earlier asked to update their Aadhaar credentials and link them with their APAAR ID.

## Related Posts:

[Cultivate brinjal in winter and double your income, know the whole process in one click](#)

[Indian Government Offers Special Savings Scheme for Women with High Interest, Invest by March 31st—Details Inside](#)

[Want to Become a Crorepati Fast? Learn This 15+5+5 Formula for 100% Guaranteed Success](#)

## सीबीएसई ने स्कूलों को अपार आईडी बनाने के निर्देश दिए

नई दिल्ली, प्रमुख संवाददाता। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने राष्ट्रीय शिक्षा नीति (एनईपी) 2020 और डिजिटल इंडिया के उद्देश्यों के अनुरूप छात्रों के लिए एपीएएआर (अपार) आईडी (ऑटोमेटेड परमानेंट एकेडमिक अकाउंट रजिस्ट्री) की शुरुआत की है। यह 12 अंकों की एक विशेष पहचान संख्या है, जिसका उद्देश्य छात्रों के अकादमिक और सह-अकादमिक रिकॉर्ड को एक सुरक्षित डिजिटल मंच पर संग्रहित करना है।

**आधार रिकॉर्ड के साथ डेटा का मिलान होगा :** सीबीएसई ने सभी स्कूलों को अपार आईडी बनाने और इसके बारे में अभिभावकों को जागरूक करने के निर्देश दिए हैं। यह आईडी डिजिटल प्रणाली से जुड़ी होगी, जिससे छात्र अपने परीक्षा परिणाम, कौशल प्रशिक्षण, ओलंपियाड, खेलकूद और अन्य उपलब्धियों को सुरक्षित रूप से संग्रहित और कहीं भी उपयोग कर सकेंगे। निर्देश में कहा गया है कि नौवीं से 12वीं कक्षा के छात्रों के लिए प्राथमिकता के साथ एपीएएआर आईडी बनाना है। इसका आधार रिकॉर्ड के साथ डेटा का मिलान भी करना है। इस पहल के तहत सभी स्कूलों को प्राथमिकता के साथ छात्रों की आईडी तैयार करने का निर्देश दिया है। सहायता के लिए टोल-फ्री हेल्पलाइन 1800-889-3511 भी जारी किया है। वेबसाइट <https://apaar.education.gov.in/resource> पर भी दिशा निर्देश उपलब्ध हैं।

# Omar govt bans Education Department from ordering students to attend rallies

*The Jammu and Kashmir Government on Saturday banned the Education Department from passing any directions to students or staff for participation in political programmes or rallies. The ban, issued through a circular by the School Education Department, comes after the...*



PTI

Srinagar, Updated At : 08:43 AM Jan 26, 2025 IST



FOLLOW US



CONNECT WITH US



Jammu & Kashmir Chief Minister Omar Abdullah. FILE

The Jammu and Kashmir Government on Saturday banned the Education Department from passing any directions to students or staff for participation in political programmes or rallies.

The ban, issued through a circular by the School Education Department, comes after the government faced criticism from various quarters over a department circular directing Poonch authorities to participate in a Tiranga rally of the RSS-affiliated ABVP.

The circular was issued by Poonch Chief Education Officer, who directed heads of several schools to send 40-50 students and two teachers to the rally. The circular attracted criticism from the PDP which alleged the government was using education as a “propaganda tool”.

Home | Education | Telangana Inter Chemistry Syllabus To Be Slashed By 30

- Advertisement -

## Telangana Inter Chemistry syllabus to be slashed by 30%

The TG BIE, which undertook syllabus revision, has decided to align curriculum in line with NCERT curriculum thereby reducing academic burden on students

BY YUVRAJ AKULA PUBLISHED DATE - 26 JANUARY 2025, 06:58 PM



File photo.



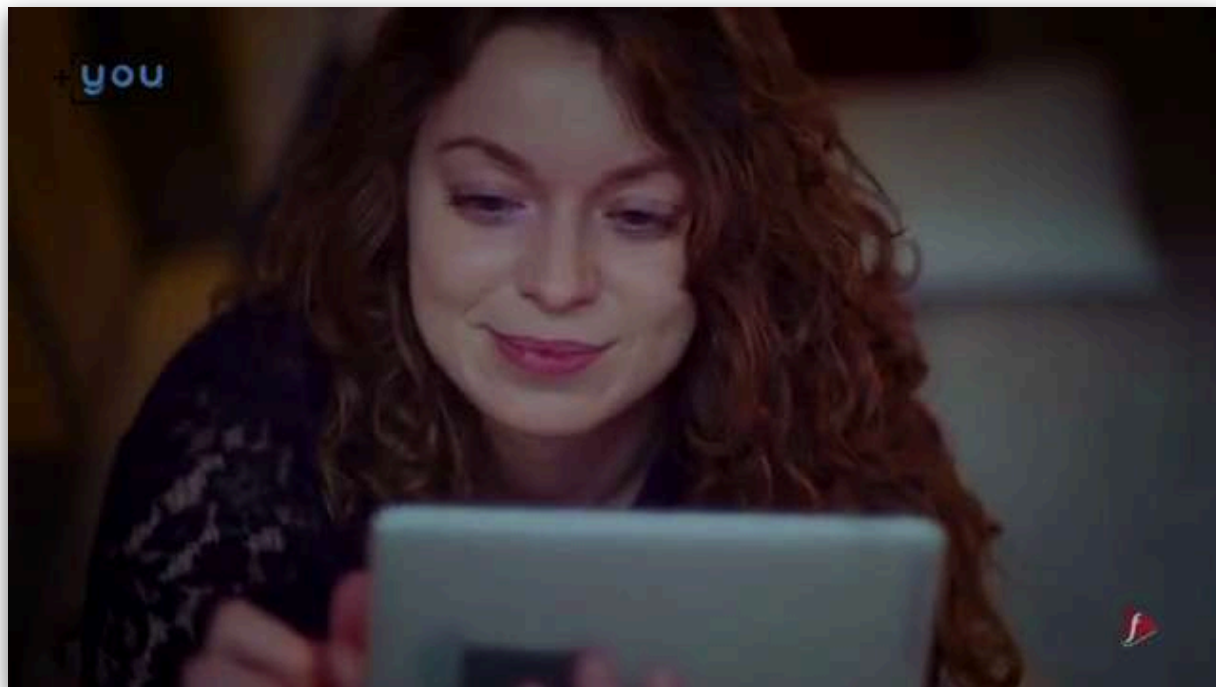
[intermediate](#) Chemistry syllabus by 30 per cent.

The initiative is aimed at aligning the State's intermediate curriculum with the National Council of Educational Research and Training (NCERT) syllabus, which is followed by the CBSE schools across the country.

- Advertisement -

×

Advertisement



#### ALSO READ

[Telangana Inter students to soon explore AI in English language](#)

Presently, students are grappling with an extensive syllabus in Chemistry with several educators expressing their concerns that the syllabus is beyond what is necessary for students' academic development and preparation for competitive entrance exams such as the JEE and NEET.

In fact, the BIE syllabus is more than the NCERT syllabus, which is taken into consideration for framing questions in competitive entrance tests, including NEET and JEE.

The board has already shortlisted topics that no longer needed to be taught as part of the intermediate syllabus. The subject experts committee will shortly meet to

Apart from Chemistry, the board is also contemplating to revise the Zoology syllabus for the forthcoming academic year. As the coronavirus threw life out of gear, the board intends to add a chapter on Covid-19 pandemic to create awareness among the student community on what precautions needed to be taken if such viruses spread.

However, other subjects, including Mathematics, Physics and Botany might not see major changes.

While the board planned to introduce AI topics in physics, replacing some topics from the electronics chapter, it is now mulling to introduce it as part of English language learning as it will be common for all students irrespective of stream.

“We are aligning the syllabus in line with the NCERT, which recently revised the syllabus. This will aid students preparing for the competitive exams like the JEE and NEET. The experts committee will shortly take a call on changes to the syllabus,” said a senior official.

- Advertisement -



**50% Off: Publish Your Research**

Follow Us: [f](#) [X](#) [v](#) [@](#) [in](#) [↗](#)

TAGS

Chemistry

Intermediate Board

NCERT syllabus

Telangana Board of Intermediate Education (TG BIE)

Enable GingerCannot connect to Ginger Check your internet connection  
or reload the browserDisable Ginger

January 26, 2025

# School Education in Crisis, Latest Government Report Reveals

Savera

RECENTLY, the Ministry of Education released reports of school education in 2022-23 and 2023-24 covering a wide range of indicators. These rather delayed reports form a series of similar reports going back to 2005. Earlier the National Institute for Educational Planning & Administration (NIEPA) used to compile these reports but since 2018-19, this task was taken over by the ministry directly. The recent reports are available at the portal of the Unified District Information System of Education (UDISE+) and school-wise details are available at the Know Your School (KYS) portal. They are based on data submitted by the schools.

The recent reports paint a grim picture of the condition of India's school system which is the biggest in the world with nearly 23.5 crore (235 million) children enrolled in 2023-24. It appears that total enrolment of students in over 14.72 lakh schools covered in the survey has gone down by a shocking **2 crore** between 2020-21 and 2023-24 academic years. In 2020-21, over 25.38 crore children were enrolled in classes 1 to 12 in schools across the country. In 2023-24 the enrolment has fallen to 23.5 crore.

Although the two annual reports (released together on December 30, 2024) do not contain any explanation for this fall in enrolment, the given wisdom is that there were many bogus students enrolled in schools, or records were outdated, etc. It is sought to be implied that this was perhaps done to get more funds on various heads like mid-day meals or scholarships, etc. It has been suggested that the establishment of a new digital database system called SDMS (Student Database Management System) by the central government has weeded out bogus students leading to more authentic records and a real picture to emerge.

However, this explanation wears a little thin. The biggest decline takes place in 2022-23 when enrolment falls by 1.41 crore students but then why does it further decline in the next year by 67 lakh? These so called data corrections have been going on for years and it appears to have become a convenient thing for

governments to trot them out as excuses for dropping enrolment. It may be recalled that the all-time high of 26.1 crore enrolment was reported in 2015-16 but it fell drastically next year "because of student data collection in sync with UDISE during 2016-17 data collection", according to leading educationist Prof. Arun C Mehta who founded the school education statistics systems in the modern era at NIEPA.

Other experts have pointed out other more plausible reasons for the decline. These were pandemic years and there was widespread disruption of family life, economic distress and upheavals which could have led to students being withdrawn from schools by families. This would explain the steep drop in 2022-23 compared to 2021-22. But why was there no drop in the previous year (2020-21) which saw the harsh lockdowns? It has also been suggested that the non-payment of pre-matric scholarships to SC/ST students for some time due to supposed authentication issues has also contributed to the fall in enrolment.

More generally, the increasing economic distress, rising costs of education, especially in private schools, the under-funding of government schools and consequent decline in quality of education and even closure of schools, all appear to have squeezed out a large number of students in the past few years. This has affected poorer sections more. That the government's reports are recording this but not providing any explanation is worrisome – do they have no clue, or is it that they do not care? More importantly, if this fall in enrolment is not on the radar of policy makers then how will it ever be corrected?

There is also the equally worrisome question of what has happened to the over 2 crore children who were in schools but are no longer in it now. What are they doing now? Are they labouring in fields and streets? Isn't this a violation of the Right to Education Act that lays down that all children up to 14 years of age must be in schools? There is complete silence on the part of the government and its apologists on this count too.

## **ENROLMENT RATIOS FALL,**

## **DROPOUTS INCREASE**

It might be argued that the above discussed drop in enrolment is happening because the total number of schools being covered in government surveys has declined and additionally, the population of children in the various age groups has also fallen. But this does not appear to be substantiated by the enrolment ratios, both, gross and net. Gross Enrolment Ratio (GER) is the ratio of total enrolled children at any particular level to the total number of children in the age group that should be studying at that level. For elementary stage, the GER has declined from 99.1 per cent in 2020-21 to 91.7 per cent in 2023-24. For secondary stage, GER has declined from 79.8 per cent to 77.4 per cent in the same period. For higher secondary there is no decline but an increase, from 53.8 per cent to 56.2 per cent.

Net enrolment Ratio (NER) is the ratio of children of a particular age group enrolled in the corresponding stage of education to the total number of children in that age group. The difference between GER and NER is that in the former all enrolled children at a particular stage are counted, including any who are older than the age group specified while in NER only enrolled children of the specific age group are counted. The reports indicate that NER has fallen at all three stages between 2020-21 and 2023-24. At elementary stage, NER dropped from 92.1 per cent to 83.3 per cent; at secondary stage it fell from 52.5 per cent to 48.3 per cent; and at the higher (or senior) secondary stage it fell from 34.7 per cent to 33.8 per cent.

What does this mean? It means that the share of children of each age group that are enrolled in schools at that level has fallen at all three stages. Another dimension is revealed by these NER figures: while enrolment of over 83 per cent is more or less good at the elementary stage, it starts dropping steeply to reach about 48 per cent by secondary stage and then drops further to just short of 34 per cent at the higher secondary stage.

This is confirmed by the rise in dropout rates, which are a measure of the share of students who discontinue school enrolment. Generally, dropout rates have been very low in the primary sections (class 1-5) and somewhat low in upper primary sections (class 6-8). But these rates spiked up in 2022-23, reaching 7.8 per cent for primary sections from just 0.8 per cent in the previous year. Similarly, for upper primary sections, the dropout rate spiked to 8.1 per cent in 2022-23 from 1.9 per cent in the previous year. Subsequently, the dropout rate in primary sections dropped back to 1.9 per cent in 2023-24, which was higher than the earlier trend but still conforming to it broadly. However, in the upper primary sections, dropout rates continued to remain high in 2023-24, at 5.2 per cent. In the secondary stage (class 9-10), dropout rates were always high at 16.1 per cent in 2019-20, and 14.6 per cent in 2020-21. It jumped up to 16.4 per cent in 2022-23 and then settled back at 14.1 per cent next year.

These percentages may look small but if converted to actual numbers their gigantic scale is revealed. Between 2021-22 and 2022-23, adding up all the dropouts at various stages (calculated from rates and total enrolment numbers), it appears that about 2.14 crore children dropped out for all classes from 1 to 12. Similarly, between 2022-23 and 2023-24, another 1.08 crore students dropped out. Although dropout rates have reduced between these two time periods, the sheer number of students dropping out is unconscionably high.

State level data shows that some states have very high dropout rates. Thus, at the secondary level in 2022-23, Bihar had nearly 26 per cent dropout rate, Assam had 25 per cent, Haryana 13.8 per cent, Rajasthan 11 per cent, UP nearly 9 per cent, and Jharkhand over 15 per cent.

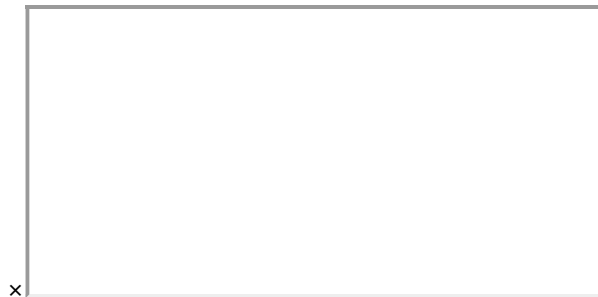
## CRIMINAL UNDERFUNDING

January 26, 2025

### IS ROOT CAUSE

Besides falling enrolment – and its most severe impact on disadvantaged sections – the school education sector suffers from a host of other problems which needs separate discussion. These include the shortage of teachers, the lack of adequate qualifications/training of teachers, deficient infrastructure, outdated teaching aids, lack of laboratories, computers, internet connections, even electricity, and so on. The root cause of this tragic state of affairs is the severe underfunding of education by the central government which funds and manages many crucial aspects of school education through its schemes. A look at the past few years shows that budget allocations have been 2-3 per cent of the total union budget, and just 0.34 to 0.44 per cent of the Gross Domestic Product (GDP) for each year. This combined with the devaluation and erosion of education and the pushing of high-cost private education for the elite, has severely damaged the country’s education system. The recent reports are another piece of evidence that confirms this fact.

Rephr



**SUBSCRIBE**

[\(/newsletter/subscribe\)](/newsletter/subscribe)

**Contact Editorial desk** [pd.cpim@gmail.com](mailto:pd.cpim@gmail.com) (<mailto:pd.cpim@gmail.com>) **Managerial office**  
[pdpbln@gmail.com](mailto:pdpbln@gmail.com) (<mailto:pdpbln@gmail.com>)



<https://www.facebook.com/pages/Peoplesdemocracy/178497412340301>



[https://twitter.com/PD\\_Weekly](https://twitter.com/PD_Weekly)



<https://plus.google.com/u/0/b/110220554553058276775/110220554553058276775/posts>

ed News

E 2025: Application  
ction Window Opens,  
k Details

State Government To Give  
100 Per Month To Top-  
performing Students

# Opinion | Indian Schools Are Far From Future-Ready



**Mansoor Ali Khan**

Opinion, Updated: Jan 26, 2025 11:41 am IST



India's school infrastructure is at a critical crossroads, demanding urgent attention not just to address existing gaps but to reimagine how our schools can prepare students for the challenges of the future. The recently released Unified District Information System for Education Plus (UDISE+) 2023-24 report by the Ministry of Education highlights glaring deficiencies in basic amenities like drinking water, functional toilets, and electricity. However, beyond these immediate concerns lies an even more pressing question: are our schools equipped to nurture future-ready students with the skills and competencies needed to thrive in an increasingly dynamic world?

With technological advancement, Indian schools are struggling to meet even the most fundamental requirements of a future-ready education system. Many lack functional computer labs, well-equipped science labs and integrated learning devices. This not only highlights the pressing need for investments in foundational amenities but also in advanced educational infrastructure that aligns with the demands of a rapidly evolving world.

### **Digital Infrastructure In Schools**

According to the UDISE+ report, only 57% of the 14.71 lakh schools in the country have computer facilities. Of these, merely 50.9% have functional computer systems that can be used for pedagogical purposes. Even more concerning is that just 8.1% of schools are equipped with functional integrated teaching-learning devices, and only 24.4% have operational smart classrooms. These figures highlight the digital divide that must be urgently addressed to prevent a generation of students from being left behind.

Post-COVID-19, the reliance on digital tools in education has increased exponentially. However, the progress in upgrading digital infrastructure has been woefully inadequate. Bridging the digital divide through affordable devices, reliable internet connectivity, and teacher training is no longer a luxury but a necessity. Without these investments, Indian students will remain ill-prepared for the skills and careers of tomorrow.

## **Skills For The Future**

Technology is redefining the way we work, communicate, and learn. Subjects like coding, artificial intelligence, and data literacy should become integral to the learning experience. However, future-readiness goes beyond digital literacy. Schools must also focus on equipping students with critical thinking, analytical skills, communication abilities, and adaptability. These competencies are essential for navigating the challenges of a fast-changing global landscape.

## **Building Climate Resilient Schools**

As India faces the challenges of climate change, our students must be prepared to address this global crisis. Environmental education in schools should go beyond theoretical knowledge to include practical, hands-on experiences in sustainability. While the UDISE+ 2023-24 report reveals that only 10.5% of schools have solar panels and 36.2% have a kitchen garden, these numbers highlight both the need for and potential of schools to lead the way in fostering environmental responsibility. Programmes focused on waste management, renewable energy, and conservation can transform these existing resources into vibrant, living classrooms where students learn by doing.

Schools with solar panels can be a live lesson about renewable energy. Similarly, kitchen gardens can serve as a practical gateway to lessons in sustainable agriculture and nutrition. Encouraging participation in local climate action projects, combined with these resources, can further instil a sense of responsibility in finding climate solutions.

Additionally, the report shows that only 10.9% of schools have tinkering labs—an alarming gap given their importance in nurturing a problem-solving mindset. Integrating environmental challenges into tinkering lab activities could enable students to design creative, tangible solutions for sustainability.

The Ministry of Education has a pivotal role to play in bridging these gaps and ensuring schools are prepared for the future. Investments must prioritise both foundational infrastructure, such as electricity, water, and sanitation, and advanced resources like computer labs, science labs, and smart classrooms. This is crucial to creating an equitable learning environment where every child has access to quality education.

Without future-ready schools, India risks widening the gap between those who have access to quality education and those who do not. The digital divide, if left unchecked, will exacerbate inequalities, leaving a large number of students unprepared for the demands of a technology-driven world.

Moreover, India's demographic dividend—its large youth population—hinges on how well we prepare our students for the future. Schools are the incubators of this potential. Their transformation is not just an educational imperative but a societal one.

*(The author is a general secretary of the management of the Independent CBSE Schools Association in Karnataka and a board member of Delhi Public Schools, Bengaluru, and Mysuru)*

**Disclaimer: These are the personal opinions of the author**

---

Track Latest News Live on NDTV.com and get news updates from India and around the world

Follow us:



School, Education

## NBSE, PARAKH organize workshop on HPC

January 26, 2025

Nagaland Board of School Education (NBSE), in collaboration with the Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH), NCERT, New Delhi, conducted a three-day workshop on the Holistic Progress Card (HPC) for the Secondary Stage under the Equivalence of Boards.

The workshop was held from January 22 to 24 at Mt. Tabor Retreat House, Kohima. The workshop was chaired by Petevino Meyase, Deputy Controller of Examinations, NBSE, and attended by 108 participants from various institutions, including the Directorate of School Education, SCERT, DIETs, and Samagra Shiksha. The program commenced with an invocation, followed by a welcome address by NBSE chairperson Asano Sekhose.

In her address, Sekhose highlighted the National Education Policy (NEP) 2020's emphasis on shifting assessments from mere knowledge testing to nurturing overall student development.

She urged participants to thoroughly understand the HPC framework to ensure its effective implementation in schools. Prof. Indrani Bhaduri, CEO and Head of PARAKH, NCERT, delivered the keynote

address, expressing optimism about the commitment of State Boards to advancing assessment reforms. She emphasized the importance of collaborative efforts in implementing HPCs at the secondary stage to promote equivalence among state boards.

The training was conducted by expert resource persons from PARAKH, NCERT, New Delhi, who equipped participants with the skills needed to implement the HPC framework.

Participants explored the mapping of HPCs to curricular goals and competencies outlined in the NCF-SE. The workshop introduced a rubric-based assessment system featuring three abilities—awareness, sensitivity, and creativity—alongside three performance-level descriptors: basic, proficient, and advanced. The approach aims to move beyond rote learning by promoting competency-based assessments through group projects, individual research, and classroom interactions.

A one-day meeting with Heads of Institutions was also held on January 21, where the report “Establishing Equivalence across Education Boards towards Empirically Grounded Guidelines for Implementation of NEP 2020” was disseminated. Recommendations from PARAKH were shared with school leaders during the meeting.

News / Education Today / News / J&K bans education department from involving students in political rallies, events

# J&K bans education department from involving students in political rallies, events

The Jammu and Kashmir government has banned the education department from directing students or staff to participate in political events or rallies. The move follows backlash over a controversial directive mandating school participation in an ABVP-organized Tiranga rally.

▶ Listen to Story

Share

ADVERTISEMENT



J&K bans education department from involving students in political rallies, events



## In Short

- J&K bans students, staff from political rallies
- Move follows criticism of Poonch order
- Education Minister urges strict policy adherence

The Jammu and Kashmir government has formally prohibited the education department from directing students or employees to participate in political rallies or events. This is a move, announced by the School Education Department through a circular, that comes in response to severe criticism following an earlier order issued by the Poonch Chief Education Officer.

The not-so-popular circular directed the school heads to send 40–50 students and two teachers to attend the Tiranga rally organised by the ABVP, a student wing of the RSS. This was outrightly condemned as the PDP accused the government of misusing the education machinery for its political propaganda.

ADVERTISEMENT

## NEW CIRCULAR CATEGORICALLY STATES

"All officers, including Chief Education Officers, Zonal Education Officers, and heads of institutions, are instructed not to grant permission or issue directions for students or staff to participate in any political event or rally organised by any political party or organisation," as reported by PTI.

TRENDING TOPICS: [Davos 2025](#) [Australian Open](#) [Sair Ali Khan Attacked](#)

Education Minister Sakina Itoo last week said that Chief Education Officers must ensure the strict follow-up of this policy by the district authorities. However, they should immediately submit such breach details to the District in-charge Director of School Education.

## OPPOSITION CRITICISM

The PDP strongly condemned the earlier order. Waheed Para attacked Chief Minister Omar Abdullah, highlighting a glaring difference in his stance before and after elections.

"Omar Abdullah, who once condemned such orders, now allows these blatant decisions, marking them as the only so-called 'achievement' of his government in the last 100 days," Para said on X.

ADVERTISEMENT

Iltija Mufti, the daughter of PDP president Mehbooba Mufti, also criticised the government's decision, terming it unacceptable. She alleged that the administration is using students for ideological agendas. "Forcing students from both private and public schools in Poonch to attend an ABVP rally normalises anti-Muslim bigotry," she said.

----

This came after an order by the Doda youth services and sports officer deputed four officials for an ABVP-organised kabaddi and wrestling championship. Iltija Mufti called this out, saying, "When the government fails to address a problem like the lack of transparency in recruitment, it is revisiting the reservation policies, it organises ABVP events in schools."

This latest ban aims to reaffirm the neutrality of educational institutions in Jammu and Kashmir, ensuring they remain free from political influences.

**(With PTI inputs)**

*Published By: Shruti Bansal*

*Published On: Jan 26, 2025*

**TUNE IN**

Ranji Trophy a smokescreen? How good is India's Champions Trophy squad   Sledging Room, S2 73	
00:00	00:00
	1.00x

**READ | NEET UG 2025: Major changes announced, exam returns to Pre-COVID format**

**MUST WATCH**

Indian Army showcases military technology at Baramulla event

02:11

**Watch Live TV**

INDIA TODAY

Follow Us On:    



# PM SHRI Schools witness 75% rise in student enrolment in five states

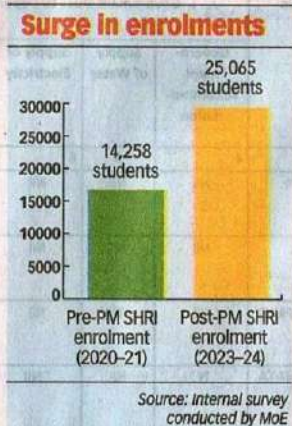
Tripura schools had a 200% increase in student admissions largely due to quality improvement, followed by Rajasthan

Utkarsh.Tripathi  
@timesofindia.com

The government's PM SHRI School initiative launched in 2022 that aims to have 14,500 schools across the country has noticed an encouraging rise in student enrolment. To give a push to the initiative, several state schools including Kendriya Vidyalaya (KVs) and Navodaya Vidyalayas (NVs) have been converted into PM SHRI Schools, which uplifted the quality of education and improved infrastructure.

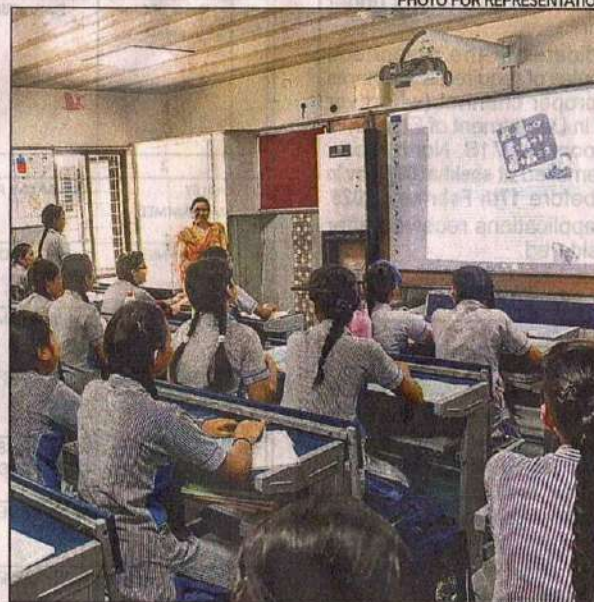
A survey conducted across 40 schools in five states by the Ministry of Education shows Manipur, Tripura, Rajasthan, Meghalaya and Madhya Pradesh have seen a 75% increase in enrolment in PM SHRI. In 2021-22, the enrolment in 40 schools in five states was 14,258 students, which has jumped to 25,065 students in 2023-24.

Rural cities saw an unexpected rise in the number of students taking admission in the schools. Phungyar Higher Secondary School in Manipur's Kamjong, Kanchanpur Government English Medium



HS School in Tripura saw over 200% increase in enrolment. Similarly, Mahatma Gandhi Govt (English Medium) School Jhotwara, Govt Sr Sec School Jai Singh Pura in Rajasthan and Kabiguru RSV Hs School in Tripura witnessed over 100% increase in enrolment.

Rajasthan and Tripura saw several government schools getting a makeover after being converted into PM SHRI Schools, which helped boost the enrolment of students. In as many as 26 of the 40 schools in Rajasthan, enrolment boosted up to 136%. In Tripura, nine of the 40 schools



had a 214% increase in student enrolment. Out of the 12,079 schools selected to be developed as PM SHRI Schools, the top states that have benefited the most are UP, Andhra Pradesh, Maharashtra, Bihar, and Telangana, which account for 41.31%. Andhra Pradesh has selected 855 schools to be converted as PM SHRI Schools, whereas UP has selected 1710 schools. In

Maharashtra and Bihar, 827 and 804 schools have been selected to be converted to PM SHRI schools, respectively. In Telangana, 794 schools have undergone a massive overhaul. The Samagra Shiksha Act introduced in 2021 has been successful in allowing access to education to a vast number of children. The focus now shifts towards delivering quality education.

Implemented as a centrally sponsored scheme, the PM SHRI Schools were launched with a total project cost of Rs 27,360 crore, which includes a central share of Rs18,128 crore for a period of five years from 2022-23 to 2026-27. So far, 12,079 schools have been selected to be developed as PM SHRI Schools, according to data provided by the Department of School Education and Literacy.

Tarlochan Singh, history teacher at Bhai Kahan Singh Nabha PM SHRI Government Senior Secondary School (Girls) Nabha, Panjab, says, "A grant of Rs 35 lakh was received by our school after it was converted to a PM School. It has improved the school's infrastructure and its maintenance. The money is being used to improve the labs, libraries and toilets in the schools."

PM SHRI Schools boosted the enrolment of more girls with increased transportation facilities. "School buses have been plying in remote cities, due to which parents are ready to send their girls to the schools. This will further increase the share of female students in the classrooms," adds Singh.



🏠 Siasat.com / News / Telangana

## Telangana to revise inter syllabus, chemistry may get 30 pc cut

Board has already identified topics to be removed from the syllabus.



Zahed Farooqui ✕ | Published: 27th January 2025 1:39 pm IST

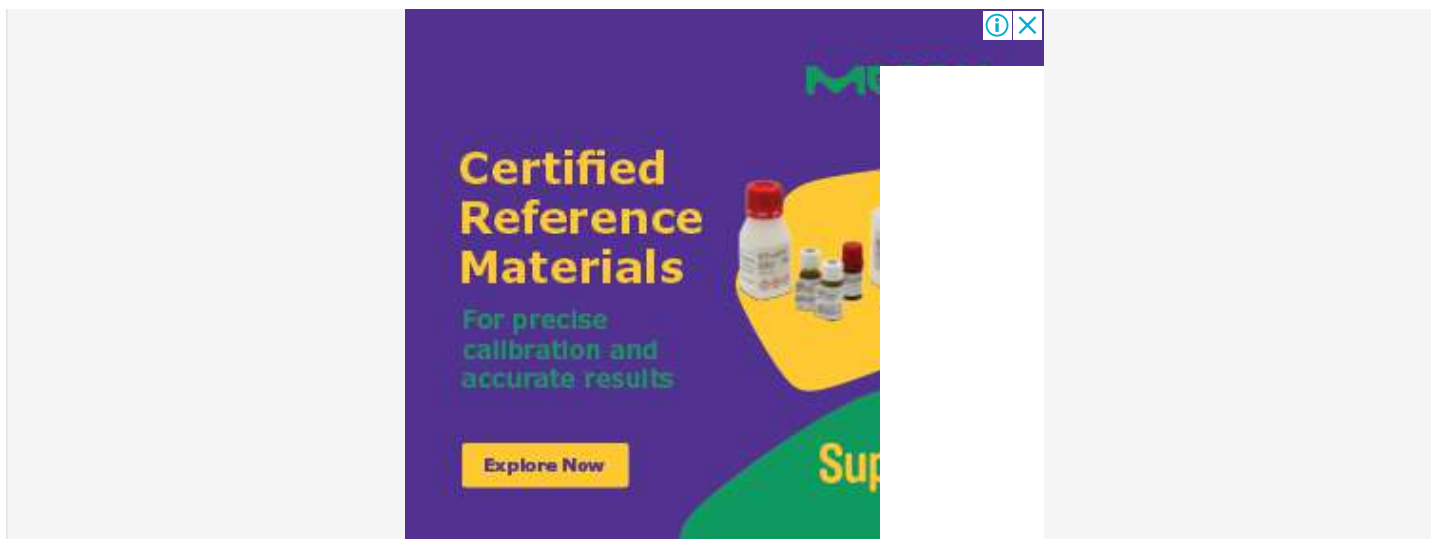


📷 Representational photo

**Hyderabad:** The Telangana Board of Intermediate Education (TGBIE) is planning to reduce the intermediate chemistry syllabus by 30% to ease the academic burden on students. The move aims to align the State syllabus with the National Council of Educational Research and Training (NCERT) syllabus followed by CBSE schools across India.

ADVERTISEMENT

138

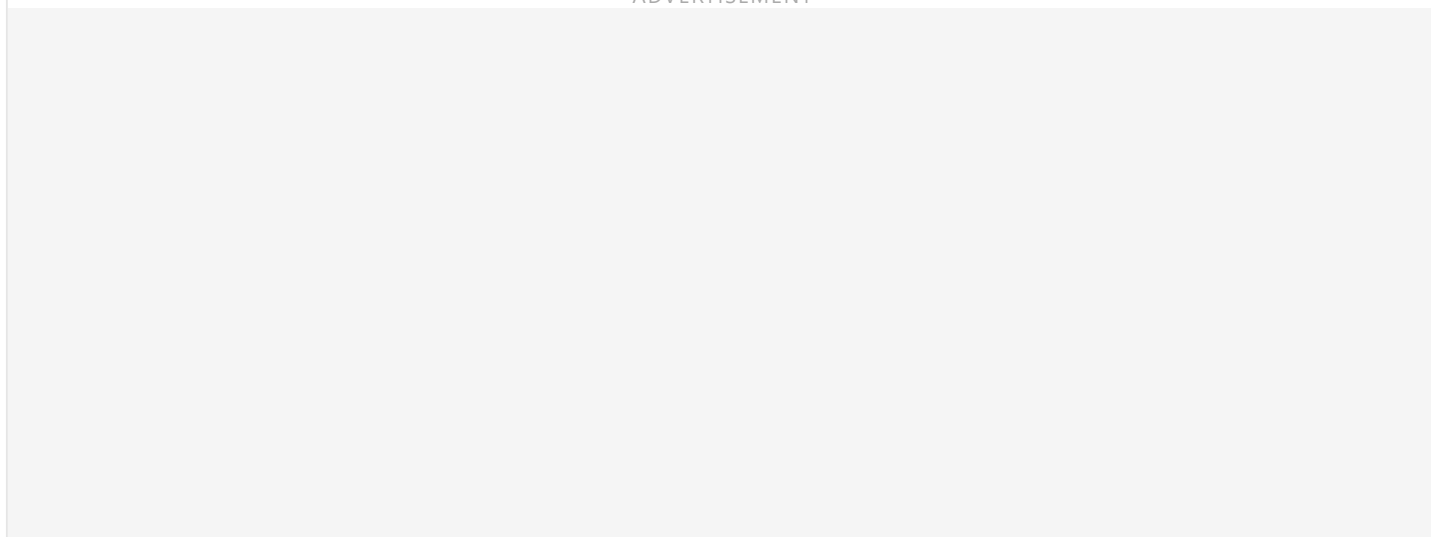


CONTINUE READING BELOW

Currently, the chemistry syllabus is extensive, and educators have raised concerns that it exceeds what students need for academic growth and preparation for competitive exams like JEE and NEET. Since these exams base their questions on the NCERT syllabus, the TGBIE syllabus appears more demanding.

The board has already identified topics to be removed from the syllabus, and a committee of subject experts will finalize the changes soon. These revisions will take effect starting the 2025-26 academic year.

ADVERTISEMENT



CONTINUE READING BELOW

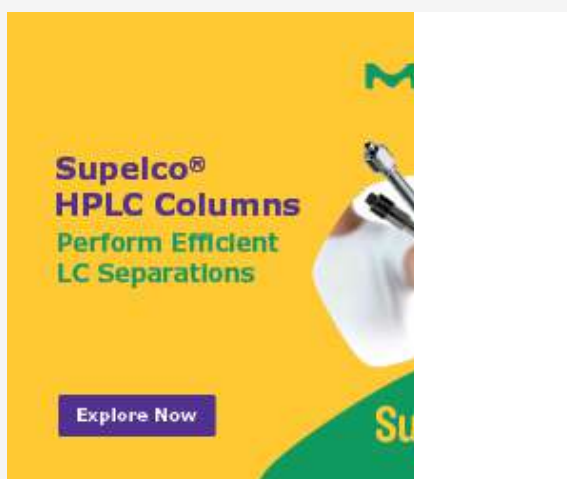
The zoology syllabus is also under review for the upcoming academic year. The board plans to include a chapter on the COVID-19 pandemic to raise awareness among students about precautions during virus outbreaks.

Meanwhile, other subjects like mathematics, physics, and botany are unlikely to see significant changes. Although the board initially considered introducing

artificial intelligence (AI) topics in the Physics syllabus by replacing parts of the electronics chapter, it is now exploring the idea of including AI as part of English language learning, making it common for all students regardless of their stream.

A senior official stated, "We are aligning the syllabus with NCERT, which has recently undergone revisions. This will help students preparing for competitive exams like JEE and NEET. The expert committee will soon finalize the syllabus changes."

ADVERTISEMENT



CONTINUE READING BELOW

Tags [chemistry](#) [Inter](#) [Telangana](#)

Stay updated with our [WhatsApp](#) & [Telegram](#) by subscribing to our channels. For all the latest [Telangana](#) updates, download our app [Android](#) and [iOS](#).

## Schoolnet, Global Learning Council join forces to launch school-focused 'EcoInnovators Ideathon' and more initiatives

By [HT Education Desk](#)

Jan 27, 2025 06:44 PM IST



The partnership aims impact 50,000 students and teachers in the first year and 10 million students within five years.



The EcoInnovators Ideathon Grand Finale was held at the India Habitat Centre in New Delhi on January 24, 2025.

The Global Learning Council (GLC) housed at the Villars Institute (VI) in Switzerland has joined hands with Schoolnet India to introduced three transformative initiatives for school students. The aim behind the partnership is to impact

50,000 students and teachers in the first year and 10 million students within five years.

The three initiatives include a pan-India ideathon, capacity-building programs for affordable private schools in collaboration with the International Baccalaureate (IB), and the development of a course on climate leadership.

As part of the partnership, the Ecolnnovators Ideathon Grand Finale was held at the India Habitat Centre in New Delhi on January 24, 2025 in a bid to encouraged students in identifying pressing environmental challenges like air and water pollution or waste management, and propose innovative solutions using technologies like AI, IoT, and robotics, a press release informed.

Participants from over 800 schools, narrowed to 100 teams received expert mentorship through masterclasses during the event. The ideathon culminated with the top 10 teams presenting their solutions at the Grand Finale.

Team Vanguard, represented by Shreyas Aggasare and Nakshatra, from Delhi Public School Electronic City, Bengaluru, Karnataka won the event with an exceptional project. They also earned an opportunity to present their work at the Villars Symposium in Switzerland in June 2025.

- हिंदी खबर (/hindi/khabar/)



*Representative Image*

## **Delhi HC questions PIL on making Health and Yoga Science mandatory in schools, calls it policy matter**

ANI | Updated: Jan 27, 2025 20:30 IST

ANI  
News

Join our  
Whatsapp(<https://whatsapp.com/channel/0029Va7q7004dTnMVI9H9r0o>)  
channel

New Delhi [India], January 27 (ANI): The Delhi High Court on Monday while hearing a Public Interest Litigation (PIL) seeking to make "Health and Yoga Science" a mandatory part of the school curriculum, remarked that the issue at hand falls within the realm of policy, stressing the need for a distinction between presenting a matter before the judiciary and submitting it to the executive.

The Court, however, expressed concerns about the issue falling within the policy domain, urging the petitioners to differentiate between judicial matters and executive decisions. While considering the request, the bench also questioned whether a judicial declaration was necessary to mandate the complementary nature of health (/topic/health) and education.

The bench, led by Chief Justice Devender Kumar Upadhyay and comprising Justice Tushar Rao Gedela, adjourned the matter to April 9.

However, the Court directed the Delhi Government to file its response within four weeks and also issued a fresh notice to the National Council of Educational Research and Training (NCERT), seeking its response on the matter.

The PIL was moved in the year 2022 in Delhi High Court sought direction to make "Health and YogaScience" a mandatory part of the curriculum for up to 8th Standard, for the overall development of children while also enhancing their knowledge, potential and talent, and development of their physical and mental abilities to the full extent as in the spirit of Section 29 of the Right To Education (RTE) Act 2009.

Petitioner Ashwini Kumar Upadhyay, who is a practising lawyer and a Bharatiya Janata Party (BJP) leader submitted that "the Right to Health (Article 21) and the Right to Education (Article 21A) are complementary and supplementary to each other. Therefore, it is the duty of the State to make "Health and Yoga Science" a mandatory part of the curriculum up to the 8th Standard in the spirit of S. 29 of the RTE Act read with Articles 21, 21A, 39, 47." (ANI)

#### TAGS

delhi high court  
(/topic/delhi-high-court/)

health  
(/topic/health/)

# आईआईटी दिल्ली में नए सत्र से यूजी पीजी, पीएचडी में नया पाठ्यक्रम लागू

दस साल के बाद बीटेक, एमटेक, एमबीए, पीएचडी, एमएससी प्रोग्राम के पाठ्यक्रम में बदलाव

अमर उजाला ब्यूरो

नई दिल्ली। शैक्षणिक सत्र 2025-26 से आईआईटी दिल्ली में स्नातक, स्नातकोत्तर और पीएचडी प्रोग्राम में नया पाठ्यक्रम लागू होगा। करीब दस वर्षों के बाद संस्थान अपने सभी प्रोग्राम के पाठ्यक्रमों में बदलाव करने जा रहा है।

आईआईटी दिल्ली की सीनेट से मंजूरी के बाद नई तकनीक, कौशल, उभरते रोजगार वाले विषयों को शामिल किया गया है। खास बात यह है कि एआई, मशीन लर्निंग, पर्यावरण, ग्रीन एनर्जी



विषयों की पढ़ाई करनी होगी। इसके अलावा छात्रों को वैल्यू इंजीनियरिंग और एथिक्स से भी जोड़ा जाना है।

आईआईटी दिल्ली के निदेशक प्रोफेसर रंगन बनर्जी ने बताया कि शैक्षणिक सत्र 2025-26 से संस्थान के सभी प्रोग्राम और कोर्स

में नए पाठ्यक्रम से पढ़ाई होगी। सीनेट से मंजूरी के बाद सभी अकादमिक इकाइयों को व्यापक दिशा-निर्देश जारी कर दिए गए हैं। सभी विभागों की फैकल्टी अब छात्रों और इंडस्ट्री के साथ मिलकर नया पाठ्यक्रम तैयार कर रही है। राष्ट्रीय शिक्षा नीति 2020 (एनईपी) और वैश्विक स्तर पर रोजगार में बदलती मांग, रोजगार के उभरते क्षेत्रों और नई तकनीक के आधार पर इसे तैयार किया जा रहा है। पर्यावरण सबसे महत्वपूर्ण है। इसलिए सस्टेनेबिलिटी, इन्वायरमेंट फ्रेडली, ग्रीन एनर्जी, आर्टिफिशियल इंटेलिजेंस, मशीन

लर्निंग, डाटा साइंस, स्टार्टअप, एंटरप्रेन्योरशिप आदि विषयों को बीटेक, एमटेक के पहले वर्ष से ही जोड़ा जाएगा।

इसमें वर्तमान और भविष्य की मांग के आधार पर छात्रों को तैयार करना है, ताकि उनमें वैल्यू इंजीनियरिंग, एथिक्स आदि का भी समावेश हो। आईआईटी क्रिएटिव फ्यूचर ग्रेजुएट के साथ फ्यूचर सिटीजन भी तैयार करेगा। एनईपी 2020 के तहत सेमेस्टर, क्रेडिट सिस्टम तो पहले से जुड़ा हुआ है, लेकिन उभरती तकनीक और रोजगार के आधार पर छात्र तैयार किए जाएंगे।

## आइआइटी दिल्ली में नए सत्र से शुरू हो जाएगी नवीन पाठ्यक्रम में पढ़ाई

जागरण संवाददाता, नई दिल्ली: भारतीय प्रौद्योगिकी संस्थान (आइआइटी) दिल्ली में नए सत्र २०२५-२६ से नवीन पाठ्यक्रम में पढ़ाई शुरू कर दी जाएगी। आइआइटी दिल्ली के स्थापना दिवस पर सोमवार को निदेशक प्रो. रंगन बनर्जी ने यह जानकारी दी। उन्होंने कहा, नया पाठ्यक्रम तैयार है और नई शिक्षा नीति पर आधारित है। इस अवसर पर उन्होंने संस्थान की रिसर्च इम्पैक्ट रिपोर्ट भी प्रस्तुत की।

प्रो. बनर्जी ने कहा कि आइआइटी दिल्ली का पाठ्यक्रम कमोबेश नई शिक्षा नीति पर आधारित है, लेकिन सस्टेनबिलिटी पर आधारित कुछ बातें नहीं थीं, जिन्हें शामिल किया गया है। उन्होंने कहा कि आइआइटी दिल्ली में कई शोध और स्टार्टअप के कार्य हो रहे हैं। लोगों के सामने लाने के लिए रिसर्च इम्पैक्ट रिपोर्ट लाई गई है।

- स्थापना दिवस पर जारी की गई रिसर्च इम्पैक्ट रिपोर्ट
- नई शिक्षा नीति पर आधारित है पाठ्यक्रम : प्रो. बनर्जी



आइआइटी दिल्ली के स्थापना दिवस पर रिसर्च इम्पैक्ट रिपोर्ट जारी करते निदेशक प्रो. रंगन बनर्जी व एसवीपी, सिलिकान डिजाइन इंजीनियरिंग, एएमडी इंडिया प्राइवेट लिमिटेड की कंट्री हेड जया जगदीश • जागरण

इसमें इंस्टीट्यूट आफ एमिनेंस का दर्जा मिलने के बाद २०१८ से २०२४ तक हुए कार्यों को इसमें समाहित किया गया है। रिपोर्ट एसवीपी,

सिलिकान डिजाइन इंजीनियरिंग, एएमडी इंडिया प्राइवेट लिमिटेड की कंट्री हेड जया जगदीश और प्रोफेसर रंगन बनर्जी ने जारी की।

उन्होंने कहा कि सात वर्ष में आइआइटी दिल्ली में फैकल्टी और पूर्व छात्रों की ओर से एग्रीटेक, आर्टिफिशियल लर्निंग, मशीन लर्निंग, इंटरनेट आफ थिंग्स, आइटी, साइबर सिक्युरिटी, आटोमोटिव, बायोटेक, हेल्थकेयर-मेड-टेक, ईवी-ई-मोबिलिटी, ड्रोन, स्पेस टेक्नोलॉजी, सस्टेनबिलिटी और कई अन्य क्षेत्रों में १४७ स्टार्टअप तैयार किए गए हैं। आइआइटी दिल्ली में हर साल १५० से २०० पेटेंट फाइल किए जाते हैं। इस वर्ष १४७ भेजे गए थे, जिनमें ९० ग्रांट हुए हैं। उन्होंने कहा कि संस्थान में इन्फ्रास्ट्रक्चर के विकास के लिए हेफा से ६४५ करोड़ रुपये का लोन लिया गया है।

## M.Ed कोर्स एक साल का होगा

■ भूपेंद्र शर्मा, नई दिल्ली: 2026-27 सत्र से M.Ed कोर्स एक साल का होगा। अभी तक यह कोर्स दो साल का होता है। NCTE के चेयरमैन प्रो. पंकज अरोड़ा ने बताया कि एक वर्ष का B.Ed हो, दो वर्ष का ग्रेजुएशन टीचिंग प्रोग्राम हो या फिर 4-इंयर इंटीग्रेटेड टीचर एजुकेशन प्रोग्राम (ITEP) कोर्स-ये सभी स्टूडेंट एक वर्ष के M.Ed के लिए एलिजिबल होंगे। ▶▶ पेज 11

# M.Ed एक साल में, 4 साल के टीचर एजुकेशन प्रोग्राम का भी दायरा बढ़ेगा

## 2026-27 सेशन से शुरू हो जाएगा एक साल का M.Ed कोर्स

Bhupender.Sharma  
@timesofindia.com

■ नई दिल्ली: देश में अब एक साल का मास्टर ऑफ एजुकेशन (M.Ed) प्रोग्राम भी शुरू होगा। नेशनल काउंसिल फॉर टीचर एजुकेशन (NCTE) ने कुछ समय पहले एक वर्ष के बैचलर ऑफ एजुकेशन (B.Ed) कोर्स को फिर से शुरू करने का फैसला किया था। अभी तक M.Ed कोर्स दो वर्ष का होता है। NCTE के चेयरमैन प्रो. पंकज अरोड़ा ने बताया कि चाहे किसी कैडिडेट ने एक वर्ष का बीएड किया हो, दो वर्ष का ग्रेजुएशन टीचिंग प्रोग्राम किया हो या फिर 4-इंयर इंटीग्रेटेड टीचर एजुकेशन प्रोग्राम (ITEP) कोर्स किया हो, तीनों कैटिगरी में छात्र एक वर्ष का M.Ed करने के लिए



एलिजिबल होंगे। प्रो. अरोड़ा का कहना है कि राष्ट्रीय शिक्षा नीति 2020 की सिफारिशों के आधार पर यूजीसी ने जून 2024 में पोस्ट ग्रेजुएट यानी पीजी कोर्सेज को शुरू करने के लिए नई गाइडलाइंस जारी की थीं और उन्हीं दिशा-निर्देशों के तहत एक वर्ष का M.Ed कोर्स शुरू किया जाएगा।

NCTE चेयरमैन प्रो. पंकज अरोड़ा ने बताया कि एक वर्ष के मास्टर प्रोग्राम के लिए टीचिंग संस्थानों से 2025 में आवेदन आमंत्रित किए जाएंगे और उसके बाद 2026-27 के सेशन से यह

### 64 संस्थानों में था 4 वर्षीय कोर्स, अब ज्यादा जगह

ITEP देश के 64 शिक्षा संस्थानों में चल रहा है, अब यह कोर्स पहले से ज्यादा संस्थानों में चलेगा। NCTE चेयरमैन प्रो. पंकज अरोड़ा ने बताया कि अभी तक



यह कोर्स पायलट मोड में चल रहा था, लेकिन अब इसे रेगुलर मोड में चलाया जाएगा। इसके लिए कोर्स से जुड़ी शर्तों में भी बदलाव होगा और कुछ शर्तों को आसान बनाया जाएगा। 8 सदस्यों की हाई पावर कमिटी 30 दिनों के भीतर अपनी रिपोर्ट देगी और उसके बाद सिलेबस को फाइनल करेंगे। ITEP 4 साल की दोहरी स्नातक डिग्री है, जिसमें

अभी बीए-बीएड, बीकॉम-बीएड और बीएससी-बीएड है।

कोर्स शुरू हो जाएगा। जब एक वर्ष का एमएड कोर्स शुरू होगा तो फिर दो वर्ष के एमएड प्रोग्राम के एडमिशन 2026 से नहीं होंगे। एक वर्ष के प्रोग्राम के लिए सिलेबस तैयार होगा, जिसमें सबसे बड़ी प्राथमिकता गुणवत्ता को ध्यान में रखते हुए तय की जाएगी। नई शिक्षा नीति के तहत एनसीटीई अब टीचिंग प्रोग्राम को नया रूप दे रहा है ताकि मौजूदा समय की चुनौतियों को ध्यान में रखते हुए सिलेबस तैयार किया जा सके।

**करिकुलम फ्रेमवर्क के लिए बनाई कमिटी:** NCTE अब 10 साल बाद एक साल का B.Ed कोर्स शुरू कर रहा है, साथ ही ITEP योगा एजुकेशन, ITEP फिजिकल एजुकेशन, ITEP संस्कृत, ITEP परफॉर्मिंग आर्ट एजुकेशन स्पेशलाइज्ड स्ट्रीम भी शुरू कर रहा है। इन सभी कोर्सेज का नया करिकुलम फ्रेमवर्क तैयार करने के लिए 8 सदस्यों वाली हाई पावर कमिटी बनाई गई है।

### शिक्षण परिषद (एनसीसीटी)

सरकार द्वारा प्रवर्तित एक स्वायत्त समिति।  
शनल एरिया, अगस्त क्रांति मार्ग,  
नई दिल्ली-110016

# छात्र ने अंतरिक्ष में खोजा क्षुद्र ग्रह, नासा देगी नाम रखने का मौका

## प्रतिभा

नोएडा, संवाददाता। नोएडा के स्कूल में पढ़ने वाले दक्ष मलिक ने अंतरिक्ष के क्षेत्र में बड़ी उपलब्धि अपने नाम दर्ज की है। महज 14 वर्ष की उम्र में उन्होंने एक एस्टेरॉयड (क्षुद्र ग्रह) की खोज की है। अब अमेरिकी अंतरिक्ष एजेंसी नासा इसका परीक्षण करेगी और फिर दक्ष को इसका स्थायी नाम रखने का मौका देगी।

दक्ष मलिक नई दिल्ली के सैनिक फार्मर्स में रहते हैं और नोएडा के सेक्टर-168 स्थित शिव नादर स्कूल में नौवीं कक्षा में पढ़ाई करते हैं। दक्ष

ने इंटरनेशनल एस्टेरॉयड डिस्कवरी प्रोजेक्ट (आईएडीपी) में हिस्सा लिया। इस कार्यक्रम के तहत छात्रों को नासा का डाटाबेस और सॉफ्टवेयर का इस्तेमाल कर ग्रह की खोज करने का मौका दिया जाता है। इसमें दक्ष मलिक समेत दुनियाभर से छह हजार से अधिक लोग शामिल हुए। दक्ष ने मंगल (मार्स) और बृहस्पति (जुपिटर) ग्रह के बीच मुख्य क्षुद्रग्रह बेल्ट में एक एस्टेरॉयड का पता लगाया। उस समय उनकी उम्र 14 वर्ष थी। इस क्षुद्र ग्रह को अभी इसके खोज के वर्ष के आधार पर 2023ओजी40 के नाम से जाना जाता है। अब नासा दक्ष को इस



एस्टेरॉयड का नाम रखने का अवसर देने वाली है। यह होता है एस्टेरॉयड : एस्टेरॉयड

14 वर्षीय दिल्ली के छात्र नोएडा के निजी स्कूल में पढ़ते हैं

आईएससी के प्रमाणपत्र के साथ छात्र दक्ष मलिक।

## इस तरह मौका मिला

दक्ष मलिक को यह मौका तब मिला, जब स्कूल के एस्ट्रोनॉमी (खगोल विज्ञान) क्लब ने वर्ष 2022 में इंटरनेशनल एस्ट्रोनॉमिकल सर्व कॉलेबोरेशन (आईएससी) के बारे में एक ई-मेल भेजा। आईएससी नासा से संबद्ध एक नागरिक कार्यक्रम है। इसमें दुनियाभर के लोगों, विशेष तौर पर छात्रों को क्षुद्र ग्रह तलाशने के लिए प्रेरित किया जाता है। इसके तहत हुए आईएडीपी प्रोजेक्ट में दक्ष और उसके स्कूल के कुछ अन्य छात्रों ने इसमें हिस्सा लिया। इसी दौरान दक्ष ने यह उपलब्धि दर्ज की।

एक तरह की चट्टानें होती हैं, जो किसी ग्रह की तरह ही सूर्य के चक्कर लगाती हैं। हालांकि, इनका आकार

काफी छोटा होता है। अंतरिक्ष में कई एस्टेरॉयड हैं, जो कभी-कभी पृथ्वी के करीब आ जाते हैं। इससे इनके

## बचपन से ही अंतरिक्ष में रुचि

दक्ष मलिक की मां चार्टर्ड अकाउंटेंट हैं। उन्होंने बताया कि दक्ष को बचपन से ही ब्रह्मांड की रहस्यमयी दुनिया में विशेष रुचि थी। वह हमेशा ग्रह, तारों और अंतरिक्ष की बातें करता है। वह टीवी में भी नेशनल जियोग्राफिक जैसे चैनलों पर ग्रहों और सौर मंडल को लेकर बनी डॉक्यूमेंट्री देखता है। इसका नतीजा है कि आज दक्ष ने इस क्षुद्र ग्रह का पता लगाया। मां ने कहा कि दक्ष ने देश का नाम रोशन किया है। इससे वह और परिवार के अन्य लोग काफी खुश हैं।

धरती से टकराने का खतरा भी पैदा हो जाता है। वैज्ञानिक लगातार नए एस्टेरॉयड की खोज में लगे रहते हैं।

## TIMES CITY

# Take action against dummy schools: HC to govt, CBSE

Abhinav.Garg  
@timesofindia.com

**New Delhi:** Terming it a "fraud" and "fraudulent practice", Delhi High Court Monday ordered a crack-down on "dummy schools" operating in the national capital, asking the education department and CBSE to act against these.

A bench of Chief Justice D K Upadhyaya and Justice Tushar Rao Gedela said such schools, which allow students to only attend coaching classes and appear in exams based on "absolutely false information", shouldn't be permitted to operate.

"We direct the education department and CBSE to conduct a survey and, if warranted, conduct surprise inspections to collect necessary information and share it with CBSE, which is also directed to gather information and share the same," the court ordered while asking for affidavits from both authorities, giving details of action taken in case any such information regarding the running of dummy schools was received.

The bench also took a dim view of the claim by counsel for Delhi govt, Udit Malik, that there was no such "dummy" school problem in the city.

"You are delightfully sleeping... blissfully unaware. Give us details of when you gave a show cause notice, what action you have taken, and against which school," the court told Malik, pointing out that even coaching centres indulge in such practices.

"It has been noticed that students do not attend classes in schools; rather, they spend time in coaching centres. However, they are allowed to take examinations by education boards where they are required to put in the requisite minimum attendance. We, therefore, direct the state govt and CBSE to conduct inspections in this regard," HC said and highlighted that such schools are being used to extend the benefit of Delhi domicile to students from other states.

The CBSE counsel said action was taken against over 300 "dummy" schools across the country, adding that several such schools were found to be operating in the city.

During the hearing, the counsel for Delhi govt said the use of such schools by coaching centres was also shown in a web series based on students studying in Kota, Rajasthan. "Your department doesn't seem to have seen it," the court shot back.

The PIL by the petitioner challenged the eligibility criterion applied by DU and Guru Gobind Singh Indraprastha University for the grant of MBBS or BDS seats under Delhi school quota (DSQ). It claimed "dummy" schools provided a "virtual platform" for students to show that they migrated to Delhi after passing the class X exam with the sole purpose of availing the benefit of DSQ seats, which otherwise ought to be allocated amongst the bona fide residents of NCT of Delhi.

# INDIA TODAY

(<https://www.indiatoday.in/>)

Login

Subscribe Magazine (<https://bestcolleges.indiatoday.in/magazine>)



(<https://www.mdraonline.com/>)

College Rankings (<https://bestcolleges.indiatoday.in/full-rankings>)

News (<https://bestcolleges.indiatoday.in/news-list>)

Emerging Colleges (<https://bestcolleges.indiatoday.in/best-emerging-colleges>)

(<https://bestcolleges.indiatoday.in>)

(<https://bestcolleges.indiatoday.in/jobs-in-demand>)

## India's Best Colleges 2024

Home (<https://bestcolleges.indiatoday.in>) >> News (<https://bestcolleges.indiatoday.in/news-list>) >> Union Budget 2025: Shaping the future of education in India

## Union Budget 2025: Shaping the future of education in India

*The Union Budget 2025 is expected to focus on funding, digital integration, infrastructure development, and teacher training to build an inclusive and future-ready education system*

 By Arunima Jha



Image by Canva

Share  ([whatsapp://send?](https://whatsapp://send?text=https://bestcolleges.indiatoday.in/news-28)

Jan 28, [text=https://bestcolleges.indiatoday.in/news-28](https://bestcolleges.indiatoday.in/news-28),



(<https://www.facebook.com/sharer/sharer.php?u=https://bestcolleges.indiatoday.in/news-28>)



([http://twitter.com/share?](http://twitter.com/share?url=https://bestcolleges.indiatoday.in/news-28)

[url=https://bestcolleges.indiatoday.in/news-28](https://bestcolleges.indiatoday.in/news-28))

As India prepares for the Union Budget 2025, the education sector is brimming with expectations for transformative initiatives that will shape the future of learning in the country. In recent years, substantial investments have been made in digital learning initiatives, such as the PMe-VIDYA programme, which aims to offer multi-modal access to 250 million students, and the National Digital Library, which provides a wealth of educational resources.

The National Education Policy 2025 has further emphasised accessibility through Massive Open Online Courses (MOOCs) and Open Educational Resources (OERs), while the Digital University Initiative is working to enhance higher education through digital innovation. With these developments, the upcoming budget presents an opportunity to address critical challenges, including infrastructure gaps, teacher training, and digital inclusion, while focusing on Artificial Intelligence integration to personalise learning and bridge educational divides.

### **Prioritising increased funding for education**

A critical expectation from the Union Budget 2025 is a significant increase in the allocation for the education sector. Experts emphasise that increased investment is essential to bridge the gaps in infrastructure, improve teacher training, and integrate modern technology into classrooms.

Mr. Nipun Goenka, Managing Director of GD Goenka Group, stressed the need for substantial investments to address long-standing challenges in education. He said, “One of the most pressing expectations from the Union Budget 2025 is a substantial increase in the allocation for the education sector, enabling the government to address long-standing challenges.”

Goenka pointed out that reducing or eliminating GST on educational services and digital learning tools would make education more affordable, particularly for students from underprivileged backgrounds. The government's support for such initiatives could provide a more equitable educational system, ensuring wider access to quality learning resources.

“The government is also expected to offer tax relief for corporate grants to educational institutions, thereby encouraging collaborations to improve infrastructure and research initiatives,” added Mr. Goenka. This would foster more collaborations between the private sector and educational institutions, allowing for improvements in infrastructure and research. With private sector involvement in education on the rise, government support for such collaborations could significantly improve both the quality and accessibility of education.

### **Addressing the infrastructure gap in schools and colleges**

Infrastructure development remains one of the most pressing concerns for both educators and students, particularly in rural and underserved areas where modernising schools and colleges is urgently needed. In the 2024 Union Budget, the allocation for the Samagra Shiksha Abhiyan (SSA) was Rs. 37,500 crore, while the Department of School Education received Rs. 73,008 crore. These investments have made strides in improving the quality of education by providing students with supportive learning environments and access to modern tools.

However, experts are hoping for even larger funding in the upcoming budget to further enhance school infrastructure. Tr. Chaitanya Dev Singh, National President of Round Table India, highlighted the importance of infrastructure development at the grassroots level. “We anticipate a higher budget allocation towards school infrastructure development, especially at the grassroots level,” he said. Singh highlighted the importance of upgrading classrooms with smart boards, high-speed internet, and better recreational spaces to make learning more interactive and engaging for students.

Additionally, the integration of sustainable practices in school infrastructure, such as the use of solar energy, rainwater harvesting, and eco-friendly materials, is expected to be a priority. These measures would not only make schools more modern but also environmentally responsible, in line with India's sustainability goals. “A higher budget allocation towards infrastructure and technology adoption will also facilitate the accomplishment of the objectives of NEP 2020 and position India as the Vishwa Guru of the world,” added Mr Singh.

### **Improving access to education in rural and underserved areas**

The Union Budget 2025 is also expected to prioritise expanding access to education, particularly in rural and underserved regions. Dr Prabhat Pankaj, an economist, educator and Director of the Jaipuria Institute of Management, Jaipur, highlighted the need for both qualitative and quantitative improvements in education. He pointed out that improving the gross enrolment ratio (GER) and increasing scholarships for STEM courses—especially for girls—should be a priority for the government.

“The 2025 budget is expected to focus on digital inclusiveness and AI tools to facilitate practical learning, with a special focus on enhancing access in rural areas,” said Dr Pankaj. He emphasised that the government should focus on reducing the digital divide by ensuring that students in rural and remote areas have equal access to online learning platforms and digital tools. Public-private partnerships (PPP) could be instrumental in achieving this, fostering collaborations between the government, private sector, and educational institutions to provide affordable devices, internet connectivity, and digital learning tools in underserved areas.

Building on this idea, Mr Singh added, “We can expedite technology integration and digital education, bridging the digital divide and ensuring that all students, irrespective of their socio-economic background, have equal opportunities to thrive.

### **Enhancing teacher training for better education quality**

Another significant expectation from the Union Budget 2025 is an increased focus on teacher training and professional development. Teachers are at the core of the educational system, and ensuring that they are equipped with the right skills and tools is essential for improving educational outcomes.

Dr Prabhat Pankaj highlighted the importance of allocating more funds for teacher training programmes. “Teacher training is highly desirable and must be expanded to ensure educators can effectively handle diverse learning environments,” he said. Structured training programmes, including workshops, online courses, and peer mentoring, are essential for preparing teachers to meet the needs of modern classrooms.

These training programmes should also incorporate new technologies, digital tools, and modern teaching methodologies to ensure that teachers remain equipped to handle the evolving educational system.

Additionally, there is a growing focus on supporting the emotional and mental well-being of teachers. Mental health support programmes, resilience training, and emotional intelligence development are seen as critical components of teacher training. These measures not only enhance teaching quality but also help educators manage workplace stress, enabling them to contribute more effectively to students’ growth.

### **Future of education**

As India looks to position itself as a global leader in education, the Union Budget 2025 holds immense potential to drive forward the country’s educational agenda. The focus should be on building a robust, future-ready education system that not only caters to the needs of today’s students but also equips them with the skills necessary to thrive in an increasingly complex and competitive world. By prioritising funding for infrastructure, teacher training, digital education, and inclusive programmes, the government can lay the foundation for an education system that fosters innovation, collaboration, and holistic student development.

## **Trending News**

>> [200 UK companies shift to 4-day work-week permanently](https://bestcolleges.indiatoday.in/news-detail/200-uk-companies-shift-to-4-day-work-week-permanently)

(<https://bestcolleges.indiatoday.in/news-detail/200-uk-companies-shift-to-4-day-work-week-permanently>)

>> [My Budget wishlist: Boost govt school infra, give college subsidies on merit](https://bestcolleges.indiatoday.in/news-detail/my-budget-wishlist-boost-govt-school-infra-give-college-subsidies-on-merit)

(<https://bestcolleges.indiatoday.in/news-detail/my-budget-wishlist-boost-govt-school-infra-give-college-subsidies-on-merit>)

>> [Rajasthan Refinery Limited recruitment 2025: Registration begins for 121 posts](https://bestcolleges.indiatoday.in/news-detail/rajasthan-refinery-limited-recruitment-2025-registration-begins-for-121-posts)

(<https://bestcolleges.indiatoday.in/news-detail/rajasthan-refinery-limited-recruitment-2025-registration-begins-for-121-posts>)

>> [Digital entrepreneur: How technology is changing the face of business education](https://bestcolleges.indiatoday.in/news-detail/digital-entrepreneur-how-technology-is-changing-the-face-of-business-education)

(<https://bestcolleges.indiatoday.in/news-detail/digital-entrepreneur-how-technology-is-changing-the-face-of-business-education>)

>> [GGSIPU to open applications from Feb 1, details here](https://bestcolleges.indiatoday.in/news-detail/ggsipu-to-open-applications-from-feb-1-details-here)

(<https://bestcolleges.indiatoday.in/news-detail/ggsipu-to-open-applications-from-feb-1-details-here>)

>> [My Budget wishlist: More funds for early-childhood education, redress of pandemic learning gaps](https://bestcolleges.indiatoday.in/news-detail/my-budget-wishlist-more-funds-for-early-childhood-education-redress-of-pandemic-learning-gaps)

(<https://bestcolleges.indiatoday.in/news-detail/my-budget-wishlist-more-funds-for-early-childhood-education-redress-of-pandemic-learning-gaps>)

>> [Will Budget 2025 open a new chapter in education?](https://bestcolleges.indiatoday.in/news-detail/will-budget-2025-open-a-new-chapter-in-education)

(<https://bestcolleges.indiatoday.in/news-detail/will-budget-2025-open-a-new-chapter-in-education>)

>> [Gujarat’s GIFT city to have international campus of UK’s university of Surrey](https://bestcolleges.indiatoday.in/news-detail/gujarats-gift-city-to-have-international-campus-of-uks-university-of-surrey)

(<https://bestcolleges.indiatoday.in/news-detail/gujarats-gift-city-to-have-international-campus-of-uks-university-of-surrey>)

The leading provider of...  
Turnitin has made it its mission to ensure the...



WhatsApp Channel  
Tune in to know the latest updates on the education...



ET Education News  
Explore and Subscribe Daily Newsletters

School Education 2 Min Read

# Take action against dummy schools: Delhi HC to govt, CBSE

The Delhi High Court on Monday directed the state government and the CBSE to take action against "dummy" schools that allegedly facilitate students to write exams without attending classes. A bench of Chief Justice D K Upadhyaya and Justice Tushar Rao Gedela called it a "fraud" and said such schools allowing students to only attend coaching classes and appear in exams based on "absolutely false information" couldn't be permitted.



PTI

Updated On Jan 28, 2025 at 06:09 PM IST

New Delhi: The Delhi High Court on Monday directed the state government and the CBSE to take action against "dummy" schools that allegedly facilitate students to write exams without attending classes. A bench of Chief Justice D K Upadhyaya and Justice Tushar Rao Gedela called it a "fraud" and said such schools allowing students to only attend



coaching classes and appear in exams based on "absolutely false information" couldn't be permitted.

The bench took note of such schools being used to extend benefit of Delhi domicile to students from other states and sought an affidavit from the Delhi government and CBSE on action taken against such schools

---

Advt

---

"It has been noticed that students do not attend classes in schools; rather spend time in coaching centres. However they are allowed to take examinations by education boards where they are required to put in requisite minimum attendance. We therefore direct the state government and CBSE to conduct inspection in this regard," it ordered.

The bench took note of such schools being used to extend benefit of Delhi domicile to students from other states and sought an affidavit from the Delhi government and CBSE on action taken against such schools.

The court passed the direction on a PIL.

During the hearing, the Delhi government counsel said there was no concept of a "dummy" school and claimed the issue of "fake admissions" was being exaggerated and "mis-characterised".

He submitted schools were mandated to follow their affiliation rules, failing which appropriate action was taken against them, and there was no complaint regarding any "dummy" school with the authorities.

CBSE counsel said action was taken against over 300 "dummy" schools across the country.

Remarking the authorities might call such schools "anything", the court questioned the Delhi government counsel on the action taken by the state education department even on the alleged fake admissions.

The counsel said action was initiated in two instances.

"We call upon counsel for the state government and the CBSE to file additional affidavit giving details of action taken in case any information regarding 'dummy' schools is received," the court said.

---

Advt

---

It went on, "We also direct the education department to conduct a

survey and if warranted, surprise inspection also, to collect necessary information and share it with the CBSE. CBSE will also gather information and share it with the state government. Once such information is received, necessary action permissible in law be taken against the management of such schools."

The Delhi government counsel said the use of such schools by coaching centres was also shown in a web-series based on students studying in Kota, Rajasthan.

"Your department doesn't seem to have seen it," the court said.

In the PIL, petitioner Rajeev Aggarwal challenged the eligibility criterion applied by DU and Guru Gobind Singh Indraprastha University for grant of MBBS or BDS seats under the DSQ.

He claimed "dummy" schools provided a "virtual platform" to students to show that they had migrated to Delhi after passing class 10 exam with the sole purpose of somehow availing the benefit of Delhi state quota seats, which otherwise ought to be allocated amongst the bonafide residents of NCT of Delhi.

The matter would be heard in May.>

Published On Jan 28, 2025 at 06:08 PM IST



Be the first one to comment.

[Comment Now](#)

**Join the community of thousands of industry professionals**



Subscribe to our newsletter to get latest insights & analysis.

## CBSE Exam 2025- Students to be Banned for 2 Years if Caught Violating Rules

CBSE has issued a stern warning to school heads/principals and students regarding Unfair practices in CBSE exam 2025. Students who are caught cheating or breaking any rules will be barred from taking CBSE board exams for 2 years. Check penalties for different offences, guidelines for school heads

👤 aashish 🕒 Published On January 28th, 2025



The Central Board of Secondary Education (CBSE) has issued a stern warning to candidates regarding the violation of rules. The CBSE Board has released a crucial notification regarding the Class 10 and 12 exams for 2025, commencing on February 15. The notification is primarily directed at school principals/heads, emphasizing the significance of adhering to examination rules strictly.

### CBSE Exam 2025- Students to be Banned for 2 Years if Caught Violating Rules

The CBSE has delivered a serious caution to students in anticipation of the 2025 Class X and Class XII Board exams, highlighting strict actions to prevent misconduct during the assessments.

**According to the official notice, students found participating in unfair means, such as cheating or using electronic gadgets, will encounter strict consequences- being prohibited from appearing for any CBSE examinations for the next two years.**

### CBSE Focus on Fair Exams

CBSE highlighted that fair examinations are important for students' educational achievement and cautioned against severe repercussions for any rule breaches. The board plans to administer exams for around 44 lakh students in 204 subjects, beginning on February 15, 2025.

Considering this, CBSE has stated that any student detected using unfair means (UFM) will have their current exams cancelled and will also be prohibited from participating in exams the next year. This action intends to guarantee an fair and transparent evaluation procedure for everyone.

### Penalties for Different Offences in CBSE Board Exam 2025

The CBSE has implemented specific guidelines to tackle breaches of examination regulations. Here's

an overview of the main consequences for engaging in unfair practices:

**Possession of Unauthorized Materials:** If a student is discovered with items that are not permitted in the exam hall, such as notes, textbooks, or past exam papers, their exam for that subject will be annulled. However, they may still have the opportunity to take the exam in a later compartment exam, as long as they fulfill the eligibility criteria.

**Communication During the Exam:** Any effort to communicate with individuals outside the exam center or with fellow students will lead to the cancellation of the exam for the relevant subject.

**Use of Electronic Devices:** The use of mobile phones, smartwatches, or any electronic devices capable of communication is strictly forbidden. Students found in violation will have their exams cancelled for both the current year and the following year.

**Violence or Threatening Conduct:** Any act of violence, such as threatening staff or other students, will lead to the cancellation of the student's exams for the current year and the next. Additionally, the student may face serious disciplinary measures.

**Impersonation and Fraudulent Actions:** If a student is caught impersonating someone or trying to gain an unfair advantage by sharing exam materials on social media, their exams will be canceled for the next three years, and they will be prohibited from taking any exams during that time.

## Guidelines for Schools

In preparation for the 2025 board exams, CBSE has issued comprehensive guidelines for all affiliated schools. Schools are required to take the following steps to maintain a fair examination atmosphere:

**1. Educating Students on Exam Ethics:** Schools must inform students about the Unfair Means (UFM) regulations and the consequences of breaking them. Students should also be encouraged to disregard rumors and not to share any misleading information that could interfere with the exam process.

**2. Informing Parents:** Principals are tasked with ensuring that parents are aware of these rules and penalties, which helps to keep both students and parents informed about the expectations.

**3. Reminders Before the Exam:** On exam day, students should be reminded not to bring any banned items to the examination center. Schools should also ensure that the officials on duty are briefed on the importance of adhering to examination regulations.

Some Changes in Unfair Means Act (UFM)

The notice also outlines a new regulation under the UFM Act: students who spread rumors that impact the examination process will incur severe consequences, which may include the cancellation of their present and upcoming exams. Additionally, there is a new penalty for possessing electronic devices capable of communication during exams, and any breaches must be reported by exam supervisors.

To read the official notice, [Click Here](#)

Educational institutions need to educate students regarding exam ethics, regulations, and the "Unfair Means Rules" prior to the commencement of the exams. Although admit cards provide instructions, principals must make sure students know about these rules.

**Sharing is caring!**

[Home](#) » [Delhi High Court Directs CBSE and...](#)

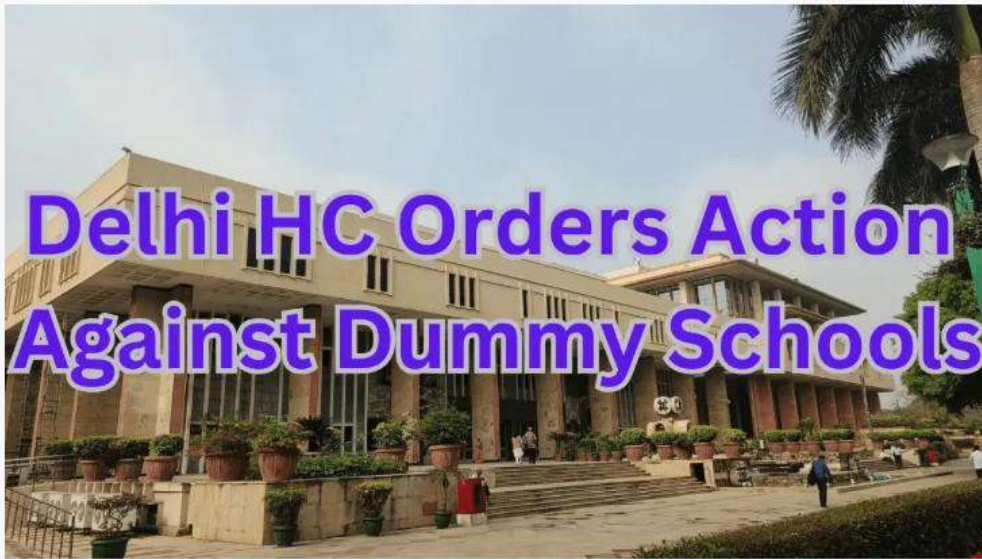
TOP PERFORMING

[CBSE 30 Sets Of Sample Papers](#)[UPRTE25 Admission Form](#)[NMMS Question Paper](#)

## CBSE Board Exam 2025- Delhi High Court Directs CBSE & GOVT to take Strict Action Against Dummy Schools

*Delhi High Court has directed the CBSE and GOVT to take Strict Action Against Dummy Schools and fake admission. During a PIL hearing, the court observed that many students enroll in coaching classes and bypass school education by enrolling dummy schools and are still allowed to take board exams.*

👤 aashish 🕒 Published On January 28th, 2025



The Hon'ble High Court of Delhi has issued a strict order against dummy schools and fake admission for CBSE schools. The Delhi High Court has directed the state government and the Central Board of Secondary Education (CBSE) to address the issue of 'dummy' schools and fake admissions that allow students to take exams without attending regular classes.

### Delhi High Court Directs CBSE & GOVT to take Strict Action Against Dummy Schools

A panel consisting of Chief Justice D K Upadhyaya and Justice Tushar Rao Gedela observed that certain students avoid traditional schooling by taking admission in coaching centers, but are still permitted to take board exams.

The court stressed that these practices, which include submitting misleading attendance information, should not be allowed. The court condemned this practice as dishonest and intolerable.

Petitioner Rajeev Aggarwal contested the eligibility requirements set by Delhi University and Guru Gobind Singh Indraprastha University for allocating MBBS and BDS seats through a Public Interest Litigation (PIL) in Delhi HC.

### Delhi High Court Observation on Dummy Schools and Fake Admission

The High Court bench noted that these schools were providing Delhi domicile benefits to students from other states and requested an affidavit from the Delhi government and CBSE detailing the measures taken against these institutions.

On responding to the government counsel claim of "dummy" schools being exaggerated and

mischaracterized, the court retorted, “You are delightfully sleeping, blissfully unaware. Give us details of when you gave a show cause notice, what action you have taken, and against which school”.

## **Delhi Government Response**

In the hearing, the lawyer for the Delhi government argued that the idea of a “dummy” school is nonexistent and that the problem of “fake admissions” is being overstated and misrepresented in the public interest litigation that led to such a ruling.

The Counsel for the Delhi government argued that “dummy” schools offered students a “virtual platform” to show that they had moved to Delhi after completing their class 10 exams, solely to gain an advantage in the allocation of state quota seats that should rightfully go to actual residents of the National Capital Territory of Delhi.

## **CBSE Response on Dummy Schools**

CBSE Counsel claimed that schools must follow affiliation regulations, and necessary measures are implemented for any breaches. The legal representative of the CBSE stated that actions have been taken against more than 300 ‘dummy’ schools across the country.

## **Delhi HC Order on PIL Against Dummy Schools and Fake Admissions**

The court has ordered the Delhi government and CBSE to carry out inspections to find and tackle the problem of ‘dummy’ schools. Officials have been directed to submit affidavits outlining the measures taken against these institutions. The order statements has been given below.

- We call upon counsel for the state government and the CBSE to file an additional affidavit giving details of action taken in case any information regarding ‘dummy’ schools is received.
- We also direct the education department to conduct a survey and if warranted, surprise inspection also, to collect necessary information and share it with the CBSE.
- CBSE will also gather information and share it with the state government. Once such information is received, necessary action permissible in law be taken against the management of such schools.

## **What are Dummy Schools**

‘Dummy’ schools are establishments that register students who do not participate in standard classes, enabling them to concentrate solely on preparation for competitive exams. This trend frequently sees students from different states enrolling in schools in Delhi to take advantage of the state’s admission quota, which puts authentic local students at a disadvantage.

The Delhi High Court’s order seeks to maintain the integrity of the education system by making sure that all students fulfill the required attendance criteria and that admissions under the state quota are allocated justly. The court has planned additional hearings to assess the measures taken by the authorities regarding this issue.

**Sharing is caring!**

प्रथम संस्था की ओर से स्कूली शिक्षा पर जारी 'असर' रिपोर्ट में दी गई जानकारी

# स्कूलों में सीखने का स्तर सुधरा

## रिपोर्ट

नई दिल्ली, विशेष संवाददाता। स्कूली शिक्षा पर एक रिपोर्ट में दावा किया गया है कि बच्चों की सीखने की क्षमता में सुधार हुआ है लेकिन सरकारी स्कूलों में दाखिले कोविड के दौरान हुई बढ़ोतरी की तुलना में कम हुए हैं। छह से 14 साल के बच्चों का नामांकन वर्ष 2018 के स्तर पर आ गया है। उत्तर प्रदेश में नामांकन के स्तर में सुधार हुआ है, जबकि बिहार में सीखने की दर और कक्षा पांच के छात्रों के लिए अंकगणित में दक्षता स्थिर है।

प्रथम संस्था द्वारा जारी वार्षिक शिक्षा स्थिति रिपोर्ट (असर) 2024 के अनुसार, कोरोना महामारी ने न केवल शिक्षा प्रणाली को प्रभावित किया था बल्कि, सरकारी स्कूलों में नामांकन में भी अप्रत्याशित वृद्धि देखी गई। महामारी के दौरान, सरकारी स्कूलों में नामांकित 6-14 वर्ष के बच्चों का अनुपात 2018 में 65.6 प्रतिशत से बढ़कर 2022 में 72.9 फीसदी हो गया। यह संख्या 2024 में 66.8 प्रतिशत हो गई। यह आंकड़ा लगभग 2018 के स्तर पर है। रिपोर्ट के मुताबिक, यह अर्थव्यवस्था और अन्य क्षेत्रों में स्थिति ठीक होने का असर है।

## महामारी के दौरान हुए नुकसान से उबरे



रिपोर्ट में उल्लेख है कि महामारी के दौरान जो सीखने की क्षमता का नुकसान हुआ था, उससे न केवल पूरी तरह उबर गए बल्कि कई प्राथमिक कक्षाओं में बच्चों का सीखने का स्तर पहले से बेहतर हुआ है। कक्षा तीन के बच्चों में कक्षा दो स्तर की पढ़ाई करने की क्षमता में सुधार हुआ। 2014 में यह आंकड़ा 23.6 प्रतिशत था, जो 2018 में 27.3 फीसदी हो गया था, लेकिन 2022 में यह घटकर 20.5% रह गया। अब 2024 में यह फिर से 27.1% पर है। यह आंकड़ा महामारी के बाद जबरदस्त सुधार दर्शाता है। कक्षा चार और 5 में भी ऐसे ही सुधार देखे गए हैं।

**2018** के स्तर पर आ गया है छह से 14 साल के बच्चों का सरकारी स्कूलों में नामांकन

**90** प्रतिशत बच्चों की घरों में स्मार्टफोन तक पहुंच बताई गई है संस्था की ओर से जारी रिपोर्ट में

## बच्चों में स्मार्टफोन का इस्तेमाल बढ़ा



रिपोर्ट में पाया गया कि 14 से 16 वर्ष के 82.2% बच्चे स्मार्टफोन का इस्तेमाल जानते हैं, लेकिन उनमें से केवल 57% बच्चे इसे शैक्षिक उद्देश्यों के लिए उपयोग करते हैं। इसके अलावा, 76% बच्चे सोशल मीडिया के लिए इसका इस्तेमाल करते हैं, जो डिजिटल साक्षरता के पहलू को सामने लाता है।



एक और अहम बिंदु यह सामने आया कि कक्षा 1 में अंडरएज बच्चों (5 वर्ष या उससे कम आयु) की संख्या में कमी आई है। 2018 में यह आंकड़ा 25.6% था, जो 2022 में घटकर 22.7% हो गया और अब 2024 में यह सबसे कम 16.7% पर पहुंच गया है।

## उत्तर प्रदेश

### यूपी में 79.3 फीसदी बच्चे स्कूल जा रहे

रिपोर्ट में कहा गया कि उत्तर प्रदेश, बिहार, मध्य प्रदेश और तमिलनाडु जैसे कम प्रदर्शन करने वाले राज्यों ने उल्लेखनीय सुधार किया है। उत्तर प्रदेश ने पूर्व-प्राथमिक शिक्षा में उत्साहजनक प्रगति दिखाई है। 3-4 साल के बच्चों के बीच नामांकन में दो फीसदी की वृद्धि हुई है और 79.3% अब स्कूलों या आंगनबाड़ियों में जाते हैं। ये पिछले वर्षों की तुलना में अधिक है।

## बिहार

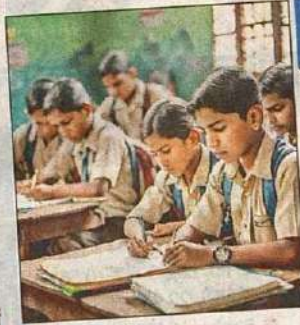
### अंकगणितीय दक्षता में राज्य का ठहराव

बिहार में, कक्षा पांच के छात्रों के लिए अंकगणितीय दक्षता 23% पर स्थिर है, जो राष्ट्रीय औसत 30.7% से काफी कम है। शिक्षा के कुछ क्षेत्रों में सुधार के बावजूद, बुनियादी अंकगणित कौशल में बिहार की चुनौती ग्रामीण शिक्षा गुणवत्ता में चल रही असमानताओं को दर्शाती है।

# कोविड के बाद बच्चों की पढ़ाई में हुआ सुधार: रिपोर्ट

Bhupender.Sharma  
@timesofindia.com

■ नई दिल्ली: कोरोना के बाद बच्चों की पढ़ाई में सुधार हुआ। तीसरी क्लास में पढ़ने वाले ज्यादा बच्चे अब दूसरी क्लास की किताबें आसानी से पढ़ पाते हैं। मैथ्स के सवालों में उलझने वाले छात्रों की संख्या भी अब कम हो गई है। एनुअल स्टेट्स ऑफ एजुकेशन रिपोर्ट (ASER) में मंगलवार को यह दावा किया गया। रिपोर्ट में बताया गया कि प्राइवेट स्कूलों के छात्रों का प्रदर्शन पिछले 2-3 साल से स्थिर बना हुआ है और कोरोना दौरान सरकारी स्कूलों में दाखिले जितनी तेजी से बढ़े थे, उतनी ही तेजी से अब घटे भी हैं। स्कूलों के बुनियादी ढांचे के बारे में बताया गया कि 72% स्कूलों में लड़कियों के लिए टॉइलट है, जबकि 77.7% स्कूलों के अंदर छात्रों के लिए पीने का साफ पानी



एनुअल स्टेट्स ऑफ एजुकेशन रिपोर्ट में दावा, 72% स्कूलों में गर्ल्स के लिए टॉइलट

तो किताबों को पढ़ने के स्तर और मैथ्स सीखने की प्रक्रिया में काफी सुधार हुआ। हालांकि 8वीं क्लास के बच्चों ने माना कि उनके लिए मैथ्स आसान नहीं है। ऐसे में

ASER की रिपोर्ट प्रथम संस्था के सर्वे के आधार पर तैयार की गई है। इससे पता चला कि प्राइमरी और मिडल क्लासेज में

## कई राज्यों में खेल सुविधाएं नहीं बढ़ीं

धालय, अरुणाचल प्रदेश और नागालैंड जैसे राज्यों में पानी और टॉइलट जैसी बुनियादी सुविधाएं भी स्कूलों में कम हैं। सिर्फ 72% स्कूलों में लड़कियों के लिए टॉइलट है,

जबकि 77.7% में पीने लायक पानी। खेल से जुड़ी सुविधाएं भी स्कूलों में नहीं बढ़ीं। 2024 में सिर्फ 66.2% स्कूलों में खेल के मैदान हैं, जो 2018 में 66.5% से थोड़ा कम है।

अलग-अलग क्लास में लर्निंग गैप साफ दिखी। रिपोर्ट में एक पॉजिटिव बदलाव यह हुआ कि 2005 के बाद पहली बार तीसरी क्लास के बच्चों के पढ़ने के बुनियादी स्तर में सबसे ज्यादा सुधार हुआ है। यानी वे अब आसानी से दूसरी क्लास की किताबों को पढ़ लेते हैं।

### 6 से 14 साल तक के बच्चों का रजिस्ट्रेशन टॉप पर

देश में 6-14 साल के बच्चों के रजिस्ट्रेशन का ओवरऑल ग्राफ अब तक के सबसे उच्चतम स्तर 98.1% तक

पहुंच गया है। एक दूसरा पहलू यह भी है कि कोविड के दौरान सरकारी स्कूलों में छात्रों की संख्या में जो बढ़ोतरी देखी गई थी, अब उसमें कमी आई है। 2022 में सरकारी स्कूलों में इस आयु वर्ग में नामांकन 72.9% था, जो 2024 में घटकर 66.8% ही रह गया। कोविड से पहले भी सरकारी स्कूलों में 66-67% तक नामांकन था और अब प्री कोविड की स्थिति ही आ रही है। नजदीकी सरकारी स्कूलों में नामांकित बच्चों का अनुपात 2018 के स्तर पर वापस आ गया है।

# ✓ वार्षिक शिक्षा स्थिति रपट, सरकारी स्कूलों में कोविड काल के बाद बच्चों के पढ़ने व सीखने में हुआ सुधार

जनसत्ता ब्यूरो  
नई दिल्ली, 28 जनवरी।

कोविड-19 महामारी के दौरान सरकारी स्कूलों में नामांकन में देखी गई वृद्धि में फिर गिरावट आई है और नामांकित 6-14 वर्ष की आयु के बच्चों का अनुपात वर्ष 2018 के स्तर पर वापस आ गया है। हालांकि, कोविड के बाद प्राथमिक कक्षाओं के बच्चों में पढ़ने-लिखने व सीखने के स्तर में काफी सुधार हुआ है। मंगलवार को जारी वार्षिक शिक्षा स्थिति रपट (एएसईआर)-2024 में यह जानकारी दी गई है।

रपट के मुताबिक, कोविड महामारी की वजह से लिखने-पढ़ने व सीखने की क्षमता को हुए नुकसान से विद्यार्थी पूरी तरह उबर चुके हैं। इस मामले में उन्हें पेश आई दिक्कतों का निराकरण हो चुका है। इतना ही नहीं, बल्कि प्राथमिक कक्षाओं के बच्चों में सीखने का स्तर पहले से अधिक बेहतर हुआ है। रपट में कहा गया है कि 14-16 साल के आयु वर्ग के 82 फीसद से अधिक बच्चे स्मार्टफोन का उपयोग करना जानते हैं, केवल 57 फीसद ही शैक्षिक उद्देश्य के लिए इसका उपयोग करते हैं।

रपट के मुताबिक, कोविड-19 के दौरान सरकारी स्कूलों में नामांकन में जो वृद्धि देखी गई थी, वह उलट गई है। ग्रामीण भारत में वर्ष 2006 से निजी स्कूलों में नामांकन लगातार बढ़ रहा है। निजी स्कूलों में नामांकित 6-14 वर्ष के बच्चों का अनुपात 2006 में 18.7 फीसद से बढ़कर 2014 में 30.8 फीसद हो गया और 2018 में उसी स्तर पर बना रहा। महामारी के वर्षों के दौरान सरकारी

कोविड के बाद प्राथमिक कक्षाओं में बच्चों के नामांकन में कमी आई है। महामारी के वर्षों के दौरान सरकारी स्कूलों में



नामांकन में बड़ा उछाल आया और सरकारी स्कूलों में नामांकित 6-14 वर्ष के बच्चों का अनुपात 2018 में 65.6 फीसद से बढ़कर 2022 में 72.9 फीसद हो गया। वर्ष 2024 में यह संख्या 66.8 फीसद पर वापस आ गई।

स्कूलों में नामांकन में बड़ा उछाल आया और सरकारी स्कूलों में नामांकित 6-14 वर्ष के बच्चों का अनुपात 2018 में 65.6 फीसद से बढ़कर 2022 में 72.9 फीसद हो गया। वर्ष 2024 में यह संख्या 66.8 फीसद पर वापस आ गई। सभी कक्षाओं और छात्र-छात्राओं के लिहाज से यह पूर्ण उलटफेर के साथ लगभग 2018 के स्तर पर वापस आ गया है। यह विशेष रूप से आश्चर्यजनक नहीं है, क्योंकि अर्थव्यवस्था के अन्य क्षेत्रों में भी सुधार हुआ है।

वार्षिक शिक्षा स्थिति रपट-2024 एक राष्ट्रव्यापी ग्रामीण घरेलू सर्वेक्षण है, जो देश के 605 ग्रामीण जिलों के 17,997 गांवों के 6,49,491 बच्चों के बीच किया गया। सर्वेक्षण किए गए प्रत्येक जिले

में एक गैर सरकारी संगठन प्रथम की सहायता से एक स्थानीय संगठन या संस्था द्वारा सर्वेक्षण किया गया। कुछ राज्यों ने बहुत अच्छा प्रदर्शन किया है और महामारी से पहले के अपने सीखने के स्तर को पार कर लिया है, जबकि अन्य अब भी पूरी तरह से उबर नहीं पाए हैं। फिर भी लगभग सभी राज्यों ने 2022 की तुलना में सुधार दिखाया है। रपट में कहा गया कि वास्तव में उत्तर प्रदेश, बिहार, मध्य प्रदेश और तमिलनाडु जैसे कम प्रदर्शन करने वाले राज्यों ने उल्लेखनीय सुधार किया है।

पहली बार राष्ट्रव्यापी घरेलू सर्वेक्षण में डिजिटल साक्षरता पर एक अनुभाग शामिल था, जो 14-16 साल के आयु वर्ग के बड़े बच्चों पर लागू था। इसमें स्मार्टफोन की पहुंच, स्वामित्व और उपयोग पर स्वयं से पूछे गए प्रश्नों के साथ-साथ कुछ बुनियादी डिजिटल कौशल का व्यक्तिगत मूल्यांकन भी शामिल था। रपट में कहा गया है कि 14-16 साल के आयु वर्ग के 82.2 फीसद बच्चों ने बताया कि वे स्मार्टफोन का उपयोग करना जानते हैं। इनमें से 57 फीसद ने बताया कि उन्होंने पिछले सप्ताह शैक्षणिक गतिविधि के लिए इसका उपयोग किया था, जबकि 76 % ने बताया कि उन्होंने इसी अवधि में सोशल मीडिया के लिए इसका उपयोग किया था।

रपट में पाया गया कि पहली कक्षा में पांच वर्ष या उससे कम आयु के बच्चों का अनुपात समय के साथ घट रहा है। वर्ष 2018 में यह आंकड़ा 25.6 फीसद था, 2022 में यह 22.7 फीसद था और 2024 में राष्ट्रीय स्तर पर कक्षा-एक में कम उम्र के बच्चों का फीसद अब तक के सबसे निचले स्तर 16.7 पर पहुंच गया है।

# State govt schools lag behind Punjab, Himachal in arithmetic, literacy skills

**BHARTESH SINGH THAKUR**  
TRIBUNE NEWS SERVICE

**CHANDIGARH, JANUARY 28**  
Highlighting weak arithmetic skills among Haryana Government school students, the Annual Status of Education Report (ASER) 2024 reveals that only 43.1% of Class 8 students in rural government schools can perform division. This marks a decline of 6.4 percentage points compared to the 49.5% in 2022.

In comparison, Punjab leads with 58%, followed by Himachal Pradesh (HP) at 44%. The division test involved solving a three-digit number divided by a single-digit number.

For Class 5 students, only 29.4% in Haryana can do division, an improvement from 2022, but still far behind HP (44%) and Punjab (46.3%). Similarly, 33.1% of Class 3 students in Haryana can subtract, with HP (46.7%) and Punjab (43.9%) outperforming the state.

## Reading capability

The report also evaluated

## Less than 50% of Class 8 students can do division



reading skills. While 53.9% of Class 5 students in Haryana can read a Class 2-level text, showing a 7.1-point improvement, Punjab (60.8%) and HP (65.8%) still lead. Among Class 3 students, only 32.1% in Haryana can read a Class 2-level text compared to HP (46.6%) and Punjab (29.7%).

## Falling enrolment

The enrolment of children aged 6-14 years in Haryana Government schools

dropped from 51.9% in 2022 to 46% in 2024. Neighbouring states also recorded declines, but HP (58.6%) and Punjab (58%) have significantly higher enrolment rates.

## School facilities

Haryana schools face significant infrastructure challenges, including 20.8% schools with unusable toilets, 14% without drinking water facilities, 3.1% without separate girls' toilets; 20% of

those provided are unusable. Moreover, 13.6% schools are without libraries, and in 27.2% of schools, students weren't using library books during ASER's visit. As many as 71.5% schools lacked computers while in 15.8% of schools, computers were unused.

## Digital literacy gender gap

The report found gender disparities in digital literacy among the 14-16 age

## KEY FINDINGS OF EDUCATION REPORT

- **ARITHMETIC SKILLS:** Only 43.1% of Class 8 students can do division.
- **READING SKILLS:** 53.9% of Class 5 students can read a Class 2-level text.
- **ENROLMENT DROP:** Declined from 51.9% (2022) to 46% (2024).
- **FACILITIES GAPS:** 20.8% of schools have unusable toilets; 14% lack drinking water.
- **DIGITAL DIVIDE:** Boys outperform girls in digital literacy tasks like changing passwords and setting alarms.

group in rural Haryana. As many as 60.5% of girls could make a social media profile private compared to 72.9% of boys. 61.2% of girls could change passwords as compared to 75.7% of boys. Only 68.6% of 14-year-old girls could bring a smartphone to complete digital tasks against 74.4% of boys. Boys also outperformed girls in tasks like setting alarms, browsing information and sharing videos online.

# ✓ A child's failure in school exams is the system's failure



**NAVNEET SHARMA**  
ASSISTANT PROFESSOR,  
CENTRAL UNIVERSITY OF HP

A 10-year-old child in class V must be held responsible for her learning outcomes. If her learning outcomes do not meet the 'benchmark' or 'expected level of learning', she must be 'detained'. What should be regarded as the failure of the pedagogy, curriculum and the collective system of schooling has, in effect, been shifted onto the child or the individual learner.

The systematic dilution of the Right to Education (RTE, 2009) through successive amendments and the National Education Policy (NEP-2020) is a testament to this shift. The first amendment granted local governments the authority to 'ensure class-level learning', prompting 19 state governments to wholly reject the 'no-detention' policy. The recent abrogation of this policy for centrally governed schools is merely another step toward its inevitable denouement.

Over six decades ago, John Holt authored the seminal work, *How Children Fail*,

Since then, the discourse surrounding education has evolved, gradually acknowledging that no learner, irrespective of his/her situation, is intrinsically unwilling to learn — he/she simply does not wish to be 'taught'. A child cannot, with deliberate intent, choose not to learn.

The educational narrative has also moved, to some extent, away from solely emphasising intelligence quotient in favour of a broader understanding of multiple intelligences. There is no child who is inherently 'slow', 'weak', or a 'failure'. Rather, it is the inadequacy of the learning environment that prevents the child from realising his or her full potential. In this sense, it is the failure of the system, not the failure of the child.

Examinations should never serve as instruments of exclusion. Yet, each time we design an exam, we do so with a fixed understanding of merit, deeply rooted in the belief in the 'normal probability curve'. This framework tends to measure and categorise the learner based on rigid, prescriptive standards. Once a student is marked as 'below average' or labelled a 'failure', she is relegated to repeating the grade and the collective gaze of teachers, parents and peers begins to regard her as 'undeserving' or 'fit to fail'.

Multiple studies have revealed that repeating a grade does little to enhance a



**FACTORS:** Access to quality education is determined by the learner's 'social assets'. TRIBUNE PHOTO

child's 'learning outcomes' or 'learning abilities'.

The promise of additional resources or strategies for improvement — beyond the superficial provision of 'special' attention or reducing the learner to an object of pity — remains murky at best. Simply revisiting the same syllabus for another year fails to address the core needs of the learner, reinforcing only the hollow logic of 'meritocracy'.

What is considered merit is often dictated by those perched in positions of power. If monkeys were to define 'ability' as the capacity to climb a tree, all fish would inevitably fall short. In much the same way, a learner's abilities are shaped not merely by innate potential but also by their 'cultural capital'.

It is the inadequacy of the learning environment that prevents the child from realising his or her full potential.

ers. Take, for instance, a differently-abled, tribal, Muslim girl in a conflict zone. Her ability to meet the prescribed learning expectations under the 'normal probability curve' is not a matter of will or intellect but of a convergence of obstacles beyond her control.

India, with its vast network of over 15 lakh schools and a student population exceeding 25 crore, paints a paradoxical picture of promise and neglect. Among these, 1.17 lakh schools operate with a single teacher, while a staggering two crore students remain deprived of access to what can truly be called 'quality' education. The teacher-student ratio is alarmingly skewed in several states, with recent reports revealing that 16 per cent of teacher posts lie vacant. This figure includes the patchwork addition of 'contractual' teachers.

If salaries and recruitment processes were indicators of teaching quality, the disparities would be nothing short of scandalous: 23 per cent of schools lack the requisite number of teachers and even more suffer from a deficit of professionally trained educators.

Despite lofty proclamations of education as an 'investment', budgetary allocations have persistently missed the mark, falling far below the recommended six per cent of the GDP. The numbers are

stark — 79 per cent gross enrolment at the secondary level, yet 3.6 crore children remain out of school. To compound this, 11 per cent of the schools function without electricity and 13 per cent are without libraries, eroding the infrastructure critical for holistic learning.

The abolition of the no-detention policy is, therefore, not merely an epistemic injustice, it is also a grave social betrayal. The children who are envisioned as the architects of a developed India by 2047 are, in reality, ensnared in a system that fails them at every level.

This is not a call to abandon the procedures that assess learning, but rather an invitation to reimagine the very constructs of 'pass' and 'fail', of 'retention' and 'detention'. To declare that 'schools are no longer centres of learning but merely mid-day meal distribution hubs' is not only a dismissal of the crushing poverty faced by our people but also a betrayal of the profound human aspiration to cultivate knowledge within these spaces.

The delicate interplay between being a learner and a knower — a dynamic already fragile — risks being irreparably blurred with the dismantling of the no-detention policy. A child may 'fail' as a learner, but under no circumstance should her inherent agency as a knower be stripped away.

# Boys outshine girls in digi skills: Report

► Continued from P 1

Private school students have also shown no significant progress since 2022, highlighting systemic challenges in improving learning outcomes. Experts stress state govts must prioritise basic maths performance in higher grades. Conducted by Pratham, the survey covered 605 rural districts, 17,997 villages, and almost 6.5 lakh children. The report also highlights a post-Covid surge in digital awareness and smart-phone usage among children.

Over 90% of households with young people now own smartphones, and more than 80% of children aged 14-16 know how to use them. Yet, only 57% use them for educational purposes. Among this group, "36.2% of boys and 26.9% of girls own smartphones", revealing a gender gap in digital access.

"Boys outperform girls across most states in digital skills," the report states, though states like Kerala and Karnataka buck the trend, where "girls often match or outperform boys". Gender inequality in digital literacy remains a pressing issue.

Infrastructure remains a challenge in many regions. States like Meghalaya, Arunachal Pradesh and Nagaland lag in providing usable toilets and drinking water. "Only 72% schools have usable girls' toilets, up from 66.4% in 2018", while 77.7% have drinking water. Sports facilities show little progress, with "just 66.2% of schools having playgrounds in 2024", a slight dip from 66.5% in 2018. These deficits highlight inadequate invest-

## ANNUAL STATUS OF EDUCATION REPORT (RURAL) 2024

Sample	National picture: Main findings	
29 states/ UTs	98.1% of 6-14 year-olds are enrolled in an educational institution	3,52,028 Households
605 districts	66.8% of 6-14 year-olds are enrolled in govt school	6,43,491 Children
17,997 villages	15-16-year-old children who are not enrolled in school dropped sharply from 13.1% in 2018 to 7.5% in 2022, but stayed about the same at 7.9% in 2024	
15,728 schools	The proportion of girls not enrolled has increased slightly from 7.9% in 2022 to 8.1% in 2024	

### Learning outcomes

**Std III Reading** | Govt school students reading Std II-level text improved from 16.3% in 2022 to 23.4% in 2024, exceeding 2018 levels (20.9%). Recovery outpaced private schools

**Std V Reading** | Govt school reading levels rose from 38.5% in 2022 to 44.8% in 2024, matching 2018 (44.2%). Private schools improved modestly to 59.3%

**Std VIII Reading** | Govt school reading rose slightly from 66.2% in 2022 to 67.5% in 2024, below 2018 levels (69%). Private schools showed no change

**Std III Arithmetic** | Govt students solving subtraction increased from 20.2% in 2022 to 27.6% in 2024, driving national improvement to 33.7%

**Std V Arithmetic** | Govt students solving division rose to 30.7% in 2024, up from 25.6% in 2022

**Std VIII Arithmetic** | Basic arithmetic levels remained steady at 45.8% in 2024

### Digital awareness and aptitude

**Smartphone Access** | 90% have a smartphone at home; 85.5% of boys and 79.4% of girls know how to use it

**Ownership** | 27% of 14-year-olds and 37.8% of 16-year-olds own smartphones. Boys (36.2%) outpace girls (26.9%)

**Usage** | 57% used smartphones for learning and 76% for social media. Social media use was higher among boys (78.8%) than girls (73.4%)

**Online Safety** | 62% knew how to block/report, 55.2% to make profiles private, and 57.7% to change passwords

**Digital Tasks** | 70.2% of boys and 62.2% of girls accessed a smartphone for tasks

### TOP 3 STATES FOR 5 POPULAR CHOICES

State	Male	Female
<b>Police</b>		
Karnataka	29.3	11.6
Maharashtra	28.1	20.9
Gujarat	15.2	14.8
<b>Teacher</b>		
Tripura	22.9	31.5
Rajasthan	20.4	33.6
Chhattisgarh	9.9	23
<b>Doctor</b>		
J&K	31.3	41.7
Uttar Pradesh	16.2	23.9
Arunachal Pradesh	16.2	15.7
<b>Army</b>		
Himachal Pradesh	42.3	6.8
Uttarakhand	37.9	7
Nagaland	30.5	4.4
<b>Engineer</b>		
Tamil Nadu	24	3.5
Andhra Pradesh	16.3	11.1
Karnataka	15	11.1

## ASER: Govt school enrolment down to 67% in rural India

46% Of Class 8 Kids Proficient In Basic Arithmetic

Manash.Gohain  
@timesofindia.com

New Delhi: Govt school enrolment for children aged 6-14 has declined sharply from 72.9% in 2022 to 66.8% in 2024, as per the 'Annual Status of Education Report (Rural) 2024' released Tuesday. While overall enrolment for this age group remains high at 98.1%, the drop in govt school share signals a post-pandemic shift toward private institutions. During Covid, economic pressures pushed families to opt for govt schools, temporarily boosting enrolment, but the trend has now reverted to pre-pandemic levels of 66-67%.

The proportion of out-of-

### READING SKILLS UP

► 98.1% of 6-14-yr-olds enrolled in an edu institution

► 15-16-yr-olds not enrolled at 7.5% in 2022, rises to 7.9% in 2024. Proportion of girls not enrolled up from 7.9% in 2022 to 8.1% in 2024

► Govt Class 3 kids reading Class 2 text improves from 16.3% in 2022 to 23.4% in 2024

► Govt Class 3 pupils solving subtraction increases from 20.2% in 2022 to 27.6% in 2024

school adolescents aged 15-16 has steadily decreased, from 13.1% in 2018 to 7.5% in 2024. However, learning gaps persist in higher grades. Among Class 8 students, only "45.8% are able to perform basic arithmetic in 2024", unchanged in recent years.

► Continued on P 26

ment in school infrastructure. Despite challenges, there is progress in foundational learning for lower grades. The proportion of Class 3 students in govt schools who can read a

Class 2-level text "increased from 16.3% in 2022 to 23.4% in 2024". Similarly, arithmetic proficiency improved, with "27.6% of Class 3 students in govt schools able to solve a

subtraction problem", up from 20.2% in 2022. These gains reflect the success of foundational literacy and numeracy programmes, supported by teacher training

and learning materials.

Pre-primary education has seen significant progress, with "enrolment among children aged 3-5 years steadily increasing". States like Gujarat, Maharashtra and Odisha report near-universal enrolment for this age group. The proportion of underage children enrolled in Class 1 "dropped from 25.6% in 2018 to 16.7% in 2024", ensuring age-appropriate admissions. These improvements highlight the impact of targeted early childhood education policies.

Better attendance rates in govt schools underscore further progress. "Teacher attendance rose to 87.5% in 2024 from 85.1% in 2018", and student attendance "increased to 75.9% from 72.4%". Efforts to improve access in remote areas are evident, with "52.1% of govt primary schools now having fewer than 60 students", reflecting outreach in sparsely populated regions.

Localised successes are notable in states like Punjab and Jammu & Kashmir, where enrolment in govt pre-primary schools has surged. Digital literacy among children aged 14-16 has also improved, with "over 75% successfully completing tasks like setting alarms, browsing for information, and sharing content via messaging platforms".

While the report highlights these advancements, it emphasises the need to address persistent issues, such as learning gaps in higher grades, gender inequality in digital access, and inadequate infrastructure. Sustained efforts in these areas will be crucial for equitable and quality education across rural India.

# ASER 2024: Reading & arithmetic skills improve among Class 3 and 5 students, led by govt schools

OUR CORRESPONDENT

**NEW DELHI:** The Annual Status of Education Report (ASER) 2024, a comprehensive rural household survey conducted by the Pratham Foundation, was released on January 28. This year's survey reached 649,491 children across 17,997 villages in 605 rural districts of India. The findings highlight significant progress in reading and arithmetic skills, recovery from pandemic-induced learning loss, and trends in digital literacy.

The ASER 2024 report highlights that the reading levels among students have shown marked improvement, with



» GOVERNMENT SCHOOL ENROLMENT DROPS BACK TO PRE-PANDEMIC LEVELS, 66.8%

substantial recovery from the declines recorded in 2022. For Class 3 students, the percentage of children able to read

Class 2-level text rose to 23.4 per cent in 2024, compared to 16.3 per cent in 2022 and 20.9 per cent in 2018. Government

schools contributed significantly to this improvement, surpassing the corresponding recovery in private schools. States with over

- ### Takeaways
- » Government schools show higher learning recovery than private institutions
  - » Anganwadi centres remain key for pre-primary education in India
  - » Digital literacy: 82% of 14-16-year-olds use smartphones effectively
  - » Smartphone ownership among 16-year-olds reaches 37.8%, gender gap persists

10 percentage point increases in Class 3 reading levels in government schools between 2022 and 2024 include Himachal Pradesh, Uttarakhand, Kerala, Uttar Pradesh, Haryana, Odisha, and Maharashtra.

Among Class 5 students, the percentage of children in government schools who could read a Class 2-level text recovered to 44.8 per cent in 2024, after falling to 38.5 per cent in 2022 from 44.2 per cent in 2018. Private schools saw smaller gains, with this proportion rising to 59.3 per cent in 2024 from 56.8 per cent in 2022, though still below the 65.1 per cent recorded in 2018.

IT COVERS 6.49 LAKH CHILDREN IN RURAL INDIA

improved among rural students, particularly in government schools. The ASER arithmetic assessment evaluates abilities ranging from basic number recognition to solving numerical division problems.

Among Class 3 students, the proportion able to solve a numerical subtraction problem rose to 33.7 per cent in 2024, compared to 25.9 per cent in 2022 and 28.2 per cent in 2018. Government school students showed significant gains, with this figure increasing to 27.6 per cent in 2024 from 20.2 per cent in 2022. Tamil Nadu and Himachal Pradesh recorded over 15 percentage point increases since 2022.

For Class 5 students, the percentage of children able to solve a numerical division problem rose to 30.7 per cent in 2024 from 25.6 per cent in 2022 and 27.9 per cent in 2018. Improvements were primarily driven by government schools, with Punjab and Uttarakhand achieving gains exceeding 10 percentage points.

Among Class 8 students, arithmetic levels remained steady, with 45.8 per cent able to solve a numerical division problem in 2024, compared to 44.7 per cent in 2022 and 44.1 per cent in 2018.

The ASER 2024 report notes a reversal in the increase in government school enrolment observed during the COVID-19 pandemic. The proportion of children aged 6-14 years enrolled in government schools, which had risen to 72.9 per cent in 2022, has returned to 66.8 per cent in 2024, close to the 2018 level of 65.6 per cent. Correspondingly, private school enrolment in the same age group increased to 33.2 per cent in 2024, reversing the decline during the pandemic.

Anganwadi centres continue to play a pivotal role in early childhood education. Over 50 per cent of children aged 3 and 4 are enrolled in Anganwadi centres, a trend consistent since 2018. In states such as Odisha, West Bengal, Gujarat, and Karnataka, more than 75 per cent of children in this age group are enrolled in Anganwadi centres.

Pre-primary enrolment in government institutions has shown notable increases only in Punjab (11.2 percentage points) and Jammu and Kashmir (7.6 percentage points) since 2018. Meanwhile, approximately one-third of all 5-year-olds attend private schools or pre-schools in 2024, matching the level of 37.5 per cent recorded in 2018, after a decline to 30.8 per cent in 2022.

The proportion of girls aged 6-14 years not enrolled in school has risen slightly, from 7.9 per cent in 2022 to 8.1 per cent in 2024. States such as Madhya Pradesh (16.1 per cent), Uttar Pradesh (15 per cent), Rajasthan (12.7 per cent), Mizoram (12.3 per cent), Gujarat (10.5 per cent), and Chhattisgarh (10 per cent) report the highest proportions of out-of-school girls.

Among 15-16-year-olds, the proportion not enrolled in school dropped from 13.1 per cent in

2018 to 7.5 per cent in 2022 but increased marginally to 7.9 per cent in 2024.

For the first time, ASER 2024 included a section on digital literacy, assessing smartphone access and usage among children aged 14-16 years.

Over 82 per cent of children in 14-16 years age group reported knowing how to use a smartphone, with 57 per cent using it for educational purposes and 76 per cent for social media.

The proportion of children owning a smartphone rose from 19 per cent in 2022 to 31 per cent in 2024. Ownership increases with age, from 27 per cent among 14-year-olds to 37.8 per cent among 16-year-olds. Boys are more likely than girls to own a smartphone, with 36.2 per cent of boys reporting ownership compared to 26.9 per cent of girls.

In Kerala, over 80 per cent of children used smartphones for educational activities, and more than 90 per cent used them for social media. Gender gaps in smartphone ownership and usage persist across all states.

Household access to smartphones has also grown, rising from 36 per cent in 2018 to over 74 per cent in 2022 and reaching 84 per cent in 2024.

ASER 2024 highlights that the pandemic-induced learning loss has been fully recovered, with primary-grade learning levels surpassing pre-pandemic benchmarks in several states. Low-performing states like Uttar Pradesh, Bihar, Madhya Pradesh, and Tamil Nadu have shown significant recoveries.

The report also emphasises that digital skills developed during the pandemic, such as using smartphones for educational activities, have persisted, even as their application has shifted post-pandemic.

The proportion of "underage" children (below 6 years old) in Class 1 has declined steadily, from 25.6 per cent in 2018 to 22.7 per cent in 2022, and further to 16.7 per cent in 2024, marking the lowest level recorded so far.

## ASER 2024

For Class 8 students, the reading levels in government schools showed a slight improvement, reaching 67.5 per cent in 2024 compared to 66.2 per cent in 2022. However, this remains below the 69 per cent recorded in 2018. In private schools, there was no significant change in reading levels between 2022 and 2024. States like Gujarat, Uttar Pradesh, and Sikkim demonstrated notable improvements, while declines were observed in Punjab, Andhra Pradesh, and Telangana. Arithmetic levels have also

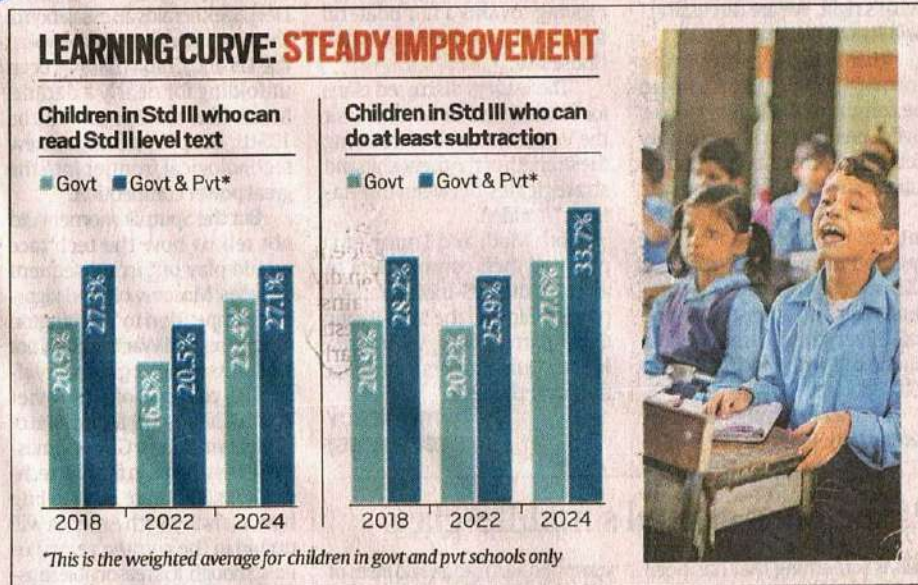
**ANNUAL STATUS OF EDUCATION REPORT SHOWS GREEN SHOOTS**

# Sharp gains in reading & math learning levels in schools across states since Covid slump

Govt schools lead way; 23.4% Class 3 children have basic reading skills — 20-year high

**ABHINAYA HARIGOVIND**  
NEW DELHI, JANUARY 28

IN THE first sign of recovery from the slump of the Covid pandemic, reading and arithmetic levels for children between the ages of 6 and 14 years have improved across states, with government schools leading the way. According to the Annual Status of Education Report (ASER) 2024 released on Tuesday, basic reading levels for Class 3 children enrolled in government schools have been the highest since the survey began



20 years ago.

The number of Class 3 children who can read a Class 2 text-

book in government schools stands at 23.4%, up from 16.3% in 2022 and 20.9% in the pre-pandemic year of 2018.

Overall reading levels, across both

**CONTINUED ON PAGE 2**

## Behind sudden uptick: Govt's NEP push, 'new energy' in 2022

**ABHINAYA HARIGOVIND & UMA VISHNU**  
NEW DELHI, JANUARY 28

THE LATEST Annual Status of Education Report (ASER) comes bearing some rare good news: an improvement in learning levels across states, led largely by government schools.

For instance, the number of Class 3 children who can read a Class 2 textbook in government schools stands at 23.4%, up from 16.3% in 2022, the

year children came back to school after the pandemic years and the resultant shutdowns that led to big learning losses. Across government and private schools, basic arithmetic levels have improved from the pre-pandemic year of 2018 — from 28.1% Class 3 students who could at least do a simple subtraction sum that year to 33.7% now.

While there is still a long way to go in terms of learning levels — the fact that 30% children, across ages, can't read

**CONTINUED ON PAGE 2**



## • NEP push, 'new energy' in 2022

a Class 2 textbook is a dismal pointer — the gains are significant considering the slump of 2022. When children came back to school that year after two years of the pandemic, almost all states recorded big drops in learning levels, with questions raised about the long-term impact of the slump.

What then explains this "sudden improvement in learning levels", as Wilima Wadhwa, Director, ASER Centre, termed it?

Most signs point to the National Education Policy, 2020, and its focus on foundational skills.

While ASER and other surveys, including the government's own National Achievement Survey (NAS), have for years pointed to the challenge of poor learning levels across the country, despite rising enrollment levels aided by the Right to Education Act, it was with the NEP that the government for the first time identified foundational learning as the key focus area. According to NEP 2020, "the highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025".

Suman Bhattacharjee, Director, ASER, told *The Indian Express*, "While ASER has for years been pointing to poor learning levels in the foundational years, it was with NEP that the government threw in its lot, focussing on curriculum changes, teacher training etc. States also put their mind and money into the whole idea."

Rukmini Banerjee, CEO, Pratham Foundation, said that besides NEP, what helped was that the slump of 2022 came with an opportunity to start afresh. "In 2022, there was a new energy in schools. Children and teachers... everybody wanted to be in school.

And everybody said, '*Kuch to karna chahiye*'. The time was right, in some sense."

Stating that it's "heartening" to see government schools leading in learning outcomes, Sanjay Kumar, Secretary, Department of School Education and Literacy, Ministry of Education, said, "The COVID-induced learning gap set us back, but we have overcome it... With NIPUN Bharat, there has been focused messaging, along with focused financing for foundational literacy and numeracy (FLN). Assessment has become part of the school education discourse... We have been engaging more with teachers and following up with states on their training. There is also an increasing level of engagement and coordination with states."

Talking of the gains reflected in the survey, Sridhar Rajagopalan, co-founder of the Bengaluru-based Educational Initiatives, said, "There is no doubt that there has been a certain focus from the government on FLN. Also, there is greater acceptance of FLN now than before. People like us and ASER have been talking about, but for the government to take it up... it has happened post NEP. While it is creditable that some of the Covid losses have been made up for, we have to put it in perspective. Against the poor performance of the last few years, this looks good. But we are still not doing as well as, say, Sri Lanka."

On the need to build on some of these gains, he added, "We need to take external assessment seriously. There is still a lot to be done in terms of support to teachers etc. FLN is not the only thing we need to do. We also need to focus on middle grades, board exam reforms etc. There is a whole menu of things that can be done. If we continue with business as usual, these gains will peter out."

# ASER study shows post-COVID recovery, but many students still lag in reading, arithmetic

**Maitri Porecha**  
NEW DELHI

After a prolonged decline due to learning loss during COVID-19, the latest Annual Status of Education Report (ASER), 2024 reveals that there has been recovery in foundational literacy and numeracy (FLN) learning among school students.

A total of 6,49,491 children aged between three and 16 across 605 rural villages participated in the survey. Using the 2011 census frame, 30 villages were randomly selected from each district, and 20 households from each village. Children between five and

## Assessing reading levels

The table shows the percentage of children in Classes 3 and 5 able to read a Class 2 text in government schools

### Class 3: % children reading at Class 2 level



### Class 5: % reading at Class 2 level



SOURCE: ASER(RURAL) 2024

16 years of age were assessed for basic reading and arithmetic skills.

While the percentage of Class 3 students enrolled in

government schools who were at least able to read a Class 2 text stood at 20.9% in 2018, this figure had dropped to 16.3% in 2022,

and has now increased to 23.4% in 2024. Despite the recovery, the survey reveals that 76.6% of the Class 3 students were unable to read a Class 2 text. The reading tasks were disseminated in 19 languages.

When Class 5 students were given the same Class 2 text, one in two students are unable to read it. According to previous iterations of the survey, in 2018, 44.2% of the fifth graders were able to read it, which declined to 38.5% in 2022, and in 2024 this more or less plateaued again at 44.8%.

By the time the students reach Class 8, the survey reveals that 67.5% were

able to read a Class 2 level text. The report states that children's basic arithmetic levels – recognising numbers, conducting numerical subtraction for two digits with borrowing, and solving division problems consisting of three digits by one digit – have shown a substantial improvement in both government and private schools.

Percentage point improvement in States such as Himachal Pradesh and Bihar was less at 4 to 5.9 points, as compared with States such as Odisha, Haryana, West Bengal, and Jharkhand, which showed more improvement at 6 to 9.9 percentage points.

# Learning in govt schools back to pre-Covid levels

Sanjay Maurya

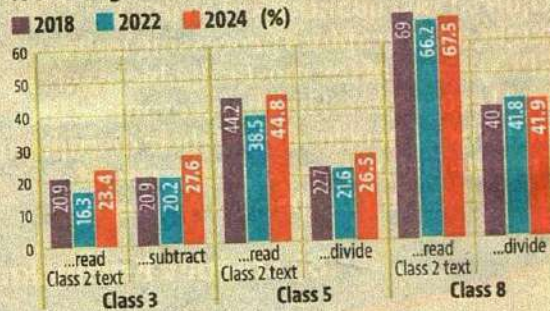
letters@hindustantimes.com

**NEW DELHI:** The long shadow cast by the Covid-19 pandemic on educational outcomes may have lifted according to the Annual Status of Education Report (ASER) 2024 report released Tuesday, with the hand of a government scheme to improve foundational learning and numeracy (FLN) being clearly visible.

According to the report, released by the Pratham Foundation, reading levels among government school students in Class III and V have improved compared to pre-pandemic levels, as measured in the 2018 edition of the report. Those of private school students are better than they were in 2022 (when the impact of the pandemic was still being sharply felt), but still lower than pre-pandemic levels, perhaps because they did not have a targetted initiative like government schools did with

## Highlighting key findings from the 2024 ASER report

% of rural government school students able to...



the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat programme. To be sure, private school students still did better than their government school peers.

According to the report, the reading levels among govern-

ment school students improved in 2024 with 23.4% of students in Class III and 44.8% in Class V students being able to read a Class II text; the corresponding pre-pandemic levels recorded in 2018 were 20.9% and 44.2%, respectively. In 2022, these were

continued on →19

# Govt. schoolchildren lead recovery in basic skills; private ones lag

Not all States conformed to the national trend. Students in many States are yet to recover from pandemic lows

### DATA POINT

Samreen Wani  
Vignesh Radhakrishnan

The closure of schools during the COVID-19 pandemic significantly impacted the ability of rural schoolchildren to divide three-digit numbers and read a paragraph in their regional language. The latest data for 2024, published in the Annual Status of Education Report (Rural), broadly indicates that rural schoolchildren have largely recovered from the learning loss experienced during the pandemic. However, the recovery appears uneven when the data are analysed in detail.

To understand the learning losses during the pandemic as well as the post-pandemic recovery, the story used data for Class 5 children from the report. First, while children showed significant improvement in their arithmetic abilities, their progress in reading ability has been less pronounced. Second, government schoolchildren showed strong recovery in reading abilities, with the share of those who can read a paragraph in their regional language reaching pre-pandemic levels. While private schoolchildren have made some progress from the pandemic-induced decline, the share who could read a paragraph in their regional language remained well below pre-pandemic standards.

Chart 1 shows the share of rural schoolchildren in Class 5 who could read a Class 2-level text (a paragraph) in their regional language. The share of government school students who could read the text dropped from 44.2% in 2018 to 38.5% in 2022 and improved to 44.8% in 2024 – a 6.3 percentage point recovery. For private school students, it dropped from 65.1% in 2018 to 56.8% in 2022 and improved to 59.3% in 2024 – only a 2.5-point recovery.

Third, the proportion of children who were able to perform

basic arithmetic operations exceeded pre-pandemic levels among both government and private schools, as per the 2024 data. However, the recovery was stronger among government schoolchildren compared to their private counterparts.

Chart 2 shows the share of rural schoolchildren in Class 5 who could divide three-digit numbers. The share of government school students who could do this declined from 22.7% in 2018 to 21.6% in 2022 and improved to 26.5% in 2024 – a 4.9-point recovery. The share of private school students who could do the same dropped from 39.8% in 2018 to 38.7% in 2022 and improved to 41.8% in 2024 – only a 3.1-point recovery.

Fourth, not all States followed the national trend. There were many patterns and variations in State-level data. Table 3 shows the State-wise share of rural schoolchildren in Class 5 who could read a Class 2-level text (a paragraph) in their regional language in 2018, 2022, and 2024. Table 4 shows the same for those who could divide three-digit numbers.

In Table 3, States/Union Territories such as Assam, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, Uttarakhand, and Tamil Nadu conformed to the national trend. In Andhra Pradesh and Kerala, the share of government schoolchildren who could read did not recover from the pandemic lows. In Bihar, the reading ability of private schoolchildren did not recover. In Chhattisgarh, there was no recovery among government schoolchildren or among private ones.

In Table 4, States such as Karnataka and Madhya Pradesh conformed to the national trend. In Kerala, the share of those who could divide three-digit numbers did not recover from the lows recorded during the pandemic in both private and public schools. In fact, in 2024, the share worsened further in Kerala.

## Evaluating student performance

The charts were sourced from the Annual Status of Education Report (Rural) 2024



The ASER 2024 survey was conducted across 605 districts among children aged 5 to 16. Older children aged 14-16 were asked questions about their digital access and usage

Chart 1: The share of children in Class 5 who can read Class 2-level text (in %)

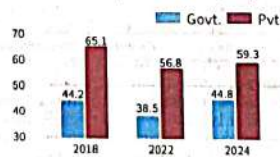


Chart 2: The chart shows share of children in Class 5 who can divide numbers (in %)



Table 3: Shows State-wise data for chart 1

Govt.	Pvt.	State	Year	Govt.	Pvt.
57.1	64.8	Andhra Pradesh	2018	36.7	45.3
37.9	31.5	Andhra Pradesh	2022	27.3	36.4
37.5	38.5	Andhra Pradesh	2024	35.1	38.5
33.5	60.9	Assam	2018	14.4	28.2
29.2	58.7	Assam	2022	10.1	30.3
32.8	55.8	Assam	2024	12	30.9
35.1	78.1	Bihar	2018	24.1	64
37.1	73.4	Bihar	2022	30	67.1
41.2	66.2	Bihar	2024	32.5	67.7
57.1	70.2	Chhattisgarh	2018	26.1	30.2
52.9	68.6	Chhattisgarh	2022	22.8	35
52.3	65.8	Chhattisgarh	2024	22.9	41.5
46.8	71.8	Haryana	2018	34.4	64.5
53.9	72.9	Haryana	2022	27.6	60
74.5	80.4	Haryana	2024	29.4	56.9
60.2	63.1	Himachal Pradesh	2018	51.5	64
65.8	68.7	Himachal Pradesh	2022	38.1	50.5
24.3	69.1	Himachal Pradesh	2024	44	51.8
18.1	54.9	J&K UT	2018	13.6	42.6
21.8	60.3	J&K UT	2022	14	32.1
29.4	63.5	J&K UT	2024	16.3	37.6
31.6	66.5	Jharkhand	2018	15.6	39.6
40.3	68.2	Jharkhand	2022	20.8	52.7
47.6	41.8	Jharkhand	2024	25.5	52.3
29.2	34.1	Karnataka	2018	19.6	23
32.8	37.8	Karnataka	2022	12	17.9
73.3	81.8	Karnataka	2024	19.3	25.6
61.9	69.6	Kerala	2018	33.3	52.5
58.2	71.7	Kerala	2022	20.2	38.2
34.4	63.1	Kerala	2024	12.4	27.6
29.2	51	MP	2018	16.5	29.5
37.5	58.1	MP	2022	15.7	27.4
66	67.1	MP	2024	16.9	33.2
55.7	55	Maharashtra	2018	31.7	28
57.9	61.8	Maharashtra	2022	20.1	18.8
68.7	74.4	Maharashtra	2024	26.1	29.8
59.4	75.5	Punjab	2018	50.1	55.7
60.8	62.2	Punjab	2022	33.3	51.8
39.1	65.8	Punjab	2024	46.3	52.6
31.5	57	Rajasthan	2018	14.1	38.1
37.7	63.5	Rajasthan	2022	6.3	32.8
46.3	28.8	Rajasthan	2024	12.3	37.2
26	22.4	Tamil Nadu	2018	27.1	22.2
37	32.3	Tamil Nadu	2022	14.7	15.5
36.2	68.8	Tamil Nadu	2024	20.2	22.1
38.3	63.2	UP	2018	17	42.9
50.5	65.6	UP	2022	24.5	46.7
58	72.8	UP	2024	31.8	51.2
47.7	62.8	Uttarakhand	2018	26.7	50.9
60.3	71.5	Uttarakhand	2022	23.3	41.8
		Uttarakhand	2024	35.4	48.9

Table 4: Shows State-wise data for chart 2

# ASER 2024: Enrollment up, what's ahead for early childhood education?

**EXPERT EXPLAINS**  
**RUKMINI BANERJI**

SINCE 2005, the NGO Pratham has released the Annual Status of Education Report (Rural) to measure basic reading and arithmetic levels among school children, attendance in school and other indicators. The data have revealed broad trends in learning over the years. The 2024 ASER survey reached 6,49,491 children in 12,997 villages across 605 rural districts. It recorded major gains in the share of children of the pre-primary age group (3 to 5 years) enrolled in some kind of institution (LKG or UKG classes/Anganwadi/others). There were substantial increases in reading and arithmetic levels – an encouraging development after the learning losses during the Covid-19 pandemic. This was also the first full-length ASER survey to record digital literacy among older children (15 and 16 years). Here are the key takeaways from the report on learning outcomes and the outlook.

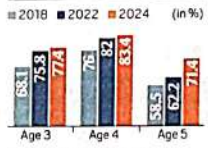
## 1 Where do the learning levels stand in 2024?

At the elementary level (age 6 to 14 years), covered under the Right to Education Act of 2005, both reading and arithmetic levels have improved for children in all grades in most states. In particular, children in Classes 1 to 3 show significant increases from the 2022 ASER report. For children between 3 to 6 years, two key findings are worth highlighting: first, preschool coverage rose between 2018 and 2024. ASER data also show that by 2024, the proportion of rural children of age 3 who are enrolled in some kind of early childhood education program was 77.4%.

## 2 With five years of the 2020 National Education Policy, what has changed for schools?

The NEP introduced structural changes – particularly by including the 3 to 6 age group in the larger picture. The policy underlines that the highest priority will be given to achieving universal Foundational Literacy and Numeracy (FLN). Launched in 2021, the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat was aimed at improving these skills. It aims for universal FLN at the end of Class 3 (age 8) by 2026-27.

## CHILDREN ENROLLED IN PRESCHOOL/ECE CENTRE



Note: Pre-school coverage includes enrollment in anganwadis, pre-primary classes in govt schools, or private LKG/UKG classes. ECE is Early Childhood Education. Source: ASER 2024

The latest ASER survey found that at the all-India level, 83% of schools said they received directives from the government to implement FLN activities. Around 78% said that at least one teacher in the school had been trained on FLN, while 75% also received relevant learning material.

A directive means there is a goal, with resources being made available for it in a visible manner. If you visit a government

rural school, you will see a lot more things than before, whether it is building blocks, books or other learning materials.

## 3 What is the need for focusing on Early Childhood Care and Education (ECCE)?

The NEP states that Class 1 enrollment should happen at age six. This is because going to school too early can be counterproductive. A child has to be cognitively and socially ready to cope with what formal school brings, in terms of curricular expectations or classroom behaviours.

With a focus on ECCE, there is an acknowledgement that you prepare children not just to enter Class 1, but for the three years before that. If you get a child and her family ready for school, you also get the school ready for the children and eventually have the early childhood structure come into place.

A large share of that age group goes to Anganwadis (more than one-third of children aged between 3 and 5, according to the ASER report). Though early childhood education has not received priority at times, quite a few states are now doing specialised training with Anganwadi workers.

Anganwadis have a lot of tasks at hand, such as immunisation and nutrition. But

rather than looking at these as competing claims, you could look at this as a package. Pratham's experience tells us that Anganwadis provide not just tangible benefits, but also a more direct connection for parents. The distance between the parent and the Anganwadi worker is often not very vast, as it might be with the school teacher. And so, if certain states have very high Anganwadi enrollment, strengthening the early childhood component could be a good option.

However, it also depends on each state. In Himachal Pradesh and Punjab, there has been a shift towards pre-primary classes in schools. In Rajasthan, there has been an increase in 5-year-olds enrolling in both Anganwadis and private LKG/UKG classes.

## 4 What did the survey find about older children (15-16 years)?

Keeping with recent trends, the percentage of children in this age group not enrolled in school has gone down (around 7% today). This year's survey also showed that in terms of digital access, more than 90% of rural adolescents have access to a smartphone. Children were also evaluated on their ability to do tasks such as searching for information online or setting an alarm. In terms of both accessibility and skills, there were some gender gaps. For instance, 80.1% of boys (ages 14

to 16) could browse for information, against 78.6% of girls. In some southern states, girls either outperformed boys or were at the same level as them.

## 5 What is the outlook for ECCE?

Any planning for achieving quality ECCE must start with a thorough and grounded understanding of current realities. ASER and the government's Unified District Information System for Education (UDISE) provide some data for this age group, but more comprehensive and continuous data collection efforts are needed.

Second, budget considerations are crucial. A key recommendation of NEP 2020 is to "recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE". Education departments need to work out a long-run commitment to budget allocations and processes for identifying, recruiting, training and sustaining dedicated teachers for the pre-primary grades.

Within the Anganwadi system, if the early childhood education component is to be given higher priority, the requirement for additional resources must be specified and projected.

Dr Rukmini Banerji is CEO of Pratham. She spoke to Rishika Singh

NEWS

CITY NEWS

GOA NEWS

ADVERTISEMENT

(HTTPS://TIMESOFINDIA.INDIATIMES.COM/), (HTTPS://TIMESOFINDIA.INDIATIMES.COM/CITY/), (HTTPS://TIMESOFINDIA.INDIATIMES.COM/

dia.indiatimes.com/city/delhi/bjp-candidates-list-for-delhi-assembly-election-2025-including-constituencies-and-districts-qg/117809100.cms)

usiness/budget-2025-highlights-and-announcements-fm-nirmala-sitharaman-speech-income-tax-slabs-union-budget-20-d/articleshow/117821239.cms)

dia.indiatimes.com/city/delhi/bjp-candidates-list-for-delhi-assembly-election-2025-including-constituencies-and-districts-qg/117809100.cms)

TRENDING

usiness/budget-2025-highlights-and-announcements-fm-nirmala-sitharaman-speech-income-tax-slabs-union-budget-20-d/articleshow/117821239.cms)

dia.indiatimes.com/city/delhi/bjp-candidates-list-for-delhi-assembly-election-2025-including-constituencies-and-districts-qg/117809100.cms)

usiness/budget-2025-highlights-and-announcements-fm-nirmala-sitharaman-speech-income-tax-slabs-union-budget-2025/articleshow/117810297.cms)

d/articleshow/117821239.cms)

Tired of too many ads?

GO AD FREE NOW (HTTPS://BUY.INDIATIMES.COM/TOI/PLANS)

# Scheme supporting ST students' school education gets cabinet nod

TNN / Jan 29, 2025, 19:01 IST

FOLLOW US (HTTPS://TIMESOFINDIA.INDIATIMES.COM/GOA/FOCUS/TOI)



**Panaji:** The state cabinet on Wednesday granted approval to implement the Mukhyamantri Shiksha Sahay Yojana, which aims to support and improve the educational status of ST students and to address the tendency of dropouts among them. It provides financial assistance to the

families of such students who are otherwise unable to appear for public exams. To implement the scheme, govt will spend Rs 68 lakh per year.

Under the scheme, govt will bear the financial burden of the payment of examination fees of ST students appearing for Classes X and XII examinations of the [Goa Board](https://timesofindia.indiatimes.com/topic/goa-board-gbshse) (https://timesofindia.indiatimes.com/topic/goa-board-gbshse). Financial assistance is open to ST students from Goa possessing a valid caste certificate issued by a competent authority. The applicant should be a bona fide resident of Goa and should be a regular student of an institution with at least 75% attendance in the respective class, ie Class X or Class XII.

The cabinet said state govt is committed to ensuring that tribal students get access to education at all levels and will take all steps to see that there is no impediment in their process of learning. The National Education Policy 2020 states that a special mechanism needs to be made to ensure that children belonging to tribal communities receive the benefits of these interventions.

"The number of students availing benefits will be substantial. This scholarship will be available only for the ST students permanently settled or domiciled as per the terms of domicile decided by the state. ST students in Classes X and XII at govt/govt-aided secondary and higher secondary schools will be eligible for financial assistance under this scheme," the cabinet said.



End of Article

RRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1 CITY:) RRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1 CITY:) RRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1 CITY:) **RECOMMENDED FOR YOU**

(https://www.maxlifeinsurance.com/term-insurance-plans/premium-calculator?

utmCode=1422040&utm\_source=Image&utm\_medium=Image\_lead&utm\_term=1422040&utm\_campaign=1422040

ALSO WATCHED

VIRAL VIDEOS



(https://timesofindia.indiatimes.com/video/2025-no-tax-till-12-lpa-no-tcs-on-foreign-more-suriya-bhartiya-explains/videshow/117691339.cms)



(https://timesofindia.indiatimes.com/video/over-for-ukraine-trump-stops-all-u-s-aid-russia-in-blow-to-zelensky/videshow/117691339.cms)

VIEW MORE VIDEOS >

ADVERTISEMENT



### Trending Stories

- In City** **Entire Website**
- Phyllis Fong, who was investigating Elon Musk's brain implant startup...
- Was Blackhawk pilot Rebecca Lobach's name kept secret for a...
- "That's offensive, it's annoying," says Pro Football Hall of Famer Peyton...
- Tom Brady fires back at Greg Olsen's criticism of his \$375M FOX deal in...
- Dak Prescott's fiancée, Sarah Jane Ramos, hints at wedding...

ADVERTISEMENT



 **Upgrade your Chrome brows...**  
Get localized weather, trending news, AI p... [Close](#) [Add it now](#)

 22°C  [Sign in](#)

 Search the web 

Discover Following **News** Entertainment Health [Personalize](#)

- 
-  5
- 
- 
- 
- 

 **Zee Business** [Follow](#) **5.4K Followers** 


# India, Korea sign pact for exchange of notes for NCERT's Technical Cooperation project

Story by Priya Vishwakarma • 1w • 1 min read



 India, Korea sign pact for exchange of notes for NCERT's Technical Cooperation project

India and South Korea have conducted signing of exchange of notes for the technical cooperation project titled 'Strengthening Vocational Education and Training in Mechatronics in India'. The project will be implemented in collaboration with Korea International Cooperation Agency (KOICA) of Government of Republic of Korea, a finance ministry statement said on Wednesday.



ICICI Prudential AMC  
**Invest in Index Funds**

Ad

### India, Korea sign pact for exchange of notes for NCERT's Technical Cooperation project

This is the first project being implemented with the assistance of KOICA in India, it said.

The project, which spans over two years, aims to establish a basis of vocational education and training in mechatronics in India and will be implemented by NCERT at the Regional Institute of Education (RIE), Bhopal, it said.

The institute will help build environment to pilot education in mechatronics by preparing curriculum, textbooks, teacher's manual and equipment.

The project will help build capacity of teachers in mechatronics while also facilitating networking between industry and RIE, Bhopal.

Republic of Korea was designated as India's Official Development Assistance (ODA) partner for development cooperation in October 2016, it said.

The bilateral relationship between the two countries was upgraded to 'Special Strategic Partnership' in 2015, it said.

Signing of the exchange of notes for the NCERT project will further consolidate and strengthen the special strategic partnership between India and Korea, it added.

### Sponsored Content



Digital Remasters

#### New Online Income Opportunities for Indians Aged 40+

Ad



Kalpataru Plots Nagpur

#### Kalpataru Plots Hingna Nagpur

Ad

### More for You

Jagran English

## India Ranks 4th In Global Firepower Index 2025; Here's Where Pakistan And China Stands

35

Moneycontrol

### Top 10 high-paying bachelor's degrees in India

44

Danny Grubs

### Chef turns my seafo Korean

55

The Times of India · 29m

loveMONEY · 4w

Digital Remasters

Planet Spark



# ASER report 2024: How rural India fared in school education

By [Abhishek Jha](#), New Delhi

Jan 29, 2025 11:23 AM IST

The findings of this report are crucial because it is only the second such report after the Covid-19 pandemic, the last one being 2022.

Story continues below advertisement

School education has either recovered from the pandemic's losses or is on its way to doing so. This is the key takeaway from the 14th Annual Status of Education Report (ASER) released by the Pratham Foundation, a non-governmental organisation, on January 28. While part of the recovery can be attributed to students going back to school regularly after missing classes during the pandemic, part can also be attributed to the New Education Policy's (NEP) focus on improving foundational skills or what ASER tracks as learning outcomes. To be sure, the recovery remains uneven across states and enrolment level.



The 14th ASER report is based on a 2024 survey conducted in 17,997 villages across 605 rural districts. (HT File)

Story continues below advertisement

The 14th ASER report is based on a 2024 survey conducted in 17,997 villages across 605 rural districts. It reached 649,491 children in the 3-16 years age group, and tested the reading and arithmetic skills of over 500,000 children in the 5-16 years age group. ASER reports are considered the most credible source of information on learning outcomes among school students in rural India.

---

Now discover stories that match your interests—customized especially for you! [Read here](#)



The share of children (the report gives data for students in standard III, V, and VIII) who could read a standard II level text or subtract and divide had fallen between 2018 and 2022, underlining a loss of learning outcomes because of the pandemic's disruption. This share was either back to 2018 levels or shows improvement compared to 2022 levels across the board. The improvement in arithmetic abilities is better than that in reading skills. Interestingly, the improvement was faster in government schools than private schools, although the former still lagged the latter in absolute terms.

Story continues below advertisement

**HT POLL**

[View T&C](#)



Congress



Recovery from pandemic losses.

Why have government schools improved faster than private ones? The report says that this may be the result of the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Mission, launched in 2021 after the NEP 2020 laid focus on foundational skills. “We have not seen improvements of this magnitude in the last 20 years since ASER has been presenting data on foundational reading and arithmetic. Everything seems to point towards NEP 2020 and its focus on foundational skills,” the report quotes ASER Centre Director Wilima Wadhwa as saying.

Story continues below advertisement



teaching learning material for FLN. A qualitative survey conducted in 24 classrooms across eight states, similarly, found teachers at least recognising the importance of FLN.

The improvement notwithstanding, learning outcomes still continue to be poor. Also, there are wide differences across states in terms of not just learning outcomes but also improvement from pre-pandemic levels. In standard III, reading ability in more than half the states (15 of the 27 states; Jammu and Kashmir and Ladakh were clubbed together and counted as a state for comparison with the numbers before its bifurcation in 2019) was behind 2018 levels in 2024, although arithmetic ability had improved for all but six states. In standard V and VIII, at least half the states did not return to pre-pandemic skills even in arithmetic. However, the relatively wider improvement in standard III implies that some of its credit can go to NIPUN Bharat Mission. The scheme only targets classes up to standard III.

Story continues below advertisement





children from private to government schools to save on paying fees.

Story continues below advertisement

Enrolment, which did not decrease in 2022, was stable at that level in 2024. The proportion of the 6-14 years age group – the age group covered by the Right to Education Act of 2009 – out of school in 2024 was 1.9%, only a marginal increase from the 1.6% figure in 2022, and lower than the 2.8% figure in 2018 (the last ASER before the pandemic).

 **Recommended Topics**

Share this article

School Education

Get Current Updates on [India News](#) , [Weather Today](#) , [Latest News](#) and [Top Headlines...](#) [See More >](#)



## DEPARTMENT OF INFORMATION & PUBLIC RELATIONS GOVERNMENT OF NAGALAND



[Home](#)

/ SCHOOL EDUCATION INFORMS ON SMILE APP TO BE IMPLEMENTED  
FROM 1ST FEBRUARY 2025

# SCHOOL EDUCATION INFORMS ON SMILE APP TO BE IMPLEMENTED FROM 1ST FEBRUARY 2025

The Principal Director of School Education (DoSE) has notified that the SMILE App will be implemented across Nagaland in all Government schools and establishments under DoSE from 1st of February 2025. In this regard, all teachers and staff are informed to mark their attendance daily using the SMILE App kiosk at their respective schools and establishments. To facilitate smooth functioning, the Data/HR Cell at DoSE, Kohima, will monitor attendance data and manage contingent issues.

The SMILE App is being implemented under the Nagaland Education Project–The Lighthouse (NECTAR) with an objective to improve system and school management. The app uses advanced technology such as facial recognition, timestamping, and geofencing for marking attendance, leave application, and tracking its status.

This initiative aims to promote efficient administrative practices, improve data-driven decision-making, and foster a culture of accountability and transparency in the education system. In this regard, the department appealed to all stakeholders for their kind cooperation.

For any issues, may contact the HR Cell at this number: 6909644519

ida-gurugram-hyderabad-mumbai-mahakumbh-2025/liveblog/117616460.cms)
killed-in-crash-on-lucknow-agra-expressway/amp\_articles/117609084.cms)
om/city/bengaluru/girder-installation-to-affect-orr-traffic-today-tomorrow/articleshow/117583236.cms)

TRENDING killed-in-crash-on-lucknow-agra-expressway/amp\_articles/117609084.cms)
om/city/bengaluru/girder-installation-to-affect-orr-traffic-today-tomorrow/articleshow/117583236.cms)

killed-in-crash-on-lucknow-agra-expressway/amp\_articles/117609084.cms)

A student's success strategy

TNN / Jan 29, 2025, 00:05 IST

FOLLOW US (articleshow/117651838.cms)
(HTTPS://WWW.SALESOFFICEDELHINC.COM/PUBLICATIONS/CRABWQKMMBYCOWWU7GAS)

Tired of too ads? GO AD FREE NOW (HTTPS://BUY.INDIATIMES.COM/TOI/PLANS)



Jaipur: "Begin with the basics and cover NCERT first," says Vidisha Jain, a Class 10 student from Maharaja Sawai Mansingh Vidyalaya, who is preparing for her board exams. Vidisha believes a strong foundation is essential. "I start with NCERT basics, and once I'm confident, I solve sample papers to

familiarise myself with different question patterns," she shared.

She emphasised focusing on difficult chapters first while solving sample papers and preparing a formula chart for quick reference during revisions. "I always solve questions on paper instead of mentally. Practicing regularly with a pen and paper helps improve accuracy, especially in topics like trigonometry, circles, and similar triangles," she said.

For better time management, Vidisha practised solving sample papers within a set time limit. "Time yourself and identify areas where you need to improve your speed. I also make sure to practice previous years' question papers as they often feature frequently asked questions," she said.

Vidisha mentioned that addressing doubts immediately is crucial. "If I get stuck on a question, I clarify it right away with teachers or reliable online resources. Leaving it unresolved can create issues later during the actual exam," she said.

Finally, Vidisha advised students to stay composed when encountering unfamiliar questions. tnn



End of Article

RRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1 CITY:)
RRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1 CITY:)
RRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1 CITY:)
RECOMMENDED FOR YOU

(https://www.salesofficedelhinc.com/paras-the-floret-floors-gurgaon.html?

utm\_source=Taboola&utm\_medium=desktop&utm\_campaign=43814790&utm\_content=4085351227&utm\_term=16384

5N9aZMzQPajkdGBOn1Srs9nwxj2HIW4kR6daDrJFiDP1WUog-fwtPXvwpfMN2AZA#tblciGiCE-

5N9aZMzQPajkdGBOn1Srs9nwxj2HIW4kR6daDrJFiDP1WUog-fwtPXvwpfMN2AZA)

Paras Group New Launch Booking Amount Just 10 Lacs\* Only.

Get Modern Design, Comfortable and Luxurious Living Experience With Paras India's Latest Development Golf Course Ext. Road Gurgaon.

Paras 3 BHK Independent Floors

(https://www.salesofficedelhinc.com/paras-the-floret-floors-gurgaon.html?

ALSO WATCHED VIRAL VIDEOS



(https://timesofindia.indiatimes.com/video-original/beyond-metros-visa-white-paper-stunning-insights-in-card-payments-afflu-in-india/videshow/117293400.cms)

(https://timesofindia.indiatimes.com/video-kapoor-schools-on-indirect-question-give-saif-ali-khan/videshow/117336108.cms)

VIEW MORE VIDEOS >

ADVERTISEMENT

Trending Stories

In City Entire Website

Budget 2025 Expectations Live Updates: FM Sitharaman to bring...

Elon Musk's ex-girlfriend Grimes: I would like to state that the father o...

Just days after being dumped by Mark Zuckerberg, former Meta COO...

Elon Musk's mother uses three words to describe Usha Vance amid racist...

'Will deport illegal immigrants': Indian-origin Ruby Dhalla after...

ADVERTISEMENT

# Maha will no longer pay for eggs in midday meal

Niraj Pandit

letters@hindustantimes.com

**MUMBAI:** The Maharashtra government on Tuesday announced it will be discontinuing funding for eggs and sugar for the midday meal programmes for its government-run schools.

In November 2023, the state government, in a bid to overcome protein deficiency among students, had introduced one egg per week for each student beneficiary of the midday meal scheme. Students who did not want eggs could opt for fruit instead. Each egg was allocated an additional budget of ₹5 per student. However, following protests from right-wing groups, the policy was modified. Schools were instructed not to serve eggs where at least 40% of parents opposed them. Schools receiving meals from non-governmental organisations such as Akshaya Patra were also excluded from the egg provision.

Tuesday's government resolution also says that should school management committees (SMCs) insist on providing their students with eggs, they will have to generate resources through contributions by the public. "Egg Pulao and sweet dishes such as rice-kheer and Nachani Satva remain optional, but schools must arrange funds for sugar and eggs through public contributions," reads the GR.

The state spent Rs 50 crore annually on giving 24 lakh school children one egg per week, said a government official who did not wish to be named. The revised meal plan now consists of ten different dishes that can be prepared using the existing funds allocated for raw materials.

Prior to Maharashtra, Madhya Pradesh had dropped eggs from the midday meal menu, and more recently the Goa government too dropped its plan to introduce eggs in the menu following push back from certain quarters. In contrast, governments in southern states



School management bodies that insist on providing students with eggs will have to raise funds from the public. HT ARCHIVE

have added to the number of eggs given to children to ensure their protein requirements are met.

Last year, the Karnataka government announced it would be providing children under the midday meal scheme with one egg six days of the week. Earlier this month, Kerala government announced it was provisioning for additional Rs 22.66 crore to give students eggs once a week and milk twice a week. According to data presented in the Lok Sabha in February 2023, 14 states and one Union territory provide eggs as part of midday meals.

In its GR, the Maharashtra government said the decision to drop funding for eggs and sugar was in response to multiple representations from stakeholders about the challenges in implementing the proposed three-course meal plan.

"The central government has emphasized increasing public participation in the midday meal scheme through special lunches. In this regard, school management committees should try to provide the benefits of these dishes. The sugar required for sweet dishes should also be procured through public funds, as no additional government funding will be provided," the GR stated. It cited the financial limitations set by the central government on per-student daily food expenditure as a factor in the decision.

Maharashtra's decision has

drawn criticism with educationists and SMC members questioning the government's priorities. Shailesh Gharat, a member of an SMC of a Zilla Parishad school in Thane district said, "The government spends Rs. 200 crores on just advertisements for Ladki Bahin scheme but refuses to provide essential nutrition to students," he said.

Mahendra Ganpule, former spokesperson of the Maharashtra State Principals' Association, said, "SMCs have already raised funds for school infrastructure such as computer labs through community support and CSR initiatives. Now, the government can't even provide students with eggs once a week," he said sharing his disappointment.

The midday meal program, now known as the PM POSHAN scheme, is a centrally sponsored initiative covering approximately 12.21 crore children in government and government-aided schools. The scheme provides one hot cooked meal per day to students in Bal Vatika (pre-primary) and Classes 1 to 8 across 10.84 lakh schools.

As per government guidelines, midday meals for primary students (Classes 1 to 5) must provide at least 450 calories and 12 grams of protein. For upper primary students (Classes 6 to 8), the meals should contain 700 calories and 20 grams of protein.

# Govt schools witness improved infra, growth in digital literacy, says report

ARJUN SHARMA

**JAMMU, JANUARY 29** — Jammu and Kashmir has made significant progress in access to education and improvements in government school infrastructure. However, much remains to be done to create an inclusive system that ensures every child attends school, according to the Annual Status of Education Report (ASER) 2024.

The report indicates a decline in enrolment of children aged 6-14 in government schools compared to 2018. While the enrolment rate for this age group was 58.3 per cent in 2018, it dropped to 55.5 per cent in 2022 before rising slightly to 57.2 per cent in 2024.

The report also highlights

## KEY HIGHLIGHTS

- Enrolment of children aged 6-14 in government schools dropped from 58.3% in 2018 to 55.5% in 2022, before slightly improving to 57.2% in 2024
- Household smartphone access rose from 53.6% in 2018 to 90.7% in 2024, with over 93% of students aged 14-16 having a smartphone at home
- Availability of drinking water (74.8%), usable toilets (81.8%), and electricity (92.8%) in government schools has significantly improved since 2018
- 4.6% of girls aged 15-16 are still not attending school despite government schemes, and 3.8% of all students in this age group are out of school

a drastic increase in smartphone usage among students in Jammu and Kashmir. In 2018, only 53.6 per cent of households had smartphones, which increased to 84.7 per cent in 2022 and further to 90.7 per cent in 2024.

Digital literacy among adolescents aged 14-16 has also

risen considerably. Among students aged 14, 92.8 per cent have a smartphone at home, while the percentage rises to 93.7 per cent for 15-year-olds and 94.8 per cent for 16-year-olds. Interestingly, 93.8 per cent of girls have access to a smartphone at home, slightly exceeding boys at 93.6 per cent.

The percentage of children enrolled in Anganwadis stands at 64.9 per cent for three-year-olds, 37.7 per cent for four-year-olds, and 11.2 per cent for five-year-olds in 2024.

Despite government initiatives for girl students, 4.6 per cent of girls aged 15-16 are still not attending school. Additionally, 3.8 per cent of all students in this age group are not enrolled in either government or private schools. Among girls aged 7-10, 58.2 per cent study in government schools, while 41.1 per cent are enrolled in private schools.

The ASER 2024 survey covered 517 rural schools in Jammu and Kashmir, including 98 primary schools and 419 upper primary schools, compared to 376 schools surveyed

in 2018.

While 92.6 per cent of schools met the pupil-teacher ratio norm in 2018, this number declined to 88.4 per cent in 2024. On the other hand, the percentage of schools meeting the classroom-teacher ratio norm improved from 43.8 per cent in 2018 to 60.2 per cent in 2024.

Infrastructure in schools has also improved significantly. The availability of drinking water increased from 54.6 per cent in 2018 to 74.8 per cent in 2024. Usable toilet facilities were present in 81.8 per cent of schools in 2024, up from 73 per cent in 2018. Additionally, the number of schools with electricity connections saw a dramatic rise from 31.2 per cent in 2018 to 92.8 per cent in 2024.

# Annual edu report: In Standard VIII reading, state students placed third

Learning level among pupils of Standard III shoot up from 28.4 to 47.7 per cent

**PRATIBHA CHAUHAN**  
TRIBUNE NEWS SERVICE

SHIMLA, JANUARY 29

Himachal is amongst the top states that have recorded significant gains with an overall increase of more than 10 percentage points in various spheres in schools between 2022 and 2024.

The latest Annual Status of Education Report (ASER) report for the year 2024 in which 268 schools were inspected indicates encouraging results for Himachal, especially government schools in several areas.

In case of Standard VIII reading levels Himachal has been placed at third position with 84.2 per centage with Mizoram topping the country with 90.1 followed by Kerala at 84.5 per cent. The report has indicated that the education sector which too had been hit by Covid is on a recovery path with learning levels nearing pre-pandemic stage.

With declining enrolment in government schools remaining an area of concern, the overall percentage of children in the 6-14 age group has, however, declined marginally to 58.6 from 58.9 per cent in 2022. The per centage of children in the 15-16 age group who are not going to school has also risen from 2.2 to 3.0 since 2022 which is also worrisome.

What can be termed good news for the hill state, grappling issues like geographi-



The latest Annual Status of Education Report (ASER) report for the year 2024 in which 268 schools were inspected indicates encouraging results for Himachal, especially government schools in several areas. FILE PHOTO

## LEARNING LEVELS AMONG STUDENTS (In %age)

Year	Std III	Std V	Std VIII
2014	46.6	75.3	91.9
2016	47.0	70.5	87.9
2018	47.7	76.9	89.9
2022	28.4	61.3	88.0
2024	47.7	67.0	84.2

cal constraints and huge teacher vacancies in remote areas is the quantum jump in reading proficiency of students in government schools at Standard III. The learning level among Standard III students have shot

up from 28.4 to 47.7 per cent, placing Himachal at number one in this category.

Himachal also ranks at number one with 90.4 per centage in case of schools having drinking after supply, improving its 2022 per centage of 88.9. In case of digital literacy where students have access and can use a smart phone, Himachal has been placed third with 94.3 per cent with Kerala being at number one, followed by Mizoram.

The government school students have performed exceedingly well even in

case of arithmetic levels with a jump of 15.4 increase from 31.3 to 46.7 per cent over the last two years. In comparison, there has been an improvement of 9.2 per cent in case of arithmetic levels in private schools since 2022. The overall improvement in this sphere in schools across the state is 13.8 per cent.

Even in terms of availability of library books, Himachal has been ranked (96.3), third after Uttar Pradesh and Uttarakhand. Insofar as the pupil-teacher ratio in schools is con-

cerned, Himachal does not fare too well as compared to many states with a percentage of 58.1. The consolation is that this has improved from 47.5 in 2022.

In case of schools serving midday meals, there has been an improvement from 91.1 to 95.5 per cent over the last two years.

In case of schools having drinking water facility also there is overall improvement from 88.9 to 90.4 per cent. Also 99 per cent schools have toilet facility though the usable ones are 90 per cent.

# Mixed schoolbag: Attendance up, but digi-learning uneven

## Enrolment Of Underage Kids Down: ASER

Manash.Gohain  
@timesofindia.com

**New Delhi:** India's education landscape in 2024 showed mixed progress in key areas such as school attendance, digital literacy, and the reduction in underage enrolment, according to the Annual Status of Education Report (ASER) 2024. While overall school attendance had improved marginally, digital literacy among students remains uneven, and there was a noteworthy decline in the proportion of underage children enrolling in govt schools.

Student attendance in govt schools had steadily increased since 2018. Nationally, attendance in govt primary schools rose from 72.4% in 2018 to 75.9% in 2024. However, ASER data revealed stark state-wise disparities. Kerala, Tamil Nadu and Himachal Pradesh recorded attendance levels above 85%, whereas states like Uttar Pradesh and Bihar lagged with figures around 65%. UP played a crucial role in driving the national increase in attendance, according to the ASER survey.

Digital literacy emerged as a crucial area of focus, yet the findings indicate wide variations across states. Nationally, about 70.2% of boys and 62.2% of girls aged 14-16 could access a smartphone for digital tasks. The survey assessed children on basic digital skills such as setting an alarm, browsing for information, and locating a video on YouTube. Over 75% of those tested were able to complete the tasks successfully.

Gender disparities were evident, with boys outperforming girls in most states except Karnataka, Andhra Pradesh and Kerala, where the gap was either negligible or reversed. Access to smartphones was nearly universal, with 90% of students reporting availability at home, but ownership was significantly lower, particularly among girls. In Bihar, Jharkhand & MP, both access and usage of smartphones were below national average. "Many students have smartphones at home but lack digital skills," stated an ASER field coordinator.

The report highlights both progress and persistent challenges in India's education sector. While improvements in attendance and digital literacy are encouraging, gender gaps and regional inequalities remain concerns. The decline in underage enrolment marks a significant structural shift, likely to have positive long-term impacts on learning outcomes. As India continues to expand access to education, bridging these gaps will be critical to ensuring equitable and quality learning opportunities for all children.

## READING LEVELS BY SCHOOL TYPE: ALL INDIA (RURAL) '14-'24



**Lowest performing states in reading (std V)**  
The percentage of std V children in government schools who could read a std II level text was the lowest in:

**Lowest performing states in arithmetic (std V)**  
The proportion of std V children in government schools who could correctly solve a division problem (3-digit + 1-digit) was the lowest in:

**Lowest performing states in school attendance**  
The primary school attendance rates (age 6-10) were lowest in:

> These states performed significantly below the national average of 44.8% in reading comprehension

> The national average for this metric was 30.7%, meaning these states lag significantly in numeracy skills

> These states fall well below the national 74.5% attendance rate, indicating challenges in school participation

## Sharp rise in learning levels, UP records biggest leap

Manash.Gohain  
@timesofindia.com

**New Delhi:** The ASER 2024 highlights notable progress in Foundational Literacy and Numeracy (FLN) across India, with significant improvements in reading and arithmetic skills. However, state-wise disparities remain stark, underscoring the uneven impact of interventions.

The report, covering nearly 6.5 lakh children across 17,997 villages, revealed that in reading proficiency, the national average for children in standard III who can read a standard II level text has risen to 23.4%, the highest recorded in over a decade, up from 16.3% in 2022. The proportion of standard V students achieving this benchmark has also increased to 44.8% from 38.5% in 2022, surpassing the pre-pandemic 2018 level of 44.2%. Among states, Mizoram (64.9%) and Himachal Pradesh (64.8%) recorded the highest reading proficiency for standard V students in govt schools.

UP emerged as the most improved state, where standard III reading levels rose from 16.4% in 2022 to 27.9% in 2024, marking a 69% increase in two years. Other notable

gainers include Uttarakhnad, Gujarat, Tamil Nadu, Odisha, Haryana, and Maharashtra. In contrast, Punjab, Andhra Pradesh, and Telangana saw declines in reading levels, particularly in standard VIII. Arithmetic skills have also improved, with 33.7% of standard III students demonstrating subtraction proficiency, up from 25.9% in 2022 and 20.2% in 2018. Among standard V students, 30.7% could solve a division problem, marking an increase from 25.6% in 2022.

The strongest arithmetic gains were observed in Tamil Nadu, Himachal Pradesh, Uttarakhnad, and Punjab. Uttar Pradesh recorded its highest arithmetic learning levels in 20 years, further strengthening its recovery trajectory. Private schools, however, showed weaker improvements compared to govt schools, highlighting the effectiveness of public sector interventions such as National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat.

Despite these improvements, the lowest-performing states in reading for standard V include Bihar (14.8%), Madhya Pradesh (16.0%), Rajasthan (17.5%), Telangana

(20.3%), and Punjab (14.0%). In arithmetic, Bihar (8.1%), Madhya Pradesh (14.4%), Rajasthan (14.3%), Telangana (8.2%), and Punjab (13.4%) lag significantly behind the national average.

The impact of National Education Policy (NEP) 2020 and NIPUN Bharat initiative is evident in the upward trend in FLN outcomes. ASER 2024 notes that 83% of govt schools received formal FLN implementation directives, 78% had at least one trained FLN teacher, and 75% had access to FLN-specific teaching-learning materials. These efforts have contributed to improvements, particularly in govt schools, which have outperformed private institutions in learning recovery post-pandemic.

However, challenges persist. While FLN-focused policies are translating into better learning outcomes, classroom pedagogy still requires further alignment with foundational skill-building. Disparities between states remain a concern, with some regions witnessing regressions despite national-level gains.

Overall, ASER 2024 underscores a positive trajectory in India's education sector, driven by policy reforms and grassroots initiatives



**States »**

**South**

Posted at: Jan 30 2025 7:25PM

**Telangana to introduce AI-driven reforms in school education**

Hyderabad/Bangalore, Jan 30 (UNI) The Telangana government is set to introduce transformative changes in school education by harnessing Artificial Intelligence (AI) and digital initiatives to enhance learning quality.

Under the leadership of Chief Minister A Revanth Reddy, the School Education Department has formulated plans to integrate AI-powered learning methods to improve educational standards across the state.

As part of this initiative, a high-level delegation led by State Education Secretary Dr. Yogita Rana visited the ExStep Foundation in Bengaluru on Thursday.

Tags: #Telangana to introduce AI-driven reforms in school education **Please log in to get detailed story.**

**UNI Photo**



NEW DELHI, FEB 3 (UNI):- DMK MP Kanimozhi Karunanidhi speaking in the Lok Sabha during the Budget session of parliament in New Delhi on Monday. (to grab) UNI

**Other Links**

**UNIVARTA (News Agency)**  
Indian News Agency

**UNI-Urdu Service(News Agency)**  
Indian News Agency

**Newswrap**

**Newswrap1**

**More News**



**Neha murder case: Father demands CBI probe**

03 Feb 2025 | 4:25 PM

Hubballi, Feb 3 (UNI) In a dramatic development in the Neha Hiremath murder case, her father Niranjan Hiremath has called for a Central Bureau of Investigation (CBI) probe, alleging the involvement of an influential

Karnataka MLA.

[see more..](#)

**New Shop expands to Southern India with 20 new outlets**

03 Feb 2025 | 3:49 PM

Hyderabad, Feb 3 (UNI) India's leading 24/7 convenience retail chain, New Shop, has entered the southern market by launching 20 franchise outlets in Hyderabad and Visakhapatnam.

[see more..](#)

**India's first retina biobank launched at Amrita Hospital**

03 Feb 2025 | 3:23 PM

Kochi, Feb 3 (UNI) Marking a significant milestone in ophthalmic research, India's first retina biobank has commenced operations at Amrita Hospital.

[see more..](#)



**Sri Lankan Navy apprehends 10 fishermen from Tamil Nadu**

03 Feb 2025 | 3:11 PM

Rameswaram (Tamil Nadu) Feb 3 (UNI) The Sri Lankan Navy on Monday apprehended 10 Indian fishermen and seized their mechanised fishing trawler allegedly for straying into the Sri Lankan territorial waters and indulging in illegal fishing activities.

[see more..](#)

**IJU, PCJU condemn Delhi Police high-action against journalists**

03 Feb 2025 | 2:13 PM

Hyderabad, Feb 3 (UNI) The Indian Journalists Union (IJU) and the Punjab and Chandigarh Journalists Union (PCJU) have condemned the high-handed behaviour of the Delhi Police against journalists and camerapersons from Punjab while they were covering the Delhi Vidhan Sabha election campaign.

[see more..](#)



# NCERT seizes counterfeit textbooks in Agartala raids

Agartala, Jan 30, 2025, TRIPURATIMES Desk

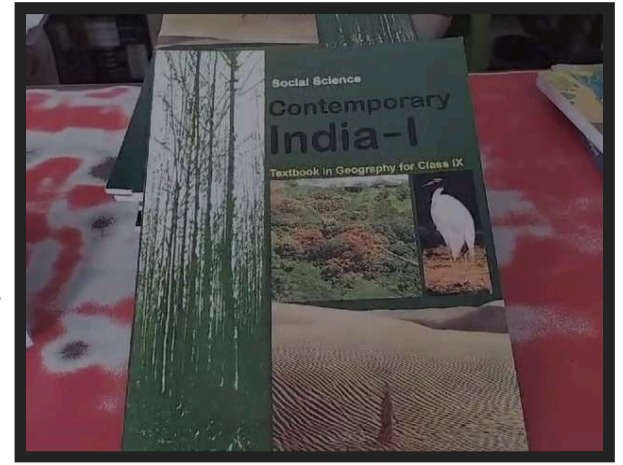
Agartala, Jan 30: A significant number of counterfeit academic books were seized by a joint inquiry committee from the National Council of Educational Research and Training (NCERT) during raids at two prominent bookstores in Agartala on Thursday.

Chief Business Manager Amitabha Kumar, who led the NCERT team, explained that the operation followed complaints to NCERT regarding counterfeit books being sold in Agartala. "We surveyed the market and with police assistance, raided the shops identified in the complaints," Kumar stated.

He further explained that the fake books were printed on substandard 50 GSM paper, unlike the genuine NCERT books, which are printed on 80 GSM paper.

Kumar also highlighted the financial incentives behind the illegal sale of fake books and said that while NCERT offers a 20 percent profit margin, illegal publishers offer up to 40 percent, making counterfeit books more appealing to bookstores.

He assured that strict legal action would be taken against those involved in the illegal trade.



## GET IN TOUCH

📍 40, Akhaura Road, Agartala 799 001, Tripura, INDIA.

📞 Administrative Section: 0381-2315907

📞 News Section: 0381-2329560

✉️ tripuratimesdigital@gmail.com

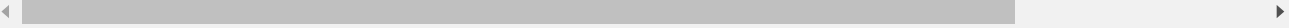
## FOLLOW US



## IMPORTANT NEWS

**HEALTH** [03 Feb 2025](#)

[85 PC INCREASE IN CANCER CASES, DEATHS EXPECTED BY 2050 IN S. E ASIA: WHO](#)



[Home](#) | [Andhra Pradesh](#) | [Ap Govt Retains First Year Intermediate Exams Plans Ncert Syllabus Implementation](#)

- Advertisement -

## **AP govt retains first-year Intermediate exams, plans NCERT syllabus implementation**

The government has decided to continue conducting exams for first-year intermediate students without any changes. This decision was made based on feedback from stakeholders regarding the proposed reforms in intermediate education. The Board is expected to withdraw the proposed internal assessment for intermediate students.

BY **TELANGANA TODAY** PUBLISHED DATE - 30 JANUARY 2025, 11:47 AM



**Hyderabad:** The Andhra Pradesh government on Thursday took a key decision with regard to intermediate public examinations for the next academic year.

The government decided to continue exams for the first year intermediate students as is being done. This decision has been taken as per the suggestions received from the stakeholders on proposed reforms in the intermediate education. The Board is likely to withdraw proposed internal assessment in the intermediate education.

- Advertisement -

×

Advertisement

by godaddy.com

[Learn More](#)

Skip Ad 

Advertisement: -1:0-1

The Andhra Pradesh Board of Intermediate Education has recently called for suggestions on implementation of the [National Council of Educational Research and Training \(NCERT\)](#) syllabus, conduct of examinations, and internal marking system in the State.

As per the suggestions received till January 26, the government decided to continue public examinations for first-year intermediate students.

According to suggestions and feedback received by the Board, if exams are scrapped students might lose focus on studies, taking a toll on their learning abilities.

However, plans are on to hold intermediate first and second year exams implementing the NCERT syllabus.





Further, the Board intends to integrate mathematics A and B papers and roll out a single paper in the exams. Similarly, Botany and Zoology subjects may be clubbed into a single paper.

English is likely to be mandatory among the two language options. Students may be allowed to choose another language as an option. The Board is expected to meet soon and make decisions.

- Advertisement -



Feb 3, 2025 Monday, 4 : 45 : 27 PM

 (<https://www.facebook.com/Hornbilltvofficial>)  (<https://twitter.com/hornbilltv>)   
([https://www.instagram.com/hornbilltvofficial/?utm\\_medium=copy\\_link](https://www.instagram.com/hornbilltvofficial/?utm_medium=copy_link))   
([https://www.youtube.com/results?search\\_query=hornbilltv](https://www.youtube.com/results?search_query=hornbilltv))



(/)



(<https://play.google.com/store/apps/details?id=com.dnpl.hornbilltv>)



(<https://apps.apple.com/in/app/hornbilltv/id1575195417>)


 (<https://www.hornbilltv.com/>) | [TOP STORIES \(https://www.hornbilltv.com/topstories\)](https://www.hornbilltv.com/topstories) | [NAGALAND \(H](#)


# NCERT team seizes fake school text books from Agartala





Edited and posted by AI Ngullie  
(<https://www.hornbilltv.com/Author/>)

(<https://www.hornbilltv.com/Author/>) January 30, 2025 03:38 PM

 ([https://facebook.com/sharer.php?u=https://www.hornbilltv.com/north\\_east\\_stories/ncert-team-seizes-fake-school-text-books-from-agartala-8725](https://facebook.com/sharer.php?u=https://www.hornbilltv.com/north_east_stories/ncert-team-seizes-fake-school-text-books-from-agartala-8725))

 ([https://www.linkedin.com/shareArticle?mini=true&url=https://www.hornbilltv.com/north\\_east\\_stories/ncert-team-seizes-fake-school-text-books-from-agartala-8725](https://www.linkedin.com/shareArticle?mini=true&url=https://www.hornbilltv.com/north_east_stories/ncert-team-seizes-fake-school-text-books-from-agartala-8725))

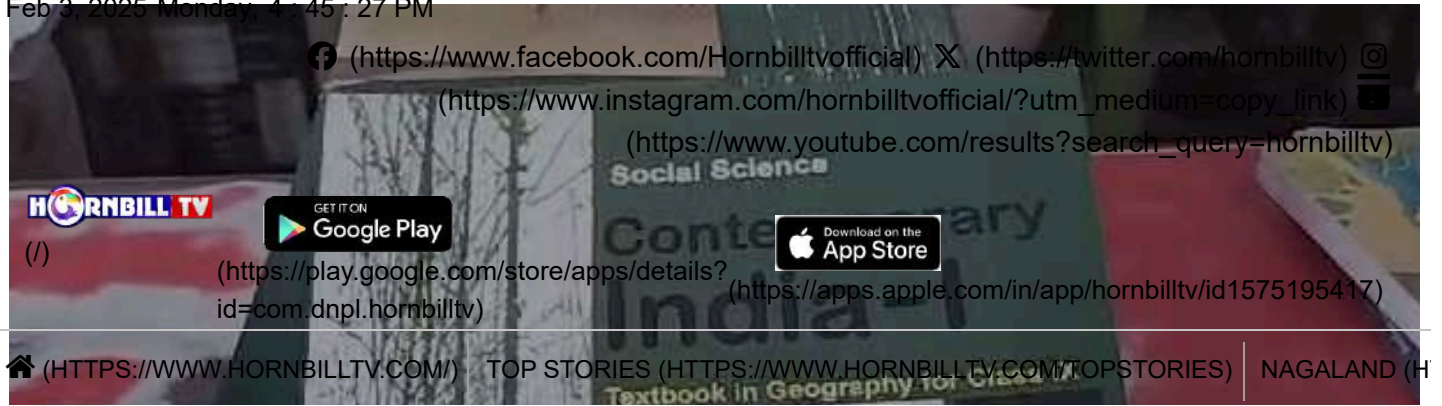
 ([https://twitter.com/intent/tweet?url=https://www.hornbilltv.com/north\\_east\\_stories/ncert-team-seizes-fake-school-text-books-from-agartala-8725](https://twitter.com/intent/tweet?url=https://www.hornbilltv.com/north_east_stories/ncert-team-seizes-fake-school-text-books-from-agartala-8725))

 ([https://api.whatsapp.com/send?text=https://www.hornbilltv.com/north\\_east\\_stories/ncert-team-seizes-fake-school-text-books-from-agartala-8725](https://api.whatsapp.com/send?text=https://www.hornbilltv.com/north_east_stories/ncert-team-seizes-fake-school-text-books-from-agartala-8725))

LIVE TV

(<https://www.hornbilltv.com/>)

Feb 3, 2025 Monday, 4:45:27 PM



An inquiry committee from the National Council of Educational Research and Training, led by Chief Business Manager Amitabha Kumar, conducted raids at various bookstores across Agartala.

**Agartala, Tripura, January 30 (HBTv):** An inquiry committee from the National Council of Educational Research and Training (NCERT), led by Chief Business Manager Amitabha Kumar, conducted raids at various bookstores across Agartala on Thursday.

The police seized a significant number of fake academic books during the operation. Among the bookstores raided was one of the largest suppliers of books to private schools.

Speaking to the media, Kumar stated, 'We received complaints from Agartala that the market is flooded with fake books. Based on these complaints, a committee was formed to investigate. We surveyed the market in the initial days, and then, with the assistance of the police, we raided the shops selling these counterfeit books.'

When asked about the differences between fake and original books, Kumar explained, 'All our books are printed on 80 GSM paper, whereas the fake books are printed on 50 GSM paper. The printing quality is substandard, making it difficult for students to use them throughout the year due to their poor durability.'

(<https://www.hornbill>)



# DECCAN Chronicle

Advertisement

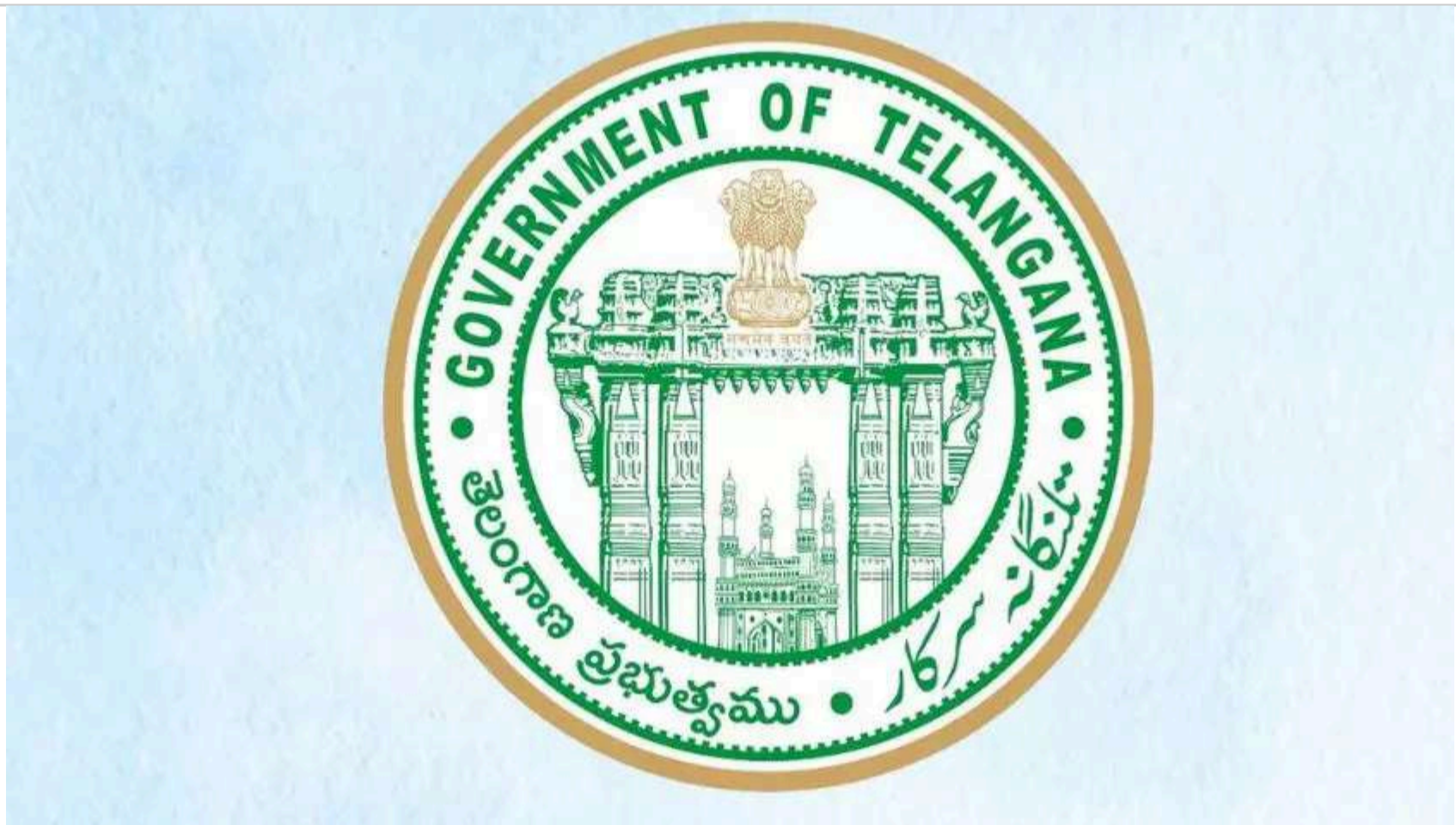
[Home](#) » [Southern States](#) » [Telangana](#)

## TG moves towards AI-driven school education reforms

Telangana

[DC Correspondent](#)

30 January 2025 11:51 PM



The state government is turning to artificial intelligence (AI) to address key gaps in school education, particularly in foundational literacy and numeracy (FLN) for primary students



**Hyderabad:**The state government is turning to artificial intelligence (AI) to address key gaps in school education, particularly in foundational literacy and numeracy (FLN) for primary students. The move follows a growing recognition that technology could help improve learning outcomes across the state, providing a personalised approach to education that addresses individual student needs.

A delegation led by Dr Yogita Rana, secretary of education, visited the EkStep Foundation in Bengaluru on Thursday, to explore how AI could be used to enhance the state’s educational framework.

## Also Read - [GST, VAT collections rise in Telangana](#)

What is the primary focus of the Telangana government's initiative involving AI in education?

- Enhancing sports facilities
- Improving foundational literacy and numeracy
- Increasing school infrastructure
- Expanding higher education programs

1

[Log in](#)

TM



Advertisement

EkStep, co-founded by tech entrepreneur Nandan Nilekani, has been working with several states, including Gujarat, to implement digital learning tools and improve student performance.

One of the central points of the discussion was the use of AI tools to help improve basic skills like reading, writing and numeracy in early education. Telangana is looking to implement AI-powered solutions to help teachers pinpoint the learning gaps and provide students with tailored learning experiences, ensuring that every child receives the attention they need to succeed in these foundational areas, the education department said in a statement.

## Also Read - [Cyberabad police arrests 2 vehicle lifters, 6 stolen bikes recovered](#)



Alongside student-focused tools, the team also discussed strategies to improve the digital literacy of teachers, training them to incorporate AI into their classrooms effectively.

The state aims to equip educators with the knowledge and skills to better guide students in a tech-enhanced learning environment, they said.

The decision to integrate AI into education has been inspired by Kerala's success in using AI to improve its education system.

( Source : Deccan Chronicle )

AI Education

India

Southern States

Telangana

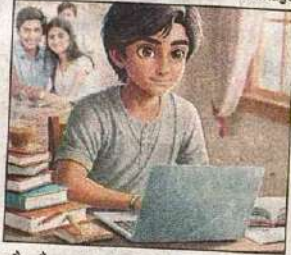
Hyderabad

Download the **Deccan Chronicle Android** and **iOS app** on your phone for **news and views** from around the world - **accurate and immediate.**

## SWAYAM पोर्टल पर अब छात्रों को ज्यादा ऑनलाइन कोर्सेज के विकल्प AI, एयरक्राफ्ट डिजाइन समेत कई विदेशी भाषाएं भी सीख सकेंगे

Bhupender.Sharma  
@timesofindia.com

■ नई दिल्ली : स्वयं पोर्टल (SWAYAM portal) पर अब छात्रों और प्रोफेशनल्स को ऑनलाइन कोर्सेज के काफी विकल्प मिल रहे हैं। खासकर स्किल वेरिड कोर्सेज पर ज्यादा फोकस किया जा रहा है। इंडस्ट्री के साथ मिलकर चलाए जाने वाले कोर्सेज के बाद छात्रों को इंटरशिप और रोजगार के अच्छे मौके मिल रहे हैं। विश्वविद्यालय अनुदान आयोग (यूजीसी) ने जनवरी 2025 अकैडमिक सेमेस्टर के लिए 1515 ऑनलाइन कोर्सेज को मंजूरी दी है। यूजीसी ने सभी यूनिवर्सिटीज, शिक्षण संस्थानों से कहा है कि वे स्वयं पोर्टल (swayam.gov.in) पर मौजूद कोर्सेज में छात्रों का नामांकन शुरू करें। देश में 90 से ज्यादा यूनिवर्सिटीज ऑनलाइन डिग्री, डिप्लोमा और सर्टिफिकेट कोर्सेज का विकल्प छात्रों को दे रही हैं। यूनिवर्सिटीज इफ़्फ़ास्ट्रक्चर



AI Image

और फैकल्टी को देखते हुए कोर्सेज का चयन करती हैं।

**UGC, इग्नू जैसे को-ऑर्डिनेटर के तहत ये ऑनलाइन कोर्सेज :** यूजीसी, एआईसीटीई, इग्नू, एनसीईआरटी, एनआईओएस, समेत कई नैशनल को-ऑर्डिनेटर के तहत ये ऑनलाइन कोर्सेज करवाए जाते हैं। एआई (आर्टिफिशियल इंटेलिजेंस) वेरिड कई ऑनलाइन कोर्सेज का विकल्प दिया गया है। AI इन प्रोडक्ट मैनेजमेंट, AI इन ह्यूमन रिसोर्स, AI इन अकाउंटिंग, एयरक्राफ्ट डिजाइन,

ट्रैफिक इंजिनियरिंग, वाटर एंड वेस्ट वाटर ट्रीटमेंट, क्लाइमेट चेंज साइंस, अर्बन सर्विसेज प्लानिंग, एडवांस्ड कंप्यूटर नेटवर्क, स्कूल काउंसलिंग, स्पोर्ट्स एडमिनिस्ट्रेशन एंड मैनेजमेंट, टैक्सटाइल स्टडी, कम्प्यूनिकेटिव इंग्लिश, योगा फॉर स्ट्रेस मैनेजमेंट, ई-असेसमेंट, सेप्टी इन कस्ट्रक्शन इंडस्ट्री आदि कोर्सेज की बड़ी रेंज है। भारतीय और विदेशी भाषाओं को सीखने का यह एक बड़ा मंच है। विदेशी भाषाओं की बात करें तो कोरियन, जर्मन के विकल्प भी हैं। अब देश में नए-नए अस्पताल और मेडिकल कॉलेज खुल रहे हैं, ऐसे में मेडिकल की फील्ड में कई कोर्सेज हैं, जिनको करने के बाद रोजगार के अवसर मिल सकते हैं। मैसिव ओपन ऑनलाइन कोर्स (MOOC) को अपनाने वाले उच्च शिक्षा संस्थानों की संख्या अब बढ़ रही है। मैनुफैक्चरिंग, एनर्जी, बैंकिंग समेत तमाम सेक्टरों में नए-नए कोर्सेज के विकल्प छात्रों को मिल रहे हैं।

## Edu Minister: ASER outcome validates our tough decisions

TRIBUNE NEWS SERVICE

SHIMLA, JANUARY 30

Education Minister Rohit Thakur says the positive outcomes in the Annual Status of Education Report (ASER) 2024 have come as a validation of tough decisions and several initiatives the government has taken to raise the quality of education in the state.

Himachal has fared quite well in the ASER survey - it has been ranked first in reading ability of Class III students and second in the reading abilities of Class V and Class VII students. Also, the state has been ranked second in arithmetic abilities like subtraction and division of Class III and Class V students, respectively. "The ASER report has shown the progress we have made over the last two years. The result of National Achievement Survey is awaited, and we are confident of registering significant improvement there as well," said Thakur.

Incidentally, the govern-

ment has closed down 1,094 educational institutions over the last two years, inviting severe criticism from the Opposition. "Our performance in the ASER report has validated the tough decisions we have taken to raise the quality of education. These decisions were not politically motivated. These were taken keeping in mind the best interests of our children," said Thakur.

Apart from the politically controversial decisions like shutting down over 1,000 educational institutions that had become "unviable" because of poor enrolment, the department took several other decisions like banning teachers transfer mid-session, making cluster schools for resource sharing, starting foreign exposure trips for teachers and students, introducing English as medium of instruction from Class I, teachers training, etc.

"If we have to ensure our children get quality education in government schools, we will have to rise above

party politics. We will have to bring in good teachers, stop the circus of transfers and ensure there are no back-door entries. Besides, we will have to go for consolidation of resources for better results," the minister said.

The minister said his department was mulling several other measures to further improve quality of education in the state. "We want to have two educational directorates, one dealing with classes up to Class XII and other with higher education. Also, we are working on a transfer policy which will mandate a minimum stay of three years for a teacher at one place," said Thakur.

The minister is keenly aware of the steady exodus of children from government schools to private schools and several decisions taken over the last two years are aimed at checking it. "We will have to compete with the private sector by providing equally good education if not better," said Thakur.

# Citing financial crisis, Kerala halves minority scholarships

## Cut Raises Questions Over Priority In Austerity Measures

KP.Saikiran@timesofindia.com

### Thiruvananthapuram:

Kerala's govt has, citing the financial crisis, slashed scholarships for minority community students by 50%, leaving the education of thousands of students in limbo. The decision affects nine of the 11 scholarship programmes — originally allocated Rs 13.6 crore — offered by the department of minority welfare.

Govt insists that the reduction in plan size is being adjusted on a priority basis but the disproportionate cut-back in educational assistance for minority students raises questions about policy priorities and social justice.

The hardest hit is the Prof Joseph Mundassery Scholarship, which was allocated Rs 5.2 crore this year. It has been a lifeline for high-achieving students from the Muslim, Sikh, Jain and Parsi communities, offering Rs 10,000 to those securing A-Plus in all subjects in the SSLC examination and Rs 15,000 to those scoring 80% in higher secondary or 75% in vocational higher secondary courses. With priority given to students from below-poverty-

### STUDENTS' FUTURE IN LIMBO

Name of scholarship	Reimbursement, revised funds (₹)
Prof Joseph Mundassery	2.6 crore
Civil Service Fees	10 lakh
For students studying abroad	85 lakh
IIT/IIM/IISc/IMSC	10 lakh
CA/ICWA/CS	28.9 lakh
UGC/CSIR-NET coaching	9.6 lakh
ITC fee	2 crore
Mother Teresa	33.7 lakh
APJ Abdul Kalam	41 lakh



line (BPL) families and provisions extended to those from economically weaker sections of the above-poverty-line (APL) category, it ensured that bright students from underprivileged backgrounds were not forced to abandon their education due to financial constraints.

The APJ Abdul Kalam Scholarship, another critical support for minority students, has also been halved. The scholarship, of Rs 6,000, is offered to those securing admission in govt-approved institutions on merit, with priority for those from BPL families. It also reserves 30%


of funds for female students, meaning the cuts could affect young women from disadvantaged backgrounds who already face hurdles in accessing higher education.

The Mother Teresa Scholarship, which supports students from Christian, Sikh, Buddhist, Jain and Parsi communities pursuing diploma courses in govt nursing and paramedical institutions, is another scheme affected. Many aspiring nurses and paramedics, whose families struggle to afford the cost of professional training, now face the grim prospect of discontinuing their studies.

The decision has also affected scholarships for those studying abroad, financial assistance for civil service coaching and reimbursement for UGC coaching.

When education remains the most powerful tool for social mobility, slashing financial assistance for students from historically marginalised communities only widens the gap between privilege and disadvantage, IUML leader M K Muneer said. "The LDF govt always speaks about the younger generation and knowledge economy. This is contradictory to that stance. They justify the Plan cuts citing a financial crisis and claim they are prioritising essential expenditures. If this so-called prioritisation results in slashing scholarships meant for underprivileged students, it clearly exposes where the govt's real priorities lie," he said.

Many families from minority communities rely on these scholarships for their children's education. The selective austerity measures also raise the question of who bears the real cost of the financial crisis.

Sections 

ENGLISH | தமிழ் | বাংলা | മലയാളം | ગુજરાતી | हिंदी | मराठी | BUSINESS | बिज़नेस

Newsletters



EDITION India 

# **The Indian EXPRESS**

JOURNALISM OF COURAGE

Monday, Feb 03, 2025  
EPAPER TODAY'S PAPER

TRENDING

- Mumbai  News
- Delhi  News
- Chandigarh  News
- Bangalore  News
- Pune  News
- Lucknow  News
- Ahmedabad  News
- Chennai  News

ADVERTISEMENT



News / India / NCERT-police team raids Agartala bookshops, seizes counterfeit textbooks

# NCERT-police team raids Agartala bookshops, seizes counterfeit textbooks

The raid came after some guardians flagged the counterfeit book issue to Education Department officials.

Written by **Debraj Deb**  
Agartala | January 31, 2025 22:23 IST



 2 min read





Counterfeit NCERT books printed on sub-standard 50 GSM (Grams per Square Metre) paper were seized in the raid. (Image: ncert.nic.in)

A team comprising NCERT and Tripura Police personnel Friday raided several bookshops in Agartala city and seized pirated NCERT textbooks.

The team was led by Amitabha Kumar, Chief Business Manager, National Council of Educational Research and Training (NCERT).

Speaking to media persons, Kumar said the Council's joint team from [Delhi](#) and [Guwahati](#) regional headquarters conducted the raid with assistance from the police.

STORY CONTINUES BELOW THIS AD



## STORIES YOU MAY LIKE

### Education reforms need to give teachers their due

### UPSC Current Affairs Pointers of the past week | January 27 to February 2, 2025

### The first salvo

He also said [counterfeit NCERT books](#) printed on sub-standard 50 GSM (Grams per Square Metre) paper were seized in the raid, and added that genuine NCERT textbooks are printed on 80 GSM paper.



GET 2-YEAR SUBSCRIPTION  
at ₹2025 Only [BUY NOW](#)  
Republic Day Offer

He said NCERT offers a 20 per cent profit margin to booksellers but some publishers printing counterfeit books are often found offering up to 40 percent margin to sellers.

Kumar also explained that genuine NCERT books would have registered watermarks on them while counterfeit books lacked them and didn't meet several other specifications as well.

STORY CONTINUES BELOW THIS AD



94%

“The shop owners who were found to be selling such books didn’t have proper bills for them,” said the official, and added that strict legal action would be taken against those involved.



**Subscribe to receive the day's headlines from The Indian Express straight in your inbox**

Enter Your Email

Subscribe

The raid came after some guardians flagged the counterfeit book issue to Education Department officials.

Expand

**Get a ₹2CR Life Cover at just ₹889/month today with Axis Max Life**

Axis Max Life Insurance | Sponsored

Get Quote

**Godrej Vriksha Gurgaon: Luxury 3 & 4 BHK from ₹3.31 Cr\***

Godrej | Sponsored

Get Offer

# Challenge of school education is to maintain retention rates: Economic Survey

Economic Survey 2024-25 lays stress on peer teaching, asks for leveraging AI to aid teachers. It mentions Tamil Nadu's 'Illam Thedi Kalvi' Scheme started to bridge learning gaps in children

Published - January 31, 2025 11:48 pm IST - New Delhi



MAITRI PORECHA



Image used for representative purpose only. | Photo Credit: JOTHI RAMALINGAM B

The real challenge in school education is to maintain the retention rates for all classes, from primary to higher secondary levels, the Economic Survey 2024-25 said on Friday.

Retention rate is the percentage of students who enrol in a school and continue over a specific period of time. "Retention rates stand at 85.4% for primary (Classes I to V), 78% for

elementary (Classes I to VIII), 63.8% for secondary (Classes I to X), and 45.6% for higher secondary (Classes I to XII),” the survey states.

### **Also Read | Economic Survey calls for doubling education infrastructure to achieve NEP goal**

The National Education Policy, 2020 aims for a 100% Gross Enrolment Ratio (GER) by 2030. “The GER is near-universal at the primary (93%) and the efforts are under way to bridge the gaps at the secondary (77.4%) and higher secondary level (56.2%),” the survey states.

Expenditure on education has grown at a CAGR of 12% from ₹5.8 lakh crore in FY21 to ₹9.2 lakh crore in FY25 (BE), the survey says.

India’s school education system serves 24.8 crore students across 14.72 lakh schools with 98 lakh teachers (UDISE+ 2023-24).

The National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) was launched in July 2021 by the Education Ministry to achieve foundational literacy and numeracy (FLN) for every student by end of Class 3 by 2026-27. The Economic Survey proposes that to achieve this peer teaching, apart from teacher-led instruction, is a promising solution, where students learn by teaching and supporting their peers.

The survey says that while Mission Ankur in Madhya Pradesh and Gujarat and Bihar’s Mission Daksh aims to provide personalised mentoring for lagging students to achieve grade-level competencies by 2025, they heavily rely on teachers, highlighting the need for scalable, adaptable teaching strategies that offer personalisation without overburdening educators.

### **Also Read | Budget 2025: Reduced taxes, investment in digital education needed for education**

The survey states that The ‘Nalli-Kali’ (joyful learning in Kannada) programme, which was launched in 1995 in Karnataka’s Mysuru district, focuses on peer and group work to create a collaborative classroom environment that supports self-paced, personalised learning and is now the primary pedagogy for Classes 1-3 in Karnataka to develop age-appropriate skills. The ‘Prerana’ model of education, implemented in Andhra Pradesh, Karnataka, Maharashtra, Tamil Nadu, and Telangana through the Sikshana Foundation, also emphasises peer learning and group work, where small groups of four to five students collaborate on classroom activities, teaching and learning from each other.

It says that Involve Learning Solutions Foundation is working with educators in six districts across Uttar Pradesh, Bihar, and Karnataka to integrate structured peer teaching into government schools. The model pairs students identified as 'Student Champions' with 'Learners.' Each Student Champion, with better subject mastery, is trained further to support a group of four learners, their peers who struggle to understand concepts, thereby facilitating their progress through 40-minute sessions three to four times a week.

Early evaluations in Karnataka's Anekal block have shown increased learning outcomes in numeracy for students by 15% compared with students who did not participate in the programme. Similarly, in Bhagalpur, structured peer interactions have helped bridge reading and numeracy gaps among children who could not meet age-appropriate learning milestones, the survey states.

The survey points out that there is a rural-urban digital divide in India with lower Internet-searching capabilities in rural areas, especially among women. It says that 63% of men and 55% of women in rural areas can search the Internet for information compared with 74% of men and 69% of women in urban areas.

"The results highlight the need for focused efforts to close the digital gap," the survey states.

The survey speaks of leveraging artificial intelligence (AI) for teachers' professional development and providing AI-driven personal tutors for students. It says AI can automate tasks like lesson planning and assessment development and foster critical thinking, freeing teachers to focus on instruction and mentoring.

### **Also Read | [Economic Survey 2024-25: Key takeaways in charts](#)**

It also lauds the 'Illam Thedi Kalvi' Scheme launched by the Tamil Nadu government to bridge the education gap brought about by the pandemic and the digital divide. The initiative focuses on education through physical methods. The scheme was designed during the pandemic to reduce students' reliance on Internet resources for their learning, with volunteers assisting them. These volunteers conducted door-to-door efforts to educate the students.

The State Planning Commission conducted a rapid assessment of the programme's impact through a comprehensive survey in September 2022. This assessment involved the active participation of volunteers, teachers, headmasters, and parents from 362 schools across six districts — Ariyalur, Cuddalore, Nagapattinam, Salem, Thiruvarur, and Villupuram. Parents reported a noticeable improvement in their children's learning experiences, noting that

education has become a more enjoyable activity for them. The scheme continues to run till date post pandemic to bridge learning gaps, the survey states.

**Published** - January 31, 2025 11:48 pm IST

Ministry of Finance



## **INDIA'S SCHOOL EDUCATION SYSTEM SERVES 24.8 CRORE STUDENTS ACROSS 14.72 LAKH SCHOOLS WITH 98 LAKH TEACHERS: ECONOMIC SURVEY 2024-25**

**PERCENTAGE OF SCHOOLS HAVING COMPUTERS INCREASED FROM 38.5 % IN 2019-20 TO 57.2 % IN 2023-2024: ECONOMIC SURVEY**

**PERCENTAGE OF SCHOOLS HAVING INTERNET FACILITY INCREASED FROM 22.3 % IN 2019-20 TO 53.9 % IN 2023-2024**

**SCHOOL DROPOUT RATES HAVE STEADILY DECLINED IN RECENT YEARS, STANDING AT 1.9 % FOR PRIMARY, 5.2 % FOR UPPER PRIMARY AND 14.1 % FOR SECONDARY LEVELS**

**INTEGRATION OF TECHNOLOGY (ARTIFICIAL INTELLIGENCE) ESSENTIAL IN ADDRESSING RAPIDLY EVOLVING DYNAMICS OF EDUCATION SYSTEM**

**TOTAL HIGHER EDUCATION INSTITUTIONS (HEIS) INCREASED BY 13.8 PER CENT FROM 51,534 IN 2014- 15 TO 58,643 IN 2022-23**

**ECONOMIC SURVEY HIGHLIGHTS INNOVATION LIKE PEER TEACHING TO ATTAIN FINANCIAL LITERACY AND NUMERACY TARGETS**

Posted On: 31 JAN 2025 1:32PM by PIB Delhi

Union Minister for Finance and Corporate Affairs Smt. Nirmala Sitharaman tabled the Economic Survey 2024-25 in the Parliament today. The Survey stated that education and human capital development are among the foundational pillars of development and the National Education Policy 2020 (NEP) is built upon

this principle.

## **SCHOOL EDUCATION**

The Survey highlights 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 comprises 69 % of the total, enrolling 50 % of students and employing 51 % of teachers, while private schools account for 22.5 %, enrolling 32.6 % of students and employing 38 % of teachers.

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

The Survey says school dropout rates have steadily declined in recent years, standing at 1.9 % for primary, 5.2 % for upper primary, and 14.1 % for secondary levels.

Improvements in basic facilities, including sanitation, and information and communication technologies (ICT) availability, have been notable, reflecting a positive trend in school infrastructure development. As per UDISE+ 2023-24 Report, the percentage of schools having computers increased from 38.5 % in 2019-20 to 57.2 % in 2023-2024. Similarly, percentage of schools having internet facility increased from 22.3 % in 2019-20 to 53.9 % in 2023-2024.

The Government has been striving to achieve the objectives of NEP 2020 through a range of programmes and schemes, including the Samagra Shiksha Abhiyan (along with its sub-schemes such as NISHTHA, Vidya Pravesh, District Institutes of Education and Training (DIETs), Kasturba Gandhi Balika Vidyalaya (KGBV), etc.), DIKSHA, STARS, PARAKH, PM SHRI, ULLAS, and PM POSHAN, among others.

The Survey mentions that to strengthen the Early Childhood Care and Education (ECCE) landscape, the Government launched the National Curriculum for ECCE, Aadharshila, and the National Framework for Early Childhood Stimulation, Navchetana, in April 2024. Navchetana focuses on holistic development for children from birth to 3 years, offering 140 age specific activities through a 36-month stimulation calendar. Aadharshila promotes play-based learning with over 130 activities for children aged 3 to 6 years that support child-led and educator-led learning.

**Efficient and Effective Education Delivery**

Leveraging technology to transform the educational landscape in India

**ECONOMIC SURVEY 2024-25**

- › To improve education systems, technology integration in three key areas:
  - AI for teacher development and student tutoring
  - Integrating industry-relevant skills and certifications
  - Personalized learning software
- › Developing e-learning through digital pedagogy as a long-term strategy
  - Initiatives, such as PM eVidya, DIKSHA, and SWAYAM, are part of this effort
  - Establishment of a platform under DIKSHA to incorporate advanced technologies like AI and machine learning
- › Atal Innovation Mission has introduced Frontier Technology Labs on the foundation of Atal Tinkering Labs; these Labs will provide students access to advanced technologies, including AI, AR / VR, blockchain, cybersecurity, robotics, 3D printing and IoT

3/4

[@PIB\\_India](#)
[@PIBIndia](#)
[@PIBIndia](#)
[@PIBIndia](#)
[@PIBIndia](#)
[@PIBIndia](#)

### ***Building strong foundations through literacy and numeracy***

NEP 2020 stipulates that Foundational Literacy and Numeracy (FLN) is critical for education and lifelong learning success. In this direction, the Department of School Education & Literacy launched the National Mission, “National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) to ensure that every child in the country necessarily attains FLN by the end of Grade 3, by 2026-27. The education system is deploying innovative pedagogies and teaching methods to ensure that every child achieves FLN. The Survey mentioned one such innovation, viz, Peer Teaching as a pathway for achieving FLN.

### ***Empowering minds: Unlocking potential with social and emotional learning***

The Survey states that ECCE under NEP 2020 aims to achieve foundational literacy and socio-emotional development. The Survey discusses the importance of Social-Emotional Learning (SEL) in education, providing examples of how the pedagogy can be developed to incorporate socio-emotional-ethical development in the school curriculum.

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.

### ***Bridging the gap: Digital technology in education and the essentiality of digital literacy***

Digital literacy ensures that students remain competitive by mastering skills like analyzing, synthesizing, and communicating digital information. The rapid pace of technological change requires educators to stay up-to-date on new digital trends and teaching methods. In an effort to leverage technology towards enhancing the capabilities of educators and preparing them for the demands of the 21st century, the government has launched TeacherApp, a cutting-edge digital platform.

The incorporation of technology presents cost-effective solutions, making quality education more accessible and inclusive for a broader population. To improve education systems, technology integration may be focused on three key areas: using AI for teacher development and student tutoring, integrating industry-relevant skills and certifications, and creating personalized learning software, said the Survey.

Investments in skills, research, innovation ecosystems, government-academic partnerships, and faculty development are pivotal for efficiently delivering education services and improving learning outcomes, states Economic Survey 2024-25.

### ***Children with Special Needs (CwSN): Developing a culture of inclusivity***

Under Samagra Shiksha, dedicated funds have been allocated to support CwSN through aids and appliances, assistive devices, allowances, Braille materials, and therapeutic interventions including infrastructure strengthening. Infrastructure improvements include ramps in 11.35 lakh schools, handrails in 7.7 lakh, and accessible toilets in 5.1 lakh schools.

## **HIGHER EDUCATION**

The Survey mentions that India's higher education system ranks among the largest globally, with 4.33 crore students enrolled in 2021-22, a 26.5 % increase from 3.42 crore in 2014-15. The GER for the 18–23 age group also increased from 23.7 % to 28.4 % 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.

The Survey highlights that over the years, there has been a significant transformation in 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.

	<b>2014</b>	<b>2023</b>
Indian Institutes of Technology	16	23
Indian Institutes of Management	13	20
Universities	723	1213 in 2024
Medical colleges	387 in 2013-14	780 in 2024-25

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. The National Education Policy calls for making 'India a global knowledge superpower, Stated the Economic Survey 2024-25.

The Survey states that the effective implementation of NEP 2020 requires collaboration across the centre, states, UTs, HEIs, and regulatory bodies.

\*\*\*\*\*

**NB/AK**

(Release ID: 2097864) Visitor Counter : 1075

Read this release in: Tamil , Urdu , Hindi , Marathi , Assamese , Punjabi , Gujarati , Kannada , Malayalam

NEWS | STORIES

## Pirated textbooks seized in Agartala by NCERT team

By **Hub Network** January 31, 2025 0 683



**Agartala, Jan 31:** A joint team of National Council of Education Research and Training (NCERT), along with Tripura police seized pirated NCERT books that were being sold to students in bookshops in Agartala.

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.

Talking to media persons, 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.

**Hubnews**

**APOLLO HOSPITALS GUWAHATI**  
**MULTISPECIALITY OPD**  
**NOW AT SHILLONG**

at  
**Apollo Trinity Medical Centre,**  
 Near Goralane, Lower Nongrim Hills, Shillong

**1<sup>st</sup> February 2025**  
**11:00 AM to 02:00 PM**

**Dr. Shameem Ahmed**  
 MS, MCh  
 (AIIMS, New Delhi)  
**Sr. Consultant - Neurosurgery**

**1<sup>st</sup> February 2025**  
**11:00 AM to 02:00 PM**

**Dr. Dibyajyoti Bora**  
 MS, DNB (Surgery), MRCS (UK),  
 DNB (G.I. Surgery), MNAMS, FIAGES  
**Sr. Consultant -**  
**GI and Hepatopancreato Biliary Surgery**

**For Appointment Call: 0364-2951019 / +91 70028 93134**  
**+91 98630 91356**

Advertisement

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 said.

The official said that the fake books were printed on substandard 50 GSM (Grams per Square Metre) paper, unlike the genuine NCERT books, which are printed on 80 GSM paper.

Noting the financial incentives behind the illegal sale of pirated textbooks, he said that while NCERT offers a 20 per cent profit margin, the publishers printing these counterfeit textbooks, offer up to 40 per cent, making them more appealing to book vendors.

“The NCERT books have watermarks while pirated books didn’t have the imprint and also did not match other specifications of NCERT books. The shop owners didn’t have any proper bills for the books,” Kumar further added.

**Also Read: Scientific mining of coal to begin in Meghalaya, 3 miners granted approval, 12 applicants in final stage**

**Also Watch**

**Find latest news from every corner of Northeast India at [hubnetwork.in](https://hubnetwork.in), your online source for breaking news, video coverage.**

EDUDOC SERVICE SERIES



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