EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

July 2025

विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

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Preface

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

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

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165.	Children exposed to heat wave may lose up to 1.5 years of schooling: UNESCO	The Indian Express	E-News Article	21-07-2025	314
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167.	CBSE plans to extend 2-tier STEM curriculum for Classes 11 and 12	The Indian Express	E-News Article	21-07-2025	322
168.	AI education must go beyond technical skills, experts say	The Educator	E-News Article	21-07-2025	327
169.	Ahoms in NCERT: 'Welcome move', say historians—but caution over factual gaps Ahoms in NCERT: 'Welcome move', say historians—but caution over factual gaps	The Assam Tribune	E-News Article	20-07-2025	331
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174.	NEP 2020 has taken steps to stop commercialisation of education: Education Minister Dharmendra Pradhan	The New Indian Express	E-News Article	21-07-2025	347
175.	Enrolment in govt schools dipped by 87.14 lakh in 2023-24: Union Education Minister	ETEducation.com	E-News Article	21-07-2025	351

176.	Education Ministry Drafting Bill To Create Single Higher Education Body: MoS To Lok Sabha	News18	E-News Article	21-07-2025	355
177.	CBSE issues new safety guidelines: Audiovisual CCTV mandatory in schools with minimum 15-day footage retention	The Times of India	E-News Article	21-07-2025	361
178.	CBSE instructs all affiliated schools to install CCTV cameras at key points to ensure student safety	The Hindu	E-News Article	21-07-2025	363
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183.	विद्यार्थियों की सुरक्षा के लिए स्कूलों में लगाए जाएंगे सीसीटीवी	जनसत्ता	10	22-07-2025	366
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185.	Igniting Brilliance	Millennium Post	7	22-07-2025	367
186.	Political questions, textbook answers	The Indian Express	11	22-07-2025	368
187.	CBSE mandates schools to install CCTV cameras with real-time recording	The Pioneer	4	22-07-2025	369
188.	Boys continue to outnumber girls in private schools	The Hindu	7	22-07-2025	370
189.	States, UTs free to decide modalities of implementing three language policy, says Union Minister of State	The Hindu	E-News Article	22-07-2025	371
190.	NCERT Confirms Inclusion of Paika Rebellion in Class VIII Textbook Volume-I	Pragativadi	E-News Article	22-07-2025	373
191.	New NCERT book features Shubhanshu Shukla: 'Earth looks one from space, no border exists'	India TV	E-News Article	22-07-2025	377
192.	NCERT clarifies Class 8 history textbook revisions, says aim is to encourage critical thinking	India Today	E-News Article	22-07-2025	380
193.	Naveen expresses concern over exclusion of Paika rebellion from NCERT textbook	UNI	E-News Article	22-07-2025	381
194.	Long sentences, tough words in English text: Experts say NCERT Class VIII book hinders	The Telegraph Online	E-News Article	22-07-2025	382
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199.	'Huge dishonour': Patnaik expresses anguish over 'omission' of Paika rebellion from NCERT book	Hindustan Times	E-News Article	23-07-2025	393
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201.	Odisha Textbook Controversy: NCERT refutes allegations; Ministers slam Naveen Patnaik for 'misleading' remarks	Ograniser	E-News Article	23-07-2025	398
202.	Shubhanshu Shukla's quote on 'unity' finds place in NCERT book	News Arena India	E-News Article	23-07-2025	406
203.	Patnaik ire at Paika revolt omission, NCERT clarifies	The Telegraph Online	E-News Article	23-07-2025	408
204.	CBSE warns schools: No more than 45 students per section—no exceptions	The Times of India	E-News Article	23-07-2025	411
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210.	Over 4.7 lakh pirated NCERT textbooks seized since 2024: Education Ministry tells RS	The Indian Express	E-News Article	24-07-2025	420
211.	Class 8 maths gets a creative twist with NCERT's new book Ganit Prakash	India Today	E-News Article	24-07-2025	423
212.	NCERT book features carpentry, animal care	Hindustan Times	10	25-07-2025	427
213.	Germany-bound Delhi govt school students to begin vocational training	The Statesman	2	25-07-2025	428
214.	Smart classrooms & AI tools in govt schools in next 5 years: Sood	The Times of India	8	25-07-2025	428
215.	Two levels of Maths is a bad idea	The Indian Express	11	25-07-2025	429
216.	Gives Students more options	The Indian Express	11	25-07-2025	429
217.	NCERT Features India's ISS Hero Shubhanshu Shukla in New Textbook	Pragativadi	E-News Article	25-07-2025	430
218.	NCERT book features carpentry, animal care	Hindustan Times	E-News Article	25-07-2025	432
219.	शिक्षा के लिए ज़रुरत बन गए फोन	हिन्दुस्तान	10	26-07-2025	437

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223.	NEP 2020, Five Years On: Curricular flexibility improves, but multiple entry-exit remains rigid	The Indian Express	E-News Article	26-07-2025	441
224.	NCERT panel head defends 'broad survey' approach in new social science textbooks	The Indian Express	E-News Article	26-07-2025	446
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226.	CBSE, NCERT and UNESCO join hands to expand school health, wellness programme to 30,000 schools	ANI	E-News Article	26-07-2025	453
227.	NCERT to create school module on Operation Sindoor for classes 3 12: Report	Business Standard	E-News Article	26-07-2025	455
228.	Education Ministry Issues Directives To Ensure Students' Safety In Schools	AIR	E-News Article	26-07-2025	457
229.	Operation Sindoor to be part of NCERT textbooks for classes 3 to 12	Hindustan Times	E-News Article	26-07-2025	458
230.	देशभर के सभी स्कूल भवनों का होगा सुरक्षा ऑडिट, केंद्र ने दिए निर्देश	दैनिक जागरण	1	27-07-2025	462
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236.	NCERT to unveil two special modules on Op Sindoor	Hindustan Times	2	27-07-2025	464
237.	NCERT developing special module on Operation Sindoor for Classes 3 to 12	Millennium Post	3	27-07-2025	465
238.	NCERT working on classroom module on Op Sindoor : Sources	The Asian Age	2	27-07-2025	465
239.	NCERT develops module on Operation Sindoor	The Pioneer	1	27-07-2025	466
240.	CM Shri schools to be opened in September	The Pioneer	3	27-07-2025	466
241.	Art of Learning – II	The Statesman	8	27-07-2025	467
242.	NCERT developing special module on Operation Sindoor for classes 3 to 12: Sources	The Hindu	E-News Article	27-07-2025	468

243.	CBSE and Unesco to expand wellness programmes to 30,000 schools across India	India Today	E-News Article	27-07-2025	470
244.	NEP के कामयाब पांच साल	नवभारत टाइम्स	10	28-07-2025	473
245.	New wave of curiosity about space among children	The Pioneer	2	28-07-2025	474
246.	Maharashtra SCERT invites public feedback for school education curriculum	The Indian Express	E-News Article	28-07-2025	475
247.	Piracy raids across states yield 4.71 lakh NCERT books, government tells Parliament	The Telegraph Online	E-News Article	28-07-2025	477
248.	Foundations First: How NEP 2020 is Shaping India's Early Learning Revolution	Observer Research Foundation	E-News Article	28-07-2025	480
249.	Curriculum changes and anti-piracy drive boost NCERT sales by 127%	India Today	E-News Article	28-07-2025	490
250.	Classrooms of Change: NEP 2020 and the New Era of Schooling	PIB	E-News Article	28-07-2025	494
251.	NCERT textbook sales surge 127% to ₹526 cr after crackdown	NAI	E-News Article	28-07-2025	502
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255.	NCERT textbooks sales jump 127 pc to Rs 526 crore after anti-piracy crackdown, curriculum revamp	ANI	E-News Article	28-07-2025	514
256.	नई शिक्षा नीति छात्रों के समग्र विकास में अहम : मोदी	अमर उजाला	12	29-07-2025	516
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259.	Govt to overhaul accreditation system, operationalize AI centre	The Times of India	20	29-07-2025	518
260.	NEP@4: More learners, women & languages, but can policy deliver on its full promise?	The Times of India	20	29-07-2025	518
261.	AI dream begins in schools with the SOAR programme	The Statesman	11	29-07-2025	519
262.	Govt schools to have anti-drug curriculum	The Tribune	4	29-07-2025	519
263.	Five years of NEP: Taking stock of the transition	The Indian Express	17	29-07-2025	520
264.	How NEP facilitated a UK-India partnership	Hindustan Times	14	29-07-2025	521
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267.	Five years of National Education Policy: Taking stock of the transition	The Indian Express	E-News Article	29-07-2025	524
268.	Shri Dharmendra Pradhan inaugurates Akhil Bharatiya Shiksha Samagam 2025 in New Delhi to commemorate 5 years of NEP 2020	PIB	E-News Article	29-07-2025	528
269.	Higher Education under NEP 2020: Reimagining India's Academic Landscape	PIB	E-News Article	29-07-2025	540
270.	NEP, National Curriculum Framework, and the Federal Challenges in India	ORF	E-News Article	29-07-2025	556
271.	NEP at Five: Who is Left Behind?	ORF	E-News Article	29-07-2025	564
272.	Classrooms Of Change: How National Education Policy 2020 Is Transforming Learning	DD News	E-News Article	29-07-2025	573
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277.	Education Ministry issues LOIs for four foreign universities to set up campus in India	The Hindu	E-News Article	30-07-2025	580
278.	PM shares an article explaining how the National Education Policy 2020 has transformed Indian education by making it more holistic, inclusive and future-ready	PIB	E-News Article	30-07-2025	583
279.	The White Lies Mughals: Changing Landscape Of NCERT	Outlook	E-News Article	30-07-2025	584
280.	On 5th anniversary of NEP 2020, ministry of education launched landmark initiatives to transform Indian education	Moneycontrol	E-News Article	30-07-2025	590
281.	Erasing Empires: Is India Rewriting Its Past ?	Asia Media Centre	E-News Article	30-07-2025	593
282.	शिक्षा नीति के 5 साल पूरे, करोड़ों की योजनाएं शुरू	नवभारत टाइम्स	12	31-07-2025	601
283.	Govt readies *'Rashtraneeti'* to instil civic duties in students	The Times of India	5	31-07-2025	601
284.	This Heritage library speaks volumes in Whispers	The Times of India	5	31-07-2025	602
285.	A Deferred Vision	Millennium Post	8	31-07-2025	603
286.	Govt readies 'Rashtraneeti' to instil civic duties in students	The Times of India	E-News Article	31-07-2025	604
287.	Delhi University allows students to pause and resume UG degrees: Here's how the new NEP rule works	The Times of India	E-News Article	31-07-2025	606

288.	National Archives of India to Organise an Exhibition on 'Development of Education in North Eastern India' on 8th August 2025	PIB	E-News Article	31-07-2025	609
289.	Opinion | NCERT Books May Not Be Accurate, But Muslim Rule In India Was Oppressive	News18	E-News Article	31-07-2025	610
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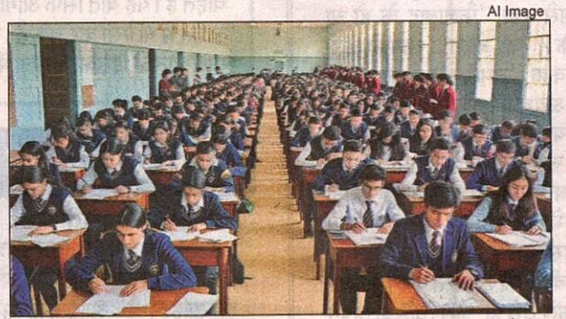
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स्कूल खुलने पर किताबों की दिक्कत नहीं: NCERT

क्लास 5, 8 की सभी किताबें 10-15 दिनों में बाज़ार में पहुंचने का दावा

AI Image

■ NBT रिपोर्ट, नई दिल्ली



NCERT की क्लास 5 और 8 की सभी किताबें जल्द ही बाजार में आ जाएंगी। एनसीईआरटी के निदेशक प्रो. दिनेश प्रसाद सकलानी ने बताया कि इन दोनों क्लासेज की कुछ किताबें प्रिंट होकर बाजार में आ गई हैं और बची हुई किताबें प्रिंटिंग की प्रक्रिया में है। उनका कहना है कि अगले 10 से 15 दिनों के अंदर इन दोनों क्लासेज की सारी किताबें आसानी से बाजार में मिलने लग जाएंगी। पिछले वर्ष बाल वाटिका के साथ-साथ क्लास 1, 2, 3, 6 की नई किताबें जारी की गई थीं। 2025-26 में चार क्लासेज की नई किताबें लाई गई हैं।

NCERT ने कहा, नई किताबों में ग्राफिक्स के जरिए पढ़ाने पर खास महत्व

प्रोफेसर सकलानी का कहना है कि सारी नई किताबें स्कूली शिक्षा के लिए बनाए गए नैशनल करिकुलम फ्रेमवर्क (NCF-SE) के आधार पर तैयार की गई हैं। क्लास 4 और 7 की किताबें आ चुकी हैं और अब क्लास 5 और 8 की किताबें भी तैयार हो गई हैं। नई किताबों में कटेंट को कम किया गया है और रोचक तरीके से ग्राफिक्स के जरिए पढ़ाने पर खास महत्व दिया गया है।

एनसीईआरटी ने एमजॉन और Flipkart से भी समझौता किया है। अब घर बैठे-बैठे भी किताबें मंगाई जा सकती हैं। नए सत्र से 9 से 12 तक की सभी किताबें मौजूदा मूल्य से 20 प्रतिशत कम कीमत पर मिल रही हैं।

कक्षा 5 और 8 की किताबों के नाम: NCERT ने फाउंडेशनल से लेकर मिडल क्लासेज की भाषाई किताबों के नाम भारतीय संगीत वाद्ययंत्रों, क्लासिकल रागों जैसे मृदंग, वीणा, संतूर, मल्हार, पूर्वी, ख्याल और दीपकम के नाम पर रखा गया है। 5वीं और 8वीं की किताबों के नाम भी इसी तरह के होंगे।

कक्षा 5 की गणित की किताब का नाम मैथ मेला होगा। हिंदी की किताब का नाम वीणा और इंग्लिश की किताब का नाम संतूर होगा। वहीं, 8वीं की हिंदी की किताब का नाम मल्हार, इंग्लिश की किताब का नाम पूर्वी और गणित की किताब का नाम गणित प्रकाश होगा।

दैनिक जागरण, 1 जुलाई 2025, pg. 1

कोचिंग से बच्चों की निर्भरता घटाने के लिए नीट और जेईई जैसी परीक्षाओं का बदलेगा पैटर्न

अरविंद पांडेय • जागरण



- बुद्धि, दृष्टिकोण व व्यक्तित्व जैसे स्तरों पर होगी परख, रटने-रटाने के चलन पर लगेगा अंकुश
- शिक्षा मंत्रालय की ओर से गठित समिति ने अपने तय कार्यक्षेत्रों पर शुरू किया काम

नई दिल्ली : डाक्टर या इंजीनियर बनने की दौड़ में शामिल बच्चों की कोचिंग के प्रति बढ़ रही निर्भरता से अभिभावक भले अनभिज्ञ हैं, लेकिन शिक्षा मंत्रालय जरूर चिंतित है। वह बच्चों को रटने-रटाने के इस खेल से बाहर निकालकर उन्हें स्कूली माहौल में पढ़ते व बढ़ते देखना चाहता है, जहां उन्हें पढ़ाई के साथ खेलकूद जैसी दूसरी गतिविधियों के लिए भी समय मिलता है। यही वजह है कि मंत्रालय ने नीट-जेईई मेन जैसी परीक्षाओं के लिए पैटर्न में बदलाव को लेकर बड़ी तैयारी शुरू की है। ज्यादा संभव है कि अगले साल नीट व जेईई मेन जैसी परीक्षाओं में बदलाव दिखाई भी दे।

शिक्षा मंत्रालय की ओर से गठित नौ सदस्यीय समिति ने इस दिशा में काम शुरू कर दिया है। साथ ही संकेत दिया है कि इन परीक्षाओं के दौरान अब बच्चों की परख बुद्धि, दृष्टिकोण और व्यक्तित्व आदि स्तरों पर की जाएगी। प्रश्नपत्रों के स्तर को भी सीबीएसई सहित सभी राज्यों के शिक्षा बोर्ड की 11वीं और 12वीं कक्षा के पाठ्यक्रम के अनुरूप रखा जाएगा। समिति से जुड़े सदस्यों के मुताबिक, इसका मतलब यह कतई नहीं होगा कि परीक्षाओं में आसान सवाल पूछे जाएंगे, बल्कि प्रश्न कुछ इस तरह से तैयार होंगे कि कोई रट्टा मारकर उत्तर नहीं दे सकेगा। जेईई मेन में हर साल करीब 13 लाख व नीट-यूजी में करीब 23 लाख छात्र शामिल होते रहे हैं।

कमेटी ने स्कूलों से नीट, जेईई या एनडीए जैसी प्रतियोगी परीक्षाओं की तैयारी करने वाले बच्चों को पहले से पहचान कर उन्हें पढ़ाई के दौरान इससे जुड़ी अतिरिक्त कक्षाएं लगाने जैसी व्यवस्था बनाने पर जोर दिया है, ताकि बच्चों को इसके लिए कोचिंग का रुख न करना पड़े। मौजूदा समय में नवोदय विद्यालयों में इस तरह के प्रयोग शुरू भी हुए हैं। कमेटी इसका अध्ययन कर रही है। अभिभावकों की काउंसलिंग पर भी जोर देने की योजना बनाई जा रही है, जो बच्चों को डाक्टर और इंजीनियर बनाने के सपने में नौवीं कक्षा से कोचिंग में डाल दे रहे हैं। इससे बच्चों का न सिर्फ व्यक्तित्व विकास प्रभावित होता है, बल्कि डिप्रेशन जैसी दिक्कतें भी बढ़ती हैं।

Millennium Post, 1 July 2025, pg. 9.

'BJP's development model aimed at snatching right to education from poor'

The leader of Opposition in the Lok Sabha shared on Facebook screenshots of some media reports

OUR CORRESPONDENT

NEW DELHI: Congress leader Rahul Gandhi on Monday alleged that the BJP's development model is one that is aimed at snatching the right to education from the poor, especially SC, ST and OBC children.

The leader of Opposition in the Lok Sabha shared on Facebook screenshots of some media reports.

One media report claimed that the number of government schools declined by 8 per cent but private schools increased by 14.9 per cent in the decade from 2014-15 to 2023-24, while another claimed that the enrolment of SC students in 2023-24 compared to previous fiscal year fell by 16.2 lakh students, while enrolment of ST students and OBC students declined by 5.1 lakh and 38.5 lakh respectively during this period.

In a post in Hindi on X, Gandhi alleged that the "BJP's development model is a model to snatch the right to education from the poor, especially SC, ST and OBC children".



Rahul Gandhi

"More than 5,000 government schools are being closed in Uttar Pradesh. Since 2014, 84,441 government schools have been closed across the country, most of which have been closed in three BJP-ruled states - Uttar Pradesh, Madhya Pradesh and Assam," he said.

"This is not just closing schools, but a direct attack on the right to education given in the Constitution and the historic law of the UPA government, which brought every child from every village to school and led to a historic increase in enrolment," Gandhi said.

'Since 2014, 84,441 government schools have been closed across the country, most of which have been closed in three BJP-ruled states - UP, MP and Assam'

Babasaheb Ambedkar had stated that education is the milk of a lioness and whoever drinks it will roar, but today education itself is being snatched away, he alleged.

"Students and teachers are on the streets against the decision to close schools, but instead of listening to their voice, the government is busy harassing them and weakening the education system further. Whereas the need is to strengthen it and provide equal, accessible and quality education to every child," Gandhi said.

राष्ट्रीय सहारा, 1 जुलाई 2025, पृ. 1

एलएलएम की ऑनलाइन पढ़ाई मान्य नहीं!

नई दिल्ली (एसएनबी)। बार काउंसिल ऑफ इंडिया (बीसीआई) ने कहा है कि एलएलएम या समकक्ष कानूनी पाठ्यक्रम को उसकी मंजूरी के बिना ऑनलाइन या हाइब्रिड (ऑनलाइन-ऑफलाइन दोनों) माध्यम से प्रदान करना अनधिकृत एवं गैर-मान्यता प्राप्त है।

बीसीआई ने दूरस्थ या हाइब्रिड माध्यम से ऑनलाइन पेश किए जाने वाले गैर-मान्यता प्राप्त मास्टर ऑफ लॉ (एलएलएम) पाठ्यक्रम के खिलाफ एक परामर्श जारी किया है। दिल्ली उच्च न्यायालय के पूर्व मुख्य न्यायाधीश और कानूनी शिक्षा पर बीसीआई की स्थायी समिति के सह-अध्यक्ष न्यायमूर्ति (सेवानिवृत्त) राजेंद्र मेनन की ओर से तैयार किया गया यह परामर्श पत्र आवश्यक कार्रवाई के लिए 25 जून को सभी उच्च न्यायालयों को भेजा गया था। पत्र में कहा गया है, "यह दोहराया जाता है कि ऑनलाइन, दूरस्थ, मिश्रित या हाइब्रिड माध्यम से या एलएलएम (व्यावसायिक) और एमएससी (कानून) जैसे भ्रामक नामकरण के तहत बीसीआई की पूर्व मंजूरी के बिना पेश किया गया कोई भी एलएलएम या समकक्ष कानूनी पाठ्यक्रम अनधिकृत है और इसे किसी भी उद्देश्य के लिए मान्यता नहीं दी जाएगी।"



■ बीसीआई ने यह परामर्श पत्र कार्रवाई के लिए सभी हाईकोर्ट को भेजा

पत्र में कहा गया है, "इन उद्देश्यों में रोजगार, अकादमिक नियुक्तियां, शोध पंजीकरण या न्यायिक सेवा और विभागीय पदोन्नति पात्रता शामिल है। ऐसी शैक्षणिक योग्यता शुरू से ही शून्य एवं अमान्य मानी जाएंगी और उम्मीदवारों द्वारा इसका हवाला दिया जाना गलत बयानी समझा जाएगा।"

पत्र में आग्रह किया गया है कि वे इस नियामक स्थिति का न्यायिक संज्ञान लें और यह सुनिश्चित करें कि कोई भी नियुक्ति, पदोन्नति या शैक्षणिक निर्णय ऐसी शैक्षणिक योग्यताओं के आधार पर न किए जाएं। "उच्च न्यायालय यह निर्देश जारी कर सकते है कि एलएलएम या संबंधित योग्यता के आधार पर नियुक्ति या पदोन्नति चाहने वाले किसी भी उम्मीदवार को बीसीआई की यह पुष्टि पेश करनी होगी कि पाठ्यक्रम कानूनी शिक्षा नियम, 2008 और 2020 के अनुपालन में संचालित किया गया था।"

Vedic maths to be added to NCERT textbooks for Classes 6 to 8 in Uttar Pradesh

From 2025-26, Vedic mathematics will be part of NCERT textbooks for Classes 6 to 8 in UP government schools, aiming to boost maths skills and reconnect students with Indian knowledge systems.

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India Today Education Desk
New Delhi, UPDATED: Jul 1, 2025 15:33 IST

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In Short

- Vedic maths to be added to NCERT books for Classes 6-8 in Uttar Pradesh
- Teachers to receive training before rollout in 2025-26 session
- Move aims to simplify maths and revive Indian learning systems

In a new step towards revamping school education, the Uttar Pradesh government has announced that Vedic Mathematics will be introduced in NCERT textbooks for Classes 6 to 8 starting the 2025-26 academic session. This new addition will apply to all government-run schools in the state.

Vedic maths, known for its quick and simple calculation techniques, will now be formally part of the school curriculum. It's being introduced as a way to sharpen students' numerical skills, reduce fear of maths, and bring Indian knowledge systems back into the mainstream -- just as the National Education Policy 2020 (NEP 2020) envisioned.

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TRAINING TEACHERS, CHANGING TEXTBOOKS

To make this change effective, teachers will be specially trained in Vedic maths techniques. New chapters on these methods will be included in the updated NCERT maths books.

The focus will be on practical tricks using 16 sutras and 13 sub-sutras introduced by Swami Bharati Krishna Tirtha Ji in the early 20th century.

“This is not just a method of calculation, but a cultural renaissance,” said Dr RK Mishra, a senior educationist. Experts believe that this approach will help boost both speed and accuracy in solving maths problems, especially for students who struggle with the subject.

A PILOT MOVE THAT OTHER STATES MAY FOLLOW

The NEP 2020 encourages curriculum flexibility and local customisation. It gives states more freedom to incorporate regional knowledge, languages, and cultural context.

While the NCERT (National Council of Educational Research and Training) creates standardised textbooks for schools following the CBSE or other centrally-aligned boards, the SCERT (State Council of Educational

Research and Training) is the state-level counterpart which can tweak or supplement NCERT books as per local educational policies.

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The Uttar Pradesh SCERT is adding Vedic Maths as an additional component within the state's implementation of the NCERT curriculum.

The UP government's move is part of a larger push to align with NEP 2020 by promoting Indian traditions in modern education. If the experiment works well, other states might follow suit and bring Vedic maths into their school systems too.

(With inputs from Anand Raj)

- Ends

Published By: Roshni

Published On: Jul 1, 2025

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राष्ट्रीय सहारा, 2 जुलाई 2025, pg. 2.

40 साल बाद जामिया को मिली पुस्तकालय एवं सूचना विज्ञान विभाग स्थापित करने की मंजूरी

नई दिल्ली (एसएनबी)। लगभग चार दशकों के बाद जामिया मिल्लिया इस्लामिया पुस्तकालय एवं सूचना विज्ञान विभाग स्थापित करने के लिए तैयार है, जिसके लिए शिक्षा मंत्रालय ने विश्वविद्यालय में 06 शिक्षण पदों को मंजूरी दी है। यह एक उल्लेखनीय विस्तार है, क्योंकि 1985 से जामिया स्थायी संकाय सदस्यों के बिना बैचलर ऑफ लाइब्रेरी एंड इंफॉर्मेशन साइंस (बी.लिबआईएससी) पाठ्यक्रम चला रहा है, और इन संकाय पदों की मंजूरी से इस बहुप्रतीक्षित कार्यक्रम में नई ऊर्जा और जीवंतता आएगी।

जामिया के कुलपति प्रो. मजहर आसिफ और रजिस्ट्रार प्रो. मोहम्मद महताब आलम रिजवी ने प्रधानमंत्री, केंद्रीय शिक्षा मंत्री, वित्त मंत्रालय और विश्वविद्यालय अनुदान आयोग (यूजीसी) के प्रति हार्दिक आभार व्यक्त किया, जिन्होंने पुस्तकालय और सूचना विज्ञान विभाग स्थापित करने के जामिया के प्रस्ताव को अपना पूर्ण समर्थन और स्वीकृति दी।

उन्होंने कहा कि इस विस्तार को संभव बनाने में उनका भरपूर सहयोग महत्वपूर्ण रहा है, जिससे विश्वविद्यालय की शैक्षणिक कार्यक्रमों में बढ़ोतरी होगी और यह पुस्तकालय विज्ञान के महत्वपूर्ण और निरंतर बढ़ते अनुशासन को आगे बढ़ाने में मील का पत्थर साबित होगा। इसके अलावा, प्रो. आसिफ और प्रो. रिजवी ने पुस्तकालय और सूचना विज्ञान के महत्वपूर्ण क्षेत्र में वर्तमान शिक्षण और कौशल प्रसार में इस बड़े विस्तार के लिए जेएमआई बिरादरी को बधाई दी।

The Tribune, 2 July 2025, pg. 3

RTE admissions: Applicants told to report to schools for verification

NITISH SHARMA
TRIBUNE NEWS SERVICE

AMBALA, JULY 1

With the completion of the lottery process under the Right to Education (RTE) Act, provisionally selected applicants have been directed to report to their allotted schools from July 1 to 11 for document verification and admission formalities.

An official from the Education Department said that 14,127 applications were received for RTE admissions across Haryana. After scrutiny, provisional results have been uploaded on the department's website. Of these, 11,803 applicants have been allotted schools within 0–1 km and 1-3 km of their residences. However, 2,324 applicants could not be allotted schools due to unavailability of seats.

"All selected applicants must report to their allotted schools along with original documents for verification between July 1 and 11," the official said.

Kulbhushan Sharma, president of the National Independent Schools Alliance (NISA), raised concerns about the manner in which schools were allotted.

"As per the RTE Act, for admissions from Classes 1 to 5, schools should be within 0–1 km, and for Classes 6 to 8, within 3 km. But the department has allotted schools in the 0-1 km and 1-3 km range even for entry-level classes, which is not in line with the Act. This mismatch could create reimbursement issues later," Sharma said.

The Pioneer, 2 July 2025, pg. 6

The new paradigm of holistic education

SECOND Opinion

Indian students were known for their rote learning prowess and their genius capabilities to manoeuvre through theory lessons. The education system pushed such students by awarding them with good marks.

However, with changing times, it dawned upon educators the fact that just theoretical education will not be enough for the students who are stepping into the 21st century, which is more advanced than at any time ever.

The next generation needs to be empowered by holistic education where they not only learn about core subjects but also learn soft skills and empathy, and develop a skillset that will be required in the future. Thus, multiple courses were introduced by schools to prepare the students for a future that will be considerably different when they step into the professional world. Interestingly, International Baccalaureate or IB programmes offer a curriculum that is rooted in curiosity.



SANAMDEEP CHADHA

It is a course designed for the future and does not even require any specific programmes to cater to futuristic needs. Here, teachers don't just share theoretical information but share knowledge; students too do their research for better clarity of the topic. It leads to a meaningful connection where both draw from real-world contexts to learn and teach complex topics. This deep involvement is only possible through experiential learning, where students learn through hands-on activities, field visits, and role plays and thus understand the concepts in such a manner that they create lasting memories. It is difficult to create a rigid curriculum for such classes since the teacher will have to create a flow in tandem with the knowledge the students possess.

While the students' age, developmental level, exposure, IQ, and EQ will play a crucial role here, with every class they skilfully navigate the curriculum and apply the knowledge in ways that have never been thought of before. The inquiry-based learning pedagogy of the IB empowers the learners to evolve in the right direction in a world that is dynamic and changing every day.

Teachers can become their anchor and help the students to think in smart ways. This can be done by challenging the students with problems and helping them in analysing and solving the problems. Instead of showing the students how to solve a problem, the focus here is on the students themselves working towards finding the solution to this problem.

Real-world scenarios can be the best examples to understand many concepts. Teachers are the right people to build a mindset that is more entrepreneurial. These creative students, who have been regularly solving problems since their school days, will think like entrepreneurs and create more employment rather than looking for one. As the students learn skills that will help them in the real world, they will be able to compete with the best. This is the right way to prepare students to succeed in the global workforce. Introducing advanced technology at an early age will make the students comfortable with it and also sow the seeds for innovation early on.

A focus on science and technology will build a strong foundation for engineering and maths, apart from creating a scientific approach to technology. Paralleled with a conducive learning environment where students share their ideas, this will not just boost their creativity but also their confidence and make them self-assured individuals. The culture of innovation will motivate all students and the values of inclusivity will create a learning environment that is accessible to everyone.

Ultimately, creating such an ecosystem is only possible when all stakeholders work together. As teachers inculcate teamwork and communication skills, parents too will need to step up and support their child's education. The parents must change their viewpoint and understand the benefits of this futuristic style of education.

To take innovation-based learning to the next level, Government support too is necessary. They must create policies that promote invention and creativity. Such an approach will help us prepare the students for careers in modern industries and prepare them for any surprises that the future may hold.

(The writer is an educator and education reformist. Views are personal)

Government of India
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Opinion

NEP 2020: Unfolding of three quiet revolutions

Five years have passed since the National Education Policy (NEP) 2020 was unveiled, a document that intends to reshape India's education system over a 15-20 year horizon.

Anurag Behar | New Delhi | July 2, 2025 8:59 am

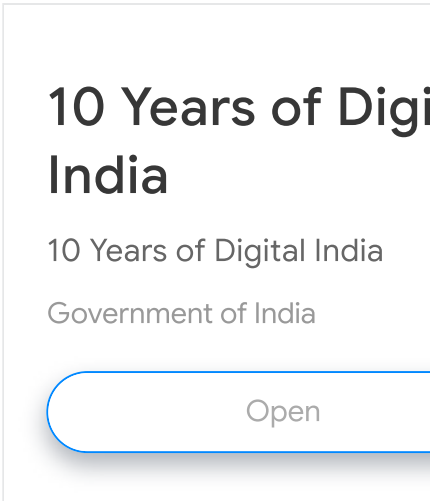


Photo:SNS

Five years have passed since the National Education Policy (NEP) 2020 was unveiled, a document that intends to reshape India's education system over a 15-20 year horizon. Two of these first five years were consumed by the pandemic, forcing schools to shut down and governments to scramble for solutions to keep learning alive, and then later to recover lost learning. Despite this disruption, this last half-decade has seen significant developments – some promising, some contested, and some quietly transformative.

As a member of the NEP drafting committee, I have watched these unfold with both hope and impatience. The policy's vision is bold: a fundamental reimagining of school education in India. That is equally true for higher education, but this piece is focused on schools. Like any longterm roadmap, it has set milestones. The unfulfilled potential of the NEP is reflected in those cases where these milestones have not yet been met.

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Take, for instance, the idea of clustering public schools – an administrative structural improvement meant to enable 10-15 schools to share resources like labs, playgrounds, and specialist teachers in arts or physical education. This would not only have optimised scarce resources but would also have improved equity. Simply because given the small sizes of many of our primary schools, it is not possible at all to have all these resources in each school. Yet, only a handful of states have made progress here. Similarly, board examinations continue to remain high-stakes, memory-driven affairs – across too much of the country, with few boards changing and improving assessment to measure genuine learning.

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The transition from school to college is still a maze of entrance exams, a stress-inducing ordeal for students. NEP 2020 has addressed all these issues, with a clear and practical approach and architecture, yet implementation has been at variable pace across states and different institutions involved. But since this is about implementation, and in a practical sense we are only three years into the implementation phase, we can be hopeful that the laggards will catch up. Then there have been the controversies – most of them unnecessary, often stemming from misreadings or deliberate distortions of the policy.

The three-language formula, for example, has been a feature of Indian education since 1968. If anything, NEP 2020 made it more flexible, and responsive to local and regional preferences. Yet, it became a political flashpoint, with critics either unaware of the policy's actual provisions or projecting their own anxieties onto it. Similarly, claims that NEP promotes privatisation are baffling to anyone who has read the document, which explicitly emphasises strengthening public education. Such debates distract from the real work at hand.

Beneath the noise, however, three under-recognised shifts are unfolding — changes that will, over time, redefine Indian school education. The first is the system wide focus on early childhood education (ECE). Research has long shown that ages 3- 8 are critical for every dimension of the development of the child – physical, cognitive, social, ethical and emotional. Yet India's system historically neglected this phase. NEP 2020 changed that, spurring curricular transformation, infrastructure upgrades, and appropriate teacher development and support for ECE.

Everywhere in the country you can hear the buzz of early childhood education, including in the vast public 'anganwadi' system. This shift, while in its early stages, is laying the real foundation for a truly equitable and effective system. Children from vulnerable and disadvantaged communities and homes will benefit most from these changes – if we don't let the momentum slip, and so we must not. The second – and perhaps equally foundational – change is the push for mother tongue-based education in gaining early literacy. Decades of evidence show children learn best in a familiar language, yet India has not implemented this approach, exacerbating the crisis that we have in basic education.

NEP 2020's clear on use of familiar languages to gain literacy is potentially a game-changer. Its overall approach effectively tackles the multilingual reality of our classrooms. As states implement this approach, along with other key measures of the policy in foundational literacy and numeracy and teacher support, we are likely to see improvement in basic educational outcomes. The third, and potentially even more far-reaching, reform is in teacher education. Our teacher education system has been marred by poor quality and corruption for decades. Almost all efforts to improve have come to a naught. In a very real sense this state of teacher education has been at the bottom of our troubles in school education.

The NEP has confronted all of the issues in teacher education frontally. By introducing four-year integrated programmes in top universities and making them the benchmark qualification, and moving the entire teacher education system to that circular approach, combined with decisive regulatory reforms, we are truly at the cusp of a new era. The job is not yet done, but the right start has been made. This will change our education at the core. No policy as vast as NEP 2020 can be flawless, nor can progress be linear. But amid the as yet unmet promises and needless controversies, these three quiet revolutions – early childhood focus, mother tongue-based learning, and teacher education reform – hold the seeds of a more equitable and effective system. The next five years must see faster execution, but we are on the way.

(The writer is CEO, Azim Premji Foundation. He was a member of the NEP 2020 Drafting Committee.)

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 # India

After Mamata, Sonia taking initiative to unite INDIA ahead of monsoon session

After West Bengal Chief Minister Mamata Banerjee, Chairperson of the Congress Parliamentary Party (CLP) Sonia Gandhi is taking the initiative to unite INDIA bloc ahead of the monsoon session.

Department of School Education & Literacy convenes National Conference on Curricular and Assessment Equivalence of Boards and Improving Learning Outcomes

Posted On: 02 JUL 2025 8:03PM by PIB Delhi

The Department of School Education and Literacy (DoSE&L), Ministry of Education, Government of India, today convened the National Conference on Curricular and Assessment Equivalence of Boards and Improving Learning Outcomes, at Sushma Swaraj Bhawan, New Delhi.

This high-level gathering brought together more than 250 senior officials from the Ministry of Education, State Education Departments, State Education Boards, SCERTs, and representatives from Autonomous Bodies including CBSE, KVS and NVS.

The conference began with an address by Shri Anandrao V. Patil, Additional Secretary, DoSE&L, who welcomed the participants and emphasised on two core priorities of the National Education Policy (NEP) 2020; transition towards competency based learning and comparability across school boards.

Shri Sanjay Kumar, Secretary, DoSE&L, chaired the event and underscored the importance of creating mechanisms for ensuring consistency in assessments and academic outcomes across diverse education systems while preserving flexibility for local needs. He called for a collaborative approach to institutionalize parity and reliability in school-level evaluation practices, especially as India advances the goals of the National Education Policy (NEP) 2020.

Prof. Dinesh Prasad Saklani, Director, NCERT, explained the foundational role of PARAKH in enabling informed educational reforms. He highlighted the need to align assessment methods with curricular aims and ensure that data from large-scale assessments supports policy and pedagogy.







A major highlight of the conference was the formal launch of the PARAKH Rashtriya Sarvekshan Dissemination Portal, which provides open access to National and State-level data on student performance. This tool is expected to serve as a key resource for States/UTs to design targeted improvement plans to enhance learning outcomes and bridge skill gaps.

Prof. Indrani Bhaduri, Head and CEO of PARAKH, presented an overview of the 2024 Rashtriya Sarvekshan findings. The insights revealed state-wise and district-wise variations in student learning, with attention drawn to foundational literacy and numeracy levels, subject-specific achievements, and areas where interventions have produced measurable gains. Her presentation encouraged data-driven self-reflection and local adaptation of successful strategies. Thereafter discussion took place on strategies and improving learning outcomes State/UT wise.

To complement findings from the large scale assessment with ground level insights, the conference featured best practice presentations by senior officials from Education Departments of six States/UTs including Ms. Anindita Mitra, Secretary, Higher Education and School Education Department, Punjab, Shri Rajesh Sharma, SPD (Samagra Shiksha), Himachal Pradesh, Dr. Supriya A.R., SPD (Samagra Shiksa), Kerala, Smt. Kanchan Verma, SPD (Samagra Shiksha), Uttar Pradesh, Shri Jatin Goyal, SPD (Samagra Shiksha), Dadra & Nagar Haveli and Shri Rahul Rekhawar, Director (SCERT), Maharashtra, highlighting innovative, high-impact interventions to raise learning outcomes.

The conference also explored the topic of equivalence of Boards across curriculum and assessment in depth, with a focus on developing robust state-level frameworks and recognition processes. Presentations were made by senior officials from seven State Education Boards including by Dr. Vijay Rama Raju. V, Director, School Education, Andhra Pradesh, Shri Narnaryana Nath, Secretary, Assam State School Education Board, Smt. Priti Shukla, Deputy Secretary, Chhattisgarh Madhyamik Shiksha Mandal, Smt. Meghna Shetgaonkar, Director, SCERT, Goa, Prof. (Dr.) Sudhir Singh, Director Academics, Jammu & Kashmir Board of School Education, Shri Jayant Kumar Mishra, Secretary, Jharkhand Academic Council and Mr. Lalrinmawia Ralte, Controller of Examinations, Mizoram Board of School Education, Mizoram shared their State-Level Frameworks for Equivalence, outlining robust policies, processes and institutional mechanisms.

Shri. Rahul Singh, Chairperson, Central Board of Secondary Education (CBSE) shared CBSE's perspective on ensuring quality standards in schools, especially in its capacity as a School Standards Authority. Emphasis was placed on institutional self-evaluation, teacher capacity development, and data transparency to support continuous school improvement. Shri Venkatraman Hegde, DDG (Stats), DoSEL, delivered an insightful and data-driven presentation on the analysis of Secondary and Higher Secondary examination results 2024 across different school boards, offering a comprehensive overview of the academic performance of students.

Prof. Indrani Bhaduri, outlined a strategic roadmap for achieving curricular and assessment equivalence across school boards, underscoring its importance in ensuring fairness, mobility and consistency in student evaluation. She further elaborated on the proposed implementation framework and the anticipated impact of board equivalence on the broader school education landscape. She also emphasised on the establishment of State School Standards Authority (SSSA) in all States/UTs which will ensure that all schools meet minimum quality benchmarks through transparent regulation and implementation of the School Quality Assessment and Assurance Framework (SQAAF).

The conference also highlighted implementation of Holistic Progress Cards (HPCs) by States/UTs. Ready Reckoner Videos developed to support schools and teachers in adopting child-centric, continuous evaluation approaches were introduced to aid in mainstreaming these practices. These tools are aimed at reinforcing competency-based education and building a culture of regular, meaningful feedback for students.

A significant session was dedicated to the recognition of school boards as awarding bodies for vocational courses. Leading this discussion, Ms. Prachi Pandey, Joint Secretary, SE&L, Ministry of Education, stressed the importance of creating seamless pathways between general and vocational education. She noted that empowering school boards to confer vocational credentials would help improve access to skill-based learning and align with national objectives on employability and lifelong learning.

The conference concluded with a vote of thanks by Ms. Anusree Raha, Deputy Secretary, DoSE&L, who acknowledged the valuable contributions of all participants and reaffirmed the Ministry's commitment to fostering coordination between boards, institutions, and states. The deliberations throughout the day reflected a shared resolve to build a school education system that is fair, inclusive, and focused on learning for all.

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MV/AK

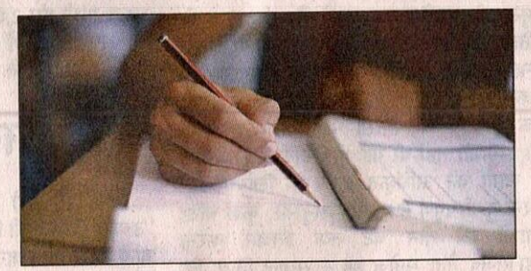
MOE/DoSEL/ 2 July 2025

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जनसत्ता, 3 जुलाई 2025, Pg. 8

सीबीएसई : पहली परीक्षा अनिवार्य, दूसरी सुधार के लिए

केंद्रीय माध्यमिक शिक्षा बोर्ड ने 10वीं की बोर्ड परीक्षा साल में दो बार आयोजित करने के मानदंडों को मंजूरी दे दी है। यह छात्र-केंद्रित निर्णय माना जा रहा है क्योंकि इससे अगर किसी विषय में प्रदर्शन संतोषजनक न हुआ हो तो छात्रों को सुधार का एक और मौका मिल सकेगा। हालांकि, दूसरी ओर इस फैसले के बाद लोगों के मन में कई सवाल भी खड़े हो रहे हैं, जैसे कि परीक्षा कब-कब होगी? क्या दोनों परीक्षाओं में शामिल होना जरूरी है? परिणाम कब जारी होगा? जिन छात्रों की सप्लीमेंट्री आएगी, उनका क्या होगा? इस फैसले से छात्रों को किस तरह फायदा होगा? आइए जानते हैं इन सभी सवालों के जवाब।



जरूरी जानकारी

दूसरी परीक्षा वैकल्पिक होगी। इसमें नंबर सुधारने के इच्छुक छात्र हिस्सा ले सकेंगे।

कब-कब होंगी परीक्षाएं

नए नियमों के अनुसार, सीबीएसई 10वीं की मुख्य या पहली परीक्षा फरवरी में शुरू होगी। दूसरी परीक्षा मई महीने में आयोजित की जाएगी।

क्या दोनों परीक्षाएं देना अनिवार्य होगा

परीक्षा दो बार होगी। सभी छात्रों के लिए पहली बोर्ड परीक्षा में शामिल होना अनिवार्य होगा, जबकि दूसरी परीक्षा वैकल्पिक होगी। इसमें नंबर सुधारने के इच्छुक छात्र हिस्सा ले सकेंगे। इसके अलावा, एक बार ही इंटर्नल असेसमेंट होगा।

जिनकी सप्लीमेंट्री आएगी, उनका क्या होगा

पहली परीक्षा में शामिल होने के बाद जिन छात्रों की सप्लीमेंट्री आएगी, ऐसे छात्रों को कम्पार्टमेंट श्रेणी के तहत दूसरी परीक्षा में शामिल होने की अनुमति दी जाएगी। दसवीं कक्षा उत्तीर्ण करने के बाद अतिरिक्त विषयों की अनुमति नहीं दी जाएगी।

कितने विषयों की परीक्षा दोबारा दे सकते हैं

सभी पास और पात्र छात्रों को विज्ञान, गणित, सामाजिक विज्ञान और भाषाओं में से किसी भी तीन विषयों में अच्छा प्रदर्शन करने का अवसर दिया जाएगा।

दूसरी परीक्षा में किन छात्रों को मिलेगा मौका

जो छात्र ज्यादा से ज्यादा तीन विषयों की दोबारा परीक्षा देना चाहते हैं या जिनके नतीजे में कंपार्टमेंट आई है, वही छात्र दूसरी परीक्षा में शामिल हो सकेंगे।

किन्हें नहीं मिलेगा मौका

अगर कोई छात्र पहले चरण की परीक्षा में 3 या उससे अधिक विषयों में शामिल नहीं हुआ है, तो उसे दूसरी परीक्षा में शामिल होने की अनुमति नहीं दी जाएगी। ऐसे छात्रों को 'आवश्यक पुनरावृत्ति' श्रेणी में रखा जाएगा। ऐसे छात्र अगले वर्ष फरवरी में आयोजित होने वाली मुख्य परीक्षा में ही शामिल हो सकेंगे।

कब जारी होंगे नतीजे

पहली परीक्षा का परिणाम अप्रैल माह में घोषित किया जाएगा, जबकि दूसरी परीक्षा का परिणाम जून माह में घोषित किया जाएगा। योग्यता प्रमाण पत्र दूसरी परीक्षा के बाद ही जारी किया जाएगा।

11वीं में प्रवेश के लिए नियम

मुख्य परीक्षा में उत्तीर्ण न होने वाले विद्यार्थियों को ग्यारहवीं कक्षा में अनंतिम प्रवेश दिया जाएगा तथा द्वितीय परीक्षा के परिणाम के आधार पर उनका प्रवेश सुनिश्चित किया जाएगा।

ये शर्तें भी जानना जरूरी

पहली परीक्षा में उपस्थित होना और एलओसी भरना अनिवार्य है। दूसरी परीक्षा के लिए अलग से एलओसी भरी जाएगी। दूसरी परीक्षा के एलओसी में कोई नया नाम नहीं जोड़ा जाएगा। पहली परीक्षा से द्वितीय परीक्षा में विषय परिवर्तन की अनुमति नहीं होगी।

जनसत्ता, 3 जुलाई 2025, pg. 3, 8

शिक्षा विभाग के अधिकारियों के साथ समीक्षा बैठक के बाद मुख्यमंत्री ने कहा

सरकारी विद्यालयों में तैयार की जाएंगी 2,000 आधुनिक कक्षाएं

जनसत्ता संवाददाता
नई दिल्ली, 2 जुलाई।

मुख्यमंत्री रेखा गुप्ता ने बुधवार को दिल्ली सचिवालय में शिक्षा विभाग के वरिष्ठ अधिकारियों के साथ अहम समीक्षा बैठक की। बैठक में सरकारी स्कूलों में चल रही आधारभूत ढांचे की परियोजनाओं, गुणवत्तापूर्ण शिक्षा सुनिश्चित करने के उपायों, और रिक्त पदों की स्थिति की गहन समीक्षा की। साथ ही अधिकारियों को पहले चरण में प्रस्तावित 2000 आधुनिक कक्षाओं (स्मार्ट क्लासरूम) के निर्माण और संचालन को तेजी से पूरा करने के निर्देश भी दिए।

मुख्यमंत्री ने बताया कि दिल्ली के हर बच्चे को समान, आधुनिक और प्रेरणादायक शिक्षा का वातावरण मिलना चाहिए और इसके लिए सरकार संसाधनों और नीतियों दोनों स्तर पर पूरी प्रतिबद्धता से काम कर रही है। रेखा गुप्ता ने शिक्षा व्यवस्था को और अधिक आधुनिक और प्रभावशाली बनाने के लिए अधिकारियों को कई महत्त्वपूर्ण निर्देश दिए। उन्होंने कहा कि दिल्ली के सभी सरकारी स्कूलों की साइंस लैब को आधुनिक उपकरणों से सुसज्जित किया जाए, ताकि विद्यार्थियों को प्रयोग आधारित शिक्षा मिल सके। गुप्ता ने कहा कि राजधानी में जिन सरकारी स्कूलों की इमारतों की स्थिति खराब है, उनकी विस्तृत सूची तुरंत तैयार की जाए। उन्होंने अधिकारियों को निर्देश दिए कि इस सूची के आधार पर मरम्मत कार्यों को प्राथमिकता दी जाए और सभी आवश्यक सुधार कार्य युद्धस्तर पर पूरे किए जाएं।

मुख्यमंत्री ने खोलीं डीएम कार्यालयों में लगीं शिकायत पेटियां



मुख्यमंत्री रेखा गुप्ता ने बुधवार को दिल्ली सचिवालय में जिलाधिकारी, एसडीएम और सब-रजिस्ट्रार कार्यालयों में लगाई गई शिकायत और सुझाव पेटियों को स्वयं खोला। नागरिकों की तरफ से दर्ज कराई गईं समस्याओं का संज्ञान लिया। साथ ही स्पष्ट किया कि कोई भी शिकायत केवल कागज का टुकड़ा नहीं, बल्कि जनता की अपेक्षा और अधिकार की आवाज है। शिकायत और सुझाव पेटियां सिर्फ समस्याएं नहीं, सरकार और जनता के बीच एक संवाद का माध्यम हैं। मुख्यमंत्री ने उत्तर पश्चिम, दक्षिण पूर्वी, उत्तर पूर्वी, पूर्व, पश्चिम, दक्षिण और दक्षिण पश्चिम दिल्ली में लगे 42 शिकायत पेटियों को खोला।

रेखा गुप्ता के बंगले में 59 लाख की लागत से होंगे कार्य

मुख्यमंत्री रेखा गुप्ता राजनिवास मार्ग स्थित बंगला नंबर एक में रहेंगी। उनको आवास आबंटित करने के बाद लोक निर्माण विभाग इसमें 59.40 लाख रुपए की लागत से अलग-अलग कार्य करेगा। इस बाबत एक आदेश में जानकारी दी गई है। आदेश में कहा गया है कि बंगले में विद्युत और सिविल संबंधी कार्य किया जाएगा। आदेश के अनुसार, 7.7 लाख रुपए की लागत से 14 स्प्लिट एयर कंडीशनर, 9.9 लाख रुपए की लागत से पांच एलईडी टीवी तथा 1.8 लाख रुपए की लागत से रिमोट कंट्रोल वाले 23 छत के पंखे लगाए जाएंगे। वहीं, सुरक्षा के लिहाज से 5.74 लाख रुपए की लागत से 14 सीसीटीवी कैमरे भी लगाए जाएंगे और आवास में बिजली बैकअप के लिए यूपीएस सिस्टम की भी व्यवस्था की जाएगी।

विद्यार्थियों को 'चैटजीपीटी' का संतुलित उपयोग करना चाहिए

किसी भी समस्या के लिए समाधान जानने के लिए चैटजीपीटी एक अच्छा तरीका है, लेकिन इसका अत्यधिक उपयोग मस्तिष्क की क्षमता को प्रभावित कर सकता है। विद्यार्थियों को चाहिए कि वे इसका संतुलित उपयोग करें और अपनी मानसिक और शैक्षिक क्षमता को बनाए रखें। हाल ही में एमआइटी मीडिया लैब द्वारा किए गए एक अध्ययन में यह पाया गया कि जो छात्र चैटजीपीटी का अत्यधिक उपयोग करते हैं, उनके मस्तिष्क की सक्रियता में कमी आती है। विशेष रूप से याददाश्त, रचनात्मकता और निर्णय-निर्माण जैसे क्षेत्रों में न्यूरल गतिविधि में गिरावट देखी गई। इसके विपरीत, जो छात्र अपने मस्तिष्क का अधिक उपयोग करते हैं, उनकी मस्तिष्क की सक्रियता अधिक पाई गई।

परामर्श

युवा कैसे बनाएं संतुलित उपयोग की आदत

चैटजीपीटी को सहायक बनाएं, मुख्य शिक्षक नहीं। यदि हम इसका अत्यधिक उपयोग करेंगे, तो मस्तिष्क की क्षमता कुंद हो सकती है। युवाओं को चाहिए कि वे चौकस, संतुलित और सराहनीय तरीके से इसका उपयोग करें। अपनी स्वतंत्र सोच और आलोचनात्मक क्षमता को बनाए रखते हुए और निर्णय लेने और विचार करने में अपने मस्तिष्क का उपयोग करें। इसका प्रयोग प्रेरणा या प्रारंभिक मसविदे के लिए करें, लेकिन स्वयं सोचें और लिखें। सक्रिय मस्तिष्क अभ्यास जारी रखें। उदाहरण सहित सवालों को हल करें, एआइ को पूरा काम न सौंपें। संकटग्रस्त दृष्टिकोण बनाए रखें। एआइ की दी जानकारी जांचें, क्या स्रोत विश्वसनीय हैं? स्वयं निष्कर्ष निकालें। पढ़ाई के दौरान नोट्स बनाएं, प्रश्न पूछें और चर्चा करें।

Hindustan Times, 3 July 2025, pg. 11, 4

{ MUMBAI SEXUAL ASSAULT CASE }

Court nod for teacher's psychiatric test

HT Correspondent
letters@hindustantimes.com

MUMBAI: Police will carry out a psychiatric test on Thursday on an English teacher from a reputed city school, who was arrested last week for sexually assaulting a minor male student, and also later visit the institution to investigate if the accused had any more victims.

The Mumbai police on Wednesday told a special Pocso (Protection of Children from Sexual Offences) Act court that they want to carry out a psychiatric test on the 40-year-old woman. The court extended her police custody by a day. The teacher was arrested on Sunday and the court had sent her to police custody till Wednesday.

On Wednesday, she was produced before additional sessions judge. The police told the court that they wanted to carry out a psychiatric test on the woman teacher and asked for the police custody to be extended by a day.

The court allowed the request as the police had got a Thursday appointment for the psychiatric evaluation at a government hospital in South Mumbai.

THE TEACHER WAS HELD ON SUNDAY AND THE COURT HAD SENT HER TO POLICE CUSTODY TILL WEDNESDAY

"We want to carry on the psychiatric evaluation to understand her mental health so that in future she also doesn't take any benefit claiming she is mentally not fit," said a police officer, requesting anonymity.

Police also told the court that they are searching for the teacher's friend who allegedly pushed the victim to meet the teacher outside the school, where she allegedly sexually assaulted him.

"Our teams will be also visiting the school as there is talk that she was not working with the school presently. We have learnt she has resigned from the school in 2024. We want to understand what happened due to which she resigned," said the police officer quoted above.

The 40-year-old teacher, who is married and has children, taught the 16-year-old class XI student. The police complaint said that she became attracted to him during their various meetings to set up dance groups for the high school annual function in December 2023 and made her first sexual overtures in January 2024.

The boy was initially reluctant, and began avoiding her. The teacher then roped in one of her female friends-- who is not from the school-- to call him and intercede on her behalf. The friend has also been booked but is absconding, said a police officer.

Police said they are also visiting medical shops to understand where she allegedly brought anti-anxiety pills, which she allegedly gave the victim when he developed acute anxiety.

"We will also be visiting the school and approach batchmates of the victim to find out if there are more victim students," said the police officer quoted above.

The English teacher will be produced before a court on Thursday again.

People aware of the matter said that the teacher was with the school for three years. "The school is fully co-operating and will continue to cooperate with the police in their investigations. The school has a zero tolerance policy towards sexual offences against children or sexual harassment of children," a spokesperson for the school said.

Police have registered a case under sections 4 (penetrative sexual assault), 6 (aggravated penetrative sexual assault) and 17 (abetment of offences) of Pocso, and various sections of the BNS, and Juvenile Justice (Care and Protection of Children) Act, 2015.

{ EDU DEPT REVIEW MEETING }

Build smart classes in govt schools: CM

Varun Bhandari
htreporters@hindustantimes.com

NEW DELHI: Chief minister Rekha Gupta on Wednesday chaired a high-level review meeting with education department officials, directing them to urgently upgrade government schools with smart classrooms, modern science labs, and faster teacher recruitment.

Gupta stressed the need for quality education and asked officials to prepare a comprehensive strategy, including a review of all vacant teaching posts, the CM's office said in a press release.

"Every child in Delhi, regardless of background, should receive equal opportunity and world-class education," the press release stated. The CM instructed the department to immediately identify school buildings in poor condition. "Repairs and renovations must be undertaken on a priority and emergency basis," she said, according to the release. Gupta also pushed for structural upgrades to the entry gates of Thyagaraj and Chhatrasal stadiums, citing the need to improve facilities for athletes.

Calling for a modern approach to learning, she directed that all government schools be equipped with functional science laboratories. "Students should receive hands-on, experiment-based learning. This will enhance their understanding and help develop a scientific temperament," Gupta said.

On the shortage of teaching staff, she called for swift and uncompromised recruitment across all levels. "From primary to senior secondary, only qualified, trained, and motivated teachers should be hired," she said. Gupta also directed the immediate rollout of 2,000 smart classrooms equipped with interactive screens and internet connectivity. "Every initiative related to the future of Delhi's children is a top priority for our government. Education should not be confined to classrooms alone — it should reflect in the entire atmosphere," she said.

The Indian Express, 3 July 2025, pg. 1

Saturday classes, home lessons: Mizoram road to 'first fully literate state'

PAGE 1
ANCHOR

SUKRITA BARUAH
AIZAWL, JULY 2

THE LOW benches in the little school atop a hill in Tinghmun — a village "in a corner of Mizoram", as school teacher Robert Lalditsak calls it — is meant for children aged 10 and younger. But on a Tuesday, a group of middle-aged villagers sat on them and clapped as 54-year-old Laltinkimi stepped up to the blackboard and wrote her name with chalk in big, spidery letters.

What may seem like a modest achievement is one that she arrived at after months of classes — either before or after her long hours at the *jhum* (shifting cultivation farm). "I didn't know how to read or write. Though it was difficult to learn at my age, I tried my best. I practised at home when I could," she says.

Laltinkimi and 16 others from her village are among Mizoram's 425 "neo-literates", mostly adult learners from across the state who passed a Foundational Literacy and Numeracy Test (FNALT) over the past year.

Thanks to them, the state has now become India's "first fully literate state" under the Centre's ULLAS programme, officially called the Nav Bharat Saksharta Karyakram or the New India Literacy Programme. The literacy rate in Mizoram now stands at 98.2%, ahead of Goa and Tripura. According to the Ministry of Education's 2024 definition, a state can be called "fully literate" if it achieves 95% literacy.

The ULLAS programme, which has a five-year timeline aimed at non-literate people aged 15 years and above, was first implemented across the country in 2022.

ULLAS is one of the many datasets, including the National Literacy Mission (NLM) data and Census, that capture the state of adult literacy in the country. In 1991, with 90 per cent adult literacy, Kerala had achieved "total literacy" as per the NLM norms, which required 90% of a state's population aged between 15 and 35 years to be literate. According to the 2011 Census, literacy in Kerala stood at 93.91% while Mizoram's was 91.58%. According to the Periodic Labour Force Survey's annual report from July 2023 to June 2024, Mizoram's literacy rate for those aged 7 years and above was 98.2%, while Kerala's stood at 95.3%.



(From left) Lalramsiami, Lalsiamtlingi, school principal Malsawmthanga, Laltinkimi and Laldawnsang. *Sukrita Baruah*

Calling Mizoram's ULLAS milestone as the "last sprint", Andrew Lalrintluanga, Deputy Project Director, Mizoram Samagra Shiksha, the nodal agency for the programme, says it was achieved "after decades of work on literacy".

Mizoram's literacy journey has, in fact, been something of a race. Writing in the Mizo language itself has a history of less than two centuries since languages used by these tribes did not historically have a script. It was only in 1894 that English Baptist missionaries J H Lorrain and F W Savidge codified the Mizo alphabet in the Roman script.

Academic Laltluangliana Khiangte has written about how, along with language primers, the missionaries also prepared textbooks for elementary schools and Mizo translations of Christian literature. These would have been the first steps towards literacy among the Mizo people.

On what helped Mizoram achieve its latest literacy milestone, Lalbiakdiki Hnamte, Professor, Education, Mizoram University, credits "volunteerism and community participation".

She says, "We have seen many literacy programmes — from 'Operation Blackboard' to

CONTINUED ON PAGE 2

The Indian Express, 3 July 2025, pg. 2.

Home lessons

'Each One Teach One'. After the state began collaborating with YMA (Young Mizo Association, the biggest organisation here) for implementing government programmes, everything became easier," she says.

"We are a very close-knit society. Everyone knows everyone. People always quickly fall behind what the village chief says. Even in the case of Christianity, once the chiefs converted, everyone followed quickly...," she adds.

In August 2023, the Samagra Shiksha, Mizoram, launched surveys in the state's 11 districts to identify non-literate people aged 15 years and above. Of the 3,026 such people, 1,843 emerged as "potential learners".

The survey revealed a sizable cluster of non-literate people in Tinghmun village. Located in the far north-east end of the state, Tinghmun lies close to Mizoram's border with Manipur's Pherzawl district. With a population of around 1,600, its residents blame its remote location and lack of connectivity for its sizable non-literate population. The road till the nearest large village, Upper Sakawrdai, is still a rutted one. But, the villagers say, it did not exist at all till 2009. "We would walk 10 km on a hilly track to reach Upper Sakawrdai. That was our sole connection to the rest of Mizoram," says teacher Lalditsak.

After the survey for ULLAS was launched, Malsawmthanga, 42, the principal of the government-aided Tinghmun Primary School-II, and three of his friends went from house to house to map non-literates.

Malsawmthanga says 23 persons finally emerged as "potential learners" from the village. "The number of identified non-literates was higher, but I couldn't convince everyone to learn. Some could not manage it because of their farms, while others were ashamed to learn at their age. But I encouraged them, telling them that they would finally be able to read the Bible," he says.

Not all non-literates in Tinghmun needed convincing. One such "potential learner" was Laldawnsang, 60. "My parents separated when I was young. We were poor, and I was the second oldest among my siblings. Instead of school, I started working on a farm and never stopped. I was excited to receive sir's (Malsawmthanga) call to learn at this age," he says.

After the survey, like teachers across the state, Malsawmthanga started teaching potential learners in Tinghmun. Over the course of six months, he taught 23 of them, most over 35 years old, using the Mizo language primer prepared by the State Council of Educational Research and Training (SCERT), which develops curriculum for children and support materials for teachers.

Malsawmthanga says the classes took place as per the schedules of the teachers and students. "Sometimes, I would teach for an hour or just 20 minutes. I would call them (the adult learners) to school on Saturday (a school holiday). A few times a week, I would go to one of their homes and call some of them there," he says. His student Laldawnsang says his children help him study now. "I still can't type on the phone, but I can write my name now," he says.

Seventeen of Malsawmthanga's 23 students wrote the March 2024 foundational test and were among the state's first phase of 320 "neo-literates" under this programme. Results show that most of these "neo-literates" are women — 237 of the 320 students. Of Malsawmthanga's 17 learners who passed, 11 are women.

For the literacy workers, the biggest challenge lay in the state's Lunglei, Lawngtlai and Mamit districts in the state's western belt. Dominated by minority communities like the Chakmas, Brus and Lai, these districts accounted for 72% of the "potential learners" identified during the survey in Mizoram.

The Hindu, 3 July 2025, pg. 4

U.P. school merger plan anti-poor, should be dropped: Mayawati

Mayank Kumar
LUCKNOW

Bahujan Samaj Party (BSP) president Mayawati on Wednesday described the Uttar Pradesh government's plan to merge or consolidate primary schools with low student enrolment as "anti-poor and unfair", saying that it will "deprive" crores of children from economically weaker backgrounds of accessible and affordable education near their homes.

"The decision taken by the Basic Education Council to close down many schools under the guise of pairing or integration of primary schools appears unfair, unnecessary and anti-poor at first glance. It is an appeal to the government to immediately withdraw this decision in the larger interest of the poor students," posted Ms. Mayawati on X.

U.P. govt. is planning to merge schools having enrolment of less than 50 students with nearby school

The U.P. government is planning to merge schools having enrolment of less than 50 students with nearby educational facilities to make the education system "more functional and viable". As part of the consolidation plan, students from these schools will be accommodated in nearby facilities to ensure their continued education.

'Will withdraw it'

The former four-time U.P. CM said if the school merger plan is implemented, she will withdraw it and bring in the old system whenever her party forms the government.

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Learn more

Punjab tops National Achievement Survey 2024; School Education Minister Harjot Singh Bains hails 'stellar performance'

NAS 2024 was conducted by the National Council of Educational Research and Training in collaboration with states and UTs to assess learning outcomes and identify areas for improvement.

By: **Express News Service**

Chandigarh | July 3, 2025 10:58 IST

NewsGuard

2 min read



The NAS, considered India's most credible and reputed survey for evaluating students' educational achievements, selects students from Classes 3, 6 and 9 as samples to evaluate overall education outcomes.

Sharing Punjab's impressive rankings in the NAS (PARAKH Rashtriya Sarvekshan), Bains shared that Punjab stood first with 80 marks in the Class 3 ranking, surpassing Himachal Pradesh (74) and Kerala (73).

For Class 6, Punjab and Kerala are joint top performers with 67 marks each. In the Class 9 ranking, Punjab outperformed other states and Union Territories (UTs) with 57 marks to grab the top spot, Bains added.

Also Read | **Punjab Education Minister Bains inaugurates training for 72 primary school teachers, next phase in Finland**

"Punjab's stellar performance in the NAS underscores the AAP government's dedication to ensuring quality education and improving student learning outcomes," Bains said, adding that the Punjab government will build on this success, continuing to enhance the standards of the education system to provide students with the best education.

Bains said that recently, 845 government school students qualified the highly competitive National Eligibility-cum-Entrance Test (NEET) while 265 students successfully cleared the Joint Entrance Examination (JEE) Mains this year, showcasing the education department's commitment to fostering academic excellence and empowering students to excel in the country's most challenging competitive exams.

STORY CONTINUES BELOW THIS AD

The Punjab government has made education its topmost priority, he added.

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This article was first uploaded on July third, twenty twenty-five, at fifty-eight minutes past ten in the morning.

TAGS: Aam Aadmi Party AAP | Harjot Singh | National Achievement Survey | NCERT | NEET

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Parakh Rashtriya Sarvekshan 2024: Chandigarh shines on paper, but learning gaps laid bare

By **Rajanbir Singh**, Chandigarh

Published on: Jul 03, 2025 09:46 AM IST

The survey, earlier called the National Achievement Survey, is conducted every three years by NCERT under the Union ministry of education

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Even as Chandigarh has performed better than the national average in the Parakh Rashtriya Sarvekshan 2024 — a nationwide test to check learning levels of students in Classes 3, 6 and 9 — the detailed report has revealed glaring learning gaps in key areas.



As per the detailed report, in Class 3, only 54% students from Chandigarh could add or subtract two-digit numbers or arrange numbers from 1 to 99 in ascending and descending order correctly. (AP)

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The survey, earlier called the National Achievement Survey, is conducted every three years by NCERT under the Union ministry of education. The latest edition took place on December 4, 2024, with 3,365 students from 81 government and private schools appearing for the test in Chandigarh.

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Through multiple-choice questions, Class 3 students were quizzed about language and mathematics. The questions for Class 6 students pertained to language, mathematics and the world around us, while those for Class 9 were about language, mathematics and science.

The results were released in Delhi on Wednesday in a conference with all secretaries and state project directors of all states and UTs.

Chandigarh performed better than the national average in all subjects and classes — except Class 3 maths, where its score matched the national average.

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The city performed best in Class 9 language. But the gap between what students are expected to know and what they actually know grew wider in higher classes.

Red lines galore in report card

As per the detailed report, in Class 3, only 54% students could add or subtract two-digit numbers or arrange numbers from 1 to 99 in ascending and descending order correctly. Just 47% could perform simple transactions with money up to ₹100, while around 61-62% could understand short news or stories.

In Class 6, only 28% students could work with common fractions in real life and 41% could convert centimetres to metres. Around 58% could read simple maps of the city, state and country to identify natural and manmade features.

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Among senior students in Class 9, only 26% understood the concept of percentages and could solve related math problems.

Only 50% could describe biological changes during adolescence and measures to ensure overall wellbeing, although this is significantly higher than national average. Just 42% students could distinguish the characteristics of living organisms from non-living organisms.

UT director of school education Harsuhinderpal Singh Brar said the detailed data will help the UT analyse weaknesses and make targeted improvements.

Chandigarh maintains first position among UTs

In the National Achievement Survey conducted in 2021, Chandigarh had got the first spot among UTs for all grades, which were Classes 3, 5, 8 and 10. This time, the rankings have been combined for both states and UTs.

Hindustan Times

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In Classes 6 and 9, Chandigarh is third among all states and UTs, but among just UTs, it's first in both grades. It shared the first spot in Class 6 with Dadra and Nagar Haveli, and Daman and Diu.

It stood first among UTs even in Class 3, tied with Andaman and Nicobar Islands, but ninth among all states and UTs.

These scores are also factored into the Performance Grading Index (PGI) rankings, where Chandigarh led the pack in the 2023-24 edition, released recently.

Chandigarh

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दैनिक जागरण, 4 जुलाई 2025, पृष्ठ संख्या - 12

सुधार के नाम पर शिक्षा से खिलवाड़



प्रेमपाल शर्मा

नजदीकी स्कूल बंद होने का सबसे बुरा असर लड़कियों की शिक्षा पर पड़ेगा, जिनकी शिक्षा विकास के लिए आवश्यक है



सरकारी स्कूलों में घटते नामांकन की हो पड़ताल ● फाइल

शिक्षा में सुधार के कुछ सरकारी कदम विवादास्पद बनते जा रहे हैं। हाल में उत्तर प्रदेश सरकार ने करीब 5,000 स्कूलों को बंद करने का निर्णय लिया है। इससे पहले राजस्थान और अन्य राज्यों की सरकारें भी हजारों स्कूलों को विलय के नाम पर बंद कर चुकी हैं। तर्क दिया जा रहा है कि जहां 50 से कम बच्चे हैं, उन्हें नजदीकी स्कूल में स्थानांतरित किया जाएगा। जो लोग देश के छह लाख से अधिक गांवों से परिचित हैं, वे शिक्षा पर इसके भयानक दुष्परिणाम की कल्पना कर सकते हैं। लगातार प्रयासों के बाद हमारी साक्षरता दर 80 प्रतिशत तक पहुंची है, जिसमें लड़कियों की साक्षरता दर विशेष रूप से उत्तर भारत में बहुत कम है। बिहार और उत्तर प्रदेश की स्थिति तो समग्र साक्षरता में निराशाजनक है। यदि नजदीकी स्कूल बंद हुए, तो इसका सबसे बुरा असर लड़कियों की शिक्षा पर पड़ेगा, जो किसी भी समाज और देश के विकास के लिए एक बुनियादी शर्त है। देश की लड़कियां कम सुविधाओं के बावजूद हर क्षेत्र में उत्कृष्ट प्रदर्शन कर रही हैं, लेकिन कुछ नीतियां उलटे उनके खिलाफ जाती दिख रही हैं। केंद्रीय विश्वविद्यालयों में दाखिले के लिए लाई गई नई प्रवेश परीक्षा सीयूईटी ने भी उनके नामांकन पर असर डाला है। आंकड़े बताते हैं कि इसके लागू होने के बाद से इन विश्वविद्यालयों में लड़कियों के दाखिले में 30 प्रतिशत तक की कमी आई है। दिल्ली विश्वविद्यालय में ही नामांकन अब केवल उत्तर भारत के तीन-चार राज्यों तक सीमित होकर रह गया है, जिसमें कभी पूरे देश के मेधावी युवा आते थे। इस बीच विदेश में पढ़ने वालों की संख्या पिछले पांच वर्षों में दोगुनी से भी अधिक हो गई है।

शिक्षा का अधिकार अधिनियम कहता है कि पहली से पांचवीं कक्षा तक हर बच्चे के लिए एक किलोमीटर पर स्कूल होना चाहिए और छठी से आठवीं कक्षा तक हर बच्चे के लिए तीन किलोमीटर के दायरे में ही स्कूल होने चाहिए। संभवतः उत्तर प्रदेश सरकार ने इस पक्ष पर गंभीरता से विचार नहीं किया है। इसके पीछे वे नीति निर्माता प्रतीत होते हैं जिनमें से अधिकतर नगरों, महानगरों और विदेश और अंग्रेजी माध्यम में पढ़े हैं। उत्तर प्रदेश की योगी सरकार ने अपने पहले कार्यकाल के दौरान शिक्षा में कुछ अच्छे काम किए थे, जिसमें 60 हजार शिक्षकों की भर्ती भी शामिल थी। इससे सभी स्कूलों में योग्य शिक्षक उपलब्ध हो गए हैं। इस बीच शौचालय और अन्य भवनों में भी बहुत सुधार हुआ है, लेकिन अकेले इस कदम से पिछले दशकों में साक्षरता, शिक्षा और स्कूलों को बेहतर करने के प्रयासों को बहुत बड़ा धक्का लगेगा। इस यू-टर्न से भारत के विकसित देश बनने का सपना बिखर सकता है।

इस बात की गहराई से पड़ताल होनी चाहिए कि सरकारी स्कूलों में बच्चे क्यों कम हो रहे हैं? शिक्षकों पर कुछ अन्य अतिरिक्त काम जैसे- जनसंख्या से जुड़े आंकड़े जुटाने, चुनाव कराने, बैंक खाता खुलवाने, मिड डे मील योजना को लागू करने जैसी जिम्मेदारियां कम क्यों नहीं की जा सकती हैं? क्यों जिला स्तर पर इन स्कूलों में निरीक्षण और उनकी समस्याएं सुनने का तंत्र विकसित नहीं हो पाया है? उनके मोटिवेशन के लिए जिला स्तर पर ठोस कदम क्यों नहीं उठाए जा रहे हैं? सर्वे बताते हैं कि जिला अधिकारी मुश्किल से पांच प्रतिशत सरकारी स्कूलों में जाते हैं। सरकारी स्कूलों में सरकार छात्रों को यूनिफार्म देती है, वजीफा देती है, कोई फीस नहीं लेती और प्रतियोगी परीक्षाओं से चुने हुए योग्य शिक्षक नियुक्त होते हैं। इसके बावजूद वहां बच्चे नहीं आते। यह आजाद भारत के लिए सबसे बड़ी विडंबना है। यह सरकारी तंत्र की असफलता है। 2015 में इलाहाबाद हाई कोर्ट ने निर्णय भी दिया था कि हर सरकारी कर्मचारी, विधायक आदि के बच्चों का इन स्कूलों में पढ़ना अनिवार्य हो। विकसित भारत की संकल्पना को साकार करने के लिए सरकार को इसे लागू करना चाहिए। इसके साथ-साथ स्कूलों में पुस्तकालय, प्रयोगशाला और बेहतर पाठ्यक्रम अपनी भाषा में बनाया जाना चाहिए। इससे बच्चे अंग्रेजी के बोझ से मुक्त होंगे और आत्मनिर्भर भी बनेंगे। जिला स्तर पर इस बुनियादी परिवर्तन से ही सरकारी स्कूल चमकने लगेंगे।

नई शिक्षा नीति के नियम का भी इस पर असर पड़ा है। नियम कहता है कि पहली क्लास में छह वर्ष से कम उम्र के बच्चों का नामांकन नहीं होगा। इसके चलते बच्चे सरकारी स्कूलों में आने बंद हो गए हैं। इस बीच कुकुरमुत्ते की तरह बिना ठीक-ठाक बिल्डिंग, शौचालय, खेल की सुविधाओं के निजी स्कूलों में दाखिले की बाढ़ आ गई है। एक बार बच्चा वहां दाखिल हो गया, तो उसे निकालना आसान नहीं होता। इसलिए दाखिले की उम्र तुरंत पांच वर्ष करने की जरूरत है। इन स्कूलों में शिक्षक भर्ती की योग्यता का भी कोई पैमाना नहीं है। रोजगार का पक्ष भी उतना ही महत्वपूर्ण है। बेरोजगार नौजवानों में बढ़ता असंतोष बहुत दुर्भाग्यपूर्ण होगा और राज्यों के आने वाले विधानसभा चुनावों पर भी इसका असर हो सकता है। हर वर्ष 25 जून को हम आपातकाल को याद करते हैं, जिसमें लोगों की आवाज को पूरी तरह से अनसुना कर दिया गया था या रोक दिया गया था। बेहतर शिक्षा, समान शिक्षा हर लोक का हक है। और यही लोकतंत्र है। सरकार को इन सब बातों पर गंभीरता से पुनर्विचार की जरूरत है।

(भारत सरकार में संयुक्त सचिव रहे लेखक शिक्षाविद् हैं)

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The Indian Express, 4 July 2025, Page No-4

Education dept flags 56 govt schools with poor results, assigns mentors

SOPHIYA MATHEW
NEW DELHI, JULY 3

THE DELHI Education department has identified 56 government schools with the lowest pass percentages in classes 9 and 11 during the 2024-25 academic session, and put them under the direct mentorship of its senior officials.

The list, prepared on the basis of results analysed by the Directorate of Education's (DoE) Exam Branch, included schools where Class 9 pass percentages have dipped as low as 45.37%, as was the case in West Azad Nagar's Government Co-ed SSS.

The other schools with low pass percentages in Class 9 included Qutab Road-SBV (46.75%), Katewara-GBSSS (48.57%), and Bindapur-GBSSS (50.83%). Several others recorded pass percentages in the range of 51%-59%.

Only two schools were flagged for low performance in Class 11 — Sunder Nagari-GBSSS and Keshavpuram-SBV.

In a circular Tuesday, the DoE assigned one official to each school "for mentoring the overall academic performance during the session 2025-26". "Mentors are expected to visit the respective schools at least once in a fortnight and submit the Inspection Report... preferably on the same day of visit," it stated.

Deputy directors of education from various zones and districts have been tasked with adopting these schools. After conducting the inspections, they must submit updated, detailed reports on the Delhi Education Management Information System, officials said.

As part of the inspection, officials will assess a comprehensive set of academic indicators, including the identification of low-performing subjects, teacher vacancies, student attendance, availability of learning materials, usage of NCERT textbooks, the status of ICT (Information and Communication Technology) labs, and the implementation of vocational education, among others.

They would check whether school heads and teachers have adopted individual low-performing students for academic mentoring, and whether their progress is being tracked.

Verification of the usage of CBSE/DoE-issued sample papers, action plans for low achievers, and whether parents are being regularly informed about attendance and performance will also be undertaken.

The mentors have been instructed to observe three-year result trends for classes 9 to 12.

This is not the first time the Delhi government has undertaken such an initiative. In 2024, 67 government schools were put under 32 district-level officials in the Education department for mentorship.

The circular also referred to 'Mission Mathematics', an ongoing programme introduced to strengthen math learning, which was expanded this year to classes 6 to 10. The officials are expected to monitor the implementation of this programme and Teaching Learning Material competitions during their school visits.

Millennium Post, 4 July 2025, Page No – 2

THE LAST OF URDU SCHOOLS

'No new teachers in 15 yrs, MCD-run schools in decline'

SURUCHI KUMARI





Teachers often dip into their own pockets for minor repairs

NEW DELHI: As Ms. Begum, the in-charge of an MCD primary school in Kucha Pandit in Old Delhi, prepares for her retirement next month, her worry is palpable. "With the other teacher going on six months' leave, there will be no one left to take classes," she says, overseeing 112 students and seven fresh admissions. "The only person remaining will be the Special Educator assigned for children with special needs. But how can one teacher run a whole school?"

The problems echoed by Ms. Begum paints a grim picture across many such primary Urdu- medium schools run by MCD (from nursery to standard fifth). Despite student enrollment as high as 600 - issues of inadequate infrastructure, lesser staff, poor teacher to student ratios, overburdening on teachers due to barely any hiring are persistent.

Her school, she recalled, was staffed with six teachers before the pandemic. "Post-COVID, I was alone until 2021 when another teacher joined, and one more was transferred in 2023. We have no principal. As an Urdu-medium school, we need Urdu teachers, but English-medium teachers are transferred here. How will they teach students or read their textbooks?" she asks, adding that she has sent repeated letters requesting more staff. "If no help comes, I may have to consider postponing my retirement."

'Six of 11 schools shut, no new ones opened'

The decline is not limited to one school. Rafia Mahir, the councillor of the ward, alleges that six of the 11 MCD schools in Sitaram Ward have shut down over the years, citing dwindling enrollment and teacher shortages. "Instead of opening new schools, half were shut. No surveys to assess enrollment trends have been conducted by MCD in the past five years. These surveys once guided policies and encouraged admissions," she says.

The few remaining schools of the five still using Urdu as the medium of instruction are struggling to survive. Others have been gradually converted to English-Hindi medium institutions. Mahir says she is pushing to reopen a relatively newer school in Raziya Begum, built a decade ago.

However, she suggests adopting English as the medium, with Urdu as a mandatory subject. "Parents increasingly prefer English-medium education, though Urdu-medium schools still hold relevance," she adds. A Parent, on the need of Urdu schools, said, "We want a basic good education for our kids, in our language, so we can help them and they can at least read our holy scriptures."

Poor teacher to student ratio: 'No hiring in 15 years'

The situation violates the Right to Education (RTE) Act, which prescribes a 1:30 teacher-student ratio. In Bulbuli Khana, an MCD school with over 400 students, only two teachers manage classes across all grades.

One, a Special Educator, juggles teaching nursery, first, and third grades simultaneously in a single room. "Three different grades in one classroom mean overlapping language of instructions and little individual attention," a teacher said, requesting anonymity. "Attendance is about 70% daily, but the burden of teaching and official paperwork falls entirely on us. There's no principal or clerical staff. So, we manage everything"

In Lambi Gali, the principal says just two of six teachers are qualified in Urdu, while others are from English-medium backgrounds. "One teacher handles two sections with over 50 students each. The Urdu teacher hired in 2010 on contract has still not been regularised. There have been no new recruitments despite urgent need," she adds.

Crumbling infra and limited funds

Beyond staff shortages, infrastructure woes plague these schools. Many operate in partition-era havelis, which are now hazardous for children. At Bhojla Pahari, the principal says part of their building is barricaded due to safety concerns. "But when children play outside, we must constantly supervise to avoid mishaps," she adds.

Teachers often dip into their own pockets for minor repairs, but major work like new classrooms remains unaddressed. Mahir recalls, "After multiple requests, Rs 4 lakh was finally allocated and used to build toilet blocks and repair roofs in two schools."

Of the Rs 17 crore MCD budget for 2025–26, 9.96% is earmarked for education, while the Delhi government allocates Rs. 3,560 crore to MCD for education this year.

"The narrow lanes and congestion make getting NOCs for construction tedious. Even after planning segmented constructions, we hit another hurdle—fund allocation. New schools can only be built using MCD funds, not MLA, MP, or councillor funds," Mahir explains.

Printed from
THE TIMES OF INDIA

Odisha ranks 5th, surpassing Kerala in school education ranking, secures PRACHESTA-3 grade

ANI | Jul 4, 2025, 07.40 AM IST



BHUBANESWAR: Following Odisha climbing to Rank 5 nationally in school education ranking 2023-24, former Chief Minister of Odisha, Naveen Patnaik, expressed his joy and said that under the 5T initiative, the previous Biju Janata Dal government had transformed about 7000 schools to unleash new aspirations and open new horizons for school students.

In a post on X, former CM Naveen Patnaik shared, "Glad to share that Odisha has earned 5th rank nationally in School Grading System, as per Performance Grading Index (PGI-2.0) Report released by Government of India. Odisha has achieved score of 595.6 and secured PRACHESTA-3 grade for the academic year 2023-24, up from 14th in 2019. The PGI 2.0 evaluates school education through 73 indicators across two categories: Outcomes and Governance & Management."

"Under our #5T initiative, we transformed about 7000 schools to unleash new aspirations and open new horizons for school students. We always believed that #NewOdisha will be built by empowering every child with the power of education. Glad that the robust foundation for government school education helping students excel. Thank all the teachers, parents, administrators and support staff for the huge transformation. #OdishaLeads," he shared.

In a post on Instagram, the former aide of Naveen Patnaik, VK Pandian, shared that Odisha was above Kerala in education rankings under the performance governance initiative.

V K Pandian said, "When 5T targets were being set up across sectors in 2019 , Honble CM Naveen Patnaikji @naveen_odisha had stated that a credible 5T target in school education would be for Odisha to cross Kerala . It sounded impossible at that time. But we could achieve this transformation milestone."

"The Performance Grading Index (PGI) of the Government of India which assesses school education across 73 indicators, has placed Odisha at No. 5 among all the states in 2023-24, higher than Kerala. This achievement is stupendous, especially as Odisha was in the bottom category of states previously," he said.

He congratulated the entire team for moving up in the school education ranking from 24 to 5.

"Congratulations to the entire team who made this happen in a record time . It was not an easy task to go from being 24 in all India ranking to number 5. The hard work and dedication that has gone in from all quarters has made this possible. Thanking the students , parents, community leaders, PRIs, people's representatives, SMCs and government officials who made this transformative target under 5T come true," he further shared.

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The Telegraph online

Friday, 04 July 2025

'RSS scan' blamed for book delay, students of Classes V and VIII yet to get NCERT texts

This year, the NCERT released some of the textbooks for Classes IV and VII, it had said textbooks for Class VIII would be available on June 20 and those for Class V on June 15. Till Thursday, English and Hindi textbooks for Class V and Class VIII were available in limited stores. The PDF versions are not available on the NCERT website

Basant Kumar Mohanty | Published 04.07.25, 06:11 AM



The NCERT logo

The National Council of Educational Research and Training (NCERT) has failed to meet even the delayed timeline it had set to provide textbooks to students of Classes V and VIII this year, which many academics said was partly because of layers of RSS scrutiny to check for content that might go against the government.

The textbook body introduced new books for Classes III and VI last year. It had announced that new books for Classes IV, V, VII and VIII would be introduced in 2025-26. Last year, the books for both classes were delayed.

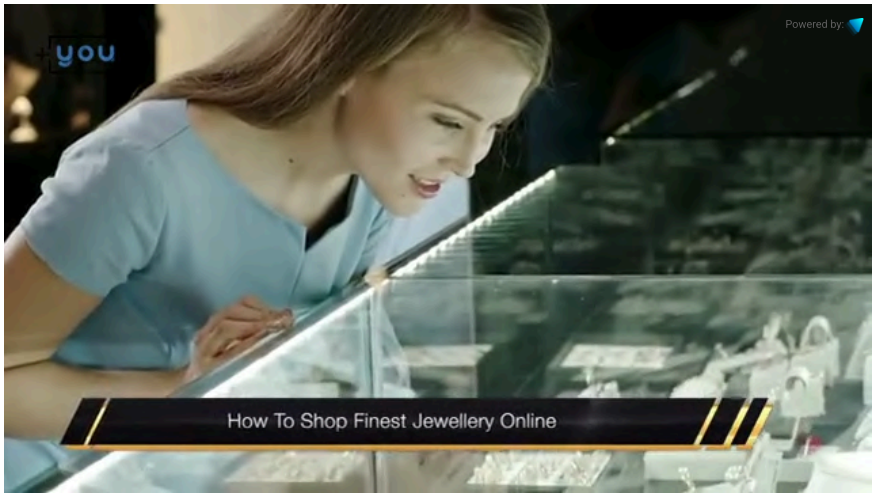
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NCERT officials at the sale counter on its campus said that textbooks for mathematics, science and social science for these two classes were expected to be available by July 14.

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Academics aware of the current process of writing textbooks said publication was getting delayed because of layers of scrutiny “to check any remotely anti-government material”. They said NCERT faculty members were not adequately involved in the preparation of new textbooks as experts were mostly chosen from outside institutions.

“After the experts submit the content, a project group comprising certain people with links to the RSS goes through the texts and suggests changes. The material is then scrutinised by select academics, some of whom are again from the RSS, over a prolonged period of time. They suggest changes. This was never the process earlier. This is the reason for the delay,” said an academic. Another academic echoed him.

When new books were published in 2006 and 2008, textbook teams had curated the content and a textbook development committee cleared them.

A teacher at a Kendriya Vidyalaya here said the new academic session started on April 1 and the books were supposed to be available before that. The NCERT has uploaded on its website a six-week bridge programme for Classes V and VIII before the start of the academic session to help schools do some teaching-learning activities till the new books are released.

“There is no textbook for the bridge course. It lists activities to be done in class. The teachers are doing it dutifully. But children in India need a book for focused study. In the absence of it, the teaching-learning activities are not able to engage children properly,” said the teacher.

Ashok Agrawal, a member of the Court of Delhi University, criticised the NCERT

“Private schools somehow manage teaching-learning activities with textbooks from private publishers. Government school students are entirely dependent on NCERT books. The CBSE and a few state boards also use NCERT books. Delay in the release of books is a cruel joke on such children. It is a case of criminal negligence,” Agrawal said.

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INDIA TODAY BEST COLLEGES SURVEY 2025

Odisha surpasses Kerala to secure 5th rank in school education index

Odisha has shown major improvement in the Performance Grading Index 2.0, outperforming previous years and achieved fifth rank school education index. The state improved from 14th place in 2019 to fifth, registering a score of 595.6 out of 1,000, and earning the Prachesta-3 grade.

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Odisha improved from 14th place in 2019 to fifth in the national school educatio ranking, registering a score of 595.6 out of 1,000, and earning the Prachesta-3 grade.

India Today Education Desk

New Delhi, UPDATED: Jul 4, 2025 13:29 IST

In Short

- Odisha rose from 14th to 5th in PGI-2.0 for school education
- Odisha scored 595.6, earning Prachesta-3 grade for 2023-24
- Surpassed Kerala and ranked behind Chandigarh, Punjab, Delhi, Gujarat

Odisha has achieved a remarkable climb in the Union Ministry of Education's Performance Grading Index 2.0 (PGI2.0) for 2023-24, securing the fifth position nationally.

The state improved from 14th place in 2019 to fifth, registering a score of 595.6 out of 1,000, and earning the Prachesta3 grade.

In a post on X, former Chief Minister Naveen Patnaik said, "Glad to share that Odisha has earned 5th rank nationally in the School Grading System as per Performance Grading Index. Report released by the Government of India.

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Odisha has achieved a score of 595.6 and secured PRACHESTA- 3 grade for the academic year 2023-24, up from 14th in 2019. The PGI 2.0 evaluates school education through 73 indicators across two categories: Outcomes and Governance & Management."


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T e has overtaken Kerala in the on rankings, a milestone once ed improbable. Former Chi M Naveen Patnaik attributed thi o Odisha's 5T initiative, which nised around 7,000 goverr nt

schools through infrastructural and technological upgrades.

“We always believed that #NewOdisha will be built by empowering every child with the power of education.”

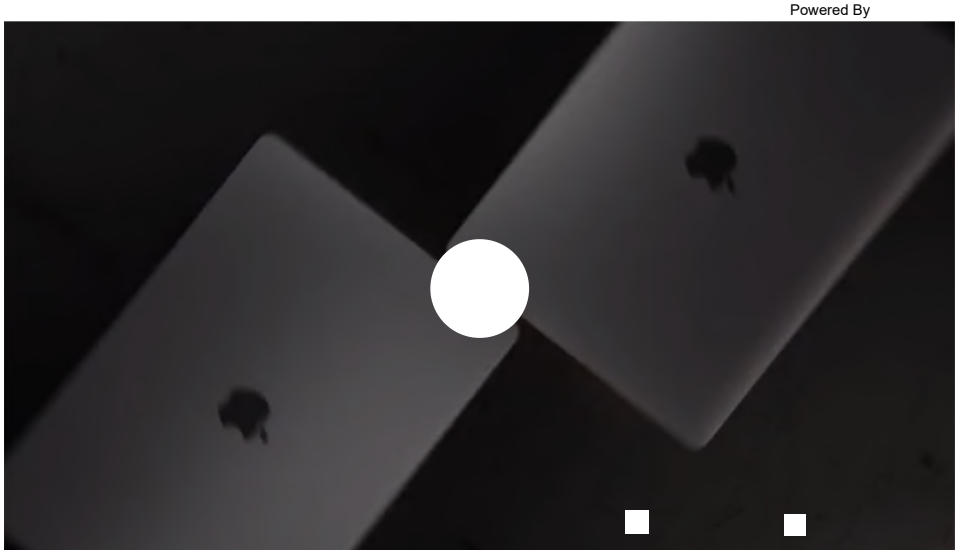
He expressed happiness about the foundation for government school education, which helps students excel. He also thanked all the teachers, parents, administration and support staff for this huge transformation.

THOROUGH EVALUATION USING 73 INDICATORS

The PGI2.0 framework assesses states across 73 indicators spanning six major domains: learning outcomes, infrastructure and facilities, governance processes, access, equity, and teacher training.

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States are graded on a scale from Daksh (top) to Akanshi3 (lowest). Odisha falls in the 581–640 point range, defined as Prachesta3.

Odisha’s score in the access domain, which measures issues like enrolment, retention, and transition to the next grade, rose from 59.2 in 202223 to 65.6 in 202324. This positive trend places Odisha amongst the top three states nationally in advancing access to education, alongside Bihar and Telangana.

Despite the rise, the state faces hurdles in digital education. Only a few districts -- Jharsuguda, Khurda, Sambalpur and Sonepur -- scored above 20 out of 50 in the digital learning domain.

Strengthening digital literacy remains crucial, particularly as most districts lag behind.

In the districtwise PGID rankings, Jharsuguda topped the state with an Uttam3 grade, excelling in classroom quality, learning outcomes, and digital adoption. In contrast, Rayagada was the lowestperforming district, highlighting pockets requiring focused support .

JOINING ELITE STATES AT PRACHESTA3 LEVEL

Apart from Odisha, nine other states and Union Territories -- including Punjab, Delhi, Gujarat, Kerala, Haryana, Goa, Maharashtra, Rajasthan, and Dadra and Nagar Haveli and Daman and Diu -- also earned Prachesta3 grades by scoring between 581-640. Chandigarh alone claimed the top Prachesta1 grade.

Odisha’s impressive ascent showcases the success of systemic reforms like the 5T initiative and renewed emphasis on access and learning quality. To build on this momentum, the state must tackle digital illiteracy and resource inequities in underperforming districts.


Jhansi railway staff, medics help pregnant woman safely deliver baby on platform


Israel-Iran war | Uneasy truce


Gangster link, property dispute angle emerge in Patna businessman murder

Continued investment in teacher training, infrastructure, governance, and technology integration will be essential to sustain and further this progress in line with the National Education Policy 2020 and Sustainable

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Exclusive Fake NCERT books sold openly in Bhopal: Shopkeepers trick parents, students by selling at same price but with poor quality; 5 checks to spot original ones

Rishita Tomar. Bhopal
3 days ago



Duplicate NCERT books neither have a watermark nor good printing quality.

Two students, Naina and Anjali, both studying in Class 6 under the CBSE board, hold books with drastically different quality despite being priced the same.

While Naina's NCERT mathematics book has glossy pages and crisp print, Anjali's book is printed on thin paper, with missing back cover content and poor print quality. The reason: Naina's book is original, printed by NCERT. Anjali's book is fake — a pirated copy printed on inferior material and sold at the same price.

To understand how these pirated books flood the market, and what makes shopkeepers choose fake over original, *Bhaskar* conducted a ground investigation and spoke to sellers and experts.

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Pirated books rampant in shops

At a shop in the Ashoka Garden area, when *Bhaskar* requested NCERT books for Class 6, the shopkeeper handed over a set. Upon inspection, the books lacked a watermark and had poor print, typical signs of counterfeits. When questioned, the shopkeeper claimed that “government books come like this.” He refused to offer a discount, citing low margins.

Kanhaiyalal Kewat, a customer at the store, said, “Prices have increased, but quality is poor.” When told the book was fake, he admitted he couldn’t tell the difference.

‘Buy from where you get a discount’, says shopkeeper

At another stall in the same area, genuine NCERT books were sold. These carried clear watermarks and high-quality paper. When asked for a discount, the shopkeeper offered a minimal one, citing low profit margins. When informed that another shop offered cheaper books, he responded, “Then buy from there, you know why it’s cheap,” implying those were pirated.

In Old Subhash Nagar, the book presented to the *Bhaskar* reporter was clearly pirated. When asked about the poor quality, the shopkeeper dismissively said, “Government books are like this, I don’t make them.”

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"Discounts are more on duplicate books than originals."



Printing hubs in North India

Major piracy operations are based in Delhi, Haryana, and Uttar Pradesh. On May 19, Delhi Police busted a racket, seizing over 1.7 lakh pirated NCERT books valued at over ₹2.4 crore. Three individuals, including a father-son duo, were arrested. They confessed to sourcing fake books from a warehouse in Hiranki, near Alipur.

In June, UP Police in Khatauli (Muzaffarnagar) busted an interstate gang with 1.33 lakh pirated books, printing machines, paper rolls, and vehicles. The gang supplied pirated NCERT books to schools and shops across UP, Delhi, Haryana,

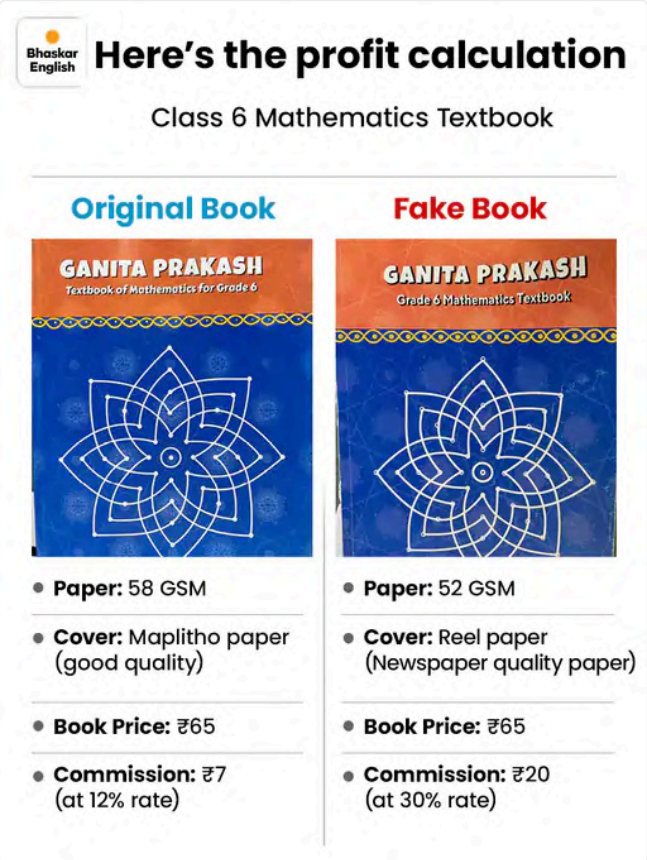
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Shopkeepers prefer fake books because of higher margins

A wholesaler, speaking anonymously, revealed that genuine NCERT books offer only 10–12% profit, while pirated versions offer margins of 28–30%. The cost of production is much lower as fake books are printed on recycled or thin paper using cheap ink. Despite the poor quality, the price remains the same, misleading customers.



5 ways to identify the original NCERT Book

Watermark check: Flip through 8 consecutive pages; genuine books will have a light NCERT watermark on every alternate page.

Paper & print quality: Genuine books are printed on thick, white paper with sharp text. Fakes use thinner, often yellowish paper and faded printing.

Image clarity: Charts and graphics in real NCERT books are clear and colorful. Pirated ones appear blurry.

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strong binding.

Back cover details: Authentic books include price, edition, ISBN, year of publication, and the publisher (NCERT).



Legal action possible over copyright violation

Advocate Pramod Saxena explained that Section 51 and 63 of the Copyright Act, 1957, prohibit unauthorized reproduction of books like those from NCERT. Selling such books can lead to up to three years of imprisonment and a fine of ₹2 lakh. He also added that victims, including students, have the right to file complaints.

NCERT official claims ignorance

Prakash Srivastava, Principal of the NCERT-affiliated Regional Institute of Education in Bhopal, said they were unaware of pirated books being sold. He assured that if complaints are received, legal action will be taken.

To provide an alternative, NCERT has set up a bookstore on the RIE campus where books from Class 1 to 12 are available. Students are encouraged to purchase from this store when books are not available elsewhere.

More news...

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जनसत्ता, 5 जुलाई 2025, पृष्ठ संख्या - 12

देशभर के केंद्रीय विद्यालयों के लिए गुवाहाटी संभाग की प्रेरणादायक पहल | मार्गदर्शन | सैकड़ों विद्यार्थियों को मिली आत्मविश्वास और सफलता की राह

केवीएस की अनोखी पहल से कमजोर विद्यार्थियों को मिली नई राह

सुशील राघव
नई दिल्ली, 4 जुलाई।



केवीएस के गुवाहाटी संभाग ने इस समस्या का समाधान एक रोचक पहल 'ईच वन, रीच वन' शुरू करके निकाला है। इस पहल का सकारात्मक असर सैकड़ों विद्यार्थियों के जीवन पर दिख रहा है।

विद्यालयों में अक्सर शिक्षकों का ध्यान उन मेधावी विद्यार्थियों पर अधिक रहता है, जो पढ़ाई में उत्कृष्ट प्रदर्शन करते हैं और उन्हीं को आगे बढ़ने के ज्यादा अवसर मिलते हैं। इस दौड़ में कई बार कमजोर समझे जाने वाले विद्यार्थी पीछे छूट जाते हैं।

केंद्रीय विद्यालय संगठन (केवीएस) के गुवाहाटी संभाग ने इस समस्या का समाधान एक रोचक पहल 'ईच वन, रीच वन' शुरू करके निकाला है। इस पहल का सकारात्मक असर सैकड़ों विद्यार्थियों के जीवन पर दिख रहा है। इस पहल से जुड़े नौवीं से बारहवीं तक के 99.9 फीसद विद्यार्थियों ने परीक्षा में सफलता हासिल की। केवीएस के एक अधिकारी के मुताबिक, गुवाहाटी संभाग में शैक्षणिक वर्ष 2024-25 में 'ईच-वन-रीच-वन' एक पहल शुरू की। इस पहल के साथ ऐसे बच्चों को जोड़ा गया है, जिन्हें अक्सर अपेक्षा से कम प्रदर्शन करने वाला समझा जाता था। कुछ कक्षा की भीड़ में खो गए थे, तो कुछ को असावधान, विघ्नकारी या उदासीन का 'तमाग' दे दिया गया था। इनमें से कई विद्यार्थी विफलता के भय, घरेलू समस्याओं, भावनात्मक असुरक्षा या प्रेरणा की कमी से भी ग्रसित थे। कुछ घबराहट से जूझ रहे थे। बच्चों के इन अदृश्य संघर्षों को पहचानते हुए, संगठन ने एक संवेदनशील पहचान प्रक्रिया अपनाई। जिन विद्यार्थियों में अकादमिक गिरावट, व्यावहारिक परिवर्तन या भावनात्मक दूरी के लक्षण दिखे, उन्हें 'ईच-वन-रीच-वन' की देखभाल की परिधि में लाया गया। उस दौरान संभाग में 41,541 विद्यार्थी पढ़ रहे थे। इनमें से 2026 विद्यार्थियों (करीब पांच फीसद) को उस श्रेणी में रखा गया।

इस पहल के तहत प्रत्येक विद्यार्थी के साथ व्यक्तिगत रूप से एक शिक्षक या प्रधानाचार्य को बतौर 'मेंटर' जोड़ा जाता है। 'ईच-वन-रीच-वन' में विद्यार्थियों को शिक्षकों/प्रधानाचार्यों से सजीव और भावनात्मक सहयोग मिला। नियमित फोन काल, कक्षा में निगरानी, प्रेरणादायी सत्र यहां तक कि घर पर जाकर मुलाकात के माध्यम से भी 'मेंटर्स' ने देखभाल और स्थिरता का एक ताना-बाना बुना। हर बच्चे को यह अहसास दिलाया गया कि वे मूल्यवान हैं और अपनी मेहनत व लगन से सफलता की नई ऊंचाइयों को छू सकते हैं। इस पहल में शामिल विद्यार्थियों में सीखने की कमी को दूर करने में मदद मिली। उनके बातचीत के कौशल व वैचारिक स्पष्टता विकसित करने, भावनात्मक संबल और छोटे लेकिन प्राप्त करने योग्य लक्ष्यों को तय करने के लिए प्रोत्साहन में मदद मिली। यह पहल जो पूर्वोत्तर की पहाड़ियों से शुरू हुई, अब देशभर के कई अन्य केंद्रीय विद्यालयों को भी प्रेरित कर रही है। केंद्रीय विद्यालय संगठन देश के अन्य भागों में भी इस संवेदनशील और व्यावहारिक पहल को लागू करने के बारे में सोच रहा है। मार्गदर्शकों का सही दिशा में मार्गदर्शन सुनिश्चित करने के लिए गुवाहाटी क्षेत्र ने 'मेंटर्स आफ मेंटर्स' पहल की शुरुआत की है।

गुवाहाटी संभाग की एक प्रशिक्षित स्नातक अध्यापिका (अंग्रेजी) ने विद्यार्थियों के साथ बिताए अपने अनुभव को साझा करते हुए कहा कि इस कार्यक्रम ने मुझे सिखाया कि हर संघर्षरत बच्चे के पीछे एक कहानी होती है और कभी-कभी, एक सरल बातचीत भी बदलाव की शुरुआत बन सकती है।

The Tribune, 5 July 2025, Page No-4

Govt schools in four districts top nation in imparting learning skills

RAJMEET SINGH
TRIBUNE NEWS SERVICE

CHANDIGARH, JULY 4

Government schools in Barnala, Malerkotla, Tarn Taran and Hoshiarpur have emerged as best performers in imparting learning skills to students in languages, mathematics and science subjects in the country.

In the detailed district-wise analysis in the Parakh Rashtriya Sarvekshan-2024 released by the Union Education Ministry, students of Classes III, VI and IX have not only outperformed students of other districts, but have also bettered the national average score.

Sharing details, officials said Jalandhar, Fatehgarh Sahib, Moga, Kapurthala, Amritsar, Fazilka, Ludhiana and Pathankot are among the poor performing districts. In the survey, 2,198 schools, 8,947 teachers and 72,381 students participated

HIGHLIGHTS

- Only 42% of students of Class IX opting for skill courses despite 54 % of schools offering these
- Only 45% teachers participated in in-service training programmes
- Near 17% pupils reported teasing and 13% reported physical bullying

Punjab outperformed all other states, including Kerala —the most literate state in India— in the evaluation of learning outcomes among students of Classes III, VI and IX, according to the survey.

Against the national average of 64 per cent, Class III students scored 82 per cent in languages while girls have outscored boys. Similarly, Class VI students scored 74 per cent score against the national average score of 57 per cent.

Another interesting aspects that has emerged in the survey was that not only rural students have performed higher than overall national average, the state government schools have also performed higher than overall national average.

Millineum Post, 5 July 2025, Page No - 2

VISITS TECH-FORWARD BRITANNIA VILLAGE SCHOOL

Sood: Govt exploring global best practices to improve quality of edu

OUR CORRESPONDENT

NEW DELHI: The Delhi government is exploring various global best practices to enhance school infrastructure and improve the quality of education in its government schools, the Education minister Ashish Sood said on Friday.

As part of this effort, Sood visited Britannia Village Primary School in London on Friday, a Google Reference School known for its inclusive, tech-integrated, and student-centric learning environment.

"The school's 1:1 Chromebook classrooms, inquiry-based pedagogy, flexible learning spaces, and strong focus on student well-being show how public education can be both modern and equitable," Sood said in a post on X.

He said he interacted with students, teachers, and the Google UK team to understand



how such models could support Delhi's ongoing transformation of CM SHRI Schools.

Sood also visited the Google Accessibility Discovery Centre in London to explore how inclusive technology can transform learning for Divyangjan and students with cerebral disabilities.

"We saw how assistive technology is supporting SEND (Special Educational Needs and Disabilities) students, how teachers are being upskilled through certification pathways, and how digital tools are helping personalise learning and strengthen foundational literacy," the minister said.

"From chin-controlled joysticks and eye-tracking games that build motor skills, to live captioning and screen readers, accessibility is being redefined through innovation," he said.

He added that the Delhi government is committed to integrating such assistive solutions into its schools and public systems to ensure no learner is left behind. On June 28, the minister also visited schools in Surat, Gujarat, where he observed classroom teaching through smart boards and interacted with students to understand the impact of digital tools on their learning.

Sood visited various classrooms and observed the teaching-learning process being conducted through smart boards. He also interacted with students to understand the utility of the technology and its educational benefits.

NEP 2020: From Macaulay Legacy to Multidisciplinary Prophecy

Multidisciplinary education is India's gateway to preparing youth not just for jobs but for solving problems, innovating meaningfully and staying relevant in a world

DR. RAJ NEHRU Save it Published: July 5, 2025
Last updated: July 5, 2025 12:40 am



In his pioneering research on global economic history, Angus Maddison, a renowned British economist, estimated that India accounted for over 35% of the world's GDP until the 17th century, making it one of the world's most prosperous civilizations for nearly 1,500 years. This sustained prosperity was not accidental.It was deeply rooted in a robust and forward-thinking educational ecosystem that thrived across the subcontinent.

Far from being limited to rote learning or isolated disciplines, India's ancient knowledge systems were inherently multidisciplinary, practical and holistic. Great centres of learning such as Takshashila, Nalanda, Somapura, Odantapuri, Vallabhi, Sharada, Vikramashila and many more, were world-renowned universities where thousands of students from across Asia came to study subjects ranging from astronomy, mathematics and architecture to medicine, philosophy, linguistics, music, governance and metaphysics, all under a single intellectual roof.

This model was anchored in the Guru-Shishya parampara, which emphasized personalized mentorship, experiential learningand the integration of ethical, spiritual and practical knowledge. Learning was not confined to classrooms, it was deeply immersive, preparing individuals not just for livelihood but for leadership, inquiry and self-realization. The very fabric of Indian education was multidisciplinary, viewing knowledge as interconnected and inseparable from life.

Then came Macaulay, who once said that "I want to create a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect". He was successful in introducing Macaulay system in the 19th century that created a fragmented education system designed primarily to produce clerks and administrators.

Specialization was encouraged at the expense of breadth and knowledge became siloed or compartmentalised. The aftermath of this is still visible in our current university system, where students often remain confined to narrow academic streams with little room for interdisciplinary exploration.

Today, India stands at a pivotal juncture. As the country envisions a bold and inclusive future under the banner of Viksit Bharat @2047, the foundation for transformation must be laid in its knowledge ecosystem, particularly, in how it educates and empowers its youth. One of the most profound elements of the National Education Policy (NEP) 2020 is its call for the development of multidisciplinary universities and institutions. It aims to break down artificial boundaries between disciplines, promoting institutions that foster the convergence of ideas, creativity and innovation. This is a return, in spirit, to the ancient but timeless model of education India once offered, now shaped to meet the demands of a dynamic, globalized world.

In today's interconnected world, real problems are not subject-specific. Climate change, mental health, artificial intelligence, sustainable cities and ethical governance, none of these can be solved by a single academic discipline. Future leaders and problem-solvers must be equipped to think across boundaries.

Multidisciplinary universities empower students to pursue a major in one subject and a minor in another, allowing flexible and personalized learning pathways. They develop professionals who can approach challenges from multiple perspectives. For example, a student inEngineering with a minor in sociology may design more human-centric solutions. A biologist with training in ethics could contribute meaningfully to debates on genetic engineering. A liberal arts graduate with coding skills becomes an invaluable asset in the digital economy.

Similarly, the students of B.Sc. (Major in Physics) with a Minor in Philosophy encouragesthemto explore the philosophical foundations of science and develop critical reasoning and ethical sensitivity that will be useful for research and scientific writing or students of B.A. (Major in Political Science) with Minor in Environmental Studies can enable them to develop careers in policy-making, climate diplomacy or NGO leadership.

Multidisciplinary education is India's gateway to preparing youth not just for jobs but for solving problems, innovating meaningfully and staying relevant in a world that is changing faster than ever. It is not just an

academic model; it is a nation-building strategy. In the corporate world, companies like Google build products like Google Assistant by blending computer science, linguistics, cognitive psychology and design thinking, showing how modern innovation thrives at disciplinary intersections.

Technology firms like Infosys increasingly seek professionals with hybrid skills, engineers who understand human behaviour or liberal arts graduates fluent in data analytics. Whether in shaping public policy, building climate-resilient systems or designing ethical AI, the message is clear, the future belongs to those trained not in silos or compartment of a discipline but at the crossroads of disciplines.

Some of the India's leading institutions are already demonstrating how a multidisciplinary culture fuels impactful innovation. At IIT Bombay, collaborations between design and engineeringhas led to the creation of e-Yantra, a national robotics education platform reaching thousands of colleges. IIT Madras's student-led Centre for Innovation enabled the development of Tvasta, India's first 3D-printed house, combining civil engineering, materials science and entrepreneurship to address affordable housing.

IIM Ahmedabad's CIIE incubates agri-tech startups like AgroStar, where data science, rural management and behavioural economics converge to transform farmer livelihoods. In some other universities, researchers are combining biology, neuroscience and philosophy to explore consciousness and AI ethics. These examples highlight that India's future innovations, in housing, agriculture, technology and human developmentwill come from ecosystems that break academic silos and foster true multidisciplinary collaboration.

During my interaction with various academicians across the country, most of the institutions claim to be multidisciplinary or NEP 2020 compliant. These claims often exist in brochures and reports but not in student experience or academic reality. Elective options remain narrow, departments function in isolation and faculty development for inter-disciplinary teaching is largely missing.

I think the true test of a multidisciplinary institution lies not in labels or documents but in the lived academic experience it provides. Some pertinent questions that need to be asked are:

- Can students actually choose courses across faculties or tailor their own degree programs?
- Are there real examples of curriculum flexibility, integrated assessmentsand project-based inter-disciplinary learning?
- Are faculty collaborating across departments to co-design, co-teach and co- research?
- Are these research outcomes creating social or economic impact?

Unfortunately, in many cases, the answer is "not yet."

Despite the good intentions of NEP 2020, implementation faces several structural and cultural hurdles. Becoming truly multidisciplinary presents deep-rooted challenges for Indian institutions that extend far beyond formal policy declarations. Structural rigidities such as departmental silos, outdated curricula and limited administrative flexibility continue to impede integration across disciplines. Many faculty members have had limited exposure to cross-disciplinary pedagogy or research and institutional mechanisms for capacity building remain inadequate.

Equally important is the need for a shift in mindset from focusing narrowly on subject delivery to embracing the broader role of shaping well-rounded, future-ready learners. In many cases, institutional leadership and bureaucratic oversight lack the visionary clarity and agility needed to drive this transformation. An important enabler for the successful implementation of multidisciplinary initiatives is ensuring sufficient budgetary support.

As new institutions are announced, aligning them with adequate operational and developmental funding will strengthen their long-term impact and effectiveness. Additionally, the growing unionization and corporatization

of interests within faculty and staff bodies, while important for safeguarding rights, sometimes detracts focus from the core academic and nation-building responsibilities that institutions are meant to serve.

Addressing these cultural, financial and structural issues with sensitivity, collaboration and a shared sense of purpose is essential to achieving the true spirit of NEP 2020 and preparing India's higher education for a dynamic and multidisciplinary future.Moreover, a major gap in most universities is the absence of robust evaluation frameworks to objectively measure the outcomes of interdisciplinary initiatives. In many cases, institutions undertake activities and implement reforms without clearly assessing their effectiveness, relevance, or long-term impact.

From my own observations, numerous well-intentioned actions are carried out simply to demonstrate compliance or progress (tick in the box). They lack clear metrics or feedback mechanisms to evaluate their success. This absence of data-driven decision-making and evidence-based evaluation makes it difficult to distinguish between meaningful reform and superficial change.Unless institutions invest in defining measurable indicators, tracking student and faculty engagement across disciplines and evaluating real outcomes, the transition to multidisciplinary education will risk remaining symbolic rather than truly transformative.

To truly realize the vision of NEP 2020 and contribute meaningfully to the Viksit Bharat mission, higher education institutions must shift from symbolic compliance to authentic transformation. This begins with curriculum reform that goes beyond merely offering electives, institutions must structurally embed major-minor combinations, offer interdisciplinary and skill-based courses, mandate projects that integrate diverse knowledge systems and ensure students are exposed to real-world challenges aligned with the Sustainable Development Goals (SDGs).Equally important is faculty development, which requires investment in training educators to design and deliver interdisciplinary content, along with policies that support quality co-teachingand incentivized research across disciplines. Institutions must adopt a student-centred academic model by enabling flexible and personalized learning pathways, supported by trained academic advisors and the seamless implementation of the Academic Bank of Credits (ABC) for mobility across courses and institutions.

At a strategic level, collaborative partnerships should be fostered, both nationally and globally, through joint programs with industries, think tanks and international universities and by establishing centres of excellence focused on critical themes like AI & Ethics, Climate & Policy or Indian Knowledge Systems.Crucially, institutions must move towards a culture of accountability, developing and publishing measurable indicators of success, such as percentage of students enrolled in interdisciplinary programs, number of cross-disciplinary research outputs or extent of credit mobility. These steps are not checkboxes but strategic imperatives that redefine institutional relevance, enhance graduate employability and position Indian universities as future-ready, innovation-driven ecosystems.The institutions, once they prepare their strategy and plans must also target and measure the percentage ofUG/PG Programs with major-minor, percentage students enrolled in cross domains, faculty trained in interdisciplinary teaching, number of cross disciplinary research publications, integration of credit mobility.

In addition, annual NEP Implementation Reports should be made mandatory and publicly available, showing data on student flexibility, faculty collaboration, inter institutional collaboration, research output and impact and curriculum reforms.If we glance globally, we will find that the top global universities have embedded multidisciplinary learning through flexible, problem-based structures. At MIT, students can pursue hybrid degrees like Computation & Cognition, Climate System Science, Urban Science & Planning with CS, or Chemistry & Biology. Stanford Engineering offers interdepartmental majors such as Biomechanical Engineering, Biomedical Computation and Atmosphere & Energy, taught jointly by faculty across engineering, medicine and science. Meanwhile, the MIT–Harvard HST program seamlessly integrates medical and engineering education, training physician-scientists since 1970.

These institutions also emphasize team-teaching, co-designed curricula, real-world projects and shared academic spaces, ensuring graduates can innovate across technology, health, environment and society.Top global universities like Stanford and MIT also demonstrate the measurable impact of multidisciplinary education through real-world innovation.At Stanford, over 50% of biomedical projects in the SPARK program have moved beyond labs into commercial or clinical use, while StartX and engineering alumni have founded companies like Google, Netflix and Snapchat, contributing over $2.7 trillion to the global economy and creating 5.4 million jobs.Social innovation programs have reached over 7 million people globally and environmental research hubs have attracted millions in follow-up funding. These outcomes show that a multidisciplinary model not only drives cutting-edge research but also delivers scalable solutions, economic value and global impact, setting a benchmark for Indian institutions aiming to transform education through NEP 2020.

If India is to truly strengthen its multidisciplinary education ecosystem, it must begin by rethinking the performance and funding model of its public institutions. A one-size-fits-all budgetary approach is no longer effective. The government should undertake a performance-based assessment of institutions, categorizing them based on their age, capacityand demonstrated outcomes, for example, universities above 20 years, those between 10–20 years and emerging institutions under 10 years.

Budget allocations should then be strategically linked to clearly defined performance benchmarks, innovation indicators and objective institutional development goals. This would not only drive accountability but also enable the creation of targeted pockets of excellence rather than superficial uniformity.

University leadership must rise to this moment, moving beyond a dependency mindset to embrace resource optimization and long-term sustainability.They must see NEP not as a mandate, but as a movement. Rather than lamenting limitations, institutions should actively leverage their financial, intellectual and reputational capital. This includes cultivating industry partnerships tapping into CSR opportunities and building consulting or translational research platforms that both enhance knowledge exchange and generate revenue.Demonstrating visionary leadership, strategic collaborations and an outcome-driven culture will be key to transforming Indian universities into globally competitive, multidisciplinary hubs of learning and innovation.

As we look toward 2047, let us remember that Viksit Bharat will require Viksit Universities, institutions that don't just teach students what to think, but how to think across boundaries. Let us measure progress not by the number of new programs launched, but by the freedom, creativity and courage we give our students to shape their own futures.

(The Author is Founding Vice Chancellor of Shri Vishwakarma Skill University and OSD to CM Haryana)

The Pioneer, 07 July 2025, Page No. - 7

Children still need teachers in the age of AI

SECOND Opinion

In an age where Artificial Intelligence (AI) is revolutionising every sphere of life — from healthcare to transportation to education — it is tempting to assume that machines can replace humans in all capacities. A common refrain these days suggests that children no longer need teachers, given the rapid advancement of AI. However, this belief is not only premature but also deeply flawed. In truth, this is a paradox: the more sophisticated our technology becomes, the more critical the role of the teacher will be. There is no denying that AI tools can deliver personalised content, generate instant solutions, and help students learn at their own pace.



SAKSHI SETHI

Learning applications are available around the clock, digital tutors never tire, and machines don't forget — but we must remember: education is not merely about information; it is more about transformation. AI may be brilliant at delivering answers, but it doesn't pause to ask, "*Are you okay today?*" It doesn't notice the trembling voice behind a brave front or the distant gaze of a child whose mind is burdened by something too heavy to carry alone. It won't pick up on the silence that speaks louder than words or the smile that doesn't quite reach the eyes. A machine can process data, but it cannot feel pain, confusion, or joy. It can compute, but it cannot care. Intelligence may be artificial, but empathy — that warm, human touch — is something which only, and only, a teacher can offer. The classroom has always been more than four walls and a blackboard. It is a sanctuary, a training ground, and often a second home. The teacher plays multiple roles — educator, mentor, counsellor, confidant, and role model. As Albert Einstein once remarked, "*It is the supreme art of the teacher to awaken joy in creative expression and knowledge.*" That art cannot be automated. Children are emotional and social beings. They need affirmation, encouragement, guidance, and, at times, correction — none of which a machine can provide with genuine warmth.

As Aristotle wisely said, "*Educating the mind without educating the heart is no education at all.*" AI can tutor; it cannot nurture. It can test; it cannot inspire. And that's the difference between learning and being educated. Moreover, in a time when children are exposed to increasing digital overload, emotional stress, and moral ambiguity, teachers serve as moral anchors.

They teach values, build resilience, and model empathy — qualities that are neither programmed nor processed by machines. To rely solely on AI for a child's holistic development is like using Google Maps to find purpose in life — convenient, but directionless. Of course, it would be foolish to ignore the benefits AI brings to the classroom. It can support differentiated instruction, handle administrative tasks, and help bridge learning gaps. But let's call a spade a spade — AI is a tool, not a teacher. It is the assistant, not the architect. In the right hands, it becomes an enabler, allowing educators to focus more on meaningful interaction and less on mechanical tasks.

As the old saying goes, "*It's the poor workman who blames his tools*," and today's skilled teacher is learning to use AI wisely, not fear it. At its core, teaching is not about delivering content; it's about cultivating curiosity, instilling confidence, and shaping character.

No child ever grew up to say, "*An algorithm changed my life.*" But many successful people trace their journey back to a teacher who believed in them when no one else did. The true essence of teaching lies in connection — something no chatbot can simulate. It is the teacher who lights that lamp and keeps it burning through storms of self-doubt, distraction, and failure.

Remember, Artificial Intelligence may assist in delivering education, but it is the teacher who delivers humanity. The danger is not that AI will become more intelligent than us; the danger is that we might forget what makes us human in the first place. Let us not hand over the chalk entirely to a machine. In fact, let's continue to honour the irreplaceable presence of a teacher — the heartbeat of every meaningful classroom, and the compass in every young learner's journey

(The writer is an educator and a counsellor. Views are personal)

The Indian EXPRESS
JOURNALISM OF COURAGE

NCERT, Canva to launch free digital certificate courses for Indian teachers

NCERT partners with Canva to offer free digital training for educators in India. The self-paced courses enhance classroom skills, promote visual learning, and provide certification, ensuring accessibility for teachers across regions and languages.

By: Education Desk
New Delhi | July 7, 2025 18:36 IST

NewsGuard

3 min read



NCERT, Canva launch new certification course for teachers across India (Image via Canva)

The National Council of Educational Research and Training (NCERT) has signed a Memorandum of Understanding (MoU) with visual communication platform Canva to launch three self-paced, digital training and certification programmes for teachers across India. These courses will be available free of cost and are aimed at building digital, creative, and collaborative classroom skills among school teachers.

The Canva teacher training programme will be made available on DIKSHA, the Ministry of Education's digital platform for school education. It will also be broadcast via PM eVidya's DTH TV channels, expanding accessibility to educators across regions, including those without internet connectivity. The courses will be offered in multiple Indian languages to ensure wide participation.

Through the programme, educators will learn to use Canva Education for designing interactive lesson plans, presentations, infographics, and other teaching materials. They will also gain exposure to collaborative teaching

methods and use of artificial intelligence tools in the classroom. Upon completion, teachers will receive joint certification from NCERT and Canva.

Under the terms of the MoU, Canva will provide free access to its educational platform and tools, while also assisting in the development of teaching materials. NCERT will be responsible for aligning the content with India's national curriculum and tailoring it for regional use.

The training programme is aligned with the National Education Policy (NEP) 2020 and focuses on enhancing visual learning, critical thinking, and design-based pedagogy. Educators will also be trained to use AI features to improve student engagement and learning outcomes.



Through this initiative, Indian teachers will gain access to Canva Education's extensive library, which includes over 500 apps and tools with elements such as games, translation support, worksheets, and infographics across subjects and grade levels. The platform's AI-based tools will assist teachers in simplifying content creation while supporting time-efficient planning and delivery.

According to a statement from Canva, it's education initiative has added over 25 million students and teachers in 2024 alone, growing its global learning community to over 100 million users. Over the past year, the platform has seen a 50% rise in teacher usage and a 107% increase in student engagement. Canva's AI tools such as Dream Lab are now widely used by educators to create customised visuals, further supporting digital learning environments globally.

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This article went live on July seventh, twenty twenty-five, at thirty-six minutes past six in the evening.

TAGS: NCERT







NCCT, NCERT launch Co-op Education Module for Schools

NCCT holds a series of walkathons to mark 4th anniversary of Ministry of Cooperation

by **Amit Awana** — July 7, 2025 in **Featured**, **From States** 0



In a landmark initiative, the Union Ministry of Cooperation, in collaboration with the Ministry of Education and NCERT, successfully launched a special bilingual educational module on cooperatives aimed at sensitizing school students about India's cooperative movement.

The module was formally unveiled by Union Home and Cooperation Minister Amit Shah on 5th July 2025 during the foundation stone laying ceremony of Tribhuvan Sahakari University in Anand, Gujarat.

Prepared by NCERT, the development and coordination of the module were led by Mrs. Minu Sukhla Pathak, Secretary, National Council for Cooperative Training (NCCT), who worked closely with officials from the Ministry of Education and NCERT.

During the event, Secretary Pathak presented copies of the module to the Union Minister and other dignitaries on the dais.

Crafted in Hindi and English, the module has been designed to be interactive, accessible, and student-friendly. It reflects the Ministry's commitment to integrating cooperative education into school curricula and nurturing youth with cooperative values.

The module introduces students to topics such as the concept of cooperatives since ancient India, their constitutional status, principles and values, and their role pre- and post-independence. It also covers prominent cooperative leaders, various forms of cooperatives, and the Ministry's recent initiatives.

The Ministry also announced plans to include cooperative content across classes 6 and above, and eventually introduce Cooperation as an optional subject for classes 11 and 12, enabling students to connect further with institutions like Tribhuvan Sahakari University.

This step ensures that the message of "Sahkarita ek vichar nahi, ek andolan hai" (Cooperation is not just a concept, but a movement) reaches every young learner in the country.

On 4th July 2025, institutions under the National Council for Cooperative Training (NCCT), including RICMs and ICMs, held a series of walkathons to mark the fourth anniversary of the Ministry of Cooperation and the International Year of Cooperatives.

URICM Gandhinagar hosted a "Cooperative Walkathon" led by NCCT Secretary Mrs. Meenu Shukla Pathak, with active participation from PGDM-ABM students, Director-in-charge Mr. Neelu Pandey, and staff.

IGICM Lucknow's walkathon celebrated the Ministry's contributions to strengthening the cooperative movement. DGICM Nagpur rallied students, cooperators, and trainees in a spirited show of unity.

RICM Chandigarh's event featured Shri Rajesh Jogpal, IAS, as Chief Guest, drawing wide participation. ICM Imphal marked the Ministry's Foundation Day with a vibrant walkathon. At ICM Thiruvananthapuram, faculty, staff, and trainees joined a walk to raise awareness about the Ministry's initiatives and the significance of cooperatives.

These coordinated efforts reflected the shared commitment to promoting cooperative values across the country.

Tags: Breaking cooperative Educational Module Ministry of Education ncct



Canva partners with NCERT to offer free digital certification for teachers

Canva and NCERT have launched free digital training on DIKSHA to empower India's educators. The teacher training focuses on enhancing classroom engagement, nurturing students' creative thinking, and reducing teachers' workload by streamlining content creation.

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India Today Education Desk
New Delhi, UPDATED: Jul 7, 2025 15:05 IST

In Short

- Free Canva certification course to boost teacher creativity and digital fluency
- Course hosted on DIKSHA in multiple Indian languages for nationwide access
- NCERT and Canva collaboration supports NEP 2020's vision of future-ready classrooms

In a move to equip Indian teachers with digital tools and creative teaching skills, Canva has signed a Memorandum of Understanding (MoU) with the National Council of Educational Research and Training (NCERT).

The partnership introduces three free self-paced teacher training and certification programmes, aimed at boosting visual learning, AI fluency, and design thinking in classrooms across the country.

The training will be hosted on DIKSHA, the Ministry of Education's national platform for school education, and will be available in multiple Indian languages.

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The initiative is aligned with the National Education Policy (NEP) 2020 and is expected to benefit lakhs of teachers by fostering creativity and modern classroom practices.

BOOSTING DIGITAL LITERACY AND CLASSROOM ENGAGEMENT

Through this initiative, Canva will offer free access to its education platform, which includes tools for creating lesson plans, infographics, presentations, and collaborative learning materials.

Teachers will learn to use AI-powered tools, like Dream Lab, that help generate visuals and simplify complex topics. The training focuses on enhancing classroom engagement, nurturing students' creative thinking, and reducing teachers' workload by streamlining content creation.

TRAINING AVAILABLE ONLINE AND VIA TELEVISION

In addition to being available on DIKSHA, the certification content will also be broadcast on PM eVidya DTH TV channels, enabling offline access for educators in remote areas with limited internet

Upon completion, teachers will receive a joint certificate from Canva and NCERT, strengthening their professional qualifications.

The certification aims to help teachers create more inclusive, interactive, and student-centred learning environments.

A GLOBAL COMMITMENT TO INDIAN EDUCATION

Speaking about the partnership, Jason Wilmot, Head of Education at Canva, said, “We believe every teacher deserves access to tools that make learning more engaging, inclusive, and creative. This partnership with NCERT is a powerful step toward equipping educators with practical digital skills that not only save time but spark imagination in every classroom.”

Chandrika Deb, Canva’s Country Manager for India, added, “This partnership brings a shared vision to life, one that empowers every teacher in India with access to easy-to-use, powerful digital design tools. By delivering this program free of cost, in multiple languages, and through a trusted national platform like NCERT, we are not only advancing digital fluency and creative confidence in classrooms across the country, but also deepening Canva’s long-term commitment to India.”

ACCESS TO THOUSANDS OF CLASSROOM RESOURCES

Canva Education now offers teachers unlimited access to its resource library, which includes over 500 integrated educational apps. From interactive games to translation tools, the platform supports all subjects and levels of education.

Since 2024, over 25 million students and teachers have joined Canva Education, bringing the total to more than 100 million users worldwide. With more than 1 billion classroom designs created globally, Canva continues to shape the future of visual and digital education.

This latest partnership reinforces Canva’s vision of democratising creativity and design, helping Indian educators lead students into a more collaborative, tech-enabled future.

- Ends

Published By: Princy Shukla

Published On: Jul 7, 2025

Read | Canva now lets candidates use AI during interviews: What this means

Read | Explained: How upskilling teachers can revolutionise classroom outcomes



The Indian Express, 8 July 2025, Page No-5

Class 3 learning still lower than pre-Covid level: Govt survey

ABHINAYA HARIGOVIND
NEW DELHI, JULY 7

LEARNING LEVELS are yet to bounce back to pre-Covid levels in the primary stage, with students in Class 3 still not having caught up with the performance recorded in 2017, the Centre's latest school education assessment released Monday shows.

Class 3 students assessed in language and Mathematics fared better compared to 2021, when learning levels were captured in the wake of the pandemic and the resultant disruptions in education, but their scores remained lower than the pre-Covid level in 2017.

The PARAKH Rashtriya Sarvekshan, which was called the National Achievement Survey (NAS) in previous iterations, assessed 21.15 lakh students in Classes 3, 6, and 9 across 74,229 schools in December 2024.

However, scores of only Class 3 can be compared with 2017 and 2021 since it is the only common class in all three rounds of assessment. The 2017 NAS was held for Classes 3, 5 and 8, while the 2021 NAS was for Classes 3, 5, 8, and 10.

The 2024 survey was aligned with the stages of the National Education Policy 2020, under which Class 3 marks the end of the foundational stage of school education, Class 6 the end of the preparatory stage, and Class 9 the end of the middle stage.

According to its findings, Class 3 students recorded an average national score of 64% in language in 2024 — a two-percentage-point increase from 62% in 2021, but lower than the 2017 score of 66.7%. Similarly, in Maths, the national average score in 2024 was 60% — above the 57% recorded in 2021, but below 63% scored in 2017.

SCHOOL SURVEY

CLASS 3 (in %)

	2024	2021	2017
Language	64	62	66.7
Math	60	57	63

CLASS 6 (in %)

	Girls	Boys
Language	59	55
Math	46	47

CLASS 9 (in %)

	Girls	Boys
Language	56	52
Math	36	37
Science	40	41
Social Science	41	39

PARAKH Rashtriya Sarvekshan

In terms of the language competencies they were assessed on, Class 3 students scored the lowest (60%) in reading short stories and comprehending their meaning, while they fared best (67%) in knowing and using words to carry out day-to-day interactions.

In Maths, Class 3 students fared poorly in geometric shapes and simple money transactions, scoring an average of 50% in both. They performed best (69%) in identifying simple patterns, shapes and numbers.

In Classes 6 and 9, the national average score is less than 50% in all subjects they were assessed in, except for language.

A senior official in the Education Ministry said Classes 6 and 9 did not perform as well as expected and attributed it to students losing nearly two years to the pandemic. **FULL REPORT** www.indianexpress.com

The Indian Express, 8 July 2025, Page No-4

NCERT'S PARAKH RASHTRIYA SARVEKSHAN SURVEY 2024

Delhi govt schools lead in foundational stage; pvt schools excel in higher grades

As part of the survey, students & teachers from 1,263 schools were assessed

SOPHIYA MATHEW
NEW DELHI, JULY 7

GOVERNMENT-RUN schools in Delhi have outperformed government-aided, central government and privately run schools in the Capital at the foundational stage (Class 3), as per the Parakh Rashtriya Sarvekshan 2024, a survey conducted by the National Council of Educational Research and Training (NCERT).

This is the first time since 2017, when the NCERT started the nation-wide survey to assess competency development at different levels — Foundational, Preparatory, and Middle stages (Class 3, 6, 9 respectively) — that government schools performed better than other schools in the city.

However, private schools took the lead in the Preparatory and Middle stages, the report released on Monday shows.

During the survey, students and teachers from 1,263 schools were surveyed and assessed.

In 2017 and 2021, when the survey was conducted, under the title 'National Achievement Survey' (NAS), the performance of students in Delhi government schools was below the national average at the Foundational Level for Language, Maths, and Environmental Science.

In the latest survey, at 71%, Class 3 students performed the best in identifying shapes, patterns in their surroundings, and numbers. At 43%, the poorest performance was recorded in doing simple transactions. At 64%, the students also scored 3% above the national average in the Language category. In Maths too, the score was 1% above the national average recorded at 61%.

In line with the national trend, the national average performance of private schools in the city remained behind that of government schools for the Language and Maths categories.

However, at the Preparatory stage, a different trend has been witnessed. Delhi government schools take a backseat in all parameters in comparison to all other schools.

Barring Language, the performance of Delhi government schools was below the national average in the other two categories — Maths, and The World Around Us.

Private schools took the lead in the Capital at 67%, above the national average of 60% in Language; 55% in Maths, against the national average of 49%; and 59% for The World Around Us, which is 7% higher than the national average.

The middle-level assessment (Class 9) reveals that while Delhi government school students performed better than the national average by 7%, private schools in the city outperformed in the assessed subjects: Maths, Language, Social Science, and Science. These schools performed above the national average in all the subjects, topping in the Language category at 76%.

Among other key insights are that the central government schools in all categories in the Capital performed below the national average.

In competency assessment for Class 6, children fared worst in representing commonly used fractions in daily life as parts of unit wholes and in number lines, with only 26% students answering correctly.

Meanwhile, Class 9 students found it the most difficult to apply percentages in real life, with only 28% giving the right answers. Their performance was the best, on the contrary, in Language competence.

Recommendations

"Auditory, visual, and kinesthetic activities" such as "interactive story-telling, picture-word association, and tactile learning materials" as part of building a "multi-sensory learning approach" have been recommended to improve the abilities of students in Class 3.

Schools do not provide special accommodations for students with special needs, according to 51% respondents. To this, the NCERT has suggested "to cultivate an inclusive culture that values diversity and supports all students".

Three key areas were identified for Class 6 and "innovative teaching strategies", improving parent and community participation, and "continuous professional development" have been recommended.

Meanwhile, for Class 9 students in Delhi, skill education for "diverse career paths" is a key suggestion.

WHAT THE SURVEY SHOWS

FOUNDATIONAL LEVEL (CLASS 3)

- Students in Delhi perform below the national average in Language and Maths
- State govt schools perform better than the national average in both Language and Maths
- Government-aided schools perform the worst (7% below), followed by private schools (4% below), and central govt schools (3% below)
- Girls perform better than boys

PREPARATORY LEVEL (CLASS 6)

- Students in Delhi on average perform better than the national average in Language, Maths and the World Around US
- State govt schools perform below national average in Maths and The World Around Us
- Private schools perform the best, higher than the national average, in all three subjects
- Central govt schools still fare below national average
- Girls' performance remains better than boys. In Maths, performance remains the same at 47%.

MIDDLE LEVEL (CLASS 9)

- State govt schools perform better than the national average, but perform poorest among all categories of school managements
- Students in Delhi, on average, perform better than the national average in Language, Maths, Science and Social Science
- Boys perform better in Maths, whereas both boys and girls perform on par for Science

Overall best performing districts: New Delhi, Southwest Delhi

Overall worst performing districts: Northeast Delhi, Shahdara

Shri Dharmendra Pradhan and Shri Jayant Chaudhary inaugurate Uttar Pradesh Agritech Innovation Hub and Agritech Startup and Technology Showcase at SVPUAT, Meerut

Vision of a developed India is incomplete without developed villages and prosperous farmers - Shri Dharmendra Pradhan

It is important to adopt chemical-free, natural farming and to ensure that technology moves from the field to the market - Dharmendra Pradhan

Posted On: 08 JUL 2025 5:17PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, and Minister of State (Independent Charge) for the Ministry of Skill Development and Entrepreneurship and Minister of State for Education, Shri Jayant Chaudhary, jointly inaugurated the Uttar Pradesh Agritech Innovation Hub and the Agritech Startup and Technology Showcase at Sardar Vallabhbhai Patel University of Agriculture and Technology (SVPUAT), Meerut, Uttar Pradesh, today.

The event was also graced by Shri Surya Pratap Shahi, Cabinet Minister for Agriculture, Agricultural Education, and Agricultural Research, Government of Uttar Pradesh; Prof. Rajeev Ahuja, Director, IIT Ropar; Dr. K.K. Singh, Vice Chancellor, SVPUAT; and other distinguished dignitaries.









While addressing the audience, Shri Dharmendra Pradhan congratulated Sardar Vallabhbhai Patel University of Agriculture & Technology for designing a curriculum that aligns with the evolving needs of the time and will greatly benefit Indian farmers. He said that the vision of a developed India is incomplete without developed villages and prosperous farmers, and this initiative is a meaningful and historic step in that direction.

Shri Pradhan expressed his gratitude to Prime Minister Shri Narendra Modi for encouraging technology-based agricultural innovations across the country. As part of this initiative, he noted, the recent Union Budget announced the establishment of a 'Centre for Excellence' to ensure that the benefits of cutting-edge technologies like AI, machine learning, and data analytics reach India's agricultural fields. He further said that the responsibility assigned to IIT Ropar to work on "AI in Agriculture" as a Centre of Excellence has culminated in the creation of this Agritech Innovation Hub.

The Minister also stated that the soul of India resides in its fields and barns. Although the service sector in the country has reached global standards, the fundamental basis of India’s prosperity still lies in its agricultural land, he emphasised. He added that the Prime Minister’s vision for the upliftment of farmers is being realised in Uttar Pradesh under the leadership of Chief Minister Shri Yogi Adityanath. Shri Pradhan also said that the state is now gaining new vitality through the confluence of technology and innovation.

Recalling the contributions of Sardar Vallabhbhai Patel ji and Chaudhary Charan Singh ji towards farmers, Shri Pradhan said that a true tribute to them will be achieved when farmers’ incomes are doubled, making them self-reliant and prosperous. Amid global food crises and the challenges posed by climate change, the need of the hour is to adopt chemical-free, natural farming and to ensure that technology moves from the field to the market, he said. He also expressed hope that the Agritech Innovation Hub will provide new direction and momentum to the agricultural economy of North India.

Speaking at the launch, Shri Jayant Chaudhary emphasized the hub’s significance in empowering rural youth and farmers alike to embrace a new era of agritech-driven progress. He highlighted the importance of aligning tradition with technology. He said that the true transformation begins when innovation takes root in the soil. The AgriTech Innovation Hub in Meerut, supported by IIT Ropar’s deep-tech expertise, is not just a project — it's a movement to empower our farmers as pioneers of precision agriculture, he added. Shri Chaudhary also said that more than a facility, it is a collaborative ecosystem where farmers, researchers, and startups come together to co-create sustainable and scalable agri-solutions for the future. After all, technology is truly meaningful only when it stays rooted in the ground it seeks to uplift, he stressed.

As part of the programme, a session on Technology Demonstration was held at the Model Smart Farm at SVPUAT. An MoU was signed between IIT Ropar and SVPUAT to foster academic and research collaboration in agritech. An exhibition was organised featuring twenty agritech startups, showcasing their innovative products and services. A few progressive farmers were also felicitated in recognition of their contributions to modern and sustainable farming practices. The event also featured technology showcases, farmer-centric initiatives, and announcements of upcoming startup and skilling programmes, signalling a bold step towards building a future-ready agricultural ecosystem in Uttar Pradesh.

The Agri-tech Innovation Hub is equipped with IoT-enabled sensors, smart irrigation systems, automation technologies, and a real-time analytics platform to drive precision farming and promote sustainable agriculture. The hub aims to bring together farmers, technologists, researchers, innovators, and stakeholders from state agricultural departments, academia, and agri-tech startups to co-create and adopt region-specific, scalable solutions. IIT Ropar will contribute components from its Cyber-Physical Systems (CPS) Lab—including IoT sensors, automation systems, and cloud computing infrastructure—with a commitment of up to Rs. 75 lakhs.

The hub will also feature the installation of advanced data analytics platforms to enable real-time monitoring and data-driven decision-making. In addition, IIT Ropar will offer technical expertise and guidance through its domain experts in IoT, AI, and CPS to support both implementation and ongoing monitoring.

The initiative includes comprehensive training and knowledge transfer through workshops and sessions for all stakeholders, ensuring effective adoption and capacity building. Krishi Vigyan Kendras (KVKs) and Farmer Producer Organisations (FPOs) associated with the agricultural university will also be engaged to train farmers and rural youth.

The Agri-tech Innovation Hub marks a new chapter in India’s rural development story, where technology addresses the real needs of farmers, and innovation extends beyond laboratories to every acre of cultivable land. It reflects a collective commitment to ensure that Indian agriculture not only feeds the nation but also empowers and sustains the millions who depend on it.

*****

MV/AK

MOE/DoHE/8 July 2025/32

(Release ID: 2143139)
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NCERT collaborates with Canva to launch new certification program for teachers

NCERT and Canva have launched a free online certification programme for teachers, focusing on digital skills, AI tools, and visual ... and PM eVidya.



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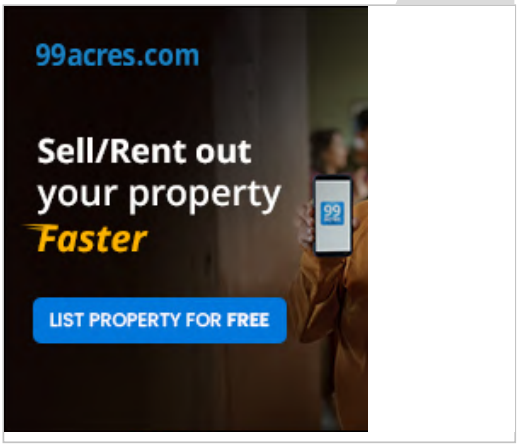


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The National Council of Educational Research and Training (NCERT) has joined hands with Canva to introduce a new teacher training and certification programme aimed at enhancing digital skills among Indian educators. The initiative includes three self-paced, free courses designed to improve visual learning, creativity, and digital fluency in classrooms across India.

As part of this collaboration, Canva will provide free access to its education platform, while NCERT will ensure that the content is aligned with the national curriculum and is suitable for regional contexts. The courses will be hosted on DIKSHA, the Ministry of Education's digital platform for school education, and will be made available in multiple Indian languages.

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The training is in line with the National Education Policy (NEP) 2020 and focuses on developing 21st-century skills such as design thinking, AI integration in classrooms, and collaborative learning. Teachers will also be trained to use digital tools to create engaging classroom content like lesson plans, infographics, and presentations.

To ensure wider access, the training videos will also be broadcast on PM eVidya DTH TV Channels, making the programme accessible even to those with limited internet connectivity. On successful completion, participants will receive a joint certificate from NCERT and Canva.

The programme offers educators free access to Canva's extensive library of teaching resources, including more than 500 integrated apps. These resources range from translation tools to interactive games, all aimed at supporting classroom instruction across different subjects and grades. Canva's platform also includes AI-powered features that simplify the creation of teaching materials and help save time while enhancing student engagement.

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In 2024, over 25 million students and educators joined Canva Education globally, contributing to a user base of more than 100 million. The company reports that over 1 billion designs were created by teachers and students in the past year alone. Its AI tools, like Dream Lab, allow educators to generate visuals instantly, helping to make complex topics easier to understand.

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NCERT launches teacher training programme on Canva to design interactive lesson plans

Teachers will receive free access to the library of teaching resources, featuring over 500 integrated apps from interactive games, brain teasers and more

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TNN | Posted July 08, 2025 05:25 PM



The National Council of Educational Research and Training (NCERT), along with visual communication platform Canva, has launched three free-of-cost, self-paced, digital training and certification programmes for schoolteachers. These courses are designed to equip Indian educators with essential digital skills to drive creativity, critical thinking, and digital fluency in classrooms, the initiative is poised to benefit teachers across the country.

The teacher training programme will be made available on the DIKSHA platform of the Ministry of Education (MoE). It will also be broadcast on DTH TV channels via PM eVidya, expanding accessibility to educators across regions, including those without

internet connectivity. The courses will be offered in multiple Indian languages to ensure wide participation.

Moreover, the NCERT will design region-specific learning material aligned with the National Education Policy (NEP) 2020. The training is designed to foster visual learning, design thinking, and the development of 21st-century skills. Educators will also get to explore how to use AI tools to create collaborative, engaging, and joyful learning environments that spark creativity, curiosity, and deeper student engagement in the classroom.

The initiative will provide educational equity and will ensure universal access to digital learning tools, particularly within the public education system, which serves over 69% of the country's school students. Jason Wilmot, head, Education, Canva, says, "Every teacher deserves access to tools that make learning more engaging, inclusive, and creative. The partnership with NCERT is a powerful step toward equipping educators with practical digital skills that not only save time but spark imagination in every classroom."

Chandrika Deb, country manager, India, Canva, says, "The programme will advance digital fluency and creative confidence in classrooms across the country. Educators will get to explore how to integrate AI meaningfully into teaching practices to enhance learning outcomes. On completion, participants will receive a joint programme certificate strengthening their professional credentials."

Through this course, educators will gain hands-on experience with Canva Education, learning how to design interactive lesson plans, infographics, presentations, and engaging classroom materials. The training also introduces tools, enabling teachers and students to co-create content and build stronger visual communication skills.

Furthermore, teachers will receive free access to the library of teaching resources on Canva, featuring over 500 integrated apps from interactive games and brain teasers to translation tools and more. With the help of the programme, teachers can save time and boost student engagement with tools designed to support every subject and grade level.

Recommended Articles

राष्ट्रीय सहारा, 9 जुलाई, 2025, पृष्ठ संख्या -1

छठी कक्षा के 53% छात्रों को ही आते हैं 10 तक पहाड़े

नई दिल्ली (भाषा)। शिक्षा मंत्रालय के सर्वेक्षण से पता चला है कि कक्षा तीन के केवल 55 प्रतिशत छात्र 99 तक की संख्याओं को आरोही या अवरोही क्रम में व्यवस्थित कर सकते है, जबकि कक्षा छह के केवल 53 प्रतिशत छात्र 10 तक का पहाड़ा जानते है।

समग्र विकास के लिए ज्ञान का प्रदर्शन मूल्यांकन, समीक्षा और विश्लेषण (परख) राष्ट्रीय सर्वेक्षण, जिसे पहले राष्ट्रीय उपलब्धि सर्वेक्षण (एनएएस) के रूप में जाना जाता था, पिछले साल चार दिसंबर को आयोजित किया गया था। इस सर्वेक्षण में 36 राज्यों और केंद्र शासित प्रदेशों के 781 जिलों के 74,229 स्कूलों में कक्षा तीन, छह और नौ के सरकारी और निजी दोनों स्कूलों के 21,15,022 छात्रों को शामिल किया गया था।



■ कक्षा तीन के केवल 55 प्रतिशत छात्र 99 तक की संख्याओं को आरोही या अवरोही क्रम में व्यवस्थित कर सकते हैं

सर्वेक्षण में कहा गया कि तीनों कक्षाओं के 1,15,022 बच्चों का मूल्यांकन किया गया और 2,70,424 शिक्षकों और स्कूल का नेतृत्व करने वालों ने प्रश्नावली के माध्यम से जवाब दिया। रिपोर्ट के अनुसार, कक्षा तीन के केवल 55 प्रतिशत विद्यार्थी ही 99 तक की संख्याओं को आरोही या अवरोही क्रम में व्यवस्थित कर सकते है, जबकि 58 प्रतिशत विद्यार्थी दो अंकों की संख्याओं का जोड़ और घटाव कर सकते है। कक्षा छह में केवल 53 प्रतिशत छात्र अंकगणितीय संक्रियाओं और उनके बीच संबंधों को समझ और देख सकते है, कम से कम 10 तक जोड़ और गुणन की सारणी जानते है और दैनिक जीवन की समस्याओं को हल करने के लिए पूर्ण संख्याओं पर चार बुनियादी संक्रियाएं लागू करते है।

कक्षा छह में भाषा और गणित के साथ-साथ एक अतिरिक्त विषय 'हमारे आस-पास की दुनिया' शुरू किया गया था, जिसमें पर्यावरण और समाज शामिल है। छात्रों ने राष्ट्रीय स्तर पर गणित में सबसे कम अंक (46 प्रतिशत) प्राप्त किए, जबकि भाषा में औसतन 57 प्रतिशत और हमारे आस-पास की दुनिया में 49 प्रतिशत अंक प्राप्त किए। शिक्षा मंत्रालय के अधिकारियों के अनुसार, ऐसे उदाहरण जहां 50 प्रतिशत से कम छात्र सही उत्तर देने में सक्षम थे, सीखने की प्रक्रिया में बाधा को दशति है।

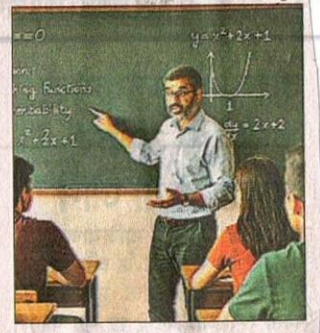
कक्षा नौ में केंद्र सरकार के स्कूलों के छात्रों ने सभी विषयों में सर्वश्रेष्ठ प्रदर्शन किया, भाषा में स्पष्ट बढ़त हासिल की। निजी स्कूलों ने विज्ञान और सामाजिक विज्ञान में अच्छा प्रदर्शन किया, लेकिन गणित में कम अंक प्राप्त किए।

नवभारत टाइम्स, 9 जुलाई 2025, पृष्ठ संख्या -10

कक्षा 3, 6 और 9 के स्टूडेंट्स मैथ्स में कमज़ोर, भाषा में बेहतर: सर्वे रिपोर्ट

Bhupender.Sharma
@timesofindia.com

AI Image



■ **नई दिल्ली :** NCERT के संगठन परख (राष्ट्रीय मूल्यांकन केंद्र) ने कक्षा 3, 6 और 9 के छात्रों की सीखने की क्षमता को जांचने के लिए राष्ट्रीय स्तर पर सर्वेक्षण किया, जिसकी रिपोर्ट बताती है कि मैथ्स को लेकर काफी सुधार की जरूरत है। कोविड के बाद छात्रों के सीखने की क्षमता में काफी कमी देखने को मिली है। कोविड से पहले वाले स्थिति दूर नजर आ रही है।

रिपोर्ट बताती है इन तीनों क्लासेज में भाषा (लैंग्वेज) में मैथ्स की तुलना में कहीं ज्यादा औसत स्कोर है, जबकि मैथ्स में स्कोर कम रहा है। 9वीं क्लास में करीब 63 प्रतिशत स्टूडेंट्स को सरल पैटर्न को समझने में भी मुश्किलें हुई, इसके अलावा अंशों और पूर्णांकों जैसे बुनियादी न्यूमैरिकल्स (संख्यात्मक) सेटों को समझने में नाकाम रहते हैं। छठी क्लास में भी मैथ्स विषय को लेकर लर्निंग गैप साफ नजर आ रहा है। इस क्लास में आधे से ज्यादा छात्रों को पूर्ण संख्याओं की तुलना करने या बड़ी संख्याओं को पढ़ने में दिक्कतें हुई हैं। छठी क्लास में केवल 37 प्रतिशत छात्र ही मैथ्स में बड़ी संख्याओं को हल करने में कामयाब रहे हैं। यह सर्वे देश की शिक्षा प्रणाली में सीखने की कमी को सामने ला रहा है। प्राइम नंबर्स, पर्सेंटेज अप्लाई करना जैसे प्रश्नों को लेकर भी छात्रों को मुश्किलें हुई हैं। कक्षा 6 और 9 को मिलाकर देखें तो पढ़ने वाले करीब आधे बच्चे अपनी पाठ्यपुस्तकों में मुख्य विचारों को ठीक से नहं समझ पाते हैं।

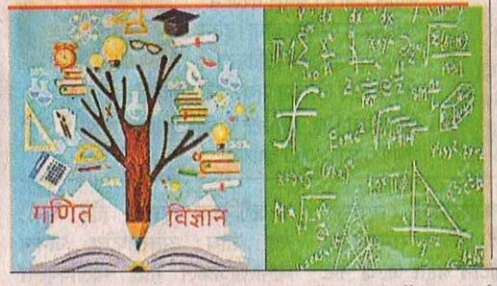
कैसे हुआ यह सर्वे

परख ने यह सर्वे कक्षा 3, 6 और 9 के छात्रों के बीच किया, जिसमें 21.15 लाख छात्रों की भागीदारी रही। देश के 781 जिले के 74229 यूनीक स्कूलों में हुए इस सर्वे में भाषा, गणित, साइंस, सोशल साइंस जैसे विषयों में सीखने की क्षमता को देखा गया। कक्षा 3 में सर्वे के नतीजों को देखें तो भाषा में 64 प्रतिशत और मैथ्स में 60 प्रतिशत औसत स्कोर रहा यानी इतने प्रतिशत बच्चे इन दोनों विषयों को ठीक से समझ पा रहे हैं। वहीं बड़ी कक्षाओं को देखें तो साइंस और सोशल साइंस का हाल भी इससे बेहतर नहीं है। कक्षा 9 में साइंस में करीब 60 प्रतिशत छात्र न्यूनतम योग्यता मानदंडों को पूरा करने में नाकाम रहे हैं।

दैनिक जागरण » 9 जुलाई 2025, पृष्ठ संख्या - 1,9

छठी के सिर्फ 53% विद्यार्थियों को ही आता है 10 तक का पहाड़ा

- शिक्षा मंत्रालय की ओर से स्कूली बच्चों के शैक्षणिक प्रदर्शन पर हुए सर्वेक्षण 'परख' में सामने आए तथ्य
- तीसरी के 55% बच्चे ही 99 तक की गिनती को घटने और बढ़ने के क्रम में पढ़ने और लिखने में सक्षम



जागरण ब्यूरो, नई दिल्ली : स्कूली शिक्षा की गुणवत्ता को जांचने के लिए शिक्षा मंत्रालय की ओर से देशभर में कराए गए सर्वेक्षण में पाया गया है कि छठी कक्षा में पढ़ने वाले सिर्फ 53 प्रतिशत विद्यार्थियों को ही 10 तक का पहाड़ा आता है, वहीं कक्षा तीन में पढ़ने वाले सिर्फ 55 प्रतिशत बच्चे 99 तक के अंकों को घटने-बढ़ने क्रम में पढ़ और लिख सकते हैं। इस सर्वेक्षण में ग्रामीण और शहरी क्षेत्रों के छात्रों के बीच प्रदर्शन में अंतर भी स्पष्ट हुआ है। ग्रामीण क्षेत्रों में कक्षा तीन के छात्रों ने जहां गणित व भाषा विषयों में शहरी बच्चों से बेहतर प्रदर्शन किया, वहीं शहरी क्षेत्रों में कक्षा छह और नौ के बच्चों ने सभी विषयों में ग्रामीण बच्चों के मुकाबले बेहतर प्रदर्शन किया है।

स्कूली बच्चों के समग्र विकास को जांचने के लिए कराए गए 'परख' राष्ट्रीय सर्वेक्षण के जरिये यह निष्कर्ष सामने आया है। इसमें बच्चों के ज्ञान का प्रदर्शन का आंकलन, समीक्षा और विश्लेषण किया जाता है। इससे पहले स्कूलों में यह सर्वेक्षण राष्ट्रीय उपलब्धि सर्वेक्षण (एनएएस) के रूप में कराया जाता था। नई राष्ट्रीय शिक्षा नीति के आने के बाद इसे नए स्वरूप में शुरू किया गया है। मंत्रालय से जुड़े अधिकारियों की मानें तो वह स्कूली शिक्षा के प्रदर्शन को अब इसी मानक के आधार पर परखेगा। मंत्रालय ने यह सर्वेक्षण पिछले साल चार दिसंबर को देश के 36 राज्यों और केंद्र शासित प्रदेशों के 781 जिलों के 74,229 स्कूलों में किया था। इसमें तीसरी, छठी और नौवीं के सरकारी और निजी दोनों स्कूलों के 21 लाख से अधिक छात्र शामिल हुए थे।

सरकारी स्कूलों के बच्चों का गणित में कमजोर रहा प्रदर्शन

सर्वेक्षण के मुताबिक कक्षा तीन में केंद्र सरकार के स्कूलों का गणित में प्रदर्शन सबसे कम रहा है जबकि कक्षा छह में सरकारी सहायता प्राप्त और राज्य सरकार के स्कूलों ने विशेष रूप से गणित में कमजोर प्रदर्शन किया। कक्षा नौ में केंद्र सरकार के स्कूलों के छात्रों ने सभी विषयों में सबसे अच्छा प्रदर्शन किया, जिसमें भाषा में स्पष्ट बढ़त थी। निजी स्कूल विज्ञान और सामाजिक विज्ञान में दूसरे स्थान पर रहे, लेकिन गणित में उन्होंने कम अंक प्राप्त किए। सभी प्रकार के स्कूलों के लिए भाषा सबसे अधिक अंक प्राप्त करने वाला विषय था, जबकि गणित में कमजोर प्रदर्शन रहा।

सर्वेक्षण रिपोर्ट-2024 के अनुसार, कक्षा छठी में भाषा, गणित और एक अतिरिक्त विषय 'हमारे आसपास की दुनिया' (जिसमें पर्यावरण और सामाजिक विज्ञान शामिल हैं) का मूल्यांकन किया गया। छात्रों ने गणित में औसतन 46 प्रतिशत अंक प्राप्त किए, जबकि भाषा में औसतन 57 प्रतिशत और 'हमारे आसपास की दुनिया' में 49 प्रतिशत अंक प्राप्त किए। मंत्रालय के अनुसार, जिन विषयों में छात्रों का प्रदर्शन 50 प्रतिशत से कम रहा है, वह उनके सीखने की क्षमता में कमी को दर्शाता है। जिन भी स्कूलों में यह कमी पाई गई है, उन्हें सुधार के लिए निर्देश दिए जाएंगे।

बंगाल के 348 सरकारी स्कूलों में एक भी विद्यार्थी नहीं

कोलकाता ऐसे 119 स्कूलों के साथ अव्वल, बंगाल सरकार ने इन स्कूलों को बंद करने का लिया निर्णय

राज्य ब्यूरो, जागरण • कोलकाता: बंगाल के 23 जिलों में 348 ऐसे सरकारी व सरकारी सहायता प्राप्त स्कूल हैं, जहां एक भी विद्यार्थी नहीं है। इनमें अकेले कोलकाता में 119 (34.19 प्रतिशत) स्कूल हैं। कई स्कूलों में वर्ष 2020 से एक भी विद्यार्थी का दाखिला नहीं हुआ है। बंगाल सरकार ने इन स्कूलों को बंद करने का निर्णय लिया है। शिक्षा विभाग के आंतरिक आंकड़े के अनुसार बिना विद्यार्थियों वाले स्कूलों की फेहरिस्त में उत्तर 24 परगना जिला दूसरे स्थान पर है। वहां के 60 स्कूल (17.24 प्रतिशत) विद्यार्थी विहीन हैं। हावड़ा 24 (6.89 प्रतिशत) के साथ तीसरे व पूर्व बर्द्धमान 18 (5.17 प्रतिशत) के साथ चौथे स्थान पर हैं। उत्तर बंगाल का कूचबिहार ऐसा जिला है, जहां मात्र एक विद्यार्थी विहीन स्कूल है। बीरभूम व कलिंपोंग जिलों में ऐसे दो स्कूल हैं।

बंगाल में मुख्य विपक्षी दल भाजपा के प्रदेश महासचिव जगन्नाथ चट्टोपाध्याय ने कहा कि यह प्रदेश की स्कूल शिक्षा व्यवस्था की बदहाल स्थिति को दिखाता करता है। इनमें से बहुत से स्कूल 50 साल से भी ज्यादा पुराने हैं। इनमें अलावा बड़ी संख्या में ऐसे स्कूल भी हैं, जहां विद्यार्थी बेहद कम हैं।

जनसत्ता, 9 जुलाई 2025, पृष्ठ संख्या - 1

कक्षा तीन के 58 फीसद विद्यार्थी दो अंकों की संख्याओं का जोड़ और घटाव कर सकते हैं **सर्वेक्षण** कक्षा तीन, छह और नौ के 21,15,022 बच्चों का मूल्यांकन किया गया

छठवीं में केवल 53 फीसद विद्यार्थी ही 10 तक के पहाड़े जानते हैं

जनसत्ता ब्यूरो
नई दिल्ली, 8 जुलाई।

शिक्षा मंत्रालय के सर्वेक्षण से पता चला है कि कक्षा तीन के केवल 55 फीसद विद्यार्थी 99 तक की संख्याओं को आरोही या अवरोही क्रम में व्यवस्थित कर सकते हैं, जबकि छठी के मात्र 53 फीसद छात्र 10 तक के पहाड़े जानते हैं।

समग्र विकास के लिए ज्ञान का प्रदर्शन मूल्यांकन, समीक्षा और विश्लेषण (परख) राष्ट्रीय सर्वेक्षण, जिसे पहले राष्ट्रीय उपलब्धि सर्वेक्षण (एनएएस) के रूप में जाना जाता था, पिछले साल चार दिसंबर को आयोजित किया गया था।

इस सर्वेक्षण में 36 राज्यों और केंद्रशासित प्रदेशों के 781 जिलों के 74,229 स्कूलों में कक्षा तीन, छह और नौ के सरकारी और निजी दोनों स्कूलों के 21,15,022 विद्यार्थियों को शामिल किया गया था। सर्वेक्षण में कहा गया कि तीनों कक्षाओं के 21,15,022 बच्चों का मूल्यांकन किया गया और 2,70,424 शिक्षकों और स्कूल का नेतृत्व करने वालों ने प्रश्नावली के माध्यम से जवाब दिया। रपट के अनुसार, कक्षा तीन के केवल 55 फीसद विद्यार्थी ही 99 तक की संख्याओं को आरोही या अवरोही क्रम में व्यवस्थित कर सकते हैं, जबकि 58 फीसद विद्यार्थी दो अंकों की संख्याओं का जोड़ और घटाव कर सकते हैं। कक्षा छह में केवल 53 फीसद छात्र अंकगणितीय संक्रियाओं और उनके बीच संबंधों को समझ और देख सकते हैं, कम से कम 10 तक जोड़ और गुणन की सारणी जानते हैं और दैनिक जीवन की समस्याओं को हल करने के लिए पूर्ण संख्याओं पर चार बुनियादी संक्रियाएं लागू करते हैं।



कक्षा छह में भाषा और गणित के साथ-साथ एक अतिरिक्त विषय 'हमारे आस-पास की दुनिया' शुरू किया गया था, जिसमें पर्यावरण और समाज शामिल है। विद्यार्थियों ने राष्ट्रीय स्तर पर गणित में सबसे कम अंक (46 फीसद) प्राप्त किए, जबकि भाषा में औसतन 57 फीसद और हमारे आस-पास की दुनिया में 49 फीसद अंक प्राप्त किए। शिक्षा मंत्रालय के अधिकारियों के अनुसार, ऐसे उदाहरण जहां 50 फीसद से कम विद्यार्थी सही उत्तर देने में सक्षम थे, सीखने की प्रक्रिया में बाधा को दर्शाते हैं। कक्षा नौ में केंद्र सरकार के स्कूलों के विद्यार्थियों ने सभी विषयों में सर्वश्रेष्ठ प्रदर्शन किया, भाषा में स्पष्ट बढ़त हासिल की। निजी स्कूलों ने विज्ञान और सामाजिक विज्ञान में अच्छा प्रदर्शन किया, लेकिन गणित में कम अंक प्राप्त किए। राज्य सरकार और सरकार द्वारा सहायता प्राप्त स्कूलों में भी इसी तरह के परिणाम दर्ज किए गए। ग्रामीण-शहरी विभाजन भी काफी हद तक देखा गया।

ग्रामीण क्षेत्रों में कक्षा तीन के विद्यार्थियों ने गणित और भाषा दोनों में बेहतर प्रदर्शन किया, जबकि शहरी क्षेत्रों में कक्षा छह और नौ के बच्चों ने सभी विषयों में अपने ग्रामीण समकक्षों से बेहतर प्रदर्शन किया। स्कूल शिक्षा सचिव संजय कुमार ने रपट में कहा कि मूल्यांकन से आगे बढ़कर, इस पहल का अगला चरण व्यवस्थित कार्रवाई को सक्षम करने पर केंद्रित है। इसे सुविधाजनक बनाने के लिए परख राष्ट्रीय सर्वेक्षण-2024 के निष्कर्षों को सार्थक कार्य में बदलने के लिए एक व्यापक बहु-स्तरीय रणनीति की योजना बनाई गई है।

The Times of India, 9 July 2025, Page No- 6

Govt Schools To Get Smart Boards

19k To Be Set Up Over 5 Years, ₹900cr To Be Spent On Digital Classroom Plan

TIMES NEWS NETWORK

New Delhi: The Delhi cabinet on Tuesday gave its nod to a proposal for setting up 18,996 smart boards in govt school classrooms. Announcing the decision, education minister Ashish Sood said another proposal to install 2,466 smart boards in 75 'CM Shri Schools' was already at the tendering stage, while 18,996 boards would be set up in phases during the five-year term of govt.

"The work to install 18,996 smart blackboards will be carried out in five phases. A teachers' training module to teach using the blackboards has also been passed in the meeting," Sood said. He added that the cabinet, chaired by chief minister Rekha Gupta, approved more than Rs 900 crore for the digital classroom initiative. Sood said the smart boards would initially be installed for classes IX to XII across the state-run schools in Delhi by 2029-30.

The education minister said that only 799 smart blackboards were installed in Delhi govt schools between 2014 and 2024 from donations received from various organisations under the corporate social responsibility initiative. "You will be surprised to know that Delhi has a total of 37,778 classrooms in govt schools, yet between 2014 and 2024, only 799 of these were equipped with smart blackboards and even those came through CSR donations, not govt funding," Sood said. He added that unlike past projects, which focused mostly on central and elite areas, the new reforms aimed to take digital learning to schools in under-served areas such as Najafgarh, Narela, Seemapuri, Mahavir Enclave and Kirari.

The minister also dismissed the opposition's criticism over budget allocations, saying that BJP govt did not cut the education budget but prioritised it. "Others posed in front of school buildings for photos, we are investing in classrooms and teachers," Sood said. Highlighting the alignment of this initiative with the National Education Policy 2020, the minister said the reforms would help promote experiential and personalised learning. A dedicated training module has been developed for teachers to integrate smart blackboards into their teaching process, he added.

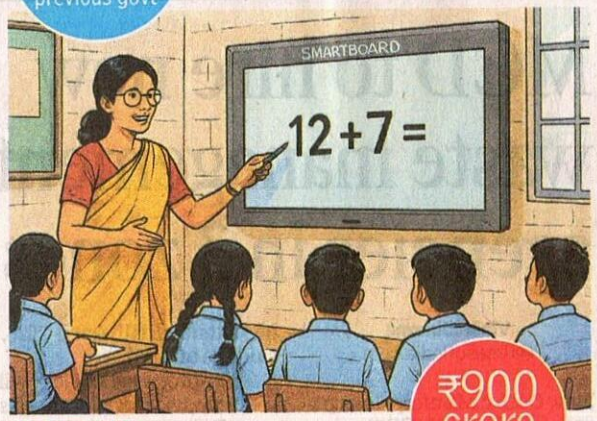
"This is the first major step towards making Delhi's govt schools better than private schools not just in infrastructure, but in pedagogy and learning outcomes as well," he said.

Sood said Delhi govt under Gupta's leadership was committed to delivering "world-class, equitable, and digitally empowered" education to every child in Delhi, not just in showpiece schools, but where it's needed the most.

In an announcement made last month, Gupta said Delhi govt would set up 7,000 smart classrooms in its schools by the end of the year. She added that 175 digital libraries and 100 APJ Abdul Kalam Language Labs offering foreign language instruction in English, French and German would also be made operational in Delhi govt-run schools.

A NEW DIGITAL CHAPTER

- 799 Smart boards installed by previous govt
- 2,466 Smart boards to be installed in 75 CM Shri Schools soon
- 18,996 more to be installed during this term of govt



- 37,778 Classrooms in govt schools
- ₹900 crore to be spent

The Times of India, 9 July 2025, Page No- 11

Over half of schoolkids struggle with basics, reveals govt survey

54% Of Class 6 Can't Even Read Large Numbers: Edu Min Report

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New Delhi: As many as 43% of India's schoolchildren in Class VI can't grasp main ideas in texts, and a staggering 63% of Class IX students fail to spot simple patterns in numbers or understand basic numerical sets like fractions and integers, the ministry of education's PARAKH Rashtriya Sarvekshan, formerly known as National Achievement Survey (NAS), has revealed. In what further highlights the scale of learning gaps in the country's education system, 54% of Class VI students are unable to compare whole numbers or read large numbers.

The PARAKH Rashtriya Sarvekshan, conducted in Dec last year, assessed 21,15,022 students from Grades III, VI and IX across 74,229 schools, both govt and private, in 781 districts spanning 36 states and union territories.

For instance, students struggled with tasks like identifying multiples of 7, powers of 3, prime numbers, and applying percentage and fraction concepts to daily-life problems. Science and social science learning was no better, with over 60% of Class IX students failing to meet minimum competency benchmarks. In science, students were unable to classify matter based on physical and chemical characteristics, describe changes in matter using the particulate nature of substances, or explain properties of a magnet.

Social science assessments asked students to collect and interpret data from maps, charts, and texts, and to explain natural phenomena like climate and soil formation, but most failed to meet the expected benchmarks.

For Class VI students, the findings were equally concerning. In language skills, 43% were unable to apply varied comprehension strategies such as inference, prediction, and visualisation, or understand main ideas and draw conclusions from the material read. But mathematics remained the biggest challenge, with 54% of students unable to represent numbers using place value, compare whole numbers, or apply the four basic operations to solve daily problems.

At the foundational stage in Class III, only 55% of students could arrange numbers up to 99 in ascending or descending order, and just 58% could perform addition and subtraction of two-digit numbers. In mathematics, central govt schools recorded the lowest performance in this grade.

The study revealed that the rural-urban divide and gender gaps persist in critical areas. Central govt-run schools (Kendriya Vidyalayas) emerged as the best performers, yet even for them the data showed concerning trends. The survey also flagged wide inter-state variations. Among the top ten states, Punjab, Kerala, Himachal Pradesh, Odisha, and Rajasthan figured consistently for all three grades. Conversely, J&K and Meghalaya featured on the list of ten worst-performing states across the three grades, with states like West Bengal, Tamil Nadu, Uttarakhand and Jharkhand being among poor performers for two grades.

FAILING AT THE FIRST HURDLE

Figures in %

Foundational Stage Competencies

	Number of..		Language			Mathematics		
	..School	..Students	Overall	Boys	Girls	Overall	Boys	Girls
Grade 3	27,741	5,99,206	64	63	65	60	60	60
Grade 6	26,973	6,63,195	57	55	59	46	47	46
Grade 9	31,406	8,52,801	54	52	56	37	37	36



	World around us (Science for Grade 9)			Social Science		
	Overall	Boys	Girls	Overall	Boys	Girls
Grade 3	64	63	65	–	–	–
Grade 6	57	55	59	–	–	–
Grade 9	54	52	56	40	39	41

Performance Comparision by School Management & Social categories

	Language				Mathematics			
	State govt	Govt aided	Private	Central govt	State govt	Govt aided	Private	Central govt
Grade 3	64	63	64	60	64	63	64	60
Grade 6	52	52	60	69	52	52	60	69
Grade 9	48	49	59	69	48	49	59	69

	Language				Mathematics			
	State govt	Govt aided	Private	Central govt	State govt	Govt aided	Private	Central govt
Grade 3	–	–	–	–	–	–	–	–
Grade 6	–	–	–	–	–	–	–	–
Grade 9	37	37	44	51	37	37	42	49

Financial Express, 9 July 2025, Page No- 16

Half of Class 6 students don't know tables till 10: Govt survey

ONLY 55% OF Class 3 students can arrange numbers up to 99 in ascending or descending order while only 53% of them in Class 6 know tables up to 10, a ministry of education (MoE) survey has found.

The Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH) Rashtriya Sarvekshan, formerly known as the National Achievement Survey (NAS), was conducted on December 4 last year, covering 21,15,022 students from both government and private schools in Grades 3, 6 and 9 across 74,229 schools in 781 districts, spanning 36 states and Union Territories (UTs).

The survey said 1,15,022 children from the three grades were assessed and 2,70,424 teachers and school leaders responded through questionnaires.

According to the report, only 55% of students in Class 3 can arrange numbers up to 99 in ascending or descending order while 58% of the students can



perform addition and subtraction of two-digit numbers.

In Class 6, only 53% of students understand and visualise arithmetic operations and the relationships among them, know addition and multiplication tables at least up to 10 and apply the four basic operations on whole numbers to solve daily life problems.

In Class 6, an additional subject 'The World Around Us', which covers environment and society, was introduced alongside Language and Mathematics. Students scored lowest in Mathematics (46%), while Language averaged 57% and The World Around Us scored 49% nationally.

According to MoE officials, instances where less than 50 per cent of students were able to answer correctly indicate learning gaps.

"These learning gaps highlight the need for focused interventions to strengthen students' skills, refine instructional strategies, and provide additional learning support. Addressing these areas effectively will help improve overall student learning outcomes in the nation," an official said.

—PTI

The Pioneer, 9 July 2025, Page No- 3

JNU to hold three-day conference on Indian knowledge systems

PIONEER NEWS SERVICE
New Delhi

The Jawaharlal Nehru University (JNU) will host a three-day conference on Indian systems of knowledge on the philosophy, science and arts in the subcontinent - with panel discussions on integrating traditional knowledge frameworks into contemporary academia and policy. The Annual Academic Conference on Indian Knowledge Systems (IKS) will be held from July 10-12.

Addressing a press conference on Tuesday, JNU Vice Chancellor Santishree Dhulipudi Pandit said, "Every country that has developed has done so based on its own knowledge systems. Likewise, we must also reclaim and build upon ours. The national Education Policy, 2020 reflects this approach."

Emphasising India's cultural heritage, she said, "We have a tradition of oral and listening systems. Western countries now have departments for such studies, but we have forgotten our own strengths." The convergence is being organised by the Jawaharlal Nehru University, in collaboration with the Indian Knowledge Systems Heritage Alliance (IKSHA), sponsored by the Ministry of AYUSH, the Indian Council of Social Science Research (ICSSR) and the Indian Council of Historical Research (ICHR).

Vice-President Jagdeep Dhankhar is scheduled to inaugurate the event being held under the theme of "resurgence of IKS". A key focus of the conference is building a stronger academic and cultural bridge between the Northeast and the rest of India. "The conference is aiming towards connecting Northeast India to the rest of the country," Pandit said.

Highlighting India's philosophical divergence from the West, Pandit said, "Our philosophy is not about conquering nature but living in harmony with it. Every ideology and every thought must find space in the university."

The conference will serve as an international platform for scholars to present research and engage in dialogue on how Indian knowledge traditions can be meaningfully incorporated into education, industry, Government and civil society, a statement said. Professor Yugank Goyal, representing the IKSHA was quoted in the statement as saying, "As Bharat rises in global affairs, there is a strong need to understand India from the lens of Indians themselves."

"He further outlined the scale of the event, which will feature over 100 paper presentations, 17 focused sessions, multiple plenary addresses and expert panel discussions spread across three days," Goyal said.

The Hindu, 9 July 2025, Page No- 4

No more backbenchers: a film inspires change in Kerala schools

Athira M
THIRUVANANTHAPURAM

Vinesh Viswanath did not expect his directorial debut, *Sthanarthi Sreekuttan*, to trigger a change in mindset in schools. The heartwarming, coming-of-age Malayalam film about an upper primary school in Thiruvananthapuram shows how one classroom does away with the conventional row-based seating arrangement in favour of a semi-circle arrangement, with the teacher at the centre. Since the film was released on the OTT platform Saina Play last month, this classroom configuration has been adopted by several schools in Kerala.

"At least six schools have already introduced it, and we came to know of it when they tagged our Instagram handle," Mr. Viswanath says.



Students of RCC LPS in Wadakkanchery of Thrissur, Kerala, in their new seating layout. SPECIAL ARRANGEMENT

In the film, the idea is mooted by the eponymous character, an unassuming backbencher who is perpetually late for class. It aims to do away with the unconscious splitting of students – the studious children in the front and the often disruptive rebels on the back benches.

The concept is not new, since the District Primary Education Programme launched by the Union government in 1994 in six States, including Kerala, had suggested flexible seating arrangements that some schools had tried. However, most educational institutions have been inclined to stick to the traditional row system.

Mr. Viswanath, who wrote the story and co-wrote the screenplay with Anand Manmadhan, Murali Krishnan, and Kailash S. Bhavan, says he used to sit like that in his primary classes at the government school at Pedikulam in Thiruvananthapuram. "But when we placed that as the climax, we never expected it to reach so many schools," he says.

The film, starring Aju Varghese, Johny Antony, and a bunch of child actors, had several factors stacked against it from the start. It was released after a delay of almost a year, and despite the glowing reviews, it had a rather short run in theatres. The OTT release came after seven months, considered a long gap in the industry.

The first school that introduced the new seating arrangement was RVV Higher Secondary School at Valakom, in Kollam district.

The school is managed by Kerala Transport Minister K.B. Ganesh Kumar, an established actor in Malayalam cinema. "We had shown it to him several months before the film reached theatres, and he liked it a lot. We were unaware that he had introduced the system in his school until one of his relatives told us. However, we could not publicise it when the film released because that was the climax of the movie. We made the reveal only after it started streaming on OTT," Mr. Viswanath says.

Headmaster Sunil P. Sekhar says the new arrangement was introduced last year in Classes 1 to 4. "We are continuing with it. It is not possible to have the semi-circular layout in all classes because the dimensions of the classrooms and number of students in each division vary. We have classes where there are 35 to 40 students. In such cases, we have changed the shape a bit without compromising on the idea of the teacher giving equal attention to all," Mr. Sekhar says.

The schools that have adopted this concept include the Pappinisseri West LP School and Andoor ALP School, both in Kannur; RCC LP School in East Mangad, Thrissur; Government Higher Secondary School at Tholanur in Palakkad; and NSV Vocational Higher Secondary School at Valacode in Kollam.

The Hindu, 9 July 2025, Page No- 14

Nearly 600 Eklavya school students cracked IIT-JEE and NEET, says Tribal Affairs Ministry

Abhinay Lakshman
NEW DELHI

Close to 600 students from government-run Eklavya Model Residential Schools (EMRS) for tribal students across 12 States have cleared top entrance examinations this year for undergraduate studies in medicine and engineering across the country, the Tribal Affairs Ministry's assessment of the EMRS' performance for the year showed.

Officials added that in a special effort to give these students the confidence to proceed with higher education, the Ministry is preparing to reach out to these students with the gamut of government scholarships available to them and handhold the entire application process.

Officials told *The Hindu* that a total of 596 students of EMRS schools in Chhattisgarh, Madhya Pradesh, Jharkhand, Gujarat, Telangana, Uttarakhand, Uttar Pradesh, Odisha, Karnataka, Andhra Pradesh, Himachal Pradesh and Maharashtra qualified for either IIT-JEE Mains, IIT-JEE Advanced, or the NEET examinations. One official said this was the first time such data had been compiled for EMRS students.



The Ministry is preparing to reach out to the students of EMRS and support them through the entire application process. FILE PHOTO

The EMRS is one of the Tribal Affairs Ministry's flagship schemes and the Union government has in the last five years pushed for major reforms in the administration of these schools, including trying to centralise their running, through setting up the National Education Society for Tribal Students (NESTS).

The nearly 600 students who have cleared these entrance exams were coached by coaching centres that have partnered with the NESTS over the last couple of years to provide specific training to students of EMRSs, where tribal students, including students from Particularly Vulnerable Tribal Groups form close to 85% of the student population.

Outreach programme

In a departure from regular process, a senior government official said the Scholarship Division of the Tribal Affairs Ministry was now looking to start an outreach programme, where all the Ministry's available post-matriculate scholarships for tribal students would be taken to them. "Usually, they are left to apply for the scholarships themselves. In this case, they have done excellent work, and the Ministry wants to encourage them and give them confidence. So, since both NESTS and scholarships are handled by the Ministry, now the Ministry will track these students and handhold them to get all scholarships they are entitled to," the official said.

According to the evaluation of the performance conducted by the Tribal Affairs Ministry, 218 students qualified for the IIT-JEE Mains examination, with about 25 of them likely to get in at NITs; 34 students cracked the IIT-JEE Advanced, with 18 of them likely to get into IITs; and 344 students cracked the NEET exam, with at least three of them likely to be placed at AIIMS.

Tribal Affairs Minister Jual Oram and Minister for State Durgadas Uikey held a meeting with NESTS on Tuesday and appreciated the officials, teachers, and students across EMRSs for their efforts. They said the scheme, its impact, and its results, needed to be taken to the public.

Millennium Post, 9 July 2025, Page No- 3

Govt okays Rs 900 cr for 18K+ smart blackboards in schools

AIMAN FATIMA

NEW DELHI: In a major push toward digital transformation in education, the Delhi Cabinet on Tuesday approved a Rs 900 crore initiative to install 18,996 smart blackboards in government school classrooms across the capital. The decision, taken during the 10th Cabinet meeting chaired by Chief Minister Rekha Gupta, was announced by Education minister Ashish Sood in a press conference.

"This is the first major step towards making Delhi's government schools better than private schools," said Sood. He added that the initiative aligns closely with the goals of the National Education Policy (NEP) 2020 and marks a decisive shift toward experiential and personalised learning in Delhi's public education system.

The project will roll out in five phases and include a dedicated training module for teachers to effectively use the new technology. "The work to install 18,996 smart blackboards will be carried out in five phases. A teachers' training module to teach using the blackboards has also been passed in the meeting," Sood said.

Of the total, 2,466 smart blackboards will be installed specifically in the CM Shri Schools, a model school initiative that represents Delhi's vision for future-ready classrooms. The remaining 16,530 units will be installed in regular government schools, with special focus on underserved and peripheral areas such as Najafgarh, Narela, Seemapuri, Mahavir Enclave, and Kirari.

"You will be surprised to know that Delhi has a total of 37,778 classrooms in government schools, yet between 2014 and 2024, only 799 of these were equipped with smart blackboards, and even those came through CSR donations, not government funding," Sood pointed out.

He emphasised that the current project breaks with past trends, which often prioritised central areas. "Unlike earlier governments who posed in front of school buildings for photo ops, we are investing in classrooms and teachers," he said. "We did not cut the education budget, we prioritised it."

Sood noted that the plan extends to all Classes 9 to 12 and is expected to be fully implemented by the academic year 2029-30. The training module will equip teachers to effectively integrate technology into their lesson plans, allowing for real-time interaction, multimedia teaching aids, and dynamic content delivery. "This is a leap forward in making digital learning accessible to every child, not just the privileged few," the minister concluded.

The Indian Express, 9 July 2025, Page No- 4

CABINET MEETING

Govt sanctions Rs 900 cr to install smart classrooms and blackboards

EXPRESS NEWS SERVICE
NEW DELHI, JULY 8

THE DELHI Cabinet on Tuesday approved over Rs 900 crore to install 2,446 smart blackboards across 75 CM Shri Schools and set up 18,966 additional smart classrooms for students of classes 9 to 12.

With this, the number of smart classrooms is set to increase to 21,412 by 2029-30, in line with the National Education Policy (NEP), 2020 recommendations, Education Minister Ashish Sood said. Tender for the same have already been invited, he added.

In a dig at the previous AAP regime, Sood said, "You will be surprised to know that Delhi has 37,778 classrooms in government schools, yet between 2014 and 2024, only 799 of these were equipped with smart blackboards, and even those came through CSR (Corporate Social Responsibility) donations, not government funding..."

He added that this was the first major step in the BJP government's mission to make Delhi's government schools better than private schools.

During the Cabinet meeting, Chief Minister Rekha Gupta approved Rs 33 crore for the District Project Fund, while Rs 20 crore was allotted for the Integrated District Project Fund. The funds will be utilised for all the 11 administrative districts of Delhi, with every district receiving Rs 3 crore for local projects.

According to the CM, the funds will help support projects on infrastructure, community amenities, and social welfare. These projects will include repairs in schools dispensaries, public toilets, and parks; maintenance of cow shelters, installation of street lights and CCTV cameras; upkeep of drains, pond rejuvenation, and flood control works. "Implementation of these projects will be carried out through departments like PWD, Irrigation and Flood Control, MCD (Municipal Corporation of Delhi), among others," Gupta added.

ɔOL LIFE

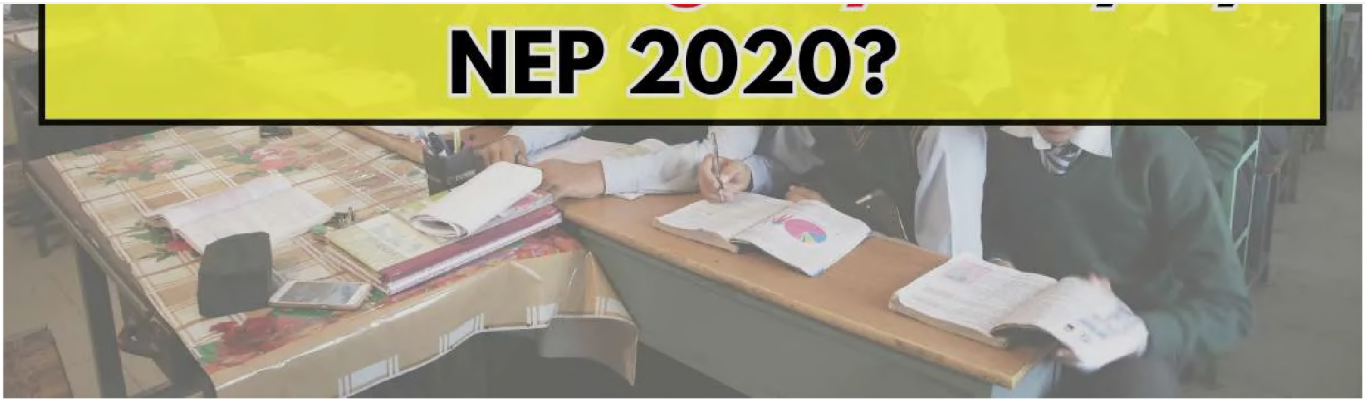
No Bag Day Policy? Parents and s Need to Understand it

hange in school is "No Bag Day," which moves the emphasis from oping well-rounded people. The goal of NEP 2020 is to create chi nt but also creative, talented, and emotionally stable through exp ational learning. Read the full article to get the detailed informatic ɔgram by NEP 2020

AGARWAL
1 IST



TNPSC Group 4 Question Paper 2025



As per the 2020 National Education Policy (NEP), "No Bag Day" is a program that aims to reduce stress and enhance children's learning through practical exercises. Having to carry bulky school backpacks every day has long been a concern for kids, parents, and teachers. The National Education Policy (NEP) 2020 introduces the "No Bag Day" concept to address this issue and

increase student participation. Through field trips, vocational training, and innovative, skill-based activities, this program aims to alleviate academic stress and promote holistic development while making learning enjoyable for children outside of the classroom and textbooks.

What exactly is “No Bag Day”?

Students participate in practical and skill-based learning activities on "No Bag Day" rather than bringing textbooks and notebooks. Launched under NEP 2020, it promotes holistic growth by enhancing emotional, physical, and creative well-being.



Which students will be a part of it?

A major extension of the system is being made to classes 1 through 8 in places such as Jharkhand. For both government and private schools in Delhi, the Directorate of Education has instituted ten "bagless days" every year for sixth- and eighth-grade students. Madhya Pradesh has made it mandatory for government schools to observe one No Bag Day per month in order to encourage hands-on learning. Additionally, Uttar Pradesh observes "No School Bag Day" on Saturdays in an effort to promote artistic endeavors and strengthen the bonds between students and teachers. Saturdays are "No-Bag Days" in Rajasthan, where children attending government schools participate in activities centered around literature, athletics, moral principles, and health

education. Every Saturday, Manipur observes No School Bag Day for students in Grades 1 through 8 in both public and private schools.

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- Telangana School Holidays in July 2025: Check All Upcoming Holidays and School Closures Here
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What happens during these days?

- Cooperation with regional craftspeople in fields such as metalworking, gardening, carpentry, and pottery utilizing NCERT-developed norms
- Field visits include market visits, biogas plant tours, agricultural tours, and historic site visits.
- Workshops in schools that include art and craft, storytelling, athletic events, tests, puppetry, and even health and hygiene teachings

Why is it important?

- Lessens academic stress by giving students a real respite from textbooks and encouraging active engagement in place of memorization.
- Fosters a deeper comprehension: combines academic understanding with practical skills to assist students in exploring their occupational interests and possible future pathways.
- Promotes wellbeing: Benefits to the body, mind, and emotions from exercise, teamwork, social connection, and practical duties.

How are schools preparing?

- States such as Jharkhand are developing teacher activity guides that include age-appropriate tasks.

- In collaboration with NCERT, the Union Education Ministry has published structured guidelines that provide a framework for occupational exposure and experiential learning.

"No Bag Day," which shifts the focus from academic learning to creating well-rounded individuals, represents a fundamental shift in education. Through experiential, athletic, and vocational activities, NEP 2020 aims to develop children who are not just bright but also creative, skilled, and emotionally balanced. As it spreads across India, the idea hopes to redefine "going to school"—less stress, more enjoyment.



Apeksha Agarwal
Content Writer

Apeksha Agarwal, a passionate and aspiring journalist, is dedicated to delivering impactful stories and insightful reports. As an education beat writer, she focuses on providing well-researched and engaging news content. Apeksha's strong foundation in journalism and media is complemented by her creativity, c ... Read More

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India

MoE to host Vice Chancellors' Conference to review NEP 2020 implementation in central universities

With a view to review the institutional progress of the implementation of the National Education Policy 2020 (NEP 2020) in Central Universities, the Ministry of Education is organising a two-day Vice Chancellors Conference of Central Universities in Kevadia, Gujarat.

Statesman News Service | New Delhi | July 9, 2025 3:16 pm

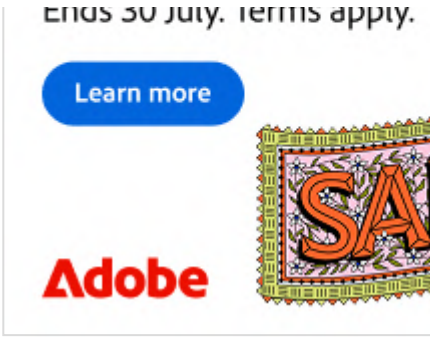


Photo: X/@ugc_india

With a view to review the institutional progress of the implementation of the National Education Policy 2020 (NEP 2020) in Central Universities, the Ministry of Education is organising a two-day Vice Chancellors Conference of Central Universities in Kevadia, Gujarat.

The conference, a part of the five years of implementation of NEP 2020, will bring together leaders of Central Universities to review the institutional progress and collectively shape the path ahead. The discussions over the two days are expected to broadly cover three key areas including strategic alignment (to ensure that Central Universities are aligned with the policy's next-phase goals), peer learning and knowledge exchange (to foster dialogue among academic leaders on institutional innovations, enabling environments, and shared challenges), and forward planning and readiness (to prepare institutions for upcoming policy milestones, regulatory transitions, and the global academic landscape of 2047).

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In a statement issued here, the MoE stated that the conference will cover key aspects of higher education ranging from teaching/ learning, research and governance through ten thematic sessions spread over the 2 days aligned with the key pillars of NEP 2020 — Equity, Accountability, Quality, Access and Affordability.

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It will also hold discussion on understanding and implementation of NHEQF/NCrF with focus on Four-Year Undergraduate Programme (FYUP), future of work – Alignment of Courses as per the requirement of future of Job Role, digital education – SWAYAM, SWAYAM Plus, AAPAR with focus on Credit Transfer, University Governance System – SAMARTH, and promotion of Equity in HEIs- Fostering an Inclusive and Equitable Environment, Research and Innovation including ANRF, CoE, PMRF, Ranking and Accreditation System, Internationalisation including Study in India, and faculty development – Malaviya Mission Teacher Training Programme.

The participating institutions include the University of Delhi, Central University of Haryana, Assam University, Hemvati Nandan Bahuguna Garhwal University, Central University of Rajasthan, Central University of Kashmir, Visva-Bharati, National Sanskrit University, Indira Gandhi National Tribal University (IGNTU), Sikkim University, Tripura University, Jawaharlal Nehru University (JNU), University of Allahabad, and many others.

The statement stated that NEP 2020 lays out a clear vision for transforming India’s higher education landscape by 2040. In alignment with this vision and to build synergies between different stakeholders, the Vice Chancellors’ Conference is expected to generate meaningful insights, strengthen collaboration among institutions, and help chart a clear roadmap for the next phase of NEP 2020 implementation.

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Central Universities *Ministry Of Education* *NEP 2020*

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NEP 2020 in action: University of Liverpool to open campus in Bengaluru

Expected to start its academic session for 2025-26, the University will open its university campus in Bengaluru, offering courses at both undergraduate and postgraduate levels.

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News

NCERT taps Canva to train teachers, transform learning for millions

Joint certification, multilingual access, and AI tools promise to reshape how lessons reach India's classrooms



NCERT's collaboration with Canva aims to blend design, AI, and pedagogy to make learning more interactive for students across India. (Img: EdexLive Desk)

EdexLive Desk

Published on: 09 Jul 2025, 6:07 pm

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In a move set to revamp how lessons are designed and delivered across India's schools, the National Council of Educational Research and Training (NCERT) has signed an agreement with visual communication platform Canva to roll out three digital certification courses for teachers.

As *The Indian Express* reports, these self-paced programmes are entirely free and aim to bolster educators' skills in digital creation, collaboration, and innovative classroom practices.

Under this initiative, teachers will learn to navigate Canva Education to craft lesson plans, presentations, infographics, and more, all tailored to stimulate critical thinking and visual engagement.

The curriculum, aligned with the National Education Policy (NEP) 2020, also brings artificial intelligence (AI) tools into the mix, training educators to integrate AI into their teaching to boost student involvement and streamline content planning.

These courses will be accessible on Digital Infrastructure for Knowledge Sharing (DIKSHA), the Ministry of Education's digital platform, and broadcast via PM eVidya's DTH TV channels, extending the reach to regions where internet remains patchy.

Notably, the modules will be offered in multiple Indian languages, paving the way for wide participation. Once completed, participants will receive a joint certification from NCERT and Canva.

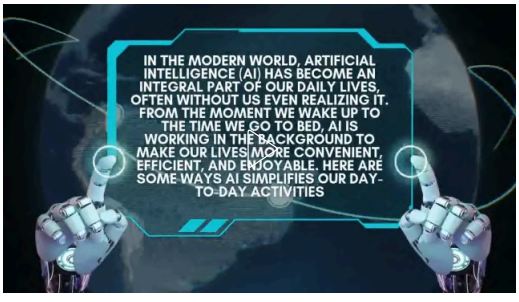
According to *The Indian Express*, the MoU outlines that Canva will not only provide its educational platform at no cost but will also help create teaching materials aligned with India's curriculum needs, while NCERT ensures these resources suit diverse regional contexts.

Through this, Indian teachers will tap into Canva Education's massive library of over 500 apps and tools, spanning games, translation features, worksheets, and infographics across grades and subjects.

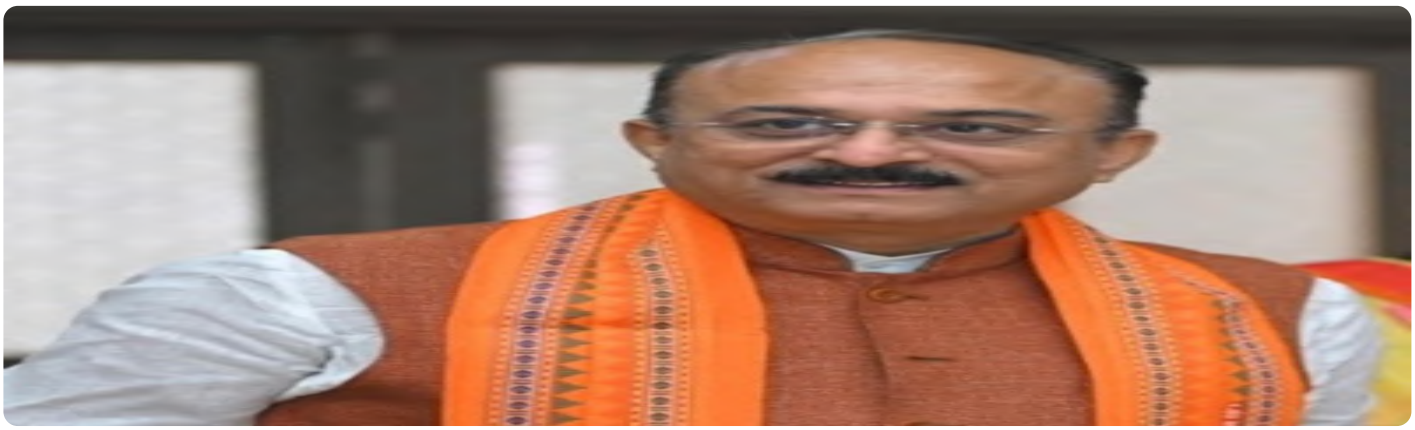
A statement from Canva highlights that in 2024 alone, its education initiatives have attracted 25 million new students and teachers globally, pushing its total learning community past 100 million users.

Teacher usage of the platform has surged by 50%, while student engagement has jumped by 107%, reflecting a robust appetite for AI-driven creative teaching aids like Canva's Dream Lab.

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Delhi Cabinet Approves NEP 2020; Unveils Digital Classroom Expansion Plan



The Delhi Cabinet today approved the implementation of the National Education Policy-2020 in the national capital. It has also approved smart classrooms worth over 900 crore rupees in the city. The decisions were taken in the 10th Cabinet Meeting chaired by Delhi Chief Minister Rekha Gupta.

Briefing the media in New Delhi, Education Minister Ashish Sood unveiled a comprehensive digital classroom expansion plan. He added that under the plan two thousand 446 smart blackboards will be installed across the 75 Chief Minister Shri Schools. He informed that the cabinet has also cleared proposals to create 18 thousand 966 additional smart classrooms for Classes 9 to 12.

अमर उजाला, 10 जुलाई 2025, पृष्ठ संख्या-9

सरकारी स्कूलों के बच्चे भी अंग्रेजी माध्यम में करेंगे पढ़ाई

अमर उजाला ब्यूरो

नई दिल्ली। सरकारी स्कूलों की सभी कक्षाओं में बच्चे अब अंग्रेजी माध्यम में पढ़ाई करते दिखाई देंगे। शैक्षणिक सत्र 2025-26 से सभी कक्षाओं के लिए अंग्रेजी माध्यम का सेक्शन अनिवार्य होगा।

शिक्षा निदेशालय ने सरकारी स्कूल प्रमुखों को सभी कक्षाओं में कम से कम एक सेक्शन अंग्रेजी माध्यम के रूप में संचालित करने के लिए निर्देशित किया है। यह व्यवस्था शैक्षणिक सत्र 2025-26 से ही लागू होगी। क्षेत्रीय भाषाओं को छोड़कर सभी विषय अंग्रेजी में पढ़ाए जाएंगे। इसमें दाखिला छात्रों की इच्छा और योग्यता के अनुसार किया जाएगा।

सर्वोदय स्कूलों में अंग्रेजी माध्यम में कक्षाएं चलती हैं। अब शिक्षा

नए सत्र से सभी कक्षाओं के लिए अंग्रेजी माध्यम का सेक्शन अनिवार्य किया

निदेशालय ने इस सत्र से सभी कक्षाओं के लिए एक अंग्रेजी माध्यम में सेक्शन को अनिवार्य किया है। निदेशालय का मानना है कि अंग्रेजी माध्यम में सेक्शन होना आवश्यक है। ऐसे में स्कूल प्रमुखों को निर्देश जारी कर कहा गया है कि प्रत्येक कक्षा में कम से कम एक सेक्शन अंग्रेजी माध्यम के रूप में नामित किया जाना चाहिए।

स्कूल इस सेक्शन के लिए पर्याप्त शिक्षण अधिगम सामग्री अंग्रेजी में उपलब्ध कराएंगे। निदेशालय ने सभी जिला और क्षेत्रीय अधिकारियों से अनुरोध किया है कि वे इसके कार्यान्वयन की निगरानी करें। जहां भी आवश्यक हो, स्कूलों को आवश्यक सहायता प्रदान करें। निदेशालय ने दिशा-निर्देशों में वर्ष 2014, व 2018 में दिए गए निर्देशों का हवाला दिया है।

वर्ष 2014 में सभी स्कूल प्रमुखों को यह सुनिश्चित करने का निर्देश दिया गया था कि सत्र 2014-15 से कक्षा पांचवीं में अंग्रेजी माध्यम का कम से कम एक सेक्शन शुरू किया जाएगा और अंग्रेजी माध्यम वाले सेक्शन में सामाजिक विज्ञान के लिए शिक्षण माध्यम अंग्रेजी होगा।

निर्देशों के बाद निदेशालय ने पाया कि कुछ सरकारी स्कूल ऐसे हैं, जहां कक्षा छठी के लिए कोई अंग्रेजी माध्यम सेक्शन नहीं है। इसके बाद निदेशालय ने वर्ष 2018 में सभी सरकारी स्कूल प्रमुखों को कहा कि अंग्रेजी माध्यम सेक्शन को चरणबद्ध तरीके से अन्य कक्षाओं में भी लागू किया जाएगा।

जनसत्ता, 10 जुलाई 2025, Page No.-1

यूजीसी ने शैक्षणिक संस्थानों को दिया निर्देश | सख्ती | रैगिंगरोधी नियमों के तहत कड़ी कार्रवाई की जाएगी

अनौपचारिक 'वाट्सएप ग्रुप' से कनिष्ठ विद्यार्थियों को परेशान करना रैगिंग

जनसत्ता ब्यूरो
नई दिल्ली, 9 जुलाई।

विश्वविद्यालय अनुदान आयोग (यूजीसी) ने उच्च शिक्षण संस्थानों को निर्देश दिया है कि वे कनिष्ठ विद्यार्थियों को परेशान करने के लिए बनाए गए किसी भी अनौपचारिक 'वाट्सएप ग्रुप' पर नजर रखें। अधिकारियों ने कहा कि इस प्रकार के 'ग्रुप' को रैगिंग माना जाएगा और रैगिंग रोधी नियमों के तहत कड़ी कार्रवाई की जाएगी।

विश्वविद्यालय अनुदान आयोग ने रैगिंग की घटनाओं को गंभीरता से लिया है। आयोग का मानना है कि इसमें शामिल लोगों के खिलाफ कड़ी कार्रवाई की जानी चाहिए ताकि ऐसी घटनाएं दोबारा न हों और इसमें शामिल लोगों को कड़ी सजा दी जाए। आयोग ने इस मुद्दे पर माननीय सर्वोच्च न्यायालय द्वारा जारी दिशानिर्देशों का कड़ाई से पालन करने पर भी जोर दिया है।

विश्वविद्यालय अनुदान आयोग को नए विद्यार्थियों से हर साल दर्जनों शिकायतें मिलती हैं, जिनमें वरिष्ठ विद्यार्थियों द्वारा उन्हें परेशान किए जाने के आरोप लगाए जाते हैं।

निर्देश में कहा गया है कि परिसर में विद्यार्थियों की सुरक्षा सर्वोपरि है और इस पर कोई समझौता नहीं किया जा सकता। रैगिंग रोधी मानदंडों को लागू करने में विफलता के कारण अनुदान रोकने सहित कड़ी कार्रवाई हो सकती है।

परामर्श में उन घटनाओं को भी चिह्नित किया गया है जिनमें कनिष्ठ विद्यार्थियों को धमकी दी गई थी कि अगर वे अपने वरिष्ठ विद्यार्थियों के निर्देशों का पालन नहीं करेंगे तो उनका सामाजिक बहिष्कार कर दिया जाएगा।



यूजीसी को नए विद्यार्थियों से हर साल दर्जनों शिकायतें मिलती हैं, जिनमें वरिष्ठ विद्यार्थियों द्वारा उन्हें परेशान किए जाने के आरोप लगाए जाते हैं। यूजीसी ने अपने नए निर्देश में कहा है कि कई मामलों में वरिष्ठ विद्यार्थी अनौपचारिक 'वाट्सएप ग्रुप' बनाते हैं, कनिष्ठ विद्यार्थियों से संपर्क करते हैं और उन्हें मानसिक रूप से प्रताड़ित करते हैं। यह भी रैगिंग के समान है और इसके लिए अनुशासनात्मक कार्रवाई की जाएगी। निर्देश में कहा गया है कि परिसर में विद्यार्थियों की सुरक्षा सर्वोपरि है और इस पर कोई समझौता नहीं किया जा सकता। रैगिंग रोधी मानदंडों को लागू करने में विफलता के कारण अनुदान रोकने सहित कड़ी कार्रवाई हो सकती है।

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Millennium Post, 10 July 2025, Page No - 14

BIANNUAL BOARD EXAMS: BOON FOR STUDENTS OR BURDEN ON SCHOOLS?

Decision aimed at reducing exam stress and promoting flexible learning

OUR CORRESPONDENT



By now, you all are aware of the big change for CBSE Class 10 students. Starting 2026, board exams will be held twice a year. Yes, you read that right. In a bid to reduce stress and give students a fair chance to improve their scores, CBSE has approved biannual board exams. Under this new system, all students will have to appear for the first set of exams, while the second phase will be optional, for those who want to try and better their marks. Only the best score out of the two attempts will be counted in the final result.

This move is in line with the National Education Policy (NEP) 2020, which encourages a more student-friendly, flexible approach to learning, moving away from the pressure of one high-stakes exam deciding everything. But the decision has sparked mixed reactions especially from educators. While many teachers agree that it's a student-first move, they're also worried about how this will affect the already tight academic calendar, teaching time, and overall workload.

A teacher from a well-known CBSE school in Kolkata pointed out that holding board exams twice a year could lead to serious logistical challenges, especially when it comes to completing the syllabus on time. "Ever since NEP 2020 was introduced, we've already seen a major shift from teacher-led to student-centric learning. But many students are still struggling to fully grasp the content. Now, with two board exams, the time left for regular teaching will be even more squeezed," the teacher said.

"I see CBSE's move to introduce a second optional board exam as a positive and student-centric step. It offers learners a valuable opportunity to improve their performance without the burden of a single high-stakes attempt. That said, it's important to ensure that this flexibility doesn't become an added expectation. The option should be exercised judiciously—only when genuinely necessary—so that it serves its true purpose of easing pressure, not unintentionally amplifying it," said Preeti Bhandary, Co-Founder and Director, Glentree Academy.

According to Joyoti Chaudhuri, Principal of Delhi Public School Ruby Park Kolkata, the biannual exam is an opportunity for students to improve their performance in multiple subjects. She said that while there may be some logistical hiccups in the beginning, these challenges are likely to ease over time. "The time gap between the main and the second examination is reduced. It will reduce exam stress. There might be logistical issues in the beginning but gradually it will subside," she said.

Under this new system, all students will have to appear for the first set of exams, while the second phase will be optional

"By allowing students to appear for board exams twice a year and retain their best scores, we are acknowledging that one exam on one day should not define a child's potential or future. This gives students a second chance to improve—without stigma or penalty—and helps them approach academics with a growth mindset rather than fear," said Anuradha Sinha, Principal, The Millennium School in Noida.

Another CBSE teacher from a reputed Mumbai school highlighted that the already packed academic calendar with its limited number of working days will be stretched even thinner under the new policy. She pointed out that having two board exams will make it even harder to maintain a balanced and effective academic schedule.

Panch Sankalpa of NEP 2020 to be the guiding principle for HEIs: Dharmendra Pradhan

Government aims to raise GER in Higher Education to 50% by 2035: Dharmendra Pradhan

NEP 2020 Promotes Students-First Approach as they are our national strength

Each university to prepare strategy paper to achieve the vision of Viksit Bharat: Dharmendra Pradhan

Shri Dharmendra Pradhan inaugurates the Vice Chancellors Conference at Kevadia

First day discussions focus on the Foundational Reforms to Accelerate NEP 2020 Implementation

Posted On: 10 JUL 2025 2:45PM by PIB Delhi

The Two-day Vice-Chancellors' Conference of Central Universities commenced today at Kevadia, Gujarat, with the participation of more than 50 Vice Chancellors of leading higher education institutions to review, assess, and strategize the implementation of NEP 2020 since its inception. Organised by the Ministry of Education in collaboration with the Central University of Gujarat, the meeting aims to consolidate and map the institutional progress of central universities in mapping up the vision of Viksit Bharat 2047.



Speaking on the occasion, Union Minister of Education Shri Dharmendra Pradhan said in the last decade, India's higher education ecosystem has undergone a fundamental transformation making it flexible, interdisciplinary, inclusive and innovation driven. Shri Pradhan mentioned as a result, total student enrolment has touched 4.46 crore, a 30% increase since 2014–15, female enrolment has grown by 38%, and female GER now exceeded male GER, Ph.D. enrolment has almost doubled, and female Ph.D. scholars have grown by 136%, GER for Scheduled Tribes has increased by 10 percentage points, for SCs by over 8 points. This indicated the Government's commitment to inclusive education and social justice. He also mentioned that as a result of positive policy initiatives 1,200+ universities and over 46,000 colleges have been established making India of one of the largest systems globally.



During his address, Shri Pradhan highlighted the concept of **Panch Sanklapa** of NEP 2020 which would be the guideline for the VCs in their university gurukuls. The prominent themes being Next-Gen emerging education, Multidisciplinary education, Innovative education, Holistic education and Bharatiya Education. The Minister called upon the VCs to devise changes to implement the objectives of the academic Triveni Sangamam through the following objectives- Celebrating the past (India's richness), calibrating the present (India's narrative correction), and creating the future (India's role in the global order). This would ensure understanding the past, uncovering the present and unfolding the future in the contemporary framework.



The minister emphasised that it was important to raise the GER in higher education to 50% by 2035 by taking definitive actions in critical areas such as redesigning curricula, building digital systems, training faculty and promoting multidisciplinary approaches. For attaining this objective, it was imperative for the Vice Chancellors to act as catalysts in shaping the mind-set and aspirations of students. Shri Pradhan emphasised that universities must follow “Students-First” approach, students should be the centre of all our reforms as they constituted the core of our national strength for the future. He called upon the Vice Chancellors to ensure that the institutions being built for the future where skilled and future ready to promote ready work force and students were empowered to be job creators, social entrepreneurs and ethical innovators.



During the course of his address, the minister called upon the participants of the meeting to prepare a strategy paper for a full implementation of NEP 2020 for Implementation of NEP 2020 in every university. It should include: multidisciplinary integration of subjects, mainstreaming Indian Knowledge System (IKS), devising strategies for tech driven education to promote skilling and up-skilling, campus initiatives focusing on innovation and integration of technology with traditional values and conferences like VC's conference should be organised in the individual university campuses.

Dr. Hashmukh Adhia, Chancellor, Central University of Gujarat, in his address outlined comprehensively the "Six Principles" of karmayoga and emphasised the role and importance of Indian Knowledge Systems in the lives of individuals, society and the nation. He called upon the participants to practice the principles in achieving their goals and objectives in life.

In his opening remarks, Dr. Vineet Joshi, Secretary, Higher Education, said as we complete five years since the launch of the National Education Policy 2020, this conference provides us with an opportunity to reflect on our progress and refine our roadmap towards achieving the vision of a holistic, multidisciplinary, and globally competitive higher education system. He also noted the NEP 2020 laid out an ambitious, yet achievable, vision for India's higher education system—rooted in accessibility, equity, quality, affordability, and accountability. It reimagines our institutions not as degree-granting bodies, but as ecosystems of innovation, critical thinking, research, and holistic development.

Dr. Sunil Barnwal, Additional Secretary, Higher Education in his address highlighted the role and importance of the five foundational pillars of NEP 2020 namely Access, Equity, Quality, Affordability and Accountability. He also emphasised the important role of stakeholder partnership of higher education institutions in taking forward the goals of NEP.

Prof. Rama Shanker Dubey, Vice Chancellor of Central University of Gujarat in his address at the conclusion of the inaugural session mentioned that all Central Universities would take proactive steps to implement the vision of Viksit Bharat through their individual campuses.

The discussions over the two days are expected to broadly cover three key areas:

1. Strategic Alignment: To ensure that Central Universities are aligned with the policy's next-phase goals.

2. Peer Learning and Knowledge Exchange: To foster dialogue among academic leaders on institutional innovations, enabling environments, and shared challenges.

3. Forward Planning and Readiness: To prepare institutions for upcoming policy milestones, regulatory transitions, and the global academic landscape of 2047.

The conference will cover key aspects of higher education – teaching/ learning, research and governance through ten thematic sessions spread over the 2 days aligned with the key pillars of NEP 2020 —Equity, Accountability, Quality, Access and Affordability. These include:

1. Understanding and Implementation of NHEQF/NCrF with focus on Four-Year Undergraduate Programme (FYUP)

2. Future of Work – Alignment of Courses as per the requirement of future of Job Role

3. Digital Education – SWAYAM, SWAYAM Plus, AAPAR with focus on Credit Transfer

4. University Governance System - SAMARTH

5. Promotion of Equity in HEIs- Fostering an Inclusive and Equitable Environment.

PM Vidya Lakshmi, One Nation One Subscription

6. Education in Bhartiya Bhasha and Indian Knowledge System, Bhartiya Bhasa Pustak Scheme

7. Research and Innovation including ANRF, CoE, PMRF

8. Ranking and Accreditation System

9. Internationalisation including Study in India

10. Faculty Development - Malaviya Mission Teacher Training Programme

Some of the participating institutions include the University of Delhi, Central University of Haryana, Assam University, Hemvati Nandan Bahuguna Garhwal University, Central University of Rajasthan, Central University of Kashmir, Visva-Bharati, National Sanskrit University, Indira Gandhi National Tribal University (IGNTU), Sikkim University, Tripura University, Jawaharlal Nehru University (JNU), University of Allahabad, and many others.

NEP 2020 lays out a clear vision for transforming India's higher education landscape, it envisions vibrant, multidisciplinary institutions that encourage inquiry, collaboration, and global engagement. In alignment with this vision and to build synergies between different stakeholders, the Vice Chancellors' Conference is expected to generate meaningful insights, strengthen collaboration among institutions, and help chart a clear roadmap for the next phase of NEP 2020 implementation. The outcomes of this conference will play a key role in shaping the future of higher education in India and advancing the nation's collective vision of becoming a Viksit Bharat by 2047.

The inaugural day will feature discussions on six thematic sessions centered on strengthening the pillars of India's higher education ecosystem, Academic mobility, aligning teaching & learning with Future of Work, skill alignment, digital education, university governance systems, Equity in higher education and integration of Indian Knowledge Systems.

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MV/AK

MOE/DoHE/10 July 2025/34

(Release ID: 2143690)
Read this release in: Gujarati , Urdu , Hindi , Marathi , Manipuri , Bengali-TR , Bengali , Punjabi , Odia , Tamil , Kannada

Panch Sankalpa Of NEP 2020 To Guide Universities In Building Viksit Bharat: Education Minister



Union Education Minister Dharmendra Pradhan inaugurated the two-day Vice-Chancellors' Conference of Central Universities at Kevadia, Gujarat, on Thursday. The event brought together over 50 Vice Chancellors of leading central universities to review and strategize the implementation of the National Education Policy (NEP) 2020 and to align their institutions with the national vision of Viksit Bharat 2047.

Pradhan highlighted the sweeping changes India's higher education system has undergone in the past decade, calling it a fundamental transformation marked by flexibility, interdisciplinarity, inclusivity, and innovation. He noted that total student enrolment has increased to 4.46 crore—up 30% since 2014–15—with female enrolment growing by 38%.

For the first time, the gross enrolment ratio (GER) for females now exceeds that of males. Ph.D. enrolment has almost doubled, and female Ph.D. scholars have increased by 136%. GER has also improved significantly among Scheduled Tribes and Scheduled Castes, reflecting the government's commitment to inclusive education and social equity.

The Minister introduced the "Panch Sankalpa" (five resolutions) of NEP 2020—Next-Gen Emerging Education, Multidisciplinary Education, Innovative Education, Holistic Education, and Bharatiya Education—as the guiding principles for transforming higher education institutions into future-ready, value-based learning centres. He urged Vice Chancellors to adopt a "Students-First" approach and ensure that institutions become engines of empowerment, skilling, and nation-building.

Shri Pradhan stressed the importance of raising the GER in higher education to 50% by 2035. He said this goal would require urgent action in redesigning curricula, strengthening digital infrastructure, promoting faculty development, and encouraging multidisciplinary and multilingual approaches.

Calling for full implementation of NEP 2020, the Minister urged each university to prepare a comprehensive strategy paper. This should include integration of Indian Knowledge Systems (IKS), adoption of technology-driven education, skilling initiatives, and the organisation of conferences like the VC Conference at the university level.

The Minister also underlined the importance of the "Academic Triveni Sangamam"—celebrating India's cultural past, recalibrating the present narrative, and shaping the future global role of Indian higher education.

In his address, Dr. Hasmukh Adhia, Chancellor of the Central University of Gujarat, emphasized the relevance of the six principles of Karmayoga and the foundational value of Indian Knowledge Systems in shaping both individual character and national progress.

Secretary of Higher Education Dr. Vineet Joshi, reflecting on the five-year journey of NEP 2020, described the conference as an opportunity to assess achievements and refine future strategies. He reiterated that NEP 2020 reimagines higher education institutions not merely as

degree-granting bodies but as ecosystems fostering innovation, critical thinking, and holistic development.

Additional Secretary Dr. Sunil Barnwal underscored the five foundational pillars of NEP—Access, Equity, Quality, Affordability, and Accountability—emphasizing the importance of collaborative efforts among all stakeholders to achieve the policy's goals.

In his concluding remarks, Prof. Rama Shanker Dubey, Vice Chancellor of the Central University of Gujarat, assured that central universities would take proactive steps to align their strategies with the vision of Viksit Bharat.

Over the course of two days, the conference will feature ten thematic sessions focused on key dimensions of higher education reform, including curriculum redesign under NHEQF/NCrF, future job readiness, digital platforms like SWAYAM and AAPAR, university governance through the SAMARTH system, equitable access in higher education, promotion of education in Indian languages, innovation, internationalisation, faculty development through the Malaviya Mission, and integration of traditional knowledge systems.

Participating institutions include the University of Delhi, Jawaharlal Nehru University (JNU), Central University of Rajasthan, Central University of Kashmir, Indira Gandhi National Tribal University (IGNTU), Tripura University, Sikkim University, National Sanskrit University, and many others.

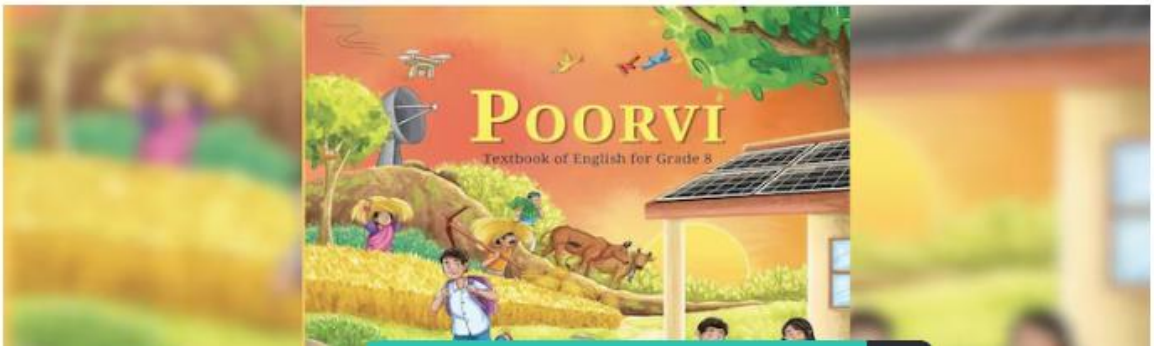
NCERT Unveils Revised Class 8 English Textbook 'Poorvi' With Focus On Indian Icons

Divided into five thematic units, the book integrates stories, poems, dialogues and descriptive texts designed to connect with students' real-life experiences.

Reported by: Tanushka Dutta | Edited by: Amit Chaturvedi | Education | Jul 10, 2025 11:53 am IST

Read Time: 3 mins

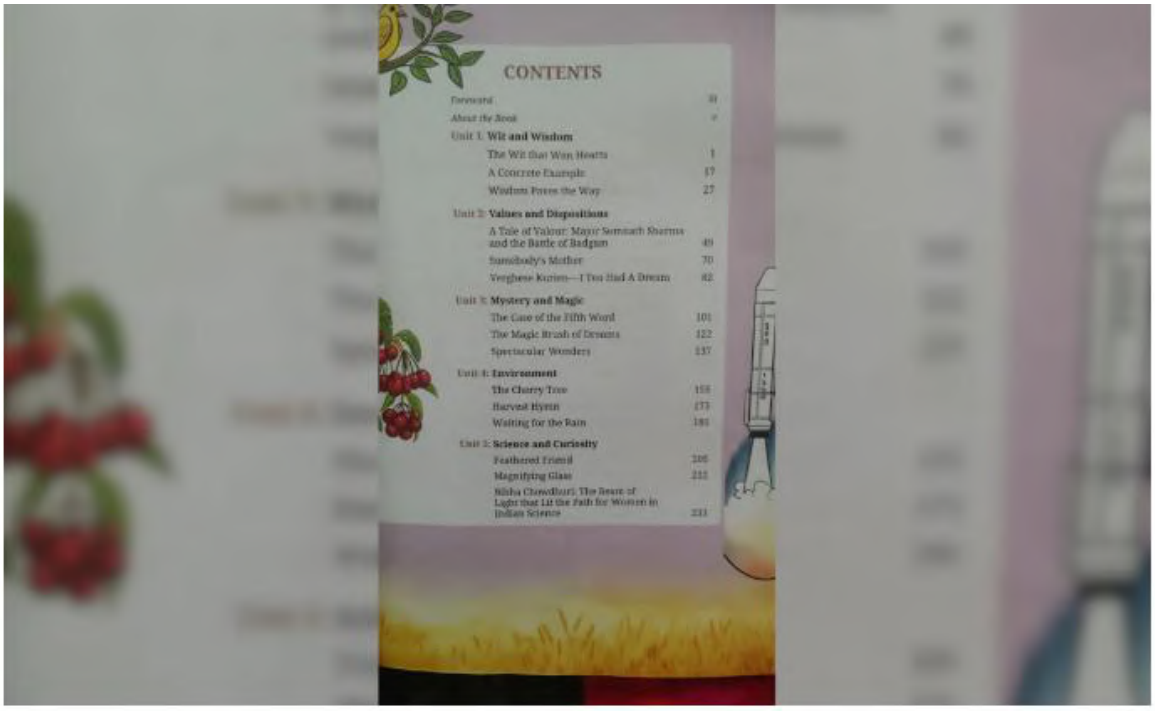
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New Delhi: The National Council of Educational Research and Training (NCERT) has released a revised Class 8 English textbook titled Poorvi, as part of its ongoing curriculum overhaul aligned with National Education Policy (NEP) 2020 and National Curriculum Framework for School Education (NCFSE) 2023. Departing from Eurocentric narratives, the new textbook highlights Indian figures and values, drawing from the country's heritage to build critical thinking, curiosity and compassion among students.

Among the featured personalities are Major Somnath Sharma, India's first Param Vir Chakra awardee; Verghese Kurien, the architect of India's White Revolution; and Bibha Chowdhuri, India's first woman particle physicist.

Divided into five thematic units, the book integrates stories, poems, dialogues and descriptive texts designed to connect with students' real-life experiences. The units focus on wit and wisdom, values and dispositions, mystery and magic, environment, and science and curiosity.



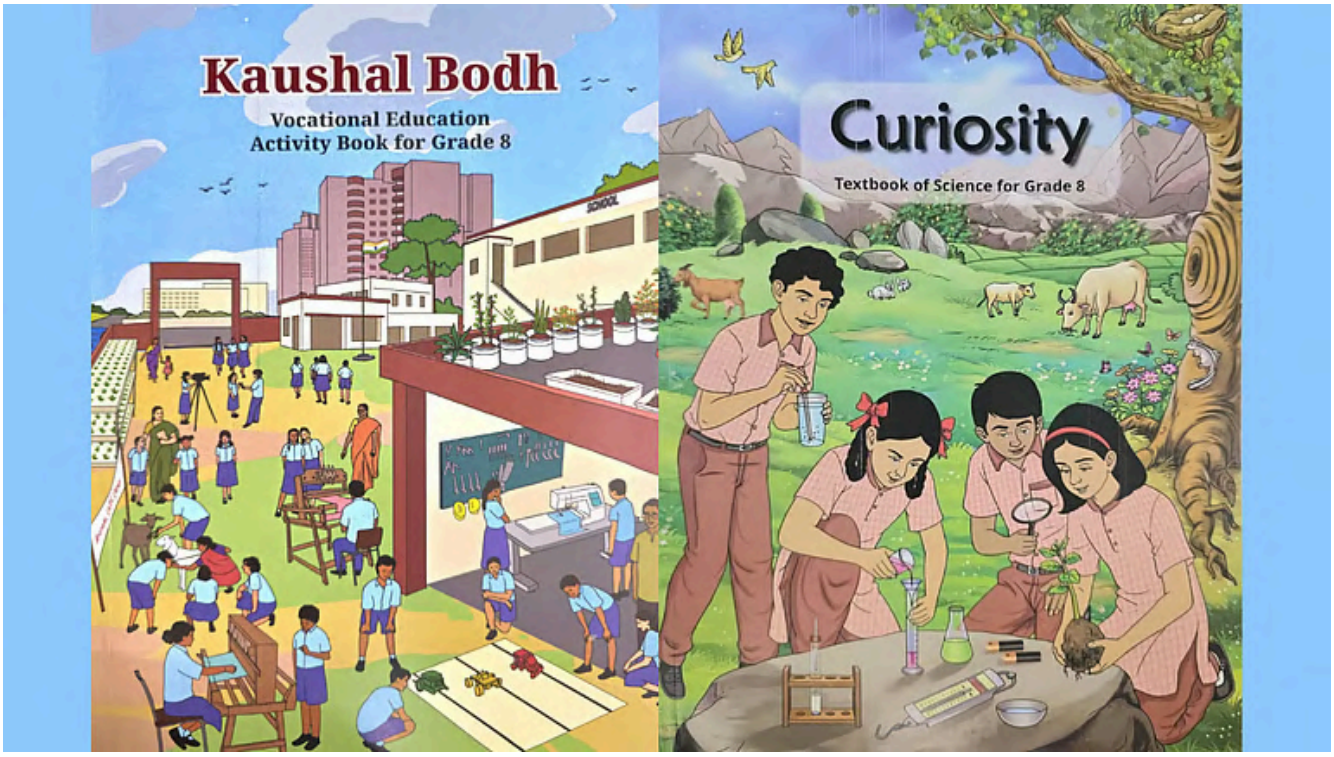
The first unit, centred on Tenali Rama, uses folk tales to teach problem-solving. The second, Values and Dispositions, includes a chapter on Major Somnath Sharma's valour in the Battle of Badgam and an excerpt from Kurien's 'I Too Had a Dream', underlining courage and public service.

Advertisement

Delhi

NCERT's Class 8 new books not available online

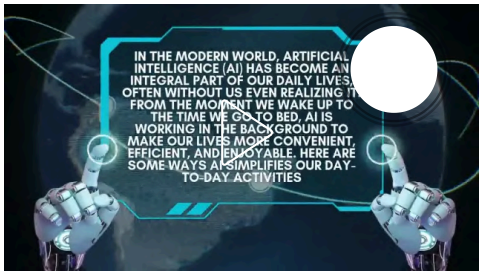
The books have been titled Curiosity (Science), Kaushal Bodh (Vocational Education), and Malhaar (Hindi). Math and Social Science textbooks are yet to be released.



'Curiosity' (Science), 'Kaushal Bodh' (vocational education) books. Photo | Special Arrangement

Express News Service

Updated on: 10 Jul 2025, 7:20 pm · 2 min read



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However, the books were not available on e-commerce portals as announced. They were available for sale at the NCERT publication centre in its campus.

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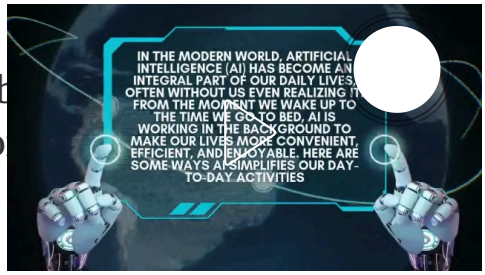
The textbooks have been given new names too bearing the subject in [illegible] *Curiosity* (Science), *Kaushal Bodh* (vocational education) and Malhaar (Hindi language textbook). The Maths and Social Science books are yet to be released.

"They are crafted to spark imagination, creativity and conceptual clarity in young minds," said an official statement released by NCERT announcing their launch on Wednesday. They are based on National Education Policy 2020 and the National Curriculum Framework for School Education (NCF – SE 2023).

Curiosity, running to 228 pages, is an extremely interactive book which goads students to carry out multiple experiments on their own by guiding them step by step.

`Probe and Ponder', `Think Like a Scientist' `Safety First' `Be a Scientist' `Discover, design and Debate' are interesting sections found throughout this colourful book.

An official told *TNIE*, "Vocational education had so far b[illegible] from classes 9th to 12th. It was decided to introduce it fo[illegible]



growing healthy food in an environmentally friendly manner, the correct method to raise livestock in a farm, building structures with wood and bamboo, carrying out water audits, and interestingly, a chapter on creating advertisements.

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The Hindi language book (161 pages) has interesting stories, conversations, poems and exercises to help students to learn the language.

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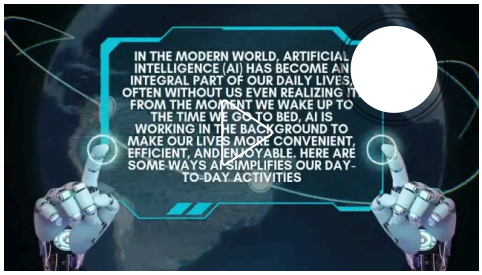
Not available, say parents

Rajesh Kumar, a Badlapur resident, said, "The first quarter of 2025-2026 is already over, yet no complete set of books published. Anyhow published books are not available on Amazon or in local shops. NCERT should release the PDF on its portal. Surjeet Kumawat goaded the NCERT to upload the pdf on the books while another respondent Ram Niwas urged them to upload it on the website.

The NCERT Director Dinesh Prasad Saklani did not respond to multiple calls by this reporter while other officials sought extra time to respond to the queries posed.

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Nation

CBSE students outperform rest of India in academic assessment, NCERT survey finds

Data indicates that CBSE schools in Kerala and Goa outperformed their peers, while Puducherry and Sikkim ranked among the poorest performers.



Image used for representational purposes only. Express Illustrations

S Lalitha

Updated on: 10 Jul 2025, 9:55 pm · 2 min read

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NEW DELHI: Students in Central Board of Secondary Education (CBSE) schools across India outperform their peers from other school systems in academic skills, according to a nationwide survey.

shared by officials show.

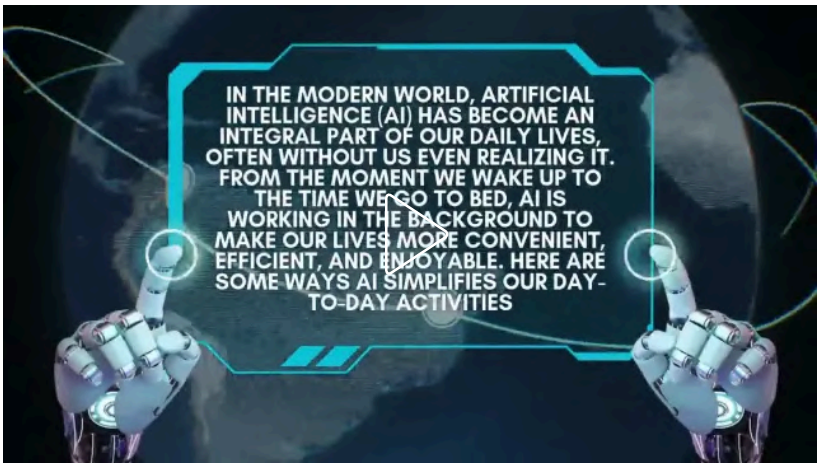
The '*Paraksh Rashtriya Sarvekshan 2024*', conducted by NCERT on behalf of the Ministry of Education across 36 states and union territories last year, was made public recently. A total of 3,97,719 students and 14,144 teachers from 47,390 CBSE-affiliated schools participated in the survey. They were part of a broader sample that included 21,15,022 students and 2,70,424 teachers from 74,229 schools nationwide.

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Within the CBSE system, schools in Kerala and Goa performed significantly better than their counterparts in other states, while those in Puducherry and Sikkim were among the lowest performers, the data shows.

At the Grade 3 level, which covered 89,905 students, the proficiency level of CBSE students was identical to the national average—64% in language and 60% in mathematics. However, the performance gap widens noticeably in the higher classes.

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At the Grade 6 level, based on data from 1,34,594 students, CBSE students outperformed their peers by significant margins.

In mathematics, the gap stood at 13 percentage points—59% proficiency compared to a 46% national average. In language, it was 68% versus 57%, and in the category *The World Around Us* (which includes geography, history, and science and technology), 58% versus 49%.

The gap continues to grow at the Grade 9 level, which saw the largest group surveyed—1,73,220 students.

Here, 69% of CBSE students were proficient in language, compared to 54% nationally. In mathematics, 47% were proficient, against a national average of

Grade 3

Coverage: 89,905 students

Subject	CBSE	National
Language	64%	64%
Maths	60%	60%

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Grade 6

Coverage: 1,34,594 students

Subject	CBSE	National
Language	68%	57%
Maths	59%	46%
The World Around Us	58%	49%

Grade 9

Coverage: 1,73,220 students

Subject	CBSE	National
Language	69%	54%
Mathematics	47%	37%
Science	51%	40%
Social Science	49%	40%

The report notes that the findings could have significant policy implications. "The better outcomes of CBSE in Grade 6 and 9 underscores the need for targeted pedagogical interventions across other types of school management. There is a need for continued support and augmentation of school-led initiatives for improving the performance of state government schools," it points out.

Another major implication from the report is the need to create *'Safe and Friendly School Environment'* for students, the study said.

A total of 19% of the nearly 4 lakh CBSE students interacted with had reported incidents of being teased, 22% of them reported being excluded, 19% faced threats while 21% said they faced physical bullying.

The report also pointed out that despite 41% of CBSE schools offering skill courses for Grade 9 and above, only 65% of students are opting for them.

assistive devices. Peer support and sensitisation programmes should be promoted to foster inclusive classroom environments, it added.

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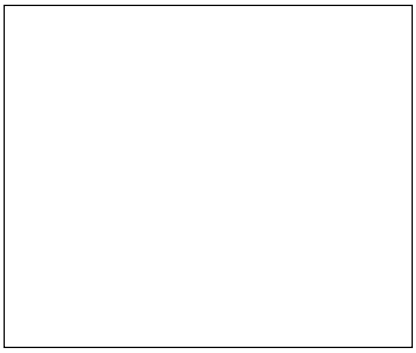
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The Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH) Rashtriya Sarvekshan was carried out on December 4, 2024.



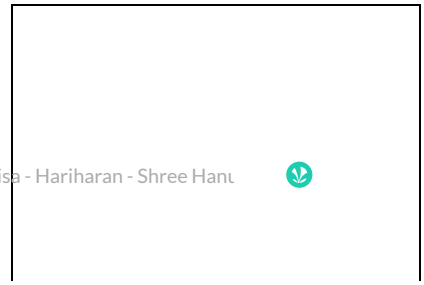
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A Ministry of Education (MoE) survey has revealed serious learning gaps in Mathematics among students in India. The Ministry of Education's PARAKH Rashtriya Sarvekshan, formerly known as the National Achievement Survey (NAS), has revealed that 63% of Class 9 students are unable to recognise simple numerical patterns or understand basic numerical sets such as fractions and integers.


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According to the survey, 43% of India's schoolchildren in Class 6 are unable to understand the main themes in books.

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, Review and Analysis of Knowledge for Holistic Development (PARAKH) Rashtriya Sarvekshan was carried out on December 4, 2024. It assessed 21,15,022 students in Grades 3, 6, and 9 from both government and private schools in 74,229 schools across 36 states and Union Territories (UTs).

As per the survey, 1,15,022 students from three grades were examined, with 2,70,424 teachers and school leaders responding via questionnaires.

In Class 3, only 55% of students are able to arrange numbers up to 99 in ascending or descending order, while 58% can do addition and subtraction of two-digit numbers. It also revealed that 53% of students in Class 6 know addition and multiplication tables up to 10 and can understand and visualise arithmetic operations.

Along with Language and Mathematics, Class 6 introduced a new topic called 'The World Around Us', which covers the environment and society. Students scored the lowest in Mathematics (46%), while Language averaged 57% and The World Around Us scored 49% nationally.

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The survey highlights significant learning gaps, with less than 50% of students answering correctly in certain areas, indicating a need for focused interventions, according to MoE officials.

"These learning gaps highlight the need for focused interventions to strengthen students' skills, refine instructional strategies, and provide additional learning support. Addressing these areas effectively will help improve overall student learning outcomes in the nation," an official was quoted as saying by The ET Education.

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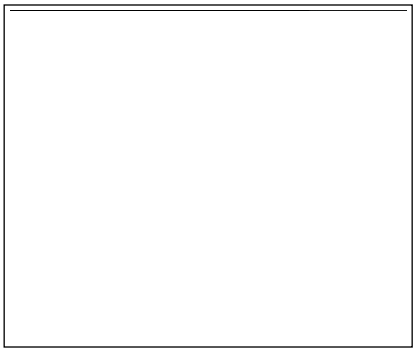
Mathematics for Class 3, while government-aided and state government schools showed weaker performance in Class 6, especially in Mathematics.

A notable rural-urban divide was observed, with Class 3 students in rural areas performing better in both Mathematics and Language. In contrast, urban children in grades 6 and 9 outperformed their rural counterparts in all subjects.

School Education Secretary Sanjay Kumar emphasised the need for systemic action, stating that a comprehensive multi-level strategy will be implemented to translate the survey findings into meaningful actions.

“This includes a phased dissemination of data through workshops at the national, regional, state, and district levels. These workshops will focus not only on understanding the survey results but also on preparing district-specific roadmaps, where roles and responsibilities are clearly defined,” he added.

Every three years, the NAS analyses the competencies developed by third, fifth, and eighth grade students. The last NAS took place in 2021.



(Edited by : Sudarsanan Mani)

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कक्षा आठ के छात्र पढ़ेंगे प्रथम परमवीर चक्र विजेता के शौर्य की कहानी

नई दिल्ली, एएनआइ : कक्षा आठ के छात्र अब एनसीईआरटी की अंग्रेजी की नई पाठ्यपुस्तक में प्रथम परमवीर चक्र विजेता मेजर सोमनाथ शर्मा की वीरता और बडगाम के ऐतिहासिक युद्ध के बारे में जानेंगे। एनसीईआरटी के अनुसार, ऐसा छात्रों को साहस, कर्तव्य और देशभक्ति के मूल्य सिखाने के लिए किया गया है। हाल ही में लांच की गई नई पुस्तक 'पूर्वी' में श्वेत क्रांति के जनक वर्गीज कुरियन और भारत की पहली महिला भौतिक विज्ञानी बिभा चौधरी सहित अन्य लोगों की कहानियां भी शामिल हैं।

आठवीं के छात्र यूनिट-2 'वेल्यूज एंड डिस्पोजीशंस' में बड़गाम युद्ध और मेजर सोमनाथ शर्मा के सर्वोच्च बलिदान के बारे में पढ़ेंगे। पुस्तक के 'संक्षिप्त विवरण' खंड में उल्लेख किया गया है, "वीरता की एक कहानी: मेजर सोमनाथ शर्मा और बड़गाम का युद्ध" छात्रों को साहस, कर्तव्य और देशभक्ति के मूल्यों की शिक्षा देता है और दर्शाता है कि कैसे निस्वार्थ भाव एवं अपने देश के प्रति प्रतिबद्धता स्थायी प्रभाव डाल सकती है।



मेजर सोमनाथ शर्मा • फाइल फोटो

- एनसीईआरटी ने मेजर सोमनाथ शर्मा पर एक अध्याय को पाठ्यक्रम में किया शामिल
- देश की आजादी के बाद बडगाम की लड़ाई में बलिदान हुए थे मेजर सोमनाथ

मेजर भारतीय सेना अधिकारी थे और अपनी बहादुरी के लिए पहला परमवीर चक्र प्राप्त किया था। तीन नवंबर, 1947 को बडगाम युद्ध के दौरान पाकिस्तान समर्थित हमलावरों से श्रीनगर की रक्षा करते हुए वह वीरगति को प्राप्त हुए थे। सात पृष्ठों के इस अध्याय में उल्लेख है कि बडगाम का युद्ध अगस्त में शुरू हुआ था जब पाकिस्तान ने कश्मीर घाटी पर कब्जा करने के लिए आपरेशन गुलमर्ग शुरू किया था। बताया गया है कि कैसे यह मौजूदा समझौतों का उल्लंघन था और कैसे एक हजार से अधिक आक्रमणकारियों ने कश्मीर में प्रवेश किया था। सोमनाथ शर्मा और उनके सैनिक संख्या में कम होने के बावजूद दृढ़ता से डटे रहे। अध्याय में कहा गया है, "मेजर सोमनाथ शर्मा का जीवन और बलिदान कर्तव्य, सम्मान और देशभक्ति के सर्वोच्च आदर्शों का प्रतीक है।

12वीं की पुस्तक में कांग्रेसी प्रधानमंत्रियों को प्रमुखता, मंत्री ने लगाई रोक

जासं, जयपुर : राजस्थान में माध्यमिक शिक्षा बोर्ड की 12वीं की पाठ्यपुस्तक को लेकर विवाद उत्पन्न हो गया है। राजस्थान पाठ्यपुस्तक मंडल द्वारा 'आजादी के बाद का स्वर्णिम इतिहास' शीर्षक से लगभग पांच लाख पुस्तकें 19,700 स्कूलों में वितरित की गई हैं। जब पुस्तकें स्कूलों में पहुंचीं तो इसमें छपे तथ्यों को लेकर विवाद हो गया। पुस्तक में देश के प्रथम प्रधानमंत्री पं. जवाहरलाल नेहरू और कांग्रेस सरकार के अन्य प्रधानमंत्रियों का प्रमुखता से उल्लेख किया गया है, जबकि वर्तमान प्रधानमंत्री नरेन्द्र मोदी की जानकारी कम दी गई है। पुस्तक में कांग्रेस नेता सोनिया गांधी और पूर्व मुख्यमंत्री अशोक गहलोत का भी उल्लेख है। भाजपा नेताओं की शिकायत के बाद राज्य के शिक्षामंत्री मदन दिलावर नाराज हो गए हैं। उन्होंने पुस्तक को पढ़ाने पर रोक लगा दी।

बंगाल में प्रश्नपत्र में सेनानियों को आतंकी कहे जाने पर विवाद

बंगाल के विद्यासागर विश्वविद्यालय में स्नातक परीक्षा में इतिहास के प्रश्नपत्र में स्वतंत्रता सेनानियों को आतंकी कहे जाने पर विवाद खड़ा हो गया है। प्रश्न के तौर पर ब्रिटिश जमाने के मेदिनीपुर के उन तीन जिलाधिकारियों के नाम बताने को कहा गया है, जिनकी आतंकियों ने हत्या की थी। शिक्षाविदों के एक वर्ग ने इसपर कड़ी आपत्ति जताई है।

दैनिक जागरण, 11 जुलाई 2021, पृष्ठ संख्या - 17

हर पांच से 10 किमी में होंगे पीएम-श्री स्कूल

अरविंद पांडेय, जागरण

- पीएम-श्री स्कूलों के जरिये स्कूली शिक्षा में दिख रहे बदलावों के बाद और स्कूल खोलने की तेज हुई मांग
- केरल, तमिलनाडु व बंगाल को छोड़कर सभी राज्यों के प्रत्येक ब्लाक में हैं दो पीएम-श्री स्कूल

नई दिल्ली : पीएम-श्री स्कूलों के जरिये स्कूली शिक्षा में सुधार को लेकर जिस तरह का माहौल बना है, उसे देखते हुए और भी पीएम-श्री या उसके जैसे स्कूल विकसित करने की पहल तेज हुई है। आने वाले दिनों में प्रत्येक पांच से 10 किलोमीटर के दायरे में ऐसे और स्कूल खोले जा सकते हैं। शिक्षा मंत्रालय ने राज्यों के रुझान को देखते हुए इस दिशा में पहल तेज की है। माना जा रहा है कि इस साल के अंत तक ऐसे और स्कूलों को खोलने का एलान किया जा सकता है। वैसे भी नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत 2025 तक प्रत्येक पांच से 10 किमी के दायरे में एक स्कूल क्लस्टर या कांप्लेक्स बनाने की सिफारिश की है।

एनईपी में कहा गया है कि यह स्कूल ऐसा होना चाहिए, जिसमें बच्चों के लिए खेलकूद, स्मार्ट क्लास रूम, पुस्तकालय, प्रयोगशाला, कला-संगीत आदि व्यवस्थाएं हों। मौजूदा समय में तमिलनाडु, केरल और बंगाल को छोड़ दें, तो सभी राज्यों और केंद्र शासित प्रदेशों के प्रत्येक ब्लाक में दो पीएम-श्री स्कूल विकसित किए गए हैं। खास बात यह है कि ये नए स्कूल नहीं हैं, बल्कि पहले संचालित सरकारी स्कूलों को ही पीएम-श्री स्कूल के रूप में विकसित किया गया है। पीएम-श्री योजना में देश में 14,500 स्कूल विकसित किए गए हैं।



पीएम श्री स्कूल फाइल फोटो

The Hindu, 11 July 2025, Page No- 14

Centre, UNICEF to provide career counselling for Eklavya students

The Hindu Bureau
NEW DELHI

MoUs inked to start coaching programmes for students aiming to crack exams like IIT-JEE, NEET

The National Education Society for Tribal Students (NESTS), which administers over 470 Eklavya schools for tribal students across the country, has started a programme with UNICEF to provide psychometric assessment, career-counselling, and training in life-skills and self-esteem for the 1.38 lakh students enrolled in these schools, the Union Ministry of Tribal Affairs said on Thursday.

Called TALASH – which stands for 'Tribal Aptitude, Life Skills, and Self-Esteem Hub' – the programme is an "innovative digital platform designed to equip EMRS [Eklavya Model Residential Schools] students with essential tools for self-discovery and career planning," the Ministry said in a statement. "It promotes self-awareness, helps students make informed career choices, and builds essential life skills."

A common aptitude test will be designed on this platform for students studying across the Eklavya schools, which will result in a "career card" for each student, suggesting the "best career options" each of them is suited for. This will be paired with career-counselling services and special sections to train them in life-skills, such as "problem solving, communication, and handling emotions".

Mentoring support

There will also be a portal that will give educators the resources to "effectively mentor and support students in their academic and personal journeys", the Ministry said. So far, over 180 teachers have been trained across 75 Eklavya schools; by the end of the year, the programme is expected to be rolled out in all Eklavya schools.

"TALASH is a testament to our commitment to providing tribal students with opportunities to realise their full potential. Through this initiative, we aim to bridge gaps in education and empower the next generation of tribal leaders," said NESTS Commissioner Ajeet Kumar Srivastava.

NESTS has also signed two memoranda of understanding with Tata Motors and the Ex-Navodayan Foundation (an alumni group of the Jawahar Navodaya Schools) to start coaching programmes for Eklavya school students aiming to crack competitive exams such as IIT-JEE and NEET.

Millennium Post, 11 July 2025, Page No- 2

Delhi govt schools to add english medium sections

OUR CORRESPONDENT

NEW DELHI: In a significant step to boost academic opportunities for students, the Delhi government has announced that all its schools will introduce at least one English medium section in every class starting from the academic session 2025-26. The Directorate of Education issued a directive to this effect on Tuesday, aiming to enhance the educational foundation for students aspiring to pursue higher education in science, technology, and research.

The directive, which builds upon earlier instructions issued in 2014 and 2018, states, "Each class must have at least one English medium section where all subjects, except regional languages, will be taught in English." Admissions to the new English medium sections will depend on students' interest and aptitude, amid growing parental demand. Schools must provide suitable English textbooks and resources. The change will be reflected in school records and updated on the UDISE portal. Rolled out up to Class 12, the policy will be closely monitored by district and zonal authorities.

NCERT New Subjects 2025-26: NCERT To Teach Theater, Art, Music And Drama Now Compulsory From Class 8

NCERT New Subjects 2025: NCERT has made Theater, Music, Drama, and Visual Arts compulsory from Class 8, aligning with NEP 2020. Students will learn these subjects from the 2025-2026 academic session, supported by new textbooks like "Kriti," aiming for holistic development.

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Image Credit: X/@ncert

By Sarju Saran Tiwari

Sat, 12 Jul 2025 01:43 PM (IST)

NEP 2020: The National Council of Educational Research and Training (NCERT) has announced a transformative change in its curriculum, making Theater, Music, Drama, and Visual Arts compulsory subjects for students starting from Class 8. This significant move, effective from the academic session 2025-2026, is a direct implementation of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

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This initiative aims to foster a more holistic and well-rounded educational experience for young learners, emphasizing creative expression alongside traditional academic disciplines.

This shift means that "Art" will no longer be an optional subject. As per an announcement on NCERT's official X.com (formerly Twitter) account, students will now have to pass these subjects to be promoted to the next class, signifying their importance in the overall academic assessment. This integration ensures that creative arts are given the same academic weight as other core subjects, encouraging students to explore and develop their artistic talents.

To facilitate this new curriculum, NCERT has launched "Kriti," a dedicated Art textbook specifically designed for Class 8 students. This textbook will serve as the primary resource for teaching visual and performing arts, providing structured content to guide students through the fundamentals of

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New Textbooks Launched:

In addition to "Kriti," NCERT has also introduced several other new textbooks for both Class 8 and Class 5, further enriching the educational materials available. These new books align with the updated curriculum framework and aim to provide comprehensive learning experiences across various subjects.

Textbook Title	Subject/Type	Class
Kriti	Art Textbook	8
Poorvi	English Textbook	8
Malhar	Hindi Textbook	8
Santoor	English Textbook	5
Veena	Hindi Textbook	5

These new textbooks are part of NCERT's ongoing efforts to update the curriculum in line with NEP 2020, which advocates for a flexible and multidisciplinary approach to education. By introducing these subjects and

for a diverse and dynamic future. This comprehensive reform reflects a commitment to nurturing not just academic excellence but also emotional and cultural intelligence.

Also Read: NCERT Launches New Textbooks Aligned With New Education Policy 2020 For Classes 5 And 8

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NCERT Launches New Textbooks For Class 5, 8; Art Education Made Compulsory

Curated By : Education and Careers Desk News18.com

Last Updated: July 12, 2025, 13:52 IST

The NCERT Class 8 science book highlights India's modern accomplishments through chapters on the COVID-19 vaccine, the Make in India initiative, the Chandrayaan mission, etc.



NCERT plans to print 15 crore books. (Representational/File)

NCERT has introduced new books for classes 5 and 8 starting from the 2025-26 session. These books are aligned with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. Designed to foster creativity, curiosity, and concept clarity in children, the new Class 8 books include ‘Curiosity’ (Science), ‘Kaushal Bodh’ (Vocational Education), ‘Malhaar’ (Hindi), and ‘Poorvi’ (English).

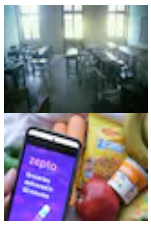
The new NCERT books emphasise Indian culture, scientific achievements, and moral values. The Class 8 science book ‘Curiosity’ highlights India’s modern accomplishments through chapters on the COVID-19 vaccine, the Make in India initiative, the Chandrayaan

medicine systems, encouraging scientific curiosity and showcasing India's global achievements.

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The new Class 8 books are engaging, written in simple language, and designed with a clear vision.

1. 'Curiosity' is a new science book with 18 chapters covering chemistry, physics, and biology, focusing on practical activities and real-life examples. Topics like genetics, ecology, and biotechnology are explained in simple terms.

2. 'Kaushal Bodh' centres on vocational education, providing students with skill-based education to prepare them for future employment opportunities.

3. 'Poorvi' (English) features five theme-based units, including stories of Major Somnath Sharma's bravery, Verghese Kurien's 'White Revolution', and physicist Bibha Choudhary. These success stories inspire values like courage, kindness, and scientific curiosity.

4. 'Malhaar' (Hindi) and 'Kriti' (art education) have also been launched for Class 8. 'Kriti' includes theatre, music, and drama as regular subjects, making art education compulsory as per NEP 2020 recommendations.

been introduced for Class 5, focusing on activity-based teaching to help young children learn language in an interesting way through play.

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Where can I get new NCERT books?

Although NCERT has launched these books under NEP 2020, some challenges have arisen. The new books are not yet fully available online, and there have been complaints of shortages on Amazon or in local shops. Some parents and teachers have requested NCERT to upload PDFs of these books on their website. NCERT plans to print 15 crore books and has partnered with platforms like Amazon and Flipkart to facilitate easier delivery.

ABOUT THE AUTHOR

Education and Careers Desk

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Tags : NCERT

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Location : New Delhi, India, India

First Published: July 12, 2025, 13:51 IST

News / Education-Career / NCERT Launches New Textbooks For Class 5, 8; ...

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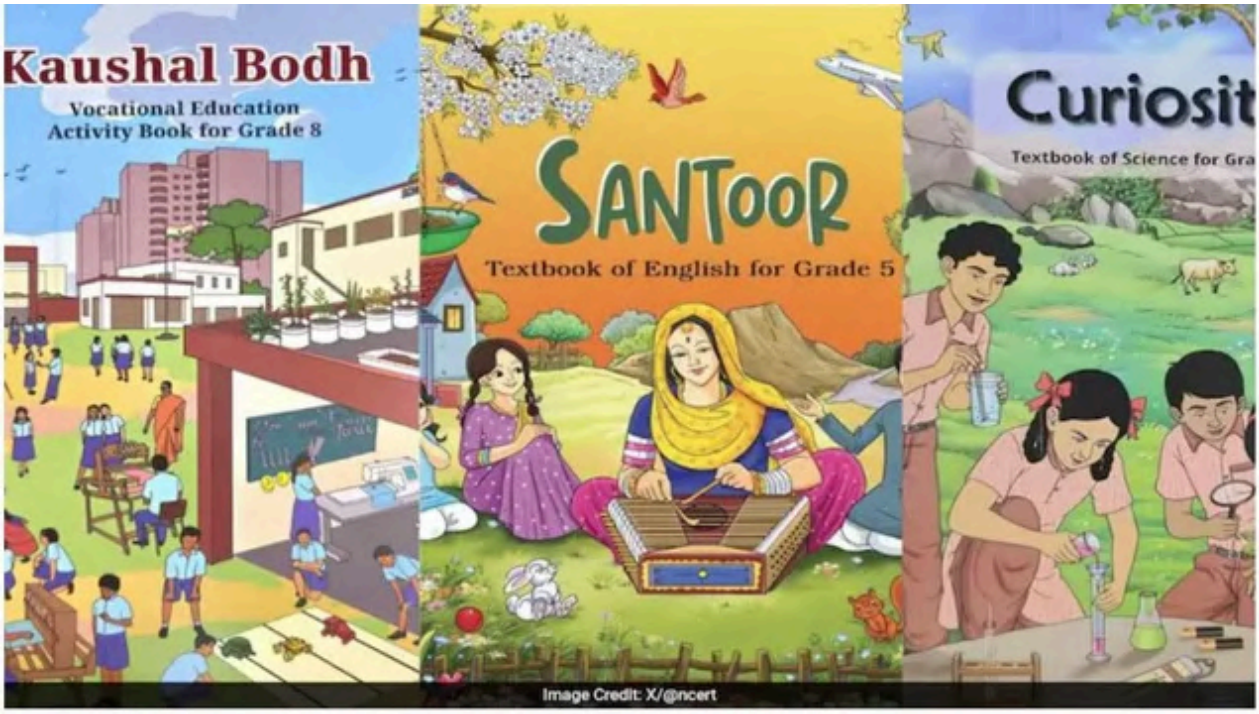
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NCERT Launches New Textbooks Aligned With New Education Policy 2020 For Classes 5 And 8

NCERT has released new textbooks for Classes 5 and 8, adhering to the National Education Policy (NEP) 2020. These books, including "Curiosity" for Science and "Kaushal Bodh" for Vocational Education, aim to foster creativ

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By Sarju Saran Tiwari
Sat, 12 Jul 2025 01:21 PM (IST)

NCERT New Textbooks: The National Council of Educational Research and Training (NCERT) has taken a significant stride in implementing the National Education Policy (NEP) 2020 by launching a new set of textbooks for Classes 5 and 8. These new materials are meticulously crafted based on the National Curriculum Framework for School Education (NCF-SE) 2023, aiming to revolutionise the learning experience for young minds across the country.

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The core objective behind these new textbooks is to ignite imagination, foster creativity, and enhance conceptual clarity among students. As announced on X.com (formerly Twitter), NCERT has specifically introduced "Curiosity," a Science Textbook, and "Kaushal Bodh," a Vocational Education Textbook, for Class 8, marking a progressive shift towards holistic education.

NCERT launches New Textbooks based on NEP 2020 & NCF-SE 2023 📖

📘 Curiosity (Science Textbook) - Class 8
📘Kaushal Bodh (Vocational Education Textbook) - Class-8

Crafted to spark imagination, creativity, and conceptual clarity in Show more

Last edited 12:32 PM · Jul 9, 2025

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Newly Launched Textbooks:

The recent launch includes a diverse range of subjects, expanding the curriculum to align with modern educational needs. Here is a list of some of the new textbooks released by NCERT:

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Textbook Title	Subject/Type	Class
Malhar	Hindi Textbook	8
Veena	Hindi Textbook	5
Santoor	English Textbook	5
Kriti	Art Textbook	8
Poorvi	English Textbook	8
Curiosity	Science Textbook	8
Kaushal Bodh	Vocational Education	8

This initiative is part of a broader, ongoing rollout. In previous years, NCERT had already released new textbooks based on NEP 2020 for Classes 1, 2, 3, and 6, demonstrating a phased and comprehensive approach to curriculum reform. This ensures a gradual integration of the new policy across different grade levels.

The updated curriculum emphasizes subjects like Theater, Music, and Drama, making art education compulsory from Class 8. This multidisciplinary approach is designed to nurture a well-rounded educational environment, encouraging students to explore diverse fields beyond traditional academics and develop critical thinking skills.

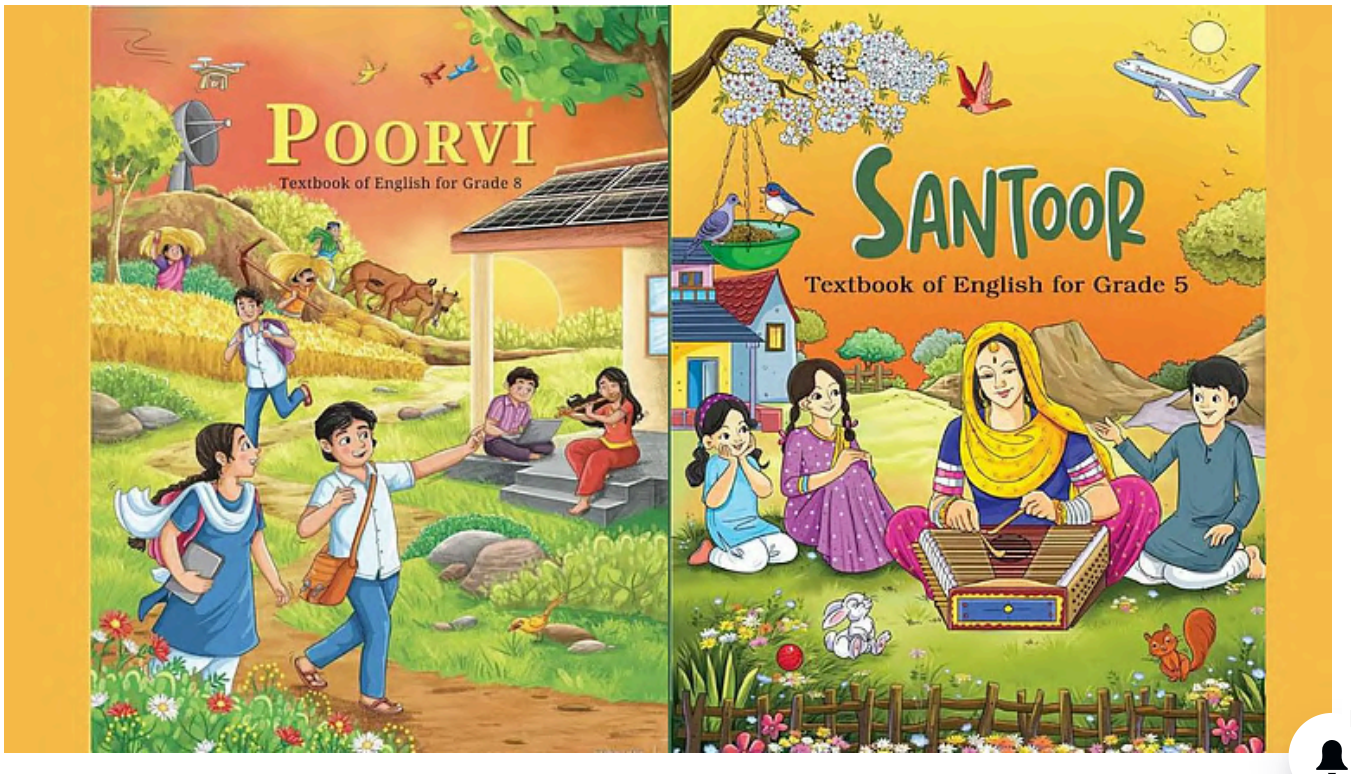
While these newly launched textbooks for Classes 5 and 8 are not yet available for immediate online or offline purchase, NCERT has already listed them on Amazon.com for sale. They are expected to be published

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Nation

Revamped NCERT English books include seven wonders of India; more women, ancient scholars featured

NCERT textbooks for all subjects are being revised in line with the National Education Policy 2020 and the National Curriculum Framework for School Education 2023.



NCERT books 'Poorvi' for grade 8 and 'Santoor' for grade 5. Photo | Special Arrangement

S Lalitha

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NEW DELHI: NCERT's new English textbooks for Class V and VIII have at last portrayed women in leadership roles, showcased ancient Indian schol scientists, and projected India's tourist spots as seven wonders of the country, sources said. In another interesting addition, QR codes leading to video lessons have been included in the textbooks.

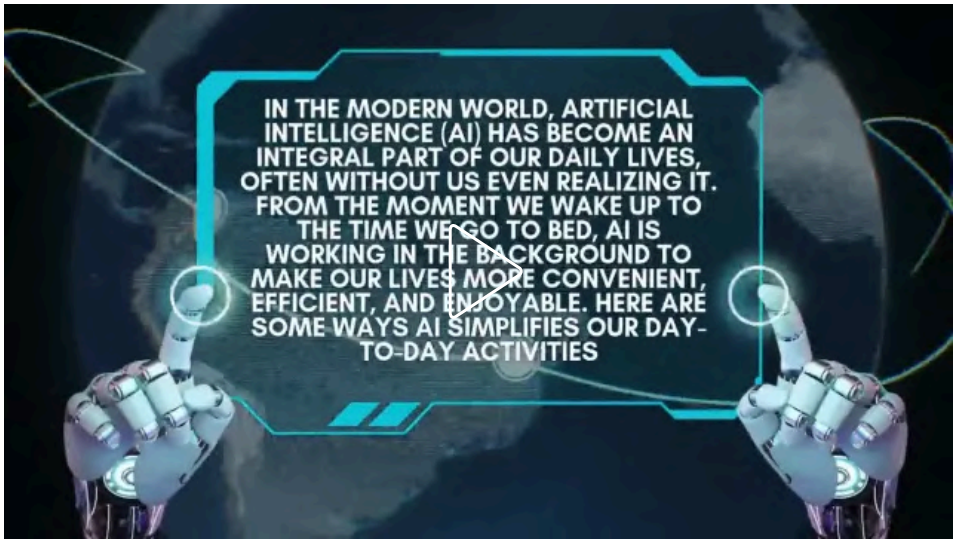
NCERT textbooks for all subjects are being revised in line with the National Education Policy 2020 and the National Curriculum Framework for School Education 2023.

In `Santoor', the Class V English textbook, the `Let us explore' section poses a query to students. Asking them which vocation they would pursue, it has numerous illustrations including that of a woman pilot and photographer juxtaposed along a male chef and florist. A chapter on Panchayat has a woman Panchayat head. The 33% reservation in the local bodies implemented by a few State governments have ensured a strong presence of women in this decision making body in villages.

The book also teaches kids the greatness of water conservation, and makes learning fun with lessons on `Gilli Danda' and Hockey too.

"A chapter on Tenali Raman has been introduced to teach children the art of solving problems in an entertaining manner," a source said.

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Bibha Chowdhury, India's first woman particle physicist is highlighted.

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Among other heroes presented are India's first Param Vir Chakra awai Major Somnath Sharma, who was martyred on November 3, 1947, while stopping the advancing troops from Pakistan in Srinagar's Budgam Valley during the Indo-Pak war in 1947 and Verghese Kurien, the father of India's dairy revolution. Indian astronomer-astrologer Varahamirihara and leading mathematician Aryabhatta too make their debut in the textbook.

The book also has seven natural wonders of India, in place of the world's. Among them are the bioluminescent waters of Kumbalangi village in Kerala; the magnetic hills at Leh in Ladakh which seemingly defy gravity; the invisible Chandipur village in Odisha; the mangrove forests in the Sunderbans; Living Root Bridge of Meghalaya; the Flower Valley of Uttarakhand; and the enigmatic Lonar Lake in Maharashtra which turns pink.

Among manmade wonders which are showcased for the children are Gujarat's Statue of Unity, Mumbai's Bandra-Worli Sealink, Bhupen Hazarika Setu in Assam, the Vittala temple in Karnataka's Hampi with musical pillars, and the Kallanai Dam in Tamil Nadu built by Chola King Karikala which is considered an achievement in ancient Indian hydraulic engineering.

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Hindustan Times

Punjab School Education Board to create eco-system for protection of students' ideas

By **HT Correspondent**, Mohali

Published on: Jul 11, 2025 08:34 AM IST

The board shared that it was working to build a system to actively help students think freely, create new things and get support to protect their work legally

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The Punjab School Education Board (PSEB) on Thursday organised a special session titled "Rethinking education framework for next generation learning" to help students turn their ideas into real products and protect them from being copied.



"Every student has a unique mind. We want to help them turn their ideas into reality and make sure no one steals them," said Amarpal Singh, chairman, PSEB. (HT)

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The board shared that it was working to build a system to actively help students think freely, create new things and get support to protect their work legally. "Every student has a unique mind. We want to help them turn their ideas into reality and make sure no one steals them," said Amarpal Singh, chairman, PSEB.

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In an inspiring session, students and teachers learned how creative projects and inventions made by children can be turned into real products. Dr Ruchi Sharma, an expert in

This session was part of PSEB's larger mission to make education more meaningful and modern — not just based on books and exams, but on creativity, innovation and real-world learning.

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A proud moment came when Mayank Sharma, a student from GGSSS, Dhuri, took the stage. With guidance from his teacher Kiran Bala, Mayank built a project called "Depression Detector" using artificial intelligence (AI). His tool helps understand if someone might be feeling low or mentally unwell. The audience clapped as he told his story — from learning basic coding to creating a meaningful project that could help people.

The chairman said, "We want every child in Punjab to believe that their ideas matter. We will help them create, build and protect their inventions."

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To support more brilliant students, PSEB has decided opening of more Atal Tinkering Labs in schools. These labs are spaces where students can use tools and technology to turn ideas into real projects.

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Raminderjeet Kaur from SCERT Punjab also shared that schools will now work more actively to help students think creatively and develop their problem-solving skills.

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News

Music, drama, theatre now included in NCERT curriculum from Class 8

This move is part of the broader reforms envisioned in the NEP 2020, which emphasises experiential learning, innovation



Music, drama, theatre now included in NCERT curriculum from Class 8

EdexLive Desk

Published on: 11 Jul 2025, 5:22 pm

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The National Council of Education Research and Training (NCERT) has stated that students would begin learning theatre, music, drama, and visual arts in Class 8. This adjustment is consistent with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

The move aims to provide students with a more holistic education that incorporates artistic and creative expression with traditional classroom instruction.

Students in Class 8 will start learning these courses in the school year 2025-2026, NDTV reports.

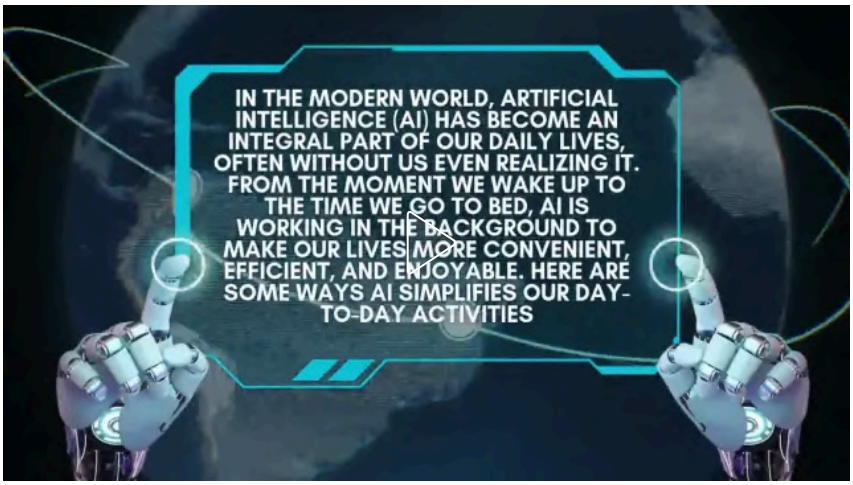
To accomplish this, NCERT has produced Kriti an art textbook that will be taught to Class 8 pupils beginning in the academic year 2025-2026.

In addition to Kriti, NCERT has released several additional textbooks for Classes 8 and 5. For Class 8, a revamped English textbook called Poorvi and a Hindi textbook called Malhar were released. Santoor and Veena have been released as Class 5 English and Hindi textbooks.

This move is part of the broader reforms envisioned in the National Education Policy (NEP) 2020, which emphasises experiential learning, innovation, and the arts. NCERT's goal in introducing these courses early in secondary school is to promote well-rounded development in students.

Overall, this development represents a watershed point in Indian education policy, with equal emphasis on intellectual and creative development.

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NCERT brings theatre, music, drama as Class 8 subjects; art compulsory

NCERT has made theatre, music, and drama regular subjects for class 8th. Art has been a mandatory subject from the new session 2025-26. In line with this reform, new textbooks, including 'Kriti', have been brought to support compulsory art education.

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NCERT launches new Class 5 Maths book with puzzles and real-life activities


A make in India snub





NCERT has made theatre, music, and drama regular subjects for class 8th. Art has been a mandatory subject from the new session 2025-26. (AI-generated image)

India Today Education Desk
New Delhi, UPDATED: Jul 11, 2025 11:04 IST

In Short

- Class 8 students will study theatre, music, drama, and visual arts
- Art will be a mandatory subject from academic session 2025-2026
- NCERT introduces new textbooks including ‘Kriti’, ‘Poorvi’, and ‘Malhar’

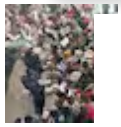
NCERT announces theatre, music and drama as regular subjects from class 8th and makes art compulsory. This major curriculum shift by the National Council of Educational Research and Training (NCERT) will begin from the 2025–2026 academic session.

This initiative follows the recommendations of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. The move is aimed at giving students a more holistic education, one that integrates artistic and creative expression with traditional academic learning.

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NCERT launches new Class 5 Maths book with puzzles and real-life activities


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NCERT has declared that “Art” will now be a compulsory subject in Class 8. This means all students will have to study and pass the subject in order to progress to the next academic year, regardless of their individual preferences or prior exposure to the arts.

NEW TEXTBOOK ‘KRITI’ LAUNCHED FOR CLASS 8

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To facilitate this change, NCERT has launched a new art textbook titled 'Kriti'. This book will be the core material for teaching visual and performing arts. It has been designed to engage young learners in the fundamentals of theatre, music, drama, and art.

K ks a significant step in integra e arts into mainstream educa e that creative subjects receiv ame emphasis as academic or


NCERT launches new Class 5 Maths book with puzzles and real-life activities

Aamaken in India emoji


NEW BOOKS RELEASED FOR ENGLISH AND HINDI

In addition to Kriti, NCERT has introduced new language textbooks for Class 8. These include 'Poorvi', a revised English textbook, and 'Malhar', a new Hindi textbook. Both books aim to enhance language learning through updated content aligned with the NCF-SE 2023 framework.

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For younger students in Class 5, NCERT has launched 'Santoor' for English and 'Veena' for Hindi, adding to the comprehensive effort to modernise education across levels.

POLICY ALIGNMENT WITH NEP 2020

This move comes as part of the broader reforms envisioned in the NEP 2020, which calls for greater emphasis on experiential learning, creativity, and the arts. By introducing these subjects early in secondary school, NCERT aims to foster well-rounded development among students.

Overall, this development marks a transformative moment in Indian education policy, placing equal importance on intellectual and creative growth.

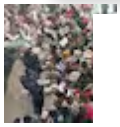
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Published By: Princy Shukla

Published On: Jul 11, 2025


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दैनिक जागरण, 13 जुलाई 2025, पृष्ठ संख्या - जागरण सिटी - II

दिल्ली विश्वविद्यालय तैयार कर रहा उच्च शिक्षा का नया खाका

जागरण संवाददाता, नई दिल्ली : दिल्ली विश्वविद्यालय (डीयू) उच्च शिक्षा के क्षेत्र में मजबूत भविष्य की नींव रख रहा है। शनिवार को कुलपति प्रो. योगेश सिंह की अध्यक्षता में आयोजित कार्यकारी परिषद (ईसी) की 1276वीं बैठक में शैक्षणिक संरचना को सुदृढ़ करने के साथ ही ढांचागत विकास, डिजिटल संसाधनों और वैश्विक मानकों की दिशा में उठाए गए कदमों की रूपरेखा प्रस्तुत की गई। राष्ट्रीय शिक्षा नीति (एनईपी-2020) के तहत स्नातक स्तर पर चौथे वर्ष के लिए डीयू पूरी तरह तैयार है।



ईसी की बैठक में बोलते कुलपति प्रो. योगेश सिंह ● सौजन्य - डीयू

कुलपति के अनुसार, 60 प्रतिशत छात्रों के चौथे वर्ष में प्रवेश लेने की संभावना है। इसके लिए अत्याधुनिक सुविधाएं, डिजिटल लाइब्रेरी, 24x7 ई-रिसोर्सेस और वाइ-फाइ कनेक्टिविटी का विस्तार किया गया है। इस डिजिटल इन्फ्रास्ट्रक्चर की लागत 65.71 करोड़ रुपये है। कुलपति ने स्पष्ट किया कि चौथे वर्ष के छात्रों को केवल नियमित शिक्षक ही पढ़ाएंगे, जबकि जूनियर कक्षाओं को अतिथि शिक्षकों द्वारा पढ़ाया जाएगा। ओवरटाइम कार्य के लिए शिक्षकों और गैर-शिक्षकीय कर्मचारियों को उचित भुगतान देने की भी घोषणा की गई। कुलपति ने हर कॉलेज से एक-एक इनक्यूबेटर शुरू करने और सेक्शन-8 कंपनी की स्थापना का आह्वान किया, ताकि छात्रों में उद्यमिता को बढ़ावा मिल सके।

329 करोड़ रुपये के फंड रिलीज के साथ विश्वविद्यालय में 17 परियोजनाएं प्रगति पर हैं, जिनमें डब्ल्यूयूएस हेल्थ सेंटर, तकनीकी संकाय भवन, सोशल सेंटर स्कूल, कंप्यूटर सेंटर और विज्ञान ब्लॉक जैसे प्रमुख निर्माण शामिल हैं। 40 से अधिक मरम्मत और रिनोवेशन प्रोजेक्ट्स पूरे हो चुके हैं। शंकर लाल हाल के पास एक सांस्कृतिक केंद्र, ढाका परिसर में छात्राओं और कामकाजी महिलाओं के लिए हास्टल और दक्षिण परिसर में नए शैक्षणिक भवन, हास्टल और गेस्ट हाउस के प्रस्तावों को भी ईसी से हरी झंडी मिल गई है।

रिनोवेशन और सुरक्षा पर भी ध्यान दिया जा रहा है। ढाका परिसर में पुराने भवनों के संरचनात्मक लेखा-परीक्षण की रिपोर्ट के आधार पर मरम्मत और पुनर्निर्माण की दिशा में कदम उठाए जा रहे हैं। विश्वविद्यालय रेस्को मॉडल के तहत सोलर एनर्जी की दिशा में भी कदम बढ़ा रहा है। उत्तरी और दक्षिणी परिसर में सौर संयंत्र स्थापित करने के लिए एसईसीआइ को जिम्मेदारी सौंपी गई है।

कुलपति ने बताया कि क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग 2026 में डीयू ने जबरदस्त प्रगति की है। एंप्लायमेंट आउटकम में डीयू दुनिया में 30वें स्थान पर है और भारत में पहले स्थान पर। कुल मिलाकर, डीयू का वैश्विक रैंक 328 रहा है, जो विश्वविद्यालय की शोध गुणवत्ता, नवाचार क्षमता और अंतरराष्ट्रीय पहचान में बढ़ोतरी को दर्शाता है।

हिन्दुस्तान, 13 जुलाई 2025, पृष्ठ संख्या - 18

स्कूलों की कक्षा में नहीं होगा कोई 'बैकबेंचर'

कोल्लम, एजेंसी। निर्देशक विनेश विश्वनाथ की मलयालम फिल्म स्थानार्थी श्रीकुट्टन से प्रेरित होकर केरल के कई स्कूलों में विद्यार्थियों के बैठने की नई व्यवस्था अपनाई जा रही है।

मलयालम फिल्म स्थानार्थी श्रीकुट्टन से प्रेरित होकर अपनाई जा रही व्यवस्था

इसमें विद्यार्थी अंग्रेजी अल्फाबेट 'यू' के आकार में बैठते हैं ताकि शिक्षक सभी को देख सकें और सबके पास जा सकें। इससे कोई छात्र बैकबेंचर नहीं होगा। ये नई व्यवस्था इतनी शानदार है कि इससे कोई भी बच्चा अब क्लास में पीछे नहीं रहेगा।

फिल्म में, प्राथमिक विद्यालय के छात्र श्रीकुट्टन कक्षा में बैठने का एक ऐसा मॉडल पेश करते हैं जो उनके मन में 'पीछे बैठने वाले' होने के कलंक को दूर करेगा। यू-आकार की बैठने की व्यवस्था वाला यह मॉडल अब स्क्रीन से निकलकर केरल के स्कूलों में भी आ गया है। विनेश कहती हैं, 'यह हमारे मन में आया एक साधारण सा विचार था।

Millennium Post, 13 July 2025, Page No. -5

'Flagship events can't whitewash stark indices on state of education'

Congress chief Kharge highlights government survey that shows poor learning outcomes among school students

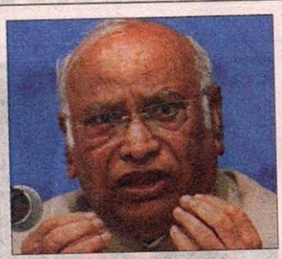
OUR CORRESPONDENT

NEW DELHI: Congress president Mallikarjun Kharge on Saturday highlighted a government survey that showed poor learning outcomes among school students and questioned the Prime Minister's flagship events such as Pareeksha pe Charcha and Exam Warriors.

He said such buzzwords and self-publicity events cannot whitewash the stark indices depicting the real state of education in India and accused the government of apathy.

"Buzz words and self-publicity events like 'Pareeksha pe Charcha' and 'Exam Warriors' cannot whitewash these STARK indices depicting the REAL state of education in India! Rank apathy leading to falling learning outcomes. Modi government remains apathetic to our future," Kharge wrote in an X post.

In the post, the Congress chief also attached a video on



Mallikarjun Kharge

the outcome of the survey -- Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH) Rashtriya Sarvekshan 2024 -- carried out by the Ministry of Education.

The video claimed that the "national learning crisis is worse than the pre-Covid era" and pointed to failures in the foundation course, and widening learning gaps in the middle and secondary levels.

"Education neglected," the video alleged, claiming that "Now we know the ill effects of reducing the education spending by half".

The PARAKH Rashtriya Sarvekshan, formerly known as the National Achievement Survey, was conducted on December 4 last year, covering 21,15,022 students from both government and private schools in Grades 3, 6 and 9 across 74,229 schools in 781 districts, spanning 36 states and Union Territories.

The survey found that only 55 per cent of Class 3 students can arrange numbers up to 99 in ascending or descending order and only 58 per cent of them can perform addition and subtraction of two-digit numbers.

It found that only 53 per cent of Class 6 students could understand and visualise arithmetic operations and their correlations, knew addition and multiplication tables at least up to 10, and can apply the four basic operations on whole numbers to solve daily life problems.

U-shaped seating to be adopted at Tamil Nadu's middle schools on pilot basis

However, parents and teachers have raised concerns over space availability in classrooms to accommodate the alignment

Updated - July 13, 2025 02:29 pm IST - CHENNAI

THE HINDU BUREAU



The seating arrangement shown in Malayalam movie 'Sthanarthi Sreekuttan' that inspired several schools in Kerala to adopt it | Photo Credit: Special Arrangement

Taking cue from a new initiative in Kerala, inspired by the Malayalam film *Sthanarthi Sreekuttan*, the Tamil Nadu government, on Saturday (July 12, 2025), directed all middle schools in the State to change seating arrangement from the traditional row-based seating to U-shape.

Sources in the School Education Department, however, said the new seating arrangement would be implemented after discussions regarding a few tweaks to the circular next week. The department has already been implementing a circular seating alignment in primary school classrooms. According to the circular, the seating arrangement aims to enhance visibility, accessibility, monitoring, and comfort.

Based on the direction of School Education Minister Anbil Mahesh Poyyamozhi, the department plans to implement the seating arrangement for middle schools as a pilot programme this year. “Given our increased strength in higher secondary classes, the decision has been taken to implement the seating arrangement in middle school classrooms,” an official said.

The new alignment will give teachers mobility to interact with every student while every student will have a clear view of the teacher, blackboard, and others. The circular also said this arrangement would promote discussion, peer learning, and support collaboration.

Concerns

Parents and teachers welcomed the move. However, they have raised concern over space availability in classrooms to accommodate the new seating arrangement.

P. Patrick Raymond, general secretary, Tamil Nadu Graduate Teachers’ Federation, said in classes where the strength exceeds 25, guidance would be required on how to implement the seating.

“It’s a good initiative, as this ensures everybody’s participation in class and enhances inclusivity. But there remains the question on whether a classroom of over 40 students can accommodate the U-shaped seating,” said Thenkanal Isaimozhi, State co-ordinator, Palli Kalvi Paathukapu Iyakkam.

Published – July 12, 2025 09:03 pm IST

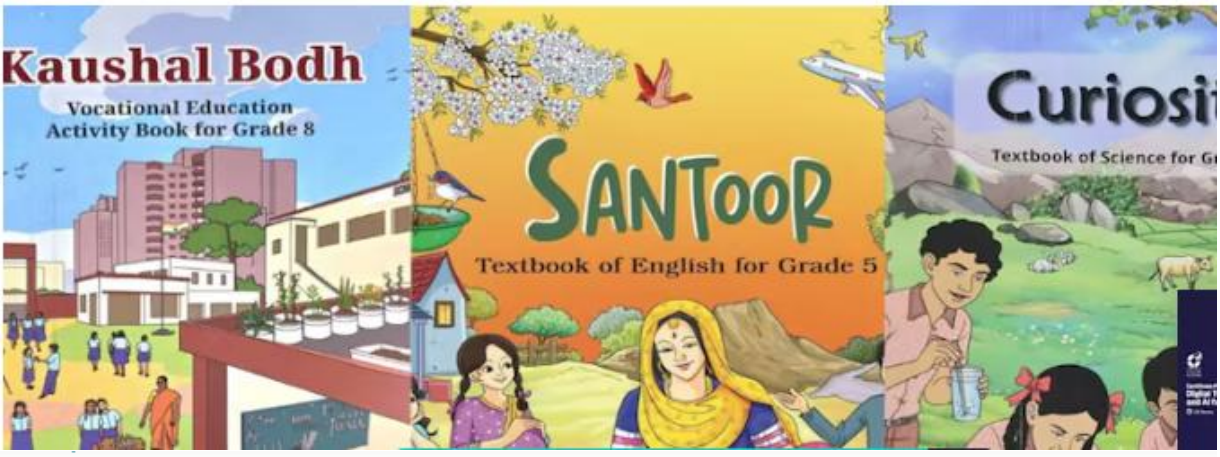
NCERT Launches New Textbooks Based On New Education Policy 2020

NCERT Launches New Textbooks: For Class 8, "Curiosity", a Science Textbook and "Kaushal Bodh", a Vocational Education Textbook has been launched.

Written by: Sahil Behl | Education | Jul 13, 2025 08:46 am IST

Read Time: 2 mins

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NCERT Launches New Textbooks: The National Council of Education Research and Training (NCERT) has launched new textbooks for Classes 5 and 8 based on the National Education Policy (NEP) 2020 and National Curriculum Framework for School Education (NCF-SE) 2023.

NCERT in the new textbooks tried to spark imagination, creativity, and conceptual clarity in young minds.

As per the post on X.com (formerly known as Twitter), NCERT shared information regarding new textbooks for Class 8. For Class 8, "Curiosity", a Science Textbook and "Kaushal Bodh", a Vocational Education Textbook have been launched.

ALSO READ | NCERT Introduces New Class 5 Mathematics Textbook To Make Learning Fun And Engaging

More, including textbooks for Class 5 have been launched. Here is a list of new textbooks launched by NCERT:

Malhar - Hindi Textbook (Class-8)

Veena - Hindi Textbook (Class 5)

Santoor - English Textbook (Class 5)

Kriti - Art Textbook (Grade 8)

Poorvi - English Textbook (Grade 8)

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NCERT launches New Textbooks based on NEP 2020 & NCF-SE 2023 📖

📘 Curiosity (Science Textbook) - Class 8
📘Kaushal Bodh (Vocational Education Textbook) - Class-8

Crafted to spark imagination, creativity, and conceptual clarity in Show more



Last edited 12:32 PM · Jul 9, 2025

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New textbooks based on NEP 2020 for Classes 1, 2, 3 and 6 were released in the previous years.

While the Class 5 and 8 textbooks are not available online or offline, NCERT has listed these books on Amazon.com for sale and is expected to publish them soon.

EDUCATION

NCERT Introduces New Class 5 Mathematics Textbook 2025 To Make Learning Fun, Real-Life and Interactive

Class 5 Math textbook: NCERT has Introduce a new Class 5 Mathematics textbook, Maths Mela, featuring stories, puzzles, and activities. Aligned with NEP 2020, the book aims to make math enjoyable and experiential. Read more below!

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Image Credit: X/@ncert

By Sarju Saran Tiwari
Sun, 13 Jul 2025 03:27 PM (IST)

NCERT Maths Mela: The National Council of Educational Research and Training (NCERT) has launched a new Mathematics textbook for Class 5 titled *"Maths Mela"*, aimed at transforming how children engage with numbers. Rooted in the principles of NEP 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023), the book focuses on hands-on learning, puzzles, and story-based problem solving to make the subject more approachable, relatable, and fun.

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This shift reflects a major change in how primary education is envisioned in India—moving away from rote memorization to experience-based learning where mathematics is connected with real-life scenarios, curiosity, and creativity.

Also Read: 10 Habits That Separate Toppers From The Rest; How They Consistently Outperform In Exams?

What's New in *Maths Mela*?

Unlike traditional math textbooks, *Maths Mela* includes:

- Puzzles and Games to develop logical thinking
- Story-based Problems to encourage conceptual understanding
- Real-Life Applications to link math with everyday situations

This dynamic format aims to reduce math anxiety and promote joyful learning among children. Each chapter is designed to make students explore, observe, question, and experiment—an approach well aligned with the competency-based education model.

When Will the Book Be Available?

Although *Maths Mela* and other new NCERT books like *"Santoor"* (English), *"Veena"* (Hindi) for Class 5, and *"Poorvi"* and *"Malhar"* for Class 8 are yet to be released physically or digitally, they have already been listed on Amazon and NCERT's official website. The books will be published and distributed soon through both platforms.

This move is a progressive leap toward child-centric and activity-driven learning. With NEP 2020 reshaping the education landscape, resources like *Maths Mela* are likely to foster critical thinking, problem-solving, and real-world understanding in young minds—skills that extend far beyond the classroom.

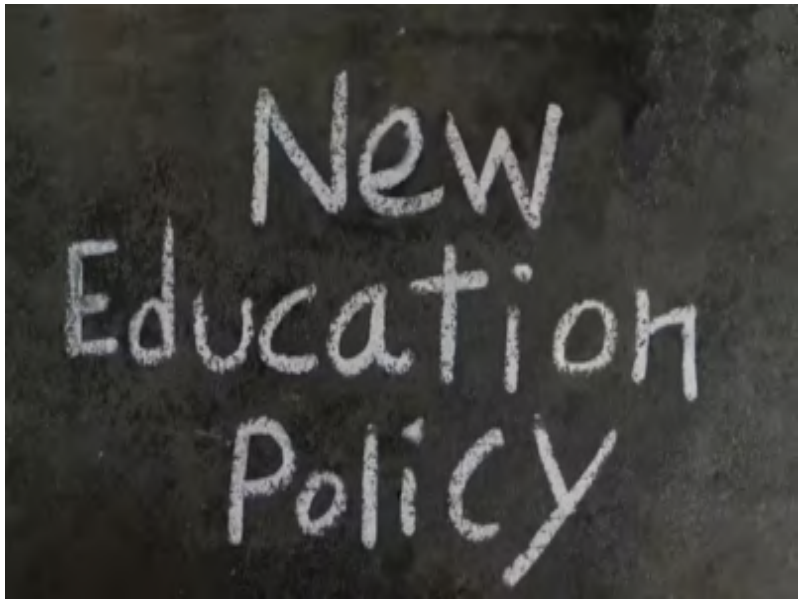
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Also Read: TNPSC Group 4 Answer Key 2025 Date And Time: Tamil Nadu PSC Group 4 Official Answer Key Likely To Be Released On This Date At tnpsc.gov.in, Check Details

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THE TIMES OF INDIA

Government sets up panel to restructure Association of Indian Universities in line with NEP 2020

TNN | Jul 13, 2025, 02.23 PM IST



NEW DELHI: The Centre has tasked a high-powered committee with reviewing and restructuring Association of Indian Universities (AIU) to align its mandate with National Education Policy (NEP) 2020 and the proposed reforms under the Higher Education Commission of India (HECI).

The move comes amid efforts to streamline governance of higher education, enhance institutional autonomy, and establish a globally competitive ecosystem for Indian universities, reports Manash Gohain.

The committee will submit its report within six months, during which AIU has been advised to maintain status quo.

The committee, chaired by Anil Sahasrabudhe, head of National Educational Technology Forum, is expected to examine AIU's role in the evolving regulatory landscape and suggest how it can support universities as they transition to HECI's unified framework. Its members include V Kamakoti, director, IIT-Madras; Nageshwar Rao, former VC, IGNOU; Shashikala Wanjari, VC, NIEPA; S Vidhyasubramaniam, VC, Sastra; and Pankaj Mittal, secretary general, AIU.

Poll

Do you support the restructuring of the Association of Indian Universities (AIU) to align with the National Education Policy (NEP) 2020?

No, AIU should maintain its current structure. Yes, it's essential for progress.

AIU, founded in 1925, has for long coordinated functioning of universities, evaluated foreign degrees, and promoted sports and cultural initiatives.
However, with NE envisioning a single regulator for higher education through HECI, AIU's operational structure and functions are being reassessed.

"The committee will examine operational issues and AIU's future role, including whether it should come under HECI," a member told TOI. "AIU's robust institutional network could be leveraged for global engagement and recognition of qualifications under the new system."

The restructuring also follows University Grants Commission's notification of the Recognition and Grant of Equivalence to Qualifications Obtained from Foreign Educational Institutions Regulations, 2025. The framework seeks to establish a standardised and transparent process for recognising foreign academic degrees in India, bolstering the government's "Study in India" initiative.



NCERT launches new Class 5 Maths book with puzzles and real-life activities

NCERT has launched a new Class 5 Mathematics textbook titled Maths Mela, designed to make learning more engaging and relatable for young students. The book features puzzles, stories, and hands-on activities, aligning with the goals of NEP 2020 and NCF-SE 2023.

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NCERT has launched a new Class 5 Mathematics textbook titled Maths Mela, designed to make learning more engaging and relatable for young students. The book features puzzles, stories, and hands-on activities, aligning with the goals of NEP 2020 and NCF-SE 2023.

India Today Education Desk
New Delhi, UPDATED: Jul 13, 2025 11:13 IST

In Short

- NCERT launched Maths Mela, a new Class 5 maths textbook aligned with NEP 2020 and NCF-SE 2023
- The book uses puzzles, stories, and activities to make learning interactive and relatable
- NCERT announced the launch via X.com, emphasising fun and meaningful maths education

In line with the National Education Policy (NEP) 2020 and the recently introduced National Curriculum Framework for School Education (NCF-SE) 2023, the National Council of Educational Research and Training (NCERT) has launched a brand-new Mathematics textbook for Class 5 titled Maths Mela. Designed to make mathematical learning more interactive and relatable, the new book features a mix of puzzles, real-life stories, and hands-on activities aimed at enhancing conceptual understanding and student engagement.


Caught on CCTV: Class 10 student falls to death from hostel balcony in Odisha


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The textbook was announced through a post on X.com (formerly Twitter), where NCERT highlighted its efforts to make mathematics both enjoyable and meaningful for young learners. The interactive design of Maths Mela marks a departure from traditional rote-based instruction, focusing instead on experiential and application-based learning that aligns with the vision of NEP 2020.


Caught on CCTV: Class 10 student falls to death from hostel balcony in Odisha


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NCERT ✓
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🎉🟦 Introducing: Maths Mela

The New Class 5 NCERT Maths Textbook! Aligned with NEP 2020 & NCF-SE 2023, it's fun, interactive & full of real-life learning!

🧠✨ Make maths meaningful with stories, puzzles, and hands-on activities!

📥 Now available for online procurement on the Show more

8:55 PM · Jul 11, 2025

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This launch is part of a broader initiative by NCERT to introduce new textbooks for foundational and middle-grade levels. Recently, the council also released new English and Hindi textbooks for Class 5 titled Santoor and Veena, respectively. For Class 8, revised versions of English (Poorvi) and Hindi (Malhar) textbooks have also been announced, each designed in alignment with the updated national curriculum framework.

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While the physical and digital copies of the new books are yet to be made publicly available, listings have appeared on Amazon and NCERT's official website. The council has confirmed that the books will soon be published and accessible to students, teachers, and schools across the country.

With Maths Mela, NCERT aims to shift the narrative around mathematics from fear and rigidity to curiosity and discovery—an approach many educators and pare[illegible] h[illegible]g advocated for.


Caught on CCTV: Class 10 student falls to death from hostel balcony in Odisha


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नवभारत टाइम्स, 14 जुलाई 2025, पृष्ठ संख्या - 8

Reel लाइफ बनी Real लाइफ | यहां सेमी-सर्कुलर सीटिंग अरेंजमेंट में बैठते हैं स्टूडेंट्स

कोई बैकबेंचर नहीं, बराबरी की सीख वाले स्कूल

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■ केरल के कुछ स्कूलों में अब क्लासरूम में फ्रंटबेंचर और बैकबेंचर के बीच का फर्क खत्म किया जा रहा है। इसके लिए स्कूलों में सेमी-सर्कुलर (अर्धवृत्ताकार) सीटिंग व्यवस्था शुरू की गई है। यह आइडिया 2024 की मलयालम फिल्म 'स्थानार्थी श्रीकुट्टन' से लिया गया है। फिल्म में एक बैकबेंचर छात्र, श्रीकुट्टन, स्कूल चुनाव में एक फ्रंटबेंचर को चुनौती देता है। वह साइंस फेयर में सेमी-सर्कुलर सीटिंग का सुझाव देता है ताकि छात्रों में भेदभाव न हो। फिल्म के अंत में स्कूल इस सुझाव को अपनाता है। फिल्म के डायरेक्टर विनेश विश्वनाथ ने बताया, 'फिल्म रिलीज से पहले हमने यह मूवी राज्य के ट्रांसपोर्ट मिनिस्टर के बी गणेश कुमार को दिखाई थी। उन्हें यह विचार पसंद आया और उन्होंने इसे कोल्लम के वालाकॉम स्थित रामविलासम वोकेशनल हायर सेकेंडरी स्कूल (RVGHSS) में लागू किया। मंत्री खुद इस स्कूल के मैनेजमेंट कमिटि के हिस्सा हैं।' अब तक केरल के कम से कम 8 स्कूलों और पंजाब के एक स्कूल ने भी अपनी क्लासरूम व्यवस्था बदल दी है। RVGHSS के प्रिंसिपल सुनील पी शेखर ने कहा, 'पहले पीछे बैठने वाले छात्र अक्सर खुद को कमतर महसूस करते थे।'

फिल्म के सीन ने लिखी क्लासरूम में समानता की खूबसूरत स्क्रिप्ट



अब तक केरल के करीब 8 स्कूलों और पंजाब के एक स्कूल ने अपनी क्लासरूम व्यवस्था बदल दी है

पहले स्कूलों में यू-शेप क्लासरूम होते थे। 19वीं सदी में छात्रों की संख्या बढ़ी तो सीधी लाइन में बैठाने की व्यवस्था शुरू हुई। हम हमारे स्कूल नई पहल कर रहे हैं। – *प्रो. अमृत जी कुमार, सेंट्रल यूनिवर्सिटी ऑफ केरल*

इस अरेंजमेंट से सभी स्टूडेंट्स पर ध्यान दे पाते हैं टीचर

नई व्यवस्था से शिक्षक भी संतुष्ट हैं। उनका कहना है कि इससे छात्र ज्यादा ध्यान देते हैं, उनका बैठने का तरीका सुधरा है और पढ़ाई का माहौल ज्यादा सहज, साफ और प्रभावी हो गया है। फिल्म के डायरेक्टर ने कहा, 'हमें नहीं लगा था कि फिल्म का ऐसा सामाजिक असर होगा। अब यह नैशनल स्तर पर चर्चा का विषय बन गया है। हम बेहद खुश हैं।'

अमर उजाला, 14 जुलाई 2024, पृष्ठ सं- 5

स्कूल प्रमुखों को मिलेगा गणित का प्रशिक्षण

नई दिल्ली। दिल्ली के सरकारी स्कूल और सरकारी सहायता प्राप्त स्कूल प्रमुखों को गणित के लिए युक्तियां और तरकीबें विषय पर प्रशिक्षण मिलेगा। राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद की ओर से एक दिवसीय प्रशिक्षण कार्यक्रम आयोजित किया जाएगा। इस संबंध में परिषद ने सर्कुलर जारी किया है। प्रशिक्षण का उद्देश्य समय सारणी व साप्ताहिक योजनाओं में मेंटल मैथ्स की अवधि सुनिश्चित करना, संकल्पनात्मक समझ को बढ़ाना व गणित में शैक्षणिक नेतृत्व को सुदृढ़ करना है। अलग-अलग जिलों के लिए कार्यक्रम जारी कर दिया गया है। ब्यूरो

The Hindu, 14 July 2025, Page -4

We are reviewing draft regulations to overhaul teacher training programmes: NCTE Chairperson

Maitri Porecha
NEW DELHI

After calls for broader consultation and "deeper reflection" on the National Council for Teacher Education's (NCTE) proposed overhaul of teacher training regulations, the council is reviewing the draft regulations that were earlier passed by its council in March this year.

"We have gone into a larger consultation with the Ministry of Education (MoE), stakeholders, and experts before finalising the draft NCTE (Recognition Norms and Procedure) Regulations 2025," NCTE Chairperson Pankaj Arora told *The Hindu*.



NCTE Chairperson Pankaj Arora (right) at an event with Tamil Nadu Governor R.N. Ravi in New Delhi. FILE PHOTO

Aligned with NEP

The council has come up with new regulations for teacher training institutes after a gap of 10 years.

The last revision was done in 2014. The latest draft regulations have been proposed to align with the National Education Policy (NEP), 2020.

The earlier approved draft, which is now under review, outlines the process for recognising institutions for teacher education programmes, and also addresses the transition of existing teacher education programmes into new ones aligned with the NEP.

The NCTE had received up to 6,774 responses between February 20 and March 8 last year, when the draft was made public for comments before being approved by the council.

In the minutes of the 63rd general body meeting of the NCTE held on March 19 and released on March 24, accessed by *The Hindu*, the NCTE had accepted the recommendations of the expert committee and approved the NCTE (Recognition Norms and Procedure) Regulations, 2025.

It had also decided that after approval from the MoE and legal vetting from the Ministry of Law, the approved and vetted regulations will be notified in a gazette.

"It is an evolving process and will not get done in one shot. We have not yet issued the gazette notification, so it is not finalised. The Ministry of Law will notify it after the MoE's approval," Mr. Arora said.

'No flexibility'

Padma Sarangapani, former NCTE member and Professor at the Centre of Excellence in Teacher Education, Tata Institute of Social Sciences, Mumbai, said that in the current form, the draft regulations seem to offer no flexibility in deployment of teachers within broadly primary stage and middle/secondary stage, as is the current practice.

"This is because the new regulations propose five segmentations in teacher education specialisations. It will also be difficult to fulfil all the deployment requirements in rural and remote areas. Generally, the proposal is not aligned with the trends in the teacher labour market," Ms. Sarangapani said.

"Private schools will not find it practical to employ teachers for such specific stages. Teachers will also not find it satisfying from a career point of view to be boxed into narrow specialisations, and at differential salaries," she added.

Expert panel formed

Mr. Arora said that the NCTE has constituted an expert committee to look into the demand-supply gap of school teachers in the country.

The committeee comprises members from the MoE, NITI Aayog, National Institute of Educational Planning and Administration, Delhi University, as well as State councils of educational research and training.

The Asian Age, 14 July 2025, Pg - 5

Emergency in school education

The findings of the nationwide student survey have laid bare a disturbing reality: Nearly half of India's school students lack foundational skills in literacy, numeracy and situational awareness. From Class III students (45 per cent struggling to correctly arrange numbers up to 99) to Class IX students (66 per cent) unable to distinguish between living and non-living features, the data reveals a systemic crisis in learning outcomes that could derail India's economic and developmental ambitions and tear the social fabric as the nation gets older.

This is not just an educational challenge. It is a national emergency. If 69 per cent of Class IX students cannot understand basic number systems and percentages, how can one expect them to be employable and contribute to the country's development? If two-thirds of Class IX students do not know the difference between living and non-living features, the demographic dividend that the government boasts of today could turn into a demographic disaster.

The learning gaps in rural areas are greater than average numbers. Similarly, small private schools often have relatively ill-equipped teachers and poor infrastructure.

With the world embracing artificial intelligence and machine learning, people must be strong in fundamentals to get a decent job. However, India's future youth with such glaring learning gaps threaten to hollow out the very foundations of our future workforce.

The government must, therefore, treat education reforms at par with infrastructure or defence and introduce measures to ensure that the crisis in the learning gap is addressed. School education is a subject of national importance and should not be politicised either for the benefit of the ruling party or the Opposition parties — anything to the contrary would be a disservice to the future generations of India and jeopardise India's rise to superpower status.

NCTE is reviewing its ‘approved’ draft regulations for overhauling teacher training programmes

The council decides to take a step back after receiving thousands of feedback responses

Updated - July 14, 2025 02:34 am IST - New Delhi



MAITRI PORECHA



The National Council for Teacher Education had come up with the new regulations for teacher training institutes after a gap of 10 years, with the last revision being in 2014. Photo: X/@NCTE_Official

Following calls for wider consultation and deeper reflection on the National Council for Teacher Education’s (NCTE) proposed overhaul of teacher training regulations, NCTE is reviewing the draft regulations that were earlier passed by its council in March.

“We have gone into a larger consultation with the Ministry of Education (MoE), stakeholders, and experts before finalising the draft NCTE (Recognition Norms and Procedure) Regulations 2025,” NCTE Chairperson Pankaj Arora told *The Hindu.*

NCTE had come up with the new regulations for teacher training institutes after a gap of 10 years, with the last revision being in 2014. The new draft regulations have been proposed to align with the National Education Policy (NEP) 2020.

The earlier approved draft, which has now gone under the scanner, outlines the process for recognising institutions for teacher education programmes, and also addresses the transition of existing teacher education programmes into new ones aligned with NEP 2020. NCTE had received up to 6,774 feedback responses between February 20 and March 8 when the draft was made public for comments, before it was approved by the council.

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“It is an evolving process and will not get done in one shot. We have not yet issued the Gazette Notification, so it is not finalised. It will be notified by the Ministry of Law after MoE approval,” Mr. Arora said.

Padma Sarangapani, former NCTE member and professor, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences (TISS), Mumbai, said that in its current form, the draft regulations seem to offer no flexibility in deployment of teachers within broadly primary stage and middle/secondary stage as is the current practice.

This is because the new regulations propose five segmentations in teacher education specialisations — first, being Foundation teachers from preschool to Grade 2, Preparatory for Grade 3, 4, 5 who are subject teachers in two subject areas — any two from language, maths, environmental sciences, arts, physical education, Middle school teachers for Grade 6, 7, 8, specialised in two subject areas aligned to the liberal discipline subject, and a similar structure is proposed for Secondary School teachers (Class 9, 10).

“It will also be difficult to fulfil all the deployment requirements in rural and remote areas. Generally, the proposal is not aligned to trends in the teacher labour market,” Ms. Sarangapani said.

“Private schools will not find it practical to employ teachers for such specific stages. Teachers will also not find it satisfying from a career point of view to be boxed into narrow specialisations, and at differential salaries,” she added.

Teacher demand-supply gap

Mr. Arora told *The Hindu* that NCTE has constituted an expert committee to look into the demand-supply gap of school teachers in the country. The committee consists of members from MoE, NITI Aayog, National Institute of Educational Planning and Administration (NIEPA), University of Delhi, State Councils of Educational Research and Training (SCERT).

“The committee will map needs according to various teacher training programmes, and specifically look at issues in rural and tribal areas and submit a report to NCTE within six months,” he said.

Time extension for overhaul

Noting that there are over 13,000 teacher training institutions under NCTE purview, Mr. Arora said they have been given a year’s extension to transform into multidisciplinary institutions as required by NCTE under NEP 2020.

As per the requirements of the Integrated Teacher Education Programme, which requires a dual degree study of B.A, B.Com or B.Sc along with B.Ed, the teacher training institutes are expected to introduce B.Com and B.Sc courses, additional infrastructure, library facilities, and faculty to support two additional Bachelor’s degrees as per ITEP requirements.

“While all institutions are expected to gradually transition by 2030, we have allowed them until 2026-27 to start introducing the new ITEP degree. We are pushing the implementation period by a year, as institutes have been demanding more time to ramp up their facilities,” Mr. Arora said.

Derecognition of institutes

In the performance appraisal review of teacher training institutes conducted by NCTE in May and June, the regulatory body derecognised up to 2,224 institutes for their failure to fill appraisal forms.

Of these, 872 institutes belong to the Southern region, 686 are from the Western region, 637 are from the Northern region, and 29 are from the Eastern part of the country.

“These are only the institutes which did not fill out appraisal forms. NCTE is also conducting online inspections of teacher training institutes for their inability to meet standards in terms of appointing faculty, number of students, infrastructure and library facilities,” Mr. Arora mentioned.

NCTE has shifted from offline to online mode of checking by monitoring institutes, which includes tracking GPS coordinates of institute buildings, cross-checking faculty PAN information with institutional appointments, as the salaries have been tied up to PAN cards through Income Tax department, and so on, he explained.

NCTE conducts this performance appraisal review every other year. “At places, we found that one teacher was drawing salary from multiple institutes; we want to weed out such malpractices,” he said.

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PARAKH Survey Reveals Gaps In Students' Core Subject Understanding

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PARAKH Survey By NCERT: Meaning, Objectives, And Key Highlights

PARAKH Survey: As the nation moves towards a data-driven education transformation, the results of the PARAKH survey will serve as the basis for education polices and reforms.

Edited by: Sahil Behl | Education | Jul 14, 2025 14:19 pm IST

Read Time: 3 mins

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PARAKH Survey: The 2024 PARAKH survey covered 3 classes- Grade 3, 6 and 9

PARAKH Survery: PARAKH Survey, conducted by NCERT has revealed significant learning deficit among students in Grades 3, 6 and 9 across India, prompting for changes in overall education and subject-wise improvements.

What Does PARAKH Stand For?

PARAKH, which stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development, is a National Assessment Center established under India's National Education Policy (NEP) 2020.

What Is the Objective of the PARAKH Survey?

The core objectives of PARAKH survey are:

1. Capacity Development in Competency Based Assessment

PARAKH and PhDCC are conducting nationwide workshops to train educators on NCF 2023 and bridge gaps in competency-based teaching.

2. Large-Scale Achievement Survey

PARAKH conducted a nationwide survey assessing 8.5 million students in foundational literacy and numeracy across 30 plus States/UTs.

3. Equivalence of School Boards

PARAKH is working towards examination reforms and board equivalence through data-driven workshops and policy recommendations.

4. Holistic Progress Cards

PARAKH has developed 360-degree Holistic Progress Cards to enable comprehensive, competency-based student assessments at all school stages.

Who Is Conducting the PARAKH Survey?

PARAKH Survey is conducted by the National Assessment Centre, PARAKH, which is an independent constituent unit of the National Council of Educational Research and Training (NCERT).

What Kind of Questions Are Asked?

The PARAKH Survey is conducted for Grade 3, 6 and 9 and questions are asked related to students' syllabus, some in the form of assessments. These include: "Whether students can make a simple transaction using a 100 rupee note" for Class 3 students, and "Whether they can summarise key points from reading a text such as an article, novel" for Class 6.

Is PARAKH related to board exams?

Yes, PARAKH works with the board of school education to develop recommendations pertaining to examination reforms. PARAKH aims to make all the school boards equal in order to allocate credit points to all forms of learning, be it academic, vocational, or experiential. This equivalence of school boards will help PARAKH to make better examination reforms.

Key Findings

- In language, girls slightly performed better than boys at the foundational. Girls achieved an average score of 65 per cent while boys scored 63 per cent. While in Mathematics, both boys and girls achieved the same score of 50 per cent.
- Grade 3 rural students outperformed their peers in both subjects.
- Central Government schools emerged as the top performer for both preparatory and middle levels.

Key Highlights

- The 2024 PARAKH survey covered 3 classes- Grade 3, 6 and 9 while the earlier survey had covered Grade 5 and 8.
- 21,15,022 students had participated in the survey from 74,299 students.
- While the national average score slightly lags behind as compared to 2017, many states and UTs have shown improvements including Punjab, Himachal Pradesh, Kerala, Uttar Pradesh, Madhya Pradesh.
- These insights help attribute to targeted foundational learning initiatives, enhanced teacher training, and the implementation of NEP 2020 recommendations, especially those related to the NIPUN Bharat Mission.
- The PARAKH survey puts focus on real world questions. For grades 3, 6 and 9 questions were asked regarding their Class subjects and real-world questions like "What students would do in an emergency situation like fire, small injury?" and Whether students know enough words to carry out day-to-day interactions.

The PARAKH 2024 Survey results were updated on July 1, 2025.

As the nation moves towards a data-driven education transformation, the results of the PARAKH survey will serve as the basis for education polices and reforms.

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PARAKH Survey 2025, PARAKH Survey 2025 Results, PARAKH Survey Results

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Need to expand NERIE's infrastructural facilities: NCERT Director

by HP News Service — July 14, 2025 in Meghalaya 0



0 SHARES 24 VIEWS

Sanjay Kumar, Secretary in the Department of School Education and Literacy at the Union Ministry of Education, visited the North East Regional Institute of Education (NERIE), Shillong.

He was joined by Prof Dinesh Prasad Saklani, Director of National Council of Educational Research and Training (NCERT).

Secretary to Meghalaya's Department of Education, Swapnil Tembe, appreciated NERIE's contributions towards teacher capacity building and infrastructure development. He also shared the state government's proposed initiatives, including the rationalisation of schools to improve the quality of education.

Saklani highlighted NCERT's achievements in school education and outlined the vision for enhancing the quality of teacher education in the region through NERIE. He further spoke on the urgent need to expand infrastructural facilities at NERIE to enable the institute to fully meet the growing educational demands of the region. He expressed his strong desire to see NERIE equipped with adequate land and facilities so that it can function at par with other regional institutes of education.

In his address, Kumar emphasised that the primary mission of the central government department is to ensure that no child is left out of school. He stressed that mere attendance is not sufficient but that ensuring foundational learning outcomes is vital. He also underlined the importance of education in shaping students into critical thinkers who contribute meaningfully to society.

Kumar appreciated NERIE's efforts in teacher education and urged the institute to increase its BEd intake and initiate the four-year integrated teacher education programme (ITEP). He advocated for the establishment of a Demonstration Multipurpose School (DMS) at NERIE, as is available in other regional institutes of education. He also emphasised the introduction of vocational education from Class 6 onwards and the need to strengthen NERIE's engagement with the state governments of the North East.

Kumar appealed to the Meghalaya government to provide land for the expansion of NERIE's infrastructure. He stated that in order to meet the objectives of NEP 2020, it is essential to enhance the institutional capacity for preparing a larger number of professionally trained teachers in the region.

The dignitaries also inaugurated the newly constructed Kanaklata girls' hostel and the NERIE guesthouse.

HP News Service

An English daily newspaper from Shillong published by Readington Marwein, proprietor of Mawphor Khasi Daily Newspaper, who established the first Khasi daily in 1989.

The Times of India, 14 July 2025, Edutation Times – II

NCERT's English textbook 'Poorvi' to offer relatable Indian characters

The new focus will influence students' national identity, global outlook, and critical thinking abilities rooted in India's rich heritage

Divyansh.Kumar
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For effective delivery of this new content, comprehensive teacher training modules are being developed

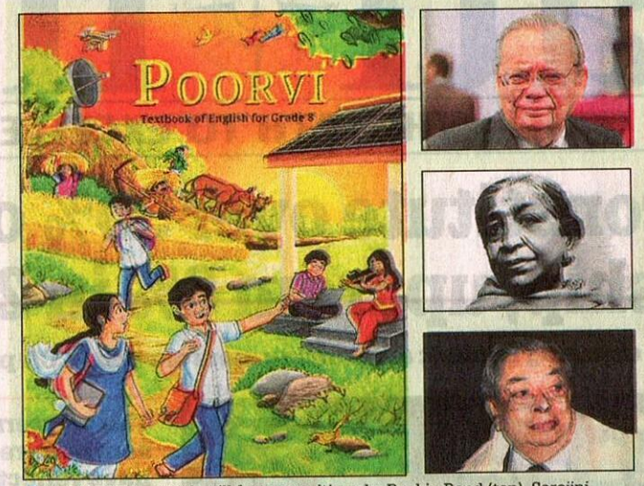
To make English textbooks resonate culturally with Indian students, the National Council of Educational Research and Training (NCERT) revised its English textbook for class VIII. Titled '*Poorvi*' the textbook is a strategic shift which aims to bridge the long-standing disconnect created by heavily Eurocentric narratives and foster critical thinking skills rooted in India's rich heritage.

In an interaction with *Education Times*, a senior NCERT official, on the condition of anonymity, highlighted that the previous English textbooks often featured literature and characters that were unfamiliar to Indian students. "This created a disconnect and made them think of English as a foreign language rather than a means of expression rooted in their cultural context. Textbook *Poorvi* introduces lessons on Indian personalities such as Major Somnath Sharma and Verghese Kurien, ensuring that language learning is relevant, accessible, and emotionally resonant," the official says.

The new focus will profoundly influence students' national identity, global outlook, and critical thinking abilities. "Through relatable, localised content, students will begin to understand and appreciate their own heritage first, laying a stronger foundation for engaging with the world. Furthermore, by connecting literature with real-life issues such as nature, culture, science and curiosity, students are encouraged to think critically, ask questions, and apply learning in context, instead of relying solely on rote memory," adds the official.

This rooted in Indian culture or ethos is not confined to just the class VIII English textbook. "It is a cross-curricular priority set to manifest across other subjects and grades in future curriculum revisions," says the official.

Early feedback regarding this cultural shift has been largely positive. "Educators appreciate the contextualisation of content, which makes classroom teaching more relatable. Parents are finding that their children are being introduced to values and stories they themselves grew up with while students have shown increased engagement with texts that reflect their own world," he adds. NCERT has plans to monitor the implementation and will also welcome constructive feedback.



The NCERT textbook will feature writings by Ruskin Bond (top), Sarojini Naidu (middle) and Verghese Kurien (bottom)

To ensure effective delivery of this new content, especially for educators accustomed to older narratives, comprehensive teacher training modules are being developed. "These modules will focus on new pedagogical approaches involving storytelling, experiential learning, handling cultural content sensitively, and using multilingual strategies to connect Indian concepts with English instruction by leveraging digital platforms DIKSHA and Nishtha," the official adds.

The name Poorvi is derived from an Indian raga traditionally sung at dusk. "It reflects rootedness in Indian culture, a key vision of NEP 2020 and evokes a sense of calmness and contemplation, symbolising a harmonious blend of traditional and modern learning," he adds.

The curriculum introduces learners to the works of Indian writers such as Sarojini Naidu and Kamakshi Balasubramanian, alongside internationally acclaimed authors such as Mary Dow Brine and Ruskin Bond. "In line with the vision of NCF-SE 2023, the focus is on developing strong language competencies through content that reflects the child's immediate world by introducing the best of local content while also opening a window to diverse texts from around the world," the NCERT official says.

Hindustan Times, 15 July 2025, Page No- 1, 10

NCERT Class 8 texts link modern science to early Indian finds

Sanjay Maurya
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NEW DELHI: From ancient philosopher Acharya Kanad's concept of "Parmanu" (atoms) to mathematician Bhaskara II's water bowl astronomy techniques, the new National Council of Educational Research and Training (NCERT) science textbook for Class 8 has sections dedicated to Indian scientific knowledge and discoveries.

It also mentions the medicinal use of alloys such as "Kamsya" (an alloy of copper and tin), the use of natural solvents such as water and oils in Ayurvedic drug formulations, and the traditional method of variolation used to combat smallpox before modern vaccines.

The book has sections titled "Ever heard of?" and "Our scientific heritage" linking modern scientific concepts to early Indian discoveries. The former is aimed at sustaining students' interests through fascinating facts and observations from ancient Indian texts, while the latter offers information about institutions and persons that have contributed to the progress of scientific temper.

BEFORE MODERN VACCINES, INDIA HAD TRADITIONAL METHODS AGAINST SMALLPOX, ONE OF THE CHAPTERS SAYS

The new 228-page textbook, aligned with the National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023, has 13 chapters.

In the chapter titled "Health: The Ultimate Treasure", the "Our scientific heritage" segment mentions that "Long before modern vaccines, India had a traditional method called variolation to protect against smallpox."

→P10

{ SCIENCE TEXTBOOK FOR CLASS 8 }

NCERT book links modern science to early Indian discoveries

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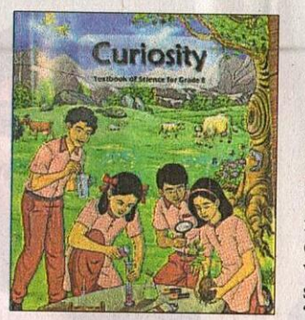
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"In a report titled 'Learning: The Treasure Within' released on October 2, 1996, UNESCO said that 'education in 21st century in every country must be rooted to culture and committed to the progress'. This was in accordance with Mahatma Gandhi's thinking who said that 'I will keep my windows and doors open for fresh air but will not allow my house to be blown off.' This means integrating cultural values and perspectives into learning while also focusing on developing skills and knowledge that drive positive change. The NEP 2020 also says that our students must know about our past traditions, histories, scientific discoveries and NCERT has done a good work by incorporating Indian scientific discoveries and techniques in their textbook," said JS Rajput, educationist and former NCERT director.

The new 228-page textbook, aligned with the National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023, has 13 chapters.



The new 228-page textbook has 13 chapters and aligns with NEP and NCFSE 2023. HT PHOTO

In the chapter titled "Health: The Ultimate Treasure", the "Our scientific heritage" segment mentions that "Long before modern vaccines, India had a traditional method called variolation to protect against smallpox. It involved using material from a smallpox spore to scratch the skin and create a mild infection and build immunity." Under the 'Ever heard of' segment in the same chapter, the textbook highlights that "Indian vaccine companies played a key role during the Covid-19 pandemic and continue to support the global health efforts."

In the chapter "Particulate Nature of Matter", the textbook mentions that "Acharya Kanad, an ancient Indian philosopher, first spoke about the idea of a Parmanu (atom). He believed that matter is made up of tiny, eternal particles called Parmanu. This idea was written in his work called Vaisheshika Sutras." In the chapter titled "Nature of Matter: Elements, Compounds, and Mixtures", the textbook says that ancient Indian texts have mentioned the use of alloys for medicinal purposes. "For example, Bronze, also known as Kamsya, is an alloy made up of Copper (Tamra, 4 parts) and Tin (Vanga, 1 part), and was used to improve digestion and boost immunity," the book reads.

Another chapter "Keeping Time with the Skies", provides a verse from ancient text Taittirīya Saṁhitā' that describes the Sun's six-month journey southward and six-month journey northward. The book also includes different missions of Indian Space Research Organisation (ISRO) such as Chandrayaan 1, 2 and 3 to study the Moon, Aditya L1 to study the Sun and Mangalyaan to study Mars. "Aligned with the NEP 2020 and the NCF-SE 2023, the textbook promotes experiential and inquiry-based learning. It encourages students to ask questions, think critically, and understand scientific concepts through real-world contexts. Integrating physics, chemistry, biology, and earth science, the textbook also highlights environmental awareness, ethical values, and insight from India's rich tradition of knowledge," reads the foreword.

"NEP 2020 says that we need to create Indian citizens for the 21st century who have all the required knowledge for today's world and are proud of their cultural roots. Students learn best when they understand things in their own contexts. By including Indian scientific discoveries, NCERT is enabling students to take pride in rich and glorious works of Indian scientists," said Sushma Yadav, vice chancellor of Central University of Haryana.

Millenium Post, 15 July 2025, Page No- 3

TO BOOST CLASSROOM TEACHING SKILLS

Delhi government plans mental maths training for school heads

OUR CORRESPONDENT

NEW DELHI: The Delhi government is organising a one-day training programme for heads of schools of the Directorate of Education (DoE) and government-aided schools, in an effort to improve mathematics teaching and promote mental agility among students.

Titled 'Statagem and Tricks for Maths', the programme aims to equip school leaders with conceptual understanding and practical strategies in mental mathematics, according to a circular issued by the State Council of Educational Research and Training (SCERT). The training will be conducted across various zones in Delhi from July 14 to July 30.

According to the circular, the training is designed to achieve three key objectives -- integrating mental maths in weekly lesson plans, enhancing understanding of mental maths concepts among school heads, and strengthening instructional leadership in mathematics.



"The programme also aims to ensure that schools schedule regular mental maths periods within their timetables, allowing students to practice essential strategies

"Empowering HOS with quick, accurate, and logical problem-solving techniques will enable them to support their teachers more effectively in classrooms," it read.

The programme also aims to ensure that schools schedule regular mental maths periods within their timetables, allowing students to practice essential strategies frequently.

Zone-wise sessions will be held on allocated dates across regions including south east (July 14), north east (July 15 and 21), south west (July 16 and 17), north west (July 22, 25, 28 and 29), and central Delhi (July 24 and 30), among others.

Posted at: Jul 15 2025 12:10AM

NEP a landmark reform: Union Minister Jitendra Singh at Jammu IIT

Jammu, July 14 (UNI) Terming the New Education Policy as a landmark reform, Union Minister Dr Jitendra Singh today said that it has freed students from becoming "prisoners of their parents choices".

"The New Education Policy (NEP) 2020 as a landmark reform, has freed students from becoming “prisoners of their parents’ choices.” The policy now offers flexibility and interdisciplinary pathways, laying the foundation for more meaningful and purposeful careers," Dr Singh said while delivering a compelling address at the NITI Aayog "Regional Consultative Committee" meeting on "Ease of Doing Research and Development” here at IIT Jammu.

Highlighting Jammu’s emerging educational ecosystem, Dr. Singh noted the rare proximity of IIT, IIM, AIIMS, IIIM, and Mass Communication institutions in the region.

Tags: #NEP a landmark reform: Union Minister Jitendra Singh at Jammu IIT

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JOURNALISM OF COURAGE

2-language policy or 3?: After Tamil Nadu and Maharashtra, Karnataka wades into debate

Karnataka is leaning towards a two-language policy, but this idea has not been well received among school management associations, education experts, pro-Kannada groups, etc.



A day after a lawyers' delegation met Karnataka Chief Minister Siddaramaiah demanding a comprehensive investigation in the Dharmasthala secret burials case, a retired Supreme Court judge, Justice V Gopala Gowda, on Thursday sought police protection for the whistleblower (Express Photo)

SANATH PRASAD

BengaluruJul 15, 2025 10:24 IST
First published on: Jul 15, 2025 at 10:10 IST

Taking a leaf out of Maharashtra and Tamil Nadu's book, the Congress government in Karnataka has thrown its hat into the ring by resisting the three-language policy proposed in the National Education Policy (NEP), 2020. While the government is viewing the three-language policy as a way to 'impose Hindi' on the state, its move towards a two-language curriculum has also stirred unease.

Currently, Karnataka follows a three-language policy in state board-affiliated schools, allowing students to choose either Hindi, Sanskrit or any other Indian language as the third language from Class 6. Meanwhile, the first and second languages remain Kannada and English, respectively.

However, in Urdu-, Marathi-, Telugu- and Tamil-medium schools, the first language would be the respective language of the medium of instruction. While the second language choice is mostly English, the third language is either Hindi or Kannada.

In a post on X on June 29, the Karnataka Congress had stated that mandating Hindi as a third language in schools would create discord and pose learning difficulties for Kannada, Tulu and Kodava speakers. "South India's linguistic diversity is a vibrant tapestry, weaving together languages like Kannada, Kodava, Tulu, Konkani, Tamil, Telugu, Malayalam, and many others. However, mandating Hindi as a third language in schools, especially in non-Hindi-speaking states like Karnataka, creates discord. For speakers of Kannada, Tulu, or Kodava who are fluent in Kannada and English, struggling with written Hindi is a significant challenge—a sentiment shared by many students in linguistically rich regions," the post read. It also further stated that forcing Hindi can hinder students who excel in other areas.

Speaking to reporters in Mysuru earlier this month, Chief Minister Siddaramaiah backed a two-language policy and emphasised that his government was committed to it.

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The push for a two-language policy has been backed by education expert Niranjanaradhya VP, who is also a key member of the government's State Education Policy (SEP) commission, headed by former UGC chairman Sukhadeo Thorat. "Introducing a third language causes an additional burden on the child, which will hamper their cognitive skills. Like Tamil Nadu, Karnataka should also stick to two languages in state board schools, with one regional language, Kannada, and the other one being English. Studies have proved that language proficiency is higher among adults than children. Hence, introducing additional languages early on will hinder their cognitive skills," he noted.

Sources in the government said that the school education department has yet to consider a policy shift in language. Moreover, the SEP commission has yet to submit a report on the two-language policy.

However, this idea has not been well received among private school management associations, education experts, pro-Kannada groups, and other stakeholders.

On July 13, Basavaraj Horatti, Chairman of the Karnataka Legislative Council, wrote to Siddaramaiah, urging him to continue with the three-language formula to foster multilingualism and national integration as envisaged in the Kothari Education Commission (1964-1966). "The three-language formula equips students with the ability to communicate effectively in different

languages, allowing them to pursue higher education and careers across various states. Psychological studies suggest that learning multiple languages enhances cognitive development," he said.

He added, "It is noteworthy that over 17,909 students in the state scored a perfect 100 in Hindi in the SSLC examinations—more than in any other subject. While some argue that students fail more frequently in Hindi, statistics show that more students pass in Hindi than in many other subjects. In fact, strong performance in Hindi often contributes to improving the overall academic results." Horatti also raised concerns over the livelihood of 15,000 Hindi teachers and their families in the state if the government decided to drop the three-language formula.

On July 12, D Shashikumar, General Secretary, Associated Managements of Primary and Secondary Schools in Karnataka (KAMS), warned of legal action if the state government decides to drop the existing three-language policy in state board-affiliated schools.

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In a representation to Siddaramaiah, the association appealed not to disturb the existing three-language policy, and instead implement key reforms to the language assessment system in the

interest of the students.

“The Karnataka government is indulging in knee-jerk reactions following the developments in Maharashtra. We are, of course, against the imposition of Hindi. However, we believe a third language with the option of learning Hindi or Sanskrit or any other Indian language will enhance the cognitive skills of the students,” Shashikumar said. He added that limiting language choice violates parents’ and students’ fundamental rights as per various landmark Supreme Court judgments.

“Switching to a two-language policy will hamper the livelihood of 4,000 Urdu-medium schools and their teachers. What will happen to them? What will be the plight of linguistic minorities in the state who speak Tamil, Tulu, Telugu, and Marathi? They will be devoid of linguistic choices,” said Shashikumar. He also appealed to the state government to bring the first language marks in SSLC down to 100 from 125, to ensure parity with other boards.

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NewsGuard



Sanath Prasad Following

Sanath Prasad is a senior sub-editor and reporter with the Bengaluru bureau of Indian Express. He co... **Read More**

Karnataka # Maharashtra # Political Pulse # Tamil Nadu

Education Must Remain at the Heart of India's Development Journey: Shri Hardeep Singh Puri

Significant gains in literacy, enrolment and school infrastructure achieved since constitutional guarantee of Right to Education

Posted On: 15 JUL 2025 3:10PM by PIB Delhi

As our country develops, the main focus must be on education, said Shri Hardeep Singh Puri, Minister of Petroleum and Natural Gas, at a seminar on "School Education in India: Towards Equitable Access to Quality Education for All" organised by the Council for Social Development. Stressing that education is fundamental to the nation's growth, Shri Puri underlined that India's journey from a $4 trillion economy today to a $35 trillion economy by 2047 rests on nurturing a generation of responsible and productive citizens through universal, high-quality, and inclusive education.



Highlighting the transformative policy milestones in the last two and a half decades, the Minister noted that in 2002 during Vajpayee Government, the constitutional foundation of the Right to Education (RTE) was firmly laid through the 86th Constitutional Amendment Act, which guaranteed free and

compulsory education for children aged 6–14 years by making it a Fundamental Right under Article 21A. This decisive step shifted elementary education from a Directive Principle to an enforceable right, eventually leading to the enactment of the RTE Act in 2009. The momentum of this historic reform has been strengthened under visionary leadership of Prime Minister Shri Narendra Modi since 2014 through focused implementation and flagship programmes.

Citing pre-RTE and post-RTE data from UDISE and ASER reports, Shri Puri shared encouraging outcomes that underline the success of sustained efforts under Modi Government in the education sector: the youth literacy rate has reached nearly 97 per cent; the gender literacy gap has narrowed significantly, supported by initiatives like Beti Bachao Beti Padhao and Swachh Bharat Abhiyan; and enrolment rates have witnessed remarkable growth—with primary enrolment rising from 84 per cent to 96 per cent, and upper primary enrolment from 62 per cent to 90 per cent. Equally notable are improvements in educational infrastructure and teacher resources: the teacher-pupil ratio has improved from 42:1 to 24:1, the proportion of schools with separate girls' toilets has surged from 30 per cent to 91 per cent, and those with electricity have increased from 20 per cent to 86 per cent. Meanwhile, the dropout rate has seen a sharp decline from 9.1 per cent to 1.5 per cent. Reflecting on India's broader educational journey, he pointed out that literacy at the time of independence stood at 17 per cent, which has now advanced to around 80 per cent according to NSSO data—an achievement that paves the way for universal education as the next frontier.

Shri Puri emphasised that education must be viewed as a national priority, transcending political ideologies, as it directly shapes the country's developmental aspirations. While acknowledging that he is not a specialist in education policy, he reiterated his conviction that robust educational reforms and inclusive learning are essential to realise India's demographic dividend.

The Seminar paid tribute to the vision and legacy of Prof. Muchkund Dubey, in whose honour the Muchkund Dubey Centre for Right to Education has been instituted at the Council for Social Development.

The Minister expressed gratitude for the opportunity to inaugurate the first event of the Muchkund Dubey Centre for Right to Education, honouring Prof. Muchkund Dubey's enduring legacy. Remembering him as a mentor and an exceptional diplomat, scholar, and public intellectual, Shri Puri highlighted Prof. Dubey's lifelong commitment to ensuring equitable and quality education for every child in India.

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MONIKA

(Release ID: 2144832)
Read this release in: Urdu , Hindi , Tamil

Parmanu to Mangalyaan: NCERT’s new text book merges ancient Indian wisdom with modern science

News Desk

15 July 2025, 07:41 PM IST

3 min

The book also explores ancient astronomical practices and the use of alloys in medicine, fostering curiosity and critical thinking

Photo:X

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00:00 | 02:41

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New Delhi: The National Council of Educational Research and Training (NCERT) has released a new Class 8 Science textbook titled Curiosity, which integrates traditional Indian scientific knowledge with modern discoveries and innovations.

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From the atomic theories of ancient philosopher Acharya Kanad to the Indian Space Research Organisation's (ISRO) latest missions, the book seeks to connect India's scientific heritage with contemporary developments.

Emphasis on curiosity and values

"This integration of traditional knowledge with modern scientific education is intended to develop curiosity, environmental awareness, ethical values and critical thinking," the foreword of the book states, underlining the textbook's broader educational objectives.

From variolation to vaccines

A section titled Our Scientific Heritage in the chapter Health: The Ultimate Treasure highlights how India had developed traditional methods to combat diseases long before the emergence of modern medicine.

"Long before modern vaccines, India had a traditional method called variolation to protect against smallpox," the book notes, referencing a practice that predates Edward Jenner's groundbreaking work on vaccination.

The chapter also includes an Ever Heard Of? feature, drawing attention to India's significant contribution during the recent global health crisis.

"Indian vaccine companies played a key role during the COVID-19 pandemic and continue to support the global health efforts," it states, drawing a connection between ancient and contemporary public health initiatives.

Ancient concepts of matter

In the chapter Particulate Nature of Matter, the book introduces students to the early philosophical notions of atomic theory in India.

“Acharya Kanad, an ancient Indian philosopher, first spoke about the idea of a Parmanu (atom),” the book mentions, crediting indigenous thought as the precursor to modern scientific ideas.

Similarly, the chapter Nature of Matter: Elements, Compounds and Mixtures refers to the use of metals and alloys in ancient Indian texts, particularly their applications for medicinal purposes.

ISRO's achievements featured

The textbook gives ample space to India's modern space achievements, spotlighting ISRO's milestone missions. It includes references to Chandrayaan 1, 2 and 3 for lunar exploration, Aditya L1 for solar observation, and Mangalyaan for the Mars mission.

Astronomy in Ancient India

In Light: Mirrors and Lenses, the textbook highlights India’s long-standing astronomical traditions. “Over 800 years ago, during Bhaskara II's time, Indian astronomers used shallow water bowls and angled tubes to observe and measure the positions of stars and planets in the sky,” it states. This practice suggests a historical understanding of the laws of reflection, even if such principles were not formally documented in scientific literature at the time.

New content in English textbooks

Apart from science, the NCERT has also updated English textbooks across other classes with rich historical and social narratives.

Class 8 students will now learn about Major Somnath Sharma, the first recipient of the Param Vir Chakra, and the historic Battle of Budgam.

In Santoor, the Class 5 English textbook, students are prompted to think about future careers. The Let Us Explore section presents illustrations of diverse vocations, featuring a woman pilot and photographer alongside a male chef and florist, encouraging gender-neutral aspirations.

Promoting gender representation and environmental awareness

A chapter titled Panchayat introduces students to local governance and highlights the impact of women leaders. The book notes that “the 33 percent reservation in the local bodies implemented by a few state governments has ensured a strong presence of women in this decision-making body in villages.”

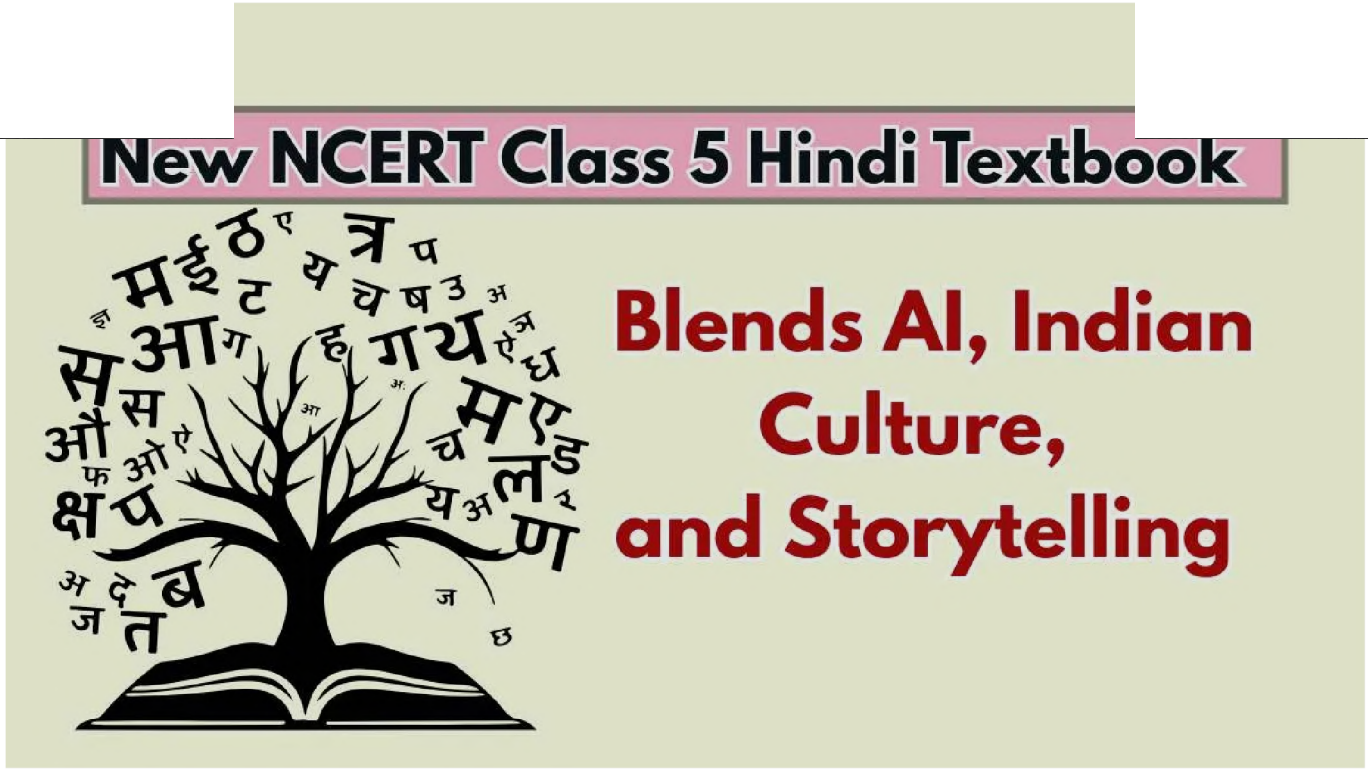
Environmental responsibility also features prominently in the updated content, with lessons on the importance of water conservation. The learning experience is made more engaging through culturally rooted games like Gilli Danda and national sports such as hockey.

(PTI inputs)

ents to both India's scientific future and its historical legacy.

AGARWAL

17 IST



Veena, a new Hindi textbook for Class 5, was published by the National Council of Educational Research and Training (NCERT) for the 2025–2026 academic year. The book's design, which was informed by the National Education Policy (NEP) 2020, introduces young readers to India's rich cultural heritage and innovative scientific concepts through engrossing stories and illustrations.

Introducing Children to AI and Space Missions

Veena stands out for its innovative chapters that incorporate cutting-edge topics into the classroom, such as artificial intelligence (AI) and India's Gaganyaan space program. By using simple language and realistic examples, these chapters aim to spark children's curiosity about science. In an interesting narrative style, the Gaganyaan chapter presents ISRO's humanoid robot Vyommitra and details India's preparations for sending astronauts into space. Meanwhile, the AI section explains how robots can think and learn.



Journey Along the Ganga River

An exquisitely written chapter about the Ganga River that transports readers from Gomukh to Gangasagar is another major component of the book. Highlighting cities like Haridwar, Varanasi, and Kolkata, it interweaves landscape, culture, and spirituality. Through an introduction to the river's ecological significance and cultural significance, the chapter inspires students to value India's spiritual and natural legacy.

Stories That Teach Values and Diversity

In addition to science and culture, Veena incorporates moral parables and folktales that emphasize diversity, ethics, and empathy. Stories like "The Elephant and the Ant" provide humorous lessons on road safety, while "The Chair of Justice" explains justice and decision-making through the use of historical figures like Raja Bhoj and Vikramaditya. Along with encouraging inclusivity and tenacity, the book honors inspirational figures like Paralympic champion Murlikant Petkar.

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A Holistic Learning Approach

NCERT has furthered the goal of giving young kids a more thorough and pertinent education with Veena. The book's mix of modern science, common sense, and life skills reflects NEP 2020's mission to generate creative, moral, and well-rounded individuals. Other new textbooks for other topics are expected to be released later this year.

Apeksha Agarwal

NCERT book links modern science to early Indian discoveries

By **Sanjay Maurya**, New Delhi

Updated on: Jul 15, 2025 06:26 AM IST

The new NCERT Class 8 science textbook highlights Indian scientific heritage, including ancient concepts and contributions, aligning with NEP 2020.

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From ancient philosopher Acharya Kanad's concept of "Parmanu" (atoms) to mathematician Bhaskara II's water bowl astronomy techniques, the new National Council of Educational Research and Training (NCERT) science textbook for Class 8 has sections dedicated to Indian scientific knowledge and discoveries.



NCERT book links modern science to early Indian discoveries

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It also mentions the medicinal use of alloys such as “Kamsya” (an alloy of copper and tin), the use of natural solvents such as water and oils in Ayurvedic drug formulations, and the traditional method of variolation used to combat smallpox before modern vaccines.

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The book has sections titled “Ever heard of?” and “Our scientific heritage” linking modern scientific concepts to early Indian discoveries. The former is aimed at sustaining students’ interests through fascinating facts and observations from ancient Indian texts, while the

latter offers information about institutions and persons that have contributed to the
s of scientific temper.

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In the chapter titled "Health: The Ultimate Treasure", the "Our scientific heritage" segment mentions that "Long before modern vaccines, India had a traditional method called variolation to protect against smallpox. It involved using material from a smallpox spore to

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In the chapter titled “Nature of Matter: Elements, Compounds, and Mixtures”, the textbook says that ancient Indian texts have mentioned the use of alloys for medicinal purposes. “For example, Bronze, also known as Kamsya, is an alloy made up of Copper (Tamra, 4 parts) and Tin (Vanga, 1 part), and was used to improve digestion and boost immunity,” the book reads.

In the chapter “Light: Mirrors and Lenses”, the textbook states that over 800 years ago, during Bhaskara II’s time, Indian astronomers used shallow water bowls and angled tubes to observe and “measure the positions of stars and planets in the sky” via reflections, suggesting a practical understanding of reflection laws despite their absence in literature.

Another chapter “Keeping Time with the Skies”, provides a verse from ancient text Taittirīya Saṁhita’ that describes the Sun’s six-month journey southward and six-month journey northward. The book also includes different missions of Indian Space Research Organisation (ISRO) such as Chandrayaan 1, 2 and 3 to study the Moon, Aditya L1 to study the Sun and Mangalyaan to study Mars.

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“Aligned with the NEP 2020 and the NCF-SE 2023, the textbook promotes experiential and inquiry-based learning. It encourages students to ask questions, think critically, and understand scientific concepts through real-world contexts. Integrating physics, chemistry, biology, and earth science, the textbook also highlights environmental awareness, ethical values, and insight from India’s rich tradition of knowledge,” reads the foreword.

“NEP 2020 says that we need to create Indian citizens for the 21st century who have all the required knowledge for today’s world and are proud of their cultural roots. Students learn best when they understand things in their own contexts. By including Indian scientific discoveries, NCERT is enabling students to take pride in rich and glorious works of Indian scientists,” said Sushma Yadav, vice chancellor of Central University of Haryana.

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The book also features a segment “Be a scientist” that details contributions of Indian scientists, including Vikram Ambalal Sarabhai, Meghnad Saha, Asima Chatterjee, Kamal Ranadive, and Maharaj Kishan Bhan.

NCERT has been developing new textbooks aligned with NEP 2020 and NCFSE 2023. It introduced new books for Classes 1 and 2 in 2023, and for Classes 3 and 6 in 2024. It is releasing new textbooks for Classes 4, 5, 7, and 8 this year.

जनसत्ता, 16 जुलाई 2025, पृष्ठ संख्या- 7

विद्यार्थियों के लिए दुनिया के शीर्ष 130 शहरों में चार भारतीय शहर, दिल्ली सबसे किफायती

जनसत्ता ब्यूरो

दिल्ली, मुंबई, बंगलुरु और चेन्नई विद्यार्थियों के लिए दुनिया के शीर्ष 130 शहरों में शामिल हैं। वहीं, राष्ट्रीय राजधानी को विद्यार्थियों के लिए वैश्विक स्तर पर सबसे किफायती शहर का दर्जा दिया गया है। मंगलवार को घोषित 'क्यूएस रैंकिंग' से यह जानकारी मिली।

विद्यार्थियों के लिहाज से बेहतरीन शहरों की रैंकिंग में शामिल सभी चार भारतीय महानगरों दिल्ली, मुंबई, बंगलुरु और चेन्नई ने अपनी स्थिति में सुधार किया है, जो भारत में उच्च शिक्षा के प्रति बढ़ती रुचि को दर्शाता है। लंदन स्थित क्यूएस द्वारा घोषित '2026 क्यूएस बेस्ट स्टूडेंट सिटीज रैंकिंग' के अनुसार, मुंबई ने वैश्विक शीर्ष 100 शहरों में फिर से प्रवेश किया है और 15 स्थान ऊपर चढ़कर 98वें स्थान पर पहुंच गया है। दिल्ली सात स्थान चढ़कर 104वें स्थान पर पहुंच गया है, जबकि भारतीय शहरों में बंगलुरु सबसे अधिक सुधार करते हुए 22 स्थान ऊपर चढ़कर 108वें स्थान पर पहुंच गया है।

विद्यार्थियों के लिहाज से बेहतरीन शहरों की रैंकिंग में शामिल सभी चार भारतीय महानगरों दिल्ली, मुंबई, बंगलुरु और चेन्नई ने अपनी स्थिति में सुधार किया है, जो भारत में उच्च शिक्षा के प्रति बढ़ती रुचि को दर्शाता है।

मुंबई ने वैश्विक शीर्ष 100 शहरों में फिर से प्रवेश किया है और 15 स्थान ऊपर चढ़कर 98वें स्थान पर पहुंच गया है। दिल्ली सात स्थान चढ़कर 104वें स्थान पर पहुंची।

क्यूएस रैंकिंग

चेन्नई भी उल्लेखनीय रूप से आगे बढ़ा है और 12 स्थान ऊपर चढ़कर 128वें स्थान पर पहुंच गया है। मुंबई और बंगलुरु ने भी किफायती के पैमाने पर अच्छा प्रदर्शन किया है और शीर्ष 15 शहरों में शामिल हैं। नियोक्ता गतिविधि श्रेणी में, दिल्ली और मुंबई दोनों ही वैश्विक स्तर पर शीर्ष 50 में शामिल हो गए हैं, जो स्नातकों के लिए रोज़गार की मजबूत संभावनाओं को दर्शाता है। इस आयाम में बंगलुरु ने सबसे तेज छलांग लगाई है, जो 41 स्थानों की छलांग लगाकर 59वें स्थान पर पहुंच गया है, जबकि चेन्नई ने 29 स्थानों की प्रभावशाली छलांग लगाई है।

क्यूएस की मुख्य कार्यकारी अधिकारी (सीईओ) जेसिका टर्नर ने कहा कि '2026 क्यूएस बेस्ट स्टूडेंट सिटीज रैंकिंग' में भारत की बढ़ती उपस्थिति एक सांख्यिकीय उछाल से कहीं अधिक है। यह देश के उच्च शिक्षा परिदृश्य में एक ढांचागत बदलाव को दर्शाती है।

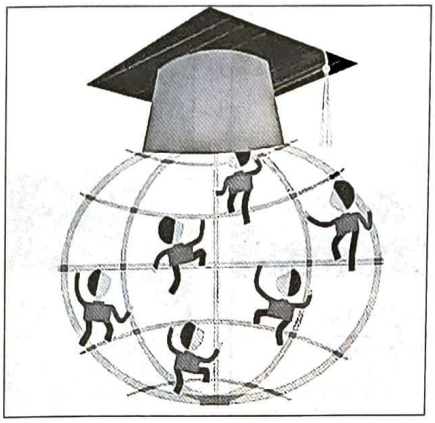
जैसे-जैसे हम राष्ट्रीय शिक्षा नीति (एनईपी) 2020 की पांचवीं वर्षगांठ के करीब पहुंच रहे हैं, वैश्विक जुड़ाव, गुणवत्ता वृद्धि और विद्यार्थी-केंद्रित शिक्षा पर इसका ध्यान अंतरराष्ट्रीय मंच पर लाभदायक दिखने लगा है। लगातार छह वर्षों तक शीर्ष स्थान पर रहा लंदन तीसरे स्थान पर खिसक गया, जिसका मुख्य कारण किफायती सूचकांक में उल्लेखनीय गिरावट थी, जहां यह 11 स्थान नीचे गिरकर विश्व स्तर पर 137वें स्थान पर आ गया।

जनसत्ता, 16 जुलाई, 2023, पृष्ठ संख्या - 6

प्रतिभा पर भारी अंकों का बोझ

शिक्षा को ज्ञान, चेतना और जीवन कौशल का माध्यम मानने के बजाय अब इसे अंकों की दौड़ में बदल दिया गया है। एक ऐसी दौड़, जिसमें बच्चों से उनका बचपन, उनकी सहजता और कभी-कभी उनका जीवन तक छिन जाने की स्थिति बना दी जाती है।

सोनम लववंशी



हम इक्कीसवीं सदी के उस मोड़ पर खड़े हैं जहां तकनीक, विज्ञान और वैश्विक सोच की बात तो बहुत होती है, लेकिन शिक्षा के मूल उद्देश्य और दृष्टिकोण पर आज भी हम बीते युगों की परछाइयों से घिरे हैं। शिक्षा को ज्ञान, चेतना और जीवन कौशल का माध्यम मानने के बजाय अब इसे अंकों की दौड़ में बदल दिया गया है। एक ऐसी दौड़, जिसमें बच्चों से उनका बचपन, उनकी सहजता और कभी-कभी उनका जीवन तक छिन जाने की स्थिति बना दी जाती है। यह दौड़ केवल भारत तक सीमित नहीं है, बल्कि एक वैश्विक बीमारी का रूप ले चुकी है, जिसके सामाजिक, मानसिक और सांस्कृतिक परिणाम भयावह हैं। ऐसी अनेक घटनाएं सामने आती रहती हैं, जिसमें किसी बच्चे को स्कूली या अन्य प्रतियोगी परीक्षा के नतीजों में अभिभावकों की उम्मीद से कम अंक आते हैं, तो बच्चों को डांट-फटकार मिलती है। इस क्रम में अभिभावकों और बच्चों के बीच अगर कभी तीखी बहस हो जाती है, तो कई बार बच्चों को बुरी तरह पीटा भी जाता है। ऐसी घटनाएं आम होती जा रही हैं। यह स्थिति उस मानसिक जाल का परिणाम है, जिसमें परिवार, समाज और शिक्षा व्यवस्था बुरी तरह उलझ चुकी है। आज एक बच्चा केवल इसलिए 'अच्छा' या 'बुरा' घोषित कर दिया जाता है कि उसने कितने फीसद अंक अर्जित किए। वह कितना ईमानदार, बुद्धिमान या संवेदनशील है, यह कोई नहीं देखता।

भारत में शिक्षा की यह विकृत होड़ पिछले दो दशकों में डिजिटल युग और कोचिंग संस्कृति के साथ और तेज हुई। आज हर माता-पिता चाहते हैं कि उनका बच्चा डाक्टर, इंजीनियर या आइएएस बने। इसके लिए वह कितने भी दबाव, तनाव और ट्यूशन की शृंखलाओं से गुजरने को विवश हो। राष्ट्रीय अपराध रेकार्ड ब्यूरो की एक रपट के अनुसार 2022 में आत्महत्या करने वाले विद्यार्थियों की संख्या 13,714 थी। इनमें एक बड़ी संख्या कम अंकों या परीक्षा के डर से जुड़ी थी। ये आंकड़े बताते हैं कि नंबरों की यह लालसा बच्चों को केवल मानसिक रूप से बीमार नहीं बना रही, बल्कि मौत की ओर भी धकेल रही है। यह समस्या केवल भारत की नहीं है। दक्षिण कोरिया, जिसे दुनिया में शिक्षा की गुणवत्ता के लिए जाना जाता है, वहां भी यह एक सामाजिक संकट बन चुका है। जापान में भी हिकारि जैसी मानसिक स्थिति, जिसमें किशोर खुद को सामाजिक जीवन से अलग कर लेते हैं, अंकों और प्रतिस्पर्धा की इसी विकृति का परिणाम मानी जाती है।

भारत में शिक्षा नीति 2020 ने 'समग्र विकास' की बात तो की है, लेकिन जमीनी हकीकत अभी भी 'अंकपत्र आधारित योग्यता' के इर्द-गिर्द घूम रही है। हर वर्ष बोर्ड परीक्षा के दौरान मीडिया में खबरें आती हैं। स्थिति यह हो चुकी है कि कुछ छात्र-छात्राओं के अंक 99 फीसद से भी अधिक और कुछ विषयों में पूरे सौ में सौ अंक प्राप्त कर रहे हैं और ये खबरें ऐसे प्रस्तुत की जाती हैं, जैसे वे ओलंपिक में स्वर्ण जीत लाए हों। यही नहीं, विभिन्न राज्यों में 'मेधा सूची' को लेकर जो प्रतिस्पर्धा चल रही है, वह मानो एक शिक्षा के लिए चलने वाली जंग हो गई है। हाल ही में मिजोरम के बाद त्रिपुरा तीसरा पूर्ण साक्षर राज्य बना और गोवा दूसरा राज्य। सवाल यह है कि साक्षरता और ज्ञान में कितना फर्क समझा जा रहा है? अंकों की इस अंधी दौड़ ने माता-पिता की सोच को इस कदर प्रभावित किया है कि वे अब अपने बच्चों को इंसान नहीं, एक परियोजना की तरह देखते हैं। बच्चों को स्कूल से सीधे कोचिंग, फिर ट्यूशन और फिर 'टेस्ट शृंखला' और आखिर में परीक्षा केंद्र तक दौड़ाया जाता है। इस प्रक्रिया में न वे खुद को समझ पाते हैं, न अपने भीतर की रुचियों और संभावनाओं को। एक बच्चा जो विज्ञान में कमजोर हो, वह कला या खेलों में श्रेष्ठ हो सकता है, लेकिन दुखद यह कि उसे 'असफल' कह कर दरकिनार कर दिया जाता है।

> माता-पिता को यह स्वीकार करना होगा कि उनका बच्चा डाक्टर या इंजीनियर बनने से अधिक एक अच्छा इंसान बने। शिक्षक को हर छात्र की अलग सोच और गति का सम्मान करना होगा। सरकार को परीक्षा प्रणाली को फिर से गढ़ना होगा, जहां सफलता का पैमाना केवल अंक न हो, बल्कि बच्चे की जिज्ञासा, संवाद शक्ति, रचनात्मक सोच और नैतिक मूल्य भी माने जाएं। बाजार और सोशल मीडिया ने भी अंकों की इस संस्कृति को बढ़ावा देने में बड़ी भूमिका निभाई है। यह एक ऐसा तंत्र बन गया है जो लगातार यह संदेश देता है कि केवल वही बच्चे योग्य हैं जो 95 फीसद या उससे अधिक अंक लाएं। लेकिन क्या जीवन की हर सफलता का गणित अंकों से तय होता है?

हाल ही में सिंगापुर की शिक्षा प्रणाली ने यह समझा कि अंकों का बोझ बच्चों की रचनात्मकता को कुचल रहा है। वहां अब प्राथमिक स्तर पर परीक्षा ही खत्म कर दी गई है और विद्यार्थियों को परियोजना आधारित संवादात्मक और अनुभवजन्य शिक्षण दिया जा रहा है। फिनलैंड का उदाहरण तो पूरी दुनिया में मिसाल बन चुका है जहां कोई बोर्ड परीक्षा नहीं होती। शिक्षा का उद्देश्य जीवन कौशल, सामाजिक समरसता और व्यक्तिगत रुचियों का विकास माना जाता है। भारत को भी चाहिए कि वह गहराई से आत्मचिंतन करे। हमें यह समझने की आवश्यकता है कि अगर कोई बच्चा गणित में 45 फीसद अंक लाता है, तो वह जीवन में सौ फीसद ईमानदार, रचनात्मक और संवेदनशील हो सकता है। हमें शिक्षा के माध्यम से चरित्र निर्माण, सामाजिक चेतना, वैज्ञानिक दृष्टिकोण और सहयोग की भावना को बढ़ावा देना होगा न कि केवल अंक प्राप्ति के हथकंडों को।

माता-पिता को यह स्वीकार करना होगा कि उनका बच्चा डाक्टर या इंजीनियर बनने से अधिक एक अच्छा इंसान बने। शिक्षक को हर छात्र की अलग सोच और गति का सम्मान करना होगा। सरकार को परीक्षा प्रणाली को फिर से गढ़ना होगा। जहां सफलता का पैमाना केवल अंक न हो, बल्कि बच्चे की जिज्ञासा, संवाद शक्ति, रचनात्मक सोच और नैतिक मूल्य भी माने जाएं। बाजार और सोशल मीडिया ने भी अंकों की इस संस्कृति को बढ़ावा देने में बड़ी भूमिका निभाई है। '90 परसेंट क्लब' जैसे विज्ञापन बच्चों को उत्पाद बना कर पेश करते हैं। यह एक ऐसा तंत्र बन गया है जो लगातार यह संदेश देता है कि केवल वही बच्चे योग्य हैं जो 95 फीसद या उससे अधिक अंक लाएं। लेकिन क्या जीवन की हर सफलता का गणित अंकों से तय होता है? ऐसे में समय आ गया है कि हम इस प्रवृत्ति को रोकें। हमें शिक्षा को उस रूप में स्थापित करना होगा जहां सीखना मजेदार हो, तनावमुक्त हो और आत्मबोध की ओर ले जाने वाला हो।

आज का विद्यार्थी तकनीक और जानकारी के लिहाज से पहले से कहीं ज्यादा सशक्त है। वह केवल अंकों की दौड़ नहीं, बल्कि एक समग्र जीवन दृष्टि का अधिकारी है। अगर हम उसे समझें, उसकी रुचियों को अपनाएं, उसकी क्षमताओं को दिशा दें, तो वह समाज और देश के लिए एक सार्थक शक्ति बन सकता है। यही शिक्षा का असली उद्देश्य है, जीवन के हर आयाम को समझते हुए आगे बढ़ना। यही समय है, जब हम समाज को यह बताएं कि अंकों से बड़ी चीज है आत्मा का विकास और नंबरों से अधिक मूल्यवान है मनुष्य का इंसान बने रहना। हम ऐसा नहीं कर पाए, तो वह दिन दूर नहीं जब पूरी पीढ़ी अवसाद और निराशा का बोझ लेकर बड़ी होगी और तब उसका कोई मूल्यांकन फीसद में नहीं किया जा सकेगा। अब जरूरी है कि हम बच्चों को आत्मनिर्भर तो बनाएं, लेकिन अंकों की भूख को यथाशीघ्र त्याग दें। यही राष्ट्र के भविष्य के लिए सबसे आवश्यक है।

The Tribune, 16 July 2025, Page No- 2, 3

Pvt schools face heat for denying admissions under RTE Act

Directed to update status on department portal by today

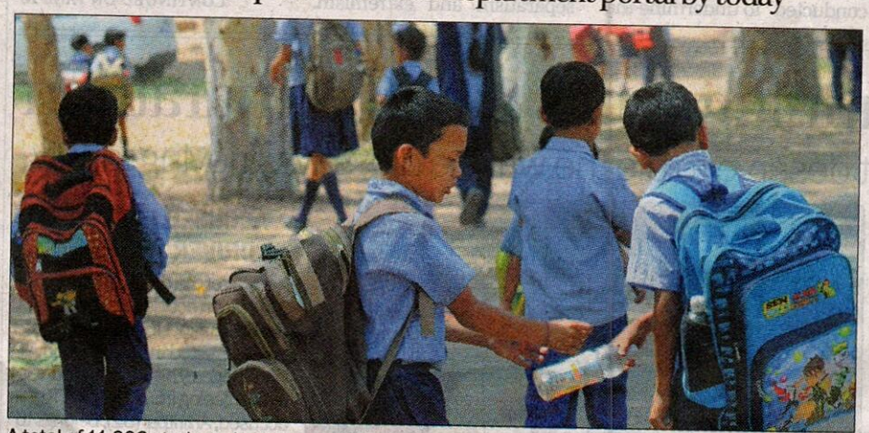
NITISH SHARMA
TRIBUNE NEWS SERVICE

AMBALA, JULY 15

The Directorate of Elementary Education has warned private recognised schools in Haryana that their recognition may be withdrawn if they deny admissions under the RTE Act without valid justification. Schools have been instructed to update the student admission tracking portal by July 16.

As per official data, 11,803 students were allotted private schools across the state under the Right to Education (RTE) Act, and the admission process, which began on July 1, was to be completed by July 11. Schools were directed to upload details of admitted or rejected students on the Education Department portal. In case of rejection, a valid reason and supporting documents were required.

However, until July 11, only 31.63% of the admission data had been updated. Of the 11,803 students, 2,358 admissions were accepted, 1,375 were rejected and records of 8,070 students from 2,664 schools remained unverified.



A total of 11,803 students have been allotted private schools under the Right to Education Act. FILE

An official from the department said it is mandatory for schools to update the admission status on the portal. "It was found that a large number of private schools had not updated their status by July 11. Due to this unsatisfactory progress, the deadline has now been extended to July 16," the official added.

In a separate communication, the Directorate noted that some schools had denied admissions based on the student's distance from the school — specifically within the 1-3 km range. The department clarified that both 0-1 km and 1-3 km are valid criteria under RTE norms and no school can reject an applicant on that basis.

"The schools that have denied admissions based on the 1-3 km distance must admit the students and update the tracking portal accordingly. If the admission is denied without a proper reason, and the admission status is not updated, the school's recognition will be liable for cancellation," the directive stated.

Ambala District Elementary Education Officer (DEEO) Sudhir Kalra said: "It was observed that data of a large number of students was not verified by the schools. Instructions have been given to Block Education Officers to check the list of private schools in their respective areas and get the data updated, else the department will initiate action."

Meanwhile, Kulbhushan Sharma, president of the National Independent Schools Alliance (NISA), acknowledged the importance of compliance: "Schools must follow the guidelines and give admissions to children from economically weaker sections under the RTE Act. At the same time, the department should also follow RTE norms and clear the previous dues."

300 playschools functional in violation of norms: Survey

RAVINDER SAINI
TRIBUNE NEWS SERVICE

ROHTAK, JULY 15

In a survey conducted by the Women and Child Development Department, more than 300 playschools have been found operational in violation of the established guidelines in Rewari, Jhajjar and Rohtak districts.

According to survey, 220 playschools in Rewari, 50 in Jhajjar and 30 in Rohtak were found running without proper registration and infrastructure.

These playschools have been issues show-cause notices, directing them to register within a week and comply with safety and operational norms.

"The survey was carried out in the wake of recent tragic incidents at play schools in Sirsa and Faridabad, where two children lost their lives. The authorities took serious note of the situation and instructed district offices to identify unregistered play schools in their respective areas," said a source in the department.

Following the directives, the survey was conducted at the district headquarters to identify schools that fail to meet basic infrastructure and safety criteria.

Many of the flagged schools are operating from residential areas without meeting the minimum standards — adequate space, safety measures, cleanliness and hygiene — required under the guidelines of the National Commission for Protection of Child Rights.

In Rewari district, 93 playschools in rural areas, 60 in urban parts, 31 in Khol block, 23 in Bawal and nine in Jatusana block were found to be in violation.

In Rohtak, 17 schools in Meham and 13 in Sampla blocks have been found operational without registration, said an official on condition of anonymity.

He said, "After the tragic incidents in Sirsa and Faridabad, the department is in no mood to grant relaxation to play schools that flout rules or ignore mandatory safety norms. This survey is part of a the statewide exercise to identify such institutions and take necessary action."

The Hindu, 16 July 2025, Page No. 12

'Not demonising Mughal rulers in NCERT textbooks'

Maitri Porecha
NEW DELHI

The history section of the Class 8 social science textbook newly introduced by the National Council of Educational Research and Training (NCERT) for students in the 2025-26 academic year portrays Mughal rulers, especially Babur, Akbar, and Aurangzeb, as intellectually endowed who also "plundered" the Indian population.

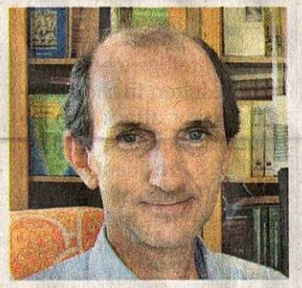
The second chapter, titled *Reshaping India's Political Map in Theme B - Tapestry of the Past,* includes references from the *Baburnama*, Babur's autobiography, and describes him as cultured, intellectually curious, and having a keen appreciation of architecture, poetry, flora, and fauna.

The textbook goes on to say that Babur was a ruthless conqueror, slaughtering populations, enslaving women and children, and taking pride in erecting "towers of skulls" in plundered cities.

'Brutality, tolerance'

Akbar's reign is described as a blend of "brutality and tolerance". The textbook says that during the seizure of the Chittor Fort, Akbar, then 25 years old, ordered the massacre of 30,000 civilians, and the enslavement of women and children. Akbar's message is also quote in the textbook: "We have succeeded in occupying a number of forts and towns belonging to infidels and have established Islam there. With the help of our bloodthirsty sword, we have erased signs of infidelity from their minds and have destroyed temples in those places and also all over Hindustan." The textbook says Akbar leaned towards peace in the later years of his reign.

The new textbook also states that Aurangzeb issued *farmans,* or edicts, to demolish schools and temples. "Temples at Banaras, Mathura, Somnath among many others were destroyed, as well as Jain temples and Sikh gurdwaras," the textbook says. It also speaks of the persecution of Sufis and Zoroastrians at the hands of the Mughals.



> There were bright periods but also dark periods where people suffered, so we have given note on the darker chapters of history...
>
> **MICHEL DANINO**
> Head, NCERT's Curricular Area Group for Social Science

Babur, Akbar, and Aurangzeb have not been described in such detail in the earlier NCERT textbook's chapter on the Mughals, which appeared in the Class 7 history book (*Our Pasts II*).

"Indian history cannot be cannot sanitised and presented as a smooth, happy development throughout. There were bright periods but also dark periods where people suffered, so we have given note on the darker chapters of history, and also given a disclaimer that no one today should be regarded as responsible for whatever happened in the past," Michel Danino, head, NCERT's Curricular Area Group for Social Science, told *The Hindu*.

Complex personalities

"You cannot understand them (the Mughal emperors) unless you go into the complexities of their personalities. Akbar himself admits he was brutal in his younger days. We are not demonising Akbar or Aurangzeb, but we have to show these rulers had their limitations and committed cruel deeds," Mr. Danino said.

Because Part 1 of the new Class 7 social science textbook released in April culminated in the pre-Delhi Sultanate era of the 6th century, there was an element of uncertainty on how the Delhi Sultanate and Mughal era would find their place in the newly revamped textbooks. While earlier a Class 7 student would have learnt about the Delhi Sultanate and Mughal history, these sections have now been shifted to the first part of the newly released Class 8 textbooks.

The first part of the new Class 8 social science textbook, which has combined history, geography, civics, and economics into one title, *Exploring Society: India and Beyond*, will serve as a resource for the first six months of the academic year for Class 8, NCERT officials clarified. "Part 2 textbooks for both Classes 7 and 8 for social science will be released in October. The textbooks are currently under development," officials said.

The Class 8 textbook also has a section on heroic resistance to the Mughals, including by Jat peasants who managed to kill a Mughal officer; the Bhil, Gond; Santhal, and Koch tribal communities, who fought to protect their territories; and Rani Durgavati of one of the Gond kingdoms, who fought against Akbar's army.

There are also sections on the escape of Mewar's ruler Maharana Pratap and the resistance of the Ahoms to Aurangzeb's army in northeast India.

The Indian Express, 16 July 2025, Page No- 1, 4

NCERT SOCIAL SCIENCE TEXTBOOK

Class 8 new book flags 'brutality' of Mughals, with no-blame disclaimer

ABHINAYA HARIGOVIND
NEW DELHI, JULY 15

DESCRIBING BABUR as a "brutal and ruthless conqueror, slaughtering entire populations of cities", Akbar's reign as a "blend of brutality and tolerance", and Aurangzeb who destroyed temples and gurdwaras, the NCERT's new Class 8 Social Science textbook, which introduces students to the Delhi Sultanate and the Mughals, points to "many instances of religious intolerance" during the period.

The NCERT says the rationale for including them has been explained in a "Note on Some Darker Periods in History" and one of the chapters in the book includes a cautionary note that "no one should be held responsible today for events of the past".

Part 1 of the Social Science book for Class 8 — *'Exploring Society: Indian and Beyond'* — was released this week for use in the ongoing academic session. Of the new NCERT books, this is the first to introduce students to the Delhi Sultanate and the Mughals.

Although this period was introduced to students in Class 7 in earlier years, the NCERT says that the period of Indian history that

CONTINUED ON PAGE 4

New NCERT Class 8 book

will cover the Delhi Sultanate, the Mughals, and the Marathas will now only be dealt with in Class 8 in the new syllabus.

In the new book, the chapter covering Indian history from the 13th to the 17th century — 'Reshaping India's Political Map' — spans the rise and fall of the Delhi Sultanate and resistance to it, the Vijayanagara Empire, the Mughals and the resistance to them, and the rise of the Sikhs.

It describes the Sultanate period as one marked by political instability and military campaigns that saw villages and cities being plundered and temples and seats of learning destroyed. The sections on the Sultanate and the Mughals contain multiple references to "attacks" on temples, and the "brutality" of some of the rulers, none of which are mentioned in the old Class 7 NCERT book that introduced students to this period of history.

These are some instances from the new book:

- Alauddin Khilji's General Malik Kafur "attacked a number of Hindu centres such as Srirangam, Madurai, Chidambaram, and possibly Rameswaram".
- The Delhi Sultanate period witnessed "numerous attacks on sacred or revered images in Buddhist, Jain and Hindu temples; such destruction was motivated not just by plunder but also by iconoclasm".
- Referring to 'jiziya', a tax that some sultans imposed on non-Muslim subjects to grant them protection and exemption from military service, the book says that the tax was a source of public humiliation and formed a financial and social incentive for subjects to convert to Islam. In the old Class 7 book, 'jiziya' was described as tax paid by non-Muslims initially along with land tax, but later as a separate one.
- On Babur, the first Mughal emperor, the book notes that his autobiography points to him as being cultured and intellectually curious. "But he was also a brutal and ruthless conqueror, slaughtering entire populations of cities, enslaving women and children, and taking pride in erecting 'towers of skulls' made from the slaughtered people of plundered cities." In the old Class 7 book, Babur was only described as having been forced to leave his ancestral throne, seizing Kabul, and then Delhi and Agra.
- It describes Akbar's reign as being a "blend of brutality and tolerance". When Akbar attacked the Rajput fort of Chittorgarh and "ordered the massacre of some 30,000 civilians", he sent a message of victory which read: "We have succeeded in occupying a number of forts and towns belonging to the infidels and have established Islam there. With the help of our bloodthirsty sword, we have erased the signs of infidelity from their minds and have destroyed temples in those places and also all over Hindustan." The book also notes that despite Akbar's later tolerance for different faiths, "non-Muslims were kept in a minority in the higher echelons of the administration".
- On Aurangzeb, the book points out that some scholars argue that his motives were primarily political, and they give examples of his grants and assurances of protection to temples. While politics played a part in his decisions, his farmans (edicts) "make his personal religious motive clear too." He ordered governors of provinces to demolish schools and temples, and destroyed temples at Banaras, Mathura, Somnath, and Jain temples and Sikh gurdwaras.

The chapter also refers to the administrative framework under the Mughals and the Sultanate, the vibrant economic activity between the 13th and 17th centuries, and progress in infrastructure and cities, followed by a period of economic stress in the late 1600s. "Indian society showed adaptability and resilience in rebuilding towns, cities, temples, and other aspects of the economy," it noted.

The history section of the new book, which begins with the Delhi Sultanate and goes up to the colonial era, is preceded by a 'note on history's darker periods'. Referring to "darker" periods of history when war, abuse, fanaticism, and bloodshed dominate the landscape, the note explains that it is important to study darker developments dispassionately without blaming anyone living today for them.

"Understanding the historical origin of cruel violence, abusive misrule or misplaced ambitions of power is the best way to heal the past and build a future where, hopefully, they will have no place," the note states.

Similarly, after the section on the Mughal rulers, the book notes that "some of the invaders and rulers mentioned above committed terrible deeds and atrocities," but "it is important to keep in mind that we, today, bear no responsibility for actions of individuals hundreds of years ago".

Asked for a response on the references to the attacks on temples and the "brutality" of some Mughal rulers, the NCERT said: "The events…(and many more) did happen and left their mark on Indian history; the rationale for including them has been explained in the 'Note on Some Darker Periods in History'. The historical account given, while it does not sanitise history, is balanced and entirely evidence-based. Besides, in addition to the 'Note on Some Darker Periods in History', a cautionary note has been inserted in one of the chapters to make it clear that no one should be held responsible today for events of the past. The emphasis is on an honest approach to history with a view to drawing from it important lessons for a better future."

"It is important to note that the new textbooks are expected to reflect the NEP 2020 and the NCFSE 2023; they are based not only on a wholly new approach but also on a new syllabus, a new design and new pedagogical tools. Any comparison with the old syllabus and textbooks is therefore fruitless," the NCERT said.

The Pioneer, 16 July 2025, Page No-4

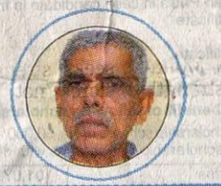
NCERT blends tradition and Science

PIONEER NEWS SERVICE
New Delhi

From ancient philosopher Acharya Kanad's concept of atoms to Indian Space Research Organisation (ISRO) missions, the new Class 8 Science textbook called 'Curiosity' by the National Council of Educational Research and Training (NCERT) has mapped legacy of bridging traditional Indian knowledge with contemporary science. The foreword of the book notes. This integration of traditional knowledge with modern scientific education is intended to develop curiosity.

The Tribune, 16 July 2025, Page No- 7

AI cannot enable a student to 'see a world in a grain of rice'



AVIJIT PATHAK
SOCIOLOGIST

IT is easy to get carried away by every new piece of technology. It is tempting to believe that the techno-scientific revolution can take us to a promised land. I am, therefore, not surprised when I come across bands of over-enthusiastic proponents of artificial intelligence. In fact, many of them believe that AI can revolutionise every sphere of life, including the domain of education.

Take, for instance, Sanjeev Sanyal, a prominent member of the Economic Advisory Council to the Prime Minister of India. Recently, in a podcast hosted by the Indian School of Business, he said that AI would render traditional undergraduate lectures unnecessary. He said, "You don't need to spend four years in a university listening to something you can just easily learn from AI."

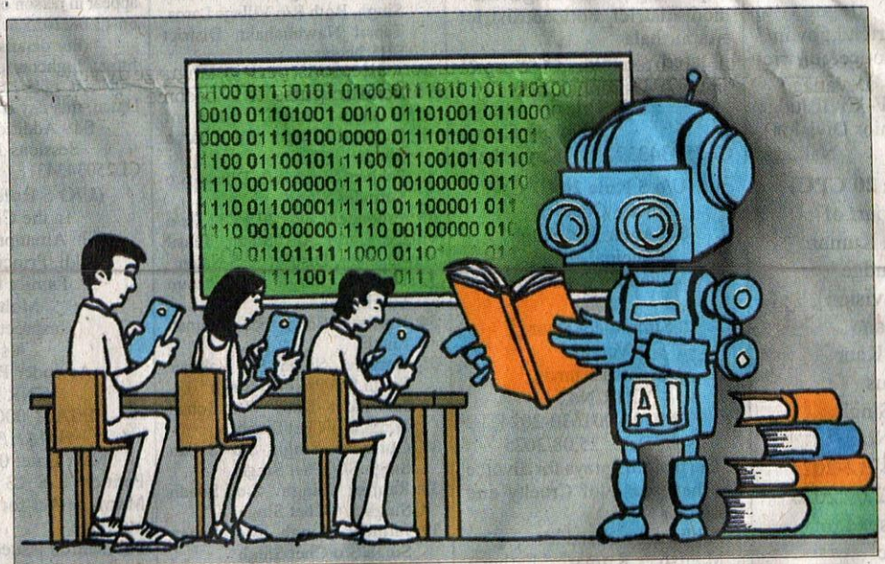
Sanyal's faith in AI seems to be as strong as a traditional believer's faith that a bath in the 'holy' river can free him from all sorts of 'sins' that he may have committed over the years!

"Whether you are in Harvard or Bathinda, the access to knowledge is the same," added Sanyal. Indeed, for him, nothing matters, be it the social milieu of the learning community, the pedagogic art of the professor or the dynamics of the classroom. What matters is the packaged knowledge capsule that AI provides instantly and smartly.

The irony is that this kind of religious faith in modern techno-science to solve all human problems seems to have become the latest fashion.

I am not a technologist. I am a teacher; and I have always loved the vibrations of a living/interactive classroom. And, hence, I can say with a reasonable degree of confidence that the culture of teaching/ learning, far from being a mechanical act of dissemination of information, hard data and theories, is primarily an act of deep communion. It is a relationship. And, a living classroom is a dialogic space: a teacher and his/her students walk together, learn and unlearn, expand their mental horizons, sharpen the art of listening, evolve life-sustaining relationships and explore the new frontiers of knowledge.

No machine, however sophisticated, can replace this humane and relational aspect of education.



STUPIDITY: If we devalue our own intelligence and surrender before AI, it is not smartness. SANDEEP JOSHI

Take a simple illustration. As a student of political philosophy, you can always ask AI about, say, the theory of justice, and get an instant answer. However, it cannot replace, for instance, the experience of sitting in Professor Michael Sandel's class at Harvard, listening to his amazing lectures on justice and feeling the warmth of his dialogic interaction with his students.

Well, you can equip the classroom with smart boards and computers; you can even encourage young students to use AI occasionally. However, there are limits to this sort of technological solution.

There is yet another mistake the over-enthusiastic proponents of AI like Sanyal make. They fail to realise that technology is not and should not be our master; instead, it is for us to decide when and how to use it.

If we allow ourselves to be completely hypnotised by the miracles of technology, we invite a danger. We tend to lose our creative agency and subjectivity.

Hence, I have no hesitation in saying that if our students and teachers become excessively dependent on new technological devices, including AI, it will lead to the poverty of critical thinking and creative spirit.

Let me give an illustration. Once I met a professor of educational philosophy in a seminar. Yes, this techno-savvy professor was ready with his laptop for the Powerpoint presentation. However, because of some technical fault, he could not open his laptop. Believe me, he refused to deliver the lecture because, as he said, he was so used to the Powerpoint presentation that it would be really difficult for him to speak anything substantial spontaneously.

Think of it. Technology, far from enriching him, had disempowered him.

If it can happen to a senior professor, imagine what would happen if for everything — even for writing a small essay on, say, one's own college — a student begins to rely on AI! It is certainly not a good thing if we begin to devalue our own intelligence and surrender unconditionally before AI. It is not smartness; it is stupidity.

Unlike those who worship modern technology as an idol, I value human 'imperfection' rather than technologically mediated 'perfection'. For instance, a techno-savvy student can use ChatGPT, write a 'smart' essay on, say, Franz Kafka's literary creation, and impress her teacher. However, in this process, s/he will miss the experience of reading Kafka mindfully; s/he will fail to become sufficiently empathic to experience the existential pain and agony of Kafka that led him to write a story like '*Metamorphosis*' or a novel like '*Castle*'. S/he will fail to learn through his/her own reading, life experience and interpretative skills. Her reliance on ChatGTP for writing a 'perfect' answer is essentially her tragedy.

Possibly, in the near future, the worshippers of AI will have to be told that the likes of Karl Marx, Sigmund Freud and Albert Einstein trusted their own intelligence, sharpened it, worked on it and enriched our understanding of culture, politics, economics, psychology and science. They became what they were without AI.

Well, one might say that AI is so advanced that it can even write a better poem than what, say, the likes of William Blake, Walt Whitman and Rabindranath Tagore wrote. Yet, AI cannot make us familiar with the experience of being a poet. Possibly, it is only a sensitive teacher of literature,or a great poet who can make a young student understand what it meant for William Blake "*to see a world in a grain of sand, and a heaven in a wild flower.*"

Let the orthodox worshippers of AI not deprive young learners of the company of great teachers in an interactive classroom.

Let the orthodox worshippers of AI not deprive young learners of the company of great teachers in an interactive classroom.

The Times of India, 16 July 2025, Page No - 25

ASRP.Mukesh@timesofindia.com

The State Has Over 8,000 Single-Teacher Schools, Some With More Than 100 Students Across Grades. Along With Different Curricula, Teachers Have To Juggle Multiple Roles

In these Jharkhand schools, the sole teacher is also guard, clerk, kitchen manager

It's close to noon in the quiet village of Parsahi in Jharkhand's Lathehar district. Armed with a stick, Anita Devi, 45, is trying to prevent a cow from entering the classroom of Utkramit Prathmik Vidyalaya when it starts to rain. Inside, in the two-room school premises, children of various ages are engaged in different activities.

Some are playing with plates and utensils they've carried from home for the midday meal while others amble around aimlessly. A group of girls in a corner is busy dodging drops of water falling from a leaking ceiling.

"Master*ji kela laane gaye hai bazaar* (Sir has gone to the market to fetch bananas)," the students shout in unison when asked where their teacher is. Even as the students have a ball, Anita Devi keeps a resolute vigil to deter cattle from entering the classroom. "*Roz gai bakri yahan gobar kar dete hain. Bachcha log yahin pe khana khaega, bimar padjaega* (cows and goats defecate here daily, the kids are sure to fall ill if they have their midday meal here)," she says, pointing to the small corridor cleaned an hour earlier with the help of the children.

Photos by Mahadeo Sen



Lone para-teacher Sitaram Yadav keeps an eye on cows to stop them from entering the classroom at Utkramit Prathmik Vidyalaya, Parsahi, in Latehar

They Run Midday Meals, Too

A total of 93 students between classes 1 and 5 are enrolled at this school. Sitaram Yadav is the only teacher here. In his late 40s, he is what is termed a 'para teacher'. In addition to teaching, he manages numerous non-teaching tasks, including frequently running to the market to obtain items like bananas for the midday meal at 1 pm.

Although eggs were scheduled to be served on Mondays, it has not made it to the menu due to a shortage of funds. It means Yadav has to provide a suitable alternative. Today, it's banana, which is why Yadav is at the market and not in the classroom. It's all in a day's work for him and thousands like him across Jharkhand, where many govt primary schools are managed and run by a single teacher.

According to the Unified District Information System for Education Plus (UDISE+) under the Union ministry of education, Jharkhand has 8,353 single-teacher schools (STSs); that's about a fifth of the over 44,000 govt schools in the state. That the state has not recruited new teachers since 2016 — which amounts to a violation of the Right to Education Act, 2009 (RTE), is only one aspect of the problem.

School Infra Has Major Holes

Over 10km away from Parsahi is Bichlidag in Dundu panchayat. Tucked away inside dense forests, it's a place where even riding a four-wheeler is risky owing to treacherous roads filled with craters. At the Rajkiya Utkramit Madhya Vidyalaya, para-teacher Xavier Ekka is tasked with teaching as many as 144 children from classes 1 to 8.

"Many students don't attend school, but I try to do my best for those who come here," Ekka says while writing questions for a monthly test for students of classes 4 and 5 on the single blackboard inside the classroom. "Windows are broken. When it rains, water flows inside," he says.

A survey of STSs between Jan and March this year by NREGA Sahayta Kendra (NSK), under economist and social worker Jean Drèze, highlights how underprivileged children in rural areas of Jharkhand are effectively being denied their fundamental right to elementary education due to a lack of teachers and adequate infrastructure.

> We've encountered an increasing number of parents who want their children to receive a proper education... Jharkhand will pay a huge price if we continue to fail our children in foundational learning
>
> 
>
> — Jean Dreze, ECONOMIST

"STSs, poor infrastructure and low learning outcomes are disproportionately impacting children of mainly Scheduled Caste (SC) and Scheduled Tribe (ST) communities," say Pallavi Kumari and Sahere, rang Gaikwad, who conducted the field surveys. The survey report was released in June 2025.

"STSs, often the only educational institutions in remote villages, are expected to teach multiple grades simultaneously despite the RTE Act's norm of a minimum of two teachers per school and one teacher for every 30 students. This situation places an immense burden on both students and teachers, making quality education impossible to achieve," the report states.

Learning Takes A Beating

Apprehensions about educational outcomes of students at such schools are natural and, as experience shows, very real. For instance, Chinta Kumar, a class 5 student of Utkramit Prathmik School in Kanaktawa, cannot recognise English letters and words but reads Hindi comfortably. "*Bhool gaye* (I forgot)," she chuckles.

Class 3 student Kamaldev Kumar and Tanishq of class 2 at Bichlidag recognise basic English and Hindi words and letters. "*Main ek aur school bhi jaata hoon* (I also go to another school)," says Tanishq. The 'second' school is a private one nearby where his father has just enrolled him.

Para-teacher Sitaram in Manika block says he works over 15 hours a day on average. "I play many roles... that of a teacher, school guard, clerk, non-teaching staff, etc. Additionally, there are tasks such as govt-sponsored surveys or departmental record updates that we are mandated to do."

Pallavi says that reliance on contractual employment creates job insecurity and long-term commitment issues among para-teachers. "In four of the 40 schools surveyed, the teachers were found to be under the influence of alcohol even during school hours. This poses a serious threat to the learning environment and the overall well-being of the students," she says.

There are other issues, too. "In a state like Jharkhand, students, particularly from SC, ST, and OBC backgrounds, rely on these schools for education, yet teacher absenteeism and low engagement further hinder their academic progress. We also found poor quality midday meals," she says.

System 'Failing' Students

The survey highlights the absence of basic facilities at these schools.



Students of different classes at Utkramit Prathmik Vidyalaya in Kanaktawa

"Only 17.5% of STSs (7 out of 40) have functional toilets... This contradicts the state govt's official data, which states that 98% of primary and upper-primary schools in Jharkhand have functional toilets," the report states, adding that the lack of toilets often forces girl students to drop out. "Many schools also lack clean drinking water, electricity, and well-maintained classrooms, resulting in an unhygienic and uncomfortable learning environment," it adds.

Dreze, who filed a PIL in Jharkhand high court in 2024 in this connection, says the condition of single-teacher schools has worsened when one looks at the results of a similar study done two years earlier. "In line with RTE provisions, at least 60,000 teachers are currently required for primary and upper-primary schools in Jharkhand. After knocking on every door in recent years, we are now forced to approach high court for action," he said.

"The state govt has told the high court that they are initially roping in 26,000 teachers. The court has set a timeline till Sept for this to be completed. However, the challenge remains as the requirement for teachers is still substantial for proper implementation of RTE rules," Dreze adds, noting that primary education has never become a political issue in Jharkhand.

"These are our children, and we must not fail them, forcing them to become migrant workers. At public meetings, we have encountered an increasing number of parents who want their children to receive a proper education but lack a platform to mobilise for this cause. Jharkhand will pay a huge price if we continue to fail our children in foundational learning," he said.

Talking to TOI about the hiring of 26,000 teachers for primary and upper-primary schools, school education and literacy mission department secretary Uma Shanker Singh said the "target is to get *the recruitment process done in the next few months*".

Students carrying water from the village well for the midday meal at Rajkiya Utkramit Madhya Vidyalaya, Bichlidag





Xavier Ekka, in soaked trousers, at the school where he teaches classes 1 to 8 in Latehar's Bichlidag. Its roof leaks during rain

Jharkhand has 8,353 single-teacher schools — 44,475 total govt schools

- In Manika block, single-teacher primary schools have 60 students on an average; some have over 100
- Most students are from SC or ST communities
- Over three-fourths of the teachers are above 40, and just 15% are women

Sources: UDISE+ report 2023-24

TEACHER : STUDENT RATIO

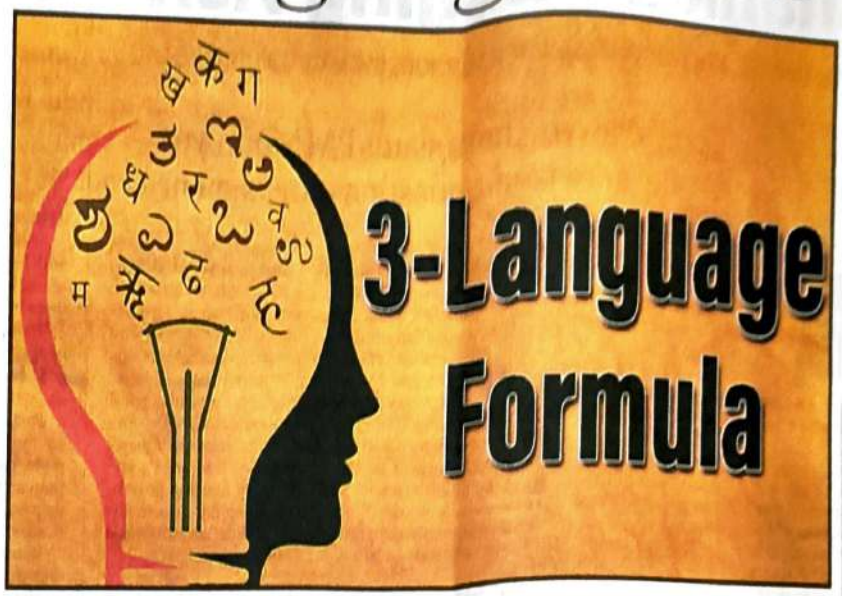
No. of students per teacher

Jharkhand	35
Bihar	32
West Bengal	31
Gujarat	29
Maharashtra	29
India	25

The Statesman, 16 July 2025, Page No -9

Dealing with language fears

SATADAL BHATTACHARJEE



In a big and polyglossic country like India, language policy and language education are important and sensitive issues. In the recent past, the issue of learning or not learning three languages under the National Education Policy has become the centre of a stormy debate in the country. The debate and the cacophony linger on, because the complex issue, having political dimensions, is not going to get a solution very easily.

In this context it is necessary to identify the root of the disputes around the matter. The unwillingness of the state of Tamil Nadu to implement the three-language formula springs from a quite reasonable apprehension that this will ultimately decimate English to a position of irrelevance as a pan-Indian official language. At the base of such apprehension is a lack of trust in the outlook of people who, being in power at the Centre, frame and implement linguistic policies according to their own vision and predilection.

People in Tamil Nadu may not be wrong in believing that the option of learning a third language may pave the way for eventual establishment of Hindi as the most dominant language for southerners too. Since the administrative machinery of the Union seems often to be very ardently focussed on opening opportunities to sway the sceptre of the Hindi language up and down the country, it may be feared by many that the three-language formula may with time turn into an effective tool in non-Hindi states for replacing other languages in the public sphere with Hindi.

That the policy-makers operating from Delhi are as a general trend inclined towards promoting or facilitating the hegemony of the Hindi language is evident from various facts. Nowadays, even the names or captions of new central statutes framed in English are phrased in Hindi. It is difficult to understand why a law officially written and published in English should have its name in Hindi and only in Hindi.

For many years the Central Government has been formally naming its newly established organisations, corporations or institutions in Hindi instead of English. At the national level there is undoubtedly a growing tendency at work which serves to gradually relegate the use of English in the administrative arena to insignificance or non-existence. Often we hear rhetoric claiming that Hindi is the 'national language' of our country, though the Constitution never said that.

These events definitely create an atmosphere where people become sceptical about the future of English as an administrative language in India. Tamils and other non-Hindi speaking communities in India will not ultimately profit from the decimation of English in administrative use, because monopoly of Hindi in the national administrative scenario may – and indeed will – turn all other Indian languages into insignificant dialects in the long run. There are examples galore in history which would prompt us to predict such an eventuality.

As for the education policy in question, students theoretically have a choice to learn any language as a third language in this three-language scheme, but it is most likely that there will hardly be any scope in institutions for engaging teachers for many other languages except Hindi in addition to English and the local language (Tamil in the case of Tamil Nadu). For promoting Hindi learning, there are and will always be robust central funds.

Things would be better if the State Government should have the authority as well as the funds to decide and implement what other language should be taught in addition to the predominant local idiom and English if the formula is implemented within the state. As for the individual student and his or her personal aspirations, there are ample opportunities in the larger social environment beyond school curricula to get training in any other language.

The language education issue in the context of Tamil Nadu stirred up a nationwide debate which has been continuing for long. Meanwhile, a small yet significant matter has recently come up in news which has a bearing on the issue. Reports say that the Lakshadweep administration, in implementing the current education policies, has recently dropped Mahal and Arabic from the school curriculum in the Minicoy island and has replaced them with Hindi. Mahal is a distinct local language in the insular region with its own popularity and cultural value. Mahal is an Indo-Aryan language and traces its origin to the Old Indo-Aryan (Sanskrit).

Banishing even Mahal from the local education system by the administrative authorities of the Union Territory to make room for Hindi cannot be said to be a good or encouraging example for the non-Hindi-speaking regions of the country. The Minicoy islanders may have for the present obtained some protection in the matter from the judiciary, but the issue persists. If people speaking any regional language sustain a fear that administrative and educational policies framed by authorities sitting far away from the region may ultimately serve to take away the former's linguistic independence and bulldoze all cultural variations in the country, such apprehensiveness will be detrimental to the promotion of social cohesion in the nation.

As a matter of fact, the culture of recognising the dignity of regional languages in India, especially in the official context, has not yet fully achieved the standard of inclusivity which ought to have developed in a pluralistic democracy like ours much earlier. Had it not been so, the number of languages in the VIIIth Schedule of the Constitution would have been much greater than what it is now. It is not clear why the Central Government has not to this day included many popular regional languages such as Rajasthani, Bhojpuri, Ladakhi, Kokborok, Mizo, Garo, Kachchhi, Khasi, Sikkimese, Mundari and Tulu in the VIIIth Schedule. The VIIIth Schedule excludes English too, though it includes Hindi. We, furthermore, do not understand why Bengali, in spite of being spoken as the mother tongue by the largest community in the islands, has not been recognised as an official language of the Union Territory of the Andaman & Nicobar Islands.

Hindi is a nice language and familiarity with this language may certainly enrich one's literary taste. As a colloquial lingua franca Hindi surely plays a useful role in many parts of our country. But the role of English as the foremost administrative and legal language in the length and breadth of our country is no less important and profitable. India is a country of unity in diversity as well as of diversity in unity. The English language in the context of our composite socio-cultural life and multifaceted socio-political dynamics is a suitable cementing agent that can foster unity in India without killing diversity.

As English is practically equidistant from all Indian languages and it is nobody's mother-tongue on our soil, its use in administration, especially in administrative affairs, does have a neutrality which would put all of us in equal or equivalent positions and will consequently protect us against losing our mother-tongues as a result of acquisition of dominant administrative position by any particular Indian language. The Tamil people, therefore, should not be criticised for asserting the fact that the local language and English would suffice to supply a bilingualism necessary for administrative purposes.

We should not forget the role the English language played as a link language in the past in forging a united spirit of nationalism throughout the entire British India which, indeed, was more extensive in size and diversity than the country in which we live today. Today we should not have any hesitation to recognise that English deserves to be continued and promoted as a link language for official purposes throughout India.

A rigid attitude on the part of the central policy-makers will only fetch an equally rigid response from regional stakeholders.

Only an environment of trust, sympathy and dialogue can help all sides to reach a harmonious consensus in the matter of language education and language application in this polyglossic country. The onus for creating such an environment lies primarily on those who alone have the official power and authority to maintain or decimate the official use of English in the national context.

(The writer is an essayist and freelance contributor.)

NCERT asked to add Bhagavad Gita to school syllabus; Class 8 book revision shows ‘intolerance’ under Mughals

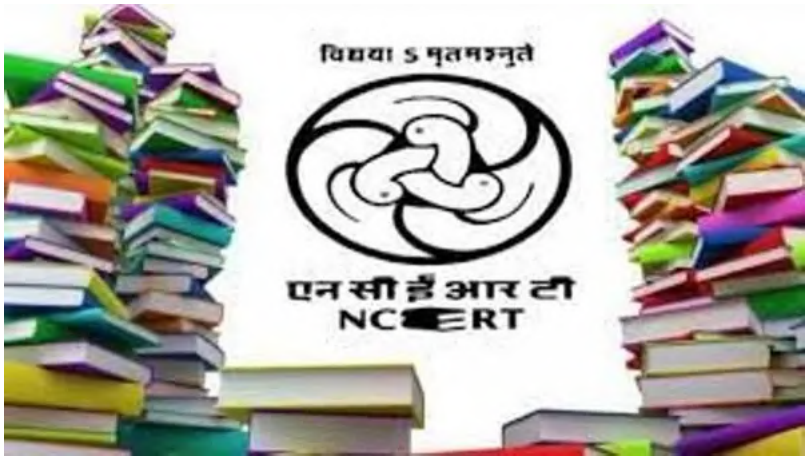
The new textbook has chapters on the Ganga River and AI, India's Gaganyaan program, and a controversial portrayal of the Sultanate and Mughal periods. The Uttarakhand government orders the teaching of the Bhagavad Gita and Ramayana in schools, emphasising a balanced historical perspective.

Garvit Bhirani

Published 16 Jul 2025, 12:55 PM IST

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Include Bhagwad Gita, Ramayana in NCERT books, says Uttarakhand govt; class 8 book features 'brutality' of Delhi Sultanate, 'intolerance' of Mughals with a disclaimer. (Image: HT) ***(HT_PRINT)***

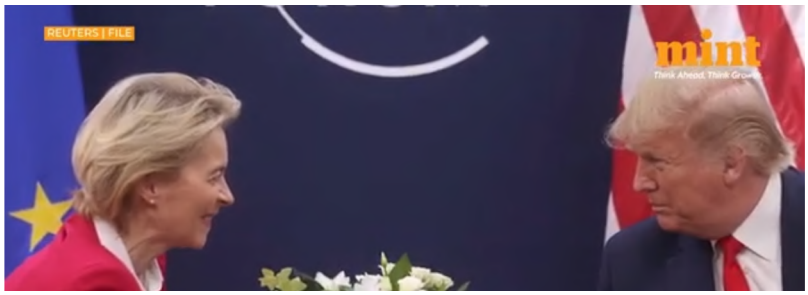
The Uttarakhand government on Wednesday directed the National Council of Educational Research and Training (NCERT) to incorporate the Bhagavad Gita and the Ramayana in the syllabus of 17,000 government schools in the state.

Meanwhile, the NCERT has revised the Class 8 social science textbook, pointing out many instances of "religious intolerance" during the Delhi Sultanate and the Mughal period era, but with a disclaimer.

What does Uttarakhand Education Minister have to say?

"In a meeting of the Education department with the Chief Minister, we have tasked NCERT to include Bhagavad Gita and Ramayana in the syllabus to be taught in 17,000 government schools of Uttarakhand," Uttarakhand Education Minister Dhan Singh Rawat told *ANI*. He added that until the new syllabus is introduced, students will recite verses from these texts during daily prayer sessions.

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"Until this is implemented, verses from the Bhagavad Gita and the Ramayana will be included in the daily prayer meetings in schools," he said.

‘Exploring Society: Indian and Beyond’

The part 1 book ‘Exploring Society: Indian and Beyond’ talks about the Sultanate and the Mughal periods, calls Babur as a “brutal and ruthless conqueror, slaughtering entire populations of cities,” Akbar’s rule as a “blend of brutality and tolerance,” and Aurangzeb, as someone who annihilated temples and gurdwaras, according to *The Indian Express.*

The NCERT said it has included a disclaimer with the revisions, in a “Note on Some Darker Periods in History” that “no one should be held responsible today for events of the past.”

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The chapters titled ‘Reshaping India's Political Map’ trace the course of Indian history from the 13th to the 17th century. They explore the emergence and decline of the Delhi Sultanate and the resistance it faced, the rise of the Vijayanagara Empire, the expansion of the Mughal Empire along with opposition to it, and the emergence of the Sikh community as a political force, reports said.

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The chapters portray the Sultanate era as a time characterised by political unrest and military campaigns that resulted in the looting of rural settlements and urban centres, along with the demolition of places of worship and centres of education. The parts discussing the Sultanate and the Mughal periods include several mentions of “attacks” on temples and the “brutality” of some of the rulers, reports further stated.

'No one should be held responsible today for events of past'

NCERT said, “The events...(and many more) did happen and left their mark on Indian history; the rationale for including them has been explained in the ‘Note on Some Darker Periods in History’. The historical account given, while it does not sanitise history, is balanced and entirely evidence-based. Besides, in addition to the ‘Note on Some Darker Periods in History’, a cautionary note has been inserted in one of the chapters to make it clear that no one should be held responsible today for events of the past. The emphasis is on an honest approach to history with a view to drawing from it important lessons for a better future.”

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Meanwhile, on July 15, NCERT unveiled a new textbook named Veena, crafted in alignment with the National Education Policy (NEP) 2020. The textbook is designed to foster a connection between students and India's scientific progress along with its cultural legacy.

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One chapter, titled ‘Ganga ki Kahani’, traces the course of the Ganga River from Gomukh to Gangasagar, passing through cities like Haridwar, Varanasi, Prayagraj, Patna, Kanpur, and Kolkata. It interweaves geography with cultural, spiritual, and economic elements, presenting narratives about ashrams, spiritual seekers (sadhus), and the Kumbh Mela.

Another section, focused on Artificial Intelligence (AI), familiarises learners with how machines mimic human learning and problem-solving. It is intended to inspire scientific curiosity and reasoning among middle schoolers.

The chapter on Gaganyaan explores India’s crewed spaceflight programme, outlining ISRO's aspirations and highlighting the role of the robotic astronaut Vyommitra.

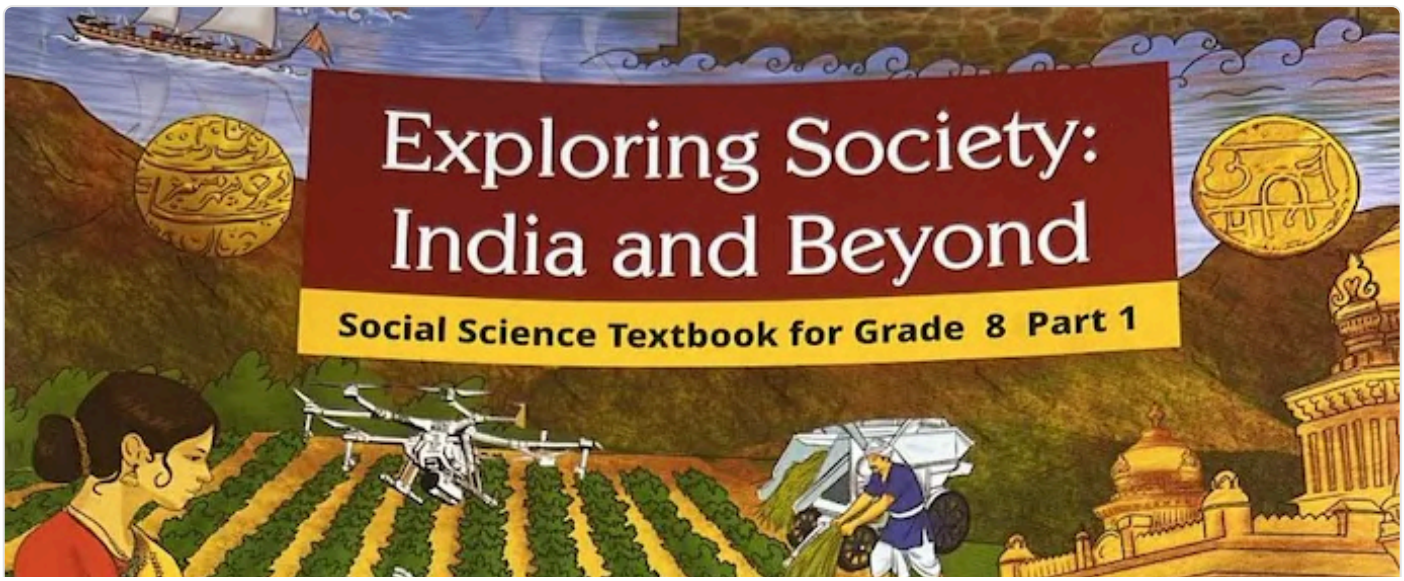
Akbar, Babur, Aurangzeb face historical scrutiny in NCERT's class 8 textbook

NCERT Class 8 Social Science books will now teach about the atrocities during the Sultanate and Mughal periods, including the destruction of temples and the slaughter of masses. The new textbooks will offer a broader perspective on Maratha history.

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The book, part of the series Exploring Society: India and Beyond, is the first among the new NCERT releases to introduce students to the Delhi Sultanate and Mughal periods.



Milan Sharma

New Delhi, UPDATED: Jul 16, 2025 12:49 IST

In Short

- NCERT Class 8 book details Mughal and Sultanate-era atrocities
- New textbook highlights temple destruction, mass killings in history
- Maratha history gets expanded focus in revised NCERT syllabus

The National Council of Educational Research and Training (NCERT) has released a new Class 8 Social Science textbook that offers a revised take on Indian history from the 13th to 17th centuries. The book, part of the series *Exploring Society: India and Beyond*, is the first among the new NCERT releases to introduce students to the Delhi Sultanate and Mughal periods.

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Unlike earlier editions, this version directly addresses instances of brutality and religious intolerance.

It includes a special note titled 'Note on Some Darker Periods in History', which explains the rationale behind highlighting violence, temple destruction, and political oppression during those centuries.

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The chapter Reshaping India's Political Map spans the rise and fall of the Delhi Sultanate, resistance from local powers, the Vijayanagara Empire, the Mughal era, and the emergence of the Marathas and the Sikhs.

On Alauddin Khilji's general Malik Kafur, it mentions attacks on Hindu centres like Madurai, Srirangam, and Chidambaram.

It notes that temple destruction during this period was not just for wealth but often driven by iconoclasm. The controversial tax jiziya is described as a source of public humiliation and a reason some subjects may have converted to Islam.

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Babur, the first Mughal emperor, is described as a conqueror who destroyed entire populations, built 'towers of skulls', and enslaved civilians, despite also being noted for his intellect and curiosity.

Akbar's reign is called a mix of brutality and tolerance.

The book refers to his order to massacre 30,000 people at Chittorgarh and destroy temples, even as it acknowledges his later inclusive policies.

Aurangzeb, meanwhile, is portrayed as demolishing temples and gurdwaras, though it also mentions arguments that his actions were politically driven.

NEW CURRICULUM PROMOTES CONTEXTUAL UNDERSTANDING

The book includes a cautionary note stating that no present-day community or individual should be held accountable for these historical events. NCERT says the intention is to offer students an honest, evidence-based understanding of history.

Shivaji and the Marathas are presented in contrast, as leaders who rebuilt temples and respected other religions. Shivaji is called a master strategist and a devout Hindu.

NCERT has said the revised textbooks follow the National Education Policy 2020 and the National Curriculum Framework for School Education 2023.

With this release, Class 8 now gets a single integrated book instead of three separate ones for history, political science, and geography. Part 2 of the textbook will be released later this year.

- Ends

Published By: Rishab Chauhan

Published On: Jul 16, 2025

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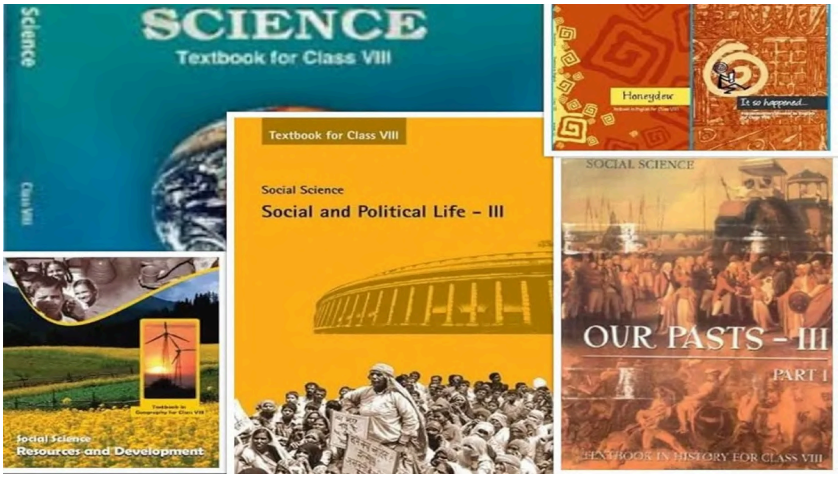

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NCERT makes changes in Class 8 social science book, Akbar is portrayed as a 'mixture of tolerance, cruelty'

While the changes have garnered widespread attention, NCERT has so far remained silent, offering no official clarification or explanation. This absence of a response has sparked speculation and debate about the intent and potential impact of the revisions.



NCERT makes changes in Class 8 social science textbook, no official statement from NCERT yet.

IMAGE SOURCE : SOCIAL MEDIA.

Reported By: Ila Kazmi Edited By: Sheenu Sharma

Published: July 16, 2025 11:55 IST, Updated: July 16, 2025 16:19 IST

New Delhi: The National Council of Educational Research and Training (NCERT) has made notable changes in the Class 8 Social Science textbook, incorporating references to religious intolerance during the Delhi Sultanate and Mughal periods. The

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New descriptions of historical rulers

The updated textbook now describes key historical figures in a revised manner-

Babur is referred to as a "cruel conqueror".

Akbar is portrayed as a "mixture of tolerance and cruelty".

Aurangzeb is noted for "demolishing temples and gurdwaras" during his rule.

Contextual note added on historical accountability

The textbook now includes an important note advising readers not to hold present-day individuals or communities accountable for historical events. The note reads, "No one should be blamed today for the actions of the past."

NCERT statement

"The events...(and many more) did happen and left their mark on Indian history; the rationale for including them has been explained in the 'Note on Some Darker Periods in History'. The historical account given, while it does not sanitise history, is balanced and entirely evidence-based. Besides, in addition to the 'Note on Some Darker Periods in History', a cautionary note has been inserted in one of the chapters to make it clear that no one should be held responsible today for events of the past. The emphasis is on an honest approach to history with a view to drawing from it important lessons for a better future," the NCERT said in a statement.

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NCERT Class 8 textbook revision features ‘brutality' of Delhi Sultanate, 'intolerance’ of Mughals with a disclaimer

By **HT News Desk**

Updated on: Jul 16, 2025 08:47 am IST

The Class 8 social science book is the first in the new NCERT books to introduce students to the Delhi Sultanate and the Mughal period.

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The National Council for Education Research and Training (NCERT) has revised the Class 8 social science textbook, pointing out many instances of "religious intolerance" during the Delhi Sultanate and the Mughal period.



NCERT released Part 1 of the Social Science book for Class 8, 'Exploring Society: Indian and Beyond'. (Pic for representational purposes only)(Sunil Ghosh / Hindustan Times)

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The book, which introduces the students to the Sultanate and the Mughal periods, describes Babur as a "brutal and ruthless conqueror, slaughtering entire populations of cities", Akbar's reign as a "blend of brutality and tolerance", and Aurangzeb, who destroyed temples and gurdwaras, The Indian Express reported.

The NCERT said it has included a disclaimer with the revisions in a "Note on Some Darker Periods in History" that "no one should be held responsible today for events of the past".

What does the NCERT book say about the Delhi Sultanate and the Mughals?

NCERT released Part 1 of the Social Science book for Class 8, 'Exploring Society: Indian and '. The book is for use in the ongoing academic session.

ve-mentioned book is the first in the new NCERT books to introduce students to the Delhi Sultanate and the Mughal period.

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Although the period between the 13th and the 18th century was introduced to students in Class 7 in earlier years, the NCERT said that the period of Indian history that will cover the Delhi Sultanate, the Mughals, and the Marathas will now only be dealt with in Class 8 in the new syllabus, IE reported.

The book's chapters, 'Reshaping India's Political Map,' cover Indian history from the 13th to the 17th century. They include the rise and fall of the Delhi Sultanate and resistance to it, the Vijayanagara Empire, the Mughals and resistance to them, and the rise of the Sikhs.

The chapters describe the Sultanate period as one marked by political instability and military campaigns that saw villages and cities being plundered and temples and seats of learning destroyed. The sections on the Sultanate and the Mughals contain multiple

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These instances are not mentioned in the old Class 7 NCERT book that introduced students to the same period of history.

“The events…(and many more) did happen and left their mark on Indian history; the rationale for including them has been explained in the ‘Note on Some Darker Periods in History’. The historical account given, while it does not sanitise history, is balanced and entirely evidence-based. Besides, in addition to the ‘Note on Some Darker Periods in History’, a cautionary note has been inserted in one of the chapters to make it clear that no one should be held responsible today for events of the past. The emphasis is on an honest approach to history with a view to drawing from it important lessons for a better future,” NCERT said in a statement.

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NCERT has been publishing new school textbooks in accordance with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education 2023. So far, new books for classes 1 to 4 and classes 6 and 7 have been released; books for

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Twice the exams, twice the pressure? How CBSE's dual-board format could reshape student motivation and mental health

The Central Board of Secondary Education will implement a dual board exam system for Classes 10 and 12 from the academic year 2025-2026. This initiative aims to alleviate academic stress on students. It offers two opportunities for students to perform well. The new system may present challenges like extended school terms and increased workload for teachers.

ET CONTRIBUTORS

Published On Jul 16, 2025 at 09:03 AM IST • Read by 2486 Professionals



By: K S Jyothi

The COVID-19 pandemic exposed serious flaws in how our education system supports or rather fails to support student well-being. In response, the National Education Policy (NEP) 2020 outlined a dual board exam policy aiming to reduce academic exam-related pressure on students.

With effect from this academic year (2025–2026), the Central Board of

high-stakes testing

In recent years, we have seen a staggering increase in students experiencing both physical and emotional stress directly linked to academic performance. The pressure of having just one chance to perform well on a single, defining examination has led to mental health challenges that no scorecard can capture. I've witnessed firsthand the toll that this "do-or-die" situation takes on students. When everything rides on a handful of days, even the most resilient learner falters.

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The ripple effect of this pressure extends beyond the student. Parents, often with the best of intentions, find themselves caught up in the whirlwind of these high-stakes exams. Their hopes, anxieties, and even social standing sometimes come to hinge on their child's performance, intensifying the tension at home. These five or six exam days in Grade 10 or 12 begin to define not just a student's year, but a family's emotional ecosystem.

The promise of a second chance

In this context, the CBSE dual board exam format, offering students two opportunities within the same academic year, is not just a procedural reform but a symbol of compassion and common sense. By spreading the pressure across two potential exam windows, the CBSE board is allowing students the space to breathe, reflect, and recalibrate.

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- This move eases the pressure on students to perform perfectly in one go, giving room for mistakes, growth, and redemption.
- For parents, this could be a crucial step toward easing the "all-or-nothing" approach that fuels much of the academic stress in Indian households.

The flip side: Dual boards, double the burden?

However, like any structural change, the dual-board system is not without its pitfalls. For starters, the second exam session planned for April/May might extend well into the summer vacation for schools down south, blurring boundaries between learning and recovery. Both students and teachers alike need to rest and reset.

Advt

Moreover, the system could potentially backfire if students, under pressure from parents or peers, feel obliged to reattempt, even if they've done well the first time. What was designed to relieve stress might then end up reinforcing it. There's also the concern that some students might take the first exam too lightly, assuming they can always "try again," leading to complacency rather than confidence.

Teachers and school systems will also face a significantly heavier workload. From preparing students for two rounds of board exams to

Re-evaluation requests for the second boards would add to the load of the concerned authorities dealing with re-evaluation.

Striking the right balance

Ultimately, the success of this dual-exam model will depend on how sensitively it is implemented. The spirit behind the decision is rooted in student well-being, a priority that educators across the country have been calling attention to for years. But this intention must be safeguarded against unintended outcomes, especially those driven by misplaced expectations or rigid academic benchmarks.

As educators, we have a crucial role to play in shaping how this new model is received and executed. We must guide students not just academically, but emotionally. It is vital to help them understand that having two opportunities doesn't mean doing twice the work or facing twice the pressure, but gaining a more humane and forgiving framework in which to grow.

Because at the end of the day, the goal of education should not be to test how well a student can perform under pressure, but how well they can learn, reflect, and thrive, even when the stakes are high.

About the Author: K S Jyothi is the Principal of The Samhita Academy, with over [14 years_ of experience] in school leadership. A passionate advocate for student mental health and holistic education, she believes that academic success must never come at the cost of well-being.

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Published On Jul 16, 2025 at 09:03 AM IST

राष्ट्रीय सहारा, 17 जुलाई, 2025, पृष्ठ संख्या - 3

अकबर 'क्रूर' लेकिन था 'सहिष्णु', बाबर था 'निर्मम'!

नई दिल्ली (एसएनबी)। एनसीईआरटी की आठवीं कक्षा की नयी पाठ्यपुस्तक में मुगल सम्राटों के शासनकाल का वर्णन करते हुए कहा गया है कि अकबर का शासन "क्रूरता" और "सहिष्णुता" का मिश्रण था, बाबर एक "निर्मम आक्रमणकारी" था, जबकि औरंगजेब एक "सैन्य शासक" था, जिसने गैर-मुस्लिमों पर जजिया लगा दिया था। इस सप्ताह प्रकाशित पुस्तक "एक्सप्लोरिंग सोसाइटीः इंडिया एंड बियॉन्ड" एनसीईआरटी (राष्ट्रीय शैक्षणिक अनुसंधान और परीक्षण परिषद) के नए पाठ्यक्रम की पहली पुस्तक है, जो विद्यार्थियों को दिल्ली सल्तनत, मुगलों, मराठों और औपनिवेशिक युग से परिचित कराती है। पहले के संस्करणों में कक्षा 7 में इनमें से कुछ विषयों को शामिल किया गया था। एनसीईआरटी का कहना है कि अब इस कालखंड को पूरी तरह से कक्षा 8 में स्थानांतरित कर दिया गया है, जो स्कूल शिक्षा के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा (एनसीएफएसई) 2023 की सिफारिशों के अनुरूप है। पुस्तक के आरंभ में "इतिहास के कुछ अंधकारमय काल पर टिप्पणी" शीर्षक वाला एक खंड है। इसमें एनसीईआरटी ने संवेदनशील और हिंसक

एनसीईआरटी की आठवीं कक्षा की नई पुस्तक में किया गया दावा



घटनाओं, मुख्य रूप से युद्ध और रक्तपात को शामिल किया है। इसमें दिये गये नोट में छात्रों से आग्रह किया गया है कि वे "क्रूर हिंसा, अपमानजनक कुशासन या सत्ता की गलत महत्वाकांक्षाओं के ऐतिहासिक मूल" को निष्पक्षता से समझें। इसमें कहा गया, "अतीत की घटनाओं के लिए आज किसी को भी जिम्मेदार नहीं ठहराया जाना चाहिए।" नयी पुस्तक में, भारतीय इतिहास के 13वीं से 17वीं शताब्दी तक के कालखंड को 'भारत के राजनीतिक मानचित्र का पुनर्निर्माण' नामक अध्याय के तहत शामिल किया गया है। इसमें दिल्ली सल्तनत के उत्थान और पतन तथा उसका प्रतिरोध, विजयनगर साम्राज्य, मुगलों और उनका प्रतिरोध तथा सिखों के उत्थान पर प्रकाश डाला गया है।

एनसीईआरटी की आठवीं कक्षा की नयी सामाजिक विज्ञान की पाठ्यपुस्तक छात्रों को दिल्ली सल्तनत और मुगलों से परिचित कराती है। इसमें बाबर को "एक बर्बर और निर्मम विजेता बताया गया, जिसने शहरों की पूरी आबादी का कत्लेआम किया"। इसमें औरंगजेब को एक सैन्य शासक बताया गया है, जिसने मंदिरों और गुरुद्वारों को नष्ट किया। इसमें उस काल के दौरान "धार्मिक असहिष्णुता के कई उदाहरण" बताए गए है।

किताब में अकबर के शासनकाल को विभिन्न धर्मों के प्रति "क्रूरता और सहिष्णुता का मिश्रण" बताया गया है, साथ ही यह भी बताया गया है कि "प्रशासन के उच्च स्तरों पर गैर-मुसलमानों को अल्पसंख्यक रखा गया था"। चित्तौड़गढ की घेराबंदी के बाद अकबर को "लगभग 30,000 नागरिकों के नरसंहार का आदेश" देने वाला बताया गया है।

हिन्दुस्तान, 17 जुलाई 2025, पृष्ठ संख्या, 10

एनसीईआरटी की किताब में मुगल काल को क्रूर बताया

संशोधन

- सामाजिक विज्ञान की पुस्तक में उल्लेख किया
- मराठों और औपनिवेशिक युग के बारे में भी बताया

नई दिल्ली, एजेंसी। एनसीईआरटी की आठवीं कक्षा की सामाजिक विज्ञान की नई पुस्तक में मुगलों को क्रूर और निर्दयी बताया गया है।

पुस्तक में मुगल सम्राटों के शासनकाल का वर्णन करते हुए कहा गया है कि अकबर का शासन 'क्रूरता' और 'सहिष्णुता' का मिश्रण था, बाबर एक निर्मम आक्रमणकारी था, जबकि औरंगजेब एक सैन्य शासक था, जिसने गैर-मुस्लिमों पर जजिया कर लगाया था। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की इस सप्ताह प्रकाशित पुस्तक 'एक्सप्लोरिंग सोसाइटी : इंडिया एंड बियॉन्ड' छात्रों को दिल्ली सल्तनत, मुगलों, मराठों और औपनिवेशिक युग से परिचित कराती है।

पुस्तक के आरंभ में 'इतिहास के कुछ अंधकारमय काल पर टिप्पणी' शीर्षक वाला एक खंड है। इसमें संवेदनशील और हिंसक घटनाएं शामिल हैं। इसमें दिए गए नोट में छात्रों से आग्रह किया गया है कि वे क्रूर हिंसा, अपमानजनक कुशासन या सत्ता की गलत महत्वाकांक्षाओं के ऐतिहासिक मूल को निष्पक्षता से समझें।

नई किताब में शिवाजी की वीर गाथा

- एनसीईआरटी ने 13वीं से 17वीं शताब्दी तक के कालखंड का जिक्र किया

नई दिल्ली, एजेंसी। एनसीईआरटी की आठवीं कक्षा की सामाजिक विज्ञान की किताब में शिवाजी की वीर गाथा पढ़ाई जाएगी। नई पुस्तक में भारतीय इतिहास के 13वीं से 17वीं शताब्दी तक के कालखंड को 'भारत के राजनीतिक मानचित्र का पुनर्निर्माण' अध्याय के तहत शामिल किया गया है।

नई किताब में बाबर को एक बर्बर और निर्मम विजेता बताया गया, जिसने शहरों की पूरी आबादी का कत्लेआम किया। इसमें औरंगजेब को एक सैन्य शासक बताया गया है, जिसने मंदिरों और गुरुद्वारों को नष्ट किया। किताब में अकबर के शासनकाल को विभिन्न धर्मों के प्रति 'क्रूरता और सहिष्णुता का मिश्रण' बताया गया है।

नई पुस्तक में उन भारतीय हस्तियों को शामिल किया गया है, जिन्होंने सांस्कृतिक और राजनीतिक विकास में योगदान दिया। नई पाठ्यपुस्तक में मुगलों के विरुद्ध वीरतापूर्ण प्रतिरोध पर भी एक खंड है।, जिसमें जाट किसानों द्वारा मुगल अधिकारियों को मारने में सफल होने तथा भील, गोंड, संथाल और कोच जनजातीय समुदायों द्वारा अपने क्षेत्रों की रक्षा के लिए लड़ी गई लड़ाई भी शामिल हैं। इसमें गोंड राज्य की रानी दुर्गावती के बारे में जानकारी दी गई है, जिन्होंने अकबर की सेना के विरुद्ध युद्ध लड़ा था। नई किताब पर केंद्रीय राज्य मंत्री बीएल वर्मा ने कहा कि मुगलों ने हम पर लंबे समय तक शासन किया। अगली पीढ़ी को इसके बारे में जानना चाहिए। हमें सच्चाई स्वीकार करनी चाहिए। अगली पीढ़ी को अध्ययन करना चाहिए।

दैनिक जागरण, 17 जुलाई 2025, पृष्ठ संख्या -1, 19

'अकबर क्रूर होते हुए भी सहिष्णु, औरंगजेब निर्दयी शासक'

- मुगलों की क्रूरता भी पढ़ेंगे बच्चे,एनसीईआरटी ने आठवीं की सामाजिक विज्ञान की पुस्तक में मुगल काल की नए सिरे से की समीक्षा
- अकबर के चित्रण में क्रूरता और सहिष्णुता दोनों का जिक्र, औरंगजेब को बताया कट्टर और हिंदू मंदिरों को तोड़ने वाला शासक

जागरण ब्यूरो, नई दिल्ली: अब तक स्कूलों की जिन पाठ्यपुस्तकों में मुगल शासक अकबर को सिर्फ महान व सहिष्णु ही बताया जा रहा था, अब उनमें अकबर की क्रूरता की घटनाएं भी पढ़ने को मिलेंगी। नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत आठवीं कक्षा के लिए तैयार की गई सामाजिक विज्ञान की नई पाठ्यपुस्तक में मुगल काल की नए सिरे से समीक्षा की गई है। इसमें मुगल शासक अकबर को सहिष्णु के साथ क्रूर भी बताया गया है, जिसने 30 हजार हिंदुओं का कत्ल किया था। हालांकि, इस पाठ्यपुस्तक में यह स्पष्ट किया गया है कि अतीत की इन घटनाओं के लिए आज किसी को जिम्मेदार नहीं ठहराया जाना चाहिए। इस बदलाव के बारे में एनसीईआरटी ने कहा है कि पुस्तक में प्रस्तुत तथ्य स्थापित शैक्षणिक स्रोतों पर आधारित हैं। यह पाठ्यपुस्तक देश के इतिहास, भूगोल, आर्थिक जीवन, शासन प्रणाली पर जानकारी देने का प्रयास है।

एनसीईआरटी के मुताबिक, अभी सिर्फ आठवीं कक्षा के लिए तैयार की गई सामाजिक विज्ञान की पाठयपुस्तक में इतिहास से जुड़े इन शोधपरक तथ्यों को रखा गया है। शैक्षणिक सत्र 2025-26 से यह पाठ्यपुस्तक स्कूलों बच्चों को पढ़ने को मिलेगी। इसके साथ ही इतिहास से जुड़े अन्य भ्रामक पहलुओं को भी बढ़ती स्कूली कक्षाओं में स्पष्ट किया जाएगा। अगले शैक्षणिक सत्र तक एनसीईआरटी नौवीं, दसवीं, ग्यारहवीं, बारहवीं की पाठ्यपुस्तकों को भी लेकर आने वाली है। माना जा रहा है कि इनमें कुछ ऐसे योद्धाओं और सेनानियों की गाथा पढ़ने को मिलेगी, जिन्हें अब तक इतिहास में जगह नहीं मिली है।

एनसीईआरटी की आठवीं की सामाजिक विज्ञान की पाठ्यपुस्तक में प्रमुख मुगल सम्राटों के चित्रण को एक बड़े बदलाव के तौर पर देखा जा रहा है। इसमें अकबर के शासन को क्रूरता एवं सहिष्णुता का मिश्रण बताया गया है। 1568 में चित्तौड़गढ़ की घेराबंदी के दौरान अकबर द्वारा लगभग 30 हजार लोगों के नरसंहार और जीवित महिलाओं व बच्चों को गुलाम बनाने के दिए गए आदेश का उल्लेख किया गया है। इस दौरान अकबर के विजय संदेश का उद्धरण दिया गया है, जिसमें उसने कहा है कि 'हमने काफिरों के कई किलों और कस्बों पर कब्जा कर लिया है और वहां इस्लाम की स्थापना की है। अपनी रक्तपिपासु तलवार की मदद से हमने उनके मन से कुफ्र के निशान मिटा दिए हैं और उन जगहों पर और पूरे हिंदुस्तान में मंदिरों को नष्ट कर दिया है।

संबंधित >> पेज 19

औरंगजेब को बताया मंदिर तोड़ने वाला शासक

जागरण ब्यूरो, नई दिल्ली : नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत आठवीं कक्षा के लिए तैयार की गई सामाजिक विज्ञान की नई पाठ्यपुस्तक में मुगल काल की नए सिरे से समीक्षा की गई है।

औरंगजेब की क्रूरता तो सार्वजनिक रही है। उसे गैर-मुस्लिमों की धार्मिक यात्राओं पर जजिया कर लगाने और हिंदू मंदिरों को तोड़ने वाला भी बताया गया है। एनसीईआरटी ने हालांकि पुस्तक की प्रस्तावना में ही साफ कहा है कि 'इन घटनाओं को न तो मिटाया जा सकता है और न ही नकारा जा सकता है, लेकिन आज किसी को भी इनके लिए जिम्मेदार ठहराना गलत होगा।'

'भारत के राजनीतिक मानचित्र का पुनर्निर्माण' नाम से तैयार इस नई पाठ्यपुस्तक में 13वीं से 17वीं शताब्दी तक के भारतीय इतिहास पर चर्चा की गई है।

अमर उजाला, 17 जुलाई, 2025, मुख्य संस्करण - 1, 5

अकबर क्रूर पर सहिष्णु, औरंगजेब कठोर धार्मिक शासक

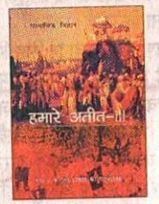
एनसीईआरटी की कक्षा आठ की सामाजिक विज्ञान की नई किताब में मुगल इतिहास का नया दृष्टिकोण

नई दिल्ली। एनसीईआरटी की कक्षा 8 की सामाजिक विज्ञान की नई किताब ने मुगल इतिहास को नए दृष्टिकोण से पेश किया है। इस किताब में सम्राट अकबर को क्रूर लेकिन सहिष्णु और औरंगजेब को कठोर धार्मिक शासक के रूप में चित्रित किया गया है।

एनसीईआरटी का कहना है, इतिहास में हुई क्रूरता और हिंसा को मिटाना संभव नहीं है, पर उन्हें समझकर भविष्य में ऐसे कृत्यों से बचा जा सकता है। किताब में 13वीं से 17वीं सदी तक की राजनीतिक घटनाएं शामिल इसमें दिल्ली सल्तनत का पतन, मुगलों का उदय, विजयनगर साम्राज्य और सिखों के उभार तक की घटनाओं को विस्तृत रूप में शामिल किया गया है। 2025-26 शैक्षणिक सत्र से किताब लागू होगी। ब्यूरो/एजेंसी

अकबर ने कराई 30 हजार लोगों की हत्या, बच्चों पर किए जुल्म

किताब में बाबर को तुर्क-मंगोल सेनापति बताया गया है, जिसने 1526 में पानीपत की पहली लड़ाई जीतकर दिल्ली सल्तनत का अंत किया। अकबर की शासन शैली को महत्वाकांक्षा से प्रेरित निर्दयता व सहिष्णुता का मेल बताया गया है। उसके शासन में चित्तौड़ की घेराबंदी के दौरान 30,000 लोगों की हत्या और महिलाओं व बच्चों की गुलामी जैसी घटनाओं का जिक्र किताब में है। हालांकि, अकबर ने जजिया-कर हटाया, राजपूतों को दरबार में शामिल किया और सुलह-ए-कुल की नीति अपनाई। फतेहपुर सीकरी में अनुवाद ब्यूरो स्थापित कर धार्मिक ग्रंथों का फारसी में अनुवाद कराया गया।



औरंगजेब : विस्तार और कट्टरता का युग

किताब के मुताबिक औरंगजेब का शासन मुगल साम्राज्य का सबसे बड़ा विस्तारकाल था, लेकिन यह निरंतर युद्धों और धार्मिक कट्टरता से भरा था। उसने संगीत, नृत्य और कई गैर-इस्लामिक प्रथाओं पर प्रतिबंध लगाया और जजिया कर दोबारा लगाया। बनारस, मथुरा और सोमनाथ में मंदिरों को तोड़ने और सिख, जैन, सूफी व पारसी समुदायों पर अत्याचार की घटनाएं भी किताब में वर्णित हैं। किताब में स्पष्ट लिखा गया है, घटनाओं के जिक्र का उद्देश्य किसी को दोष देना नहीं, बल्कि उन परिस्थितियों को समझना है जिनमें ऐसी घटनाएं संभव हुईं।

ब्रिटिश काल में अकाल से पांच से दस करोड़ लोग मरे : किताब में यह भी बताया गया है कि ब्रिटिश शासन के दौरान भारत में एक दर्जन से अधिक बार अकाल पड़ा जिसमें 5 से 10 करोड़ लोग मारे गए। वर्ष 1876 से 1878 के बीच के अकाल में लोग भूख से मर रहे थे लेकिन लार्ड लिटन ने अनाज के दाम कम करने से मना कर दिया।

ब्रिटिश काल में 45 लाख करोड़ डॉलर भारत से भेजा गया : इतिहासकार रोमेशचंद्र दत्त के हवाले से लिखा गया है कि वर्ष 1765 से 1938 के बीच आज के मूल्य के अनुसार 45 लाख करोड़ डॉलर भारत से टेलीग्राफ पोस्टल नेटवर्क, रेलवे, युद्ध, हीरे, जवाहरात, टैक्स समेत अन्य माध्यमों से ब्रिटेन गया। यह ब्रिटेन की वर्ष 2023 की जीडीपी का करीब 13 गुना था। पश्चिमी इतिहासकार लिखते हैं कि भारत ने विश्व को करीब एक चौथाई जीडीपी का योगदान दिया। तब भारत और चीन ही विश्व की दो बड़ी अर्थव्यवस्थाएं थीं।

ऑयल बोर्ड से बच्चों को बताए जाएंगे मोटापे के दुष्परिणाम

सार्वजनिक स्थानों पर ऑयल बोर्ड डिस्पले लगाए जाएंगे, सीबीएसई ने बच्चों में बढ़ रहे मोटापे को नियंत्रित करने के लिए निर्देश जारी किए

अमर उजाला ब्यूरो

नई दिल्ली। बच्चे समोसा, कचौरी, वड़ा पाव, पिज्जा, केले के चिप्स, फ्रेंच फ्राइज, बर्गर को ना कहें। केंद्रीय माध्यमिक शिक्षा बोर्ड ने बच्चों में तेजी से बढ़ रही मोटापे की समस्या को देखते हुए कदम बढ़ाया है। उसने स्कूलों को ऑयल बोर्ड लगाने को कहा है। ताकि बच्चों के मोटापे को नियंत्रित करने के लिए जागरूक किया जा सके।

बोर्ड ने स्कूलों से कहा है कि कैफेटेरिया, लॉबी, बैठक कक्ष और दूसरे सार्वजनिक स्थानों में ऑयल बोर्ड डिस्पले लगाए जाएं। स्कूलों को छोटे व्यायाम अवकाश का आयोजन करने और शारीरिक गतिविधियों को बढ़ावा देने को कहा है।

सीबीएसई ने हाल में ही स्कूलों को बच्चों में चीनी से जुड़े खाद्य पदार्थों से होने वाले नुकसानों की जानकारी देने के लिए शुगर बोर्ड लगाने की सलाह दी थी। इस पर स्कूलों ने अमल करना भी शुरू कर दिया है। अब बोर्ड ने स्कूलों को, ऑयल बोर्ड लगाने के निर्देश दिए हैं।

इसका मुख्य उद्देश्य छात्रों में तेल के संतुलित उपयोग को बढ़ावा देना और स्वस्थ जीवन शैली के बारे में शिक्षित करना है। इस संबंध में बोर्ड ने स्कूलों को एक परिपत्र जारी किया है। बोर्ड ने परिपत्र में जानकारी दी है कि वर्ष 2025 में प्रकाशित द लैंसेट जीबीडी 2021 मोटापा पूर्वानुमान अध्ययन के अनुसार भारत में अधिक वजन और मोटे वयस्कों की संख्या 2021 में 18 करोड़ से बढ़कर 2050 तक 44.9 करोड़ होने की संभावना है। जिससे यह दुनिया का दूसरा सबसे बड़ा वैश्विक बोझ वाला देश बन जाएगा।

बोर्ड का कहना है कि बच्चों में मोटापे की समस्या खराब खान-पान और शारीरिक गतिविधियों की कमी के कारण होती है। ऐसे में स्कूल छात्रों को जागरूक करें। बोर्ड ने स्कूलों को कहा है कि कैफेटेरिया, लॉबी, बैठक कक्ष और दूसरे सार्वजनिक स्थानों में ऑयल बोर्ड डिस्प्ले लगाए जाए। ये डिजिटल रूप या पोस्टर रूप में हो सकते हैं। बच्चों को मोटापे से लड़ने के लिए प्रतिदिन याद दिलाया जाए और इच्छाशक्ति को बढ़ाया जाए।

बच्चों को कहा जाए कि वह स्वास्थ्य वर्धक भोजन विकल्पों का चयन करें। इसमें अधिक फल, सब्जियां और कम वसा वाले खाद्य पदार्थों का चयन किया जाए। इसके साथ ही चीनी युक्त पेय पदार्थ और अधिक वसा वाले स्नैक्स का सेवन न किया जाए।

बोर्ड पर क्या होना चाहिए

ऑयल बोर्ड पर उन खाद्य पदार्थों(समोसा, कचौरी, चिप्स, बर्गर, पिज्जा, मोमोज) को प्रदर्शित किया जाए जिनसे शरीर को नुकसान होता है। इन खाद्य पदार्थों में कितनी तेल की मात्रा होती है, प्रतिदिन तेल की 27-30 ग्राम हो, स्वास्थ वर्धक विकल्प प्रदर्शित किए जाएं। स्कूलों को ऑयल बोर्ड के प्रोटोटाइप भी सुझाए गए हैं। स्कूल अपनी आवश्यकताओं के अनुसार इन्हें बनवा सकते हैं।

दैनिक जागरण, 17 जुलाई 2025, पृष्ठ संख्या - 1,19

'अकबर क्रूर होते हुए भी सहिष्णु, औरंगजेब निर्दयी शासक'

जागरण ब्यूरो, नई दिल्ली: अब तक स्कूलों की जिन पाठ्यपुस्तकों में मुगल शासक अकबर को सिर्फ महान व सहिष्णु ही बताया जा रहा था, अब उनमें अकबर की क्रूरता की घटनाएं भी पढ़ने को मिलेंगी। नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत आठवीं कक्षा के लिए तैयार की गई सामाजिक विज्ञान की नई पाठ्यपुस्तक में मुगल काल की नए सिरे से समीक्षा की गई है। इसमें मुगल शासक अकबर को सहिष्णु के साथ क्रूर भी बताया गया है, जिसने 30 हजार हिंदुओं का कत्ल किया था। हालांकि, इस पाठ्यपुस्तक में यह स्पष्ट किया गया है कि अतीत की इन घटनाओं के लिए आज किसी को जिम्मेदार नहीं ठहराया जाना चाहिए। इस बदलाव के बारे में एनसीईआरटी ने कहा है कि पुस्तक में प्रस्तुत तथ्य स्थापित शैक्षणिक स्रोतों पर आधारित हैं। यह पाठ्यपुस्तक देश के इतिहास, भूगोल, आर्थिक जीवन, शासन प्रणाली पर जानकारी देने का प्रयास है।

एनसीईआरटी के मुताबिक, अभी सिर्फ आठवीं कक्षा के लिए तैयार की गई सामाजिक विज्ञान की पाठ्यपुस्तक में इतिहास से जुड़े इन शोधपरक तथ्यों को रखा गया है। शैक्षणिक सत्र 2025-26 से यह पाठ्यपुस्तक स्कूलों बच्चों को पढ़ने को मिलेगी। इसके साथ ही इतिहास से जुड़े अन्य भ्रामक पहलुओं को भी बढ़ती स्कूली कक्षाओं में स्पष्ट किया जाएगा। अगले शैक्षणिक सत्र तक एनसीईआरटी नौवीं, दसवीं, ग्यारहवीं, बारहवीं की पाठ्यपुस्तकों को भी लेकर आने वाली है। माना जा रहा है कि इनमें कुछ ऐसे योद्धाओं और सेनानियों की गाथा पढ़ने को मिलेगी, जिन्हें अब तक इतिहास में जगह नहीं मिली है।

एनसीईआरटी की आठवीं की सामाजिक विज्ञान की पाठ्यपुस्तक में प्रमुख मुगल सम्राटों के चित्रण को एक बड़े बदलाव के तौर पर देखा जा रहा है। इसमें अकबर के शासन को क्रूरता एवं सहिष्णुता का मिश्रण बताया गया है। 1568 में चित्तौड़गढ़ की घेराबंदी के दौरान अकबर द्वारा लगभग 30 हजार लोगों के नरसंहार और जीवित महिलाओं व बच्चों को गुलाम बनाने के दिए गए आदेश का उल्लेख किया गया है। इस दौरान अकबर के विजय संदेश का उद्धरण दिया गया है, जिसमें उसने कहा है कि 'हमने काफिरों के कई किलों और कस्बों पर कब्जा कर लिया है और वहां इस्लाम की स्थापना की है। अपनी रक्तपिपासु तलवार की मदद से हमने उनके मन से कुफ्र के निशान मिटा दिए हैं और उन जगहों पर और पूरे हिंदुस्तान में मंदिरों को नष्ट कर दिया है।

संबंधित >> पेज 19

- मुगलों की क्रूरता भी पढ़ेंगे बच्चे,एनसीईआरटी ने आठवीं की सामाजिक विज्ञान की पुस्तक में मुगल काल की नए सिरे से की समीक्षा
- अकबर के चित्रण में क्रूरता और सहिष्णुता दोनों का जिक्र, औरंगजेब को बताया कट्टर और हिंदू मंदिरों को तोड़ने वाला शासक

औरंगजेब को बताया मंदिर तोड़ने वाला शासक

जागरण ब्यूरो, नई दिल्ली : नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत आठवीं कक्षा के लिए तैयार की गई सामाजिक विज्ञान की नई पाठ्यपुस्तक में मुगल काल की नए सिरे से समीक्षा की गई है।

औरंगजेब की क्रूरता तो सार्वजनिक रही है। उसे गैर-मुस्लिमों की धार्मिक यात्राओं पर जजिया कर लगाने और हिंदू मंदिरों को तोड़ने वाला भी बताया गया है। एनसीईआरटी ने हालांकि पुस्तक की प्रस्तावना में ही साफ कहा है कि 'इन घटनाओं को न तो मिटाया जा सकता है और न ही नकारा जा सकता है, लेकिन आज किसी को भी इनके लिए जिम्मेदार ठहराना गलत होगा।'

'भारत के राजनीतिक मानचित्र का पुनर्निर्माण' नाम से तैयार इस नई पाठ्यपुस्तक में 13वीं से 17वीं शताब्दी तक के भारतीय इतिहास पर चर्चा की गई है।

नवभारत टाइम्स, 17 जुलाई 2025, पृष्ठ संख्या 1, 10, 15

NCERT: किताब में बाबर आक्रमणकारी

NCERT की 8वी क्लास की सोशल साइंस की नई पाठ्यपुस्तक मे मुगल शासको अलाउद्दीन खिलजी, अकबर और औरंगजेब का जिक्र किया गया है। किताब मे बताया गया है कि अकबर का शासन 'क्रूरता' और 'सहिष्णुता' का मिश्रण था। बाबर एक निर्मम आक्रमणकारी था, जबकि औरंगजेब एक 'सैन्य शासक' था, जिसने गैर-मुस्लिमो पर जजिया लगा दिया था। ▸▸पेज 10

NCERT की किताब में बाबर को निर्मम, औरंगज़ेब को सैन्य शासक बताया गया

महाराणा प्रताप, कृष्णदेवराय और नरसिंहदेव के नेतृत्व में आक्रमणों का भी जिक्र

■ NBT रिपोर्ट, नई दिल्ली


AI Image

- NCERT की 8वी की सोशल साइंस की नई किताब में बदलाव किया गया है।
- किताब में भारतीय विरासत और लोकाचार में मजबूत जड़े की झलक भी दी गई है।

NCERT की 8वीं क्लास की सोशल साइंस की नई किताब में अलाउद्दीन खिलजी और मुगल शासकों अकबर, औरंगजेब के विभिन्न आयामों का जिक्र किया गया है। NCERT का कहना है कि किताब में मुगल शासकों के योगदानों के साथ-साथ लूटपाट पर एक संतुलित दृष्टिकोण पेश किया गया है। वहीं महाराणा प्रताप, कृष्णदेवराय और नरसिंहदेव के नेतृत्व में आक्रमणों और अभियानों पर प्रकाश डाला गया है।

'एक्सप्लोरिंग सोसायटी: इंडिया एंड बियॉन्ड' किताब में बताया गया है कि अकबर का शासन 'क्रूरता' और 'सहिष्णुता' का मिश्रण था। बाबर एक निर्मम आक्रमणकारी था जबकि औरंगजेब एक 'सैन्य शासक' था, जिसने गैर-मुस्लिमों पर जजिया लगा दिया था।

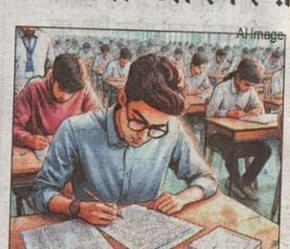
नई किताब में भारतीय विरासत और लोकाचार में मजबूत जड़े की झलक भी दी गई है। भारतीय इतिहास के मुश्किल समय के बारे में बताया गया है। रानी दुर्गावती 16वीं शताब्दी की शासक थीं। उन्होंने मुगल साम्राज्य के खिलाफ अपने राज्य की रक्षा के लिए लड़ाई लड़ी और भारतीय इतिहास में एक बहादुर योद्धा के रूप में जानी जाती हैं। किताब के एक चैप्टर में रानी दुर्गावती के बारे में बताया गया है। यह किताब छात्रों को दिल्ली सल्तनत, मुगलों, मराठों और औपनिवेशिक युग से परिचित कराती है।

इस किताब में भारतीय इतिहास के 13वीं से 17वीं शताब्दी तक के कालखंड को 'भारत के राजनीतिक मानचित्र का पुनर्निर्माण' नामक चैप्टर के तहत शामिल किया गया है। इसमें दिल्ली सल्तनत के उत्थान और पतन तथा उसका प्रतिरोध, विजयनगर साम्राज्य, मुगलों और उनका प्रतिरोध तथा सिखों के उत्थान पर प्रकाश डाला गया है। चांदनी चौक के शीशगंज गुरुद्वारे के बारे में भी छात्रों को पढ़ने को मिलेगा।

NCERT की किताब में अकबर के शासनकाल को विभिन्न धर्मों के प्रति क्रूरता और सहिष्णुता का मिश्रण बताया गया है। चित्तौड़गढ़ की घेराबंदी के बाद अकबर को लगभग 30,000 नागरिकों के नरसंहार का आदेश देने वाला बताया गया है। किताब में जजिया का जिक्र किया गया है, जिसे कुछ सुल्तानों ने गैर-मुस्लिम प्रजा पर सैन्य कार्रवाई से सुरक्षा और छूट देने के लिए लगाया था। इसमें कहा गया है कि यह कर सार्वजनिक अपमान का कारण था और प्रजा को इस्लाम धर्म अपनाने के लिए एक वित्तीय एवं सामाजिक प्रोत्साहन देता था।

शिक्षा बोर्डों के सिलेबस और रिज़ल्ट में अंतर पाटने के निर्देश

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AI Image

- शिक्षा मंत्रालय ने एनसीईआरटी, सीबीएसई समेत कई शिक्षा बोर्डो के अधिकारियो की बैठक मे कई अहम फैसले लिए गए।
- मंत्रालय ने कहा कि सीबीएसई की तरह दूसरे बोर्ड भी एक वर्ष में दो बार बोर्ड परीक्षा के लिए बनाए योजना।

■ **नई दिल्ली :** केंद्रीय शिक्षा मंत्रालय पिछले कई साल के देश के 66 शिक्षा बोर्डों के रिजल्ट का विश्लेषण कर रहा है, जिसमें कई बोर्ड के रिजल्ट में काफी अंतर मिल रहा है। विश्लेषण में यह भी सामने आया है कि बोर्डों के करिकुलम में भी समानता नहीं होने से रिजल्ट में अंतर बढ़ जाता है। इसी मसले पर चर्चा करते हुए मंत्रालय ने देश के शिक्षा बोर्डों, सीबीएसई, एनसीईआरटी, मंत्रालय के वरिष्ठ अधिकारियों की बैठक की और कई अहम फैसले लिए।

शिक्षा मंत्रालय के स्कूल शिक्षा और साक्षरता विभाग में सचिव संजय कुमार का कहना है कि एनसीईआरटी के संगठन परख ने राष्ट्रीय सर्वेक्षण 2024 किया है, जिसके निष्कर्षों को सभी बोर्ड को देखना चाहिए। स्कूल बोर्डों में पाठ्यक्रम और मूल्यांकन में समानता लानी होगी और इसके लिए एक रणनीतिक रोडमैप पर काम करना होगा। उन्होंने कहा कि जिस तरह से सीबीएसई ने 2026 से दसवीं क्लास में एक वर्ष में दो बार बोर्ड परीक्षा का फैसला किया है, उसी तरह की योजना पर दूसरे बोर्ड भी काम करें, इससे छात्रों को फायदा होगा।

शिक्षा सचिव ने कहा कि सभी शिक्षा बोर्ड को नैशनल काउंसिल फॉर वोकेशनल एजुकेशन एंड ट्रेनिंग (NCVET) में रजिस्टर्ड करवाया जा रहा है ताकि छात्रों को स्किल कोर्सेज का विकल्प चुनने का मौका मिले। यह एक बड़ा कदम है क्योंकि स्किल कोर्सेज को बढ़ावा देने के लिए स्कूल बोर्डों का रजिस्ट्रेशन जरूरी है। रिजल्ट में अंतर क्यों होता है, यह समझना जरूरी है। इसके लिए करिकुलम से लेकर असेसमेंट का पैटर्न भी देखना होता है। शिक्षा मंत्रालय का यही लक्ष्य है कि बोर्डों के करिकुलम और असेसमेंट पैटर्न में जहां तक संभव हो, समानता लाई जाए।

The Hindu, 17 July 2025, Page No- 12

New NCERT textbook explains how 'colonial powers stole India's wealth'

Maitri Porecha
NEW DELHI

The general thrust of Britain's dominance in India was plunder, and exploitation, says NCERT official

The new Class 8 social science textbook of the National Council of Educational Research and Training (NCERT), introduced to students in the academic year 2025-26, describes the colonial rule of European powers, especially Britain, as one which "drained India of its wealth".

Chapter 4 of the new NCERT textbook, *Exploring Society: India and Beyond*, says, "...the Industrial Revolution in Britain, which required investment, was made possible at least partly by the 'stolen wealth from India'." "Stolen wealth from India" is a phrase used by U.S. historian Will Durant, it says.

"The general thrust of Britain's dominance in India was plunder, exploitation, trade dominance, imposition of educational, administrative and judicial systems, and Christianisation," Michel Danino, head of the NCERT's Curricular Area Group for social science, told *The Hindu*.

An official statement released by the NCERT said, "All the facts presented in this textbook are based on well-known primary and secondary academic sources. However, in order to avoid generation of any prejudice and misunderstanding, "A note on history's darker period at page 20 has been added."

The note states, "While those happenings cannot be erased or denied, it would be wrong to hold anyone today responsible for them..." The fourth chapter goes on to include a quote by William Digby which states, "...Modern England has been made great by Indian wealth, ... wealth always taken by the might and skill of the stronger."

"A recent estimate for the wealth extracted out of India given by Indian economist Utsa Patnaik, in the period from 1765 to 1938, coming at 45 trillion U.S. dollars or about 13 times Britain's GDP in 2023. Had this wealth remained invested in India, it would have been a very different country when it attained independence," the chapter states.

"In India, it is common to find the colonial period portrayed as a positive one, with the British bringing industries, railways, the telegraph, modern education, and so on. We have tried to correct this perspective by showing what really happened – the destruction of India's indigenous industries and educational system, the enormous revenue extraction from the Indian population to finance railway and telegraph, etc," Mr. Danino stated.

"Of course we have also shown the other side – the opening up of India to the world and Europe's discovery of India's ancient culture, among others," he further added.

Chapter on Marathas

The new NCERT textbook, unlike the old ones which made passing reference to the Marathas, has now introduced an entire chapter dedicated to "The Rise of the Marathas". "In effect, the British took India from the Marathas more than from the Mughals or any other power," the NCERT text states.

Asian Age, 17 July 2025, Page No- 2

Akbar brutal but tolerant, Babur ruthless: NCERT new description

New Delhi, July 16: Akbar's regime was a blend of "brutality" and "tolerance", Babur a "ruthless conqueror" while Aurangzeb was a "military ruler" who reimposed taxes on non-muslims, says the NCERT's new Class 8 textbook while describing the reign of Mughal emperors. The book, *Exploring Society: India and Beyond*, released this week, is the first in the new NCERT curriculum to introduce students to the Delhi Sultanate, Mughals, Marathas and the colonial era.

While earlier versions covered some of these topics in Class 7, the NCERT says the timeline has now been shifted entirely to Class 8, in line with the recommendations of the National Curriculum Framework for School Education 2023.

At the beginning of the book is a section titled "Note on Some Darker Periods in History", where the NCERT offers context for the inclusion of sensitive and violent events. — *PTI*

The Indian Express, 17 July 2025, Page No- 7

SOCIAL SCIENCE TEXTBOOK RELEASED THIS WEEK

New Class 8 book chapter on colonial period skips Tipu Sultan, Anglo-Mysore wars

ABHINAYA HARIGOVIND
NEW DELHI, JULY 16

THE NEW NCERT Class 8 Social Science textbook skips the mention of Tipu Sultan, Haidar Ali or the Anglo-Mysore wars of 1700s in its chapter on India's colonial era, which has been described as time when "one of the richest lands of the world had become one of the poorest".

Part 1 of the textbook — *Exploring Society: Indian and Beyond* — was released this week for use in the ongoing academic session. A second part is expected this year.

The chapter on the colonial era covers the period from the late 1400s and the arrival of Vasco da Gama up to the late 1800s, including the 'Great Indian Rebellion of 1857'. It traces the shift of the British from being traders to rulers, refers to the Battle of Plassey — a decisive victory for the East India Company against Nawab of Bengal in 1757 — and the "drain of India's wealth" during this period.

A section on the early resistance movements that challenged British colonialism in the run-up to the 1857 rebellion refers to the 'Sannyasi-Fakir rebellion' of the 1700s, the Kol Uprising, and the Santhal rebellion and "peasant uprisings" of the 1800s.

In a separate chapter on the Marathas, it refers to the Anglo-Maratha wars between 1775 and 1818 and states that "the British took India from the Marathas more than from the Mughals or any other power".

In the old Class 8 Social Science textbook, a section on the expansion of the East India Company's rule from 1757 to 1857 also pointed to the resistance to them from the rulers of Mysore — referring to Mysore under Haider Ali and Tipu Sultan, "the Tiger of Mysore", and the four Anglo-Mysore Wars in the 1700s. It also described the wars the Marathas fought against the East India Company.

When asked if Tipu Sultan and the Anglo-Mysore wars may find a mention in part 2 of the new Social Science book, Michel Danino, who chaired NCERT's group that developed the book based on the National Education Policy 2020 and the National Curriculum Framework, said chapters for part 2 "are not ready yet".

"But a temporary answer is: probably not," he said. "It's unfortunately not possible to cover all events of the colonial period; if we try to, we fall back into the old mode of cramming textbooks with dates, wars etc. In the Middle Stage (Classes 6-8), we only do a quick overview of Indian history; in the Secondary Stage (Classes 9 to 12), there will be opportunities to go over some periods — especially the crucial one of colonial domination — in greater depth," he added.

'Drain of wealth'

Referring to the "age of colonialism" and the expansion of the European powers from the 15th century onwards in different parts of the world, the book notes that while the colonisers claimed they had a "civilizing mission", the reality was different and included "destruction of traditional ways of life, and the imposition of foreign cultural values."

According to the new book, until the 16th century, when European powers began sailing to the Indian subcontinent, India contributed "at least one-fourth of the world GDP during this whole period, making it one of the two largest economies globally alongside China (whose contribution was of the same order)."

A later section in the chapter points out that "India's share of the world GDP kept declining throughout the colonial rule, reaching hardly 5 per cent at the time of Independence. In less than two centuries, one of the richest lands of the world had become one of the poorest."

Similarly, a section on the "drain of India's wealth" says the colonisers extracted "many billions of pounds from India", and "a more recent estimate (by Utsa Patnaik) for the period 1765 to 1938 comes to 45 trillion US dollars (in today's value)". "Had this wealth remained invested in India, it would have been a very different country when it attained independence," it says.

The new book also says the construction of India's railways "was not a gift from the colonial rulers to India." "Most of it was paid for by Indian tax revenue, which means that Indian funded infrastructure primarily served British strategic and commercial interests. The same can be said of the telegraph network," it says.

The colonial powers "stole thousands of statues, paintings, jewels, manuscripts and other cultural artefacts from India and sent them to European museums or private collections," the book says, adding that such "massive theft" took place over much of the colonized world.

The old Class 8 book did not have the sections on the railways, the "theft" of artefacts, and world GDP.

Said Danino: "We included the real facts on the financing of the Indian railway and telegraph (and several wars, including putting down the 1857 Rebellion) because otherwise we give a wrong impression that these were great gifts by the colonial powers. They were no gifts and contributed to make poor Indians (especially the peasant class) even poorer through revenue extraction." He maintained that his remarks reflect his personal opinion.

The Statesman, 17 July 2025, Page No - 6

Learning from AI

It is a fact that despite countless experiments with various teaching methods, no substitute approach has been able to completely replicate the experience of sitting in front of an actual teacher in a physical classroom. The close bond that develops between a teacher and a student during classroom teaching is the primary cause of this. This connection is frequently silent and conveyed solely by eye contact. No other technique has been able to reproduce this relationship





AI INTEGRATION IN EDUCATION

Thoughts for the Indian Higher Education System

While reading a piece of news, I was suddenly reminded of my Class Five half-yearly examination. I was first in class, yet had scored only 59 in Mathematics. I was devastated. Our maths teacher, Murali Babu, comforted me saying, "You were in too much of a hurry. Made some silly mistakes. Don't lose heart. Maybe your score will flip in the annual exam." That reassurance worked like magic. It gave me strength. In the annual exam, I really scored 95 in Math.

Another memory comes to mind. I was then a postgraduate student. I had written an answer on a short essay by Orwell and went to my teacher, professor Rama Kundu, to see if the answer was correct. While discussing the errors in my answer, she delved deep into the world of Orwell's writings – works I hadn't yet read. Our syllabus included only one essay by Orwell. But just by showing her one answer written on a question that might come in the exam from that essay, I ended up learning about novels like Animal Farm and 1984.

Had I been taught by AI, would I ever have had such experiences? That's what I was wondering while reading the news that has expressed concern about college and university teachers soon becoming redundant because of AI. The apprehension has actually been expressed by Sanjeev Sanyal, an economist and a member of the Prime Minister's Economic Advisory Council. He has warned universities that artificial intelligence (AI) has the potential to upend higher education itself.

In a recent podcast hosted by the Indian School of Business (ISB), Sanyal has said that AI would replace traditional undergraduate lectures by providing high-quality, individualised education at scale, frequently for free. "You could just as easily learn from AI instead of spending four years in college," Sanyal has maintained. He has further said, "AI is capable of giving lectures, responding to enquiries, translating information into any language, and even certifying you." The majority of undergraduate and many graduate programmes rely on standardised content, which AI can now manage efficiently, according to Sanyal. He has said: "The traditional lecture format is obsolete. AI doesn't just teach – it engages, tests, and certifies. In many cases, it does all of this better than humans."

Sanyal has emphasised that universities need to reinvent themselves in order to remain relevant in the present context. He has admitted that some professions, like medicine, will continue to need practical, hands-on training, "You can't use AI to cut a cadaver." However, AI has the potential to significantly increase the affordability and accessibility of post-secondary education for the majority of theoretical fields. He thinks that this change will significantly close the gap between regional colleges and prestigious universities. Additionally, students could be given the flexibility to create multidisciplinary courses and study at their own speed, which is something that traditional universities frequently find difficult to provide.



ANGSHUMAN KAR

The writer is Professor, Department of English and Culture Studies and Director, Centre for Australian Studies, the University of Burdwan

It is true that AI can now easily teach the core subjects taught in graduate courses all over the world. From one perspective, this is a stark caution to colleges/universities as well as teachers to change themselves immediately. In countries such as India, for example, university curricula are rarely updated, and when they are, undergraduate courses hardly ever include new subjects. Teachers frequently have a great deal of discretion over what they decide to teach in the classroom. They often teach those areas that they are comfortable with. University curricula here, that's why, often fall short of meeting the demands of the job market.

It is true that AI can assist a student in quickly and efficiently gaining the exact knowledge required for employment. That does not, however, imply that AI will soon be able to completely replace undergraduate teachers.

For example, many were concerned that human anchors would soon become outdated when a few Indian TV channels began presenting news with AI-generated anchors. That has not happened. Similarly, different YouTube channels have long been providing a range of undergraduate courses; however, despite their widespread use, YouTube educational channels have not usurped the place of formal education.

They continue to be a supplement to rather than a replacement of the mainstream. Even the once-popular online tutoring apps have lost some of their appeal in recent years. It is a fact that despite countless experiments with various teaching methods, no substitute approach has been able to completely replicate the experience of sitting in front of an actual teacher in a physical classroom. The close bond that develops between a teacher and a student during classroom teaching is the primary cause of this. This connection is frequently silent and conveyed solely by eye contact. No other technique has been able to reproduce this relationship.

An undergraduate student might be able to gain the required academic knowledge from AI. AI can take tests, provide prompt answers, and clarify the doubts of the students. However, many students find that the amount of concentration and focus needed to spend hours studying from AI is just too much. Will AI also be able to teach texts unasked for as did my teacher professor Rama Kundu?

AI, again, is no match to a teacher's congratulatory gesture when a student completes an exam successfully or correctly answers a question. It can praise the achievements of a student but the warmth and passion of a human voice will be absent in a machine's praise. Because of their emotional impact, a teacher's brief words of encouragement can sometimes transform a student's life. AI just can't do this. AI can never be my class-five math teacher Murali Babu.

There is another, more profound factor to take into account. A teacher and a student have a living, breathing relationship. Teachers frequently get involved in their students' personal lives.

In times of crisis, they provide direction, occasionally even assuming the role of a psychologist/counsellor. AI is incapable of doing this. Let me give the example of one student of mine who tried talking to AI on a regular basis to cope with her depression.

However, she discovered that AI repeatedly used different words to express the same concerns. In the end, she decided to tell her teacher the causes of her depression. We should not forget that transferring knowledge and skills is only one aspect of the college/university education system. Above all, it is a human process.

Thus, despite Sanyal's insistence, AI will never be able to fully replace teachers at the undergraduate level. However, it would be a serious mistake for teachers to use this as an excuse to become complacent and think that they don't need to change or adapt to the times.

We, in our country, now badly need curricula that are much more inquiry-driven, interdisciplinary and focussed on employment than they currently are. Teaching strategies must also evolve. If using AI is necessary to make classrooms more engaging, then so be it. In fact, that is the main challenge that college and university teachers in a country like our will face in the near future.

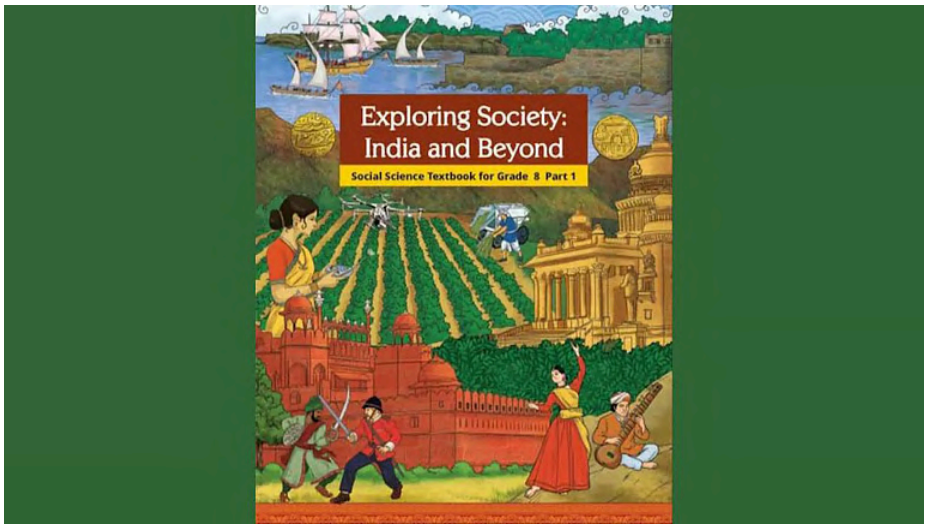
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Nation

NCERT's revised class 8 social science textbook detailing 'brutality' of Mughal rulers draws mixed reactions

Meanwhile, Chhatrapati Shivaji Maharaj has been credited with rebuilding the destroyed temples and safeguarding Hindu traditions.



'Exploring Society: India and Beyond', NCERT's social science textbook for Class 8 students. Photo | Special Arrangement

Express News Service

Updated on: 17 Jul 2025, 7:05 pm · 2 min read

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NEW DELHI: The NCERT's revised Class 8 social science textbook has replaced existing lessons on the Mughal Empire with those detailing the religious persecution and other brutalities committed by the Empire in India, sparking controversy.

'Exploring Society: India and Beyond,' released for use in the academic year 2025-2026, offers a multidisciplinary understanding of history, geography, economics and governance, said an official release from NCERT.

With a disclaimer stating that no one should be blamed for the past, the book details the wrongdoings of Muslim rulers.

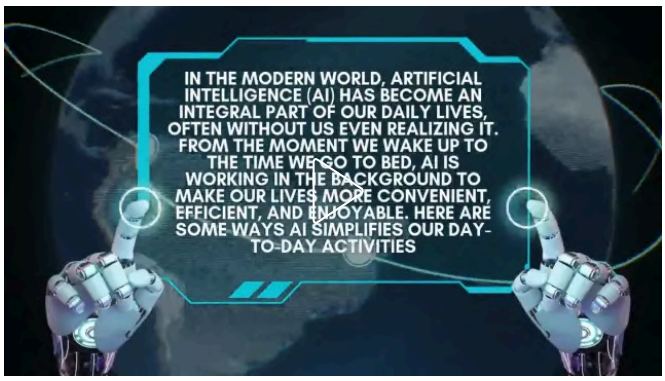
Emperor Akbar has been held responsible for ordering the massacre of 30,000 people after Chittorgarh city was seized in 1568; Babur has been portrayed as "a ruthless conqueror"; King Aurangazeb has been accused of

Chhatrapati Shivaji Maharaj has been credited with rebuilding the destroyed temples and safeguarding Hindu traditions.

The book also details the economic exploitation of Indians under both Mughal rule and British rule.

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The NCERT release said, "All the facts presented in this textbook are based on well-known primary and secondary academic sources. However, in order to avoid any prejudice and misunderstanding, 'A Note on History's Darker Periods' on Page 20 has been added for the benefit of learners."

The textbook received mixed reactions online. While one section claimed that these new books mark the 'end of Mughal glorification', another pointed out that the difference between education and propaganda have begun to blur.

Social media user Mahesh Sahu posted, "Not saffronisation, it's de-greenwashing of history. It's just the beginning, the truth must go further."

Another user, Dharmaji Boka said, "History reclaimed: Mughal atrocities revealed!"

X user Anees wrote, "The BJP is turning school textbooks into RSS hatred tools. Intellectuals and opposition should raise a voice against NCERT."

Dr Subair Khan posted, "It's no longer about facts! It's about an agenda. The line between education and politics is clearly getting blurred."

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THE TIMES OF INDIA

'Akbar brutal but tolerant, Babur ruthless': NCERT revises Mughal-era description; adds a no-blame footnote

TOI Education | Jul 17, 2025, 07.47 AM IST



In a significant pedagogical shift, the National Council of Educational Research and Training (NCERT) has released a new Class 8 Social Science textbook titled Exploring Society: India and Beyond, offering a more layered and candid portrayal of India's medieval past. The new volume, part of the new curriculum under the National Curriculum Framework for School Education (NCF SE) 2023, shifts the study of the Delhi Sultanate, the Mughal Empire, and colonial encounters from Class 7 to Class 8, aligning with the Council's restructured thematic and chronological focus. The textbook's chapter titled Reshaping India's Political Map presents major political shifts between the 13th and 17th centuries. It covers the rise and decline of the Delhi Sultanate, the Vijayanagara Empire, the Mughal dynasty, and the emergence of Sikh resistance. What distinguishes this update is not just its content, but its tone. It invites students to examine the past critically without assigning modern-day blame.

The chapter's preface lays out the framework clearly: "History may often appear dominated by wars and destruction—but should we simply leave them out? The better path is to confront and examine these events, to

understand the forces that made them possible and, ideally, to prevent them from happening again. It's essential to study these darker chapters with objectivity, without placing blame on people living today."

How Babur's arrival is now framed

The revised chapter begins its examination of the Mughal era with Babur, founder of the dynasty, whose arrival from Central Asia changed the subcontinent's political map. The textbook outlines his key victories, particularly the First Battle of Panipat in 1526, and his use of advanced military techniques such as field artillery.
While the textbook acknowledges Babur's strategic acumen and his observations in the Baburnama, it also notes his destruction of temples and the religious motivations behind some of his campaigns. These details aim to provide students with an unvarnished understanding of the conquest and its cultural impact, without assigning simplistic labels.

Redefining Akbar's reign

Among the central figures re-evaluated is Emperor Akbar, who took the throne at the age of 13 following Humayun's death. The textbook acknowledges both his military conquests and his attempts at religious accommodation, describing his rule as a "blend of brutality and tolerance, shaped by ambition and strategy."

One example is the 1568 siege of Chittorgarh, where thousands were massacred and women and children enslaved. Citing Akbar's own dispatches, the book offers insight into his motivations for religious conquest. Yet, it also highlights how Akbar abolished the jizya (a tax on non-Muslims), included Rajput leaders in his court, and promoted sulh-i-kul or "peace with all." His translation project at Fatehpur Sikri, which rendered Hindu epics like the Mahabharata and Ramayana into Persian, is presented as part of a broader cultural vision.

A quote from his biographer, Abul Fazl, underscores Akbar's personal evolution: "Formerly I persecuted men into conformity with my faith. As I grew in knowledge, I was overwhelmed with shame. Not being a Muslim myself, it was unmeet to force others to become such."

Shifting the lens on Aurangzeb

In contrast, Aurangzeb is introduced as a ruler whose territorial expansion was matched by increasing religious conservatism. The textbook documents how he reinstated the jizya, banned music and dance at court, and imposed pilgrimage taxes on Hindus. The destruction of temples in cities such as Banaras and Mathura is discussed alongside the persecution of Sikhs, Sufis, Jains, and Parsis.

The succession struggle that brought Aurangzeb to power is also detailed. Students learn how he defeated Dara Shikoh, executed rivals, and imprisoned his father, Shah Jahan, the emperor behind the Taj Mahal.

Studying the past, not living in it

While the inclusion of violent episodes might spark debate, NCERT has clarified its intent. In a statement quoted by ANI, the council said:

"While those happenings cannot be erased or denied, it would be wrong to hold anyone today responsible for them. Understanding the historical origin of cruel violence, abusive misrule, or misplaced ambitions of power is the best way to heal the past and build a future where, hopefully, they will have no place."

The textbook encourages students to engage with history not as a catalogue of heroes and villains, but as a record of choices, consequences, and contradictions. By combining accounts of conflict with stories of reform and cultural exchange, it offers a more rounded view of the past.

As India continues to revisit its historical narratives through updated academic frameworks, Exploring Society: India and Beyond signals a shift toward critical thinking in the classroom. It invites learners to interpret and contextualise, rather than simply memorise or judge.

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New NCERT textbook features ‘complexities’ of Mughal rulers, portrays Akbar’s reign as ‘blend of brutality and tolerance’

The Delhi Sultanate and the Mughals were earlier covered in the Class 7 syllabus, but now appear in the new NCERT Social Science textbook for Class 8

Updated - July 17, 2025 07:04 am IST - New Delhi



MAITRI PORECHA



Akbar’s reign is described as a blend of “brutality and tolerance”, and that during the seizure of the Chittor fort, Akbar, then 25 years old, ordered the massacre of 30,000 civilians, and the enslavement of women and children, the new Class 8 NCERT social science textbook states. File photo for representation. | Photo Credit: The Hindu

The history section of the newly introduced Class 8 social science textbook by the National Council of Educational Research and Training (NCERT) for students in the

current 2025-26 academic year portrays Mughal rulers, especially Babur, Akbar, and Aurangzeb, as “intellectuals” who also “plundered” the Indian population.

The second chapter of the textbook, titled ‘Reshaping India’s Political Map in Theme B - Tapestry of the Past’ includes references from the *Baburnama*, Babur’s autobiography, and describes him as cultured, intellectually curious, and having a keen appreciation of architecture, poetry, flora, and fauna. The textbook also goes on to say that Babur was a ruthless conqueror, slaughtering populations, enslaving women and children, and taking pride in erecting “towers of skulls” in plundered cities.

Akbar’s reign is described as a blend of “brutality and tolerance”, and that during the seizure of the Chittor fort, Akbar, then 25 years old, ordered the massacre of 30,000 civilians, and the enslavement of women and children, the new textbook states. Akbar’s message is also quote in the textbook: “We have succeeded in occupying a number of forts and towns belonging to infidels and have established Islam there. With the help of our bloodthirsty sword, we have erased signs of infidelity from their minds and have destroyed temples in those places and also all over Hindustan.” The textbook says Akbar leaned towards peace in the later years of his reign.

The new textbook also states that Aurangzeb issued *farmans* or edicts to demolish schools and temples. “Temples at Banaras, Mathura, Somnath among many others were destroyed, as well as Jain temples and Sikh gurdwaras,” the new textbook says. It also speaks of the persecution of Sufis and Zoroastrians at the hands of the Mughals.

Babur, Akbar, and Aurangzeb have not been described in such detail in the older NCERT textbook’s chapter on the Mughals, which appeared in the Class 7 History book (*‘Our Pasts II’*).



Michel Danino, Head, NCERT's Curricular Area Group for Social Science. File | Photo Credit: The Hindu

"Indian history cannot be cannot sanitised and presented as a smooth, happy development throughout. There were bright periods but also dark periods where people suffered, so we have given note on the darker chapters of history, and also given a disclaimer that no one today should be regarded as responsible for whatever happened in the past," Michel Danino, Head, NCERT's Curricular Area Group for Social Science, told *The Hindu*.

"You cannot understand them (the Mughal emperors) unless you go into the complexities of their personalities. Akbar himself admits he was brutal in his younger days. We are not demonising Akbar or Aurangzeb, but we have to show these rulers had their limitations and committed cruel deeds," Mr. Danino said.

Because Part One of the earlier released new Class 7 Social Science textbook in April culminated in the pre-Delhi Sultanate era of the 6th century, there was an element of uncertainty on how the Delhi Sultanate and Mughal era would find their place in the newly revamped textbooks. While earlier a Class 7 student would have learnt about the Delhi Sultanate and Mughal history, these sections have now been shifted to the first part of the newly released Class 8 textbooks, available in bookstores mid-July onward.

The first part of the new Class 8 Social Science textbook, which has combined History, Geography, Civics, and Economics into one title, *Exploring Society: India and Beyond*, will serve as a resource for the first six months of the academic year for Class 8, NCERT officials clarified. “Part Two textbooks for both Classes 7 and 8 for Social Science will be released in October later this year. Part Two textbooks are currently under development,” officials said.

The new Class 8 textbook also has a section on heroic resistance to the Mughals, including on the Jat peasants who managed to kill a Mughal officer; the Bhil, Gond, Santhal and Koch tribal communities, who fought to protect their territories; and Rani Durgavati of one of the Gond kingdoms, who fought against Akbar’s army. Sections have also been added on the escape of Mewar’s ruler Maharana Pratap, and the resistance of the Ahoms to Aurangzeb’s army in northeastern India.

Published – July 16, 2025 02:03 am IST

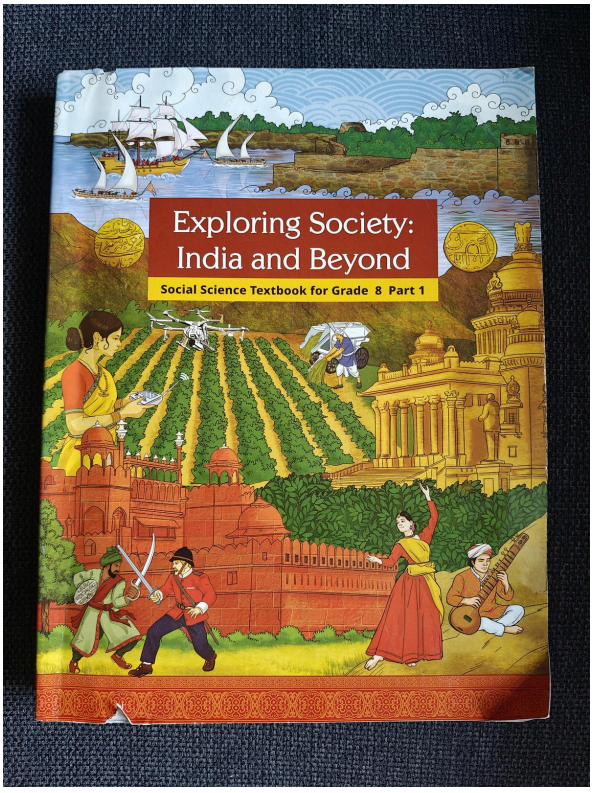
New NCERT textbook explains how ‘colonial powers stole India’s wealth’

The general thrust of Britain’s dominance in India was plunder and exploitation, says NCERT official

Updated - July 17, 2025 07:41 am IST - New Delhi



MAITRI PORECHA



The Class 8 social science NCERT book | Photo Credit: Special arrangement

The new Class 8 Social Science textbook of the National Council of Educational Research and Training (NCERT) introduced to students in academic year 2025-26 describes the colonial rule of the European powers especially the British to be the one which “drained India of its wealth”.

Chapter 4 of the new NCERT textbook *Exploring Society: India and Beyond* states that, "... the Industrial Revolution in Britain, which required investment, was made possible at least partly by the 'stolen wealth from India'." 'Stolen wealth from India' is a phrase used by U.S. historian Will Durant, it states.

"The general thrust of Britain's dominance in India was plunder, exploitation, trade dominance, imposition of educational, administrative and judicial systems, and Christianization," Michel Danino, Head, the NCERT's Curricular Area Group for Social Science, told *The Hindu.*

An official statement released by the NCERT said, "All the facts presented in this textbook are based on well-known primary and secondary academic sources. However, in order to avoid generation of any prejudice and misunderstanding, 'A note on history's darker period' at page 20 has been added."

The note states, "While those happenings cannot be erased or denied, it would be wrong to hold anyone today responsible for them..."

The fourth chapter goes on to include a quote by William Digby which states, "...Modern England has been made great by Indian wealth, ...wealth always taken by the might and skill of the stronger."

"A recent estimate for the wealth extracted out of India given by Indian economist Utsa Patnaik, in the period from 1765 to 1938, coming at 45 trillion U.S. dollars or about 13 times Britain's GDP in 2023. Had this wealth remained invested in India, it would have been a very different country when it attained independence," the chapter states.

"This was extracted not just through taxes, but by charging Indians for the colonial power's expenditures on building the railways, the telegraph network and even on wars!" the chapter further states.

"In India, it is common to find the colonial period portrayed as a positive one, with the British bringing industries, railways, the telegraph, modern education, and so on. We have tried to correct this perspective by showing what really happened — the destruction of India's indigenous industries and educational system, the enormous revenue extraction from the Indian population to finance railway and telegraph, etc," Mr. Danino stated. "Of course we have also shown the other side — the opening up of India to the world and Europe's discovery of India's ancient culture, among others," he further added.

The chapter also states that converting indigenous populations to Christianity was a powerful motivation (for territorial expansion of European powers). Colonisation led to loss of independence, exploitation of resources by the colonisers, destruction of traditional ways of life and the imposition of foreign cultural values, the new NCERT textbook states.

Portugese navigator Vasco da Gama "seized, tortured and killed Indian merchants, and bombarded Calicut from sea," the chapter states. "The Portuguese presence was characterised by religious persecution... of Hindus, Muslims, Jews and Christian converts...," the chapter further says. It also highlights the destruction of Pondicherry's original Vedapurishwaram temple, ordered by Joseph François Dupleix, Governor General of French India in 1748.

The chapter states that the British systematically dismantled indigenous governance systems of village communities and replaced them with a centralised bureaucracy. "While presented as modernisation, this imposition of a foreign system unsuited to India alienated Indians from the judicial system, creating courts that were expensive, time-consuming and conducted in a foreign language," it states.

Traditional versus modern systems of education

The chapter states that diverse educational traditions such as *pathashalas, madrasas* and *viharas* transmitted not only practical knowledge but also cultural values and traditions. It quotes from British reports which stated that hundreds of thousands of village schools were present across India (for instance, 1,00,000 to 1,50,000 of them in Bengal and Bihar) "where young natives are taught reading, writing and arithmetic, upon a system so economical ... and at the same time so simple and effectual..."

Also, the chapter states that the system education proposed by the British became a powerful tool for the creation of a class of Indians who would serve British interests; it quotes Thomas B. Macaulay who emphasised that "Indians needed British education... to create a class of Indians who would be Indian in blood and colour, but English in taste, opinions, morals and intellect."

The chapter goes on to say that while a few prominent British Orientalists argued that Indian students should be left to study in their own languages, Macaulay's policy gained the upper hand and India's traditional schools slowly disappeared, while English became a language of prestige associated with colonial masters. This resulted in lasting divisions in Indian society between English-educated elites and the masses.

“It also sidelined traditional sources of knowledge and authority, creating generations of Indians disconnected from their own cultural heritage,” the chapter states.

Addition of a chapter on the Maratha Empire

The new NCERT textbook, unlike the earlier ones that made a passing reference to the Marathas, has now introduced an entire chapter dedicated to ‘The Rise of the Marathas’.

“In effect, the British took India from the Marathas more than from the Mughals or any other power,” the NCERT textbook states. Marathas have been described as “a powerful political entity that will alter the course of India’s history”. The chapter talks about Shivaji’s need to establish a navy as a “revolutionary step” and his exploits as “legendary”.

The chapter goes on to state that when Shivaji attacked Surat, which was a wealthy port city in Mughal Empire, he obtained an enormous treasure of almost one crore rupees, but was careful not to attack religious places. In contrast, the Mughal rulers (like Babur, Akbar and Aurangzeb) have been described as “brutal” in the previous chapter titled ‘Reshaping India’s Political Map’. The chapter says they “destroyed temples” and their rule was fraught with “religious intolerance.”

In contrast, Shivaji has been described as “a devout Hindu... who rebuilt desecrated temples, promoted Sanskrit and Marathi literature, religious institutions and traditional arts”.

Ahilyabai Holkar, an 18th century Maratha ruler, has been described as “a devout person who built and restored hundreds of temples, ghats, wells and roads throughout India, from Kedarnath in north to Rameswaram in south. She rebuilt the Kashi Vishwanath temple in Varanasi that had been destroyed by Aurangzeb and Somnath temple in Gujarat destroyed by Mahmud of Ghazni,” the chapter states.

‘Evolution of India’

“Class 8 being the last year of the middle stage, the students are expected to acquire a broad multi-perspective understanding of our past between 13th to mid-19th century and how the various events of that period have helped shape and influenced the evolution of India of today,” a official statement from the NCERT said.

“This textbook attempts to provide an idea about the geography, history (medieval & modern), economic life and governance of the country, from a multi-disciplinary perspective in an integrated way,” it says.

“Our aim has been to consistently avoid attempting to load the child with too much information and to develop a critical understanding of the subject. Hence , the various facts, have been presented in a comprehensible manner to promote holistic learning in this textbook,” the statement further said.

Published – July 17, 2025 03:51 am IST



NCERT Director Professor Dinesh Prasad Saklani (File Photo/ANI)

Class 8 history book based on verified sources: NCERT Director Professor

ANI | Updated: Jul 17, 2025 19:15 IST

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New Delhi [India], July 17 (ANI): National Council of Educational Research and Training (NCERT (/topic/ncert)) Director Professor Dinesh Prasad Saklani (/topic/dinesh-prasad-saklani) defended the content of the Class 8 Social Science textbook on Thursday, asserting that the historical facts included are grounded in well-established and authentic sources.

"All the historical facts and evidence mentioned in the Class 8 Social Science textbook published by NCERT (/topic/ncert) are based on historical sources and texts like Baburnama, Banaras Gazetteer, Maasir-e-Alamgiri written by Saqi Muttid Khan and translated by Sir Jadunath Sarkar, the book 'The History and Culture of the Indian People' written by R.C. Majumdar, etc," Professor Saklani told ANI.

His statement comes after the textbook's portrayal of Mughal emperors has drawn attention, describing Akbar's reign as a "blend of brutality and tolerance" and Aurangzeb (/topic/aurangzeb) as a military ruler who enforced bans on "un-Islamic" practices and taxed non-Muslims.

To support this portrayal, Saklani cited Muntakhab-al-Lubab by Khafi Khan, a contemporary historian during Aurangzeb (/topic/aurangzeb)'s rule.

He said, "The facts mentioned in the textbook are supported by authentic historical sources. These facts clarify the complexity of the social, religious and political aspects of Indian history. The rulers of the Mughal Empire, especially Aurangzeb (/topic/aurangzeb), have been described in detail in 'Muntakhab-al-Lubab' written by his contemporary historian Khafi Khan."

Stating that the books presents historical facts in a "balanced and concise manner," he continued that students should know the "not only know the facts but also understand their impact in depth."

Meanwhile, from detailed views on Maratha leaders to the history of Sikhism, and from powerful regional dynasties to overlooked rulers like Narasimhadeva I, the newly released NCERT (/topic/ncert) Class 8

Social Science textbook offers a broader, more inclusive account of Indian history.

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

It also brings regional figures, such as Narasimhadeva I, the Gajapati rulers of Odisha, the Hoysalas, Rani Abbakka I and II, and Marthanda Varma of Travancore, into national focus.

The Sikh chapter traces the community's rise from a spiritual movement initiated by Guru Nanak to the militarised resistance under Guru Gobind Singh, culminating in the formation of the Khalsa and the establishment of a unified empire under Maharaja Ranjit Singh.

It narrates how the Sikh Gurus stood against Mughal persecution, with the execution of Guru Tegh Bahadur and the founding of the Khalsa by Guru Gobind Singh being pivotal moments.

The book also highlights the secular and inclusive governance style of the Sikh Empire, which stretched from Punjab to parts of Kashmir and remained a stronghold against colonial expansion till the mid-19th century.

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

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

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

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

It details their administrative reforms, military expansions, naval power, trade routes, and even cultural patronage. It also gives rare attention to the southern Maratha outposts like Thanjavur under Ekoji and Serfoji II, where literature, medicine, and printing presses flourished under local Maratha rulers.

The textbook also has a detailed inclusion of regional powers that have often been treated as footnotes.

Narasimhadeva I is credited with building the iconic Sun Temple at Konark, a symbol of maritime power and artistic excellence.

The Gajapati rulers of Odisha are presented as a major post-classical Hindu power that resisted external invasions and supported temple culture.

The Hoysalas are noted for their architectural innovation and stable governance in southern India.

Rani Abbakka I and II are profiled for their legendary resistance against Portuguese naval dominance in coastal Karnataka. Marthanda Varma of Travancore is portrayed as a military reformer and strategic leader who defeated the Dutch at the Battle of Colachel, a rare instance of an Asian power overpowering a European colonial force in the 18th century.

The new textbook also provides context to well-known Rajput rulers, such as Rana Kumbha and Maharana Pratap, not just as warriors but as figures of strategic importance during a period of shifting power dynamics in Delhi.

The Vijayanagara Empire too, receives in-depth treatment, including its economic policies, temple architecture, and resistance to Turkic invasions from the north. (ANI)

TAGS

NCERT (/topic/ncert/)

Class 8 History (/topic/class-8-history/)

Dinesh Prasad Saklani (/topic/dinesh-prasad-saklani/)

Aurangzeb (/topic/aurangzeb/)

Hindustan Times

NCERT issues clarification on revised Class 8 social science textbook content on Mughals: 'Facts based on...'

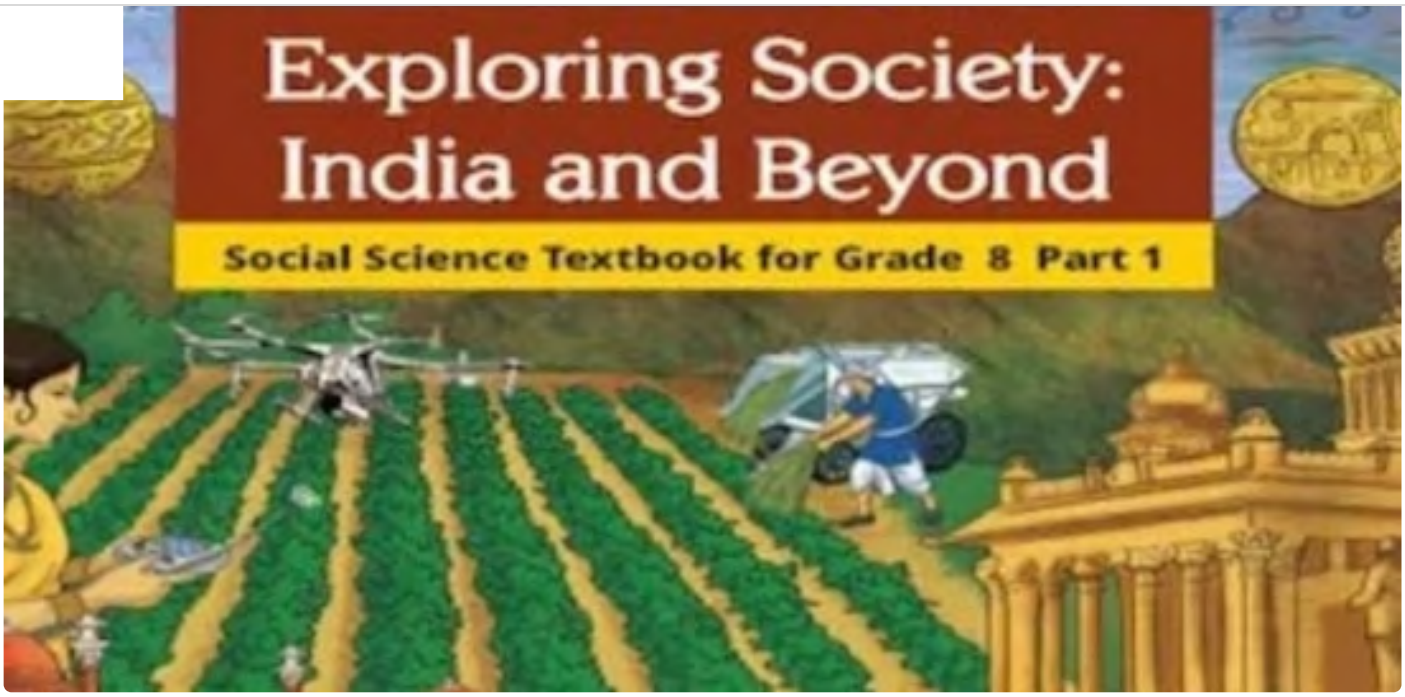
By HT News Desk

Published on: Jul 17, 2025 11:36 am IST

Part 1 of the Class 8 NCERT textbook, titled 'Exploring Society: Indian and Beyond', introduces students to the Delhi Sultanate, Mughals and more.

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The National Council for Education Research and Training (NCERT) on Wednesday detailed its rationale behind modifying some content in its Class 8 social science textbook and said that the facts stated were "based on well-known primary and secondary academic sources".



Cover of Part 1 of the Class 8 Social Science textbook that the NCERT released.(X/@ncert)

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Part 1 of the Class 8 textbook in question, titled 'Exploring Society: Indian and Beyond', introduces students to the Delhi Sultanate, Mughals, Marathas and more. The book emphasises "many instances of religious intolerance" during the Mughal era.

"This textbook attempts to provide an idea about the geography, history (medieval & modern), economic life and governance of the country, from a multi-disciplinary perspective in an integrated way," the NCERT statement read.

Introducing the book, the NCERT said it aims to avoid burdening the child with too much information and to develop a critical understanding.

disciplinary perspective in understanding of our past between 18th to Mid-19th and how the various events of that period have helped to shape and influenced the evolution of India of today," the NCERT said in a press release.

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The book references "brutal and ruthless conqueror" Babur's wiping off "entire populations of cities", and Aurangzeb destroying temples and gurdwaras.

These references are made in the '*Note on Some Darker Periods in History*' section at the beginning of the book. The section comes as a disclaimer for students before they begin learning about war and bloodshed. The NCERT says this section was added to "avoid generation of any prejudice and misunderstanding".

"A cautionary note has been inserted in one of the chapters to make it clear that no one should be held responsible today for events of the past. The emphasis is on an honest approach to history with a view to drawing from it important lessons for a better future," NCERT earlier said in a statement.

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It argues that the historical account mentioned in the book is evidence-based and balanced.

“Indian history cannot be cannot sanitised and presented as a smooth, happy development throughout. There were bright periods but also dark periods where people suffered, so we have given note on the darker chapters of history, and also given a disclaimer that no one today should be regarded as responsible for whatever happened in the past,” The Hindu quoted Michel Danino, head of NCERT’s Curricular Area Group for Social Science, as saying.

Although earlier editions addressed some of these topics in Class 7, the NCERT states that the timeline has now been moved entirely to Class 8, in accordance with the recommendations of the 2023 National Curriculum Framework for School Education (NCFSE).

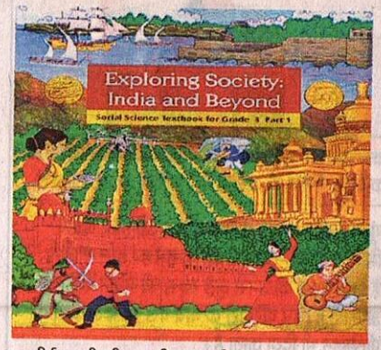
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दैनिक जागरण, 18 जुलाई 2025, पृष्ठ संख्या -13

एनसीईआरटी की पुस्तक में सिख इतिहास व मराठा विरासत

नई दिल्ली, एएनआइ : एनसीईआरटी की कक्षा-आठ की सामाजिक विज्ञान की नई पाठ्यपुस्तक में मराठा नेताओं के विस्तृत दृष्टिकोण से लेकर सिख धर्म के इतिहास और शक्तिशाली क्षेत्रीय राजवंशों से लेकर नरसिंहदेव-1 जैसे अनदेखे शासकों तक का समावेश है। पुस्तक भारतीय इतिहास का एक व्यापक खाता प्रस्तुत करती है।

पुस्तक 'एक्सप्लोरिंग सोसाइटी : इंडिया एंड बियांड-ग्रेड-8, पार्ट-1' सिख और मराठा साम्राज्यों पर विस्तृत अध्याय प्रस्तुत करती है, जो पहले केवल कुछ पृष्ठों या संक्षिप्त संदर्भों तक सीमित थे। नई पाठ्यपुस्तक में प्रसिद्ध राजपूत शासकों जैसे राणा कुम्भा और महाराणा प्रताप को केवल योद्धाओं के रूप में नहीं, बल्कि दिल्ली में शक्ति संतुलन के बदलते दौर के दौरान रणनीतिक महत्व के व्यक्तियों के रूप में भी संदर्भित किया गया है।



एनसीईआरटी की आठवीं कक्षा की सामाजिक विज्ञान की नई पुस्तक का कवर पेज ● सौ. एक्स@एनसीईआरटी

सिख गुरुओं और शासकों का विस्तृत वर्णन: सिख अध्याय में गुरु नानक द्वारा शुरू किए गए आध्यात्मिक आंदोलन से लेकर गुरु गोबिंद सिंह के नेतृत्व में सशस्त्र प्रतिरोध, खालसा के गठन और महाराजा रणजीत सिंह के नेतृत्व में एकीकृत साम्राज्य की स्थापना तक का ब्योरा और इस समुदाय के उदय का वर्णन किया गया है। यह बताता है कि सिख गुरु मुगल उत्पीड़न के खिलाफ कैसे खड़े हुए जिसमें गुरु तेग बहादुर का बलिदान और गुरु गोबिंद सिंह द्वारा खालसा की स्थापना महत्वपूर्ण क्षण थे। पुस्तक में सिख साम्राज्य की पंथनिरपेक्ष और समावेशी शासन शैली को भी उजागर किया गया है।

कम चर्चित लेकिन अहम शासकों का उल्लेख

पाठ्यपुस्तक में उन क्षेत्रीय शक्तियों का विस्तृत समावेश है जिन्हें अक्सर फुटनोट के रूप में देखा गया है। नरसिंहदेव-1 को कोणार्क में प्रसिद्ध सूर्य मंदिर के निर्माण का श्रेय दिया जाता है, जो समुद्री शक्ति और कलात्मक उत्कृष्टता का प्रतीक है। ओडिशा के गजपति शासकों को एक प्रमुख हिंदू शक्ति वाले साम्राज्यों के अंतिम दौर के रूप में प्रस्तुत किया गया है जिसने बाहरी आक्रमणों का सामना किया और मंदिर संस्कृति का समर्थन और उसकी भरसक रक्षा की। होयसाल को दक्षिण भारत में अपनी वास्तुशिल्प नवाचार और स्थिर शासन के लिए जाना जाता है। रानी अब्बक्का-1 और 2 को कर्नाटक के तटीय क्षेत्रों में पुर्तगाली नौसैनिक प्रभुत्व के खिलाफ उनके प्रसिद्ध प्रतिरोध के लिए चित्रित किया गया है। त्रावणकोर के मार्थंड वर्मा को एक सैन्य सुधारक और रणनीतिक नेता के रूप में दर्शाया गया है।

मराठों के साम्राज्य को भी किताब में मिला विस्तार: 2025-26 शैक्षणिक वर्ष से शुरू की जाने वाली इस पुस्तक में मराठों पर अध्याय, जो पहले केवल डेढ़ पृष्ठ लंबा था, अब 22 पृष्ठों में विस्तारित किया गया है और यह 17वीं सदी में शिवाजी के उदय और रायगढ़ किले में उनके राज्याभिषेक से शुरू होता है। इनमें उनकी नवोन्मेषी प्रशासनिक प्रणालियों, गुरिल्ला युद्ध शैली समेत समस्त सैन्य रणनीतियों और स्वराज्य पर जोर देने का वर्णन है। पुस्तक शिवाजी के उत्तराधिकारियों के योगदान पर रोशनी डालती है। इसमें संभाजी, राजाराम, शाहू व ताराबाई, बाजीराव-1, महादजी शिंदे और नाना फडणवीस जैसे नेता शामिल हैं।

राष्ट्रीय सहारा, 18 जुलाई, 2025, पृष्ठ संख्या -6

राजनीतिक सोच का बघार

महत्वपूर्ण शैक्षणिक बदलाव के तहत राष्ट्रीय शैक्षणिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) ने कई बदलाव किए हैं, जिनमें अकबर को क्रूर पर सहिष्णु, बाबर को निर्मम आक्रमणकारी कहा है जबकि औरंगजेब को सैन्य शासक बताया है, जिसने गैर-मुसलमानों पर जजिया लगाया था। हालिया प्रकाशित एक्सप्लोरिंग सोसाइटी : इंडिया एंड बियॉन्ड नये पाठ्यक्रम की पहली पुस्तक बताई जा रही है जिसमें दिल्ली सल्तनत, मराठों व औपनिवेशिक युग की चर्चा है। इसमें नोट में छात्रों से आग्रह है कि क्रूर हिंसा, कुशासन व सत्ता की गलत महत्वाकांक्षाओं के ऐतिहासिक मूल को निष्पक्षता से समझें। अतीत की घटनाओं के लिए आज किसी को जिम्मेदार भी न समझें,



जोड़ा गया है। दिल्ली सल्तनत के उत्थान-पतन, प्रतिरोध, विजयनगर साम्राज्य, मुगलों व उनका प्रतिरोध तथा सिखों के उत्थान की चर्चा है। बाबरनामा को स्वीकारने के बावजूद मंदिरों के विध्वंस की बात भी है। छात्रों को देश के इतिहास से परिचित करवाने के नाम पर सरकार के रुझान के अनुरूप तैयार किया नया पाठ्यक्रम पहले से ही विवादों में है। अकबर पर शामिल अबुल फजल की टिप्पणी-मैं शर्म से भर गया, चूंकि मैं खुद मुसलमान नहीं था, इसलिए दूसरों को मुसलमान बनने के लिए मजबूर करना मेरे लिए अनुचित था-इस मंशा का स्पष्ट उदाहरण कही जा सकती है। बेशक, भारतवर्ष ने सैकड़ों वर्षों गुलामी झेली है मगर नई पौध को बरगलाने वाली भाषा में उसे परोसना न्यायोचित नहीं कहा जा सकता। गुलामों के साथ सारी दुनिया में अपमानजनक बर्ताव होता रहा है, जिज्ञासू छात्र वयस्क होने पर स्वयं इतिहास का अध्ययन कर वैचारिक परिपक्वता इख्तियार कर सकते हैं। पाठ्यक्रम में काशी और मथुरा के मंदिरों का विध्वंस और सिखों, सूफियों तथा पारसियों के उत्पीड़न की चर्चा शामिल करने का तात्पर्य क्या है। यह स्पष्टीकरण कि शैक्षणिक ढांचे को आलोचनात्मक सोच की ओर बदलाव का संकेत माना जाना चाहिए, को राजनीति से प्रेरित कहना गलत नहीं होगा। सवाल सच-झूठ का भी नहीं है। नायकों-खलनायकों तथा विकल्पों-विरोधाभासों को लेकर खींची गई यह रेखा बाल मन पर संदेह के बीज भी बो सकती है। हकीकत यह है कि इतिहास को किसी कीमत बदला नहीं जा सकता। पूर्वाग्रहों के आधार पर उसकी तोड़-मरोड़ भले की जाती रहे।

The Pioneer, 18 July, 2025, Page No - 1, 4

CBSE launches fat awareness push

PIONEER NEWS SERVICE
New Delhi

The directive comes two months after the board asked schools to set up sugar boards to reduce sugar intake among school children

Concerned over increasing consumption of non-healthy foods by children leading to obesity, the Central Board of Secondary Education (CBSE) has asked schools to set up "oil boards" to educate students and staff about harmful effects of consuming high-fat foods and oils and to serve as daily reminders promoting healthier eating habits, according to officials.

The directive comes two months after the board asked schools to set up "sugar boards" to monitor and reduce the sugar intake of children.

"Oil Boards" refer to posters or digital displays installed in shared spaces such as cafeterias, lobbies, and meeting rooms within school premises. These boards will aim to educate students and staff about the harmful effects of consuming high-fat foods and oils and to serve as daily reminders promoting healthier eating habits.

Citing The Lancet Global Burden of Disease 2021 obesity forecasting study published in 2025, Singh said the number of overweight and obese adults in India is projected to rise.

Continued on » P4

CBSE launches fat awareness push

Continued from » P1

"Prevalence of childhood obesity is impacted mostly by poor dietary habits and reduced physical activity," Singh added.

"The data points out that there is a sharp rise in obesity among both adults and children. As per National Family Health Survey-5 (NFHS-5), 2019-21, over one in five adults in urban areas are overweight or obese," said Pragya M Singh, CBSE Director (Academics).

Installing oil board displays in common areas (cafeterias, lobbies, meeting rooms and other public spaces) to raise awareness on harmful consumption; printing health messages on all official stationery (letterheads, envelopes, notepads and folders) and publications to reinforce daily reminders on fighting obesity besides promoting healthy meals are among the recommendations made by the CBSE. The board also made recommendations such as physical activity in schools through availability of nutritious, healthier food options (more fruits, vegetables, and low-fat options, and by limiting availability of sugary drinks and high-fat snacks) and activity initiatives (encouraging use of stairs, organizing short exercise breaks, and facilitating walking routes).

"A few prototypes of such boards are available and schools may like to customize these as per their requirements. School students can be encouraged to prepare such boards as a part of experiential learning. Relevant IEC material including posters and videos are available at official YouTube channel of FSSAI," Singh said in a letter to schools.

The Hindu, 18 July, 2025, Page No - 13

Raziyya Sultan, Nur Jehan dropped from new Class 8 history textbook

Maitri Porecha
NEW DELHI

New textbooks follow the philosophy of National Education Policy, says official

Influential women icons Raziyya Sultan, who once ruled the Delhi Sultanate, and Nur Jehan, from the Mughal era, have been omitted from the new Class 8 National Council of Educational Research and Training (NCERT) social science textbook introduced from the current academic year (2025-26).

While students earlier learnt about the Delhi Sultanate and the Mughals in Class 7, the new Class 7 textbook culminate before the 12th century timeline. This content has now been included in part one of the new Class 8 textbook.

In the older textbook, two chapters – one on the Delhi Sultanate and another on the Mughals – were taught in the Class 7 book *Our Pasts - II*. It had a section dedicated to the story of Raziyya Sultan, daughter of Sultan Iltutmish. A similar chapter in the new Class 8 textbook omits her mention. In the old book, Raziyya, who became the ruler (Sultan) in 1236 and continued her reign till 1240, had been described as more "able" and "qualified" than all her brothers.

The new Class 8 textbook that features the Delhi Sultanate and the Mughals in chapter two, *Reshaping India's Political Map*, does not mention any women ruler or queen of the time. For instance, it also omits the mention of Emperor Jahangir's wife Nur Jehan, who in the old textbook had been referred to as having "influence in Jahangir's court". The old textbook also stated that silver coins were "struck in the name of the Queen Begum Nur Jehan" and seals were issued in her name. Messages inscribed on the seals granted her the status of an equal to Emperor Jahangir, the book said.

In the chapter on Mughals in the new textbook, references to Rani Durgavati, queen of Garha Kingdom, one of the Gond kingdoms in central India, have been freshly added. It mentions that she "led her troops and fought bravely", against Mughal Emperor Akbar's attempts to attack her kingdom in 1564.

In chapter three, *The Rise of the Marathas*, a section titled "Mighty Maratha Women", mentions Tarabai as a "fearless warrior queen", who resisted Emperor Aurangzeb's expansion efforts. She has been called "the architect of the northward Maratha expansion".

Michel Danino, NCERT's Curricular Area Group head for social science textbooks, told *The Hindu* that a section on Begum Hazrat Mahal of Awadh had been included in chapter four - *The Colonial Era in India*. She has been called a "heroine", who joined "the rebels during the 1857 uprising."

No mention of Tipu

References to Mysore ruler Tipu Sultan and his predecessor Haidar Ali have been removed. "It is important to understand that the new textbooks are not modelled on the old ones because the new books follow the new educational philosophy of the National Education Policy 2020 and the National Curriculum Framework 2023," Mr. Danino said.

Millennium Post, 18 July 2025, Page No - 1, 4

Akbar brutal, Babur ruthless: New Class 8 NCERT textbook

Mughal era: Aurangzeb, a military ruler

NEW DELHI: Akbar's regime was a blend of "brutality" and "tolerance", Babur a "ruthless conqueror" while Aurangzeb was a "military ruler" who reimposed taxes on non-muslims, says the NCERT's new Class 8 textbook while describing the reign of Mughal emperors.

The book, "Exploring Society: India and Beyond", released this week, is the first in the new NCERT curriculum to introduce students to the Delhi Sultanate, Mughals, Marathas and the colonial era.

While earlier versions covered some of these Continued on P4

Akbar brutal

topics in Class 7, the NCERT says the timeline has now been shifted entirely to Class 8, in line with the recommendations of the National Curriculum Framework for School Education (NCFSE) 2023.

At the beginning of the book is a section titled "Note on Some Darker Periods in History", where the NCERT offers context for the inclusion of sensitive and violent events, primarily war and bloodshed.

The note urges students to understand "the historical origin of cruel violence, abusive misrule or misplaced ambitions of power" dispassionately and states, "No one should be held responsible today for events of the past."

In the new book, the chapter covering Indian history from the 13th to the 17th century – "Reshaping India's Political Map" – spans the rise and fall of the Delhi Sultanate and resistance to it, the Vijayanagara Empire, the Mughals and the resistance to them, and the rise of the Sikhs.

Describing Babur as a "brutal and ruthless conqueror, slaughtering entire populations of cities", and Aurangzeb as a military ruler who destroyed temples and gurdwaras, the NCERT's new Class 8 Social Science textbook, which introduces students to the Delhi Sultanate and the Mughals, points to "many instances of religious intolerance" during the period.

While the book notes Akbar's reign as a "blend of brutality and tolerance" for different faiths, it also mentions that "non-Muslims were kept in a minority in the higher echelons of the administration". Akbar is portrayed as having "ordered the massacre of some 30,000 civilians" after the siege of Chittorgarh.

Referring to "jiziya", a tax that some sultans imposed on non-Muslim subjects to grant them protection and exemption from military service, the book says that the tax was a source of public humiliation and formed a financial and social incentive for subjects to convert to Islam. In the old Class 7 book, "jiziya" was described as a tax paid by non-Muslims initially along with land tax, but later as a separate one.

The chapter also notes that despite this, "Indian society showed adaptability and resilience in rebuilding towns, cities, temples and other aspects of the economy" during this period under both the Mughals and the Delhi Sultanate.

While the Sultanate and Mughal sections deal with dark themes, the textbook also celebrates resistance and resilience. Chapters on the Marathas, Ahoms, Rajputs and Sikhs highlight figures like Chhatrapati Shivaji Maharaj, Tarabai and Ahilyabai Holkar, portraying them as visionary leaders who contributed to cultural and political developments.

Shivaji is described as a master strategist in the textbook, who upheld Hindu values while respecting other religions. The book notes his efforts in rebuilding desecrated temples.

Michel Danino, Head, NCERT's Curricular Area Group for Social Science, defended the textbook, asserting there is no attempt to demonise Mughal rulers.

Union Minister of State BL Verma also echoed his views, saying the next generation should learn about them.

"Mughals ruled us for long. The next generation should learn about it. We should accept the truth. The next generation should study what all happened," Verma told reporters in Lucknow.

The new Class 8 textbook also has a section on heroic resistance to the Mughals, including by the Jat peasants who managed to kill a Mughal officer, and the Bhil, Gond, Santhal and Koch tribal communities, which fought to protect their territories.

It provides information on Rani Durgavati of one of the Gond kingdoms, who fought against Akbar's army. Sections have also been added on the escape of Mewar ruler Maharana Pratap, and the resistance of the Ahoms to Aurangzeb's army in northeastern India. AGENCIES

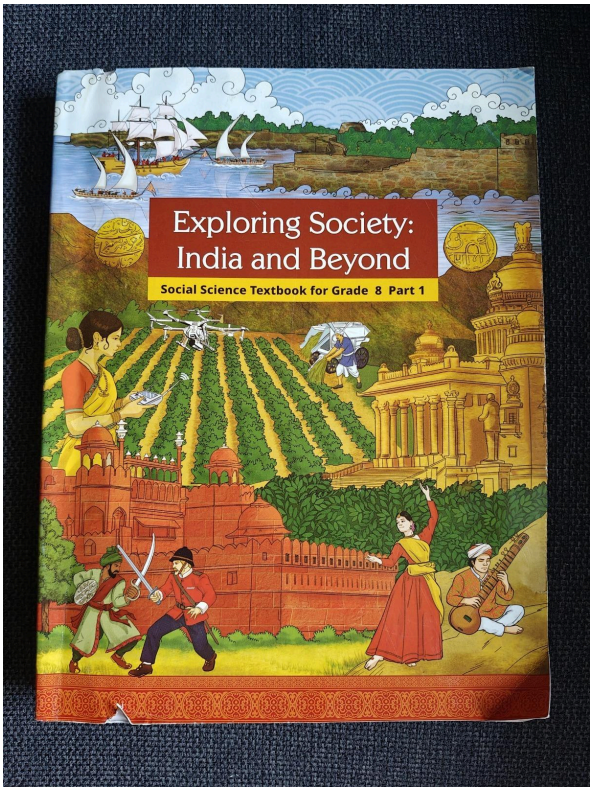
Raziyya Sultan, Nur Jehan dropped from new Class 8 NCERT history textbook

References to Tipu Sultan, Haidar Ali, four Anglo-Mysore wars removed, while sections related to Anglo-Maratha wars retained

Published - July 18, 2025 04:04 am IST - New Delhi



MAITRI PORECHA



Influential women icons have been omitted from new NCERT Class 8 social science textbook. | Photo Credit: Special Arrangement

Influential women icons Raziyya Sultan, who once ruled the Delhi Sultanate, and Nur Jehan from the Mughal era, have been omitted from the new Class 8 National Council of Educational Research and Training (NCERT) social science textbook introduced from the current academic year (2025-26).

While students earlier learnt about the Delhi Sultanate and the Mughals in Class 7, the new Class 7 textbooks culminate before the 12th century timeline. This content has now been included in Part one of the new Class 8 textbook.

In the older textbook, two chapters – one on the Delhi Sultanate and another on the Mughals – were taught in the Class 7 book *Our Pasts - II.* It had a section dedicated to the story of Raziyya Sultan, daughter of Sultan Iltutmish. A similar chapter in the new Class 8 textbook omits her mention. In the old textbook, Raziyya, who became the ruler (Sultan) in 1236 and continued her reign till 1240, had been described as more "able" and "qualified" than all her brothers. The book noted how Raziyya mentioned on her inscriptions and coins that she was the daughter of Sultan Iltutmish, in contrast to queen Rudramadevi of the Kakatiya dynasty who changed her name on inscriptions and pretended to be a man.

The new Class 8 textbook that features the Delhi Sultanate and the Mughals in Chapter 2 - *Reshaping India's Political Map* does not mention any women ruler or queen of the time. For instance, it also omits the mention of Emperor Jahangir's wife Nur Jehan, who in the old textbook had been referred to as having "influence in Jahangir's court". The old textbook also stated that silver coins were "struck in the name of the Queen Begum Nur Jehan", and seals were issued in her name. Messages inscribed on the seals granted her the status of an equal to Emperor Jahangir, the book said.

In the chapter on Mughals in the new textbook, references to Rani Durgavati, queen of Garha Kingdom, one of the Gond kingdoms in central India, have been freshly added. The new text mentions that she "led her troops and fought bravely", against Mughal ruler Akbar's attempts to attack her kingdom in 1564.

In chapter three of the new textbook, *The Rise of the Marathas,* a section titled "Mighty Maratha Women", mentions Tarabai as a "fearless warrior queen", who resisted Emperor Aurangzeb's expansion efforts. She has been called "the architect of the northward Maratha expansion". Ahilyabai Holkar has also been mentioned as being "instrumental in the Maratha expansion in North India".

Michel Danino, NCERT's Curricular Area Group head for Social Science textbooks, told *The Hindu* that a section on Begum Hazrat Mahal of Awadh had been included in Chapter 4 - *The Colonial Era in India.* She has been mentioned as a "heroine", who joined "the rebels during the 1857 uprising."

“We would have liked to include more such influential women icons, however, at one point the question was that of space. We also have a mandate of reducing syllabus. We will see later if we can include some of those references in the upcoming chapters or textbooks,” Mr. Danino added.

Major deletions

Mention of Tipu Sultan, who was referred to as The “Tiger of Mysore” in the old Class 8 history textbook *Our Pasts - III* [Chapter two - From Trade to Territory (The Company Establishes Power)], has been omitted from the new textbook’s chapter - *The Colonial Era in India*. Tipu Sultan had been mentioned 16 times in the old textbook and was credited with stopping sandalwood, pepper and cardamom export, disallowing local merchants from trading with the British East India Company.

His predecessor Haidar Ali too has been omitted from the new textbook. Portions on the four Anglo-Mysore wars fought in 18th century between Tipu Sultan and the British have been removed.

The old textbook featured a section on “War with Marathas” which has been expanded upon in the new textbook in a separate newly added chapter - *The Rise of the Marathas*. It highlights three Anglo-Maratha Wars fought between 1775 and 1818.

“Previously Marathas have been mentioned in old NCERT history textbooks in passing, however, they had an important role to play in resisting and eroding the Mughal rule, hence it was thought befitting to analyse the Maratha rule in detail, hence an entire chapter has been assigned to the Maratha empire,” Mr. Danino said.

The NCERT textbook says: “For three decades since 1771, the Marathas recaptured Delhi, and it remained in their control for after which the British captured the capital.”

A map in the textbook shows that in 1759, the extent of Maratha empire ranged from Kolhapur in Maharashtra to Cuttack in Odisha, and Peshawar in the north. “Founded in 17th century by Shivaji, the Maratha Kingdom’s decades-long resistance to Mughal and experience gained from this, helped in its pan-Indian expansion in the 18th century.”

The chapter states that owing to Marathas’ increased disunity, and the superior organisational and technological abilities of the British, they succeeded in ending the Maratha power. “In effect, the British took India from the Marathas more than from the Mughals or any other power,” the NCERT text states.

The chapter also highlights the “occasional indiscipline” and “abuse” during the Marathas’ 10-year campaign in Bengal (post-Shivaji’s death) that inflicted cruelty and devastation on common people.

In line with NEP

“It is important to understand that the new textbooks are not modelled on the old ones because the new books follow the new educational philosophy of the National Education Policy (NEP) 2020 and the National Curriculum Framework 2023. Therefore, the textbooks are going to be significantly different, with a completely revamped syllabus,” Mr. Danino stated.

He further said, “Part two of the Class 8 history section of the Social Science textbook will focus on the Indian freedom movement between 1857 and 1947.”

Published - July 18, 2025 04:04 am IST

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New NCERT Textbook: Council

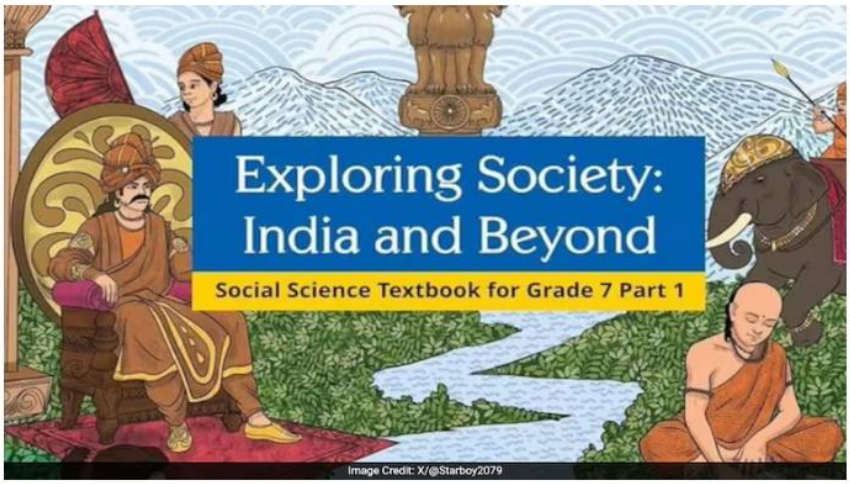
"Refreshing And Beautiful": NCERT's New Textbooks For Classes 6-8 Receive Internet's Approval

Social media users said it was 'refreshing and beautiful' to go through the new curriculum in the Social Science textbooks for classes 6 to 8.

Edited by: Abhinav Singh | Offbeat | Jul 18, 2025 19:54 pm IST

Read Time: 3 mins

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New NCERT Class 6-8 Social Science textbooks have been lauded by online users.

The new Social Science textbooks for classes 6 to 8, published by the National Council of Educational Research and Training (NCERT), have received the seal of approval from the internet for showcasing the country's history through the right lens. The overhaul comes in the backdrop of demands about decolonising the textbooks, with the previous iterations seemingly overemphasising colonial perspectives and playing down India's glorious, rich past.

A social media user named *Star Boy Tarun* took to X (formerly Twitter) to share their review of the newly released books, stating it was 'refreshing and beautiful' to go through the new curriculum.

"The new Social Science books for Classes 6 to 8 are truly a delight. The Class 8 book is still not available on their site, but I have read Class 6 and 7 books and really loved them. Here are some key takeaways," wrote the user.

Both class 6 and 7 Social Science books are titled, *Exploring Society: India and Beyond* and are available to the students in the 2025-26 academic cycle.

Talking about the takeaways from the book, the OP highlighted that the book talks about "ancient history of India from Rig Veda" and even mentions its old name.

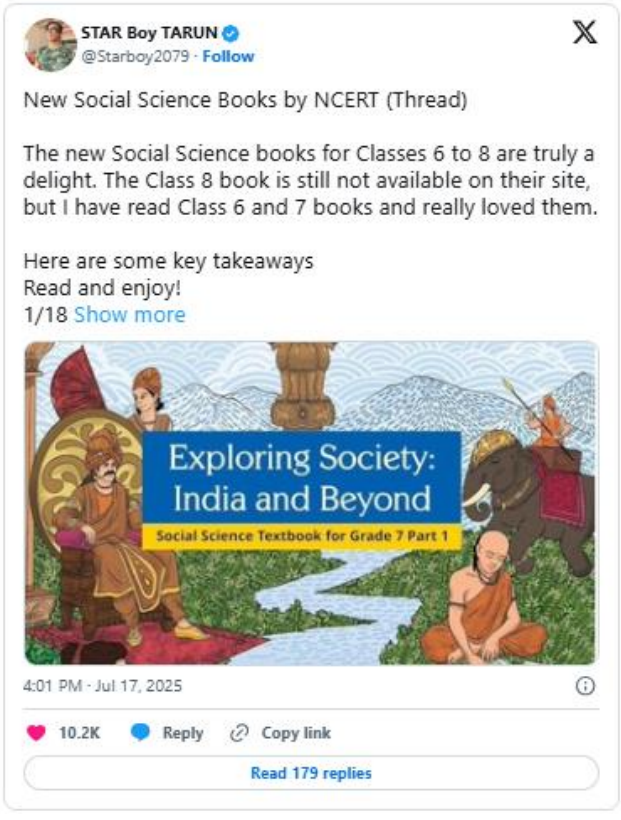
"Name of Bharat and Jambu Dweep. Books talk about ancient history of India from Rig Veda and Sapta Sindhu name. Chapter also gives reference of Vishnu Puran for the name Bharat," wrote the user, adding that the books mention Veda, Vedic Gods and Upanishads.

"There is a dedicated chapter related to cultural roots of India which talks about Hindu, Bodh and Jain culture."

The books also include chapters on India's sacred rivers and mountains, highlighting their cultural and religious significance for the people.

"My followers know that I've always been a critic of the Modi govt when it comes to education, but I must admit, this change feels refreshing and beautiful," the user added.

See the post here:



'NCERT has finally...'

As of the last updates, the post had garnered nearly 800,000 views, thousands of likes and hundreds of comments, with the majority happy with the changes made by the government.

"Maybe, this will start cleansing India of the false narratives of our own history, seeded by the past Marxist historians," said one user, while another added: "Wow. Finally. I truly appreciate this. Makes me want to go back and sit on the bench again."

A third commented: "NCERT has finally begun the process of teaching real Bharatiya [Indian] history to our kids."

A fourth said: "In my opinion, this is gonna be the single most effective feat of the Modi Government since 2014."

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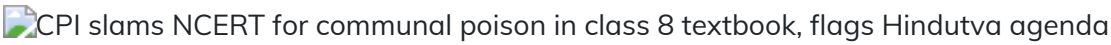
NCERT, Social Science, NCERT Books

CPI slams NCERT for communal poison in class 8 textbook, flags Hindutva agenda

> *In a statement, he said the National Council of Educational Research and Training (NCERT) had presented events from the reigns of Babur, Akbar, and Aurangzeb in a manner that reflects Hindutva ideology and incites religious prejudice.*

DTNEXT Bureau | 18 July 2025 3:21 PM (Updated: 18 July 2025 6:43 PM)

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R Mutharasan

CHENNAI: CPI state secretary R Mutharasan on Friday strongly criticised the inclusion of what he termed "communal poison" in the ss 8 Social Science textbook under the CBSE syllabus, and demanded its immediate withdrawal.





In a statement, he said the National Council of Educational Research and Training (NCERT) had presented events from the reigns of Babur, Akbar, and Aurangzeb in a manner that reflects Hindutva ideology and incites religious prejudice.

Such content, he said, sows the seeds of hatred in the minds of schoolchildren and promotes a majoritarian narrative. He noted that the textbook selectively interprets historical events from the 13th century and other periods to suit a contemporary political agenda, amounting to a distortion of history. He added that this shift in approach follows the appointment of individuals aligned with right-wing ideology to academic bodies.



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Mutharasan drew attention to colonial history, stating that British and East India Company rule resulted in systematic plunder, which is thoroughly documented in 18th and 19th-century records. He said India's post-Independence federal and secular framework was built through collective struggles against such domination.

He noted that the curriculum should promote values of peace, social harmony, and decentralisation. Instead, by allowing communal content that fosters hatred against minorities, the NCERT undermines these principles. He called upon the Union Ministry of Education to immediately withdraw the revised textbook content and uphold the secular and democratic foundations of education.

CPI State Secretary R Mutharasan | Class 8 | Text Books | Social Science Textbook

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EDUCATION

New NCERT Textbook Omits Reference to Raziyya Sultan, Nur Jehan

The Wire Staff
18/Jul/2025 5 min read

The new textbook has also omitted the mention of Tipu Sultan, who was referred to as The "Tiger of Mysore" in the old Class 8 history textbook.



Representative image of a textbook. Photo: Pixabay

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The older textbook had a section dedicated to Raziyya Sultan, who once ruled the Delhi Sultanate and also mentioned Noor Jehan, who was from the Mughal era, reported *The Hindu*.



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Earlier students were taught about the Delhi Sultanate and the Mughals in Class 7 but the new Class 7 textbooks end before the 12th century timeline. As a result, this content has now been included in Part one of the new Class 8 textbook.

In the older textbook, while there was a section dedicated to Raziyya, who became the ruler (Sultan) in 1236 and continued her reign till 1240, it has been omitted from the new version. The previous textbook had said that Raziyya, who became the ruler (Sultan) in 1236 and continued her reign till 1240, was more “able” and “qualified” than all her brothers.

Similarly, the new textbook omits any mention of Emperor Jahangir’s wife Noor Jehan, who, the earlier book noted had “influence in Jahangir’s court”.

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The new textbook gas also omitted the mention of Tipu Sultan, who was referred to as The “Tiger of Mysore” in the old Class 8 history textbook Our Pasts – III [Chapter two – From Trade to Territory (The Company Establishes Power)].

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mentions Tarabai as a "fearless warrior queen", who resisted Emperor Aurangzeb's expansion efforts.

She has been termed "the architect of the northward Maratha expansion". Ahilyabai Holkar has also been mentioned as being "instrumental in the Maratha expansion in North India".

Earlier, the new Class 8 textbook of the NCERT had described the reigns of various Mughal emperors as brutal and intolerant with questionable notes at the end.

While the NCERT had earlier made news because of the deletion of the Mughal era from history books, this one marks a new tactic on the part of the controversial textbook council.

The old Class 7 NCERT book which had introduced students earlier to this period of history did not have any mention of "attacks on temples" and the "brutality" of some Mughal and Sultanate rulers. As The Wire reported earlier this year, the new social science textbook for Class 7 replaces three separate books for History, Geography, and Social and Political Life. The Part 1 of the book does not have any reference to the rise of the Delhi sultanate and the Mughal empire.

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NCERT Launches New Class 8 Sanskrit Textbook To Encourage Logical Thinking In Students

NCERT New Textbook 2025: Picture-based learning and practical grammar exercises have been incorporated with a special focus on diagnosis and improvement.

Edited by: Sahil Behl | Education | Jul 18, 2025 22:10 pm IST

Read Time: 2 mins

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The new Sanskrit textbook introduces texts such as "Hitopadesha" and "Charaka Samhita".

NCERT New Textbook 2025: The National Council of Education, Research and Training has launched a new Sanskrit textbook for Class 8 based on the National Education Policy (NEP) 2020 and National Curriculum Framework for School Education (NCF-SE) 2023.

NCERT has introduced the new Sanskrit textbook with a focus on many features. Here is a list of some of the new features included in the Sanskrit textbook.

- Project-based learning has been introduced to foster logical and creative thinking in students.
- Picture-based learning and practical grammar exercises have been incorporated with a special focus on diagnosis and improvement.
- Modern lessons like 'Digital India' have also been introduced in the textbook.
- The new Sanskrit textbook has many colorful writing exercises for fun and useful activities.
- The textbook has poetic glimpses of human values and introduces Sanskrit texts such as "Hitopadesha" and "Charaka Samhita".

As per the post on X.com (formerly known as twitter) by NCERT, a new Sanskrit textbook "Deepakam" for Class 8 has been launched.

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NCERT प्रस्तुत: "दीपकम् – कक्षा ४ संस्कृत पाठ्यपुस्तक"
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NCERT has launched several textbooks for Class 5 and 8 in the past few days based on the NEP 2020 and NCF-SE 2023. Students can buy the new textbooks on the NCERT's official website and on Amazon.in also.

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Hindustan Times, 19 July 2025, Page No- 12

CBSE asks schools to set up 'oil boards' to promote healthy eating

Rajeev Mullick
letters@hindustantimes.com

LUCKNOW: The Central Board of Secondary Education has directed all affiliated schools to set up "oil boards" in a bid to promote healthy eating habits and curb problems such as obesity, a letter from the board said.

In a letter to school principals dated July 15, CBSE director (academics) Dr Praggya M Singh cited the National Family Health Survey (NFHS-5, 2019-21) data which revealed that over one in five adults in urban areas is overweight or obese.

The letter further cited the "Lancet GBD 2021" obesity forecasting study, published in March 2025, and said the number of overweight and obese adults in India is projected to rise from 180 million in 2021 to over 440 million by 2050, making it the country with the second-highest global burden of overweight and obese people.

The prevalence of childhood obesity is impacted mostly by poor dietary habits and reduced physical activity, the letter said.

"All schools must sensitise their students and staff by installing Oil Board displays (digital/static posters, etc.) in common areas (cafeterias, lobbies, meeting rooms and other public spaces) to raise awareness on harmful consumption. They must print health messages on all official stationery and publications to reinforce daily reminders on fighting obesity," the letter said.

In view of this, all schools must sensitise their students and staff by installing "oil boards" (digital/static posters, etc) in common areas such as cafeterias, lobbies, meeting rooms and other public spaces to raise awareness on harmful consumption, the letter said.

On February 23, 2025, PM Narendra Modi in Mann Ki Baat said, "Excess weight or obesity also gives rise to many kinds of problems and diseases. We can together deal with this challenge with small efforts, for example, one method I suggested was reducing the consumption of cooking oil by 10%".

The move was welcomed by schools. "The latest advisory introducing 'oil boards' in schools is a step aimed at addressing rising obesity levels among students. The initiative involves placing visual displays in school spaces like cafeterias and corridors to raise awareness about the harmful effects of high-fat and oil-rich foods. With over 20% of urban adults already overweight or obese and projections pointing to 45 crore obese individuals by 2050, the move underscores the critical role schools play in shaping lifelong healthy habits," the principal of a CBSE-affiliated school said.

What lies in the recently released 'Deepakam' Textbook by NCERT?

NCERT has launched Deepakam, a new Class 8 S
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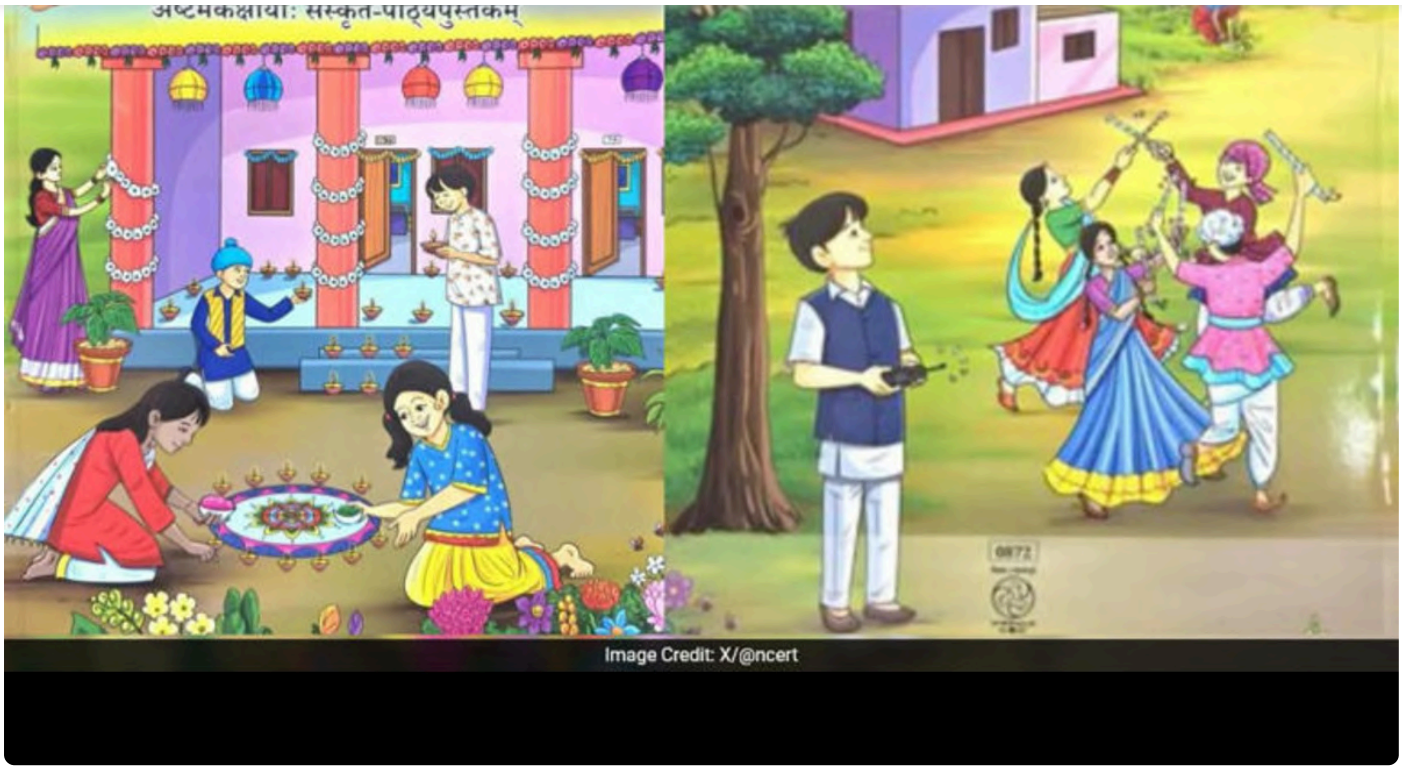


Image Credit: X/@ncert

Published By: **Spandan Dubey**

Last Updated: July 19, 2025 17:31:42 IST

Deepakam, a revised Sanskrit textbook for Class 8, was released by the National Council of Educational Research and Training (NCERT) in accordance with the NEP 2020 and NCF-SE 2023 reforms. In order to improve students' understanding of language and classical literature, this version includes classic works like Hitopadesha and Charaka Saṃhitā.

Pedagogical Improvements

- **Project-Based Learning:** It promotes rational and imaginative thinking by designing group projects.
- **Visual Aids & Grammar Practice:** Progressive evaluation is aided by picture-rich content and practical grammar exercises.

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- **Contemporary Themes:** Classical education is skillfully connected to contemporary surroundings with sections on contemporary phenomena such as Digital India.
- **Content Based on Value:** Poetic lessons offer insights into ethics and human values within cultural narratives.

Including Classical Texts

The textbook includes passages from the fundamental Ayurvedic classic Charaka Samhita and a few fables from the moralistic Hitopadeśa. Students are exposed to age-old morals, governance, and holistic health principles through this integration skills that go beyond simple memorization.

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Availability and Access

Both digital and print versions of Deepakam are now accessible. Students have the option of downloading the PDF from NCERT's official wek

1. Use dynamic, captivating methods to revitalize Sanskrit education.
2. By combining project-driven activities with classical books, you can improve cognitive growth.
3. Create a connection between current issues and cultural heritage to increase interest and relevance.

In keeping with NEP's mission, NCERT aims to develop learners' cultural literacy in addition to their language skills.

Implications for Students & Teachers

- Learners benefit from an enriched experience – interactive exercises, contextualized learning and exposure to moral and scientific classical texts.
- Educators gain structured frameworks for classroom implementation, with clear guidance for group tasks and progressive assessment techniques.

NCERT is probably going to release comparable textbooks for other classes and languages after Deepakam's success. The emphasis is still on holistic education, which blends critical thinking, cultural sensitivity, and skill development.

NCERT's Deepakam is a daring step toward contemporary, significant Sanskrit teaching for eighth graders. It embodies the transformative purpose of NEP curriculum reforms by bringing together interactive projects, visual learning and classical literature.

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Mughals were barbaric: BJP wades into NCERT book revision debate

TRIBUNE NEWS SERVICE
New Delhi, Updated At : 02:25 AM Jul 19, 2025 IST

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BJP national spokesperson RP Singh has waded into the controversy surrounding the revision of Class 8 NCERT textbook by claiming that the Mughals unleashed barbarity on Sikhs, Hindus and others for centuries.

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Welcoming the textbook revision, he posted on X: "It's time our children learnt the complete, unfiltered history – not a whitewashed version that glorifies invaders. This dark chapter of Mughal atrocities was long hidden. Thank you NCERT for making a beginning to acknowledge the truth. The brutalities inflicted by Babar, Jahangir & Aurangzeb on our revered Sikh Gurus must never be forgotten."

In another post, he pointed out the atrocities committed by Babar."Guru Nanak Dev Ji opposed Babar's invasions and atrocities on innocent Indians. Babar ordered mass killings and enslavement. Guru Nanak Ji condemned Babar's tyranny in his Babarvani verses in Sri Guru Granth Sahib Ji."

Singh said Mughal emperor Jahangir ordered the execution of Guru Arjan Dev, the 5th Sikh Guru, in 1606 for refusing to embrace Islam and for supporting Khusrau's (son of Jahangir) rebellion. "Guru Arjan Dev Ji was tortured on a hot iron plate and martyred – the first Sikh martyr in history," he said.

In another post, Singh said Mughal emperor Aurangzeb's fanaticism led to the execution of Guru Tegh Bahadur, the 9th Sikh Guru, in 1675. "Why? Because Guru ji stood up against forced conversions of Kashmiri Pandits. He was beheaded in Chandni Chowk, Delhi. The atrocities didn't stop there. The young Sahibzades – sons of Guru Gobind Singh Ji – aged just and nine, were bricked alive in Sirhind on Aurangzeb's orders for refusing to convert to Islam. Even this sacrifice was hidden in history books for decades," he said.

NCERT Under Fire for Making Communal Changes in Textbook

By **Waquar Hasan** July 19, 2025

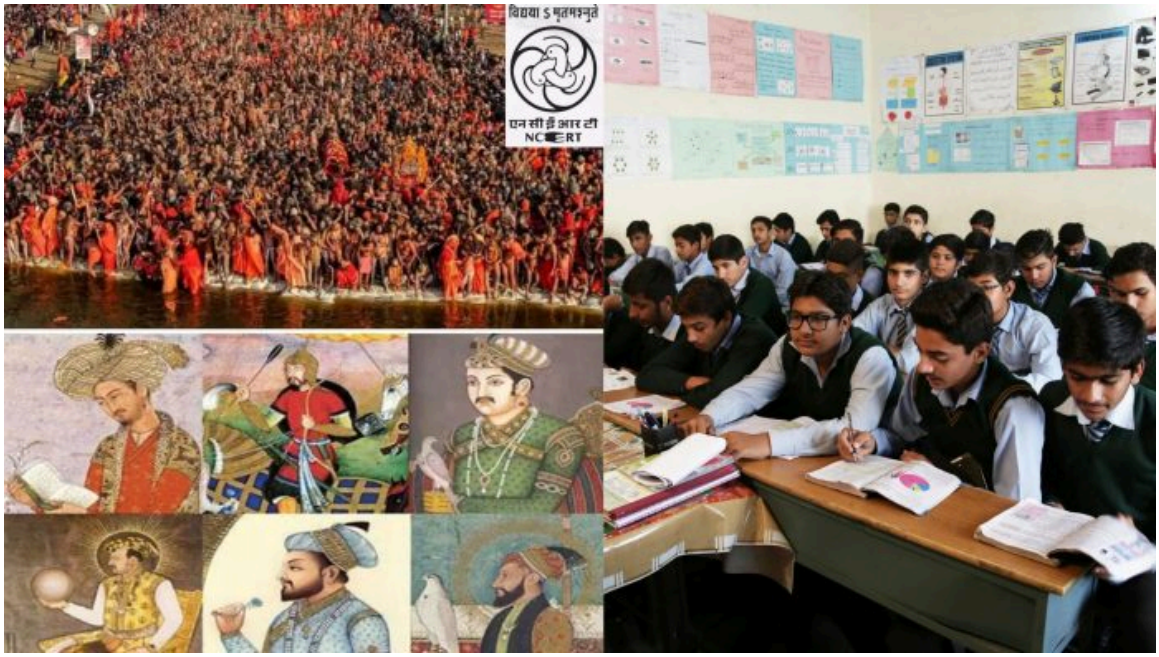


Image (THG Media)

NEW DELHI – The National Council of Educational Research and Training (NCERT) is facing serious criticism for introducing what many are calling “communal, Islamophobic, and anti-Muslim” changes in the Class 8 social science textbook.

The revised textbook, titled *Exploring Society: India and Beyond*, released this week for the current academic session, has sparked controversy over its portrayal of Muslim rulers, particularly the Delhi Sultans and Mughals, as violent and oppressive. The book introduces communal narratives that were absent in earlier versions.

The new edition claims that the Delhi Sultanate was characterized by military campaigns involving widespread plunder of villages and cities, and destruction of temples and educational institutions. Several sections repeatedly refer to “attacks” on temples and the “brutality” of Muslim rulers. It states, for example, that Alauddin Khilji’s general Malik Kafur attacked Hindu centers and that the Sultanate witnessed “numerous attacks on sacred or revered images in Buddhist, Jain and Hindu temples,” suggesting these were motivated by both plunder and iconoclasm.

The textbook also describes the imposition of *jizya*—a tax levied on non-Muslims under Muslim rule—as a form of public humiliation and a tool to financially and socially incentivize conversion to Islam.

About the founding Mughal emperor Babur, the book states that he was “a brutal and ruthless conqueror,” who “slaughtered entire populations of cities, enslaved women and children, and took pride in erecting ‘towers of skulls’ made from the slaughtered people of plundered cities.”

he ordered the massacre of 30,000 civilians at Chittorgarh. Meanwhile, Aurangzeb is portrayed as having demolished temples based on personal and religious motives.

In stark contrast, the textbook praises Maratha king Shivaji as a master strategist, visionary, and tolerant ruler who respected all religions while upholding his own.

Strikingly, before the history chapters begin, NCERT justifies these new depictions, stating:

"Understanding the historical origin of cruel violence, abusive misrule or misplaced ambitions of power is the best way to heal the past and build a future where, hopefully, they will have no place."

However, critics argue these edits reflect a blatant communal bias and align with the Hindutva interpretation of history. Historian Dr. Audrey Truschke condemned the revisions, saying:

"Another day, another anti-Muslim set of revisions to Indian textbooks. As always, history remains unchanged. But under Hindutva pressure, Indians make their youth ignorant of it. It's a tragedy."

She noted that NCERT's message—"don't blame living people for what the dead did"—is a thinly veiled directive to blame Muslims for a distorted historical narrative.

"Given the context, it really means: Blame Muslims for our imagined Hindutva travesty of history," she added.
"I continue to watch—along with many colleagues—from afar and be appalled at the society-wide devaluation of Indian history and hatred of Muslims in BJP-ruled India. My solidarity, as always, with those who face the brunt of these prejudices and who fight against them."

The Student Islamic Organisation (SIO) also denounced the textbook revisions, calling them a deliberate distortion of history meant to advance a communal and Islamophobic agenda.

"The selective vilification of rulers like Babur, Alauddin Khilji, and Aurangzeb—reduced to caricatures of brutality and intolerance—while glorifying Shivaji and other Hindu rulers as tolerant visionaries reflects a deliberate attempt to communalize India's past," SIO said in a statement on Thursday.
"By framing history through a religious lens rather than administrative or cultural complexity, the textbook mirrors the ideological worldview of the RSS shakha—not the values of academic integrity or secular constitutionalism."

Calling the new narrative "propaganda," SIO warned that such biased portrayals erase India's pluralistic legacy, deepen communal divisions, and normalize hatred against Muslims.

"They revive colonial tropes of 'civilized Hindu rulers' versus 'barbaric Muslim invaders' to serve the Hindutva project and poison the minds of young learners," the group added.

SIO demanded the immediate withdrawal of the "divisive content" and urged students, teachers, and democratic forces to resist the communalization of education.

Muslims," stating:

"In its distorted history, the textbook teaches the 'brutalities' of Muslim kings, calls their period a dark age, and then asks students not to blame anyone today for past events. Who exactly is this 'no one' NCERT is pointing to? And why?"

Historic correction by NCERT: Why rewriting history was long overdue

The revised NCERT Class 8 history textbook offers a more balanced and evidence-based portrayal of Mughal rulers, highlighting both their achievements and atrocities. This shift moves beyond romanticised narratives, aiming to restore historical truth and foster critical thinking in Indian classrooms

Diganta Chakraborty · Jul 19, 2025, 07:30 pm IST in **Bharat**, **Opinion**, **Education**



When the National Council of Educational Research and Training (NCERT) recently unveiled its newly revised Class 8 history textbook ***Exploring Society: India and Beyond***, it triggered intense debate across the intellectual and political spectrum. At the heart of the revision lies a fundamental shift: the portrayal of Mughal rulers, once glorified as symbols of India's "composite culture" is now more critical, based on primary sources and real historical accounts. While critics accuse the NCERT of pushing a 'saffronised' agenda, a closer examination reveals something else: a long-awaited correction of a selectively romanticised past. It is not about vilifying a dynasty or glorifying another. Rather, it is about removing filters that have hidden truths from generations of Indian students.

For decades, Indian history textbooks have been curated with a soft touch, particularly when dealing with the medieval Islamic rulers of Bharat. The Mughal Empire, in particular, was often presented as a progressive, tolerant, and artistically refined phase in Indian history. While these traits certainly existed, especially under emperors like Akbar they were never the whole truth.

Th dated NCERT textbook is perhaps the first state-endorsed curriculum owledge this. Babur is now introduced as a 'brutal and ruthless conqueror' who built towers of skulls after military victories and enslaved innocent civilians, a fact derived directly from his own memoir, the Baburnama. Akbar's image is more nuanced. While his administrative reforms and relative religious tolerance are recognised, so are his military atrocities, such as the mass massacre at Chittorgarh in 1568 and the destruction of temples. Contrary to the oft-glorified narrative of Akbar as a tolerant and secular monarch, historical evidence presents a far more complex and at times, unsettling picture. A telling example lies in a Farman issued by Akbar in 1598, which explicitly lists 35 Hindu temples in Mathura and its surrounding regions. This document, now preserved in the National Archives of India, serves as a chilling reminder of the state's watchful interference in Hindu religious life during the Mughal era.

[Source: Imperial Farmans (A.D. 1577 to A.D. 1085) granted to the Ancestors of His the Tikayat Mahara], Bombay, 1928]

Though not all temple records could be photographed by the research team of the International Association of the VRI, they did manage to capture an early copy of this Farman, along with a related version. The very existence of such an order raises serious questions about Akbar's real intent—why would the emperor officially catalogue Hindu temples unless it was part of a broader imperial strategy? Many scholars argue that such listings often preceded either the imposition of restrictions, confiscations of temple lands, or outright destruction under the guise of imperial authority.

Aurangzeb, who in earlier textbooks was treated as just another ruler, is finally shown in the light of historical reality: an orthodox monarch who reimposed jizya tax on non-Muslims, banned Hindu festivals, and sanctioned the destruction of temples, including the iconic Kashi Vishwanath in Varanasi and the temple at Mathura. These are not ideological reinterpretations, they are historical facts. The silence around them for decades did more harm than good.

The problem with the older textbooks was not just omission but distortion. Romanticisation of the Mughal period helped create a fictional version of India's past, one where bloodshed, religious persecution, and imperial authoritarianism were downplayed in favour of ornate architecture and court poetry. But history must be about truth, not convenience.

The new NCERT textbook doesn't stop at laying out facts. It also includes a disclaimer: "No one should be held responsible today for events of the past." This is not a call for communal resentment but for critical reflection. Students are encouraged to understand the motives, context, and consequences of decisions taken by rulers, without burdening present communities with ancestral guilt. This approach encourages a deeper understanding of history; one that is analytical, not emotional. British colonial historians often exaggerated Mughal tyranny to justify their own occupation. Ironically, post-independence historians, eager to construct a secular national narrative, overcorrected by whitewashing Mughal misdeeds and positioning them as symbols of Indo-Islamic harmony. The truth lies somewhere in between and it's this balanced truth that students must learn.

The new curriculum under NCF-SE 2023 focuses on developing historical reasoning rather than memorisation. Students are encouraged to examine primary sources, assess evidence, and consider multiple perspectives. Rewriting the Mughal narrative to include both their achievements and atrocities is a part of this academic evolution. For centuries, the victims of imperial brutality the civilians massacred, the temples demolished, the communities taxed and marginalised have had no voice in official narratives. This revision brings their stories into classrooms, giving students a more complete picture of the past. Indian history as taught in schools has been disproportionately focused on dynasties particularly the Delhi Sultanate and the Mughals. The contributions of indigenous rulers like the Ahoms, Cholas, Vijayanagara kings, Rajputs, Marathas, and tribal leaders have often been overshadowed. Revising the Mughal narrative is also a way to restore balance and broaden the scope of historical inquiry.

Surprisingly, the textbook revision has faced backlash. Critics argue that it is part of a 'Hindu nationalist' project aimed at demonising Muslim rulers. However, this criticism misses the larger academic point: history should not be written to comfort sensibilities. The same critics who once celebrated the "decolonising" of syllabi are now upset that their own biases are being corrected.

Also Read: Recalibrating the Past: Applauding NCERT's historiographical course correction on Mughal Realpolitik

We must ask: Is it communal to tell students that Babur built towers of skulls, as he himself claimed? Is it ideological to mention that Akbar's army slaughtered thousands at Chittorgarh? Is it revisionism to show Aurangzeb's anti-Hindu policies? Or is it simply honesty? If facts disturb our sense of identity, then perhaps we have built our identity on myths.

This new approach signals that Indian education is finally ready to graduate from the politics of narrative control to the ethics of truth-telling. The NCERT has not merely "rewritten history" it has recalibrated it. Moreover, the revised textbook does not promote hate or division. On the contrary, it provides an opportunity for students to reflect on how ambition, ideology, and power have always shaped rulers' decisions, whether Hindu, Muslim, or British. It teaches young minds to recognise that history is not about binaries, but about understanding.

The real measure of a nation's maturity is not in how it glorifies its past, but in how truthfully it confronts it. NCERT's textbook revision, especially in the context of the Mughal Empire, marks a turning point in Indian historiography. It doesn't seek to erase the past, but to unmask it. For the first time in a long time, students will not just read about what emperors built, but also what they broke. They will not only know how Bharat was ruled but at what cost. This is not about Hindu or Muslim, left or right, rather this is about truth. And the classroom is where that truth must begin.

years following Independence, a distorted narrative took root in the ve consciousness, one that suggested Bharat could not have progressed without the intervention of foreign powers. This misleading perspective led many to admire those very forces that had once inflicted immense suffering upon our ancestors, including acts of violence and exploitation. It is now imperative that we confront and reassess these inherited narratives. The time has come to understand the true legacy of the Mughals; not through romanticised accounts, but through a lens grounded in historical truth and national dignity.

Topics: NCERT History textbooks NCERT textbook Class 8 history textbook Exploring Society: India and Beyond Mughal rulers

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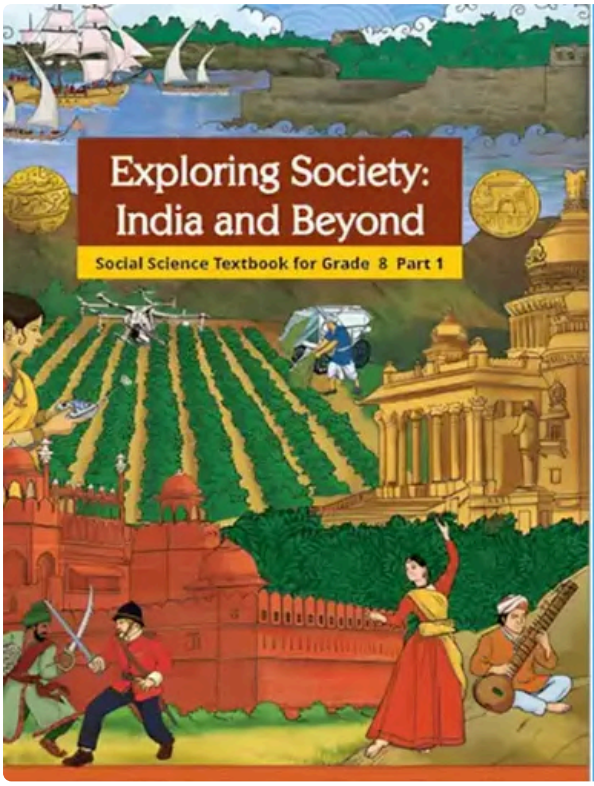
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Erasing the Past: NCERT Drops Razia and Nur Jahan from Curriculum





Web desk
Published on Jul 19, 2025, 03:58 PM | 3 min read

New Delhi: Key figures from Indian history, including Razia Sultana and Nur Jahan, have been removed from NCERT's newly released Class 8 Social Science textbook, continuing a deliberate effort to erase parts of the country's diverse past. The changes, made quietly under the cover of the National Education Policy (NEP), reflect a larger plan to hide real history and replace it with a selectively constructed version.

Razia Sultana, the first and only woman to rule Delhi, and Nur Jahan, a powerful political figure during the Mughal era, were both included in earlier editions of the Class 7 history textbook Our Pasts – II. That textbook featured two detailed chapters on the Delhi Sultanate and the Mughal Empire. These chapters, along with references to these influential women, have now been entirely removed. The content has been shifted to Class 8, but their names and stories have been erased.

The new Class 8 textbook omits any mention of Razia Sultana in its chapter on the Delhi Sultanate. There is no reference to any woman ruler. Similarly, Nur Jahan's name, once cited for her administrative strength and influence, has been scrubbed out. The Delhi Sultanate is now described solely as a time of political instability, looting, and the destruction of temples and learning centres.

The portrayal of the Mughal period has also been fundamentally altered. Akbar is no longer remembered for his administrative reforms or religious inclusiveness, but instead is described as a ruler who carried out mass killings. Aurangzeb is characterised primarily as someone who destroyed temples and gurdwaras. A note within the chapter calls this a "dark era" in Indian history and adds, "no one should be held responsible today for events of the past."

In contrast, Maratha ruler Shivaji is glorified as a Hindu devotee who upheld his faith while respecting others. This stark difference in portrayal shows a deliberate bias in framing rulers along religious lines, shaping a narrative that suits the current political climate.

This isn't the first time NCERT has made such changes. In recent years, chapters on the Mughal Empire, the 2002 Gujarat riots, caste-based discrimination, and other politically sensitive topics have been removed or altered without public debate. These revisions are introduced silently, leaving teachers, students, and even state education boards in the dark.

Despite growing criticism from historians and educators, NCERT has not offered any transparent explanation for these omissions. The claim that the changes are part of "syllabus rationalisation" rings hollow when entire eras and figures are being deliberately erased.

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10 newly released NCERT textbooks for classes 5 and 8: Check the full list here

TOI Education | Jul 19, 2025, 04.03 PM IST



The National Council of Educational Research and Training (NCERT) has released a new set of textbooks for Classes 5 and 8, aligned with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. The new textbooks incorporate changes in content structure, learning outcomes, and pedagogical approaches, with a focus on conceptual understanding, real-world application, multilingual integration, and activity-based learning.

These textbooks are now available for purchase on NCERT's official portal and through authorised sellers on Amazon India. Most titles are priced between ₹50 and ₹70. The set includes two Urdu textbooks, *Sitar* for Class 5 and *Khayal* for Class 8, introduced as part of the multilingual education initiative under NEP 2020.

What's new in the curriculum approach?

According to NCERT, the newly introduced textbooks follow key NEP 2020 guidelines, including experiential learning, skill-based education, and the inclusion of regional languages. Compared to older editions, the new books contain more illustrations, projects, and exercises. Subjects such as science and social science include

application-based questions. Language textbooks feature poetry, prose, and grammar integrated with comprehension and creative writing tasks.

Complete list of new NCERT textbooks

For Class 5:

- Veena (Hindi)
- Santoor (English)
- Sitar (Urdu)

For Class 8:

- Poorvi (English)
- Malhar (Hindi)
- Exploring Society: India and Beyond (Social Science)
- Curiosity (Science)
- Kriti (Art Education)
- Kaushal Bodh (Vocational Education)
- Khayal (Urdu)

Sitar and Khayal: Enriching Urdu education

Two Urdu-language textbooks are part of the new release, *Sitar* for Class 5 and *Khayal* for Class 8.

- *Sitar* includes stories, poems, and basic grammar content designed for primary-level Urdu learners. The textbook also includes exercises and illustrations aimed at reinforcing foundational language skills.
- *Khayal*, intended for upper middle school students, covers a range of literary forms including ghazals, essays, and plays. The textbook contains reading comprehension questions, grammar sections, and writing tasks.

Both textbooks are designed to support language development among Urdu-speaking students and are part of the broader effort to implement multilingual education in accordance with NEP 2020.

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Added on July 20, 2025 KV Network (https://kashmirvision.in/author/adminkv89/)

Rethinking Education in the Age of AI

By: Dr. Reyaz Ahmad

The global education system, including India's, is at a critical crossroads. As conversations intensify around the relevance, structure, and delivery of education, it becomes evident that the traditional models are struggling to keep pace with the demands of the modern world.

The current system emphasizes rote learning and theoretical knowledge over the application of learning to real-world challenges. Moreover, a growing school of thought questions the very age at which structured education should begin, suggesting that true learning should be delayed until children are cognitively and emotionally mature enough to make informed choices about their education.

In this digital era, particularly in the context of Artificial Intelligence (AI), these concerns are not just academic. They call for urgent and pragmatic reforms.

1. The Crisis of Relevance in Current Educational Systems

The current education model in India, and in many parts of the world, is rooted in an industrial-era mind-set. Students are treated more like products on an assembly line than individuals with diverse talents, aspirations, and learning styles. The system focuses heavily on memorizing facts, mastering formulaic methods, and clearing standardized examinations.

While this model may have served past generations well, it is ill-equipped to prepare students for a future where adaptability, creativity, emotional intelligence, and technological literacy are far more valuable than static knowledge. It has created a generation of degree-holders who are often ill-prepared for problem-solving in dynamic real-life or workplace situations.

2. Early Education: Too Soon or Too Structured?

Another pressing debate is whether children should begin formal schooling at a very young age. While early learning does have its advantages, over-structuring and academic pressure in the formative years can stifle curiosity, creativity, and natural development. Countries like Finland have successfully demonstrated that delaying formal education until the age of 7 can lead to better academic and emotional outcomes in the long run.

The argument is not about keeping children away from learning but about the kind of learning they engage in. At early stages, the focus should be on play-based, exploratory, and experience-driven learning that aligns with natural developmental stages rather than rigid academic benchmarks.

3. The Indian Coaching Culture: Mass-Producing Degrees, Not Thinkers

From an Indian perspective, the booming coaching industry—especially for engineering (IIT-JEE), medical (NEET), and government job aspirants (UPSC, SSC, Banking)—has created a parallel education universe that prioritizes rote learning and mechanical test-cracking strategies over real understanding.

According to a 2022 report by the National Sample Survey Office (NSSO), over 7.1 crore students across India attend private coaching classes. In cities like Kota (Rajasthan), thousands of students migrate annually, creating a "coaching economy" worth over ₹5,000 crore. These institutions focus obsessively on marks and ranks, often ignoring the mental well-being, creativity, and individuality of students.

Impact on Students and Society:

- A 2019 study by the National Council of Educational Research and Training (NCERT) found that over 60% of students in coaching centers felt extremely stressed and demotivated.
- The suicide rate in Kota, one of the coaching hubs, has consistently raised national alarms, with 25 student suicides reported in 2023 alone.
- Students spend 4–6 years preparing for competitive exams, and even after clearing them, they often lack the skills needed for innovation or leadership.
- According to NITI Aayog data, only 5% of India's engineering graduates are considered employable in core engineering roles, reflecting a disconnect between exam success and workplace readiness.

The damage extends beyond individuals. This coaching-centric culture:

- Discourages entrepreneurship, as students are groomed to become job seekers, not job creators.
- Kills problem-solving instincts, replacing them with template-based answers.
- Promotes a herd mentality, draining communities of diverse talents and original thinkers.
- Creates deep socioeconomic divides, as only those who can afford expensive coaching get ahead in the rat race.

4. The Digital Disruption and the AI Revolution

We now live in a world where information is readily available, and AI tools can perform tasks that once required years of academic training. This has profound implications for what and how we teach. Education must evolve from content delivery to skill development, from knowledge acquisition to problem-solving, from passive absorption to active creation.

With AI capable of tutoring, assessing, translating, writing, and even coding, the question arises: what is the role of the human educator? The answer lies in human values—creativity, ethics, empathy, and judgment—traits that machines cannot replicate. The goal of modern education should thus be to cultivate uniquely human abilities in tandem with technological proficiency.

5. Pragmatic Approaches for a Relevant and Humane Education
6. Curriculum Redesign

- Shift from textbook-heavy curricula to interdisciplinary, project-based learning.
- Include real-world problem-solving activities and case studies in every subject.
- Teach students how to learn, not just what to learn.

1. Delay High-Stakes Testing

- De-emphasize high-stakes exams at early ages.
- Use formative assessments and portfolio evaluations to gauge progress and creativity.
- Encourage failure as a step in the learning process, not a point of punishment.

1. Emphasize Socio-Emotional and Ethical Learning

- Integrate emotional intelligence, mindfulness, ethics, and digital citizenship from early schooling.
- Promote classroom discussions that foster empathy, inclusion, and global awareness.

1. Leverage AI for Personalization

- Use AI tools to deliver personalized content suited to individual learning speeds and styles.
- Free up teachers' time from administrative tasks, enabling them to focus on mentorship and creativity.

1. Flexible Learning Pathways

- Provide students with options: vocational training, academic specialization, creative arts, or entrepreneurship—all of which are equally valued.
- Encourage lifelong learning and continuous upskilling rather than seeing education as a one-time event limited to childhood and early adulthood.

1. Parental and Community Involvement

- Engage parents and communities in co-creating learning experiences.
- Encourage learning outside classrooms: internships, social work, travel, and digital collaborations.

6. Conclusion: Learning to Live, Not Just to Earn

The education system must no longer be a relic of the past but a bridge to the future. In this AI-driven era, we must prepare learners not just to survive but to thrive—as thoughtful citizens, compassionate humans, and agile professionals. This means letting go of rigid timelines, outdated syllabi, and single definitions of success. The world is changing fast, and education must lead, not lag.

It is time to reimagine education as a joyful, meaningful, and empowering journey, rooted in human values and enhanced by technology. The future belongs not to the most knowledgeable, but to the most adaptable, curious, and compassionate.

(The author works at the Faculty of Mathematics, Department of General Education SUC, Sharjah, UAE)





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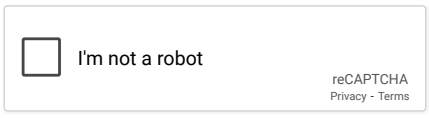
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Akbar misrepresented in textbooks? JNU scholar takes on NCERT over jizya claim

TOI Education | Jul 20, 2025, 12.29 PM IST



Dr. Ruchika Sharma, a historian specializing in medieval India, has raised questions about the recent revisions in NCERT history textbooks, particularly concerning the portrayal of Emperor Akbar and the tax system known as jizya. Sharma has announced her intention to file a Right to Information (RTI) request against NCERT, challenging the accuracy and completeness of the content related to this period.

During a televised debate on a private channel, Dr. Sharma criticized the depiction of the Mughal era in the textbooks, calling out what she described as factual discrepancies and biased evaluations of historical figures. She specifically contested the claim that jizya was imposed as a means to pressure non-Muslims into converting to Islam, a point she says lacks credible historical backing.

— aajtak (@aajtak)

Historian challenges textbook narrative on jizya

During the televised discussion, Dr Sharma stated that the textbooks misrepresent the timeline of Akbar's abolition of the jizya tax. According to her, the revised content suggests that Akbar abolished the tax only after

consolidating his rule. Sharma contested this, asserting that Akbar began his reign in 1560 and abolished jizya by 1562, a time when he was still a young ruler and had not fully established control over the empire.
Dr Sharma cited the Ain-i-Akbari, a contemporary administrative document, as evidence that Akbar removed the jizya tax early in his rule due to its discriminatory nature. She said this decision had moral significance and was not simply a political strategy taken after gaining complete power.
Questions over conversion claims and demand for sources
Dr Sharma also raised concerns about the textbook's explanation of the purpose behind the jizya tax. The textbook reportedly states that the tax was imposed to pressure non-Muslims to convert to Islam to avoid paying it. She refuted this claim, asking where it is documented in historical records that jizya served as an incentive for conversion.

"If NCERT is presenting this claim, I would like to file an RTI asking for the source," she said during the debate. Dr Sharma emphasised the need for academic transparency and demanded that NCERT provide the original references for the content presented in the revised material.

Criticism of selective portrayal and terminology
In the same debate, Dr Sharma questioned the use of the term "dark period" in describing certain historical eras. She called the label historically irrelevant and pointed to what she described as double standards in how different rulers are evaluated in the textbook content.

She further alleged factual discrepancies and incomplete narratives in several textbook sections. "A lot of what has been written is simply false, and I can point out the facts to prove it. The portrayal of history is incomplete in many places," she said.

Remarks on Shivaji draw political response

Dr Sharma also made a remark involving Chhatrapati Shivaji Maharaj, which prompted a response from the Bharatiya Janata Party (BJP). Amit Malviya, head of the BJP's IT cell, responded on social media platform X, stating that "Comparing Chhatrapati Shivaji Maharaj to Mughal tyrants is not only a historical distortion but also a grave insult to the nation." He added that there is no historical evidence that Shivaji Maharaj looted or plundered Chikka Devaraja Wodeyar, who ruled Mysore from 1673 to 1704.

— amitmalviya (@amitmalviya)

Scholar's background and public presence

Dr Ruchika Sharma holds a PhD in History from JNU and is known for her work on medieval Indian history. She regularly appears in national media debates on historical representation in education. She also runs a YouTube channel titled Eyeshadow & Etihaas, where she combines historical discussions with makeup tutorials.

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POLITICS

NEP Row in J&K as LG Sinha Moves Proposal to Make Sanskrit 'Mandatory' in Schools



Jehangir Ali
20/Jul/2025 5 min read

The NEP 2020 document makes it clear that no language will be imposed on any state or union territory.



Jammu and Kashmir LG Manoj Sinha during a lecture on 'Jammu and Kashmir's march towards peace', in New Delhi. Photo: PTI

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The proposal to teach Sanskrit in schools across the country is at the heart of the Hindutva ideology and the latest development took place days after the Central Administrative Tribunal (CAT) struck down Urdu language as a qualifying criteria for the posts of Naib Tehsildar (NT) in the union territory following protests by saffron groups.



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In a statement, the school education department (SED) said on Saturday, July 19, that LG Sinha had "received a representation from Shri Purshotam Lal Dube (NGO)" that Sanskrit should be taught in all schools and colleges of Jammu and Kashmir "under the provisions of NEP (National Educational Policy), 2020".

"The said communication was forwarded to Higher/ School Education department (that)... forwarded the communication... to Director School Education Jammu /Kashmir for furnishing of comments in the matter. Subsequently, he communication was forwarded to the sub-offices for comments," the statement said.

Dube is chairman of Samskrita Bharati Jammu Kashmir Trust which works for the "promotion of the Sanskrit language" in the union territory. In a 10-page letter to the Raj Bhawan in 2023, Dube had said: "By teaching Sanskrit as a compulsory and not as an optional subject in Jammu and Kashmir, where Sanskrit has played an important role since ancient times, it will connect everyone to their past."

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State Council of Educational Research and Training (SCERT) Kashmir (Edu/327/2023-01{7/724278} on May 26 of 2025) to gather details for "initiating the implementation of Sanskrit as a mandatory subject for classes 6th to 10th and an optional subject for classes 3rd to 5th across schools in Kashmir".

SCERT is a government body which designs syllabus and manages other academic affairs of educational institutions in the union territory.

While the NEP has made it clear that no language will be imposed on any state or union territory, the administration seems to have moved to make an exception by setting the ball rolling for introduction of Sanskrit in J&K's schools.

The administration has sought details from the SED about the teachers qualified to teach Sanskrit (with Shastri degree or equivalent) in Kashmir, those willing to undergo Sanskrit training, existing vacancies for Sanskrit teachers in schools, availability of classrooms or "dedicated spaces" for Sanskrit education and others.

Official documents show that the administration has also asked for "details about training or resource needs to support Sanskrit education... feedback from schools on integrating Sanskrit as a mandatory optional (sic) subject,... challenges faced in introducing or sustaining Sanskrit education" and others from the SCERT Kashmir.

Speaking to *The Wire*, NC spokesperson Imran Nabi Dar said that the SED statement was an admission of guilt by the LG administration which has continued to interfere with the functioning of the elected government.

"Sinha often says that he doesn't exceed his boundaries but the (SED) statement has shown that these claims are based on falsehoods and deception. From interfering in the administrative matters to misleading the public, his actions are there for everyone to see," Dar said, while demanding rollback of the order on Sanskrit.

Meanwhile, Peoples Democratic Party (PDP) leader Waheed Para accused the ruling party of having a "tactical understanding" with the Bhartiya Janta Party-led Union government on the issue.

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his silence comes easier when one has mastered the art of running the government on autopilot mode," Para, who represents Pulwama in J&K assembly, said.

In the past, Sinha has also **advocated** for "strengthening and promotion of Sanskrit as people's language" in Jammu and Kashmir, claiming that it "offers a treasure of knowledge in science, medicine and literature".

At the 'Ved Sanskrit Gyan Gaurav Samarambh' event organised by Shree Bhagwan Yagyavalkya Vedtatvagyan Yogashram Trust in Mudeti village in Sabarkantha in April 2023, Rashtriya Swayamsevak Sangh chief **Mohan Bhagwat said** that India needed to "nurture the knowledge of the Vedas and the ancient language of Sanskrit to become a 'vishwa guru'."

The SED statement added that "the inclusion of new subjects will be officially communicated through proper channels after due deliberation".

The three-language formula for school education in the country has been marred by the absence of local speakers and lack of teachers in some states, while the new education policy encourages promotion of bilingualism (English with mother tongue) in schools.

The NEP 2020 advocates the use of home language or mother tongue or local language or regional language as the medium of instruction for students in all schools until at least Grade 5 but preferably till Grade 8 and beyond, too.

The NEP committee, led by former Indian Space Research Organisation chairman K. Kasturirangan, had argued that young children learn concepts more quickly in their home language or mother tongue.

"Research clearly shows that children pick up languages extremely quickly between the ages of two and eight and that multilingualism has great cognitive benefits to young students, children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards," the policy states.

The fresh row in Jammu and Kashmir broke out days after BJP legislators and party workers staged a protest outside the civil secretariat and J&K assembly on July 14 demanding the revocation of a state government order which made Urdu mandatory for NT aspirants in Jammu and Kashmir.

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Mehbooba Mufti to allege that Urdu was being "unfairly communalised" in Jammu and Kashmir. "It is deeply unfortunate that our judiciary appears to be influenced by divisive politics," she had said in **a post** on X.

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NEEEV scheme: Orientation kicks off for Delhi schools to implement entrepreneurship education across classes VII-XII

TNN | Jul 20, 2025, 03.44 PM IST



NEW DELHI: A new chapter in education is unfolding in Delhi govt schools as students from classes VII to XII prepare to learn the fundamentals of entrepreneurship—not as an optional activity, but as a part of their regular curriculum. This initiative is part of the newly launched NEEEV (New Era of Entrepreneurial Ecosystem & Vision) scheme, introduced this year.

To get things rolling, all heads of schools across Delhi will participate in an orientation session this week. This training will equip them to effectively implement NEEEV in classrooms and help students combat the potential problems they may face.

Aligned with the National Education Policy (NEP) 2020, NEEEV aims to prepare students for real-world challenges by equipping them with the mindset and tools needed to innovate, ideate, and build sustainable ventures.

Under this scheme, students will be gradually introduced to various facets of entrepreneurship, including startup ecosystems, ideation, prototyping, funding strategies, and the fundamentals of launching and managing a business. Weekly sessions will be conducted by school faculty members appointed by the principal, ensuring consistent and hands-on learning throughout the academic year.

All school principals and heads across Delhi are required to attend a mandatory orientation programme until July 24, organised by the State Council of Educational Research and Training (SCERT). Each school will also appoint a NEEEV School Program Coordinator responsible for monitoring implementation through a soon-to-be-launched online portal.
In addition, schools must establish a School Innovation Council (SIC)—chaired by the principal—to oversee entrepreneurship activities and evaluate student projects.

To enrich student engagement, the Delhi govt is introducing two flagship components under NEEEV: NEEEV Dialogue, a biannual speaker series that brings together entrepreneurs, university incubators, and industry experts to inspire and mentor students; and Startup Stormers, a competitive platform for students from Class IX onwards, where selected teams with innovative ideas may receive financial support to transform their prototypes into viable startups.

In 2019–20, the Aam Aadmi Party govt introduced the entrepreneurship curriculum to cultivate entrepreneurial thinking among students. A key feature of this programme was Business Blasters, a practical initiative that offered seed funding to students, enabling them to turn their ideas into real-world business ventures.

New NCERT textbook brings project-based learning to Sanskrit in Class 8

NCERT's new Sanskrit textbook marks a shift in how the language is taught, with a focus on practical use, cultural relevance, and alignment with updated education policy.

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NCERT's new Sanskrit textbook marks a shift in how the language is taught, with a focus on practical use.

India Today Education Desk
New Delhi, UPDATED: Jul 20, 2025 14:11 IST

In Short

- NCERT launches new Class 8 Sanskrit book titled 'Deepakam'
- Textbook includes project work, grammar practice, and modern topics
- Based on NEP 2020 and NCF-SE 2023 curriculum guidelines

Sanskrit in classrooms is getting a new voice. The National Council of Educational Research and Training (NCERT) has introduced a fresh Class 8 Sanskrit textbook titled Deepakam, aligning it with the National Education Policy (NEP) 2020 and the updated school curriculum framework (NCF-SE 2023).

The book marks a shift from traditional textbook methods, aiming to make Sanskrit more connected to real life and how students think and learn today.

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A NEW FORMAT FOR AN OLD LANGUAGE

Deepakam is not just a textbook. It is a deliberate attempt to shift how Sanskrit is taught in schools. One of the major changes is the move toward project-based learning.

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This encourages students to explore the language through real-life situations and logical problem-solving. It's less about memorisation, more about thinking.

Picture-based learning has also been introduced, offering students visual cues to understand meanings and contexts bett The grammar exercises in the te k are designed to identify learn ps and offer ways to improve.


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These exercises aim to be less mechanical and more diagnostic in nature.

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In a notable addition, the textbook includes modern topics. A chapter on 'Digital India' is part of the curriculum, showing how an ancient language can speak the language of the present. This makes Sanskrit more relatable and reflects how the language continues to evolve.

CONNECTING WITH INDIA 'S LITERARY PAST

While adapting to modern times, the textbook does not ignore its roots. It includes poetic selections that reflect human values, stories of wisdom, discipline, and compassion.

Texts like the Hitopadesha and Charaka Samhita are introduced, offering students a window into the depth of Indian philosophical and scientific thought.

Exercises have also been designed to make learning enjoyable. Colourful writing tasks and engaging activities fill the pages, aiming to replace fear with curiosity when it comes to Sanskrit learning.

DIGITAL AVAILABILITY AND ACCESS

According to NCERT's official post on X (formerly Twitter), Deepakam is now available for purchase. Students can access it through NCERT’s official website or buy it on Amazon.in.

With Deepakam, NCERT has attempted a careful balance: preserving the heritage of the Sanskrit language while adapting it to modern classrooms.

It is both an academic tool and a cultural bridge, marking another step in re[illegible]g Indian education in line with the aims of NEP 2020.

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Kolkata's Rajarhat gets a new IT sunrise

दैनिक जागरण, 21 जुलाई 2025, पेज नं. 8

शिक्षा संस्थानों में संभावनाओं की मौत



प्रमोद भार्गव

शिक्षा परिसरों में छात्रों की आत्महत्याएं यही संकेत करती हैं कि हमारी शिक्षा प्रणाली में कुछ गंभीर समस्याएं हैं

देश के उच्च शिक्षण संस्थानों में हाल के दिनों में कई चिंताजनक घटनाएं सामने आई हैं। पहले जहां छात्रों द्वारा आत्महत्या के मामले चर्चा में थे, वहीं अब छात्राओं के साथ दुष्कर्म की घटनाएं भी बढ़ती जा रही हैं। गत दिनों ओडिशा के बालासोर में एक छात्रा ने यौन उत्पीड़न की शिकायत के बाद आत्मदाह कर लिया। बेंगलुरु में दो शिक्षकों ने एक छात्रा के साथ दुष्कर्म किया। आइआइएम, कोलकाता में भी एक मनोविज्ञानी महिला परामर्शदाता के साथ इसी तरह की घटना हुई। नोएडा के शारदा विश्वविद्यालय में दंत चिकित्सा की एक छात्रा ने छात्रावास में आत्महत्या कर ली। आत्महत्या से पहले उसने एक पत्र लिखा, जिसमें विश्वविद्यालय के डीन और कुछ प्राध्यापकों पर प्रताड़ना का आरोप लगाया। इस मामले में पुलिस ने दो प्राध्यापकों को गिरफ्तार किया है और कुछ को निलंबित किया गया है। ये घटनाएं उच्च शिक्षा परिदृश्य को शर्मसार करने वाली हैं।



न्याय की गुहार लगाते मृतक छात्रा के परिजन ● फाइल

यह चिंता की बात है कि भारत सरकार देश में विदेशी विश्वविद्यालयों के कैंपस खोलने की अनुमति दे रही है। यदि हम विदेशी शिक्षा पद्धति और संस्थानों को प्राथमिकता देंगे, तो हमारे छात्र और अभिभावक अपने देश के संस्थानों को कमतर मानने लगेंगे। होना तो यह चाहिए कि सरकार देश के शिक्षण संस्थानों में ही बुनियादी सुधार करती। वैसे भी विदेश में पढ़ाई के बढ़ते चलन के चलते प्रतिभाओं के पलायन का बड़ा संकट खड़ा हो रहा है। ऊपर से शिक्षकों द्वारा दुष्कर्म और प्रताड़ना के बढ़ते मामले इस समस्या को और गंभीर ही बनाएंगे। ये घटनाएं बताती हैं कि हमारे कुछ शिक्षक छात्रों में उम्मीदों की उड़ान पैदा करने के बजाय निराशा, कुंठा और अवसाद पैदा कर रहे हैं। ऐसा लगता है कि राष्ट्रीय शिक्षा नीति का ऐसे शिक्षकों पर कोई सकारात्मक प्रभाव नहीं पड़ा है, अन्यथा शिक्षण संस्थानों में ऐसी शर्मनाक घटनाएं नहीं होतीं। शिक्षा के जरिये विद्यार्थी उपलब्धि के शिखर पर पहुंचने की आकांक्षा रखते हैं। यदि शिक्षण संस्थानों में ही यह संभावना दम तोड़ने लगे तो यह शिक्षा का अत्यंत दुर्भाग्यपूर्ण पहलू माना जाएगा।

ज्ञान की महत्ता ने इस भ्रम को तोड़ दिया है कि शिक्षा केवल कुछ वर्गों का अधिकार है। भारतीय मनीषियों ने हजारों साल पहले ज्ञान की इस शक्ति को पहचाना था। 21वीं सदी को ज्ञान की सदी कहा गया है। आज दुनिया शिक्षा और अनुसंधान के माध्यम से एक ऐसे तकनीकी संसार का निर्माण कर रही है, जिसमें सुविधाएं हर किसी की मुट्ठी में हैं। अब तो मनुष्य अंतरिक्ष में बसने-बसाने की संभावनाएं तलाश रहा है। शिक्षा के माध्यम से गरीब और वंचित वर्ग के लिए सरकारी और निजी क्षेत्रों में अनेक अवसर उपलब्ध हुए हैं। ऐसे में जब शिक्षण संस्थानों में प्रताड़ना, दुष्कर्म और आत्महत्या के मामले सामने आ रहे हैं, तो सरकारों के लिए यह एक गंभीर विषय होना चाहिए। शिक्षा परिसरों में छात्रों की आत्महत्या की घटनाएं इसका संकेत करती हैं कि हमारी शिक्षा प्रणाली में कुछ गंभीर समस्याएं हैं। यदि उत्पीड़न और आत्महत्या का यह सिलसिला जारी रहा, तो देश के भविष्य पर इसका नकारात्मक प्रभाव पड़ेगा। इन मौतों का कारण अध्ययन और अध्यापन से जुड़ी समस्याएं हैं, लेकिन राजनीतिक दलों के नेता इन मौतों को केवल राजनीतिक दृष्टिकोण से देख रहे हैं, जिससे समाधान की दिशा में कोई ठोस कदम नहीं उठाए जा रहे हैं। यदि आने वाले समय में आत्महत्या के मामलों को शिक्षा की व्यापक समझ के परिप्रेक्ष्य में नहीं देखा गया, तो इन मौतों पर विराम लगाना मुश्किल होगा।

देखा जाए तो देश में प्राथमिक शिक्षा से लेकर उच्च और तकनीकी शिक्षा तक शिक्षण पद्धति में भ्रम और विरोधाभास की स्थिति बनी हुई है। शिक्षा के निजीकरण, अंग्रेजीकरण और विदेशीकरण पर अधिक ध्यान केंद्रित किया जा रहा है। वैसे इसमें सुधार के लिए तमाम आयोगों का गठन किया गया, उनकी रिपोर्ट भी आईं, लेकिन उन पर अमल नहीं हुआ। इसके चलते शिक्षा प्रणाली में आदर्श और समावेशी शिक्षा के बुनियादी तत्वों को शामिल करने में हम पिछड़ गए हैं। इससे शिक्षा में निजीकरण को बढ़ावा मिल रहा है। यह हमारी शिक्षा को केवल अंग्रेजीकरण की ओर ले जा रहा है, जिससे शिक्षा का उद्देश्य केवल पैसा कमाना रह गया है। कोटा के कोचिंग संस्थानों में पढ़ रहे छात्रों द्वारा की जा रही आत्महत्या के मामलों की जांच से पता चलता है कि अभिभावक अपने बच्चों पर अपनी इच्छाएं थोपने लगे हुए हैं। केरल के एक छात्र ने आत्महत्या से पहले लिखा था, 'सारी मम्मी-पापा, आपने मुझे जीवन दिया, लेकिन मैंने इसकी कद्र नहीं की।' यह एक दुखद बयान है, जो उस किशोर का है, जो आइआइटी की तैयारी कर रहा था। ये संस्थान प्रतिभाओं को निखारने का दावा करते हैं, लेकिन युवाओं को महान बनाने का सपना दिखाने वाला यह उद्योग कितना खोखला है, यह बढ़ती आत्महत्याओं से स्पष्ट होता है। शिक्षा का यह कोचिंग उद्योग अब देशव्यापी समस्या बन चुका है और इसकी जकड़न में अन्य प्रदेशों के बड़े नगर भी आ रहे हैं।

इससे स्पष्ट होता है कि शिक्षा के क्षेत्र में सुधार की महती आवश्यकता है। हमें अपने संस्थानों में बुनियादी बदलाव लाने की दिशा में ठोस कदम उठाने होंगे। यदि हम इस दिशा में आगे नहीं बढ़ते, तो शिक्षा का यह संकट और भी गहरा सकता है।

(लेखक वरिष्ठ पत्रकार हैं)
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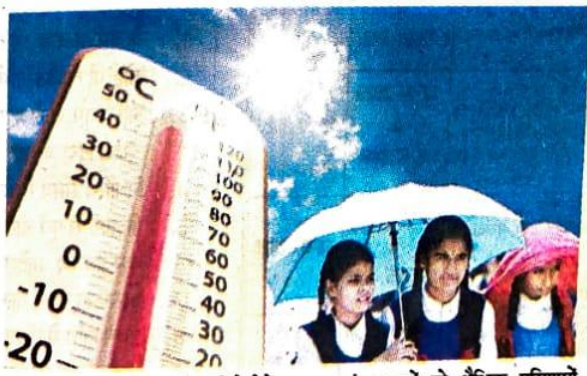
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स्थानांतरित करने की आवश्यकता जारी की थी।

भीषण गर्मी से स्कूली शिक्षा में कमी आने की आशंका

नई दिल्ली (भाषा)। अत्यधिक गर्मी के संपर्क में आने से बच्चों की स्कूली शिक्षा में 1.5 साल तक की कमी आ सकती है। जलवायु परिवर्तन का शिक्षा पर सीधा प्रभाव पड़ रहा है और हाल के दशकों में हुई शैक्षिक उपलब्धियों पर इसका प्रतिकूल प्रभाव पड़ने का खतरा है। एक नई वैश्विक रिपोर्ट में यह जानकारी दी गई है। जलवायु संबंधी कारक जैसे गर्मी, जंगल की आग, तूफान, बाढ, सूखा, बीमारियां और समुद्र का बढता स्तर शिक्षा के परिणामों को प्रभावित करते है। रिपोर्ट में कहा गया है कि ज्यादातर निम्न और मध्यम आय वाले देश हर साल जलवायु संबंधी तनावों का सामना कर रहे है, जिससे शिक्षा का नुकसान और स्कूल छोड़ने की संभावना बढ़ रही है।

यूनेस्को की वैश्विक शिक्षा निगरानी टीम, जलवायु संचार एवं शिक्षा निगरानी एवं मूल्यांकन परियोजना और कनाडा के सस्केचवान विश्वविद्यालय द्वारा संकलित रिपोर्ट में बताया गयां है कि पिछले 20 साल में चरम मौसम की घटनाओं के कारण साल के कम से कम 75 प्रतिशत समय में स्कूल बंद रहे, जिससे 50 लाख या उससे अधिक लोग प्रभावित हुए। भीषण गर्मी के संपर्क में आने से बच्चों के शैक्षिक परिणामों पर गंभीर रूप से हानिकारक प्रभाव पड़ता है। वर्ष 1969 और 2012 के बीच 29 देशों में जनगणना और जलवायु संबंधी आंकड़ों में संबंध जोड़ने वाले एक विश्लेषण से पता चला है कि गर्भ में रहने और प्रारंभिक जीवन काल के दौरान औसत से अधिक तापमान के संपर्क में आने का संबंध, विशेष रूप से दक्षिण पूर्व एशिया में, स्कूली शिक्षा के वर्षों में कमी आने जुड़ा है। रिपोर्ट के अनुसार, औसत से दो डिग्री अधिक तापमान का सामना करने वाले बच्चे के लिए यह अनुमान लगाया जाता है कि औसत तापमान का अनुभव करने वाले बच्चों की तुलना में उसे 1.5 वर्ष कम स्कूली शिक्षा मिलेगी। उच्च तापमान के कारण चीन में उच्च-स्तरीय परीक्षा में बच्चों के प्रदर्शन पर प्रतिकूल असर पड़ा है और हाई स्कूल स्नातक और कॉलेज प्रवेश दर, दोनों में कमी आई है। वैश्विक रिपोर्ट में इस बात पर ज़ोर दिया गया है कि जलवायु परिवर्तन के कारण शिक्षा का नुकसान हाशिए पर रहने वाली आबादी के लिए और भी बदतर है। वर्ष 2019 में चरम मौसम की घटनाओं से सबसे ज्यादा प्रभावित 10 देशों में से आठ निम्न या निम्न-मध्यम आय वाले देश थे।



■ यूनेस्को की वैश्विक शिक्षा निगरानी टीम और कनाडा के सस्केचवान विश्वविद्यालय की रिपोर्ट

यूआईडीएआई जल्द करेगा विद्यालयों के माध्यम से बच्चों का 'बायोमेट्रिक अपडेट'

■ भाषा

नई दिल्ली।

भारतीय विशिष्ट पहचान प्राधिकरण (यूआईडीएआई) दो महीने बाद चरणबद्ध तरीके से विद्यालयों के माध्यम से बच्चों के 'बायोमेट्रिक अपडेट' शुरू करने की परियोजना पर काम कर रहा है। एक शीर्ष अधिकारी ने यह जानकारी दी। प्राधिकरण के मुख्य कार्यकारी अधिकारी (सीईओ) भुवनेश कुमार ने बताया कि सात करोड़ से ज्यादा बच्चों ने 'आधार' के लिए अपने 'बायोमेट्रिक अपडेट' नहीं किए हैं। पांच साल की आयु के होने के बाद यह प्रक्रिया करना अनिवार्य है।

कुमार ने कहा, 'यूआईडीएआई, विद्यालयों के जरिये अभिभावकों की सहमति से बच्चों के 'बायोमेट्रिक अपडेट' करने की परियोजना पर काम कर रहा है। हम इस समय इस प्रौद्योगिकी का परीक्षण रहे हैं और यह 45 से 60 दिनों में तैयार हो जाएगी।' बच्चों के 'बायोमेट्रिक' डेटा की सटीकता और विश्वसनीयता बनाए रखने के लिए अनिवार्य 'बायोमेट्रिक अपडेट' का समय पर पूरा होना एक अनिवार्य आवश्यकता है। अगर सात वर्ष की आयु के बाद भी अपडेट नही किया जाता है तो मौजूदा नियमों के अनुसार, आधार संख्या निष्क्रिय की जा सकती है। यह अपडेट यदि पांच से सात वर्ष की आयु के बीच किया जाता है, तो निःशुल्क है लेकिन सात वर्ष की आयु के बाद अपडेट के लिए 100 रुपए का शुल्क निर्धारित है। इसका उद्देश्य स्कूल में दाखिला, प्रवेश परीक्षाओं के लिए पंजीकरण, छात्रवृत्ति का लाभ उठाने, प्रत्यक्ष लाभ हस्तांतरण (डीबीटी) योजनाओं आदि जैसी सेवाओं का लाभ (जहां भी लागू हो) उठाने में आधार के निर्बाध उपयोग को सुनिश्चित करना है। कुमार ने कहा, 'हम विद्यालयों और कॉलेजों में दूसरी अपडेट प्रक्रिया लागू करने की योजना बना रहे हैं, जो बच्चों के 15 साल की उम्र पूरी करने के बाद की जाती है।'

■ सात करोड़ से ज्यादा बच्चों के 'आधार' के लिए 'बायोमेट्रिक अपडेट' नहीं

फिलहाल, नवजात शिशुओं और पांच साल से कम उम्र के बच्चों का आधार उनके 'बायोमेट्रिक' के बिना ही बनाया जाता है। कुमार ने कहा, 'कई सरकारी योजनाओं के तहत लाभ प्राप्त करने के लिए आधार बेहद जरूरी है। हम चाहते हैं कि बच्चों को सभी लाभ सही समय पर मिलें। विद्यालयों के जरिए, हम ज्यादा से ज्यादा बच्चों तक सुविधा को पहुंचाने की कोशिश कर रहे हैं।' इस परियोजना के तहत, यूआईडीएआई हर जिले में बायोमेट्रिक मशीनें भेजेगा, जिन्हें एक स्कूल से दूसरे स्कूल में ले जाया जाएगा।

The Times of India, 21 July 2025, Page No. ET 1

Omission of Tipu Sultan, Mysore Wars will not provide India's composite history to students

NCERT claims that revisions are aimed at syllabus reduction, promoting a quick overview in middle school for a more holistic understanding

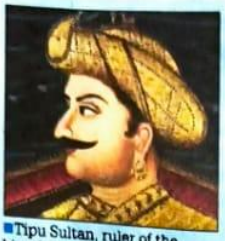
Divyansh.Kumar
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The revision made by the National Council of Educational Research and Training (NCERT) in class VIII Social Science textbooks has omitted key figures including Tipu Sultan, Haidar Ali and the Anglo-Mysore Wars. The move is being criticised by historians who argue these changes risk creating foundational gaps in students' knowledge, weakening the composite historical knowledge and may cultivate prejudice among students. While NCERT justifies these changes as necessary for syllabus rationalisation and a holistic overview, experts contend that the revisions are ideologically driven and could diminish interest of students in historical studies.

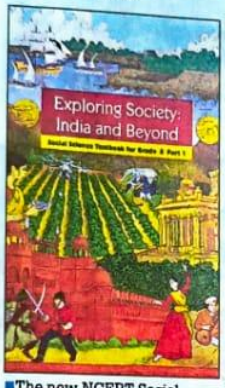
Speaking with *Education Times*, Irfan Habib, a renowned historian and professor Emeritus, Aligarh Muslim University, says, "The removal of such crucial elements of anti-colonial resistance suggests these figures are now deemed of no particular merit, directly challenging NCERT's stated rationale for a holistic understanding. Such selective deletions create fundamental imbalances in historical narratives and may ultimately deter future generations from a nuanced engagement with India's past."

The most prominent point of contention is the removal of the Anglo-Mysore Wars of late 18th century and relevance of Mysore rulers Tipu Sultan and Hyder Ali from the colonial era chapter. According to historians, these are not minor details but fundamental elements of India's struggle against British expansion.

Expressing strong disapproval, Prof Habib says, "The father-son duo resisted the British entry; therefore, they were important figures in the national movement. Throughout the national movement, they were acclaimed as heroes.



Tipu Sultan, ruler of the kingdom of Mysore



The new NCERT Social Science textbook

Now they are to be hidden away. So, resistance to British rule seems to be of no particular merit. The Mysore revolt was a heroic example of resistance."

Sikander Malik, a Bhopal-based historian, emphasises the weakening of India's historical narrative, saying, "India often struggles to identify its heroes and its troubles accurately. When you highlight a historical figure or event and omit another, it creates an imbalance and hinders a complete understanding of history to present it in the right perspective."

Santosh Kumar Rai, professor, Department of History, University of Delhi (DU), underscores the global significance of these omissions. "If we are talking about resistance against colonialism, then these wars and these two personalities were quite significant. Tipu Sultan was the first Indian ruler who fought against the British and developed a united front with non-English European powers like France. He was trying to garner support from Napoleon to create an anti-English front. Indian students will not learn about the histories of resistance," he says.

Such deletions may create imbalance and hinder complete understanding of history to present it in right perspective

Larger Global Context

NCERT claims that the revisions are aimed at syllabus reduction and promoting a quick overview to cover Indian modern history in the middle school for a more holistic understanding.

"This is not an inadvertent but a purposeful change in textbooks aimed at changing the whole view of India's past." Prof Habib says, adding, "If only important events are incorporated in the name of summarising history, then there will remain little in Indian history taught in schools. Such curriculum changes will inevitably leave prejudiced minds."

Prof Rai says, "Omission and deletions should always keep in mind the larger global context and objective of pedagogy. Only then can we talk about the objectivity of omission and deletion or even its subjectivity." He also points out a potential pitfall in the increased focus on the drain of wealth without adequate context. "The drain of wealth will only make sense if we can show how prosperous the medieval India was both culturally as well as economically," Prof Rai adds.

Malik expresses concern that simplified narratives might disengage young minds. "If history is not presented as an engaging story, children may lose interest and view it merely as a boring subject. This could lead to a future with fewer historians and social scientists, impacting our ability to understand and represent our own country's past adequately on a global stage," he adds.

The Hindu, 21 July 2025, Page No. 2

NEP push puts focus on Indian knowledge systems in teacher training

Ashna Butani
NEW DELHI

The Bharatiya Janata Party government in Delhi has pushed for the implementation of the National Education Policy, 2020, which emphasises the study of Indian knowledge systems (IKS) in schools.

This has led to the State Council of Educational Research and Training (SCERT), Delhi, to become "more focused" on training its B.Ed. students on integrating IKS into their lesson plans, said Professor Abha Sharma, Principal, SCERT's B.Ed. Division.

"We had been trying to integrate it [IKS training in the two-year B.Ed. programme] for the past couple of years. But it became possible only after a push by the new government in Delhi to implement the NEP," Prof. Sharma told *The Hindu*.

She added that the training is aimed at teaching "things that are not necessarily taught in books, in an attempt to create global teachers with 21st-century skills". As an example, she cites a popular claim in India, "We have always been taught that the Wright brothers flew the first aircraft. But the first aircraft was actually flown in India by Bapuji Talpade in Mumbai in 1895, eight years before the Wright brothers."

As part of the IKS training, the B.Ed. students are also being taught about how Sushruta performed an eye surgery as far back as the 6th century and how certain chemicals are mention in the Hindu epic, the Mahabharata. The budding teachers are expected to use their training while teachingto help "students learn more about India's culture".


A training session for B.Ed. students in progress. SPECIAL ARRANGEMENT

Prof. Sharma said that they began placing a greater emphasis on IKS training for the 2023-2025 batch, which graduated recently. "We will now do it more comprehensively for the newer batches. The students will be trained on how to make their pedagogy plans using the pancha kosha philosophy," she added. The concept of 'pancha kosha (five layers)' of consciousness has its origins in the Upanishads.

The NEP, which aims to integrate IKS in all levels of education, states, "The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this policy. The pursuit of knowledge (jnan), wisdom (pragya), and truth (satya) was always considered in Indian thought and philosophy as the highest human goal."

'Will use it in school'

Koushiki Chatterjee, who specialises in chemistry and was part of the B.Ed. batch that just passed out said, "In the Mahabharata, Arjuna used certain chemicals as make-up to disguise himself as a woman. While teaching chemistry during an internship, I mentioned it to my students."

Deepali, a B.Ed student who will be teaching at a school in August as part of her internship, said, "While teaching chemistry, I can teach students about the states of matter, and how ice melts, while touching upon the concept of annamaya kosha (the outer physical layer of the body, which is one of pancha koshas)." "Pranamaya kosha (energy layer) comes into play when I am teaching students about how liquid changes to gas, as there is a transfer of energy," she added. Similarly, Ms. Deepali said she will employ the concept of anandamaya kosha (the spiritual level) when asking students "to reflect on where they see chemistry in their daily lives".

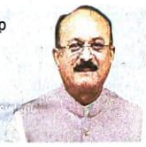
The Times of India, 21 July 2025, Page No. ET 2

Delhi schools to get 5,000 smart classrooms by 2025 with special support to first-generation learners: Education minister Ashish Sood

Ayushi.Gupta1
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With plans to establish over 5,000 smart classrooms and 450 language labs by the end of 2025, the newly elected Delhi government is aiming to leverage emerging technologies to address persistent learning gaps—issues that have continued to remain since the tenure of the previous administration. Rejecting the AAP government's much-publicised 'Delhi Model' of education, which was introduced to transform the schools, education minister **Ashish Sood** criticised the dismal state of government schools, pointing out the absence of even basic infrastructure such as computer labs.

> One major initiative is to set up 450 language labs to promote all the Indian languages, including Sanskrit, Hindi, and other scheduled languages, and selected foreign languages
> – Ashish Sood



The NEP 2020 has set a high ambition to increase education standards in schools. How will Delhi schools sync NEP policies to increase the learning outcomes?

The Delhi government is actively implementing several key components of NEP 2020, including the integration of technology, vocational education, Indian Knowledge Systems (IKS), and digital infrastructure. One major initiative is to set up 450 language labs to promote all the Indian languages, including Sanskrit, Hindi, and other scheduled languages, and selected foreign languages. These language labs will integrate advanced technologies, including Artificial Intelligence (AI), to improve language acquisition. Following the Gujarat schools, Delhi will integrate AI, smart boards, and robotics in classrooms.

While these plans are underway, several learning gaps remain. We have found that many schools still lack computer labs and Information and Communication Technology (ICT) integration for teaching and learning. Bridging these gaps is essential to bring all schools in Delhi to a common baseline before scaling more advanced innovations.

The previous Delhi government's Happiness Curriculum has come under criticism for its implementation. Rather than promoting emotional well-being, as originally intended, the programme was reportedly misused and it largely failed to achieve its stated goal of fostering a happier and more harmonious school environment.

Role of technology in education has evolved significantly, especially with the integration of AI and smart classrooms. What is the government's plan in this regard?

We are integrating technology in classrooms to adapt to this shift, the Delhi Cabinet has approved the installation of approximately 18,996 smart boards over the current five-year term. By the end of 2025, the goal is to establish at least 5,000 smart classrooms equipped with interactive panels, audiovisual aids, AI-powered tools, and other digital resources. AI will be particularly valuable for customising learning paths, helping students learn at their own pace and according to their individual needs. The DelE has asked SCERT to develop Delhi-specific strategies to make the curriculum more regionally relevant and effective. Every state has different educational needs, and our approach will be tailored accordingly to ensure technology benefits all learners equitably.


Photo for representation

School students still struggle to achieve excellence in FLN skills. How is the Delhi government planning to address this, particularly through the NIPUN Bharat initiative?

FLN is a critical challenge not just in Delhi schools, but across the country. Under the NIPUN Bharat initiative, we aim to transform every Delhi government school into a NIPUN-certified institution. The education department is planning to execute an outcome-based learning model, supported by AI tools and remedial instruction given by the schoolteachers. These will allow students to learn at their own pace, with a particular focus on early-grade reading and numeracy.

Many students in socio-economically challenged zones face unique hurdles. How is the government planning to provide support in these areas?

School students in under-resourced areas often face unique challenges, including a lack of family support, digital access, and a conducive environment for learning. In Delhi, there are several such zones, including Azadpur, Seemapuri, Kathputli Colony, Kusumpur Pahari, Sangam Vihar, and more that have been identified and targeted interventions to help them overcome these challenges. We are focusing on ensuring access by providing additional support such as digital devices, financial assistance, online learning resources, remedial classes, and soon, dedicated technology labs. The goal is to bridge the opportunity gap and digital divide, ensuring that every child, including first-generation learners, regardless of where they live, can thrive academically and help them feel empowered and confident in the education system.

What are the challenges of the National Institute of Open Schooling (NIOS) system introduced by the AAP government, and what measures should be taken to support students struggling in traditional classrooms?

The intent behind NIOS is noble; it provides a second chance to students. It was used as an alternative to improve the overall performance of schools instead of upgrading the government schools. The NIOS has been used to offload students who are struggling in traditional classrooms, particularly after class IX and XI. That is a systemic failure. What these students need are remedial classes and consistent mentoring. Handholding should be the norm introduced in the schools to strengthen foundational learning.

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The Indian Express, 21 July 2025, Page No. 8



THE FLAW IN THE EXAM

They must have a clear purpose, be conducted fairly. That's not a tall ask

VANDANA VASUDEVAN

LAST WEEK, MY son's school had a felicitation ceremony for the Class XII students who had done well in the CBSE Board exams. The plans of the top three students revealed how little those results mattered. The first was an engineering aspirant who was going to go where his JEE rank would take him. The second was taking a gap year to "find herself" and the third was going to a posh private university in the city which accepts all who can pay their fees. The 98 per cent and 97 per cent on their marksheets were irrelevant to their choices and unlikely to ever matter in their lives.

Class X and XII Board exams have been a milestone event in the lives of generations of Indians. But changes in higher education in recent times have left students, parents and teachers puzzled about the importance of these Board exams. The Class XII Boards were critical because the results would determine which college you got admission into. However, with the introduction of the Common University Entrance Test (CUET) in 2021, the XII Boards performance has become irrelevant to those interested in pursuing a BA/BCom or BSc degree. For engineering, there is JEE, most medical colleges are covered under NEET. Architecture, law, design or science research institutes all have their own entrance exams and require minimum qualifying marks in the XII Boards of 45-50 per cent. So the question is: Why should students care about their performance in the XII Board exams anymore?

The Board exams hold great importance only for the tiny slice of well-heeled Indians planning to go abroad for their undergraduate studies because the universities in the West use it as an indicator of academic calibre. For the vast majority aiming to study in India, the XII marksheet, once a revered document, is now just another ID proof. Meanwhile, teachers are still trying to adjust to the new reality. They are increasingly dealing with students who have a lackadaisical approach to assignments and tests, many of them not even bothering to submit their work or attend school regularly.

Class X and XII Board exams have been a milestone event in the lives of generations of Indians. But changes in higher education in recent times have left students, parents and teachers puzzled about the importance of these Board exams. The Class XII Boards were critical because the results would determine which college you got admission into.

China, with whom we like to compare ourselves, has an exacting exam at the end of school called Gaokao. There is no ambiguity about its importance. The Gaokao score is the singular determinant of whether students can enter their preferred university or college. In the three days of June when the exam is held, the government clears roads, arranges transport for high-school students to reach exam halls and enforces noise control measures around exam centres.

On the other hand, we have a dozen different exams, most of which are mired in controversy because either they have been leaked or there were errors in the paper. The NEET 2024 paper leak was only the most high profile among a long line of such fiascos. New reports have tracked down as many as 70 paper leaks in the past decade from competitive exams to state high-school exams across Uttar Pradesh, Gujarat, Telangana, Rajasthan, Tamil Nadu and Bihar. Months later, if at all, the exams are conducted again, crushing aspirants' morale.

There are other ways in which competitive exams are flawed. Errors, typos and misprints, are unfortunately all too commonplace, confusing students who waste precious time trying to decode mistakes. The Common Law Admission Test (CLAT), taken by an estimated one lakh students in December 2024, is a case in point. Following an array of confusingly worded questions and wrong answers, several students filed cases against the Consortium of Law Schools, the body that conducts CLAT. After the Supreme Court's intervention, results were declared after a five-month delay. This year's intensely competitive JEE Mains had a record number of incorrectly framed questions.

For a 16-17 year old, a public exam is their first brush with the "system". They trust the process and assume that the establishment will function as it should. When it doesn't, it is a shock. Cynicism about the country, and their own future in it, is planted early. In its present state, the mere pursuit of higher education in India is daunting and designed to frustrate rather than nurture youthful talent. The grind that children put in for their Board exams must be respected by making each exam have a clear purpose, setting the paper responsibly, and conducting it fairly. That's a small ask for the precious demographic dividend, expected to give India its competitive edge for the next couple of decades.

Vasudevan is the author of OTP Please!



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As the Principal of Garden Valley International School, I firmly believe that education must evolve with time, and technology is a vital part of that evolution. We have taken several initiatives to integrate digital tools into daily classroom experiences. Smart Classrooms have been introduced in all wings, allowing our teachers to use visuals, animations, and multimedia content to make concepts clearer and more engaging. We've embraced digital transformation through smart boards and online learning platforms. Our educators use blended learning models to personalise instruction, making learning more engaging and accessible.

What are the cultural and extra-curricular highpoints of your

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THE SCHOOL TRIBUNE

Class X board exam topper awarded by Haryana CM'

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I believe innovation must be embedded in everyday learning. We have introduced project-based learning across grades. Our students actively participate in innovation fairs and inter-school idea challenges. Through dedicated innovation labs and experiential teaching, we aim to develop problem-solving, creativity, and future-ready skills.

What is your long-term vision for transforming education?

My vision is to transform education into a journey of discovery, where every child feels inspired to learn, lead, and innovate. I aspire to build a future-ready learning environment rooted in values, creativity, and global awareness where education empowers students not just to make a living, but to make a difference.

Today's learners must be digitally aware, creative, and adaptable. At our school, we follow the principle of learning by doing hands-on activities, group projects, and real-world problem-solving tasks. These experiential methods help students build critical thinking, collaboration, and communication skills essential for success in a tech-driven world.

Have any mental health measures been taken to ensure holistic growth of students?

Yes, we strongly believe that emotional well-being is the foundation of true learning. Teachers are trained to identify early signs of stress, and a safe, open environment is encouraged to ensure every child feels supported and heard. We are deeply committed to the emotional and ethical growth of our students. Along with counselling, yoga sessions, and wellness weeks, we conduct regular activities that promote values like empathy, gratitude, integrity, and respect. Peer support groups and mindfulness sessions help create a positive, balanced, and inclusive school environment.

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Kerala Education Minister urges Centre to resolve textbook shortage in Kendriya Vidyalayas ahead of exams

PTI | Jul 21, 2025, 07.38 AM IST



THIRUVANANTHAPURAM: Kerala General Education Minister V Sivankutty on Sunday sought immediate intervention of the Centre to resolve the shortage of textbooks in Kendriya Vidyalayas in the state.

He highlighted that students of Classes 5 and 8 in PM Sri Kendriya Vidyalayas are still without essential books, even four months after the commencement of the classes.

With just days left for the first quarterly examinations, the negligence on the part of NCERT authorities, who are supposed to distribute books, is extremely serious, the minister pointed out in a statement.

Classes in Kendriya Vidyalayas began on April 1. But even after four months, teachers were only provided with study materials online.

The minister noted that students will not be able to face the exams without books, which will seriously affect their studies.

Drawing a parallel between the government schools in the state, Sivankutty said the state authorities have made textbooks available there even before the beginning of the academic year.

"In this circumstance, the negligence on the part of NCERT is unacceptable. The move is to distribute the books through online platforms and private book stalls instead of making them available in schools," Sivankutty alleged.

It would force children to buy books at a huge price than the original rate.

The union government should immediately intervene to make textbooks available to the students considering their future, the state minister added.

The Indian EXPRESS
JOURNALISM OF COURAGE

Children exposed to heat wave may lose up to 1.5 years of schooling: UNESCO

Climate related stressors such as heat, wildfires, storms, floods, droughts, diseases and rising sea levels, affect education outcomes. Most low and middle-income countries are experiencing climate-related school closures every year, increasing chances of learning loss and dropout, it noted.

By: PTI
New Delhi | July 21, 2025 09:54 IST

NewsGuard

3 min read



"In the most disadvantaged municipalities in Brazil, which were also amongst those most exposed to heat risk, students lost about 1 per cent of learning per year due to rising temperatures," it said. (Image: AI Generated)

Children exposed early to extreme heat may lose up to 1.5 years of schooling with climate change having a direct impact on education and threatening to undo educational gains of recent decades, according to a new global report.

Climate related stressors such as heat, wildfires, storms, floods, droughts, diseases and rising sea levels, affect education outcomes. Most low and middle-income countries are experiencing climate-related school closures every year, increasing chances of learning loss and dropout, it noted.

The report compiled by UNESCO's Global Education Monitoring (GEM) team, Monitoring and Evaluating Climate Communication and Education (MECCE) project and University of Saskatchewan in Canada has pointed out over that the past 20 years, schools were closed in at least 75 per cent of the extreme weather events, impacting five million people or more.

Exposure to heat has significant detrimental effects on children's educational outcomes. An analysis linking census and climate data in 29 countries between 1969 and 2012 showed that exposure to higher than average temperatures during the prenatal and early life period is associated with fewer years of schooling, especially in Southeast Asia.

"A child experiencing temperatures that are two standard deviations above average is predicted to attain 1.5 fewer years of schooling than children experiencing average temperatures. High temperatures reduced high-stakes test performance in China and led to reductions in both high school graduation and college entrance rates," the report said.



"In the United States, without air conditioning, a school year hotter by 1 degrees Celsius reduced test scores by 1 pc. Very hot school days disproportionately impacted African American and Hispanic students, due to poor infrastructure conditions, accounting for roughly 5 per cent of the racial achievement gap," it added.
The report noted that about half of public school districts need to update or replace multiple heating, ventilation and air conditioning systems.

“In the most disadvantaged municipalities in Brazil, which were also amongst those most exposed to heat risk, students lost about 1 per cent of learning per year due to rising temperatures,” it said.

The global report flagged that climate-induced education vulnerability is worse for marginalised populations. Of the 10 countries most affected by extreme weather events in 2019, eight were low- or lower-middle-income countries.

Of the 33 countries identified as bearing extremely high climate risks for children, where nearly 1 billion people live, 29 are also considered to be fragile states. In the United States, those with low income or without a secondary school certificate are 15 per cent more likely to live in areas with the highest projected increases in childhood asthma diagnoses due to climate-driven increases in particulate air pollution.

“School districts in the United States that received federal disaster recovery funds had higher proportions of students from socially vulnerable groups,” the report said. The team flagged that increasingly frequent natural disasters, including floods and cyclones, have led to the deaths of students and teachers and have damaged and destroyed schools.

“Following the 2013 floods in Jakarta, access to schools was disrupted, schools were used as emergency shelters and some schools closed because of damage. Among schools surveyed, 81 per cent of those with disaster management plans and a standard operating procedure for dealing with flood emergencies agreed that these were effective in times of crisis,” it said.

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This article went live on July twenty-first, twenty twenty-five, at fifty-four minutes past nine in the morning.

TAGS: UNESCO

General Education for Working Learners in the Age of AI

July 21, 2025 Dr. Erin Crisp, EdD(https://www.facultyfocus.com/author/ff-erincrisp/)



Reams have been written about the challenges with general education at US colleges and universities. Students often view general education requirements (gen eds) as "hurdles" to overcome on their way to the learning that matters to them. Campuses invest enormous time and energy revising their gen ed programs of study to create the kinds of interconnected learning experiences that produce broadly educated degree completers. When the vision of gen ed is realized for learners, they learn the habits of mind that result in the durable skills employers are looking for – critical thinking, problem solving, communication, and curiosity. Gen ed is great, so why is it discussed as a "hurdle."

Sadly, students often trudge through gen ed courses, without realizing the intended benefits. Among college provosts (90% of whom are proponents of gen ed) only 32 percent believe that students at their colleges understand the purpose of general education requirements. There is an incredible disconnect between this well-intentioned structure and the lived experiences of most learners. What's the root cause of the disconnect? Relevance. "Why am I doing this?" is a question that has reverberated from the minds of learners for decades. The sentiment is especially cacophonous in online education. At least in a face-to-face classroom, a student can meet a new friend or connect with a professor. The only silver lining most online gen ed learners can find is an opportunity to practice their grit and perseverance to overcome the hurdle and get to the relevant coursework.

A New Way Forward

What if there was a different way? Before AI, it would seem impossible to improve the relevance of general education coursework for every individual learner. But a new reality is upon us. Imagine the following scenario as the new future of general education for working adult learners.

Meet Tara. Tara has been working full-time at Dunkin' Donuts for five years. She is now a manager and has acquired significant competencies related to managing her teams, hiring people, training new employees, and managing difficult customer situations. She has been gradually trying to finish her bachelor's degree in business administration, taking online courses, and squeezing in her homework around caring for a family and managing employees.

Currently, she is in a general psychology course, and although she finds the concepts interesting, she is grinding her way through online discussion boards to finish her degree. Tara is curious, capable, and committed, but she is not looking forward to this course (or any of her general education courses).

A New Approach

Let's imagine that Tara had been provided with a different option- an option that recognizes her role and uses AI to individualize her general education competencies. First, her employer offers to pay for a portion of her education as a benefit of her employment, a practice that actually saves the employer (https://www.luminafoundation.org/wp-content/uploads/2020/10/talent-investments-infographic.pdf) money. The employer also agrees to provide a mentor for Tara who will meet with her every 2 weeks to review her goals, monitor academic progress, address concerns, and help her see the connections between her learning and their business operations. The mentor has access to a shared platform that is also accessible and regularly updated by faculty and advisors at the educational institution.

Tara's first assignment in general psychology reads as follows:

> "Hi Tara! Welcome to psychology. In this course you are going to learn many valuable concepts, theories, and frameworks, and you are going to be asked to consider which theories most align with your own way of being in the world. The best part of this course is that you get to make connections between the concepts you are learning and family and/or work life. That means that as a working learner, your burden will feel lighter because things you are experiencing at work can be used as assignments for class. How does that work? Let's dive in.
>
> First, open your institutional instance of generative AI. Grab the syllabus for this course and drop it into the chat bot. Select the "Learning Designer" persona and paste in the following prompt for the bot.
>
> *Please design a semester-long work-based learning experience to teach me the psychology concepts and learning outcomes that are described in the attached syllabus. [INSERT YOUR JOB HERE Ex: I work a customer service job in the fast-food industry, and I manage a team of employees]. Using the concepts and learning outcomes described in the attached syllabus document, generate a list of 20 tasks that I could accomplish in my job that would show my understanding of the psychology learning outcomes described in the syllabus.*

Tara provides the prompt to AI and receives the following list of tasks:

1. **Identifying Customer Needs**: Use psychological concepts to identify and understand customer needs and preferences.

2. **Effective Communication**: Apply principles of effective communication to resolve customer inquiries and complaints.

3. **Empathy in Practice**: Demonstrate empathy by actively listening and responding to customer concerns, showing understanding of their emotions.

4. **Problem Solving**: Use critical thinking skills to analyze customer issues and develop appropriate solutions.

5. **Feedback Analysis**: Evaluate customer feedback to identify patterns in behavior and make informed decisions for service improvement.

6. **Behavioral Observation**: Observe and interpret body language and verbal cues to better understand customer satisfaction and needs.

7. **Conflict Resolution**: Implement conflict resolution techniques to manage and resolve disputes amicably.

8. **Cultural Sensitivity**: Show awareness of cultural differences when interacting with diverse customers, adapting communication styles as needed.

9. **Stress Management**: Apply stress management strategies to maintain composure and effectiveness during high-pressure interactions…. Etc.

The assignment instructions continue, and Tara creates a work plan for herself for the semester, choosing a number of the AI generated tasks and planning to submit one as an assignment every 1-2 weeks as directed in her coursework. Tara reads that she will be asked to make connections between the theories she is learning about in her coursework and the tasks she is able to complete and submit from her workplace. Not all the tasks are possible for her with her role, but from a list of 20, she is easily able to choose 8.

Now, this seemingly unrelated general education course feels relevant to Tara's work life. She is not being asked to manufacture responses to hypothetical scenarios on weekly discussion boards. She is being asked to use the knowledge and skills she has developed at work to scaffold new information related to the field of psychology. Generative AI provides an opportunity for any learner to do the same task with results that are individualized to them.

If you're interested in how the prompt differs for another student, Tim uses the same prompt but adjusts it for his job as a certified nursing assistant in a nursing home. The tasks generated for Tim are as follows:

Based on the psychology syllabus you provided, here are 20 tasks that you could accomplish in your role as a certified nursing assistant (CNA) to demonstrate your understanding of psychology concepts and learning outcomes:

1. **Identifying Behavioral Patterns**: Observe and document common behavioral patterns among residents to identify psychological principles at work.

2. **Reflective Journaling**: Maintain a reflective journal where you connect daily experiences at the nursing home with psychological concepts such as mental processes or social behavior.

3. **Empirical Analysis**: Analyze case studies or specific situations from work to draw logical conclusions about behavior and mental processes.

4. **Research Evaluation**: Evaluate existing psychological research or data related to elder care practices and suggest ways to improve care based on findings.

5. **Ethics in Practice**: Discuss or present how ethical principles guide your behavior and decision-making process in patient care.

6. **Collaboration Exercise**: Work effectively with other CNAs or healthcare professionals to develop a care plan for a resident, using psychological insights.

7. **Communication Skills**: Demonstrate effective communication and listening skills in resident interactions, informed by psychological theories of communication.

8. **Cultural Sensitivity**: Recognize and respect the cultural backgrounds of residents, integrating psychological concepts of diversity. Etc.

Notice that for Tara and Tim, completing any of these tasks without any other coursework, reading, video lectures, tutorials, or information would be a challenge. It would also be a challenge to ask AI to complete the assignments given that Tara and Tim will also be asked to discuss these tasks with their workplace-based mentor who will verify completion in the platform they share with the university. The grades in the course honor the on-the-job learning with at least a third of the points dedicated to the tasks Tara and Tim can accomplish at their place of employment. These assignments are not "additional" but are a core part of the curriculum.

There are guiding questions and ideas for Tara and Tim to discuss with the mentors provided by their employer. At these mentor meetings, Tara and Tim are asked to share the work-based tasks they completed with their mentors and solicit feedback from the work-based mentor.

For example, Tim describes how he applied empathy and support to a resident, showcasing his understanding of psychological needs and processes, and making a connection to a video lecture he was assigned in his coursework. Tim's mentor uses the shared online learning platform to validate that Tim is demonstrating empathy and support in the workplace and can reflect on that competency as a skill he is aware of developing.

Tara describes how she uses psychological motivation techniques with her team of employees. She is making connections between theory and practice and asking thoughtful questions about her observations of the employees she manages.

Employers are just as invested in developing and retaining great employees as educational institutions. When leaders in these spaces work together, the results are incredibly impactful for working learners.

The Faculty Experience

Faculty are recognizing that there is little need for them to deliver content aside from providing clarifications, feedback, examples, and guidance to students to connect them with resources that meet their needs. Tim and Tara could easily be in the same section of general psychology, taught by the same instructor and submitting similar assignments but with different contexts. The faculty instructor spends most of their time meeting one on one or in small groups with students rather than delivering content for synchronous class meetings.

In this scenario, it will be essential to clearly identify exactly what competencies learners are expected to master through the general psychology course. Clear articulation of the competencies will predict the types of outputs learners receive.

Additionally, the instructor may want to include an approval step to ensure that the AI generated tasks selected by the learner are appropriate for their learning and for the people with whom they interact. Clear guidance around what they are ethically permitted to do (i.e., don't provide counseling, legal or medical advice if you're not licensed to do so) may be necessary.

With the reduction in time spent delivering in-person instruction, instructors can provide great value to learners with brief, targeted, 15-minute 1 on 1 meetings to review their work, respond to questions, and provide feedback. Faculty will also quickly realize where course materials (videos, exercises, prompts) need to be bolstered when they encounter common issues among students.

Generative AI is changing education as we speak. Embracing the power of AI to individualize general education curriculum could have a significant impact on retention and completion while also solving the public perception that general education is irrelevant. Imagine a reality where graduates are reporting that the most helpful courses in their degrees were the general education courses where they learned to practice the kinds of durable skills prized by today's employers.

Dr. Erin Crisp, EdD, serves as the AVP for Learner Success and Workforce Pathways in the University of Tennessee System. Crisp has enjoyed a variety of roles in K-12 and postsecondary education related to teaching, academic innovation, and instructional design. Her ideas have been published in Inside Higher Ed, EDUCAUSE Review, Tech Trends, the Chronicle of Higher Education, and The Atlantic. Her spouse, three adult sons, and two dogs are a continuous source of joy second only to living in Knoxville, Tennessee where opportunities for hiking abound and the Volunteer spirit is strong.

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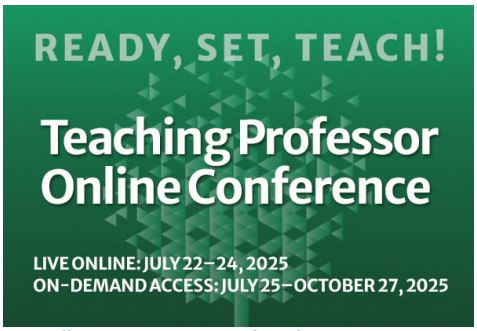
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CBSE plans to extend 2-tier STEM curriculum for Classes 11 and 12

The CBSE currently offers Mathematics at two levels in Class 10 — standard and basic. The examination for the basic level is easier than that for the standard one, but the question papers for both levels are based on the same syllabus.

Written by Abhinaya Harigovind Follow
New Delhi | Updated: July 21, 2025 09:12 IST

NewsGuard

4 min read



CBSE's experience with offering Mathematics at two levels in Class 10 shows that almost 30% of students prefer the basic level. In the 2023-24 Class 10 Board exam, 15,88,041 students registered for the standard paper, compared to 6,79,560 for the basic.

After deciding to offer Science and Social Science at two levels – basic and advanced — at the secondary stage, the Central Board of Secondary Education (CBSE) plans to extend the model to STEM subjects at the higher secondary level, starting with Class 11, The Sunday Express has learnt.

The CBSE currently offers Mathematics at two levels in Class 10 — standard and basic. The examination for the basic level is easier than that for the standard one, but the question papers for both levels are based on the same syllabus.

In December last year, its governing body, the Board's highest decision-making authority, approved a proposal to extend this model to Science and Social Science in Classes 9 and 10, paving the way for all three subjects to be offered in basic and advanced formats, beginning with Class 9 in the 2026–27 academic session.

This is now expected to be extended, at least for STEM subjects, at the higher secondary level, with the rollout beginning for Class 11 students in the 2026–27 academic session.

Government sources, however, pointed out that the timeline remains flexible as the rollout depends on when the new NCERT textbooks for higher classes are released, and how they accommodate learning at two levels.



So far, the NCERT has released new textbooks aligned with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE) 2023 for Classes 1 to 4, and Classes 6 and 7. Textbooks for Classes 5 and 8 are being made available in the current academic session, leaving those for Classes 9 to 12 scheduled for the sessions ahead.

According to NCERT notifications setting up textbook development teams for higher classes, textbooks for Classes 9 and 11 are expected to be ready later this year.

The CBSE's decision to offer subjects at two levels is in line with the NEP and the NCFSE. For Classes 9 to 12, the NCFSE recommends that subjects and examinations be offered at different levels (basic and advanced). Similarly, the NEP says that "all subjects and

corresponding assessments, beginning with mathematics, could be offered at two levels, with students doing some of their subjects at the standard level and some at a higher level."

A source pointed out that the NCFSE envisions Classes 9 to 12 as a continuum, categorising these classes together as the 'secondary stage'.

On the reasons behind introducing subjects at two levels for Classes 9 and 10, the minutes of the CBSE governing body meeting from December last year noted: "Introducing two levels for these subjects would allow students to select the level of complexity that best aligns with their interests and future pathways, thereby promoting meaningful engagement and reducing academic stress." The minutes also stated that students inclined towards engineering, medicine or other STEM careers could opt for an advanced level in Science.

As for Social Science, the advanced level could, the meeting minutes note, "facilitate deeper exploration of historical events, geographical patterns and economic systems, fostering analytical and critical thinking skills." The standard level is meant to help students understand the "broader significance of concepts in real-world contexts."

EXPLAINED

The maths experience

CBSE's experience with offering Mathematics at two levels in Class 10 shows that almost 30% of students prefer the basic level. In the 2023-24 Class 10 Board exam, 15,88,041 students registered for the standard paper, compared to 6,79,560 for the basic.

Sources said that for Class 11, two levels of a subject like Mathematics, for instance, would give a student the option of studying it at the basic level if they don't intend to pursue it in higher education. A student may also choose one subject at a higher level and another at a basic level, they said.

Last year, the CBSE had, on a pilot basis, offered Mathematics, Science and Social Science at an advanced level to Class 9 students who volunteered for it in select private schools.

After the assessment, students' feedback indicated an interest in the advanced levels, sources said.

The CBSE, sources said, is still considering how the final board exam results can reflect that a student has taken the advanced level. The proposal for classes 9 and 10 that the governing body considered in December pointed to the possibility of a separate question paper annexure with additional questions for students opting for the advanced level.

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This article went live on July twentieth, twenty twenty-five, at fifty-eight minutes past three at night.

TAGS: CBSE CBSE Board CBSE Board Exams Central Board Of Secondary Education

New NCERT hindi book blends space, spirituality, storytelling

Story by ATV | Posted by **Vidushi Gaur** | Date 15-07-2025



NCERT

New Delhi

The new Class 5 NCERT Hindi textbook is taking students on a journey like never before from the world of Artificial Intelligence and space missions to the flowing story of the Ganga, its sacred journey across India, and the cultural life along its banks.

Recently released by the NCERT for the 2025-26 academic year, the textbook titled 'Veena' has been developed in line with the National Education Policy (NEP) 2020, aiming to connect students with both India's scientific future and its civilisational roots.

One of the standout chapters, "Ganga ki Kahani," captures the river's journey from Gomukh to Gangasagar, taking readers through places like Haridwar, Varanasi, Prayagraj, and Kolkata.

It offers more than just geography, narrating tales of ashrams, sadhus, and the grandeur of the Kumbh Mela, while also introducing cities like Patna and Kanpur, blending cultural, spiritual, and economic perspectives.

In sharp contrast, but equally engaging, the chapter titled "AI" introduces students to the basics of Artificial Intelligence, how machines are trained to think, learn, and problem-solve like humans. It's designed to spark curiosity and scientific thinking among middle schoolers.

The "Gaganyaan" chapter, written in a conversational style, brings India's human spaceflight mission to life. It explains ISRO's ambitions, introduces students to the humanoid robot Vyommitra, and discusses the future of Indian space exploration.

Moral reasoning and civic learning also find space. "Nyay Ki Kursi" uses historical figures like Raja Bhoj and Vikramaditya to explain justice and fairness. "Haathi aur Cheenti" teaches children about road safety and helmet use through a clever animal story.

Other chapters spotlight Kaziranga National Park, Ajanta and Ellora, natural colour making, and Paralympic champion Murlikant Petkar, encouraging empathy, creativity, and national pride.

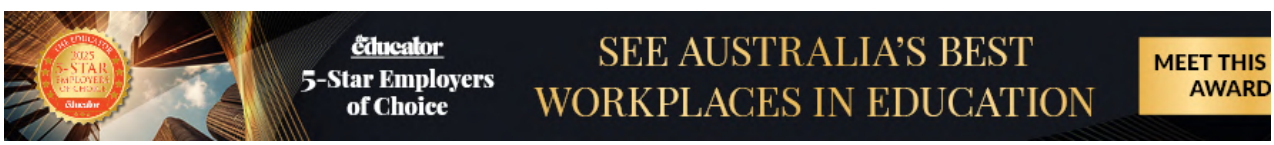
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NCERT has begun rolling out newly updated textbooks for several classes as part of its curriculum revision. While some books have already been released, the remaining ones are expected to be launched by the end of the year.

AI education must go beyond technical skills, experts say

by Jonalyn Cueto 21 Jul 2025

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From email composition and entertainment recommendations to smart device management, artificial intelligence now underpins many everyday activities. It also plays a significant role in professional sectors, contributing to recruitment, healthcare decisions, and educational progress tracking.

Yet despite its widespread adoption, most Australian university students—outside computing and STEM fields—receive little formal training in using AI critically or responsibly. In a recent commentary for The Conversation, Rachel Fitzgerald and Caitlin Curtis of The University of Queensland warned that this lack of education poses a risk for the future workforce.

Gaps in university teaching

While some universities now permit AI use in certain assessments, often requiring proper attribution, this does not teach students how AI tools function or how to navigate their ethical implications.

“Using AI is not as simple as typing questions into a chat function,” the authors wrote, highlighting concerns about bias and misinformation. They stressed the need for students to understand AI’s limitations, the importance of human judgement, and the nuances of responsible use within their field.

Students also need to recognise how their personal biases might influence how they interact with AI systems. They should be trained to ask whether data used by AI respects privacy, whether outputs are accurate, and who is accountable when mistakes occur.

The ethical challenge

Though ethical concerns are sometimes addressed in STEM, philosophy, and psychology degrees, they remain absent from most mainstream university programs. This, according to Fitzgerald and Curtis, is worrying.

For example, AI used in legal, business, or healthcare settings can reinforce unfair biases or create transparency issues. Misuse in these sectors can lead to flawed contracts, biased hiring, or even incorrect medical decisions.

“As AI becomes increasingly embedded in professional life, the cost of uncritical use also scales up,” they wrote, pointing to risks like biased outcomes and real-world harm.

A call for reform

The authors cited overseas initiatives, such as programs at the University of Texas at Austin and the University of Edinburgh, that teach AI ethics—though these are often targeted at graduate students.

They argued for similar efforts in Australia.

Implementing meaningful AI ethics education will require curriculum reform, cross-disciplinary teaching, staff development, and government support. Fitzgerald and Curtis suggested universities could serve as “ethical AI hubs,” reflecting recommendations from the 2024 Australian University Accord report.

“Today’s students are tomorrow’s decision-makers,” they concluded. “Universities have a public responsibility to ensure graduates know how to use AI responsibly—and understand why their choices matter.”

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Ahoms in NCERT: 'Welcome move', say historians—but caution over factual gaps

After decades of neglect, Ahoms find space in textbooks—but scholars demand precise, contextual history

By **Spandana Kalita** - 20 July 2025 2:26 PM



A file image of a statue of Ahom general Lachit Barphukan (Photo: X)

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The National Council of Educational Research and Training (NCERT)'s decision to include the Ahom dynasty in its newly revised Class 8 History textbook has been widely welcomed in Assam, with scholars and citizens alike.

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Calling it a long-overdue acknowledgement of one of India's longest-reigning dynasties, their absence from mainstream national textbooks had long been seen by many as a glaring omission

Dr Rajib Handique, Professor of History and former Dean of the Faculty of Arts at Gauhati University, called the inclusion a "welcome step", linking it to a broader process of national integration.

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"Integrating histories is a way to integrate the nation. Including the Ahom dynasty in NCERT textbooks moves us in that direction," Handique said.

He added that the decision likely gained momentum during the 400th birth anniversary celebrations of Ahom general Lachit Barphukan in 2022.

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"That event brought national attention to the Ahoms and their military and administrative achievements," Handique noted, crediting both the state and central governments for facilitating the inclusion.

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More visibility for Assam, more work ahead

Dr Barnali Sarma, Professor at the Department of History, Gauhati University, said the move was especially significant for awareness-building beyond the Northeast.

"Many Indians are unaware of Assam or its history. Including the Ahoms helps spotlight our region's rich civilisational contributions," she said.

However, Sarma also emphasised the need to provide historical context. "These were independent kingdoms—Ahoms, Rajputs, Marathas, Mughals—existing before the idea of India. Students must understand this complexity."

Dr Kuldeep Patowary, Assistant Professor of History at the same university, said the traditional focus on large empires had long overshadowed regional narratives.

"Historiography has often centred around dominant empires. Regional polities like the Varmans, Palas, Chutiyas, or Kochs—who had equally sophisticated state systems—have been neglected," he said.

While lauding the NCERT's decision, Patowary urged for further inclusivity:

"This is a good beginning, but Assam's history is broader than the Ahoms. Other dynasties also deserve national recognition," he said.

Caution over factual accuracy

Despite the overall praise, concerns have emerged over factual errors in the new textbook chapter. Since news broke of the Ahom dynasty's inclusion in the NCERT History textbook, netizens have flagged factual inaccuracies, prompting academics to call for immediate corrections.

"If history is riddled with factual mistakes, it becomes fiction. These need urgent correction before students internalise wrong information," warned Handique.

Dr Sarma reinforced the need for rigour in classroom narratives, saying, "Diluted or incorrect versions distort students' understanding. Context matters as much as content."

With the Ahoms now formally acknowledged in national textbooks, Assam's historians see an opportunity —not just for visibility, but also for correcting long-standing gaps in India's mainstream historical discourse.

Yet, scholars agree - recognition must go hand-in-hand with accuracy and inclusion.

Assam

Spandana Kalita

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Science, Maths may get a two-level system in Classes 11-12: CBSE

CBSE is planning to introduce two levels for science and maths in Classes 11 and 12, giving students the option to choose the difficulty level based on their career goals.

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In Short

- CBSE plans two-level system for science and maths in senior classes
- Students may choose subject difficulty based on career interests
- Move aims to reduce pressure, offer flexible learning in Classes 11–12

In a move that could reshape senior secondary education, the Central Board of Secondary Education (CBSE) is preparing to roll out a two-tier system for Science, Technology, Engineering and Mathematics (STEM) subjects for students in Classes 11 and 12.

The plan as learned by *Sunday Express* is an extension of the model already introduced in Classes 9 and 10, where science is being taught at two levels, basic and standard, to accommodate different student needs.

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This new proposal is part of the wider education reforms under the National Education Policy (NEP) 2020, which emphasises flexibility, relevance, and multidisciplinary learning.

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The main idea behind the two-tier model is to give students the option to study STEM subjects at different levels of difficulty, depending on their career goals.

For instance, a student aspiring to pursue engineering might opt for the advanced version of physics or mathematics, while another interested in humanities or commerce could choose a simpler version that covers the basics without going too deep into technical details.

Such a structure allows for a more tailored learning experience. It also seeks to reduce stress among students who are often compelled to take subjects at a level that doesn't match their interest or future plans.

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CBSE has already experimented with this model in the past. In Class 10 mathematics, students have been allowed to pick between standard and basic levels during board exams.

The board noted that this helped students who were not planning to continue maths in higher classes but still wanted to pass with confidence.

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If approved, this change would require adjustments in school teaching methods, resources, and training. Schools may have to schedule separate classes for the two levels and ensure that teachers are equipped to deliver both formats.

Textbooks, assessments, and board exam patterns would also need to be revised accordingly.

In a system where one-size-fits-all often leads to undue pressure, CBSE's plan offers a chance to make science and maths more accessible, without lowering the bar.

- Ends

Published By: Rishab Chauhan

Published On: Jul 20, 2025

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References to regional resistance movements not dropped from class 8 textbook: NCERT

Synopsis
NCERT has addressed concerns about the new class 8 Social Science textbook. Reports suggested the removal of regional resistance movements. NCERT clarified that these topics are not dropped. They will feature in the second volume of the textbook. This volume is expected in Sept-Oct 2025. It will cover movements like the Paika rebellion and the Kuka movement.



The National Council of Educational Research and Training (NCERT) on Monday clarified that references to the **regional resistance movements** have not been dropped from the new **class 8 Social Science textbook**.

The clarification came following news reports claiming that the class 8 Social Science textbook, "Exploring Society: India and Beyond", has removed references to the regional resistance movements.

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"It is clarified that the said textbook happens to be the first volume of this textbook.

SECTIONS References to regional resistance movements not dropped from class 8 textbook: NCERT

The second volume is in final stages of development and is expected to be released in Sept-Oct 2025," the NCERT said in

a statement.

"Topics relating to the regional resistance movements and armed uprisings such as the Paika rebellion and Khurda uprising of Odisha, the Kuka movement or rebellion of the Sikhs in Punjab, etc., will be handled in this volume," it said.

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NEP push in Delhi puts focus on Indian knowledge systems in teacher training

After finishing 2-year B.Ed. course, teachers to employ ‘ancient Indian knowledge’ and ‘things that are not necessarily taught in books’ in their lesson plans

Published - July 21, 2025 01:09 am IST - NEW DELHI

ASHNA BUTANI



A training session for B.Ed. students in progress. | Photo Credit: Special Arrangement

The Bharatiya Janata Party government in Delhi has pushed for the implementation of the National Education Policy 2020, which emphasises the study of Indian knowledge systems (IKS) in schools. This has led to the State Council of Educational Research and Training (SCERT), Delhi, to become “more focused” on training its B.Ed. students on integrating IKS into their lesson plans, said Professor Abha Sharma, Principal, SCERT’s B.Ed. Division.

“We had been trying to integrate it [IKS training in the two-year B.Ed. programme] for the past couple of years. But it became possible only after a push by the new government in Delhi to implement the NEP,” Prof. Sharma told The Hindu.

She added that the training is aimed at teaching “things that are not necessarily taught in books, in an attempt to create global teachers with 21st-century skills”. As an example, she cites a popular claim in India, “We have always been taught that the Wright brothers flew the first aircraft. But the first aircraft was actually flown in India by Bapuji Talpade in Mumbai in 1895, eight years before the Wright brothers.”

‘Chemicals in Mahabharata’

As part of the IKS training, the B.Ed. students are also being taught about how Sushruta performed an eye surgery as far back as the 6th century and how certain chemicals are mention in the Hindu epic, the Mahabharata. The budding teachers are expected to use their training while teaching their respective subjects at schools to help “students learn more about India’s culture”.

Prof. Sharma said that they began placing a greater emphasis on IKS training for the 2023-2025 batch, which graduated recently. “We will now do it more comprehensively for the newer batches. The students will be trained on how to make their pedagogy plans using the pancha kosha philosophy,” she added. The concept of ‘pancha kosha (five layers)’ of consciousness has its origins in the Upanishads.

The NEP, which aims to integrate IKS in all levels of education, states, “The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this policy. The pursuit of knowledge (jnan), wisdom (pragya), and truth (satya) was always considered in Indian thought and philosophy as the highest human goal.”

‘Will use it in school’

Koushiki Chatterjee, who specialises in chemistry and was part of the B.Ed. batch that just passed out said, “In the Mahabharata, Arjuna used certain chemicals as make-up to disguise himself as a woman. While teaching chemistry during an internship, I mentioned it to my students.”

Deepali, a second-year B.Ed student who will be teaching at a school in August as part of her internship, said, “While teaching chemistry, I can teach students about the states of matter, and how ice melts, while touching upon the concept of annamaya kosha (the outer physical layer of the body, which is one of pancha koshas).” “Pranamaya kosha (energy layer) comes into play when I am teaching students about how liquid changes to gas, as there is a transfer of energy,” she added.

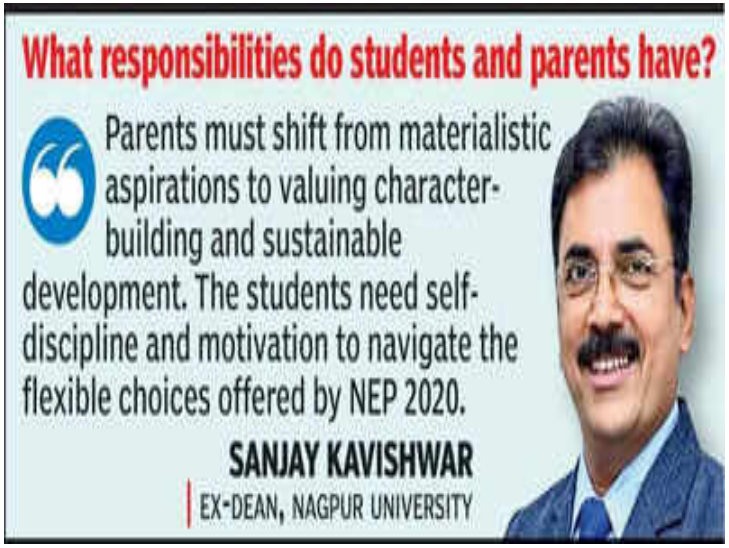
Similarly, Ms. Deepali said she will employ the concept of anandamaya kosha (the spiritual level) when asking students “to reflect on where they see chemistry in their daily lives”.

Published – July 21, 2025 01:09 am IST

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THE TIMES OF INDIA

NEP aims to nurture learners with character, courage and competence: Kavishwar

Jul 21, 2025, 05.51 AM IST



Nagpur: The National Education Policy (NEP) 2020 is a transformative framework aimed at addressing critical challenges in India's education system such as lack of employability, disengaged students, and an overly career-driven approach. In an exclusive interview to TOI, Dr Sanjay Kavishwar, who recently completed his tenure as dean of commerce and management, Nagpur University, and was also director, Board of Examinations and Evaluation, talked about how institutions must now whole-heartedly embrace the changes by shifting the focus from result-oriented to outcome-oriented education.

Q. What are the core objectives of NEP 2020?

A. NEP 2020 aims to create a sustainable, learner-centric education system that prioritises holistic development, multidisciplinary learning, and employability. It shifts from rote learning and career-driven goals to fostering character, critical thinking, and competence, ensuring students are equipped to contribute meaningfully to society.

Q. How does NEP 2020 promote a learner-centric approach?

A. The policy introduces a flexible curriculum where students choose courses from diverse verticals like major/minor, value education, vocational skills, and Indian knowledge systems based on their interests and career

goals. It emphasises experiential learning, problem-solving pedagogies, and transparent, objective assessments tailored to individual learning styles.

Q. What is the significance of holistic development in NEP 2020?

A. Holistic development is central to NEP 2020, aiming to nurture learners with character, courage, and competence. Courses on value education, universal human values, yoga, sports, and community engagement projects are integrated to develop responsible citizens who can address societal challenges while balancing academic and personal growth.

Q. How does the Academic Bank of Credits (ABC) enhance flexibility?

A. The ABC is a digital platform where students' earned credits are stored, allowing them to take courses from various universities or recognised online platforms. Credits can be redeemed for degrees, and students can exit programmes with certificates or diplomas and rejoin later, offering unprecedented flexibility.

Q. What is Outcome-Based Education (OBE) in NEP 2020?

A. OBE focuses on defining what a student should achieve after completing a course. Curricula are designed with clear outcomes, specifying content, pedagogy, and evaluation methods to ensure measurable attainment. This approach enhances competence and accountability but requires significant effort from educators and students.

Q. How does NEP 2020 address employability through skill development?

A. Recognising that theoretical knowledge alone isn't enough, NEP 2020 mandates skill-based courses in all graduate programmes (BA, BSc, BCom). It promotes vocational training and entrepreneurial skills, though institutions may need to reskill faculty and upgrade infrastructure to meet these demands effectively.

Q. What role does the multidisciplinary approach play?

A. NEP 2020 breaks disciplinary silos by allowing students to study subjects across streams (Science, Commerce, Humanities). This broadens perspectives, enhances interdisciplinary understanding, and improves employability

by producing well-rounded graduates capable of tackling complex, interconnected challenges.

Q. What are the expectations from teachers in implementing NEP 2020?

A. Teachers are pivotal as mentors, counsellors, and facilitators. They must embrace innovative pedagogies, understand the value of multidisciplinary and value-based education, and adopt transparent assessment practices. Their role extends beyond teaching to nation-building through student guidance and engagement.

Q. What responsibilities do students and parents have?

A. Parents must shift from materialistic aspirations to valuing character-building and sustainable development. Students need self-discipline and motivation to navigate the flexible choices offered by NEP 2020. Both must work with mentors to ensure informed decisions and effective learning outcomes.

Q. How should Higher Education Institutions (HEIs) adapt to NEP 2020?

A. HEIs must adopt dynamic frameworks, moving away from rigid processes to customise education for individual learners. They are expected to promote the policy's spirit, ensuring all stakeholders understand its benefits and actively contribute to its successful implementation. NEP 2020 is a bold step toward transforming India's education landscape, promising a learner-centric, multidisciplinary, and skill-focused system. Its success hinges on the collective commitment of teachers, students, parents, and HEIs to embrace and implement these changes with dedication and innovation.

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NEP 2020 has taken steps to stop commercialisation of education: Education Minister Dharmendra Pradhan

Student enrollment rose by 30.5%, from 3.42 crore to 4.46 crore. Female enrollment surged by 38.4%,from 1.57 crore to 2.18 crore.



Minister Dharmendra Pradhan (File photo | PTI)

Express News Service

Updated on: 21 Jul 2025, 11:24 pm · 3 min read

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commercialisation of education.

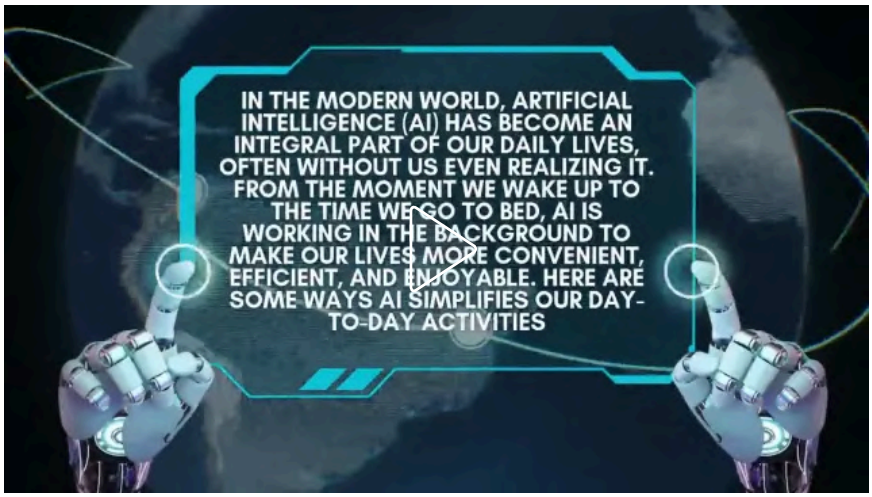
He was responding to a starred question by MP Arminder Singh Raja as to whether any survey had been done regarding the surging tuition fee in public and private universities and if any guidelines had been put in place to regulate cost of online and hybrid degree programmes under NEP 2020. Raja also wanted details about Central scholarships granted to students from economically weaker sections.

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Pradhan said NEP 2020 emphasises online and offline public disclosure and transparency for both public and private schools. "NEP proposes similar standards of audit and disclosure as a 'not-for- profit' entity to all the education institutions. Surplus, if any, will be reinvested in the educational sector. Similarly, in higher education, all HEIs- public and private- shall be treated at par observing common guidelines."

The Universities are autonomous bodies which are governed by their respective Acts or statues. Based on the type of universities, the criteria for fee structure is administered, he said. In respect of IITs/ IIITs / NITs/IIEST/ IIMs etc, the fee structure is regulated as per the provision of the respective Acts/ Statutes, Pradhan pointed out.

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The All India Council for Technical Education has issued instructions that institutions shall not directly or indirectly demand or charge capitation fee or demand any donation by way of consideration for admission to any seat in a course. University Grants Commission (Institutions deemed to be Universities) Regulations, 2023 stipulates that donation or capitation fee in

non-commercial aspects. Fee structure in Private Universities is decided either by the State Government concerned / State Private Universities Regulatory Authority or by the Private University Concerned.

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UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 has been notified with the objective to provide opportunities for Higher Education to a larger segment of the population and to promote the educational wellbeing of the community in general, the fee structure shall be devised by the HEIs in such a manner that it is affordable to all the stake holders including students from the deprived sections of society.

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In a major push to strengthen India's higher education infrastructure, 42 new Central Higher Educational Institutions have been established across the country since 2014. Sharing more data, he said, the total number of Higher Education Institutions (HEIs) increased from 51,534 to 60,380, reflecting a 17% rise. Universities grew from 760 to 1,213, colleges from 38,498 to 46,624, and standalone institutions from 12,276 to 12,543.

Student enrollment rose by 30.5%, from 3.42 crore to 4.46 crore. Female enrollment surged by 38.4%,from 1.57 crore to 2.18 crore. Enrolment among SC, ST, and OBC students increased by 50.1% (46.06 lakh to 69.13 lakh), 75% (16.41 lakh to 28.72 lakh), and 54.6% (1.13 crore to 1.74 crore) respectively.

In the academic year 2023-24, more than one crore students were granted scholarships for Post-Matric and Higher Education, which included about 39.3 lakh scholarships for Other Backward Classes (OBC), Extremely Backward Classses (EBC) and Denotified Tribes (DNT) students; about 47 lakh scholarships to Scheduled Castes (SC) students and about 20.5 lakh scholarships for ST students.

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Enrolment in govt schools dipped by 87.14 lakh in 2023-24: Union Education Minister

The Minister added that there was no need to read too much into the drop in figures as there has been a complete change in the manner of collection of data from 2022-23, making comparison of data from previous years 'statistically different/inchoate'.

IANS
Published On Jul 21, 2025 at 09:35 PM IST



New Delhi, Enrolment in government schools across the country in 2023-24 dipped by 87.14 lakh as compared to the previous academic year, Union Minister of Education Dharmendra Pradhan informed the Lok Sabha on Monday.

Pradhan also highlighted the schemes initiated to reduce the dropout rate

The Minister added that there was no need to read too much into the drop in figures as there has been a complete change in the manner of collection of data from 2022-23, making comparison of data from previous years 'statistically different/inchoate'.

Replying to a question from MPs Sougata Ray and Kishori Lal regarding 'Drop In enrolment in government schools, Pradhan also highlighted the schemes initiated to reduce the dropout rate.

Advt

The Minister said financial assistance provided to States/UTs for the year 2024-25, central release under Samagra Shiksha stood at Rs 34,45,820.90 lakh.

Pradhan claimed that it may not be justified to compare dropout rate data from previous years, as there has been a complete change in the manner of collection of data from 2022-23 onwards, from gross enrolment data to individual student data.

"It makes comparison of data from previous years statistically different/inchoate," said the Minister in his reply, adding that based on the recommendations of National Education Policy 2020 (NEP 2020), with effect from 2022-23 the Unified District Information System for

Education Plus (UDISE+) system has been revitalised, to capture individual student wise data and created student's registry.

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He said the UDISE+ system, to records data on indicators of school education provided by all the States and Union Territories, has been developed by the Department of School Education and Literacy (DoSEL), Ministry of Education.

The data presented by the Minister indicated that in the National Capital Delhi, the enrolment in government schools in 2023-24 stood at 25,71,404 as compared to 27,76,216 in 2022-23 - a drop of over 2.04 lakh.

In Karnataka, the enrolment in government schools in 2023-24 stood at 49,85,661 as compared to 53,27,221 in 2022-23 - a drop of over 3.41 lakh.

In Kerala, the enrolment in government schools in 2023-24 stood at 18,01,570 as compared to 18,54,934 in 2022-23 - a fall of 53,364.

Advt

In Punjab, the drop in enrolment in government schools in the 2023-24 academic year as compared to the previous year was 78,955; in Tamil Nadu, it was 2.01 lakh, in Maharashtra, it was 1.55 lakh, and in Himachal Pradesh, it was 40,213.

While highlighting steps taken to check the dropout rate, Pradhan said, "Education is in the concurrent list of the Constitution, and the majority of the schools are under the domain of respective state and UT governments.

Central government assists States and UTs through the Centrally Sponsored Scheme of Samagra Shiksha and Mid Day Meal provided from Balvatika to class 8 under Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) Yojna."

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Published On Jul 21, 2025 at 09:35 PM IST

Education Ministry Drafting Bill To Create Single Higher Education Body: MoS To Lok Sabha

Curated By : Education and Careers Desk News18.com

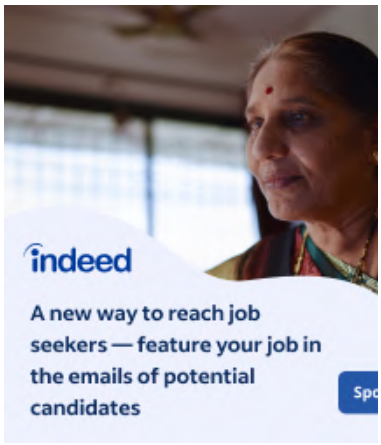
Last Updated: July 21, 2025, 18:18 IST

The Education Ministry is drafting a bill to set up the Higher Education Commission of India as a single regulator, replacing UGC, AICTE, and NCTE under NEP 2020.

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The Ministry of Education is currently working on a new bill to set up the Higher Education Commission of India (HECI), which is being planned as a single regulator for higher education in the country, the Lok Sabha was informed on Monday.

Union Minister of State for Education, Sukanta Majumdar, shared this information in a written reply to a question raised in the House.

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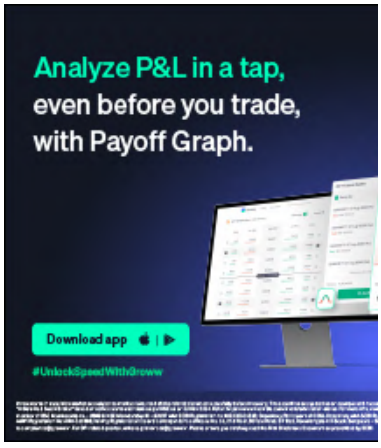
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“The National Education Policy 2020 envisions a ‘light but tight’ regulatory framework to ensure integrity, transparency and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance and empowerment," Majumdar said.

“The NEP 2020 further envisions setting up of a Higher Education Commission of India as an umbrella body with independent verticals to perform distinct functions of regulation, accreditation, funding and academic standard setting. Considering the above vision of NEP 2020, the ministry is in the process of drafting a HECI bill," he added.

ADVETISEMENT



The proposed HECI, as outlined in the NEP, aims to replace three existing regulatory bodies – the University Grants Commission (UGC), the All India Council for Technical Education (AICTE), and the National Council for Teacher Education (NCTE).

programmes.

The idea of setting up HECI has been discussed earlier as well. In 2018, a draft bill named the Higher Education Commission of India Bill was introduced. It proposed scrapping the UGC Act and establishing the HECI, and was released publicly for suggestions and feedback from stakeholders.

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Efforts to implement HECI gained momentum once again under the leadership of Dharmendra Pradhan, who became the Union Education Minister in July 2021.

Highlighting the importance of a single higher education regulator, the NEP 2020 document states, "the regulatory system is in need of a complete overhaul in order to re-

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Tags : Education | Education Ministry | Higher Education | UGC

Location : New Delhi, India, India

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Class 8 textbook has not dropped regional resistance topics, says NCERT

The clarification came following news reports claiming that the class 8 Social Science textbook, "Exploring Society: India and Beyond", has removed references to the regional resistance movements

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"It is clarified that the said textbook happens to be the first volume of this textbook. The second volume is in final stages of development and is expected to be released in Sept-Oct 2025," the NCERT said in a statement. (Photo: Shutterstock)

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The National Council of Educational Research and Training (NCERT) on Monday clarified that references to the regional resistance movements have not been dropped from the new class 8 Social Science textbook.

The clarification came following news reports claiming that the class 8 Social Science textbook, "Exploring Society: India and Beyond", has removed references to the regional resistance movements.

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"Topics relating to the regional resistance movements and armed uprisings such as the Paika rebellion and Khurda uprising of Odisha, the Kuka movement or rebellion of the Sikhs in Punjab, etc., will be handled in this volume," it said.

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CBSE issues new safety guidelines: Audiovisual CCTV mandatory in schools with minimum 15-day footage retention

TOI Education | Jul 21, 2025, 05.17 PM IST



NEW DELHI: The Central Board of Secondary Education (CBSE) on Monday directed all its affiliated schools to install high-resolution CCTV cameras equipped with audiovisual recording capabilities. This new measure aims to enhance safety across school campuses and covers various areas frequently accessed by both students and staff.

All CBSE-affiliated schools must now implement a CCTV system that supports real-time audiovisual monitoring. The recordings must be stored for a minimum of 15 days and kept accessible for review by authorities if required.

CCTV installation required in classrooms and common areas

CCTV cameras must be installed at all school entry and exit points, lobbies, corridors, staircases, classrooms, laboratories, libraries, canteens, storerooms, playgrounds, and other shared spaces. Toilets and washrooms are excluded from this requirement. The surveillance system must be equipped with storage devices that retain at least 15 days of recorded footage.

The Board has instructed schools to preserve a backup of the recordings and maintain the system regularly. The purpose is to ensure comprehensive surveillance coverage across the campus, enhancing the security framework already in place.

Guidelines align with NCPCR safety recommendations

The updated safety measures are in accordance with the Manual on Safety and Security of Children in Schools

issued by the National Commission for Protection of Child Rights (NCPCR). According to the manual, schools must provide a safe environment that shields children from abuse, violence, natural or man-made disasters, fire hazards, transportation issues, and emotional harm.

Emotional safety is highlighted as an area of concern, particularly in the context of bullying. The guidance notes that bullying can lead to reduced self-esteem and chronic stress among students, making preventive monitoring and a supportive environment critical.

Focus on a safe and cohesive school environment
CBSE has reiterated that ensuring student safety is a primary responsibility of every school. It emphasised the importance of creating a secure and cohesive atmosphere, supported by a vigilant staff and appropriate use of technology. Teachers, staff, visitors, contractors, and students are all expected to contribute to this goal.

The directive has been sent to all heads and managers of CBSE-affiliated schools. Schools are required to fully comply with the updated safety measures to maintain their affiliation with the Board.

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CBSE instructs all affiliated schools to install CCTV cameras at key points to ensure student safety

As per new rule, CCTVs must be installed in all key areas of school campuses, including entry and exit points, lobbies, corridors, staircases, classrooms, laboratories, libraries, canteen, store rooms, playgrounds, and other common areas

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THE HINDU BUREAU



All CBSE schools are now required to install CCTV cameras at crucial points across school premises to ensure safety of students. | Photo Credit: SUSHIL KUMAR VERMA

All schools affiliated to the Central Board of Secondary Education (CBSE) are required to install CCTV cameras at crucial points across the school to ensure safety of their students, the board has stated.

CBSE secretary Himanshu Gupta in a public circular said that the board has updated its affiliation bye-laws 2018 to include this new provision. The new provision mandates the installation of high-resolution CCTV cameras with audio-visual recording capabilities. These

need to be installed across all key areas of school campuses. Key areas include entry and exit points, lobbies, corridors, staircases, classrooms, laboratories, libraries, canteen areas, store rooms, playgrounds, and other common areas. Toilets and washrooms have been exempted from installing CCTVs.

This amendment has been made under chapter 4 of the bye-laws which deals with physical infrastructure requirements for affiliated schools.

‘Retain footages’

“The cameras must be capable of real-time recording and should be connected to storage systems that retain footage for a minimum period of 15 days. Schools are also expected to maintain backups for this duration, which must be made available to authorities as and when required,” the CBSE circular states.

CBSE has referred to the manual on safety and security of children of the National Commission for Protection of Child Rights (NCPCR), which defines “school safety” as creating a safe environment for children starting from home to school and back. This includes safety from any kind of abuse, psycho social issues violence, disasters, accidents, fire and so on. “Bullying can cause victimised students to suffer from low self-esteem and daily stress about their well-being,” NCPCR states.

NCPCR’s manual further states that “CCTVs in schools need to be monitored and maintained regularly,” for safety from scrupulous unsocietal elements and safety for the overall well-being of children from bullying and other implicit threats.

The CBSE’s latest amendment of bye-laws to install CCTVs has formalised this recommendation by making it a mandatory condition for affiliation.

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राष्ट्रीय सहारा, 22 जुलाई 2025, पृष्ठ संख्या -2

सीबीएसई : देश के स्कूलों को चप्पे-चप्पे पर लगाना होगा सीसीटीवी

दैनिक जागरण पृष्ठ-1

नई दिल्ली (एसएनबी)। केन्द्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने देशभर के स्कूलों में सीसीटीवी कैमरे को लेकर नियमों में संशोधन किया है। नए नियम के तहत स्कूलों को अपने कैम्पस के चप्पे-चप्पे में सीसीटीवी कैमरे लगाने होंगे। विद्यालय के सभी प्रवेश और निकास द्वारों, लॉबी, गलियारों, सीढ़ियों, सभी कक्षाओं, प्रयोगशालाओं, पुस्तकालय, कैंटीन क्षेत्र, स्टोर रूम, खेल के मैदान और शौचालयों व वाशरूम को छोड़कर अन्य सामान्य क्षेत्रों में वास्तविक समय की ऑडियो-विजुअल रिकॉर्डिंग के साथ ऑडियो-विजुअल सुविधा के साथ उच्च रिजॉल्यूशन वाले सीसीटीवी कैमरे लगाने चाहिए।

सीसीटीवी कैमरे कम से कम 15 दिनों की फुटेज रखने की क्षमता वाले स्टोरेज डिवाइस से लैस होने चाहिए। यह सुनिश्चित किया जाना चाहिए कि कम से कम 15 दिनों का बैकअप सुरक्षित रखा जाए, जिसे जरूरत पड़ने पर अधिकारी उपयोग कर सकें। सभी संबद्ध विद्यालय स्कूली बच्चों की सुरक्षा के लिए इस प्रावधान का अक्षरसः पालन करेंगे। बोर्ड ने कहा कि एनसीपीसीआर द्वारा स्कूलों में बच्चों की सुरक्षा और संरक्षा पर जारी मैनुअल के अनुसार स्कूल सुरक्षा को बच्चों के लिए उनके घर से लेकर स्कूल और

सीबीएसई ने स्कूलों को दिए निर्देश, नियम में किए बदलाव

वापस आने तक सुरक्षित वातावरण बनाने के रूप में परिभाषित किया गया है। इसमें किसी भी प्रकार के दुर्व्यवहार, हिंसा, मानसिक-सामाजिक समस्या, प्राकृतिक और मानव निर्मित आपदा, आग, परिवहन से सुरक्षा शामिल है। भावनात्मक सुरक्षा विशेष रूप से महत्वपूर्ण है क्योंकि शिक्षकों और अभिभावकों के लिए बच्चों में भावनात्मक समस्याओं और कठिनाइयों का पता लगाना अक्सर मुश्किल होता है।

बदमाशी के कारण पीड़ित छात्रों में आत्मसम्मान में कमी आ सकती है। उन्हें अपनी भलाई को लेकर दैनिक तनाव का सामना करना पड़ सकता है। बच्चों को बढ़ने और विकसित होने के लिए एक स्वस्थ और सहायक वातावरण की जरूरत होती है। हमारे देश के बच्चों को सम्मान के साथ जीने और ऐसे वातावरण में शिक्षा प्राप्त करने के मौलिक अधिकारों की संवैधानिक गारंटी प्राप्त है जो उनके विकास और संवृद्धि के लिए सुरक्षित, सुरक्षात्मक और अनुकूल हो। स्कूल में अच्छी सुरक्षा, स्वस्थ और सुरक्षित वातावरण सुनिश्चित करने में स्कूल में सभी की भूमिका है, चाहे वे शिक्षक हों, विशेष आवश्यकता वाले सहायक हों, आगंतुक हों, ठेकेदार हों या स्वयं छात्र हों।

सीबीएसई के स्कूलों में हाई रेजोल्यूशन वाले सीसीटीवी कैमरे लगाने अनिवार्य

हर कैमरे में होगी आडियो-वीडियो रिकार्डिंग, 15 दिन का बैकअप रखना जरूरी



जागरण संवाददाता, नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने विद्यार्थियों की सुरक्षा के लिए सभी संबद्ध स्कूलों में हाई रेजोल्यूशन वाले सीसीटीवी कैमरे लगाना अनिवार्य कर दिया है। बोर्ड ने अपने संबद्धता उपनियम-2018 के अध्याय- 4 (भौतिक अवसंरचना) में संशोधन कर यह नियम लागू किया है। सीबीएसई के सचिव हिमांशु गुप्ता ने बोर्ड से संबंधित सभी स्कूलों को यह निर्देश विद्यार्थियों की सुरक्षा सुनिश्चित करने के उद्देश्य से जारी किया है। इसके तहत स्कूलों को प्रवेश व निकास द्वार, गलियारों, सीढ़ियों, कक्षाओं, प्रयोगशालाओं, पुस्तकालय, कैंटीन, स्टोर रूम, खेल मैदान व अन्य साझा क्षेत्रों में कैमरे लगाने होंगे। शौचालय को इससे बाहर रखा गया है।

देशभर में सीबीएसई से संबंधित 28, 960 स्कूल हैं। बोर्ड ने स्पष्ट किया है कि इन सीसीटीवी कैमरों में रियल टाइम आडियो-विजुअल रिकार्डिंग की सुविधा होनी चाहिए। कम से कम 15 दिन की रिकार्डिंग का बैकअप रखना अनिवार्य होगा, जिसे जरूरत पड़ने पर जांच एजेंसियां या बोर्ड अधिकारी जांच के लिए उपयोग कर सकें।

सीबीएसई के अनुसार यह कदम राष्ट्रीय बाल अधिकार संरक्षण आयोग (एनसीपीसीआर) के स्कूलों में विद्यार्थियों की सुरक्षा और संरक्षा से जुड़ी गाइडलाइंस के अनुरूप है। बोर्ड ने कहा कि विद्यार्थियों को सुरक्षित वातावरण देना स्कूलों की पहली जिम्मेदारी है। बोर्ड ने कहा कि स्कूलों में काम करने वाले शिक्षकों, विशेष सहायकों, कर्मचारियों और विद्यार्थियों को भी सुरक्षा के इस माहौल को बनाए रखने में भूमिका निभानी होगी। यह कदम विद्यार्थियों की सुरक्षा को ध्यान में रखकर यह कदम उठाया जा रहा है। बोर्ड ने कहा कि सतर्क और संवेदनशील कर्मचारियों और नवीनतम तकनीक के उपयोग से ऐसी सभी संभावनाओं को रोका जा सकता है। बोर्ड ने निर्देश दिया कि स्कूलों में सीसीटीवी की नियमित रूप से निगरानी और रखरखाव किया जाना चाहिए।

संबंधित खबर >> जागरण सिटी

स्कूलों में कैमरों से निगरानी

- सीबीएसई ने शैक्षणिक सत्र 2024-25 की बोर्ड परीक्षा को लेकर सभी परीक्षा केंद्रों में सीसीटीवी कैमरे लगाने का निर्देश दिया था। आठ हजार स्कूल सीबीएसई परीक्षा का केंद्र बने थे। ऐसे में देशभर में सीबीएसई के आठ हजार स्कूलों में भी सीसीटीवी कैमरे लगे हैं।
- दिल्ली सरकार ने वर्ष 2019 में सभी सरकारी स्कूलों में सीसीटीवी कैमरे लगाने की परियोजना शुरू की थी। इसके तहत स्कूलों में कुल 78,746 सीसीटीवी कैमरे लगाए गए थे।
- दिसंबर 2023 में नगर निगम ने अपने 786 स्कूल परिसरों में 10,786 सीसीटीवी कैमरे लगाने की योजना की घोषणा की। इस पहल का उद्देश्य प्रत्येक स्कूल में 10 आइपी-सक्षम वैंडल डोम कैमरे और पांच बुलेट कैमरे लगाना है।

दैनिक जागरण, 22 जुलाई 2025 - पृष्ठ संख्या - जागरण सिटी -1

11वीं और 12वीं में एसटीईएम विषयों के भी हो सकते हैं दो स्तर

रीतिका मिश्रा • जागरण

नई दिल्ली: छात्रों की क्षमता, समझ और करियर की दिशा को ध्यान में रखते हुए केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) अब 11वीं और 12वीं कक्षा में एसटीईएम विषयों (विज्ञान, तकनीक, इंजीनियरिंग और गणित) को बेसिक और स्टैंडर्ड यानी दो स्तरों पर पढ़ाने की योजना बना रहा है। यह बदलाव 2026-27 शैक्षणिक सत्र से लागू किया जा सकता है। हालांकि, इसकी अंतिम रूपरेखा एनसीईआरटी की नई पाठ्यपुस्तकों की उपलब्धता पर निर्भर करेगी।



- शैक्षणिक सत्र 2026-27 से लागू किया जा सकता है यह बदलाव
- छात्रों को अब मिल सकेगा विकल्प चुनने का अवसर

उद्देश्य: तनाव कम हो, विषय में गहराई बढ़े

सीबीएसई की दिसंबर 2024 की गवर्निंग बाडी की बैठक में कहा गया था कि विषयों को दो स्तरों में बांटने से छात्र पसंद के अनुसार पढ़ाई कर सकेंगे। इससे जहां बोर्ड परीक्षा का तनाव कम होगा, वहीं जो छात्र विषय में गहराई से जाना चाहते हैं, उनके लिए स्टैंडर्ड स्तर की पढ़ाई भी उपलब्ध रहेगी।

फिलहाल, सीबीएसई नौवीं और 10वीं में गणित को दो स्तरों यानी स्टैंडर्ड और बेसिक पढ़ा रहा है। इसके बाद बोर्ड ने इस योजना का विस्तार करते हुए पायलट प्रोजेक्ट के तौर पर कुछ सीबीएसई स्कूलों में इसी वर्ष से नौवीं और 10वीं में विज्ञान और सामाजिक विज्ञान विषय को भी इसी ढांचे में शामिल करने का निर्णय लिया था। अब बोर्ड इसे 11वीं और 12वीं में एसटीईएम विषयों तक विस्तार देने जा रहा है।

छात्रों को मिलेगा अपनी रुचि और क्षमता के अनुसार चुनने का विकल्प: सीबीएसई की यह योजना छात्रों को उनकी रुचि, क्षमता और करियर लक्ष्यों के अनुसार विषय का स्तर चुनने का अवसर देगी। जो छात्र इंजीनियरिंग, मेडिकल या अन्य तकनीकी क्षेत्रों में जाना चाहते हैं, वे एसटीईएम के स्टैंडर्ड का स्तर चुन सकेंगे, वहीं अन्य छात्र बेसिक स्तर लेकर भी विषय की मूल अवधारणाओं को समझ सकेंगे और बोर्ड परीक्षा में भाग ले सकेंगे।

नए एनसीईआरटी पाठ्यक्रम के साथ होगा यह बदलाव: यह पूरा बदलाव राष्ट्रीय शिक्षा नीति (एनईपी)-2020 और राष्ट्रीय पाठ्यचर्या ढांचा (एनसीएफ-एसई)-2023 के अनुरूप किया जा रहा है। फिलहाल, एनसीईआरटी की ओर से कक्षा एक से चार और कक्षा छह और सात के लिए नई किताबें जारी हो चुकी हैं। कक्षा नौ और 11 के लिए किताबें इस साल के अंत तक आने की उम्मीद है।

CBSE ने कहा, सभी स्कूलों में लगें CCTV कैमरे

नवभारत टाइम्स, २२ जुलाई २०२५, पृष्ठ संख्या -1

NBT रिपोर्ट, नई दिल्ली: स्टूडेंट्स की सुरक्षा को और बेहतर बनाने के लिए सेंट्रल बोर्ड ऑफ सेकंडरी एजुकेशन (CBSE) ने सोमवार को सभी स्कूलों को CCTV कैमरे लगाना अनिवार्य कर दिया है। स्कूल के एंट्री-एग्जिट गेट, लॉबी, गलियारों, सीढ़ी, क्लासरूम, लैब, लाइब्रेरी, कैंटीन, स्टोर रूम, प्ले ग्राउंड और सभी सभी सार्वजनिक जगहों पर कैमरे लगाने होंगे। प्राइवेसी के लिए टॉइलट और वॉशरूम में कैमरे लगाने की जरूरत नहीं है। 15 दिन की रिकॉर्डिंग रखनी होगी।



जनसत्ता, २२ जुलाई 2025, पृष्ठ संख्या - 10

निगरानी

केंद्रीय माध्यमिक शिक्षा बोर्ड का फैसला

विद्यार्थियों की सुरक्षा के लिए स्कूलों में लगाए जाएंगे सीसीटीवी

जनसत्ता ब्यूरो
नई दिल्ली, 21 जुलाई।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने संबद्धता मानदंडों में संशोधन करते हुए स्कूलों के लिए शौचालयों को छोड़कर अन्य सभी स्थानों पर वास्तविक समय की आडियो-विजुअल रिकार्डिंग के साथ सीसीटीवी कैमरे लगाना अनिवार्य कर दिया है। एक अधिकारी ने सोमवार को यह जानकारी दी।

सीबीएसई सचिव हिमांशु गुप्ता ने कहा कि विद्यार्थियों की सुरक्षा स्कूल की सर्वोच्च जिम्मेदारियों में से एक है। साथ ही उन्होंने कहा कि यह सुनिश्चित करना भी स्कूलों की जिम्मेदारी है कि विद्यार्थियों को स्कूल में एक सुरक्षित व सुसंगत वातावरण मिले। सुरक्षा के दो पहलू हैं- एक, शरारती असामाजिक तत्त्वों से सुरक्षा और दूसरा, बदमाशी व अन्य अंतर्निहित खतरों के संदर्भ में बच्चों की समग्र भलाई के लिए सुरक्षा। उन्होंने कहा कि सतर्क व संवेदनशील कर्मचारियों और नवीनतम तकनीक के उपयोग से ऐसी सभी संभावनाओं को रोका जा सकता है।

इन सीसीटीवी कैमरों में कम से कम 15 दिनों की फुटेज रखने की क्षमता वाला एक 'स्टोरेज डिवाइस' होना चाहिए। यह सुनिश्चित किया जाना चाहिए कि कम से कम 15 दिनों का 'बैकअप' सुरक्षित रखा जाए, जिसे आवश्यकता पड़ने पर अधिकारी उपयोग कर सकें।

स्कूल परिसर में विद्यार्थियों की सुरक्षा सुनिश्चित करने के लिए, बोर्ड ने सीसीटीवी स्थापना के बारे में एक खंड को शामिल करके संबद्धता उपनियम-2018 के अध्याय चार (भौतिक बुनियादी ढांचे) में संशोधन किया है। स्कूलों को केवल शौचालयों को छोड़कर स्कूल के सभी प्रवेश और निकास द्वारों, गलियारों, सीढ़ियों, सभी कक्षाओं, प्रयोगशालाओं, पुस्तकालय, कैंटीन क्षेत्र, स्टोर रूम और खेल के मैदान में सीसीटीवी लगाना है। गुप्ता ने कहा कि इन सीसीटीवी कैमरों में कम से कम 15 दिनों की फुटेज रखने की क्षमता वाला एक 'स्टोरेज डिवाइस' होना चाहिए। यह सुनिश्चित किया जाना चाहिए कि कम से कम 15 दिनों का 'बैकअप' सुरक्षित रखा जाए, जिसे आवश्यकता पड़ने पर अधिकारी उपयोग कर सकें।

राष्ट्रीय बाल अधिकार संरक्षण आयोग (एनसीपीसीआर) के स्कूलों में बच्चों की सुरक्षा और संरक्षा संबंधी मैनुअल के अनुसार, 'स्कूल सुरक्षा' को बच्चों के लिए उनके घरों से लेकर उनके स्कूलों और वापस आने तक एक सुरक्षित वातावरण बनाने के रूप में परिभाषित किया गया है। इसमें किसी भी प्रकार के दुर्व्यवहार, हिंसा, मनो-सामाजिक समस्या, प्राकृतिक और मानव निर्मित आपदा, आग, परिवहन से सुरक्षा शामिल है।

हिन्दुस्तान, 22 जुलाई 2025, पृष्ठ संख्या - 1

सीबीएसई के सभी स्कूलों में सीसीटीवी कैमरे लगेंगे

सतर्कता

- सीसीटीवी कैमरे उच्च गुणवत्ता वाले होने चाहिए
- स्कूलों को 15 दिन की रिकॉर्डिंग रखनी होगी

नई दिल्ली, प्रमुख संवाददाता। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) से संबद्ध स्कूलों में हर पल बच्चे कैमरों की निगरानी में रहेंगे। इसके लिए सीबीएसई ने सभी स्कूलों को विद्यालय परिसर के प्रवेश और निकास द्वारों, बस स्टॉप, प्ले ग्राउंड और अन्य महत्वपूर्ण स्थानों पर सीसीटीवी कैमरे लगाने का आदेश दिया है।

वर्ष 2018 के एफिलिएशन बायलॉज के अध्याय-4 में संशोधन करते हुए सीबीएसई ने यह निर्देश जारी किया है। इसमें स्पष्ट किया गया है कि स्कूलों में लगे सीसीटीवी कैमरे न केवल उच्च गुणवत्ता के हों, बल्कि उनका रखरखाव भी नियमित रूप से किया जाए। इन कैमरों में ऑडियो की सुविधा भी होना आवश्यक होगी। इनकी रिकॉर्डिंग क्षमता कम से कम 15 दिनों होनी चाहिए, ताकि जरूरत पड़ने पर रिकॉर्डिंग जांच एजेंसियों को उपलब्ध कराई जा सके।

बोर्ड ने कहा कि बच्चों की सुरक्षा केवल स्कूल के भीतर ही नहीं, बल्कि स्कूल आने-जाने के पूरे सफर के दौरान होनी चाहिए। इसमें यौन उत्पीड़न, धमकी, शारीरिक शोषण, आग, दुर्घटना या किसी अन्य मनोवैज्ञानिक खतरे से सुरक्षा शामिल है। विशेष रूप से बच्चों की मानसिक स्थिति को ध्यान में रखते हुए बोर्ड ने स्कूलों से कहा है कि वे ऐसे माहौल का निर्माण करें, जहां छात्र खुद को सुरक्षित और सहज महसूस करें।

Millennium Post,

22 July 2025, Page No - 7

GLOCAL SPEAK

Igniting Brilliance

A transformative two-day leadership programme in Chennai has redefined learning by replacing lectures with collaborative, activity-based engagement—igniting social consciousness and peer integration among students



G PALANITHURAI

THE WRITER IS A FORMER PROFESSOR AND RAJIV GANDHI CHAIR FOR PANCHAYATI RAJ STUDIES, GANDHIGRAM RURAL INSTITUTE

No expert was involved in the programme. All the activities were designed by social activists and carried out by the students

I came to this programme as my teacher asked me to participate, since it is a leadership programme that would be of much use for my career. When I came, I thought there would be lecture sessions over the two days, and it would conclude on the second day by issuing a participation certificate to the students. I have attended many such programmes along with my friends. Most of the time, I would be mentally absent from the programme despite my physical presence at the meeting. But this programme was totally different, as all eighty-three student participants were fully engaged—not as onlookers, but as active collaborators.

In the entire two-day programme, only two individuals delivered lectures, and for not more than thirty minutes. It was unique in many aspects. We were drawn from ten different colleges, both undergraduate and postgraduate. Since it was on leadership, we agreed to participate. A variety of activities was given to the students by dividing them into groups. While grouping, the organisers ensured that no group had members from the same college.

So, each group consisted of eight or nine students, all meeting one another for the first time. Over the two days, we went from being strangers to becoming close friends, and we participated enthusiastically in every activity. Many of the activities were conducted through games and role-plays.

From this programme, I take away many things. First, how to take responsibility—for myself, then for my family, my classroom, my friends, my street, and my community. Taking responsibility is leadership. Leading others through my example is leadership. Wherever I go and in whatever activity I undertake, I will act with utmost responsibility. While engaging in such activities, I will keep the nation in mind. One key takeaway from this camp is: *'If not I, who? If not now, when?'*—a quote I heard during an interaction with a professor.



Through the exercise, the social activists from Nallore Vattam have broken the myth that knowledge can be shared only through lectures REPRESENTATIONAL IMAGE

Over these two days, we were not only together as a group, but also in a different state of mind. We had never before discussed topics like society, nation, environment, poverty, and sanitation with our peer group. Now we have realised that we all have a role to play in every aspect of human society. Some kind of fire was ignited in me through the activities we did during the two days.

I learnt a new concept—*'integration'*—from this camp: how to be in a group, how to form a group, and how to keep it intact. All of this was achieved through constructive social activities.

When we do such activities, it is not mere social service—it is the discharge of our human responsibility. This is new to me. This kind of training is needed for the youth of our age today. It should be conducted in every college. In terms of both content and methodology, it was new not only to me but to our entire group.

I have attended many such training programmes in different places, but I have not come across one as innovative as this. In college programmes, lectures are organised, certificates are issued, and everything is done mechanically, like a ritual. But here, every action was done organically and consciously. Now, I feel that I am a socially conscious citizen of this country," observed a student participating in the two-day camp from an aided minority women's college in Chennai.

Following the feedback from the students, a faculty member from a state university in Chennai said, "We organise several programmes for students as they are mandated by the university or the funding agency. We invite experts, they come and deliver lengthy lectures, and certificates are issued—and that ends the programme. Enormous academic inputs are given in the form of lectures. Nobody bothers whether these inputs have actually reached the minds of the students.

But in this programme, no expert was involved. All the activities were designed by social activists and carried out by the students. The social activists supervised the activities. They are not professors. The social activists involved only one professor in this programme—someone who has been deeply engaged in outreach programmes during his nearly three decades of service.

Through this exercise, the social activists from *Nallore Vattam* (a name for the activity) broke the myth that knowledge can be shared only through lectures. Sharing of knowledge can be more effective when students are actively engaged. It is activity-based learning. In this process, what I observed is that a fire was ignited in the minds of the students, and a sense of sensitivity was created through their engagements.

Socially conscious students can be prepared only by involving social activists along with expert academics. In this context, what I feel is that institutions of higher learning need the support of social activists to prepare meaningful, productive, socially conscious students for social action and development practice."

I was invited to be present for the entire programme by the organisers, but my role was to provide input within 20 minutes on the role of youth in bringing fundamental transformation in our society. I explained to them the process of enhancing creative vision, energy, and consciousness among ourselves to bring about transformational change. I illustrated this with the life experiences of MK Gandhi, Tamil poet Bharathi, and Swami Vivekananda.

It was well received by the students, and I could sense this from the feedback session and the observations made by them. From the entire two-day exercise, what I have noticed is that students are ready to transform themselves to work for social causes—but for that to happen, teachers must also transform themselves. They need to work with students and engage them in creative social activities, using different methodological approaches.

By doing so, we can create a new India as envisioned by Vivekananda and MK Gandhi.

Views expressed are personal

The Indian Express,

22 July 2025,

Page No - 11

Political questions, textbook answers

NCERT history books and their revisions frame a challenge: To reckon with violence in medieval ages, nudge people to see it in context



KAUSHIK DAS GUPTA

REVISION OF SOCIAL science textbooks, especially history readers, has become par for the course. Most times, this exercise is not guided by the scholarly imperative to mirror developments in knowledge. Instead, it seems to bear the ideological hallmarks of those in power. Textbooks have long borne this burden. However, there's a difference in today's restructuring of reading material compared to schoolbook rewriting exercises of the past.

In the last five years, parts of history textbooks have been either excised or modified, and the changes have been ascribed to a variety of factors — from rationalising content to reducing the burden on students. These exercises claim to be motivated by a desire to ensure student "well-being", but carry imprints of the ruling regime's anxiety to flatten social complexities.

Introduced last week, the latest changes, dotted with references to the "brutality" of medieval Muslim kings, carry a disclaimer, 'Notes on Some Darker Periods of History'. It says: "No one should be held responsible today for events of the past. The emphasis is on an honest approach to history with a view to drawing important lessons for a better future." Historians have rightly underlined that the account is not as "honest" as it claims. The selective references to the destruction of places of worship by Muslim kings have not gone unnoticed. Scholars have rightly pointed out that such violence was not uncommon across a variety of regimes in ancient and medieval times.

These are significant interventions. Yet, there is a broader challenge for historians: To underline the fundamental differences between the social and moral universe of pre-modern times and today's norms. Kings and sultans were not accountable for their actions, statecraft had very different objectives and wars were often critical to empire-building. All this is historical common sense. However, it's yet to become general common sense. Narratives of the pre-modern era continue to be framed around heroes and villains. The search for a protonationalist in Ashoka, Akbar, Shivaji or Tipu Sultan — depending on ideological inclination — and describing a Mahmud of Ghazni or Allaudin Khalji or Aurangzeb as evil might seem somewhat different endeavours. But both obscure an understanding of epochs, much removed in time — Mahmud of Ghazni lived in the 10th-11th centuries, the Khaljis in the 13th and 14th centuries, and the last great Mughal ruled from 1658 to 1707. That the latest revisions in textbooks bracket a more than 500-year period under the shibboleth of "Dark Age" shows that even a section of historians, affiliated to the ruling regime, carry such blinkers.

The challenge, in large measure, has to do with a historiographical deficit, plugging which remains a work in progress. Indian historians have produced groundbreaking studies on the extractive nature of medieval kingdoms, the ebbs and flows of commerce, the caste system and the rise of kingdoms far away from sultanates in Delhi. Yet, an understanding of violence in pre-modern times is a relatively recent historiographical pursuit. Charges of destruction of places of worship continue to be countered by narratives that stress the political impulses behind such violence — as opposed to religious motives. The standard response is also that instances of destruction of places of worship by sultans and badshahs were far fewer compared to the grants they gave to temples and monasteries. A historian should, of course, be judged by her fealty to facts. Viewed from that perspective, there is nothing wrong with how most professional historians have responded to allegations of "brutality" levied on Islamic kings.

However, today the challenge in classrooms — and beyond — is not just to provide a point-to-point counter. The internet, political propaganda, social media, films and TV make lives information-heavy. WhatsApp chats have precipitated the collapse of some of the traditional filters on information.

How can narratives that place violence in medieval times in their historical context help? Why do people need to understand the complexities of times when rulers could destroy some temples and give grants to many others? What purpose would it serve to depict Mughal and several other rulers as complex personalities who had the blood of their kin on their hands and yet presided over great cultural refinement? Why tell the stories of Shivaji's successors who struck terror in people in Bengal or frame Tipu Sultan's role in resisting the Britishers without underplaying the violence his forces meted out to some communities? Studies placing personalities in their times — and dissemination of such scholarship outside academia — are, of course, needed for purely epistemological purposes. History is at its most vigorous when it not only celebrates the resilience of societies but also tries to understand fault lines. The search for syncretism in medieval times was driven by a young nation's desire to place a salve on the wounds of Partition as well as to counter the colonial historian's charge that Indian history, before the arrival of the British, was nothing but an account of communal feuding. Histories of pre-modern violence, not prejudiced by colonial blinkers and innocent of sectarian agendas, have been few, and they have not gone beyond academia.

But why disturb the student's "well-being" by introducing such complexities in textbooks? The latest changes have been introduced in Class VIII textbooks – a time when youngsters step into their teens. They are introduced to complicated concepts in mathematics and science – cell division, for instance. Why not in the social sciences? A textbook is perhaps the only text of history that a large majority of people, who do not engage with the discipline for professional purposes, will encounter in their lives, while they would be inundated with myriad accounts of the past. Critics of the revisions are, therefore, right in underlining the importance of rigour in reading materials. The task is also to find ways to communicate the complexity that informs their scholarship outside select circles – a difficult yet necessary imperative for the historian, inside and outside academia.

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The Pioneer, 22 July 2025, Page No- 4

CBSE mandates schools to install CCTV cameras with real-time recording

PIONEER NEWS SERVICE
New Delhi

The Central Board of Secondary Education (CBSE) has amended affiliation norms to mandate schools to install CCTV cameras with real-time audio-visual recording at all places other than toilets, an official said on Monday.

"Safety of students is one of the paramount responsibilities of a school and ensure that the students get a safe and cohesive eco-system in the school. The Safety has two aspects- (a) safety from scrupulous unsocietal elements (b) safety for the overall well-being of the children with reference to bullying and other implicit threats.

"All of such probablities can be prevented with a vigilant and sensitive staff and with the



usage of the latest technology," CBSE Secretary Himanshu Gupta said. To ensure the safety of students in the school premises, the board has made an amendment in Chapter 4 (Physical Infrastructure) of Affiliation Bye Laws-2018 by incorporating a clause about CCTV installation.

"The school should install high resolution CCTV Cameras with audio visual facility at all the entry and exit points of the school, lobbies, corridors, Staircases, all the classrooms, labs, library, canteen area, store room, playground and other common areas except toilets and washrooms with real time audiovisual recording.

"These CCTV Cameras must be equipped with a storage device with the capacity of holding footage of at-least 15 days. It shall be ensured that a backup of a minimum 15 days be preserved, which may be accessed by the authorities, if required," Gupta added. As per the Manual on Safety and Security of Children in Schools, NCPCR, "School Safety" has been defined as creating a safe environment for children, starting from their homes to their schools and back.

"This includes safety from any kind of abuse, violence, psycho-social issue, disaster: natural and man made, fire, transportation. Emotional safety is especially important because it is often difficult for teachers and parents to detect emotional problems and difficulties in children.

"Bullying can cause victimized students to suffer from lower self-esteem and daily stress about their well-being," Gupta said.

The Hindu, 22 July 2025, Page No – 7

Boys continue to outnumber girls in private schools

In the northern and western States, the share of girls enrolled in any school is lower than India's average of 48.1%

DATA POINT

Devyanshi Bihani
Vignesh Radhakrishnan

Over the past decade, the share of private schools and the proportion of boys and girls enrolled in them have both increased across India, likely reinforcing each other. However, the share of girls attending private schools remains considerably lower than that of boys. In other words, while parents increasingly prefer private schooling, a considerable share of them still shows a slight preference for enrolling their sons over their daughters. Also, a relatively low number of girls are enrolled compared to boys in schools across northern and western India.

Chart 1 shows the share of government, government-aided, private, and other schools in 2012-13 and 2023-24. The share of government schools has fallen from 74.2% to 69.1%, whereas the share of private schools has increased from 17.2% to 22.5%.

Chart 2 shows the share of students enrolled in government, government-aided, private, and other schools in 2012-13 and 2023-24. The share of children enrolled in government schools has fallen from 57.3% to 51.4%, whereas the share of private schools has increased from 28.2% to 36.3%.

Chart 3 shows the gender-wise share of students enrolled in government and private schools in 2012-13 and 2023-24. For instance, in 2023-24, 54% of girls studied in government schools and 33% in private schools, while 49% of all boys studied in government schools and 39% in private schools.

Chart 4 shows the State-wise and gender-wise share of students enrolled in any school. In the northern and western States, the share of girls enrolled in any school is lower than India's average of 48.1%.



Chart 1: The share of government, government-aided, private, and other schools in 2012-13 and 2023-24. Figures in %

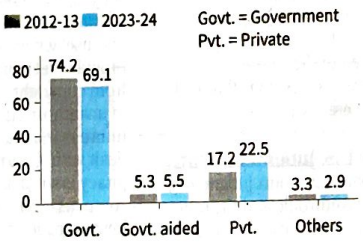


Chart 2: The share of **students enrolled** in government, government-aided, private, and other schools in 2012-13 and 2023-24. Figures in %

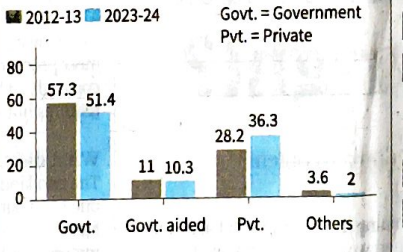


Chart 3: The **gender-wise share of students** enrolled in government and private schools in 2012-13 and 2023-24. Figures in %

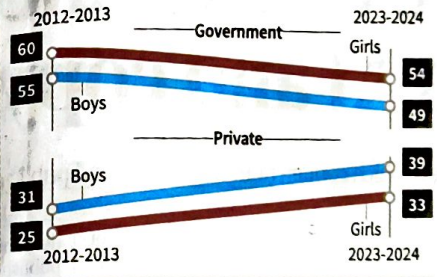


Chart 4: The State-wise and gender-wise share of students enrolled in any school in 2023-24

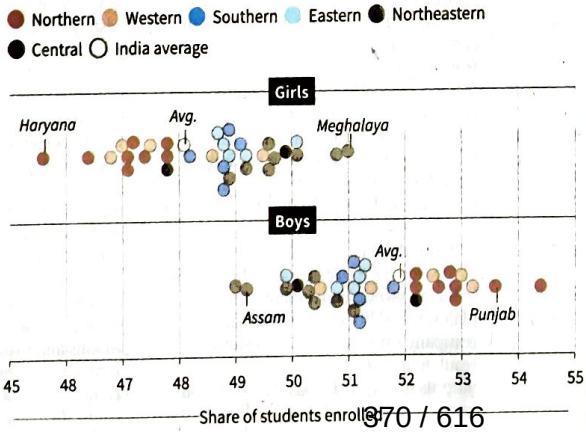
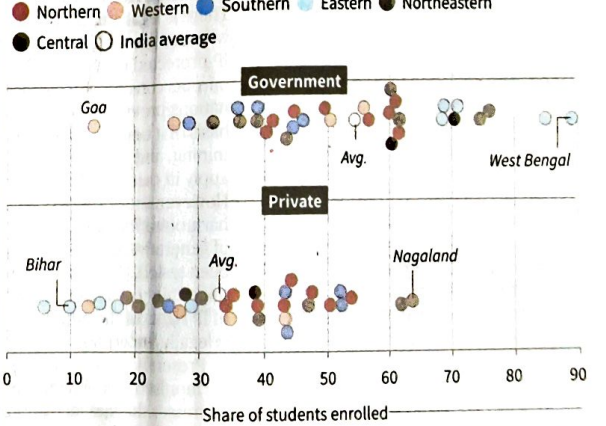


Chart 5: The State-wise and gender-wise share of girls enrolled in government and private schools in 2023-24



States, UTs free to decide modalities of implementing three-language policy, says Union Minister of State

Updated - July 22, 2025 04:21 pm IST - CHENNAI

THE HINDU BUREAU



Union MoS for Education Jayant Chaudhary. File | Photo Credit: ANI

Since education is a subject under the Concurrent List of the Constitution, it is up to the respective State and Union Territory governments to decide on the modalities of implementing the three-language policy, in accordance with the spirit and recommendations of the National Education Policy (NEP), 2020, Union Minister of State for Education Jayant Chaudhary said in the Lok Sabha on Monday (July 21, 2025).

The policy emphasised the promotion of multilingualism and encourages States/UTs to adopt the three-language formula in a flexible manner, taking local needs, linguistic diversity, and implementation feasibility into consideration, the Minister said. In his reply to a query by Virudhunagar MP B. Manickam Tagore and Namakkal MP V.S. Matheswaran, Mr. Chaudhary cited a provision in the NEP 2020, which stated that the three-language formula would continue to be implemented, keeping in mind the Constitutional provisions, but that "there will be a greater flexibility in the three-language formula, and no language will be imposed on any State."

The Minister further said the Government of India regularly consulted experts, linguists, State and national-level policy makers, curriculum developers and implementers, practising teachers and students, parents, teachers, teacher educators, parents, NGOs (and also students) working in the field of policy formulations and curriculum development.

"Prior to the formulation of the National Education Policy 2020 and National Curriculum Framework for School Education 2023, a large number of stakeholders were consulted in person and also through digital means. All the regions/States were consulted and the opinions and practices of the various school systems were also taken into consideration for the making of the policy," he said.

As a follow-up of NEP 2020, the National Curriculum Framework for School Education (NCF-SE), 2023, has been developed, and it provides a roadmap for the implementation of NEP 2020 on Languages Education in India, he said. "The NCF aims to make a student an independent speaker, reader, and writer in at least three languages denoted as R1, R2 and R3."

While R1 was the first language in which students learn literacy, ideally their mother tongue or, if not feasible, the State language, which would be a familiar language, with proficiency expected by age 8, R2 was the second language distinct from R1, with proficiency to be achieved by age 11. R3 was the third language different from R1 and R2, with proficiency targeted by age 14, the Minister said.

Published – July 22, 2025 04:01 pm IST

NCERT Confirms Inclusion of Paika Rebellion in Class VIII Textbook Volume-II

Critics Slam NCERT for 'Feeble Excuse' on Delayed Inclusion of Paika Uprising



by **YAJATI ROUT** — July 22, 2025 *in* **Odisha**, **Trending Now** Reading Time: 4 mins read

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A storm of controversy surrounding the exclusion of the Paika Rebellion from the National Council of Educational Research and Training (NCERT) Class VIII Social Science textbook has been partially quelled with an official clarification.

The NCERT has confirmed that the historic 1817 uprising in Odisha, led by the valiant Paikas against British colonial rule, will feature in the second volume of the textbook, slated for release between September and October 2025.

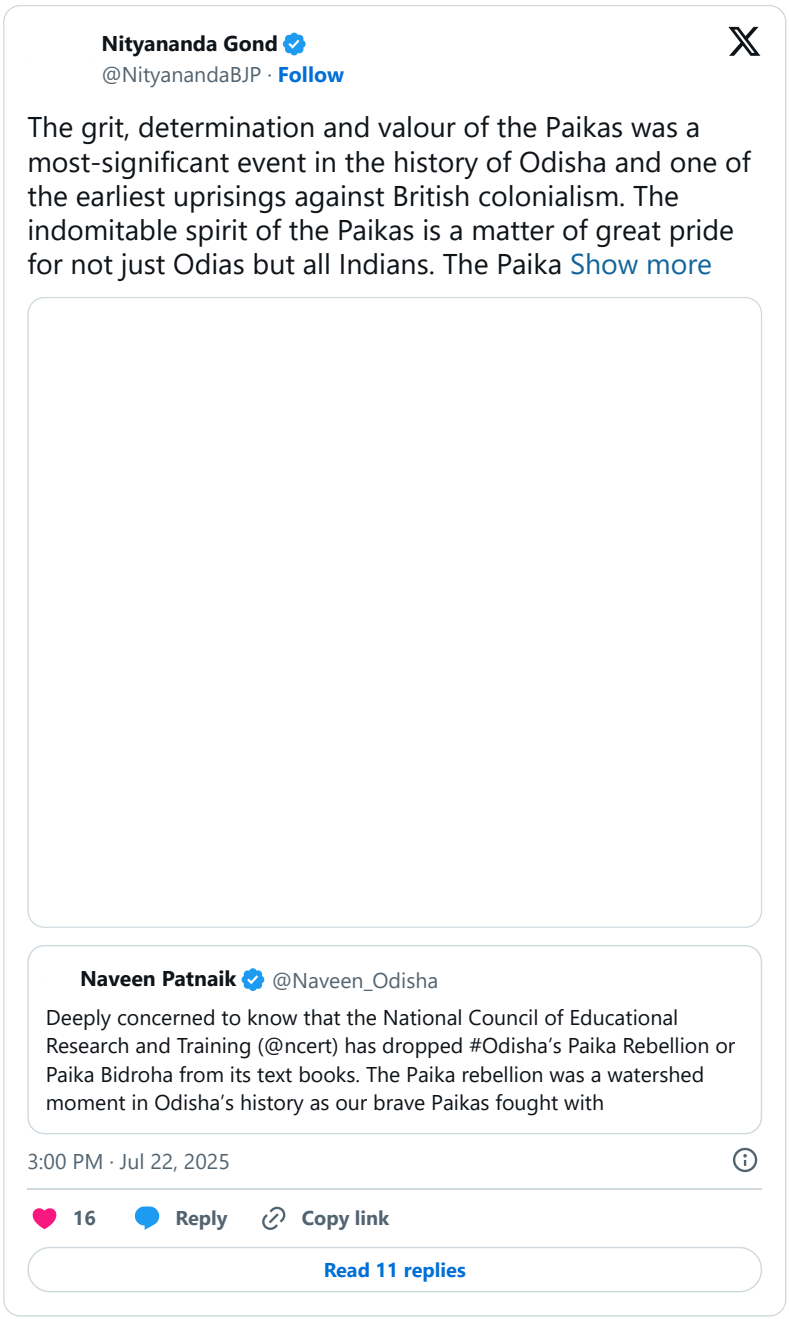
This announcement comes in response to widespread concern raised by former Odisha Chief Minister Naveen Patnaik and other stakeholders. The Paika Rebellion, often regarded as a precursor to India's freedom struggle, took place nearly 40 years before the 1857 Sepoy Mutiny.

Led by Bakshi Jagabandhu Bidyadhar Mohapatra Bharamarbar Rai, the Paikas—a class of peasant militias—rose against British oppression following the loss of their hereditary rent-free lands and traditional status. The uprising, which saw widespread support from rajas, zamindars, and peasants, marked a significant moment in Odisha's history and has long been advocated by Patnaik as India's first war of independence.

The controversy erupted earlier this week when media reports and social media posts suggested that the rebellion had been dropped from the curriculum, prompting sharp criticism. Patnaik took to X on Tuesday, labelling the omission a "huge dishonour" to the Paikas and urging action from Chief Minister Mohan Majhi and Union Education Minister Dharmendra Pradhan. However, NCERT's press release clarified that only the first volume of the textbook has been released, with the second volume—currently in its final stages of development—set to include the Paika Rebellion alongside other regional resistance movements.

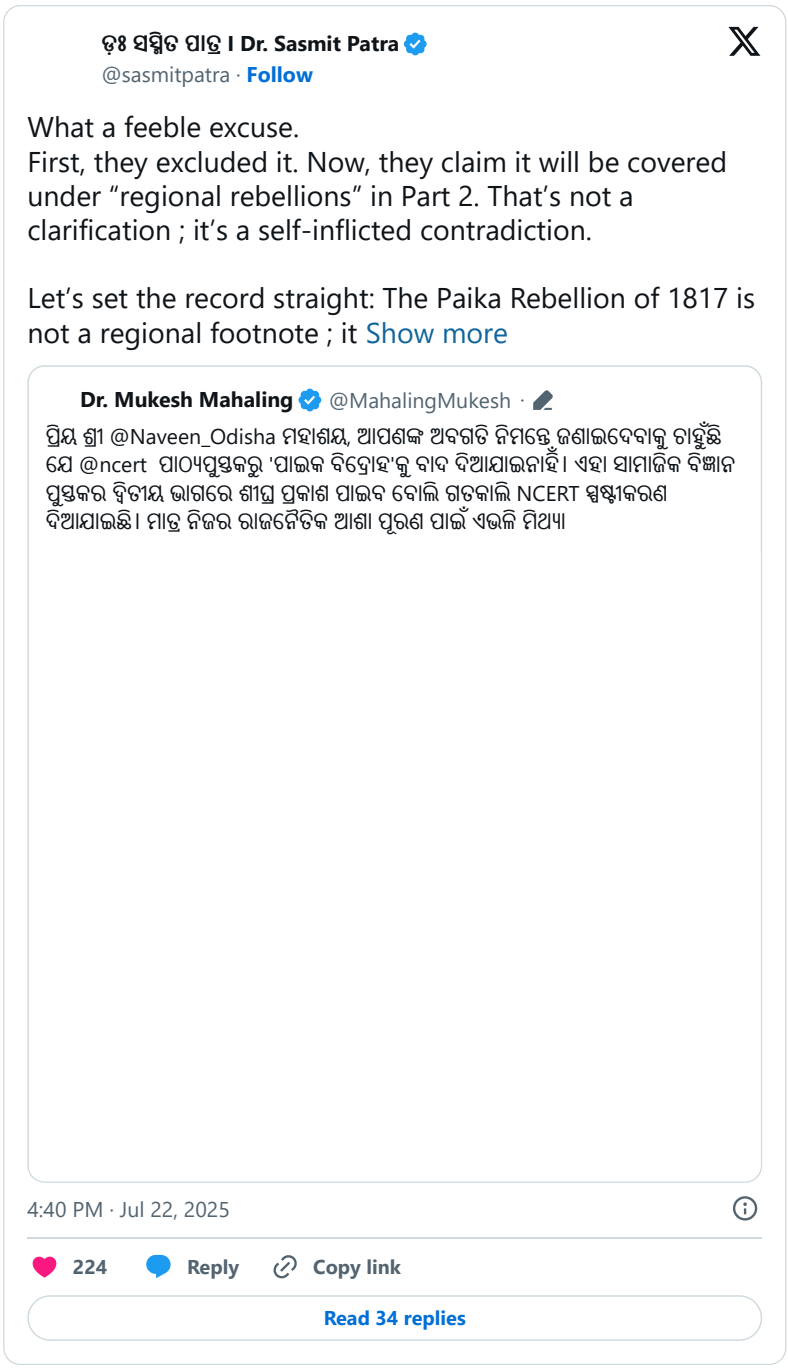
RELATED STORY⇒: Paika Rebellion Removed from NCERT Books: Naveen Patnaik Demands Restoration

Adding to the chorus of rebuttals, Odisha Health Minister Dr. Mukesh Mahaling took to X to firmly refute Patnaik's claims, accusing him of spreading misinformation for political gain. Mahaling emphasised that the Paika Rebellion has not been removed from the NCERT curriculum and will be featured in the second volume of the Social Studies textbook, as per NCERT's official clarification. In a sharp rebuke, he described Patnaik's allegations as "extremely laughable" and urged the former CM to verify facts before misleading the public, aligning his stance with the government's commitment to preserving Odisha's historical legacy.
School & Mass Education Minister Nityananda Gond reinforced this stance in a detailed X post, emphasising the rebellion's role in fostering national consciousness. He praised Prime Minister Narendra Modi's vision under the National Education Policy (NEP) 2020 to celebrate unsung heroes and integrate their stories into education. Gond dismissed media reports as "preposterous and untrue," highlighting Modi's efforts to honour Odisha's valorous history, including the 2017 issuance of a commemorative coin and postage stamp for the rebellion.



The clarification has sparked mixed reactions. While some view it as a step toward rectifying historical oversights, others question the initial exclusion and demand transparency in the curriculum development process.

BJD's Dr. Sasmit Patra, a vocal critic and Rajya Sabha MP, countered the official narrative in an X post, calling the NCERT's explanation a "feeble excuse." He argued that the initial exclusion of the Paika Rebellion from the first volume was a deliberate downgrade, questioning why a movement predating the 1857 uprising by 40 years was relegated to a "regional footnote" in the second volume. Patra demanded transparency, asking what assurances exist that the rebellion will be given its due prominence, and criticized the silence of Odisha's BJP leaders, including Mahaling and Gond, on this historical distortion.



Bhrugu Baxipatra, another prominent voice, took to X to challenge the assertions of Minister Mahaling and Gond, accusing them of downplaying the gravity of the situation. He labelled the NCERT’s delay in including the Paika Rebellion as an “insult to the valour and sacrifice of the Paikas,” contradicting their claims of a seamless process. Baxipatra questioned the BJP’s “Asmita” election narrative, suggesting that the party’s leaders were complicit in undermining Odisha’s pride by not ensuring the rebellion’s immediate inclusion, thus fueling the ongoing debate over historical representation.

As the second volume nears completion, the focus now shifts to how the Paika Rebellion will be portrayed. With NEP 2020 emphasising rooted and futuristic education, the inclusion promises to shed light on a pivotal chapter of India’s colonial resistance, ensuring the Paikas’ legacy endures in the nation’s educational narrative.

Tags: 1817 Uprising Colonial Resistance Indian Education Narendra Modi Naveen Patnaik NCERT NEP 2020 Odisha history Paika Rebellion Paika Rebellion NCERT inclusion Textbook Controversy

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New NCERT book features Shubhanshu Shukla: 'Earth looks one from space, no border exists'

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The quote is from a conversation between Shubhanshu Shukla and Prime Minister Narendra Modi, intended to inspire young minds.



New NCERT book features Shubhanshu Shukla

IMAGE SOURCE : AXIOM SPACE

Written By: Om Gupta

Published: July 22, 2025 22:51 IST, Updated: July 22, 2025 23:31 IST

New Delhi: Shubhanshu Shukla has recently

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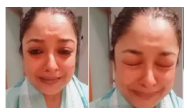
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"Earth, Our Shared Home," stating that, "After seeing Earth from outside, the first thought that came to mind was that Earth looks completely one; no border is visible from outside. It seems that no border exists, no state exists, no countries exist. We all are part of humanity, and the Earth is our one home, and all of us are in it". This quote, originally part of his conversation with Prime Minister Narendra Modi, aims to inspire young minds to think beyond boundaries and embrace unity.

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Shukla's historic space journey

Group Captain Shukla is an Indian Air Force officer and test pilot. He completed his inaugural space voyage as part of the Axiom-4 mission, which was a commercial spaceflight supported by ISRO and NASA, and operated by Axiom Space. This journey marked a significant milestone for India, as Shukla became the first Indian to step aboard the ISS and only the second Indian to go into space, following

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After several postponements, Shukla finally launched from the Kennedy Space Center on June 25, aboard SpaceX's Crew Dragon spacecraft atop a Falcon 9 rocket. Ten minutes into the mission, the Dragon capsule entered orbit, prompting Shukla to declare in Hindi, "Kamaal ki ride thi" ("It was a great ride"), and express his sense of national pride. Shukla returned after an 18-day stay aboard the International Space Station.

Textbook's educational approach

The textbook is developed under the framework of the National Education Policy 2020. It is part of a new integrated learning approach that combines science, social science, and environmental studies. As part of "The World Around Us" series, the book aims to foster observation, ethical reasoning, and environmental awareness in young learners. Alongside Shukla's reflections, the textbook introduces innovative systems such as DIGIPIN, a digital address identifier for precise location mapping. It also includes content on oral health safety, microbial life, flood preparedness, and food preservation techniques.

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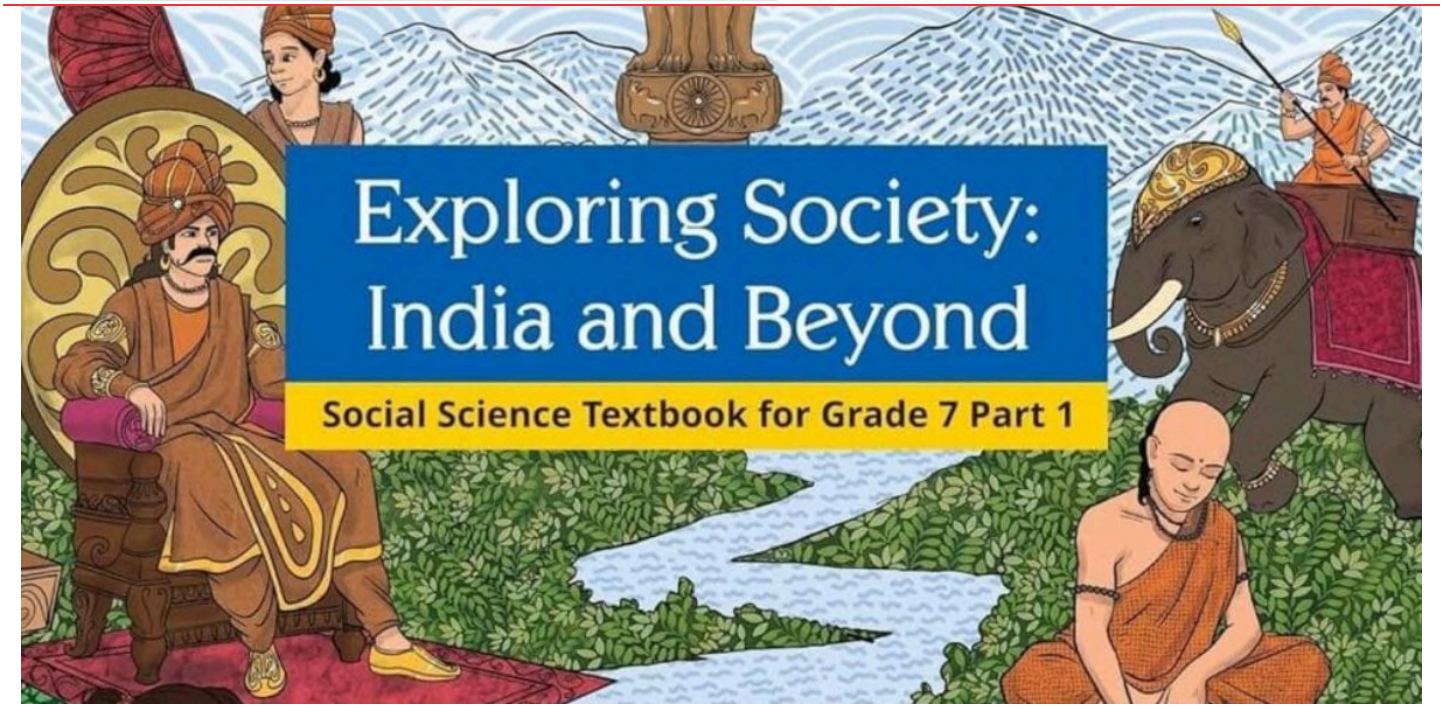
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The council also clarified that while similar topics had been included in Class 7 textbooks earlier.

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Jul 22, 2025

The National Council for Education Research and Training (NCERT) on Wednesday clarified its position on recent changes made to the Class 8 social science textbook, stating that all content is based on “well-known primary and secondary academic sources” and intended to promote critical thinking among students.

The revised textbook, Exploring Society: India and Beyond (Part 1), introduces students to historical figures and empires including the Delhi Sultanate, the Mughals, and the Marathas. It highlights both achievements and contentious episodes, including references to instances of religious intolerance during the Mughal era.

Among the most discussed inclusions is a new section titled “Note on Some Darker Periods in History,” which references episodes such as Babur's conquests that reportedly "wiped off entire populations of cities," and Aurangzeb’s actions involving the destruction of temples and gurdwaras.

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Posted at: Jul 22 2025 1:04PM

Naveen expresses concern over exclusion of Paika rebellion from NCERT textbook



Bhubaneswar, July 22 (UNI) Former Odisha Chief Minister Naveen Patnaik today expressed concern over the National Council of Educational Research and Training's (NCERT) decision to drop Odisha's historic Paika rebellion from its school textbook.

Taking to his social media handle 'X', the BJD chief and leader of Opposition in the Odisha Assembly urged Chief Minister Mohan Charan Majhi and Union Education Minister Dharmendra Pradhan to ensure justice is done to the Paika rebellion, popularly known as Paika Bidroha, and to Odisha's rich legacy.

The longest serving Chief Minister of Odisha described the Paika rebellion as a "watershed movement" in Odisha's history, stating that the brave Paikas fought with extraordinary courage against the British oppression as early as 1817.

Patnaik noted that he had repeatedly urged the Central government to officially recognize the Paika rebellion as the First War of Independence.

"The Paikas united to fight the tyranny of foreign colonial rule with unparalleled bravery," Patnaik wrote.

Terming the omission of the historic rebellion — which occurred 40 years before the 1857 War of independence (called Mutiny by the British) — as a "huge dishonor" to the valor of the Paikas, Patnaik stressed the importance of reinstating the episode in the curriculum.

He further stated that even after 200 years, the rebellion remains a beacon of people's resistance against the British rule and must find rightful space in the nation's textbooks.

He urged both the Chief Minister of Odisha and the Union Education Minister to intervene and ensure justice for the Paika rebellion and the people of Odisha.

UNI DP PRS

Tags: #Naveen expresses concern over exclusion of Paika rebellion from NCERT textbook

More News

Four CUJ students selected for fully funded programme at Yunnan University

24 Jul 2025 | 2:02 AM

Ranchi, July 23 (UNI) Four students from the Department of Far-East Languages (Chinese) at Central University of Jharkhand (CUJ) have been selected for a one-year fully funded scholarship programme at Yunnan University in China.

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NEW DELHI, JULY 23 (UNI):-Speaker of Lok Sabha, Om Birla in a group photograph with the Deputy Chairman of Rajya Sabha, Harivansh and other dignitaries during the

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The Telegraph online

Wednesday, 23 July 2025

Long sentences, tough words in English text: Experts say NCERT Class VIII book hinders

An email has been sent to NCERT director Dinesh Prasad Saklani requesting his comment on the use of complex terms and Hindi and Sanskrit sentences in the English textbook

Basant Kumar Mohanty | Published 22.07.25, 05:59 AM



Representational image

File picture

The English language textbook introduced by the National Council of Educational Research and Training (NCERT) for Class VIII students this year contains lengthy sentences and Hindi and Sanskrit words, which academics believe will hinder learning.

Professor Anita Rampal, former dean of the faculty of education at Delhi University and former chairperson of the NCERT's primary textbook development committee, said the new textbook *Poorvi didn't prioritise learning of English.*

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"The main objective of a language textbook is to help children learn the language. These books have used sentences that are dense and the language is not suitable even for adult readers. The vocabulary and the structure of the long sentences used in the book feel more like an imposition of an incomprehensible language on young children," Rampal said.

Poorvi is also taught in classes VI and VII.

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A chapter titled "A Tale of Valour" in the Class VIII book uses terms such as "beacon of inspiration", "conspicuous bravery", "tenacity and valour", "resolute", "eerily silent", "valorous tales", "filling magazines", "serve the nation with distinction" and "testament to discipline and dedication".

"At every intersection of patriotism — whether through the National War Memorial, soul-stirring patriotic songs, books, and stories recounting acts of valour, or the celebration of Azadi Ka Amrit Mahotsav — his memory is honoured," reads a sentence from the same chapter.

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According to Rampal, children learn a language through small sentences that use familiar terms.

“Sometimes children themselves try to guess the meaning of new words from the context. These language books use words that even many adults will find unfamiliar or difficult to understand. Children learn to derive the meaning by engaging with the textbook. These books do not allow that," she added.

Rampal said the use of complex terms and sentences containing a series of Sanskrit texts or characters would make students lose interest and encourage rote learning.

Moreover, repeated mention of the National War Memorial in the textbooks of elementary classes has “a problematic agenda, which tends to reduce 'patriotism' to a violent and aggressive act of crushing the enemy or 'infiltrators'”, she said.

Harvest Hymn, which is not counted among the best poems of Sarojini Naidu, has apparently been selected to distance children from the real lives and struggles of farmers, Rampal said.

“The choice seems motivated to rob farmers of their agency and depict them as praying in utter gratitude and servitude to 'Brahma', the Hindu deity," Rampal added.

She said she was intrigued by how the apex textbook-preparing body had edited and “replaced the word ‘Brahma’ in the original poem with 'Lord' in what it has printed under the name of Sarojini Naidu" in the Class VIII textbook without any explanation.

The book uses Hindi text in Roman script like “*Mera desh, mera desh re, Mera desh hua re roshan le qurban kiya tujh hee pe ye tan man...”.*

It also uses a Sanskrit hymn from the *Atharva Veda to suggest “earth is my mother and I am her child”.*

Linguist Ganesh Devy said: "It is a universal norm to keep the text in the same language in which it is taught unless the book is meant for bilingual or multilingual purposes."

An email has been sent to NCERT director Dinesh Prasad Saklani requesting his comment on the use of complex terms and Hindi and Sanskrit sentences in the English textbook. His response is awaited.

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THE TIMES OF INDIA

Education Minister reports 87.14 lakh dip in govt school enrolment, defends data changes as cause

IANS | Jul 22, 2025, 11.58 AM IST



NEW DELHI: Enrolment in government schools across the country in 2023-24 dipped by 87.14 lakh as compared to the previous academic year, Union Minister of Education Dharmendra Pradhan informed the Lok Sabha on Monday.
The Minister added that there was no need to read too much into the drop in figures as there has been a complete change in the manner of collection of data from 2022-23, making comparison of data from previous years 'statistically different/inchoate'.

Replying to a question from MPs Sougata Ray and Kishori Lal regarding 'Drop In enrolment in government schools, Pradhan also highlighted the schemes initiated to reduce the dropout rate.
The Minister said financial assistance provided to States/UTs for the year 2024-25, central release under Samagra Shiksha stood at Rs 34,45,820.90 lakh.

Pradhan claimed that it may not be justified to compare dropout rate data from previous years, as there has been a complete change in the manner of collection of data from 2022-23 onwards, from gross enrolment data to individual student data.
"It makes comparison of data from previous years statistically different/inchoate," said the Minister in his reply, adding that based on the recommendations of National Education Policy 2020 (NEP 2020), with effect from 2022-23 the Unified District Information System for Education Plus (UDISE+) system has been revitalised, to capture individual student wise data and created student's registry.

He said the UDISE+ system, to records data on indicators of school education provided by all the States and Union Territories, has been developed by the Department of School Education and Literacy (DoSEL), Ministry of Education.

The data presented by the Minister indicated that in the National Capital Delhi, the enrolment in government schools in 2023-24 stood at 25,71,404 as compared to 27,76,216 in 2022-23 - a drop of over 2.04 lakh.

In Karnataka, the enrolment in government schools in 2023-24 stood at 49,85,661 as compared to 53,27,221 in 2022-23 - a drop of over 3.41 lakh.

In Kerala, the enrolment in government schools in 2023-24 stood at 18,01,570 as compared to 18,54,934 in 2022-23 - a fall of 53,364.

In Punjab, the drop in enrolment in government schools in the 2023-24 academic year as compared to the previous year was 78,955; in Tamil Nadu, it was 2.01 lakh, in Maharashtra, it was 1.55 lakh, and in Himachal Pradesh, it was 40,213.

While highlighting steps taken to check the dropout rate, Pradhan said, "Education is in the concurrent list of the Constitution, and the majority of the schools are under the domain of respective state and UT governments.

Central government assists States and UTs through the Centrally Sponsored Scheme of Samagra Shiksha and Mid Day Meal provided from Balvatika to class 8 under Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) Yojna."

‘No border is visible from outside’: Shubhanshu Shukla’s quote now in NCERT class 5 textbook

News Desk

22 July 2025, 05:33 PM IST

3 min

IAF Group Captain Shukla’s quote on Earth from space features in new NCERT Class 5 textbook

Shubhanshu Shukla inside the ISS; The ISS | Photos: PTI; Facebook

New Delhi: “The Earth looks completely one; no border is visible from outside” — these striking words by Group Captain Shubhanshu Shukla, the first Indian to reach the International Space Station, have been featured in a new Class 5 Environmental Studies textbook published by NCERT.

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The quote, part of a conversation between Group Captain Shukla and Prime Minister Narendra Modi, appears in the chapter Earth, "Our Shared Home" in the Environmental Studies book, "Our Wondrous World".

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Reflecting on his view of Earth from space, Shukla said, “It seems that no border exists, no state exists, no countries exist. We all are part of humanity, and the Earth is our one home, and all of us are in it.”

Shukla recently concluded an 18-day mission aboard the International Space Station on July 15, becoming the first Indian in more than 40 years to visit the orbital outpost.

The new textbook, part of the Grade 5 curriculum under the TWAU (The World Around Us) textbook, represents a shift in teaching methods inspired by the National Education Policy (NEP) 2020. It combines Science, Social Science and Environmental Studies into a single, integrated narrative to promote observation, curiosity, and ethical thinking.

It presents a unified approach to teaching science, social science and environmental studies through stories, hands-on activities, and real-world connections.

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Among the content featured in the book is DIGIPIN, a digital address system that assigns a unique 10-character code to every location in India, helping postmen, ambulances, and delivery agents locate even remote homes or schools more easily.

In Chapter 2, students embark on a geographical journey along the Godavari River, learning about the Brahmagiri Hills, Coringa Wildlife Sanctuary, and initiatives such as the Namami Gange Programme. Flood safety tips appear in another section, equipping students with essential life skills.

Chapter 3 introduces students to microbes, food preservation methods such as drying, pickling and refrigeration, and health concepts like oral hygiene and choking hazards.

In the chapter Our Vibrant Country, students explore India's rich culture through national symbols, traditional dress, monuments, regional dances, and a currency note activity that helps decode cultural elements.

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The textbook also brings in inspirational stories of national icons like APJ Abdul Kalam, Bhagat Singh, Rani Lakshmibai and Chhatrapati Shivaji.

A chapter titled "Some Unique Places" takes students on a travelogue across India, highlighting the Sundarbans, North-East India, eco-friendly architecture, local innovations, and biodiversity.

It mentions Bhut Jolokia from Assam, coir crafts from Kerala, and the Kailashnatha temple in Maharashtra. Side notes throughout the book provide nuggets of general knowledge, from Wular Lake in Kashmir and the Statue of Unity to Hiware Bazar in Maharashtra and Majuli Island in Assam.

With a blend of nature walks, interviews, model-making and journal-writing, the book promotes inquiry-led learning.

Students are guided to observe, hypothesise, test and conclude, while understanding the interdependence of people and nature. The textbook also encourages them to document seasonal changes and reflect on their experiences, while appreciating India's diversity and the unity of the planet.

ANI

अमर उजाला, 23 जुलाई 2025, पृष्ठ संख्या - 1

शुभांशु के कहे शब्द कक्षा में पढ़ेंगे छात्र

पीएम मोदी के साथ संवाद को एनसीईआरटी ने पांचवीं कक्षा की किताब में किया शामिल

नई दिल्ली। एक्सिओम मिशन के तहत अंतरराष्ट्रीय अंतरिक्ष स्टेशन (आईएसएस) में कदम रखने वाले भारतीय अंतरिक्ष यात्री शुभांशु शुक्ला ने वहां पहुंचकर जो कहा, वह अब पाठ्यपुस्तक का हिस्सा बन गया है। शुक्ला ने आईएसएस से प्रधानमंत्री नरेंद्र मोदी के साथ संवाद के दौरान कहा था कि अंतरिक्ष से पृथ्वी पूरी तरह से एक दिखती है, कोई सीमा दिखाई नहीं देती।



एनसीईआरटी ने इस बात को पर्यावरण अध्ययन से जुड़ी पांचवीं कक्षा की कि किताब के पृथ्वी, हमारा साझा घर में शामिल किया है। पीएम मोदी के साथ बातचीत के दौरान अंतरिक्ष से पृथ्वी को देखने के अपने पहले अनुभव को याद करते हुए शुक्ला ने कहा था, ऐसा लगता है कि कोई सीमा नहीं है, कोई राज्य नहीं है, कोई देश नहीं है। हम सभी मानवता का हिस्सा हैं और पृथ्वी हमारा एक घर है, और हम सभी इसमें रहते हैं। शुक्ला आईएसएस पर 18 दिनों का ऐतिहासिक मिशन पूरा करके 18 जुलाई को ही धरती पर लौटे थे। ब्यूरो

The Indian Express, 23 July 2025, Page No - 13

As UP merges schools, longer walks and safety fears keep some away

ASAD REHMAN & MANISH SAHU
RAMPUR & LUCKNOW, JULY 22

UNLIKE CLASS 3 student Manoj Yadav,7, who is sitting at his assigned seat at the Patti Kalyanpur primary school in Uttar Pradesh's Rampur on a weekday afternoon, his sister Laxmi, 7, also a student of Class 3, hasn't been attending classes since July 1.

On July 1, the sole primary school in their village Abbas Nagar, 1 km away, was 'paired' with the bigger Kalyanpur school. While Manoj walks with a group of students from their village to the Kalyanpur school daily, his parents feel the path is unsafe for Laxmi.

In line with a recent directive by the Basic Education Department under the National Education Policy (NEP), 2020, which emphasises greater collaboration, coordination and sharing of resources among institutions, since July 1, over 10,000 government primary schools across Uttar Pradesh have been 'paired'with nearby schools with better facilities.

While similar exercises aimed at rationalising resources have been carried out in other states too, UP government officials insist the schools in the state are not being merged but 'paired'. "Unlike mergers, where schools cease to exist, paired schools can be shifted back to their original buildings in case of overcrowding at the new ones," said a district-level education officer.

However, the Opposition — from Samajwadi Party chief Akhilesh Yadav to Congress general secretary Priyanka Gandhi Vadra and Bahujan Samaj Party chief Mayawati — has opposed the move, saying it will "deprive" future generations, particularly those from the backward, Dalit and minority communities, of their right to accessible and affordable education.

The policy has also prompted protests from teachers' associations and parents, with petitions being filed against it in the Allahabad High Court.

Upholding the state's decision, the court had on July 7 said the move did not violate Article 21A (right to free and compulsory education for children aged six to 14). The court also said the move aimed to provide children with quality education and equal opportunities since resources in small schools were scattered, depriving children access to adequate teaching staff, libraries, sports and digital learning facilities.

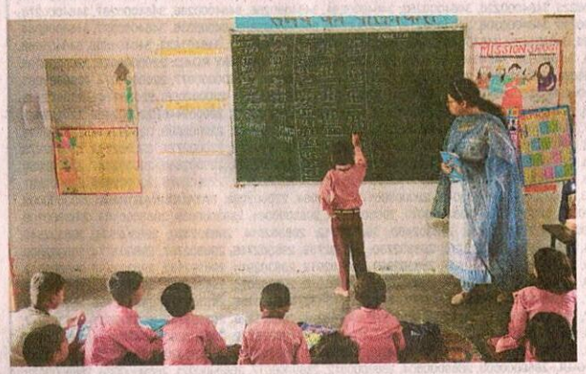
Kanchan Verma, Director-General, UP school education, says, "Of 1.32 lakh government schools in UP (with nearly 1.48 crore students), 10,784 primary schools are being paired."

Officials said these pairings were done keeping in mind multiple factors, including low enrolment and poor infrastructure.

Yet, since the recent pairings in UP, teachers say some of their students, especially the girls, haven't been attending classes.

While the Abbas Nagar school had 41 students, the Kalyanpur school had 115 students and five teachers, including two Shiksha Mitras, before the pairing. Only 14 of Abbas Nagar students were present at Kalyanpur during a recent visit by *The Indian Express*.

"Twenty-seven of my students — 16 girls and 11 boys — have not been attending school since the pairing. A few have joined private schools, but most are sitting at home," says Shiv Kumar, the former head teacher at Abbas Nagar school who now reports to the Kalyanpur school.



Since July 1, students of the primary school at Abbas Nagar have been attending the school at Kalyanpur. *Gajendra Yadav*

Staff from old schools have been reporting to the new ones since July 1.

Sitting near a bundle of freshly cut fodder, Manoj and Laxmi's aunt Meera, 48, says, "Manoj went to school, but Laxmi does not want to go." "*Beech mein jungle hai* (there is forest on the way)," Laxmi explains sheepishly.

Though the family is yet to take a call on Laxmi's education, Meera says her parents are farm labourers and can't afford to send her to a private school.

Like Laxmi, Meenaksi Yadav, a Class 4 student from Abbas Nagar village, has not been going to school since July 1. On a school day, she sits next to her mother Radha, 40, a farm labourer, who says, "*Door pad gaya* (the Kalyanpur school is far). She would walk alone to the local school. What if someone does something to her in the woods on the way to Kalyanpur?"

A senior education department officer in Lucknow said efforts are on to encourage the students to attend the new schools and that all grievances of parents would be addressed. He adds, "No one is forcing parents to send their children to the new schools. They can send them to their old school."

However, when *The Indian Express* visited the Abbas Nagar school at noon on a weekday, its main gate was locked.

The government's move has triggered similar fears in Lucknow, where nearly 154 primary schools have been paired. At Paharpur in Malihabad tehsil of rural Lucknow, the primary school has been paired with the school in Baka, nearly 3 km away.

With the Right to Education Act mandating that the primary school must be in a 1-km radius of the child's residence, Ram Pravesh, Basic Shiksha Adhikari, Lucknow, says, "We have asked Block Education Officers to carry out a ground-level feasibility check, including schools located far from a neighbourhood."

Till last year, the Paharpur school had just 28 students. After its three teachers — two assistant teachers and one Shiksha Mitra — started encouraging families to send their children to school, the number rose to 54 this year. Though the Paharpur school was merged with one at Baka due to its 'poor infrastructure', none of its 54 students have been attending school. In Paharpur village, the families cited several reasons for keeping the children away from the Baka school — from increased distance to aggressive stray dogs near a gaushala en route.

Before the pairing, Mula Devi's grandchildren, Class 2 student Kunal, 7, and Class 3 student Payal, 8, walked barely 500 metres from home to school. "We took them to the new school one day, but a stray dog attacked us on the way. We decided the children can't walk to school. If the government doesn't reverse its decision, we will either send them to a private school or they will stay at home," says Devi, 62. Paharpur teachers say they are trying to encourage the students to attend the new school. "We started ferrying some students to school on our motorcycles, but the arrangement wasn't sustainable," says Vijay Kumar Bajpai, the former teacher incharge of the Paharpur school.

Even the primary school in Bargadhi, which had 14 students, has been paired with the one at Baka, located around 1 km away. Rahisa Khatoon, an assistant teacher at Bargadhi, says all 14 have been attending classes in Baka.

In Malihabad tehsil's Datali village, the primary school had just 39 students. Since it was paired with the school in Bhulsi, located around 2 km away, only 12 have been attending classes.

An education official said infrastructure from the merged schools will be used to set up Bal Vatikas (pre-primary schools) across the state.

Back at the Kalyanpur school, Manoj is among the first to line up outside the gate after the final 2 pm bell. As he waits for the others, he says, "I try to teach my sister Laxmi what I learn in school, but I forget quite a bit by the time I reach home. I liked going to school with her. I hope our old school reopens soon."

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'Huge dishonour': Patnaik expresses anguish over 'omission' of Paika rebellion from NCERT book

Patnaik said Paikas came together to fight against the tyranny of foreign, colonial rule with unparalleled bravery.

PTI

Last Updated : 22 July 2025, 15:53 IST

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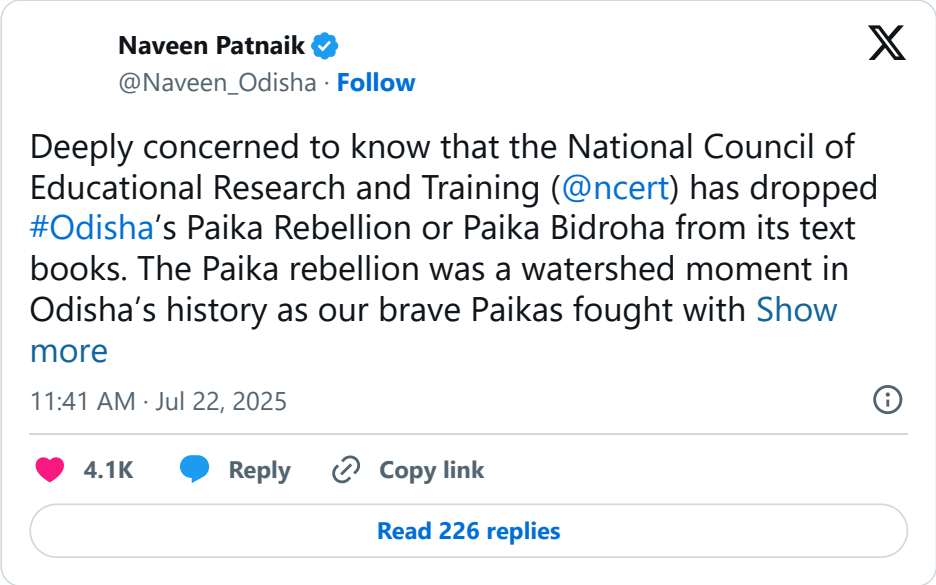
Naveen Patnaik Credit: PTI File Photo

Bhubaneswar: Former Odisha CM Naveen Patnaik on Tuesday expressed anguish, stating that the "omission" of Paika rebellion from NCERT textbook was a "huge dishonour" to the state's heroes.

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"Deeply concerned to know that the National Council of Educational Research and Training (@ncert) has dropped #Odisha's Paika Rebellion or Paika Bidroha from its text books," he said in a post on X.



"I had urged the Govt of India many times to declare it as first war of Independence," he added.

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Patnaik, the leader of the opposition in the assembly, said Paikas came together to fight against the tyranny of foreign, colonial rule with unparalleled bravery.

"The omission of the epic rebellion from NCERT text books, which took place 40 years before the sepoy mutiny is a huge dishonour to our brave Paikas, 200 years after the rebellion- which became torchbearer for people's movement against British rule," he said.

Patnaik urged Chief Minister Mohan Charan Majhi and Union Education Minister Dharmendra Pradhan to ensure that "justice is done to Paika Bidroha and Odisha".

The NCERT, in a statement, noted that "the said textbook happens to be the 1st volume of this textbook".

"The second volume is in final stages of development and is expected to be released in Sept-Oct 2025. Topics relating to the regional resistance movements/armed uprisings such as the Paika

Over 4.7 lakh pirated NCERT textbooks seized since 2024: Education Ministry tells Rajya Sabha

The information was shared by Union Minister of State for Education Jayant Chaudhary in a written reply in the Upper House.

Published - July 23, 2025 10:53 pm IST - New Delhi

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Union MoS – Education Jayant Singh Chaudhary. File | Photo Credit: ANI

Over 4.7 lakh pirated copies of NCERT textbooks have been seized from across the country since 2024, the Rajya Sabha was informed on Wednesday (July 12, 2025)

The information was shared by Union Minister of State for Education Jayant Chaudhary in a written reply in the Upper House.

"Instances of piracy of NCERT textbooks have been received from different parts of the country. During the years 2024 and 2025, approximately 4.71 lakh pirated copies of NCERT textbooks have been seized in various operations across different states. Piracy is driven primarily by commercial motives of unscrupulous elements," Mr. Chaudhary said.

"The main objective of NCERT is to provide quality textbooks at a very affordable price to the last student across the country, on a no-profit and no-loss basis," he added.

Listing steps taken to curb piracy, the MoS said that in the last one year, the NCERT has raided a record 29 premises belonging to the manufacturers and sellers of pirated textbooks, manufacturers of illegal NCERT watermarked paper, and confiscated stock and machinery worth more than ₹20 crore.

"NCERT has also taken several proactive measures to hit at the very root of piracy business, including a 20 per cent price reduction of NCERT textbooks, timely printing of NCERT textbooks, improved quality of paper and printing (using modern machines), promotion of online sale of textbooks through e-commerce platforms.

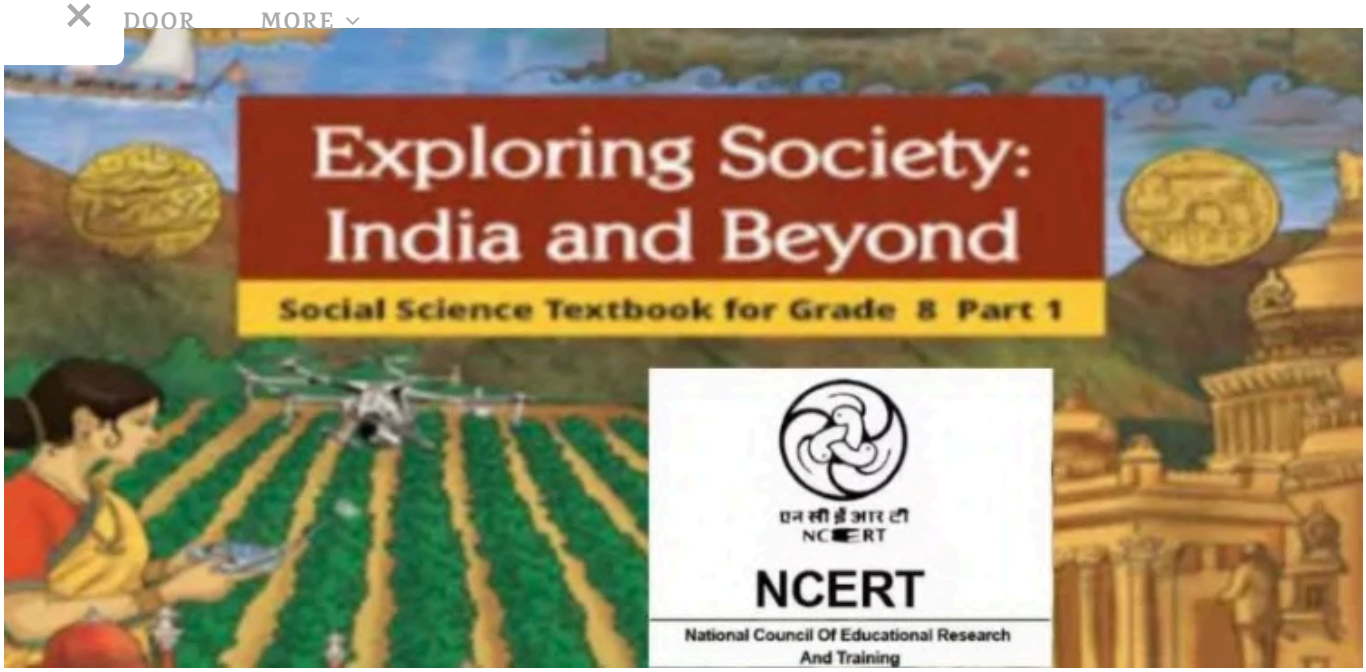
"NCERT has also conducted a pilot trial of a technology-based anti-piracy solution, on one million copies of a grade 6 textbook. This tech-based solution has been developed and patented by the Indian Institute of Technology, Kanpur," he said.

Published – July 23, 2025 10:53 pm IST

Odisha Textbook Controversy: NCERT refutes allegations; Ministers slam Naveen Patnaik for 'misleading' remarks

The NCERT clarified that the Paika Rebellion was not excluded but will feature in the second volume of the Class 8 Social Science textbook, due in Sept–Oct 2025. Despite this, Opposition Leader Naveen Patnaik called its omission a "huge dishonour." Deputy CM Pravati Parida refuted his claim, terming it misleading and politically motivated, and reaffirmed that the rebellion's inclusion had already been officially confirmed

Dr Samanwaya Nanda · Jul 23, 2025, 12:11 am IST in **Bharat**, **Education**, **Odisha**



NCERT refutes bias claims in Class 8 Social Science book

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The National Council of Educational Research and Training (NCERT) has issued a detailed clarification in response to concerns about the exclusion of the Paika Rebellion and other regional resistance movements from its newly released Class 8 Social Science textbook, titled “Exploring Society: India and Beyond.”

In a statement on social media platform X, NCERT explained that the current textbook is the first volume of a two-part series. The second volume, which is nearing completion, is set for release in September–October 2025. This upcoming volume will feature comprehensive chapters on significant regional resistance

lovement of the Sikhs in Punjab.



"This volume will cover topics related to regional resistance movements and armed uprisings such as the Paika Rebellion/Khurda Uprising of Odisha and the Kuka Movement of the Sikhs in Punjab, among others," the council stated in its official communication.

Read More: Odisha Sexual Assault Case: NSUI President Udit Pradhan arrested; ABVP & BJYM slam Congress for double standards

The clarification was prompted by various media reports and public statements expressing concern over the omission of historically significant local uprisings from the curriculum. NCERT emphasized that the absence of these topics in the current volume is temporary and assured that they would receive proper attention in the subsequent installment.

Naveen Patnaik Responds Despite Clarification

Despite NCERT's statement, Leader of Opposition Naveen Patnaik criticized the omission in a social media post, calling it a "huge dishonour" to the memory of

decades before the more widely recognized Sepoy Mutiny of 1857.

https://twiiter.com/Naveen_Odisha/status/1947540022338679210

“The Paika Rebellion was a pivotal moment in Odisha’s history. Our brave Paikas displayed unparalleled courage in resisting British oppression. The exclusion of this significant uprising from NCERT textbooks, 200 years after the event, is deeply regrettable,” Patnaik wrote.

He urged Odisha Chief Minister Mohan Majhi and Union Education Minister Dharmendra Pradhan to intervene and ensure the rebellion’s inclusion in the national curriculum.

State Government Pushes Back

In a swift response, several leaders from the ruling government in Odisha criticised Patnaik’s statement, accusing him of spreading misinformation and politicising a matter that has already been addressed by NCERT.

Deputy Chief Minister Pravati Parida strongly objected to Patnaik’s remarks, stating in a social media post that the Paika Rebellion had not been removed from the curriculum and that its inclusion in the upcoming textbook had already been officially communicated.

@PravatiPOdisha · **Follow**

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“The NCERT has made it clear that the current book is just the first volume. The Paika Rebellion will be included in the second volume, which is due in September–October 2025. Spreading falsehoods on social media despite this clarification is both laughable and unfortunate,” Parida wrote.

She further accused the opposition of neglecting Odisha’s historical legacy during its time in power. “While the Union Government has consistently

ve was taken when the opposition held office," she added.

Parida labeled the effort to circulate "false narratives" as "cheap politics," reaffirming the commitment of both the state and central governments to preserving and promoting Odisha's contribution to India's freedom struggle.

Health Minister Calls the Controversy 'Politically Motivated'

Adding to the criticism, Odisha Health and Family Welfare Minister Dr. Mukesh Mahaling condemned Patnaik's remarks, describing them as misleading and politically motivated.

"Dear Shri @Naveen_Odisha, I would like to inform you that the Paika Rebellion has not been omitted from NCERT textbooks. NCERT clearly stated yesterday that it will be covered in the second volume of the Social Science book," Dr. Mahaling wrote in a post.

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Naveen Patnaik @Naveen_Odisha

Deeply concerned to know that the National Council of Educational Research and Training (@ncert) has dropped #Odisha's Paika Rebellion or Paika Bidroha from its text books. The Paika rebellion was a watershed moment in Odisha's history as our brave Paikas fought with

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He continued, "It is extremely unfortunate and laughable that, for mere political gains, such misleading tweets are being used to confuse the people of Odisha."

ng sensitive aspects of history and education. His remarks highlighted the state government's belief that the controversy is being unnecessarily amplified for political gain.

The Paika Rebellion of 1817 holds a unique place in Odisha's history and is often regarded by scholars and local historians as the first organised armed resistance against British rule in India.

Topics: NCERT Odisha Naveen Patnaik Paika Rebellion

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Shubhanshu Shukla's quote on 'unity' finds place in NCERT book

IAF Group Captain Shubhanshu Shukla's words on Earth's unity from space now feature in an NCERT textbook for Class 5 students as part of a new integrated curriculum.

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News Arena Network - New Delhi - UPDATED: July 22, 2025, 05:03 PM - 2 min read



Group Captain Shubhanshu Shukla glances at Earth from space during his historic ISS mission.

Group Captain Shubhanshu Shukla's poignant observation from space, "The Earth looks completely one; no border is visible from outside", now finds a place in the National Council of Educational Research and Training's (NCERT) newly released Environmental Studies textbook for Class 5 students.

The quote, drawn from Shukla's conversation with Prime Minister Narendra Modi, is featured in the chapter titled Earth, Our Shared Home, in the book Our Wondrous World. Shukla, the first Indian Air Force officer to visit the International Space Station (ISS), completed an 18-day mission on 15 July, marking India's return to the orbital outpost after four decades.

"It seems that no border exists, no state exists, no countries exist. We all are part of humanity, and the Earth is our one home, and all of us are in it," Shukla told Modi, describing his experience of viewing Earth from space.

The textbook, developed under the framework of the National Education Policy 2020, is part of a new integrated approach to learning that merg science, social science, and environmental studies. Known as TWAU – The World Around Us, the book aims to cultivate observation, ethical

reasoning, and environmental awareness in young learners.

Also read: Shubhanshu Shukla reunites with family after historic ISS mission

Alongside Shukla's reflections, the textbook introduces innovative systems such as DIGIPIN, a digital address identifier for precise location mapping. It also includes content on oral health safety, microbial life, flood preparedness, and food preservation techniques.

One chapter takes readers along the Godavari River to explore geographical features and ecological efforts, including the Coringa Wildlife Sanctuary and the Namami Gange initiative. Another section, Our Vibrant Country, presents cultural richness through national symbols, traditional dress, and a hands-on activity exploring currency notes.

From Bhut Jolokia chillies of Assam and coir crafts of Kerala to the Kailashnatha temple in Maharashtra and Majuli Island in Assam, the book curates a mosaic of India's diversity while fostering a spirit of inquiry-led learning.

Also included are narratives of national icons such as APJ Abdul Kalam, Rani Lakshmibai, Chhatrapati Shivaji, and Bhagat Singh. These are woven into lessons that connect personal experience with national identity.

The textbook encourages students to document seasonal changes, conduct interviews, explore local biodiversity, and reflect on their surroundings. Designed not only to inform but to inspire, the book positions Earth not merely as a physical space but as a shared home for all of humanity. This message resonates clearly through Shukla's view from the stars.

Related Tags: #Shubhanshu Shukla | #Air Force officer Shubhanshu Shukla | #NCERT | #NCERT textbook | #International Space Station | #TWAU | #APJ Abdul Kalam | #DIGIPIN | #Godavari River

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The Telegraph online

Wednesday, 23 July 2025

Patnaik ire at Paika revolt omission, NCERT clarifies

The Paika rebellion, also known as the peasant rebellion, in which common peasants revolted against the British, took place in 1817, much before the sepoy mutiny in 1857

Subhashish Mohanty | Published 23.07.25, 07:50 AM

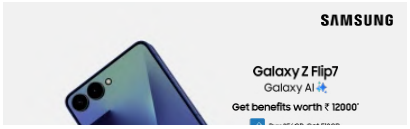


Naveen Patnaik.

The omission of the Paika rebellion from the NCERT textbook has sparked controversy in Odisha, with former chief minister Naveen Patnaik condemning the move and terming it a huge dishonour to the state's history and legacy.

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The Paika rebellion, also known as the peasant rebellion, in which common peasants revolted against the British, took place in 1817, much before the sepoy mutiny in 1857.

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Naveen wrote on X: “Deeply concerned to know that the National Council of Educational Research and Training (NCERT) has dropped Odisha’s Paika Rebellion or Paika Bidroha from its textbooks. The Paika rebellion was a watershed moment in Odisha’s history as our brave Paikas fought with extraordinary courage against the oppressive British way back in 1817.”

Naveen also mentioned how the Paikas came together to fight against the tyranny of foreign colonial rule with unparalleled bravery. “The omission of the epic rebellion from NCERT textbooks, which took place 40 years before the sepoy mutiny is a huge dishonour to our brave Paikas, 200 years after the rebellion — which became torchbearer for people’s movement against British rule,” Naveen wrote.

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There is demand in Odisha to declare Paika Bidroh as the first war of Indian independence. Students, until now, have been taught that the sepoy mutiny of 1857 was the first Indian war of independence.

Advisor of the Kalinga Paika Mahasanga, Amarendra Mohapatra, told **The Telegraph:** “The NCERT should release the textbook for Class VIII featuring the Paika rebellion in length without any delay.”

Mohapatra said: “The Centre had even organised the Pakia rebellion’s bicentenary celebration in 2017 under the leadership of Union minister Dhamendra Pradhan. In 2018, Prime Minister Narendra Modi on his visit to the state had released a commemorative stamp and a coin on the Paika rebellion.”

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Amid the controversy, NCERT has issued a clarification stating that the second volume of the textbook, *Exploring Society: Indian and Beyond*, which is expected to be released by September or October, will include the Paika rebellion.

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THE TIMES OF INDIA

CBSE warns schools: No more than 45 students per section—no exceptions

TOI Education | Jul 23, 2025, 07.41 PM IST



The Central Board of Secondary Education (CBSE) has issued a new circular for schools affiliated with the board which says they can now register up to 45 students per section in exceptional circumstances.

This move, outlined in Circular No. 11/2025, aims to address challenges faced by schools in accommodating students, particularly in cases involving transfers or other unique situations. The exception will apply only in cases where schools are unable to adhere to the regular limit of 40 students per section.

Key changes and background overview

This circular comes as a follow-up to a previous decision by the board in August 2023, which relaxed the student limit from 40 to 45 for the academic sessions 2023-24 to 2025-26. The relaxation was introduced to help schools manage existing student numbers and ensure that admissions align with the prescribed norms. However, it was also expected that schools would work to gradually control the student intake and manage overcrowding in classrooms.

Earlier, in May 2024, CBSE introduced a modification allowing schools to admit students in mid-session or those falling under the "essential repeat" category beyond the 40-student limit, but only on a case-by-case basis. Schools were instructed to submit applications to the concerned Regional Offices for approval. This further revision expands the scope of exceptions to include a wider range of circumstances.

Conditions for admission beyond the limit

Under the new guidelines, schools can admit up to 45 students per section, provided they meet certain conditions. Schools are required to record the reasons for exceeding the limit in the online registration portal, as well as in the Admission & Withdrawal Register. This applies to all sections from classes 1 to 12.

Key conditions include:

- The school must ensure that classroom sizes are at least 500 square feet, in compliance with CBSE's requirement of one square meter of built-up floor area per student.
- No school is permitted to admit more than 45 students per section, even under exceptional circumstances.
- The reasons for admitting more than 40 students must be documented and approved via the OASIS portal.

The board has also emphasised that this exception applies only in cases where infrastructure permits, with an urgent request for schools to improve physical infrastructure where possible to eventually return to the optimal student-to-classroom ratio.

हिन्दुस्तान, २५ जुलाई 2025, पृष्ठ संख्या – 2

पहल | इंडियन नॉलेज सिस्टम डिविजन और केंद्रीय संस्कृत विश्वविद्यालय ने योजना शुरू की, कम से कम पांच वर्षों तक भारतीय विद्याओं या कलाओं में गहन अध्ययन करना जरूरी

गुरुकुल शिक्षा पद्धति में प्रशिक्षित छात्र अब आईआईटी से शोध करेंगे

■ अभिनव उपाध्याय

नई दिल्ली। भारतीय पारंपरिक गुरुकुल शिक्षा पद्धति में प्रशिक्षित छात्र अब आईआईटी से शोध कर पाएंगे। शिक्षा मंत्रालय के अधीनस्थ इंडियन नॉलेज सिस्टम डिविजन और केंद्रीय संस्कृत विश्वविद्यालय की ओर से संयुक्त रूप से सेतुबंध स्कॉलर स्कीम शुरू की गई है।

पहली बार शुरू की गई यह योजना उन पारंपरिक विद्वानों के लिए है, जिन्होंने कम से कम पांच वर्षों तक किसी गुरु या गुरुकुल में रहकर भारतीय विद्याओं या कलाओं में गहन अध्ययन किया है। ऐसे 18 क्षेत्र चयनित किए गए हैं, जिसमें शोध करने का मौका मिलेगा। जिन छात्रों ने पारंपरिक पद्धति से अध्ययन किया है, लेकिन जिनके पास औपचारिक डिग्री नहीं है, वे अब अपनी विद्वत्ता प्रमाणित करके मान्यता प्राप्त डिग्री के साथ-साथ शोध भी कर पाएंगे।

केंद्रीय संस्कृत विश्वविद्यालय के कुलपति प्रो. श्रीनिवास वरखेड़ी ने कहा कि यह योजना पारम्परिक भारतीय विद्या और आधुनिक शिक्षा जगत के बीच एक सेतु के रूप में कार्य करेंगी। कुलपति ने बताया कि विश्वविद्यालय में छात्रों का नामांकन पीजी या रिसर्च में होगा, लेकिन उनके अध्ययन का स्थल आईआईटी में होगा। आईआईटी हैदराबाद, आईआईटी मंडी और आईआईटी रुड़की से हमारा अनुबंध हुआ है। इसके अलावा अखिल भारतीय तकनीकी शिक्षा परिषद का भारतीय ज्ञान प्रणाली (आईकेएस) डिविजन भी मदद करेगा, क्योंकि हमारा उनके साथ भी एमओयू है।

कुलपति ने बताया कि 25 साल पहले आईआईआईटी हैदराबाद में इस तरह का प्रयोग किया गया था, जिसका मैं भी लाभार्थी हूं। मुझे वहां अध्ययन से एक नई दृष्टि मिली।

आईकेएस डिविजन मैपिंग और मूल्यांकन करेगा

कुलपति ने बताया कि शोध के लिए आए प्रस्तावों की मैपिंग और मूल्यांकन भारतीय ज्ञान प्रणाली (आईकेएस) डिविजन करेगा। वह यह भी तय करेगा कि किस छात्र को किस आईआईटी में शोध के लिए भेजा जाए। पहली बार ऐसा प्रयास किया गया है।



ऑनलाइन वाले अयोग्य

- विद्यार्थियों की उम्र 32 वर्ष से अधिक नहीं होनी चाहिए।
- एक विद्यार्थी जो शिल्पाचार्य से उनके निवास पर सीख रहा है, पात्र माना जाएगा। वहीं जो ऑनलाइन कक्षाएं ले रहा है, वह योजना के अंतर्गत नहीं आएगा।
- 18 पारंपरिक शास्त्रों कलाओं में शोध कर सकेंगे। दर्शन, संगीत, आयुर्वेद, राजनीति, न्यायशास्त्र, वास्तुशास्त्र, कृषि, रसविद्या, वेद, गणित आदि शामिल हैं।

चयनित छात्रों को छात्रवृत्ति

पीजी स्तर पर

- पहले वर्ष 40,000 रुपये प्रतिमाह
- दूसरे वर्ष 47,500 रुपये प्रतिमाह

नोट : मासिक छात्रवृत्ति के साथ अतिरिक्त एक लाख रुपये प्रति वर्ष

पीएचडी स्तर पर

- पहले वर्ष 65,000 रुपये प्रति माह के साथ अतिरिक्त दो लाख प्रति वर्ष
- दूसरे वर्ष 70,000 रुपये प्रति माह और तीसरे वर्ष 75,000 प्रति माह

नोट : मासिक छात्रवृत्ति के साथ अतिरिक्त दो लाख रुपये प्रति वर्ष

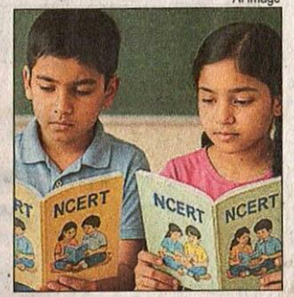
नोट : लिखित और मौखिक परीक्षा होगी। setubandha.sanskrit.ac.in पर अभ्यर्थी 15 अगस्त तक आवेदन कर सकते हैं।

नवभारत टाइम्स
२५ जुलाई २०२५, पृष्ठ संख्या - १५

NCERT किताबों की बिक्री दोगुने से ज्यादा

दावा, पायरेटेड के खिलाफ अभियान का असर

AI Image



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■ **नई दिल्ली :** शिक्षा मंत्रालय ने बुधवार को संसद में एक लिखित सवाल के जवाब में बताया कि वर्ष 2024-25 के दौरान NCERT की किताबों की बिक्री का आंकड़ा दोगुने से ज्यादा होकर 526 करोड़ हो गया है, 2023-24 में यह 232 करोड़ ही था। ऐसा बाजार में नकली किताबों के खिलाफ चलाए गए अभियान के कारण संभव हो सका है। NCERT ने एंटी पायरेसी अभियान के लिए IIT कानपुर की मदद ली।

IIT कानपुर की ओर से विकसित एंटी-पायरेसी समाधान का किया गया यूज।

शिक्षा मंत्रालय ने बताया कि IIT ने ऐसा केमिकल तैयार किया, जिसका प्रयोग पेपर प्रिंटिंग के लिए किया जाता है। इससे NCERT किताबों की नकल मुश्किल हो रहा है। क्लास 6 की एक किताब की 10 लाख प्रतियों पर एक तकनीक- आधारित एंटी- पायरेसी समाधान का परीक्षण भी किया गया है। अगले शैक्षणिक वर्ष में इसे सभी किताबों के लिए लागू किया जाएगा।

NCERT ने किताबों की कीमत में की है कमी

बीते एक वर्ष में NCERT ने पायरेटेड किताबों के निर्माताओं और विक्रेताओं, अवैध NCERT वॉटरमार्क पेपर के निर्माताओं से जुड़े 29 परिसरों पर छापे मारे हैं। छापों के दौरान 20 करोड़ रुपये से ज्यादा मूल्य की नकली किताबें और मशीनरी जब्त की गई हैं।

शिक्षा मंत्रालय ने बताया कि NCERT ने पायरेसी कारोबार की जड़ पर हमला किया है। किताबों की कीमत में 20 प्रतिशत की कमी गई गई है। किताबों की समय पर छपाई, कागज और छपाई की गुणवत्ता में सुधार किया गया है। नई तकनीक के साथ आधुनिक मशीनों का प्रयोग किया जा रहा है। इसके साथ ही अब ई- कॉमर्स प्लैटफॉर्म के माध्यम से लाखों की संख्या में किताबों की ऑनलाइन बिक्री की जा रही है। इस वर्ष NCERT 15 करोड़ किताबें प्रकाशित करेगा, जो पहले की तुलना में तीन गुना होगा।

दैनिक जागरण, 24 जुलाई 2025, पृष्ठ संख्या – 2

विशेष मामलों में एक कक्षा में अधिकतम 45 छात्रों के होंगे दाखिले : सीबीएसई

जागरण संवाददाता, नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने स्कूलों को कक्षा में अधिकतम 45 छात्रों तक दाखिला देने की सशर्त अनुमति दी है। सामान्य स्थिति में एक सेक्शन में 40 छात्रों की सीमा तय है, लेकिन विशेष परिस्थितियों में यह संख्या पहली से 12वीं तक अब 45 तक बढ़ाई जा सकती है।

हालांकि, बोर्ड ने यह स्पष्ट कर दिया है कि किसी भी स्थिति में 45 से अधिक छात्रों को अनुमति नहीं मिलेगी। यह फैसला उन मामलों को ध्यान में रखकर लिया गया है, जहां बच्चों को बीच सत्र में स्थानांतरित होना पड़ता है। खासकर उन परिवारों के लिए जिनके अभिभावक रक्षा



सीबीएसई का मुख्यालय ●

सेवाओं, केंद्र सरकार, सार्वजनिक उपक्रमों या निजी क्षेत्र में कार्यरत हैं। आवश्यक दोहराव (एसेंशियल रिपीट), गंभीर चिकित्सकीय कारणों, हास्टल से स्थानांतरण और अपने शैक्षणिक सुधार के लिए भी यह छूट लागू की जा सकती है। सीबीएसई ने कहा है कि सभी दाखिलों का पूरा रिकार्ड स्कूलों को दाखिला एवं निकासी रजिस्टर में रखना होगा और जरूरत के अनुसार सीबीएसई पोर्टल और ओसिस पोर्टल पर भी अपलोड करना होगा। बोर्ड ने यह भी शर्त रखी है कि 45 छात्रों तक की अनुमति तभी दी जाएगी जब संबंधित कक्षा का क्षेत्रफल 500 वर्ग फुट से कम न हो और प्रत्येक छात्र के लिए एक वर्ग मीटर का स्थान सुनिश्चित हो। बोर्ड ने स्कूलों को सलाह दी है कि वे अतिरिक्त कक्षाओं का निर्माण करें, ताकि आने वाले वर्षों में छात्रों की संख्या को फिर से 40 तक सीमित किया जा सके। सीबीएसई का मानना है कि इससे कक्षा में पढ़ाई की गुणवत्ता बेहतर बनी रहेगी।

Printed from
THE TIMES OF INDIA

NEP reforms see mixed progress in higher education: QS I-GAUGE report

TNN | Jul 24, 2025, 07.37 PM IST



NEW DELHI: Five years after its launch, the National Education Policy (NEP) 2020 has begun to reshape India's higher education landscape, with notable gains in curriculum flexibility, faculty development, and institutional alignment with national frameworks. However, only 36% of Indian higher education institutions have implemented the multiple entry-exit option, a key NEP 2020 reform, while just 14% have appointed industry-linked "Professors of Practice", according to the first-ever implementation progress report by QS I-GAUGE.

Based on responses from 245 senior academic leaders across 165 institutions in 21 states and 3 Union territories—including Tamil Nadu, Maharashtra, Karnataka, Uttar Pradesh, Delhi, Gujarat, and West Bengal—the report reveals that while curriculum flexibility and faculty development have seen strong adoption, critical directives around mental health, innovation labs, and global research tie-ups remain underdeveloped.

Among the most widely implemented reforms, 90% of institutions reported offering flexible curricula and 96% aligned their programme and course learning outcomes with the National Higher Education Qualifications Framework (NHEQF). In addition, 92% of faculty members participated in professional development initiatives, signalling strong institutional investment in teacher training. However, access to digital learning remains uneven. While there is enthusiasm for digital education, only 6% of institutions reported investing in open digital

infrastructure, and a mere 4% engaged with government e-learning platforms like SWAYAM, SWAYAMPRABHA, and DIKSHA- highlighting a significant implementation gap in one of NEP 2020's cornerstone areas.

Structural issues persist. Only 36% of institutions offer multiple entry and exit options, despite this being central to NEP's learner-centric vision, and just 14% have appointed "Professors of Practice" to bridge academia-industry gaps. The establishment of MoUs with premier institutions for mental health support is also limited, with just 14% of HEIs reporting such partnerships. Furthermore, only 12% of institutions have established AICTE-IDEA Labs, which are vital for fostering innovation and experiential learning.
Research and global engagement appear limited: only 41% have collaboration agreements with foreign universities, and 45% reported faculty-level international collaborations. While 78% of institutions claimed autonomous status, several cited bureaucratic hurdles, financial dependency, and limited institutional capacity as key barriers to further reform.

Progress in integrating Indian Knowledge Systems (IKS) has been gradual. Elective IKS courses are offered by just 38% of institutions, and 92% have not empanelled 'Kala Gurus'- experts who can enrich teaching and research in traditional knowledge domains.

While the report does not rank individual states, it provides a regional snapshot that reveals significant disparities in NEP implementation. Southern states like Tamil Nadu (14 institutions), Maharashtra (12), and Karnataka (10) showed higher participation and engagement with reforms such as digital learning, industry linkages, and learner-centric models. This suggests these states may be better positioned due to more robust infrastructure, greater funding access, and stronger internal quality assurance frameworks.

Conversely, lower representation from states like Goa, Himachal Pradesh, and Jammu & Kashmir, and implementation bottlenecks in Bihar, Jharkhand, and Chhattisgarh point to regional imbalances. Institutions in these areas cited digital divides, financial dependence, and administrative inertia as major challenges, particularly in areas like knowledge clustering and internationalisation. The findings underline the need for

decentralised, state-specific strategies and capacity-building support to ensure that the NEP's transformative vision is uniformly realised across India.

"The report is a call to pause, reflect, and resume with renewed focus," said Ravin Nair, Managing Director of QS I-GAUGE. "True transformation in Indian education begins with reform, but it must be matched by readiness."

Ashwin Fernandes, Executive Director (AMESA) at QS, added that NEP implementation must align with the broader Viksit Bharat 2047 vision: "Transparent frameworks like ratings empower institutions to align national goals with global competitiveness."
As NEP enters its next phase, the report urges institutions and policymakers to address resource constraints, strengthen institutional capacity, and overcome bureaucratic inertia to ensure more equitable and holistic implementation across the sector.

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School Education 1 Min Read

Over 12,000 teaching posts vacant in Kendriya and Navodaya Vidyalayas: Education Ministry

The statistics was shared by Union Minister of State for Education Jayant Chaudhary in written response in Rajya Sabha on Wednesday.

PTI
Published On Jul 24, 2025 at 11:58 PM IST

New Delhi, Over 12,000 teacher posts are lying vacant in Kendriya Vidyalayas and Navodaya Vidyalayas across the country, according to the Ministry of Education.

The statistics was shared by Union Minister of State for Education Jayant Chaudhary in a written response in Rajya Sabha on Wednesday.



The minister said that filling up these vacancies is a continuous process

"Vacancies in teacher posts in Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti arise due to various reasons such as opening of new Kendriya Vidyalayas and Navodaya Vidyalayas, retirement, resignation, promotion, transfer, employees proceeding on lien to other departments and upgradation of schools," Chaudhary said.

Advt

"A total of 7,765 teacher posts in Kendriya Vidyalaya Sangathan and 4,323 teacher posts in Navodaya Vidyalaya Samiti are lying vacant across the country as of date," he said in the response.

The minister said that filling up these vacancies is a continuous process and necessary steps are being taken in accordance with the relevant recruitment rules.

"There is a provision to hire contractual teachers for a temporary duration, to ensure uninterrupted academic functioning. There are 143 vacancies in Group A academic posts in the National Council of Educational Research and Training (NCERT). The process of filling up these vacancies is under way," Chaudhary said.

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"There are 60 vacancies in the National Council for Teacher Education as of date," he added.

Most Read in School Education

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Published On Jul 24, 2025 at 11:58 PM IST

See more on: teacher vacancies, Kendriya Vidyalayas, Navodaya Vidyalayas, teacher recruitment, Ministry of Education

Comments

What are your thoughts?

The Indian EXPRESS
JOURNALISM OF COURAGE

Over 4.7 lakh pirated NCERT textbooks seized since 2024: Education Ministry tells RS

"The main objective of NCERT is to provide quality textbooks at a very affordable price to the last student across the country, on a no-profit and no-loss basis," he added.

By: Education Desk
New Delhi | Updated: July 24, 2025 09:00 IST

NewsGuard

3 min read



As a result, the NCERT seized stock and equipment valued at over Rs 20 crore.(Representational image/File)

The Union Minister of State for Education, Jayant Chaudhary, shared in a written reply to the Rajya Sabha today that over 4.7 lakh pirated copies of NCERT textbooks have been seized from across the country since 2024.

“Instances of piracy of NCERT textbooks have been received from different parts of the country. During the years 2024 and 2025, approximately 4.71 lakh pirated copies of NCERT textbooks have been seized in various operations across different states. Piracy is driven primarily by commercial motives of unscrupulous elements,” Chaudhary said.

“The main objective of NCERT is to provide quality textbooks at a very affordable price to the last student across the country, on a no-profit and no-loss basis,” he added.

The Minister of State (MoS) reported that over the past year, the National Council of Educational Research and Training (NCERT) has conducted raids on a record 29 locations associated with the production and sale of pirated textbooks. These operations targeted manufacturers of illegal NCERT watermarked paper as well. As a result, the NCERT seized stock and equipment valued at over Rs 20 crore.

“NCERT has also taken several proactive measures to hit at the very root of the piracy business, including a 20 per cent price reduction of NCERT textbooks, timely printing of NCERT textbooks, improved quality of paper and printing (using modern machines), and promotion of online sale of textbooks through e-commerce platforms.



“NCERT has also conducted a pilot trial of a technology-based anti-piracy solution on one million copies of a grade 6 textbook. This tech-based solution has been developed and patented by the Indian Institute of Technology, Kanpur,” he said.

Meanwhile, the new NCERT Class 8 Social Science textbook skips the mention of Tipu Sultan, Haidar Ali or the Anglo-Mysore wars of 1700s in its chapter on India’s colonial era, which has been described as time when “one of the richest lands of the world had become one of the poorest”.

Part 1 of the textbook — ‘Exploring Society: Indian and Beyond’ — was released this week for use in the ongoing academic session. A second part is expected this year.

The chapter on the colonial era covers the period from the late 1400s and the arrival of Vasco da Gama up to the late 1800s, including the ‘Great Indian Rebellion of 1857’. It traces the shift of the British from being traders to rulers, refers to the Battle of Plassey — a decisive victory

for the East India Company against Nawab of Bengal in 1757 — and the “drain of India’s wealth” during this period.

(with PTI inputs)

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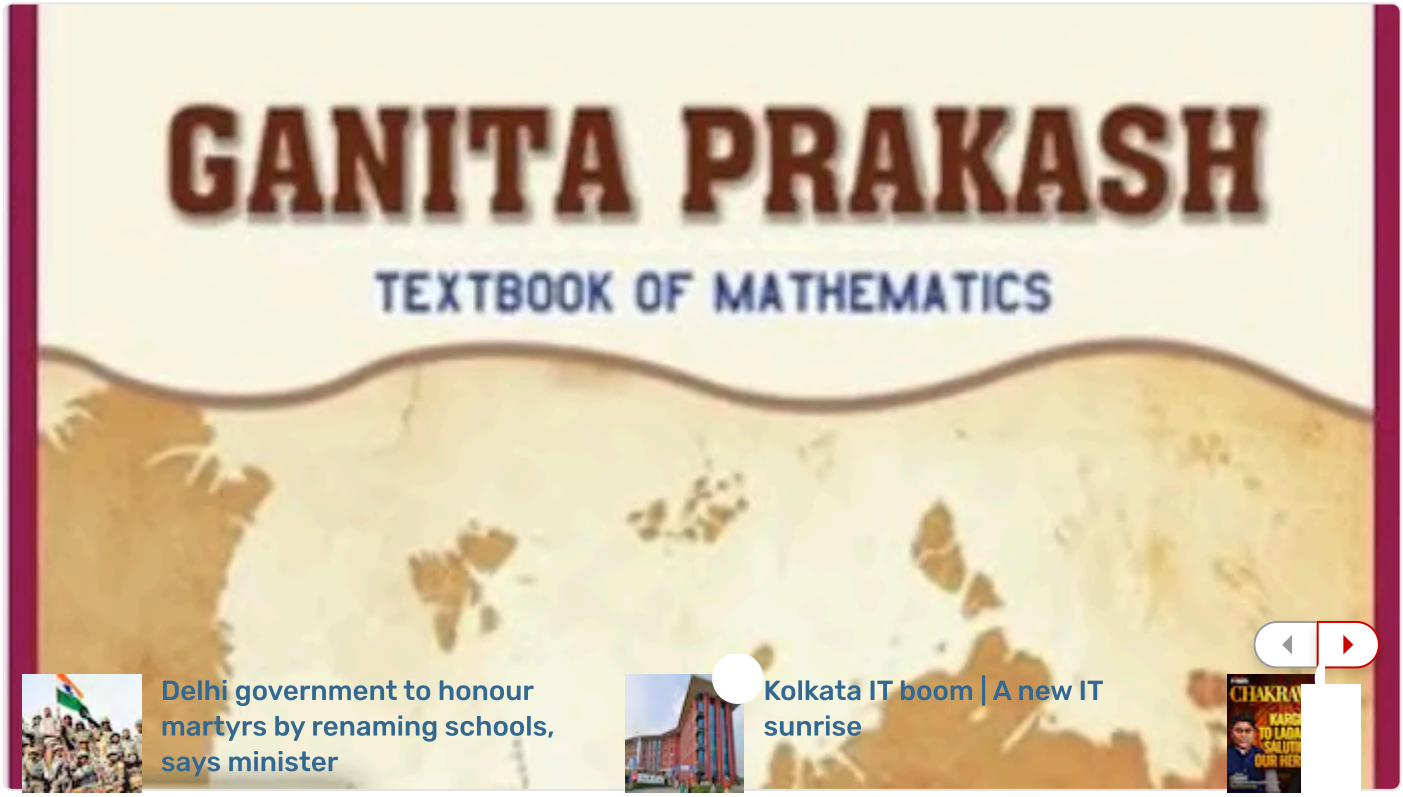
TAGS: NCERT Rajya Sabha

Class 8 maths gets a creative twist with NCERT's new book Ganit Prakash

NCERT has launched a new Mathematics textbook for Class 8 as part of NEP 2020. The new book is more aligned with the new education policy. The new launch is an addition to ten new textbooks recently released for Classes 5 and 8.

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NCERT has launched a new Mathematics textbook for Class 8 as part of NEP 2020. The new book is more aligned with the new education policy.

India Today Education Desk
New Delhi, UPDATED: Jul 24, 2025 11:53 IST

In Short

- NCERT launches new mathematics book for Class 8
- Ganit Prakash, part of Class 8 series, shows stories and India's mathematical heritage
- Textbook titles now use Hindi words to reflect cultural integration

The National Council of Educational Research and Training (NCERT) has introduced a new mathematics textbook for Class 8, titled Ganit Prakash, now accessible through the NCERT web portal.

This launch aligns with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. It forms part of a broader update, with ten textbooks recently released for Classes 5 and 8.

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A PLAYFUL, ACTIVITY-DRIVEN APPROACH

Ganit Prakash adopts a play-based, activity-driven learning model, featuring puzzles, stories, and reflections on India's rich mathematical legacy -- from Aryabhata and Bhaskaracharya to Ramanujan.

The text aims to foster critical thinking and situate mathematics in real-world contexts, helping students develop step-by-step reasoning and conceptual clarity.


Delhi government to honour martyrs by renaming schools, says minister

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NCERT describes the textbook as a resource not only for students, but also for teachers and parents, to create a joyful and meaningful learning environment.

MORE NEP-ALIGNED TEXTBOOKS

The launch of Ganit Prakash is part of a complete overhaul of Class 8 curriculum materials. New Science, Social Science, English, Hindi, Art, and Vocational textbooks have also been released.

These emphasise experiential, inclusive, and heritage-based learning, intended to replace rote memorisation with creative, multidisciplinary, and skill-based education.

For instance, a Class 8 Science text, Curiosity, integrates India's scientific heritage -- highlighting early atomic theories and water clocks -- alongside modern scientific concepts.

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The Social Science text offers inclusive viewpoints, such as a 22-page section on the Marathas and rounded portrayals of Mughal rulers.

CULTURAL ROOTING THROUGH TEXTBOOK TITLES

NCERT has adopted Hindi titles for many subjects in Roman script -- a shift from previous practice. Ganit Prakash reflects this new approach, intended to celebrate cultural heritage and unity, though some others have raised concerns.


Delhi government to honour martyrs by renaming schools, says minister


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NCERT defends the change, stating titles like Ganit Prakash resonate across cultural traditions and reflect India's mathematical contributions.

IMPLICATIONS FOR TEACHING AND LEARNING

The shift towards curriculum rooted in India's epistemic traditions, enriched by hands-on activities, aims to deepen learning and critical thought.

NCERT's strategy resonates with NEP's vision of making education more contextual, creative, and culturally connected.

As these textbooks are rolled out, NCERT continues to refine content, guided by feedback from educators, students, and parents. The success of Ganit Prakash and its counterparts could significantly influence teaching methods and student engagement across India.

- Ends

Published By: Princy Shukla

Published On: Jul 24, 2025

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Hindustan Times, 25 July 2025, Page No - 10

{ FOR CLASS 8 STUDENTS }

NCERT book features carpentry, animal care

Sanjay Maurya
letters@hindustantimescom

NEW DELHI: From learning basic carpentry skills, building hydroponics, designing home automation circuits to caring for animals and creating ethical advertisements for local businesses, the new National Council of Education Research and Training (NCERT) Class 8 vocational education activity book introduces students to six hands-on projects aimed at blending practical skills with cultural and environmental awareness among them.

The book roots vocational education in India's traditional knowledge – from Atharva Veda's ecological ethics in woodworking to indigenous veterinary remedies and historical floating farms of Dal Lake and Loktak Lake.

THE CHOICE OF THE PROJECTS TO BE UNDERTAKEN BY THE STUDENTS IS LEFT ENTIRELY TO SCHOOLS, READS THE ABOUT THE BOOK SECTION

Developed in alignment with National Education Policy (NEP) 2020 and National Curriculum Framework for School Education (NCF-SE) 2023 provisions, the 202-page book titled 'Kaushal Bodh,' asks schools to organise 'Kaushal Mela,' an end-of-year exhibition where students would display self-made products and services, share their learning experiences, and engage with peers, teachers, and community members to celebrate skills and creativity.

In NCF-SE 2023, work has been categorised under three broad forms: work with life forms (plants, animals, farming); work with machines and materials (carpentry, electronics, automation); and work in human services (advertising, entrepreneurship, community engagement).

Under NCF-SE, students are expected to take up nine projects across Class 6 to 8 with three projects in each class and one from each form of work.

Project 1 on hydroponics teaches students about soil-less farming. Project 2 covers animal care which blends science and indigenous wisdom. Project 3 on wood and bamboo work builds basic carpentry skills using eco-friendly materials.

Project 4 on home automation introduces beginner electronics and Internet of Things (IoT), while Project 5 on water audit focuses on water conservation Project 6 on creating advertisements develops creativity and media literacy among students by encouraging them to design posters, jingles, and reels for local businesses.

"The choice of projects is left entirely to schools. One project may be taken up by students or preferably, the school can design other projects based on local considerations," reads the about the book section

Jyoti Arora, principal of Mount Abu Public School in Rohini in Delhi, said that the vocational education books provide hands-on learning experiences to students. "...Vocational education books raise awareness among students about the environment at a young age which is important for sustainable development.." she said.

The Statesman, 25 July 2025, Page No- 2

Germany-bound Delhi govt school students to begin vocational training

STATESMAN NEWS SERVICE
NEW DELHI, 24 JULY



Chief Minister Rekha Gupta and Education Minister Ashish Sood On Thursday, congratulated students of Delhi government schools who will soon travel to Germany for skill-based training.

Under the APAL 2025 project, 14 students from state-run schools have been selected for a 3.5-year dual vocational training programme in Germany.

According to a statement, Germany's Federal Employment Agency (BA), responsible for employment benefits and job market operations across the country, launched a flagship scheme known as APAL, a project that covers training partnerships with schools in Latin America, India, and Uzbekistan.

Speaking on the occasion, Gupta appreciated the efforts of these children to reach the global stage despite modest means. "These are the children who, despite limited resources, gave wings to their dreams. Through their hard work and excellence, they have now earned a place on the international stage," she added.

The education minister further highlighted that the programme will focus on both skill development and employability. After completing 3 to 3.5 years of education and training, the students are expected to secure placements and gain valuable insights into global markets.

In October 2024, the former government of the national capital stated that the APAL initiative was organised by the former Delhi government led by Aam Aadmi Party (AAP) in collaboration with the Goethe Institute and leading German industries. The statement added that the first batch, comprising 30 to 40 students, will join the APAL project in 2025.

The Times of India, 25 July 2025, Page No- 8

Smart classrooms & AI tools in govt schools in next 5 yrs: Sood

TIMES NEWS NETWORK

New Delhi: Delhi education minister Ashish Sood on July 23 joined an orientation session for Nursery, KG, Class I students and their parents at Sarvodaya Kanya Vidyalaya, Chirag Dilli. The event marked the beginning of the new academic session and saw participation from school staff, including the principal, teachers and the director of education.

Sood thanked parents for choosing Delhi govt schools. "Every child in Delhi deserves a modern, inclusive and inspiring learning environment," said the minister. "Many of you here are sending your children to school for the first time and naturally have concerns— 'Is my child safe? Will they be cared for?' That's exactly why we started organising these orientation programmes."

He added, "Delhi govt is fully committed to raising the standard of education. We are focused on ensuring not just academic excellence but also holistic development of every child."

"Nearly 40 years ago, these very institutions produced doctors, engineers, IAS officers, scientists and even actors. In recent years, there has been a growing perception that govt schools are somehow inferior to private ones," he said. "I want to assure you — your child studying in a govt school can achieve just as much, if not more."

"Over the next five years, we are equipping our schools with robust technological support — smart classrooms, AI tools and computer labs. These upgrades will prepare children for a rapidly changing world," said Sood.

He also highlighted student-centric initiatives undertaken by the govt. "We are providing scholarships for SC, ST students and ensuring that no child is left behind due to lack of resources. During summer vacations, our teachers voluntarily conduct remedial classes for students who need extra academic support."

Indian Express, 25 July 2025, Page No- 11

CBSE's decision to introduce two levels of examinations in Mathematics at the senior secondary level has stirred controversy. Will it come in the way of making students more future-ready?

Two levels of Maths is a bad idea

At a time when mathematical literacy determines economic opportunity, India cannot afford to create artificial barriers to achievement



SUBIMAL BHATTACHARJEE

THE CENTRAL BOARD of Secondary Education's (CBSE) decision to introduce two levels of Mathematics for higher secondary students — basic Maths and Advanced or standard Maths — from 2026-27 represents a misunderstanding of educational equity and excellence. While ostensibly designed to accommodate different student abilities, this bifurcated approach undermines the foundation of comprehensive education and should be reconsidered.

CBSE currently offers Mathematics at two levels in Class X, where both basic and standard levels follow the same syllabus, but the examination for the former is easier. This model, now being extended to higher secondary classes, creates artificial barriers that limit student potential rather than nurture it. The premise that students need "easier" maths fundamentally misunderstands how mathematical competence develops — through challenge, struggle, and eventual mastery, not through diluted content.

The first flaw lies in the psychological impact of labelling. When students choose "basic" Mathematics, they internalise a message about their limitations. This becomes a self-fulfilling prophecy, where reduced expectations lead to reduced achievement. Research consistently shows that high expectations coupled with appropriate support yield better outcomes than lowered standards disguised as accommodation.

As AI and technology permeate every sector — from agriculture to healthcare, finance to creative industries — mathematical literacy has never been more crucial. Today's students will enter a workforce where algorithmic thinking, data interpretation, and quantitative reasoning are fundamental skills, not optional extras. The CBSE's two-tier system creates a generation of artificially segregated students, leaving many unprepared for an increasingly quantitative world.

While India positions itself as a global technology hub, its premier educational board is creating pathways that detracts from mathematical proficiency. The "basic" maths track reduces chances of a career in STEM, data science, economics and numerous other fields. This is particularly problematic given that many students will make these choices at 15-16 years of age, before they fully understand career implications or develop mature mathematical thinking.

The argument that students not pursuing Mathematics beyond Class X need only basic skills is flawed in our current context. Whether analysing insurance policies, understanding loan calculations, evaluating investment options, or simply being an informed citizen capable of interpreting statistical claims, comprehensive mathematical literacy is essential for everyone.

Countries leading international Mathematics assessments take notably different approaches. Singapore maintains a unified maths curriculum through secondary education. It teaches students mathematical concepts in a three-step learning process: Concrete, pictorial, and abstract, based on the work of American psychologist Jerome Bruner. Finland maintains a comprehensive Mathematics education without artificial streaming. Its approach focuses on collaborative learning environments where stronger students help weaker ones. The Korean revised school curriculum emphasises contextual learning so that students can grasp basic mathematical concepts and make connections with their everyday lives.

These countries understand that mathematical competence isn't fixed but develops through quality instruction, peer interaction, and persistent effort. Their success suggests that India's approach may be solving the wrong problem.

Building on a system already in place for Mathematics, CBSE will expand its dual-level subject options to Science for Class XI. The existing implementation in classes IX and X provides valuable insights into this policy's shortcomings. Rather than improving mathematical achievement broadly, it has created a two-tier system where students in the "basic" track often struggle when attempting to transition to higher mathematics.

Under new guidelines, students who completed basic Mathematics will now be permitted to take Mathematics in Class XI, but the head of the institution must ensure that the student has the aptitude and ability. This requirement reveals the system's fundamental flaw — if students completing "basic" Mathematics need special assessment to continue with standard Mathematics, the former is failing to prepare them adequately.

The argument that students not pursuing Mathematics beyond Class X need only basic skills is flawed in our current context. Whether analysing insurance policies, understanding loan calculations, evaluating investment options, or simply being an informed citizen capable of interpreting statistical claims, comprehensive mathematical literacy is essential for everyone.

There are already reports suggesting that many students choose the basic track not because of inherent inability but due to inadequate support, poor teaching quality, or misguided counselling. The solution should be improving mathematical instruction for all students, not creating escape routes that limit opportunities.

Rather than institutionalising different expectations, the CBSE should focus on pedagogical improvements that help all students achieve mathematical competence. This includes investing in teacher training, developing better instructional materials, and creating support systems for struggling students. The goal should be to bring every student up to a high standard.

Mathematical education should prepare students for an uncertain future where quantitative literacy will be essential across professions. Creating artificial barriers through two-tier systems contradicts this imperative. In an era where mathematical literacy determines economic opportunity, India cannot afford to create artificial barriers to achievement. As a postgraduate in Mathematics, it is my conviction that it will be more prudent to abandon this misguided policy and commit to universal mathematical excellence.

The writer, a defence and cyber security analyst, is former country head of General Dynamics

Gives students more options

CBSE's move will draw more students to Mathematics by letting them choose how to engage with the subject



ABRAAR AHMED

THE CENTRAL BOARD of Secondary Education (CBSE) has been entrusted to come up with and apply novel and robust methods to assess and evaluate students. For students in Class XII, evaluation takes the form of board examinations. The classroom experience, no doubt, is a critical part of a young person's academic experience. But so is the examination system. Despite the introduction of CUET in recent years, the board examinations remain a cause for anxiety for a large section of students. In Mathematics especially, the fear of examinations often comes in the way of enjoying the intricacies of the subject.

With a keen eye on students' welfare — as well as the requirements of the knowledge economy — the CBSE has announced the implementation of a two-tier examination system in Science, Technology, Engineering and Mathematics (STEM) subjects at the senior secondary school level.

At present, a Class XI student may choose to study Standard Mathematics or Applied Mathematics. However, both are flat, dense subjects with scarcely any room for flexibility in the syllabus. In the two-tier system, however, the scenario will be different. A student who chooses to pursue the subject may opt for either basic-level or advanced-level Mathematics. She can take the latter option if she aspires to study Maths at university later, or any other course where Mathematics is expected to play a deep auxiliary role — say, Economics or Engineering. If, however, the student wants to pursue a career in the Humanities, Theatre or Sports, but has an affinity for Mathematics, she can opt for the basic level. The CBSE aims to ensure this choice is available to students no later than the academic year 2026-27. Reportedly, NCERT has already started working on books to meet the intellectual needs of this curriculum.

The idea of offering subjects at two levels is not entirely new. In several Western countries as well as Singapore and Japan, senior secondary students have been exercising these choices for at least a few decades. Since 1975, the International Baccalaureate (IB) Diploma Programme has been the major example of this idea in practice. At the Diploma level (equivalent to classes XI and XII), students typically study six subjects — three at the standard level and three at a higher level. The higher-level course allows one to dive deeper into the subject. The standard level offers breadth, but not much depth. The final exams are designed to go in tandem with the student's choice. The IB is now relatively established in India, with more than 200 schools having adopted it.

The CBSE's attempt to implement a two-tier curriculum is a much-needed move given the country's diversity and the different learning experiences of students. By reducing the fear of examinations, a two-tiered evaluation is likely to make the subject more amenable to a large number of students. If the purpose of a progressive education system is to draw more young people to a subject, the CBSE's latest move fits this requirement. In addition, STEM subjects are notorious for being intellectually demanding. A Science student in India who passes the Board exam without taking tuition in at least one subject is quite unusual. There is hope that the two-tier curriculum will reduce students' dependence on coaching classes.

The new scheme opens up new possibilities, allowing students to explore some advanced-level subjects in greater depth while still leaving significant scope for them to learn new things in basic-level subjects; those designing the two-tier curriculum should take such possibilities into account.

The new scheme opens up new possibilities, allowing students to explore some advanced-level subjects in greater depth while still leaving significant scope for them to learn new things in basic-level subjects; those designing the two-tier curriculum should take such possibilities into account. Making a subject more interesting for students is a work in progress and all concerns should be addressed.

The CBSE is not making drastic changes in the reading materials. The significant change will be in the degree of difficulty of the examination. This is not to say there will not be challenges. It is not clear how the examination agency is going to evaluate students taking the same subject at different levels. It's also not certain that this move won't create a divide between teachers who handle advanced-level subjects and those who teach at the basic level. Will the student be permitted to change the level of a subject based on her emotional connect with it? Will the student opting for the basic level of a subject feel inferior to another who has opted for the advanced level?

Making a subject more interesting for students is a work in progress and all concerns should be addressed. Even then, a step in the right direction has to be applauded. As Physics Nobel laureate Richard Feynman once said, "I would rather have questions that can't be answered than answers that can't be questioned."

The writer has taught Mathematics in schools in the NCR for almost two decades. Views are personal

NCERT Features India's ISS Hero Shubhanshu Shukla in New Textbook

by **ITISHREE SETHY** — July 25, 2025 *in* **Tech, Trending Now** Reading Time: 1 min read 0 0 0



0 SHARES 41 VIEWS

The National Council of Educational Research and Training (NCERT) has featured a quote by Group Captain Shubhanshu Shukla in its newly introduced Class 5 Environmental Studies textbook.

A part of the chapter titled *Earth, Our Shared Home*, the quote reflects the astronaut's awe-struck experience of viewing our planet from space during his 18-day Axiom-4 mission.

The line reads:

> ***"The Earth looks completely one; no border is visible from outside."***

Shukla, the first Indian to reach the International Space Station (ISS), had shared this sentiment during a conversation with Prime Minister Narendra Modi. His inclusion in the textbook aligns with the integrative vision of NEP 2020, which emphasises ethical, scientific, and environmental education through culturally resonant storytelling.

The book, *Our Wondrous World*, offers hands-on learning with a blend of science and social context—from tips on flood safety to innovations like DIGIPIN. It also celebrates India's diversity with references to Majuli Island, Hiware Bazar, and regional dances, while encouraging nature walks, journal writing, and student-led exploration.

By featuring Shukla's space-borne reflections, the textbook aims to nurture a sense of planetary belonging and inspire young minds to see Earth not as a map of nations, but as a shared home.

Tags: AXIOM-4 mission childhood learning Class 5 EVS Earth unity Environmental Awareness Indian Astronaut NCERT textbook NEP 2020 Shubhanshu Shukla Space Education

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NCERT book features carpentry, animal care

By Sanjay Maurya, New Delhi

Published on: Jul 25, 2025 06:20 am IST

The book roots vocational education in India's traditional knowledge

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From learning basic carpentry skills, building hydroponics, designing home automation circuits to caring for animals and creating ethical advertisements for local businesses, the new National Council of Education Research and Training (NCERT) Class 8 vocational education activity book introduces students to six hands-on projects aimed at blending practical skills with cultural and environmental awareness among them.



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The book roots vocational education in India's traditional knowledge – from Atharva Veda's ecological ethics in woodworking to indigenous veterinary remedies and historical floating farms of Dal Lake and Loktak Lake.

Developed in alignment with National Education Policy (NEP) 2020 and National Curriculum Framework for School Education (NCF-SE) 2023 provisions, the 202-page book titled 'Kaushal Bodh,' asks schools to organise 'Kaushal Mela,' an end-of-year exhibition where students would display self-made products and services, share their learning experiences, and engage with peers, teachers, and community members to celebrate skills and creativity.

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Under NCF-SE, students are expected to take up nine projects across Class 6 to 8 with three projects in each Class and one from each form of work.

"...The projects will help students to develop knowledge, skills, attitude and values alongside ecological sensitivity, gender sensitivity, digital skills, and life skills." reads the foreword of the book.

Project 1 on hydroponics teaches students about soil-less farming and introduces them to compost tea made with jaggery and compost, and India's age-old water-based farming techniques in floating farms like those on Dal Lake in Jammu and Kashmir and Loktak Lake in Manipur. Project 2 on animal care blends science and indigenous wisdom, covering fodder preparation, natural remedies, and livestock weight estimation using Schaeffle's formula, preparing silage, and creating a first-aid kit for livestock. The project also

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Project 3 on wood and bamboo work builds basic carpentry skills using eco-friendly materials, inspired by traditional structures like the Padmanabhapuram Palace in Thuckalay, Tamil Nadu. Under the project, the book quotes a verse from the Atharva Veda: “Whatever we dig… may it have quick regeneration” linking woodworking to ecological ethics.

Project 4 on home automation introduces beginner electronics and Internet of Things (IoT) encouraging students to design sensor-based lights and motion detectors. Project 5 on water audit focuses on water conservation, where students measure household usage, analyse data, and propose community solutions. Project 6 on creating advertisements develops creativity and media literacy among students by encouraging them to design posters, jingles, and reels for local businesses.

“The choice of projects is left entirely to schools. One project may be taken up by students or preferably, the school can design other projects based on local considerations,” reads the about the book section of the book.

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Jyoti Arora, principal of Mount Abu Public School in Rohini, northwest Delhi, said that the vocational education books provide hands-on learning experiences to students. “These books provide guidance on how to conduct different activities to impart skills among students which is more important than gaining knowledge of ideas. Vocational education books raise awareness among students about the environment at a young age which is important for sustainable development. We refer to these books to conduct activities for students in our schools,” she said.

NCERT had released the vocational education books for class 6 in July 2024 and for class 7 in March 2025.

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हिन्दुस्तान, 28 जुलाई 2025, पृष्ठ संख्या - 10

बच्चों को बीमार बना रहे स्मार्टफोन

जर्नल ऑफ ह्यूमन डेवलपमेंट ऐंड कैपेबिलिटीज में प्रकाशित एक अध्ययन के मुताबिक, यदि 12 साल या इससे कम उम्र में बच्चे को स्मार्टफोन दिया जाता है, तो उनमें 24 साल की उम्र तक आते-आते आत्मघाती विचार, आक्रामकता, भावनात्मक अस्थिरता और कम आत्मसम्मान की शिकायतें ज्यादा देखी जाती हैं। यह बताता है कि बच्चों के लिए सुरक्षित डिजिटल स्पेस बनाने या 13 साल से कम उम्र के बच्चों के लिए स्मार्टफोन पर प्रतिबंध लगाने जैसी नीतियों की कितनी आवश्यकता है।

इस दिशा में ऑस्ट्रेलिया ने काफी अच्छा काम किया है। उसने पिछले साल अपनी संसद से एक ऐसा विधेयक पारित किया, जिसका उद्देश्य 16 साल से कम उम्र के बच्चों को सोशल मीडिया से दूर रखना था। उसने कम उम्र के बच्चों के लिए सोशल मीडिया प्रतिबंधित कर दिया है। यह एक जरूरी कदम है, क्योंकि देखा यही गया है कि आम तौर पर बच्चों के हाथ में जब कभी फोन आता है, तो वे सोशल मीडिया से चिपक जाते हैं। ऑस्ट्रेलिया में इसलिए यह प्रतिबंधित किया गया, क्योंकि वहां एक अध्ययन में 'सोशल मीडिया के उदय और ऑस्ट्रेलियाई लोगों के मानसिक स्वास्थ्य को होने वाले नुकसान के बीच एक स्पष्ट संबंध' दिखा था। हालांकि, ऐसा नहीं है कि ऑस्ट्रेलिया में ही इस दिशा में काम हो रहा है। फ्रांस, नीदरलैंड, इटली, न्यूजीलैंड जैसे देशों ने भी स्कूलों में स्मार्टफोन पर प्रतिबंध लगा दिए हैं या फिर इसके उपयोग काफी सीमित कर दिए हैं। अमेरिका के भी कई राज्यों के स्कूलों में स्मार्टफोन के उपयोग को सीमित करने वाले कानून बनाए जा चुके हैं। ऐसे में, यह समझा जा सकता है कि अपने देश में भी ऐसी व्यवस्था की कितनी जरूरत है?

भारत की बात करें, तो यहां बच्चे-बच्चे के हाथ में स्मार्टफोन दिखता है। कई मां-बाप तो खुद बच्चों को फोन थमा देते हैं, ताकि वे उनकी परेशानी का सबब न बनें। यह एक गलत प्रवृत्ति है। इसका कितना नुकसान होता है, यह तमाम अध्ययनों में साबित हो चुका है। नए शोध में ही बताया गया है कि बच्चों को स्मार्टफोन देना उनको शराब और तंबाकू जैसे नशे का आदी बनाना है। ऐसे में, जरूरत यही है कि हम अपने बच्चों को स्मार्टफोन से दूर रखें। हमारी सरकार को भी चाहिए कि वह ऐसा नियम बनाए कि बच्चों को मोबाइल की जरूरत ही न रहे। इस मामले में सामाजिक जागरूकता भी बढ़ानी होगी और स्कूलों को यह निर्देश देना होगा कि वे बच्चों का होमवर्क मोबाइल पर भेजना बंद करें। अपने नौनिहालों को सुरक्षित रखने के लिए हमें समग्रता में कदम उठाने होंगे।

दीपक कुमार, टिप्पणीकार

अनुलोम-विलोम

स्मार्टफोन और बच्चे



शिक्षा के लिए जरूरत बन गए फोन

स्मार्टफोन के कितने फायदे हैं, यह हमने कोरोना काल में खूब देखा है। याद कीजिए वह दौर, जब एक व्यक्ति दूसरे से शारीरिक दूरी बनाकर रहता था। स्कूल, कॉलेज, दफ्तर सब बंद कर दिए गए थे। हमारा सामाजिक जीवन सीमित कर दिया गया था। बाद में जब लॉकडाउन हटा, तब भी एक-दूसरे से दूरी बनाना हमारी मजबूरी थी। ऐसे समय में यह स्मार्टफोन ही था, जो सभी का सहारा बना। बड़े ही नहीं, छोटे-छोटे बच्चों को भी घर में रुकने में दिक्कतें नहीं आईं। बाद में स्कूलों ने जब ऑनलाइन क्लास शुरू किए, तो स्मार्टफोन की काफी जरूरत पड़ी। अगर बच्चों को स्मार्टफोन नहीं दिया जाता, तो उनकी पढ़ाई-लिखाई बंद हो चुकी होती। तब भारत शिक्षा के मामले में कितना पिछड़ गया होता, इसकी कल्पना ही की जा सकती है।

स्मार्टफोन शिक्षा और मनोरंजन ही नहीं, बच्चों को आपात स्थिति में अपने माता-पिता से संपर्क करने और सामाजिक कौशल विकसित करने के लिए भी आवश्यक हैं। ऐसे वक्त में, जब छोटे-छोटे बच्चे भी अपराधियों के हाथों सुरक्षित नहीं हैं, तो यह स्मार्टफोन ही है, जिससे माता-पिता कुछ हद तक निश्चिंत रहते हैं, क्योंकि उन्हें यह भरोसा होता है कि यदि बच्चे पर कोई मुश्किल आएगी, तो स्मार्टफोन की मदद से वह तुरंत मदद मांग सकेगा। अब तो फोन में एक से बढ़कर एक फीचर आने लगे हैं। कई ऐप ऐसे हैं, जो खुद को निखारने में बच्चों की मदद करते हैं। ऐसे बच्चे स्मार्ट होते हैं और तमाम बच्चों में अलग से अपनी पहचान बनाते हैं। लिहाजा, स्मार्टफोन से बच्चों की सुरक्षा अधिक होती है और नुकसान कम।

हां, यह सही है कि लत हर चीज की बुरी होती है और यह खतरा स्मार्टफोन के साथ भी है। इसलिए जरूरी है कि इसका सीमित उपयोग किया जाए। बच्चों के लिए भी इसे प्रतिबंधित करने से बचना चाहिए। इसके बजाय माता-पिता की निगरानी में इसका इस्तेमाल होना चाहिए। वैसे भी, यह इंसानी मनोवृत्ति है कि जिस चीज को जितना अधिक छिपाया जाता है, उसके प्रति हमारी उत्सुकता उतनी अधिक बढ़ती है। स्मार्टफोन के साथ भी यही हो सकता है। ऐसे में, यदि बच्चों के हाथों में हम इसे जाने से जबरन रोकेंगे, तो बच्चे छिपकर इसका इस्तेमाल कर सकते हैं। इसलिए, इसका इस्तेमाल सीमित करें। यहां ज्यादा जिम्मेदारी अभिभावकों को लेनी चाहिए। वे अपने बच्चों को पर्याप्त समय दें। आमतौर पर यही देखा जाता है कि अकेलेपन में बच्चे मोबाइल की ओर अधिक आकर्षित होते हैं। तो, उनको मोबाइल दीजिए, लेकिन साथ में रहकर। उनको अकेले में स्मार्टफोन देखने की अनुमति नहीं दीजिए।

निधि कुमारी, टिप्पणीकार

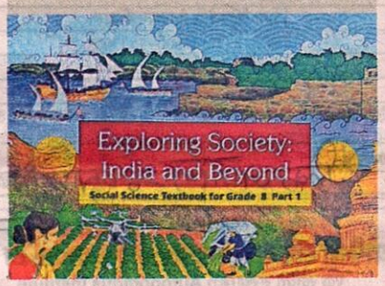
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आवश्यक है भारत केंद्रित इतिहास लेखन



प्रणय कुमार

पाठ्यपुस्तकों को संतुलित बनाना भारतीयों को गुलामी की मानसिकता से मुक्ति दिलाने के लिए जरूरी है



एनसीईआरटी ने की जरूरी पहल ● प्रतीकात्मक

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने हाल में कक्षा-8 की सामाजिक विज्ञान की पाठ्यपुस्तक 'एक्सप्लोरिंग सोसायटी, इंडिया एंड बियांड' में कतिपय परिवर्तन किए हैं। इस पहल का मूल उद्देश्य इतिहास, भूगोल, आर्थिक जीवन और शासन-प्रणाली जैसे विषयों को एकीकृत करते हुए विद्यार्थियों के अंदर भारत के सामाजिक विकास की समग्र समझ विकसित करना है। वर्षों से जिस संतुलित इतिहास लेखन की मांग की जा रही थी, यह पुस्तक उसी दिशा में एक ठोस प्रयास प्रतीत होती है। इस पुस्तक में 13वीं से 17वीं शताब्दी के मध्यकालीन इतिहास को विस्तार से प्रस्तुत किया गया है, जिसमें दिल्ली सल्तनत के उत्थान और पतन, समकालीन प्रतिरोध, उस युग की राजनीतिक अस्थिरता, सैन्य अभियान, विजयनगर साम्राज्य, मुगलों एवं उनके प्रतिरोध, मराठों और सिखों के उदय आदि का विश्लेषण ऐतिहासिक साक्ष्यों के आलोक में किया गया है।

पाठ्यपुस्तकों को युगानुकूल और भारत-केंद्रित बनाना समय की मांग है। भारतीयों को गुलामी की मानसिकता से मुक्ति दिलाने के लिए यह आवश्यक है। दिल्ली सल्तनत एवं मुगलों के इतिहास को चयनात्मक दृष्टि से ही पाठ्यपुस्तकों में क्यों पढ़ाया जाना चाहिए? बाबर ने खानवा का युद्ध, चंदेरी का युद्ध, घाघरा का युद्ध एवं अन्य अनेक आक्रमणों के दौरान कत्लेआम और लूटमार को अंजाम दिया था। युद्धों के पश्चात मारे गए हिंदुओं की खोपड़ियों की मीनारें खड़ी करने की बातें उसकी आत्मकथा 'बाबरनामा' में विस्तार से दर्ज हैं। अकबर की कथित महानता का भी हमारी पाठ्यपुस्तकों में इस प्रकार यशोगायन किया गया है कि उसके नाम के बाद 'महान' विशेषण न जुड़े तो कुछ छूट जाने का आभास होता है। जबकि सच्चाई यह है कि चितौड़ के किले की घेराबंदी के दौरान उसने 1568 में करीब 30,000 हिंदुओं का नरसंहार किया था, जिसमें स्त्रियां, बच्चे और किसान तक शामिल थे। स्वयं अकबर द्वारा नौ मार्च, 1568 को प्रकाशित फतेहनामा-ए-चितौड़ इन तथ्यों की गवाही देता है। इस फतेहनामे को 1598 में संकलित मुंशत-ए-नमकीन में भी सम्मिलित किया गया है। इसके संकलनकर्ता अकबर के दरबारी मीर अब्दुल कासिम नमकीन थे। अकबर के समकालीन आरिफ मोहम्मद कंधारी ने अपनी पुस्तक तारीख-ए-अकबरी में भी इसका उल्लेख किया है।

अकबर के अन्य दरबारियों में प्रमुख अबुल फजल की पुस्तक 'आइने अकबरी' एवं 'अकबरनामा' तथा इमाम अब्दुल कादिर बदाउनी की पुस्तक 'मुंतखाव-उत-तवारीख' भी उसकी क्रूरता, मजहबी कट्टरता एवं कामुकता के अतिरंजित विवरणों से भरे हैं। उसे एक आदर्श नायक की तरह सिनेमा तथा इतिहास में प्रस्तुत किया गया, जबकि अबुल फजल के अनुसार 'अकबर के हरम में लगभग पांच हजार औरतें थीं और ये पांच हजार औरतें उसकी 36 पत्नियों से अलग थीं।' वह सुंदर स्त्रियों का बलात अपहरण करने एवं उन्हें अपनी वासना का शिकार बनाने के लिए मीना बाजार लगवाता था। उसकी क्रूरता की यातनाप्रद प्रक्रिया से बचने तथा अपनी अस्मिता एवं स्वाभिमान की रक्षा के लिए हिंदू स्त्रियां जलती चिता में जलकर जौहर कर लेने को जीवन से अधिक सम्माननीय मानती थीं। चरित्र की दृष्टि से इतने दुर्बल एवं बर्बर शासक को स्वतंत्रता के इतने वर्षों बाद तक किस मानसिकता से पाठ्यपुस्तकों में महान पढ़ाया जाता रहा और मातृभूमि, स्वराज, स्वधर्म एवं स्वत्व की रक्षा के लिए लड़ने वाले महाराणा प्रताप और छत्रपति शिवाजी जैसे योद्धाओं को जानबूझकर छोटा साबित किया गया? क्या एक भी ऐसा उदाहरण है, जब छत्रपति शिवाजी, महाराणा प्रताप या अन्य किसी सनातनी शासक ने धर्म या पूजा-पद्धति के आधार पर गैर सनातनी मतावलंबियों से भेदभाव किया हो या उनका नरसंहार किया हो या उनके उपासना-स्थल तोड़े हों? फिर मजहब के आधार पर गैर मुसलमानों का कत्लेआम करने वाले मुगल कैसे महान हो गए?

यह सर्वमान्य तथ्य है कि औरंगजेब तलवार के बल पर हिंदुस्तान को दारुल हरम से दारुल इस्लाम में परिणत करना चाहता था। उसकी नजर में हर हिंदू केवल और केवल काफिर था, जिनका खून बहाना, जिनके मंदिर नष्ट करना, जिनकी आस्था को निर्दयतापूर्वक कुचलना वह अपना 'पाक और मजहबी फर्ज' समझता था। 12 अप्रैल, 1669 को उसने हिंदुओं पर जजिया कर लगाने का आदेश दिया। औरंगजेब ने हिंदू त्योहारों पर पाबंदी लगा दी थी और जब तक वह जिंदा रहा, तब तक हिंदू न खुलकर दीपावली मना पाए, न होली ही खेल सके। उसने अपने पूरे राज्य में हिंदुओं के मंदिरों, शिक्षा-केंद्रों और पवित्र स्थलों को तोड़ने के आदेश दिए थे। उसके आदेश पर काशी के विश्वनाथ मंदिर, मथुरा के श्रीकृष्ण जन्मभूमि मंदिर और पाटन के सोमनाथ मंदिर समेत हजारों मंदिर गिरा दिए गए थे। 1688 में उसने हिंदुओं के लिए पालकी, हाथी और घोड़े की सवारी पर पाबंदी लगा दी और अस्त्र-शस्त्र रखने को अपराध घोषित कर दिया। हिंदुओं पर किए गए औरंगजेब के बर्बर एवं पाशविक अत्याचार का विस्तृत विवरण उसके ही एक दरबारी मुहम्मद साकी मुस्तइद खान की पुस्तक 'मआसिर-ए-आलमगीरी' में पढ़ने को मिलता है। समय आ गया है कि नरसंहार करने वालों का महिमामंडन बंद कर स्व, स्वत्व और भारत केंद्रित इतिहास का पुनर्लेखन किया जाना चाहिए।

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The Indian Express, 26 July 2025, Page No- 4

AFTER OIL AND SUGAR BOARD WARNING, EDUCATORS PUSH MESSAGE FURTHER

Whole wheat burgers, millet pasta: How schools are rewriting the menu

SOPHIYA MATHEW
NEW DELHI, JULY 25

PRITI BALI works her magic in the kitchen by asking one question: How can a meal be made more interesting?

"Kids love flavour, texture, variety," says the Delhi-based award-winning food entrepreneur who consults for six private schools in the city. "If the food looks exciting and tastes good, they're not going to ask whether it has maida or not."

Bali's approach aligns well with the Central Board for Secondary Education's recent directive to display oil and sugar boards in schools. The boards are to be installed in shared common spaces with the aim to educate students and teachers on the harmful effects of high consumption of fat, oil, and sugar.

But for Bali, it's not just about nutritional transparency. It's going a little further by changing habits subtly. "You can't just tell children what not to eat. You have to show them there's something better."

From millet-based pizzas to homemade corn chips, her menu reads like a chef's answer to a nutritionist's wishlist. "I make *dal makhani* without cream... I use butter and crushed cashews and almonds," Bali says.

"Healthy food doesn't have to come with warnings," she adds. "It should come with flavour."

Schools, meanwhile, have taken a leaf out of her book by revamping canteen menus and introducing food-related projects.

At ITL Public School, Ritu Sharma, academic coordinator, says she accompanied a group of Class 12 students to Shimla earlier this year. The students were given full freedom — but not one reached for instant noodles.

"They stuck to the school's planned meals. Some even brought home-packed food. That was new."

The school tracks daily cafeteria feedback, conducts interdisciplinary projects around food labels and health, and ensures every student undergoes medical checkups twice a year.

"Fruit breaks, peer educator programmes, and now the CBSE's sugar and oil boards have all helped build awareness," says Sumana Goswami, coordinator of Class 9 and 10 classes at the school.

For Shalini Choudhary, headmistress at Mamta Modern School in Vikaspuri, the shift was noticeable at home. "My son came back from school and said, '*Mama, kal lunch mein pickle dena* (Ma, don't add pickle to my lunch tomorrow)'," she recalls. "He didn't even know what a pickle was... we don't eat it at home. He'd tasted it from a classmate's tiffin."

That one sentence said everything about how children absorb food culture through their peers, and how schools influence food choices, Choudhary realised.

At her school, sugar boards are now displayed in the secondary wing, and fruit and vegetable theme days are held to nudge children towards healthier choices.

At DPS Mathura Road, a revamped menu now features *rajma* rice, whole wheat burgers, semolina pasta, and drinks like *chaach* and coconut water. "We've cut down on oily dishes like *puri chole* to once a week," says Kamna Arora, coordinator for Classes 3 to 5. "And we reserve one day when children can have what they like, French fries, honey chilli potato. But the rest of the week is clean."

In pre-primary classes, 'Healthy Tiffin Weeks' are now frequent, with games, story sessions, and reward charts encouraging children to bring fruits, vegetables, and homemade snacks.

At Sri Venkateshwar International School, the canteen doesn't sit in a corner; it is brought to the students.

Each day, a mobile food stall is set up outside a different classroom. Trisha, a Class 12 student, loves (millet-based) pasta day. Her friends, Avni and Tuhina, say that between coaching classes and long school days, planning healthy meals at home is a struggle. "At least here, we know the food's strictly healthy," Avni says.

"We use palm oil instead of refined, limit spice, and constantly update our menu based on feedback," says Ushma Kapoor, foundational years in charge. "It's not just about what's in the food, but about teaching children how to think about food."

Doctors agree that the food boards are a step in the right direction in educating students. "It's not about eating less," says Dr Nitin Verma, Director of Paediatrics at Madhukar Rainbow Children's Hospital. "It's about eating the right food."

The CBSE boards, he says, are a good start, but he emphasises that more is needed: "Schools should offer real alternatives: avocado toast, sprouts, protein-rich meals. Don't ban. Replace."

Schools are also trying to balance health goals with student preferences.

At Amity International School, Saket, the canteen menu includes familiar favourites like *rajma chawal*, *chhole chawal*, *chana kulcha*, *idli sambar*, and vegetarian fried rice with *manchurian*.

Principal Divya Bhatia says, "Chips and aerated drinks are not served. We are also contemplating adding sprout *chaat*, wheat *kathis* and beetroot rolls."

At DPS Mathura Road, Kamna Arora, coordinator for Classes 3 to 5, explains, "There are two kinds of parents. Some are very health conscious and support these changes. But others insist on keeping items their child likes — like noodles." To find a middle ground, the school includes items like fries or veg manchurian once a week, focusing on healthier options the rest of the time.





A sugar board at Mamta Modern School in Vikaspuri; (below) at ITL Public School, there are food planners, and sugar and oil boards in different floors. *Sophiya Mathew*

The Statesman, 26 July 2025, Page No - 6

Art of Learning ~ I

Human history has ended up creating a system that honours and churns out excellent exam-takers, excellent clerks, excellent data collectors, excellent book-keepers, but there's literally no recognition and appreciation for creative talents and skills like art, music and dance. We, in India, are encumbered by an education system that's mired in an outdated colonial legacy wholly geared towards churning out excellent clerks



It was the usual school dispersal, and all the children were walking with their guardians who had come to pick them up, chattering away about their day's happenings.

I overheard one very short conversation between a mother and her daughter, who, I later learnt, was in class 3. The mother said, "So... what happened in school today?"... and the daughter started excitedly, "You know in art..."... at which the mother stopped her and asked with a tinge of irritation, "No... I meant... what happened in subjects?" The girl innocently looked at her mother and asked, "Is art not a subject?

Is it? Well, probably not in the sense in which English, Maths, Chemistry, Physics, Biology, Geography, History and Computers are. And that is the fundamental flaw in our inherently burdensome education system which leaves absolutely no space for nurturing of creativity. Instead of letting our children grow into artistic creativity, it more often than not, stifles any spark of originality and creativity that children intrinsically possess.

Albert Einstein had said, "The intuitive mind is a sacred gift and the rational mind is the faithful servant. We have created a society that honours the servant and has forgotten the gift."

Indeed, how did we create such a society? Sir Ken Robinson, British author, speaker and international advisor on education, whose TED Talk "Do schools kill creativity?" was the most watched TED talk of all time, with 66.3 million views and was translated into 62 languages, argued as follows: "Our education system is predicated on the idea of academic ability. And there's a reason. Around the world, there were no public systems of education, really, before the 19th century. They all came into being to meet the needs of industrialism. So the hierarchy is rooted on two ideas.

"Number one, that the most useful subjects for work are at the top. So you were probably steered benignly away from things at school when you were a kid, things you liked, on the grounds that you would never get a job doing that. ... Don't do music, you're not going to be a musician; don't do art, you won't be an artist.

"And the second is academic ability, which has really come to dominate our view of intelligence, because the universities designed the system in their image. If you think of it, the whole system of public education around the world is a protracted process of university entrance. And the consequence is that many highly-talented, brilliant, creative people think they're not, because the thing they were good at in school wasn't valued, or was actually stigmatized. And I think we can't afford to go on that way."

In terms of what Einstein rued and Sir Ken Robinson explained, human history has ended up creating a system that honours and churns out excellent exam-takers, excellent clerks, excellent data collectors, excellent book-keepers, but there's literally no recognition and appreciation for creative talents and skills like art, music and dance.

We, in India, are encumbered by an education system that's mired in an outdated colonial legacy wholly geared towards churning out excellent clerks (who would presumably help the British run revenue collection and administrative duties smoothly).

In a typical ICSE board school, with higher classes and increasing academic pressure, most creative classes are dispensed with – (in my own experience at one of the schools) art period was discontinued from class 6, music class from class 7, and even the music room in the school has now been converted into an AI lab.

We indeed are stuck in a very wrong kind of society where people who are the least creative earn the most and have all the limelight, whereas writers and poets and artists languish away in poverty and deprivation. And basically the message we learn right from school is that... 'if you do AI you have a bright future, but if you draw...'

The principal, of course, says she is helpless – they have to accommodate 11 subjects, with fixed number of periods for English, Maths, Bengali etc. And as Robinson says, no school in the world teaches dance every day of the week the way they teach maths. He asks, why not? Because children actually dance around quite a bit.



SOUMYANETRA MUNSHI

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He goes on to give the example of Gillian Lynne who was an English ballerina, dancer, choreographer, actress, and theatre-television director, noted for her theatre choreography associated with two of the longest running shows in Broadway history, Cats and The Phantom of the Opera.

When Gillian was at school in the 1930s she really underperformed, and the school wrote to her parents, "We think Gillian has a learning disorder." She couldn't concentrate; she was fidgeting. So her mother took her to a doctor. "In the end, the doctor went and sat next to Gillian, and said, 'I've listened to all these things your mother's told me, I need to speak to her privately. Wait here. We'll be back; we won't be very long,' and they went and left her."

But as they went out of the room, he turned on the radio that was sitting on his desk. And when they got out, he said to her mother, "Just stand and watch her." And the minute they left the room, she was on her feet, moving to the music.

And they watched for a few minutes and he turned to her mother and said, "Mrs. Lynne, Gillian isn't sick; she's a dancer. Take her to a dance school."

"She was eventually auditioned for the Royal Ballet School; she became a soloist; she had a wonderful career at the Royal Ballet. She evehtually graduated from the Royal Ballet School, founded the Gillian Lynne Dance Company. She's been responsible for some of the most successful musical theatre productions in history, she's given pleasure to millions, and she's a multi-millionaire. Somebody else might have put her on medication and told her to calm down." (Do Schools Kill Creativity? Ken Robinson)

How many dancers, especially in our country, would be as fortunate as Gillian? Let us think of our very own Tagore, for example. He was home schooled, and his account of his childhood days (chhelebyala) is strewn with references to his hatred for school (in the few years he attended it)

He in fact compares his hours in school to being imprisoned in cellular jail in Andaman and Nicobar Islands. Instead, he spent all his time travelling to various places, meeting all kinds of people, reading and writing of course. Imagine what Tagore would have grown up into had he been in one of today's schools.

(To be concluded)

The Indian EXPRESS
JOURNALISM OF COURAGE

NEP 2020, Five Years On: Curricular flexibility improves, but multiple entry-exit remains rigid

The multiple entry and exit points — touted as a revolutionary student-centric reform — has failed to take root meaningfully. Just 36% of HEIs surveyed have implemented this provision, and only 64% maintain records in the Academic Bank of Credits (ABC), the mechanism required for credit portability.

By: Education Desk
New Delhi | Updated: July 26, 2025 09:24 IST

NewsGuard

6 min read



Five years of NEP 2020: The most visible impact of the NEP has been the shift away from rigid disciplinary boundaries (Express Photo by Praveen Khanna/ representative)

Five years after its approval by the Union Cabinet in July 2020, the National Education Policy (NEP) — envisioned to transform India into a 'global knowledge superpower' — has led to notable systemic reforms. These include greater curriculum flexibility, the integration of Indian

Knowledge Systems (IKS) into classrooms, and the establishment of new institutions. However, despite this progress, several structural challenges remain. According to the first 'QS I-GAUGE Implementation Report', only 36% of higher education institutions (HEIs) have implemented multiple entry and exit points.

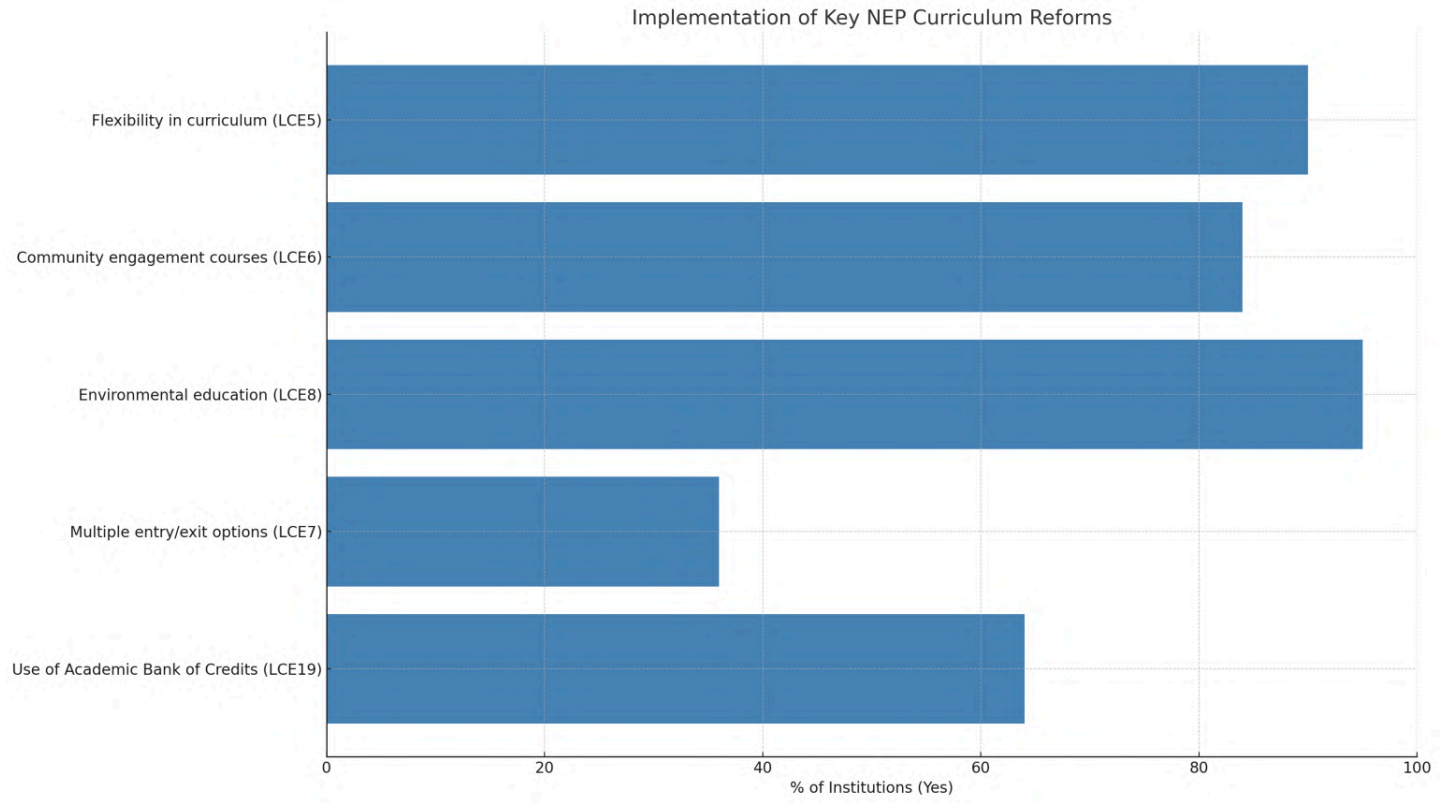
The report, based on data from 165 higher education institutions (HEIs) across 24 states and union territories, assesses the policy's progress across key areas.

The most visible impact of the NEP has been the shift away from rigid disciplinary boundaries. Nearly 90% of surveyed institutions now report offering flexible, multidisciplinary curricula, often integrated with vocational components.

Environmental education is nearly universal, and ethics-based courses such as Mulya Pravah 2.0 are now offered by 62% of institutions.



The multiple entry and exit points — touted as a revolutionary student-centric reform — has failed to take root meaningfully. Just 36% of HEIs surveyed have implemented this provision, and only 64% maintain records in the Academic Bank of Credits (ABC), the mechanism required for credit portability.



Implementation of Key NEP Curriculum Reforms – shows institutional uptake of reforms like curriculum flexibility and

Mental health services: Support centres exist, partnerships don't

The NEP placed significant emphasis on improving student well-being. Nearly 86% of institutions report having a dedicated student services centre to address emotional and psychological needs.

However, majority (54%) reported having MoUs with mental health institutions like NIMHANS or AIIMS, the report found.

This shortfall is further reflected in faculty preparedness: while the NEP encourages teacher training in counselling and mentoring, only 64% of HEIs reported that their faculty undergo refresher courses on mental health support. A lack of formal training could limit the efficacy of mental wellness services already in place.

Professors of Practice: A policy idea yet to be realised

A major NEP goal was to bring industry closer to academia by appointing 'Professors of Practice' (PoPs) to teach applied, experience-based courses. However, this vision remains far from realised.

While many HEIs support the idea in principle, only 14% of institutions have actually appointed such professors. Likewise, 81% of HEIs involve distinguished industry experts and professors of practice for consultancy.

Internships have become more widespread, 98% of institutions offer them with academic credit but deeper, sustained industry engagement through curriculum and faculty collaboration remains largely limited.

Institutional autonomy is another key NEP provision that has seen little movement

According to the QS I-GAUGE Implementation Report, just 22% of institutions currently enjoy autonomous status. What are the barriers? Nothing out of the blue: 153 institutions cite financial dependence as a key issue, 143 mention bureaucratic delays, and 131 point to limited institutional capacity.

But does institutional autonomy really matter? Short answer, yes. It restricts the ability of HEIs to redesign curricula, establish interdisciplinary departments, or forge international partnerships, all crucial to the NEP's vision of 'globally competitive' Indian universities.

Internationalisation remains a long term goal

Global collaboration has not kept pace with NEP's ambitions. Fewer than half the institutions surveyed (41%) have signed MoUs with foreign universities. Just 33% have not reserved seats, and

67% have reserved seats for international students. Moreover, 39% institutes have no dedicated infrastructure to host them while 61% have dedicated infrastructure.

Cross-border research collaboration is also underwhelming, with 55% faculty collaborate with international faculties and 45% do not.

In effect, while the aspiration for global engagement is widespread, the ecosystem to support it, infrastructure, regulatory ease, and funding, remains weak.

Indian Knowledge Systems: Visible interest, lack of real execution

The NEP's emphasis on Indian Knowledge Systems (IKS) has led to the introduction of electives in areas like Ayurveda, Yoga, Sanskrit, and ancient sciences. But progress here is slow and inconsistent, the report has revealed.

According to the QS I-GAUGE report, 64% institutions offer short-term non-degree niche courses about Yoga/Philosophy/ Ayurveda/Health/Sanskrit/Vaastushastra/etc.

Only 38% of institutions offer IKS electives for credit, and just 36% run short-term non-degree courses in these domains. Notably, a mere 8% of HEIs have empanelled 'Kala Gurus', traditional scholars meant to teach and research indigenous knowledge.

The report notes that while IKS enjoys rhetorical support, its practical implementation is often limited by a lack of teaching staff, infrastructure, or institutional clarity on integrating traditional and modern epistemologies.

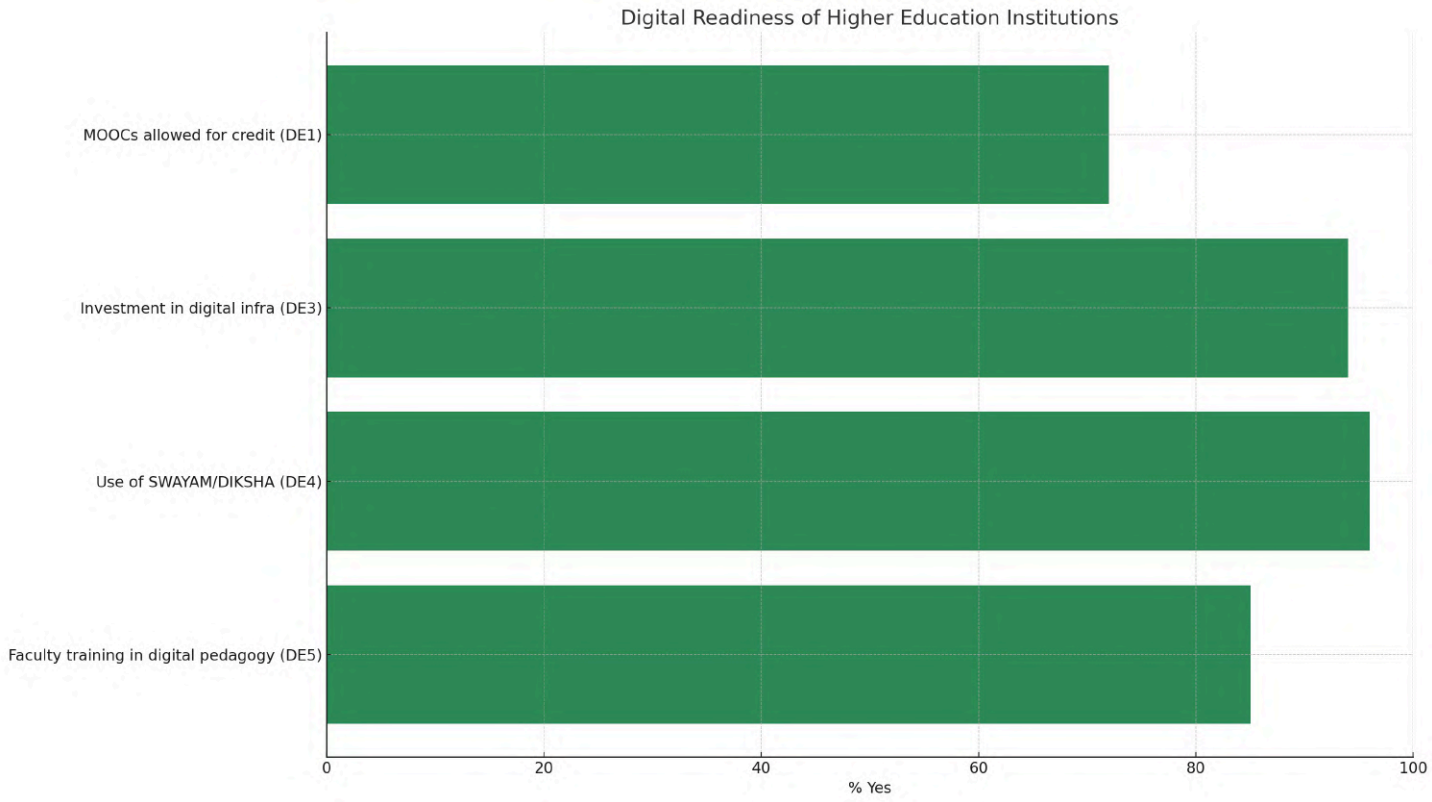
Knowledge clusters and research ecosystems: Limited collaboration

NEP envisioned universities pooling resources and forming large knowledge clusters to promote research and innovation. Nearly, 61% institutions are a part of a HEI knowledge cluster.

Moreover, only 64% of institutions reported collaboration with regional R&D partners, pointing to the early stages of a research ecosystem that NEP aims to build.

Digital education: A bright spot with uneven access

One of NEP's strongest adoption areas has been digital learning. According to the report, 96% of institutions use platforms like SWAYAM, DIKSHA, or SWAYAM PRABHA. Additionally, 94% report investment in digital infrastructure, and 85% offer faculty training in creating high-quality online content.



Digital Readiness of Higher Education Institutions – indicating adoption of MOOCs, digital infra investment, and use of national e-learning platforms.

Yet, equitable access remains a challenge. According to the QS I-GAUGE report, 76% institutions offer two-year postgraduate diploma courses via an open and distance learning mechanism. And while MOOCs are accepted for credit in 72% of institutions, standardised assessment and integration into degree programs are still evolving.

What's the road ahead for NEP?

The NEP has succeeded in reshaping perceptions around higher education in India. Over the last five years, several new public institutions including the Indian Institute of Heritage and multiple Central Tribal Universities have been launched. Funding models are being reconsidered, and digital learning is seeing greater traction than before.

Yet, as the QS I-GAUGE report shows, India's higher education reform remains a work in progress. The policy vision is in place, but its realisation depends on operational support, targeted funding, and regulatory simplification. Without addressing foundational issues like faculty shortages and financial dependency, even the best policy ideas risk being stuck in an implementation limbo.

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The Indian EXPRESS
JOURNALISM OF COURAGE

NCERT panel head defends ‘broad survey’ approach in new social science textbooks

Pointing out that his note represents his personal opinion, Danino wrote that the rationale for these books providing only a broad survey is that “a number of school students drop out at the end of class 8, and should be exposed to such an overview before leaving school.”

By: Express News Service
New Delhi | Updated: July 26, 2025 17:42 IST

NewsGuard

3 min read



Michel Danino

The new NCERT social science textbooks for classes 6 to 8 provide a “broad survey” of Indian civilisation from prehistoric times to Independence, and an “in-depth, detailed treatment of any period of India’s history is not only impossible, but undesirable,” according to Michel

Danino, chairperson of the NCERT's curricular area group for the new social science textbooks.

"Were it to be attempted, we would be falling back into the old pitfall of burdening students with loads of data that they simply cannot digest or relate to, and end up resenting," Danino, a guest professor at IIT Gandhinagar, wrote in a note that responds to the recent criticism of the new social science books. Last week, NCERT released part 1 of the social science textbook for class 8.

Read | Over 4.7 lakh pirated NCERT textbooks seized since 2024: Education Ministry tells RS

Pointing out that his note represents his personal opinion, Danino wrote that the rationale for these books providing only a broad survey is that "a number of school students drop out at the end of class 8, and should be exposed to such an overview before leaving school."

However, he added that a "survey" need not be superficial and "it has been our attempt to touch upon key figures, events, concepts, developments etc., which we would like students to remember all their lives."

Referring to a new approach to the syllabus and textbooks in the context of the National Education Policy (NEP 2020), and the National Curriculum Framework for School Education 2023, Danino wrote that this new foundation for school education has formulated new pedagogical approaches, new classroom transactions and a reduced syllabus. The new approach focuses on essential principles, concepts, events, and developments, "moving away from data-heavy, supposedly 'comprehensive' textbooks that only promoted rote-learning," he wrote.



Read | New NCERT social science chapter on colonial rule skips Tipu Sultan, Haidar Ali, Anglo-Mysore wars

On recent references to "omissions" from these textbooks, including that of the Paika rebellion of Odisha's Khurda region against British rule in the 19th century, Danino wrote that no chapters have been "added" or "omitted" since "the whole basis is different."

The new social science textbooks cover history, geography, political science, and economics in one book, unlike in earlier years when there were different books for these themes. "…each new textbook has combined in a single volume what was earlier dealt with in four. This alone testifies to our concern for content reduction, as mandated by the NEP 2020," Danino wrote.

Listing 23 rebellions against British colonial rule, relevant to the period that the class 8 textbook's chapter covers, Danino pointed out that only six of these rebellions figure in part 1 of the textbook.

"Keeping the student in mind, we selected them as sufficiently representative, in our view, of the growing discontent among Indian populations against colonial rule. We must now ask our critics the following questions: who is to decide which of these uprisings and rebellions are major and which are minor? Should people of the states or clans mentioned in the 17 rebellions (and many more) not covered in this chapter start protesting that they are hurt by the "omission" of those particular rebellions?" Danino wrote.

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This article went live on July twenty-sixth, twenty twenty-five, at twenty-six minutes past three at night.

TAGS: NCERT NCERT Books NCERT Textbooks

NCERT to add special module on Operation Sindoor in curriculum for higher classes

NCERT is creating a special classroom module for higher classes on Operation Sindoor, India's May 7 counter-strike after the Pahalgam terror attack. This is currently in the last stages of development and is expected to be released soon.

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NCERT is creating a special classroom module on Operation Sindoor, India's May 7 counter-strike after the Pahalgam terror attack.



Milan Sharma
New Delhi, UPDATED: Jul 26, 2025 17:48 IST

In Short

- NCERT is developing a special study module on Operation Sindoor
- The case study explains India's response to the Pahalgam terror attack
- The module may later be extended to middle school classes too

Ahead of its scheduled discussion in the Parliament's monsoon session, NCERT is developing a special educational module on Operation Sindoor for senior classes. The module is nearly complete and expected to be released soon.

Unlike regular textbooks, this will be a standalone case study, focusing on India's strategic military response following the deadly terror attack in Pahalgam, Jammu and Kashmir. Operation Sindoor refers to the precision airstrike carried out by India on May 7, 2025, targeting terror launchpads across the Line of Control (LoC).

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This classroom module is aimed at helping students understand how nations respond to terror threats and how defence, diplomacy, and coordination between ministries play a role in national security.

At present, the module is being developed only for higher secondary classes, but NCERT may later adapt the content for middle school students as well.

WHAT IS OPERATION SINDOOR?


Thailand, Cambodia have agreed to hold immediate ceasefire talks: Trump


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Operation Sindoor was launched by the Indian government in response to the April 27, 2025 terror attack in Pahalgam that killed several Indian soldiers and civilians. On May 7, Indian armed forces carried out precision strikes targeting terror infrastructure in Pakistan-occupied Kashmir (PoK).

The operation was praised for its swift planning and coordination across the military and external affairs wings of the government.

The NCERT module aims to provide a factual overview of the mission -- covering key aspects such as the role of the armed forces, the decision-making process behind such counter-terror actions, and the wider implications for diplomacy and regional stability.

NCERT'S NEW BOOKS FOR CLASSES 6 AND 8

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This initiative is part of NCERT's broader efforts under the National Curriculum Framework 2023 (NCF 2023) and the National Education Policy 2020 (NEP 2020).

New textbooks for Classes 6 and 8 have already been released in subjects like English, Social Science, Sanskrit, and a new vocational textbook titled *Kaushal Bodh*.

These books focus on experiential learning, Indian heritage, and present-day challenges. The upcoming Operation Sindoor module continues this trend—bringing current affairs and national events into the classroom to help students stay informed and critically engaged.


Thailand, Cambodia have agreed to hold immediate ceasefire talks: Trump


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Published By: Prateek Chakraborty



Representative Image

CBSE, NCERT and UNESCO join hands to expand school health, wellness programme to 30,000 schools

ANI | Updated: Jul 26, 2025 23:18 IST

ANI News

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New Delhi [India], July 26 (ANI): UNESCO (/topic/unesco), in partnership with CBSE (/topic/cbse) and NCERT (/topic/ncert), conducted the eleventh capacity-building workshop under the School Health and Wellness Programme (/topic/school-health-and-wellness-programme) (SHWP) in New Delhi this week, according to the official statement.

This workshop forms a key part of the national strategy to expand the cadre of Master Trainers who will implement the programme across 30,000 CBSE (/topic/cbse)-affiliated schools, with the goal of reaching 15 million adolescent learners nationwide.

In June and July 2025, over 290 school principals, leaders, and educators from 22 states and 5 union territories, including Andhra Pradesh, Andaman and Nicobar Islands, Assam, Bihar, Chandigarh, Chhattisgarh, Delhi, Haryana, Himachal Pradesh, Jharkhand, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Telangana, Tripura, Uttarakhand, Uttar Pradesh, and West Bengal, participated in the workshop.

According to the release, Anandrao V Patil, IAS, Additional Secretary, DoSEL, Ministry of Education, emphasised the importance of mental health, gender equality, and inclusive education in achieving the holistic vision of the National Education Policy (/topic/national-education-policy) (NEP) 2020. "You are changemakers. Never forget that," he said, reinforcing the role of education in shaping responsible and empathetic individuals.

According to the release, Prof. Dinesh Prasad Saklani, Director of NCERT (/topic/ncert), commended the collaborative efforts of CBSE (/topic/cbse), UNESCO (/topic/unesco), and NCERT (/topic/ncert) in organising the workshop. Reflecting on the importance of understanding adolescents more deeply, Prof Dinesh Prasad Saklani emphasised that when underlying issues in a student's family go unnoticed, teachers may respond differently without realising the context. He noted that this is why such training is critical, as it helps educators recognise challenges and work towards achievable goals.

"Health and education are not separate goals; they are interlinked foundations for equity, dignity, and opportunity. Every wellness session, every teacher trained, every child heard, it's a step toward systems that put learners at the centre," said Tim Curtis, Director of UNESCO (/topic/unesco) South Asia Regional Office.

Under the leadership of NCERT (/topic/ncert) and with support from UNESCO (/topic/unesco), a 24-hour curriculum, training modules, and facilitator guides were developed to support implementation. In addition, UNESCO (/topic/unesco) and NCERT (/topic/ncert) have co-developed animation videos and a comic book based on the 11 themes of the School Health and Wellness Programme (/topic/school-health-and-wellness-programme), including emotional well-being and mental health, gender equality, reproductive health, and responsible internet use. These resources, available in English, Hindi, and nine Indian languages.

Launched in February 2020 under the Government of India's Ayushman Bharat initiative, the School Health and Wellness Programme (/topic/school-health-and-wellness-programme) (SHWP) adopts a holistic approach to student well-being through education that focuses on prevention and promotion. Since August 2022, 970 Master Trainers have been trained through eleven intensive five-day workshops held at NCERT (/topic/ncert).

These trainers are now leading implementation in their schools and supporting the 1training of others through CBSE (/topic/cbse)'s Centres of Excellence. To date, over 40,000 teachers have been trained via 754 Capacity Building Programmes, as per the release. (ANI)

TAGS

NCERT (/topic/ncert/)

CBSE (/topic/cbse/)

School Health and Wellness Programme (/topic/school-health-and-wellness-programme/)

UNESCO (/topic/unesco/)

National Education Policy (/topic/national-education-policy/)

Business Standard

NCERT to create school module on Operation Sindoor for classes 3-12: Report

The NCERT is developing a special classroom module on Operation Sindoor to help students learn about India's defence strategy and diplomatic response, according to sources.

Press Trust of India | New Delhi



The aim is to make students understand how nations respond to terror threats and how defence, diplomacy, and coordination between ministries play a role in national security, the source said.(Photo: Shutterstock)

The NCERT is developing a special classroom module on Operation Sindoor to help students learn about India's defence strategy and diplomatic response, according to sources.

The module will have two partsfirst for students from class 3 to 8 and another one for students from class 9 to 12.

A source said that the special module prepared by the National Council of Educational Research and Training (NCERT) will have 8 to 10 pages focussing on India's strategic military response to the Pahalgam terror attack.

The aim is to make students understand how nations respond to terror threats and how defence, diplomacy, and coordination between ministries play a role in national security, the source said.

Twenty-six men were gunned down in front of their family members in a deadly terror attack in in Jammu and Kashmir's Pahalgam on April 22.

India retaliated by targeting terror sites in Pakistan-occupied Kashmir and Pakistan under Operation Sindoor, leading to a four-day conflict between the two countries.

A special discussion on Operation Sindoor would also be taken up in the Lok Sabha from Monday after a weeklong virtual washout of Parliament proceedings.

The opposition made a strong demand for a discussion on Operation Sindoor on the first day of the Monsoon session.

Defence Minister Rajnath Singh, Home Minister Amit Shah and External Affairs S Jaishankar are likely to participate in the 16-hour debate that is expected to stretch over three days.

(Only the headline and picture of this report may have been reworked by the Business Standard staff; the rest of the content is auto-generated from a syndicated feed.)

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Education Ministry Issues Directives To Ensure Students' Safety In Schools



The Ministry of Education has issued a directive to all States and Union Territories to take urgent steps to ensure student safety and well-being. This includes mandatory safety audits of schools and child-related facilities as per national safety codes, training for staff and students in emergency preparedness, and the provision of psychosocial support through counselling and peer networks.

The Ministry, in its recommendations, stressed on several steps to be taken by the States and Union Territories for students. These steps are Preventive Safety Measures, Awareness and Training, Psychosocial Well-being, Reporting Mechanism, Public Responsibility. The Ministry has also urged Education Departments, School Boards, and affiliated authorities to act without delay in implementing the above measures.

Operation Sindoor to be part of NCERT textbooks for classes 3 to 12

By Sanjay Maurya

Updated on: Jul 26, 2025 11:12 pm IST

The special module prepared by the NCERT will have 8 to 10 pages focussing on India's strategic military response to the Pahalgam terror attack

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New Delhi: The National Council for Education Research and Training (NCERT) is developing two special modules on India's strikes against terror infrastructure across Pakistan under Operation Sindoor, with an aim to make students aware about India's military power, education ministry sources said on Saturday.



The NCERT is developing a special classroom module on Operation Sindoor.(For representation/AFP)

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Both modules are under preparations and will be introduced soon, sources said. “While the first special module on Operation Sindoor will be for students of Classes 3 to 8 and second will be available for Classes 9 to 12. The achievements of India and her Armed Forces will be described in 8 to 10 page modules. The aim of these modules is to make students aware about India's military power and how Pakistan was defeated once again,” a source said.

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NCERT designs special modules to supplement standard textbooks, focusing on specific of contemporary issues. So far, it has published 16 special modules till June 2025 ous themes including 'Viksit Bharat,' 'Nari Shakti Vandan' 'G20' and 'Chandrayaan Utsav.

"In the coming months, NCERT will also be publishing special modules on Mission LiFE ('LiFEStyle For Environment'); horrors of partition; India's rise as a space power– from Chandrayan to Aditya L1 to Subhanshu Shukla's journey to International Space Station," said another source from the ministry.

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Also Read: Both Houses to discuss Op Sindoor next week

India launched Operation Sindoor in the early hours of May 7 and struck nine terror and military installations in Pakistan and Pakistan-occupied Kashmir (PoK) as a response to the Pahalgam terror strike in which 26 people were shot dead by terrorists.

It sparked a four-day military confrontation with Pakistan involving fighter jets, missiles,

understanding on stopping all military action on May 10.

defence minister Rajnath Singh said Operation Sindoor was the natural sion of the 2016 surgical strikes and the 2019 Balakot airstrikes in Pakistan, and it was conducted in a manner that forced Islamabad to ask for a ceasefire, articulating India's firm resolve against terror.

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The newly released NCERT's Class 8 social science textbook has a mention of surgical strike. The book cites Maratha Empire founder Shivaji's raid on Mughal nobleman Shaishta Khan's camp at night, forcing him to leave what is now Maharashtra, and likens it to "the modern-day surgical strike."

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Hindustan Times

दैनिक जागरण, 27 जुलाई 2025, पृष्ठ संख्या - 1

देश भर के सभी स्कूल भवनों का होगा सुरक्षा आडिट, केंद्र ने दिए निर्देश

शिक्षा मंत्रालय ने सभी राज्यों और केंद्र शासित प्रदेशों के मुख्य सचिवों को लिखा पत्र

जागरण ब्यूरो, नई दिल्ली: राजस्थान में स्कूल की छत गिरने से सात स्कूली बच्चों की दर्दनाक मौत के बाद केंद्र ने अब देश भर के सभी स्कूल भवनों व उनसे जुड़ी जनसुविधाओं के तत्काल सुरक्षा आडिट कराने के निर्देश दिए हैं। साथ ही कहा है कि यह सुरक्षा आडिट स्कूलों के लिए वर्ष 2021 में जारी सुरक्षा और संरक्षा दिशा-निर्देश और वर्ष 2016 के राष्ट्रीय आपदा प्रबंधन के दिशा-निर्देशों को ध्यान में रखकर किया जाए, जिसमें स्कूल भवनों के ढांचे की गुणवत्ता के साथ उनमें आग आदि से बचाव के जरूरी इंतजामों का भी आडिट किया जाए।



- मंत्रालय ने किया साफ, सुरक्षा आडिट के दायरे में सरकारी व निजी दोनों स्कूल आएंगे
- छात्रों को ऐसी घटनाओं से न हो किसी तरह का नुकसान, दोषियों की तय हो जिम्मेदारी

इन पहलुओं को मुख्य रूप से जांचने के दिए सुझाव

- स्कूलों भवनों व उनसे जुड़ी जनसुविधाओं के ढांचे की हो जांच।
- स्कूलों में आग से बचाव के इंतजामों को परखा जाए।
- इमरजेंसी निकास व वायरिंग को अनिवार्य रूप से जांचा जाए।
- स्कूलों में प्राथमिक उपचार पेटी अनिवार्य रूप से होनी चाहिए।
- ऐसी किसी घटना पर रिपोर्टिंग तंत्र का गठन।
- स्कूलों के शिक्षकों, कर्मचारियों व बच्चों को ऐसे घटना से बचाव को लेकर जागरूकता और प्रशिक्षण।

केंद्रीय शिक्षा मंत्रालय ने सभी राज्यों व केंद्र शासित प्रदेशों के मुख्य सचिवों को लिखे पत्र में कहा है कि आडिट के साथ ही वह यह भी सुनिश्चित करें कि किसी भी स्कूलों में इस तरह के हादसे न हों, जिसमें किसी छात्र को अपनी जान गंवानी पड़े। मंत्रालय ने ऐसे हादसों को बड़ी सुरक्षा खामी बताया है और कहा है कि सुरक्षा आडिट के दौरान यदि कहीं कोई खामी मिले तो इसके दोषियों के खिलाफ सख्त कार्रवाई की जाए। इस बीच मंत्रालय ने यह साफ किया है कि सुरक्षा आडिट सरकारी और निजी दोनों स्कूलों का होगा। मंत्रालय ने इसके दौरान राजस्थान से पहले मध्य प्रदेश व झारखंड के स्कूलों में सामने आई ऐसी खामियों का भी जिक्र किया है। मंत्रालय ने राज्यों से कहा है कि वह बगैर कोई देरी किए तुरंत स्कूलों के सुरक्षा आडिट का काम शुरू करें।

राज्यों को लिखे पत्र में शिक्षा मंत्रालय ने स्थानीय जनप्रतिनिधियों, अभिभावकों और सामाजिक कार्यकर्ताओं से भी आगे आने की अपील की है और कहा है कि उन्हें अपनी जिम्मेदारी निभाते हुए क्षेत्र के असुरक्षित स्कूल भवनों को लेकर स्थानीय प्रशासन व जिम्मेदार अधिकारियों के शिकायत दर्ज कराए। गौरतलब है कि मौजूदा समय में देश भर में करीब 15 लाख स्कूल हैं। इनमें सरकारी, सहायता प्राप्त और निजी स्कूल शामिल हैं।

सीबीएसई स्कूल में अब पहली से आठवीं कक्षा तक पढ़ाई जाएंगी एनसीईआरटी की पुस्तकें



- शिक्षा मंत्रालय की सलाह पर सीबीएसई ने अपने से संबद्ध स्कूलों को दिए निर्देश
- अभी सीबीएसई स्कूलों में नौवीं से 12वीं तक अनिवार्य रूप से पढ़ाई जाती हैं एनसीईआरटी की पुस्तकें

जागरण ब्यूरो, नई दिल्ली: नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत तैयार की गई राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) की पहली से आठवीं कक्षा की नई पाठ्यपुस्तकों को अब सीबीएसई भी अपने स्कूलों में पढ़ाएगा। सीबीएसई ने यह फैसला शिक्षा मंत्रालय के सुझाव के बाद लिया है, जिसमें नेशनल कैरीकुलम फ्रेमवर्क और समान मूल्यांकन पैटर्न के तहत एनसीईआरटी की नई पुस्तकों को पढ़ाने का सुझाव दिया गया था। जिसके बाद सीबीएसई ने अपने से संबद्ध सभी स्कूलों को इसे अमल में लाने के निर्देश दिए हैं।

शिक्षा मंत्रालय के अधिकारियों के मुताबिक सीबीएसई स्कूलों में नौवीं से 12वीं तक एनसीईआरटी की पुस्तकों को अभी अनिवार्य रूप से पढ़ाया जा रहा है, लेकिन पहली से आठवीं कक्षा तक में स्कूलों को इससे छूट दी गई थी। यानी स्कूल चाहे तो एनसीईआरटी की या निजी प्रकाशकों की पुस्तकें पढ़ा सकते थे। अब आठवीं कक्षा तक में भी एनसीईआरटी की पुस्तकों को पढ़ाने को कहा है। इसे लेकर संबद्धता नियमों में भी बदलाव किया है।

सूत्रों की मानें तो बोर्ड ने इससे संबंधित नोटिफिकेशन पहले जारी किया था, लेकिन उस समय तक एनसीईआरटी की आठवीं तक की सभी विषयों की पुस्तकें बाजार में न आने से उसे ठंडे बस्ते में डाल दिया गया था। अब जैसे ही एनसीईआरटी की आठवीं तक की सभी विषयों की पुस्तकें आ गई हैं तो सीबीएसई ने स्कूलों को इसके अमल के निर्देश दिए हैं। अभी एनसीईआरटी की पुस्तकें आठवीं तक में अनिवार्य रूप से सिर्फ केंद्रीय विद्यालयों व नवोदय विद्यालयों में ही पढ़ाई जा रही थीं।

हिन्दुस्तान, 27 जुलाई 2025, पृष्ठ संख्या -1

निर्देश : आठवीं कक्षा तक एनसीईआरटी की किताबें ही पढ़ानी होंगी

नई दिल्ली, विशेष संवाददाता। सीबीएसई स्कूलों में पहली से आठवीं कक्षा तक एनसीईआरटी की किताबें ही पढ़ाई जाएंगी। शिक्षा मंत्रालय की पहल पर सीबीएसई ने सभी स्कूलों को जोर देकर कहा है कि वे एनसीईआरटी की किताबों को ही लागू करें। अब तक यह नौवीं से बारहवीं कक्षा में अनिवार्य थीं।

इस पहल से नई शिक्षा नीति की मंशा के अनुरूप पाठ्यक्रम में समानता आएगी और बच्चों को तय मानकों के अनुरूप गुणवत्ता युक्त शिक्षा मिलेगी। अधिकारियों का कहना है कि कई स्कूल निजी प्रकाशकों की पुस्तक को विद्यार्थियों पर गैर जरूरी तरीके से थोपते हैं, नए निर्देश से यह प्रवृत्ति भी रुकेगी।

ऑडिट का आदेश : एक अन्य फैसले में केंद्रीय शिक्षा मंत्रालय ने सभी राज्यों और केंद्र शासित प्रदेशों को छात्रों की सुरक्षा और कल्याण सुनिश्चित करने के लिए तत्काल कदम उठाने के निर्देश दिए हैं। निर्देश के मुताबिक अग्नि सुरक्षा, आपातकालीन निकास और विद्युत तारों के साथ-साथ संरचनात्मक ढांचे का गहन मूल्यांकन किया जाना चाहिए। अग्निशमन सेवाएं, पुलिस और चिकित्सा एजेंसियां के साथ सहयोग को मजबूत किया जाना चाहिए ताकि समय-समय पर प्रशिक्षण सत्र और मॉक ड्रिल आयोजित किया जा सके।

मनोवैज्ञानिक कल्याण के तहत परामर्श सेवाओं, सहकर्मी सहायता प्रणालियों और सामुदायिक सहभागिता पहल के जरिए मानसिक स्वास्थ्य, भावनात्मक कल्याण को प्राथमिकता देने को कहा गया है।

ऑपरेशन सिंदूर की गाथा सिलेबस में शामिल होगी

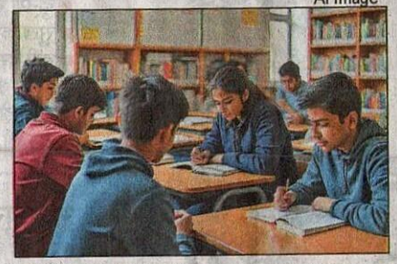
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने 'ऑपरेशन सिंदूर' पर आधारित एक विशेष पाठ्यक्रम मॉड्यूल तैयार करने की घोषणा की है। इसका उद्देश्य छात्रों को भारत की सैन्य शक्ति, तकनीकी प्रगति और राष्ट्रीय सुरक्षा में योगदान के बारे में जागरूक करना है। इस मॉड्यूल के दो हिस्से होंगे - पहला कक्षा तीन से आठ तक के छात्रों के लिए और दूसरा कक्षा नौ से 12 तक के लिए। सूत्रों ने बताया कि एनसीईआरटी द्वारा तैयार विशेष मॉड्यूल में पहलगाम हमले पर भारत की रणनीतिक सैन्य प्रतिक्रिया पर केंद्रित आठ से दस पन्ने होंगे।

नवभारत टाइम्स, 27 जुलाई 2025, पृष्ठ संख्या -13

तीन साल में हज़ारों कोर्स की किताबें भारतीय भाषाओं में होंगी

Bhupender.Sharma
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AI Image



■ **नई दिल्ली:** उच्च शिक्षा के लिए भारतीय भाषाओं की पुस्तकों को डिजिटल रूप में उपलब्ध कराने के लिए 'भारतीय भाषा पुस्तक' स्कीम शुरू की गई है। शिक्षा मंत्रालय के उच्च शिक्षा विभाग ने देश की प्रमुख यूनिवर्सिटीज व उच्च शिक्षा संस्थानों में पढ़ाए जाने वाले कोर्सेज की मैपिंग कर ली है। भारतीय भाषाओं में ट्रांसलेशन के साथ-साथ मूल लेखन भी होगा। अगले तीन वर्षों में इन हजारों ग्रैजुएशन व पीजी लेवल के कोर्सेज की किताबें भारतीय भाषाओं में होंगी।

उच्च शिक्षा विभाग ने यूनिवर्सिटीज में पढ़ाए जाने वाले कोर्सेज की मैपिंग की

मकसद यही है कि जो छात्र अपनी स्थानीय भाषाओं में पढ़ना चाहे, उसे कोई परेशानी न हो। शिक्षा मंत्रालय ने 22 भारतीय भाषाओं में पाठ्यपुस्तकें तैयार करने का लक्ष्य रखा है। लेकिन हर राज्य की जरूरतों के हिसाब से भाषाओं में किताबें होंगी। अगर दक्षिण का कोई राज्य है तो अंग्रेजी के साथ-साथ उस राज्य की भाषा में पहले किताबें तैयार होंगी। सरकार की ओर से अब इंजिनियरिंग- मेडिकल की पढ़ाई स्थानीय भाषाओं में करने का विकल्प भी छात्रों को दिया जा रहा है। मध्यप्रदेश में एमबीबीएस की किताबें हिंदी में उपलब्ध करवाई जा रही है। अखिल भारतीय तकनीकी शिक्षा परिषद (AICTE) द्वारा राष्ट्रीय शिक्षा नीति के अनुरूप विभिन्न भारतीय भाषाओं में इंजीनियरिंग की किताबें तैयार की जा रही है। हिंदी के साथ- साथ तमिल, तेलुगु, उर्दू, मलयालम, बंगाली, असमिया, मराठी, कन्नड़, उड़िया, गुजराती और पंजाबी में बीटेक व बीई कोर्सेज की किताबें लिखी जा रही है। विभिन्न भाषाओं में पाठ्यपुस्तकें तैयार करने के मिशन में यूनिवर्सिटीज के विशेषज्ञों को शामिल किया जा रहा है।

IITs में सीटें बढ़ेंगी : शिक्षा मंत्रालय के सूत्रों का कहना है कि मौजूदा सत्र में IITs में करीब 1600 सीटों का इजाफा हुआ है। पांच वर्षों तक हर वर्ष करीब 1600 सीटें बढ़ाई जाएंगी। AI सेंटर ऑफ एक्सीलेंस इन एजुकेशन को शुरू करने की भी तैयारी की जा रही है। इस सेंटर में प्री प्राइमरी से लेकर प्रफेशनल और रिसर्च लेवल तक नये प्रयोग किए जाएंगे।

अमर उजाला, 27 जुलाई 2025, Page No.- 9

पहली से आठवीं तक की पढ़ाई एनसीईआरटी की किताबों से

अमर उजाला ब्यूरो

नौवीं से 12वीं कक्षा तक एनसीईआरटी किताबों से पढ़ाना अनिवार्य

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) के स्कूलों में अब पहली से आठवीं कक्षा में भी राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) किताबों से पढ़ाई होगी। सीबीएसई बोर्ड ने अपने सभी मान्यता प्राप्त स्कूलों को पत्र लिखकर एनसीईआरटी की किताबों से पढ़ाई करवाने का निर्देश दिया है। इसके साथ ही नौवीं से 12वीं कक्षा तक एनसीईआरटी की किताबों से ही पढ़ाई करवानी होगी।

वरिष्ठ अधिकारी ने बताया, सीबीएसई बोर्ड के निजी स्कूल निजी प्रकाशकों की किताबों को तवज्जो देते हैं। लेकिन अब ऐसा नहीं चलेगा। स्कूलों को सिर्फ एनसीईआरटी की किताबों से पढ़ाई करवाना अनिवार्य होगा। सभी कक्षा के लिए एनसीईआरटी की किताबों की सूची वेबसाइट पर उपलब्ध है।

पत्र में कहा गया है कि यदि स्कूल एनसीईआरटी के बजाय अन्य प्रकाशकों की किताबों से पढ़ाई करवाते हैं तो उनके खिलाफ कार्रवाई होगी। सीबीएसई बोर्ड अपनी मान्यता देने से पहले स्कूलों के साथ एक समझौता करता है। इसके तहत यदि कोई उसका उल्लंघन करता है तो उसकी मान्यता रद्द हो सकती है।

नौवीं कक्षा की किताबें 2026 में आएंगी

राष्ट्रीय शिक्षा नीति 2020 और नेशनल क्रेडिट फ्रेमवर्क (एनसीआरएफ) 2023 के तहत एनसीईआरटी की कक्षा नौवीं से 12वीं कक्षा तक नई किताबें 2026 तक मार्केट आ जाएंगी। एनसीईआरटी ने इसकी तैयारी शुरू कर दी है। कक्षा आठवीं तक की सभी किताबें मार्केट में आ चुकी हैं। एनसीईआरटी ने अपनी वेबसाइट पर भी किताबों को अपलोड कर दिया है।

जनसत्ता, 27 जुलाई 2025, पृष्ठ संख्या – 6

एनसीईआरटी तीसरी से बारहवीं तक के लिए तैयार कर रहा है 'आपरेशन सिंदूर' पर पाठ्यक्रम

जनसत्ता ब्यूरो
नई दिल्ली, 26 जुलाई।

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) तीसरी से बारहवीं तक के विद्यार्थियों को पढ़ाने के लिए 'आपरेशन सिंदूर' पर विशेष पाठ विकसित कर रहा है। यह जानकारी केंद्रीय शिक्षा मंत्रालय के सूत्रों ने शनिवार को दी।

सूत्रों ने बताया कि एनसीईआरटी समय-समय पर बड़े घटनाक्रमों को लेकर विशेष पाठ विकसित करता रहता है। ये विशेष पाठ दो भागों में तैयार किए जाते हैं जिनमें से एक कक्षा तीन से आठ तक के लिए जबकि दूसरा कक्षा नौ से बारह तक के लिए होता है। ये पाठ सभी भाषाओं में तैयार किए जाते हैं और स्कूलों में विद्यार्थियों को पढ़ने के लिए दिए जाते हैं। इसी क्रम में परिषद ने 'आपरेशन सिंदूर', पर्यावरण मंत्रालय के 'लाइफ मिशन' और भारत की अंतरिक्ष के क्षेत्र में हाल की उपलब्धियों पर विशेष पाठ तैयार करने का निर्णय लिया है। सूत्र ने बताया कि 'आपरेशन सिंदूर' पर विशेष पाठ पहलगाम हमले के बाद भारत की रणनीतिक प्रतिक्रिया पर केंद्रित होगा।

पहलगाम में हुए आतंकी हमले का बदला लेने के लिए भारत की सेनाओं ने 'आपरेशन सिंदूर' चलाया था। इसके अंतर्गत भारतीय सेनाओं ने पाकिस्तान और पाकिस्तान अधिकृत जम्मू कश्मीर में आतंकवादियों के नौ ठिकानों का ध्वस्त कर दिया था। भारत ने हाल के वर्षों में अंतरिक्ष के क्षेत्र में कई उपलब्धियां हासिल की हैं। एनसीईआरटी इन उपलब्धियों पर भी एक विशेष पाठ तैयार करेगा। इनमें अगस्त 2023 में चंद्रयान-3 की चंद्रमा के दक्षिणी ध्रुव पर सफलतापूर्वक उतरना इसरो के लिए एक ऐतिहासिक उपलब्धि थी। इसके अलावा 'सोलर आब्जर्वेटरी' (आदित्य-एल1) के लांच और क्रू एस्केप सिस्टम की डेवलपमेंट फ्लाइट में भी कामयाबी हासिल की। भारतीय पायलट शुभांशु शुक्ला की अंतरराष्ट्रीय अंतरिक्ष केंद्र की यात्रा को भी इस पाठ में शामिल किया जाएगा। पर्यावरण, वन और जलवायु परिवर्तन मंत्रालय ने वर्ष 2023 'मिशन लाइफ' की शुरुआत की थी।

Hindustan Times, 27 July 2025, Page No- 2

{ AWARENESS ABOUT INDIA'S MILITARY MIGHT }

NCERT to unveil two special modules on Op Sindoor

Sanjay Maurya
letters@hindustantimes.com

NEW DELHI: The National Council for Education Research and Training (NCERT) is developing two special modules on India's strikes against terror infrastructure across Pakistan under Operation Sindoor, with an aim to educate students about the country's military power, education ministry officials said on Saturday.

Both modules are under preparation and will be introduced soon, the officials said.

"While the first special module on Operation Sindoor will be for students of Classes 3 to 8 and second will be available for Classes 9 to 12. The achievements of India and her Armed Forces will be described in 8-10 page modules. The aim of these modules is to make students aware about India's military power and how Pakistan was defeated once again," one of the officials cited above said requesting anonymity.

NCERT designs special modules to supplement standard textbooks, focusing on specific themes of contemporary issues.

WHILE THE FIRST MODULE WILL BE FOR STUDENTS OF CLASSES 3 TO 8, THE SECOND WILL BE AVAILABLE FOR CLASSES 9 TO 12, OFFICIALS SAID

So far, it has published 16 special modules till June 2025 on various themes including Viksit Bharat, Nari Shakti Vandan, G20 and Chandrayaan Utsav.

"In the coming months, NCERT will also be publishing special modules on Mission LiFE ('LiFEStyle For Environment'); horrors of partition; India's rise as a space power– from Chandrayan to Aditya L1 to Subhanshu Shukla's journey to International Space Station," said another ministry official.

India launched Operation Sindoor in the early hours of May 7 and struck nine terror and military installations in Pakistan and Pakistan-occupied Kashmir (PoK) as a response to the Pahalgam terror attack in which 26 people were shot dead by terrorists. It sparked a four-day military confrontation with Pakistan before the two sides reached an understanding on stopping all military action on May 10.

NCERT's newly released Class 8 social science textbook has a mention of surgical strike. The book cites Maratha Empire founder Shivaji's raid on Mughal nobleman Shaishta Khan's camp at night, forcing him to leave what is now Maharashtra, and likens it to "the modern-day surgical strike".

Millenium Post, 27 July 2025, Page No-3

The Asian Age, 27 July 2025, Pg-2

TEACHING KIDS HOW INDIA TACKLES TERROR: DEFENCE, DIPLOMACY & TEAMWORK

NCERT developing special module on Operation Sindoor for classes 3 to 12

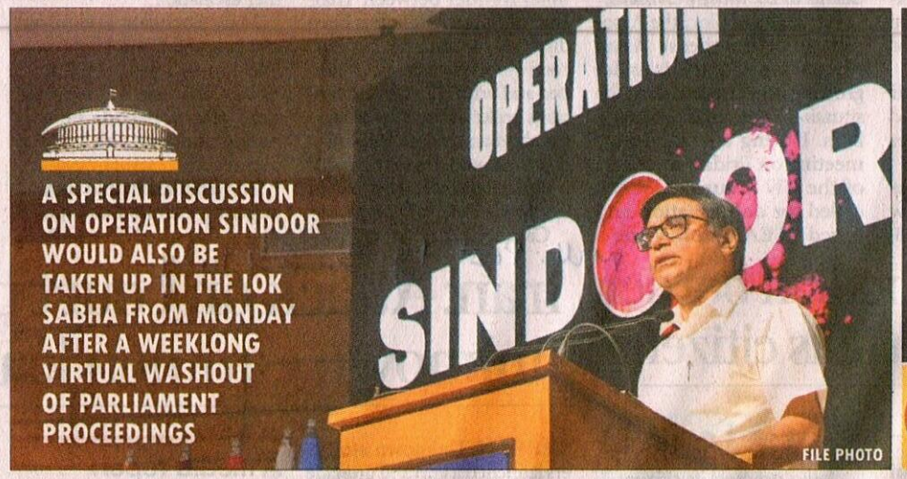
OUR CORRESPONDENT

NEW DELHI: The National Council of Educational Research and Training (NCERT) is developing a special classroom module on Operation Sindoor to help school students learn about India's defence strategy and diplomatic response, according to government sources.

The module will have two parts—first for students from class 3 to 8 and another one for students from class 9 to 12.

A source said that the special module prepared by the NCERT will have 8 to 10 pages focussing on India's strategic military response to the Pahalgam terror attack of April 22 in union territory of Jammu and Kashmir in which 26 innocent civilians, mostly tourists, were brutally gunned down by terrorists.

"The aim is to make students understand how nations respond to terror threats and how defence, diplomacy, and coordination between ministries play a role in national security," the source said.



A SPECIAL DISCUSSION ON OPERATION SINDOOR WOULD ALSO BE TAKEN UP IN THE LOK SABHA FROM MONDAY AFTER A WEEKLONG VIRTUAL WASHOUT OF PARLIAMENT PROCEEDINGS

FILE PHOTO

India retaliated by targeting terror sites in Pakistan-occupied Kashmir and Pakistan under Operation Sindoor, leading to a four-day conflict between the two countries in early May.

A special discussion on Operation Sindoor would also be taken up in the Lok Sabha from Monday after a weeklong virtual washout of Parliament proceedings. The Opposition made a strong demand for a discussion on Operation Sindoor on the first day of the Monsoon session.

In the coming months, NCERT will also be publishing special modules on Mission LiFE ('LiFEStyle For Environment'); horrors of partition; India's rise as a space power– from Chandrayan to Aditya L1 to Subhanshu Shukla's journey to International Space Station," a source in Education Ministry said.

NCERT is entrusted with the responsibility to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. The NCERT and its constituent units undertake, promote and coordinate research in areas related to school education; prepare and publish model textbooks, supplementary material, newsletters, journals and develop educational kits, multimedia digital materials, etc.

WITH AGENCY INPUTS

TAKEAWAYS

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» THE OPPOSITION MADE A STRONG DEMAND FOR A DISCUSSION ON OPERATION SINDOOR ON THE FIRST DAY OF THE MONSOON SESSION

NCERT working on classroom module on Op Sindoor: Sources

AGE CORRESPONDENT
NEW DELHI, JULY 26

To help students learn about India's defence strategy and diplomatic response, the NCERT is developing a special classroom module on Operation Sindoor.

According to sources, the module will have two parts — first for students from Class 3 to 8 and another for students from Class 9 to 12.

A source said that the special module prepared by the National Council of Educational Research and Training (NCERT) will have 8 to 10 pages, focusing on India's strategic military response to the Pahalgam terror attack.

"The aim is to make students understand how nations respond to terror threats and how defence, diplomacy, and coordination between ministries play a role in national security," the source said.

Twenty-six men were gunned down in front of their family members in a deadly terror attack in Jammu and Kashmir's Pahalgam on April 22.

India retaliated by targeting terror sites in Pakistan-occupied Kashmir and Pakistan under Operation Sindoor, leading to a four-day conflict between the two countries.

A special discussion on Operation Sindoor would also be taken up in the Lok Sabha from Monday after a weeklong virtual washout of Parliament proceedings.

The Opposition made a strong demand for a discussion on Operation Sindoor on the first day of the Monsoon Session.

Defence minister Rajnath Singh, home minister Amit Shah, and external affairs minister S. Jaishankar are likely to participate in the 16-hour debate that is expected to stretch over three days.

The Pioneer, 27 July 2025, Page No- 1

NCERT develops module on Operation Sindoor

PIONEER NEWS SERVICE
New Delhi

The module will have two parts — first for students from class three to eight and another one for class nine to 12

Ahead of its scheduled discussion in the Parliament's Monsoon Session, the NCERT is developing a special educational module on Operation Sindoor for senior classes to help students learn about India's defence strategy and diplomatic response. The module is nearly complete and expected to be released soon.

The module will have two parts - first for students from class 3 to 8 and another one for students from class 9 to 12. Unlike regular textbooks, this will be a standalone case study that will have 8 to 10 pages focussing on India's strategic military response to the Pahalgam terror attack. Operation Sindoor refers to the precision airstrike carried out by India on May 7, 2025, targeting terror launchpads across the Line of Control (LoC).

This classroom module is aimed at helping students understand how nations respond to terror threats and how defence, diplomacy and coordination between ministries play a role in national security. At present, the module is being developed only for higher secondary classes, but NCERT may later adapt the content for middle school students as well.

Twenty-six men were gunned down in front of their family members in a deadly terror attack in Jammu and Kashmir's Pahalgam on April 22. India retaliated by targeting terror sites in Pakistan-occupied Kashmir and Pakistan under Operation Sindoor, leading to a four-day conflict between the two countries.

A special discussion on Operation Sindoor will also be taken up in the Lok Sabha from Monday after a weeklong virtual washout of Parliament proceedings. The Opposition made a strong demand for a discussion on Operation Sindoor on the first day of the Monsoon Session. Defence Minister Rajnath Singh, Home Minister Amit Shah and External Affairs Minister S Jaishankar are likely to participate in the 16-hour debate that is expected to stretch over three days.

As Operation Sindoor was praised for its swift planning and coordination across the military and external affairs wings of the government, the NCERT module aims to provide a factual overview of the mission — covering key aspects such as the role of the armed forces, the decision-making process behind such counter-terror actions, and the wider implications for diplomacy and regional stability. This initiative is part of NCERT's broader efforts under the National Curriculum Framework 2023 (NCF 2023) and the NEP2020.

The Pioneer, 27 July 2025, Page-3

CM Shri schools to be opened in September

PIONEER NEWS SERVICE
New Delhi

The Delhi government is likely to inaugurate its newly announced CM Shri Schools in September, an official said, as preparations to operationalise the institutions gather pace.

The initiative, announced earlier this year, aims to offer high-quality, future-ready education in government schools."The CM Shri Schools are expected to open in September. Most of the shortlisted schools are under construction," the official said.

Earlier, Education Minister Ashish Sood had said that the government had provisionally shortlisted 75 schools to be developed under the CM Shri model. "These schools will start functioning soon and preparations to operationalise them are underway," Sood said.

The CM Shri Schools, modelled after the Centre's PM Shri Schools, will follow the National Education Policy (NEP) 2020 and implement the National Curriculum Framework 2023.

According to officials, these institutions are being developed with a focus on sustainability, operating as zero-waste and solar-powered campuses. Each school will be equipped with AI-enabled libraries, smart classrooms featuring augmented reality (AR) and virtual reality (VR) tools, smartboards, biometric attendance systems and robotics laboratories to promote innovation among students.

The Delhi Board of School Education (DBSE) is also being phased out, and its affiliated schools will now be brought under the Central Board of Secondary Education (CBSE). The Directorate of Education has already begun the recruitment process for teaching and leadership positions. Two separate circulars issued on June 5 and June 10 invited applications from eligible teaching staff and school leaders who have at least five years of service remaining.

The Statesman, 27 July 2025, Page No - 8

Art of Learning ~ II

Stifling the space for creative passions to get nurtured and blossomed can have many ill effects on mental health in children. Sometimes they may need to draw, to think. Sometimes they may need to move, to think. So dancing and drawing may not just be the ends in themselves — they may also be the means to better academic performances. When children can happily pursue their creative passions, they are likely to be better performers in acquiring other cognitive skills as well





The British author, Sir Ken Robinson said, "My contention is that creativity now is as important in education as literacy, and we should treat it with the same status." He cites the example of a little girl of six, who people thought had learning disabilities because she couldn't concentrate and pay attention, but was very keen on drawing.

So the teacher walked up to her and asked her, "What are you drawing?" And she answered, "I'm drawing god", to which the teacher said, "But no one knows how god looks...", to which the girl replied, "they will... in a minute".

He goes on to say, "Picasso once said this, he said that all children are born artists. The problem is to remain an artist as we grow up. I believe this passionately, that we don't grow into creativity, we grow out of it. Or rather, we get educated out of it."

I am reminded of a tragic incident of a young girl of thirteen committing suicide a few days back. News has it that she used to remain depressed and all she wrote in her note before jumping off the terrace was "I hate people, I want to die."

It was also reported that she used to love drawing, but all her parents were concerned with was how well she was doing in academics.

Is it possible that had she been encouraged with her artistic skills, she may not have taken such a drastic step? That drawing and painting could have vented out some of the angst that kept piling up inside her without any outlet?

Children may not be driven to taking such extreme steps, but it is likely that stifling the space for creative passions to get nurtured and blossomed can have many ill effects on mental health in children. Sometimes they may need to draw, to think. Sometimes they may need to move, to think.

So dancing and drawing may not just be the ends in themselves – they may also be the means to better academic performances. When children can happily pursue their creative passions, they are likely to be better performers in acquiring other cognitive skills as well.

Our education system, in its present state, not only stifles all creative endeavor; it, in fact, chokes any kind of original thinking. Stuart Firestein, the chair of the Department of Biological Sciences at Columbia University, in his Ted Talk in February 2013, describes what scientific enquiry is like: "There is an ancient proverb that says it's very difficult to find a black cat in a dark room, especially when there is no cat. I find this a particularly apt description of science and how science works – bumbling around in a dark room, bumping into things, trying to figure out what shape this might be, what that might be, there are reports of a cat somewhere around, they may not be reliable, they may be, and so forth and so on."



SOUMYANETRA MUNSHI

The writer is Associate Professor, Economic Research Unit, Indian Statistical Institute, Kolkata

But this spirit of fumbling around, making mistakes, stumbling and falling, is something that our education system smothers from the very beginning.

Firestein, goes on to say, "We currently have an educational system which is very efficient but is very efficient at a rather bad thing. So in 2nd grade, all the kids are interested in science, the girls and the boys. They like to take stuff apart. They have great curiosity. They like to investigate things. They go to science museums. They like to play around. ... But by 11th or 12th grade, fewer than 10 per cent of them have any interest in science whatsoever, let alone a desire to go into science as a career. So we have this remarkably efficient system for beating any interest in science out of everybody's head.

"Is this what we want? I think this comes from what a teacher colleague of mine calls 'the bulimic method of education.' We just jam a whole bunch of facts down their throats over here and then they puke it up on an exam over here and everybody goes home with no added intellectual heft whatsoever."

Firestein explains that "evaluation really amounts to feedback and it amounts to an opportunity for trial and error. It amounts to a chance to work over a longer period of time with this kind of feedback." Our exam system, on which our entire education system is based, is really nothing like this.

So, Firestein goes onto say, "I'd say what we need is a test that says, 'What is x?' and the answers are 'I don't know, because no one does,' or 'What's the question?' Even better.

Or, 'You know what, I'll look it up, I'll ask someone, I'll phone someone. I'll find out.' Because that's what we want people to do, and that's how you evaluate them."

We need to re-think, re-evaluate, and re-create our education system so that schools don't become gas chambers of creativity and originality but rather a garden where artistic and original talents flower and nurture. Let's understand that dance is as important as maths, creativity just as important as literacy and numeracy, and originality just as important as rationality.

Sir Robinson batted for more individualistic learning within a broad curriculum, instead of a standardised curriculum, standardised testing and standardised evaluation methods.

Such an education system, based on command, control and compliance, only promotes rote learning, churning out stereotypes – pretty much like bricks in the wall; every child just like everyone else, crossing hurdles of the same exams and running towards the same end line of competitive exams.

I'm sure there is a balance we can strike between the required amount of exams and much broader scope for encouraging creativity.

Children need to be engaged in academics, their curiosity needs to be kindled and stoked, but not at the cost of curtailing the breathing space for their artistic creativity.

William Butler Yeats said "Education is not about filling buckets; it is lighting fires."

So let's have our matches out, let's let them draw gods, and let's let them dance, let's let them make mistakes and ask questions, let's not create bricks in the wall.

In the words of Pink Floyd:

We don't need no education
We don't need no
thought control
No dark sarcasm in
the classroom
Teacher, leave them
kids alone
All in all, it's just
another brick in the wall
All in all, you're just
another brick in the wall...

(Concluded)

NCERT developing special module on Operation Sindoor for classes 3 to 12: Sources

The module will have two parts — first for students from class 3 to 8 and another one for students from class 9 to 12.

Updated - July 27, 2025 10:37 am IST - New Delhi

PTI



NCERT is developing a special classroom module on Operation Sindoor to help students learn about India's defence strategy and diplomatic response, according to sources. Photo: X/@adgpi

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the Pahalgam terror attack.

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A special discussion on Operation Sindoor would also be taken up in the Lok Sabha from Monday (July 28, 2025) after a weeklong virtual washout of Parliament proceedings.

The Opposition made a strong demand for a discussion on Operation Sindoor on the first day of the Monsoon session.

Defence Minister Rajnath Singh, Home Minister Amit Shah and External Affairs S Jaishankar are likely to participate in the 16-hour debate that is expected to stretch over three days.

Published – July 27, 2025 10:01 am IST

CBSE and Unesco to expand wellness programmes to 30,000 schools across India

More than 30,000 schools across India are set to be part of a joint effort by CBSE, NCERT, and UNESCO to integrate health and wellness education into students' everyday lives.

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In Short

- CBSE and UNESCO aim to train 40,000 teachers by 2025
- 11 core wellness themes to be taught using new 24-hour curriculum
- Over 290 school leaders trained across 22 states and 5 UTs this year

UNESCO, CBSE, and NCERT trained over 290 school leaders in Delhi this week to strengthen health and wellness education across 30,000 CBSE-affiliated schools. The workshop was part of the School Health and Wellness Programme (SHWP), which aims to reach nearly 15 million students with lessons on mental health, gender equality, nutrition, and emotional well-being.

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TRAINING MASTER TRAINERS TO REACH 15 MILLION STUDENTS

The SHWP, which was launched under the Ayushman Bharat initiative in February 2020, focuses on preventive and holistic health awareness among adolescents.

The goal is to reach around 15 million students through trained school leaders and educators acting as master trainers.

Over June and July 2025, more than 290 principals, teachers, and school heads from 22 states and 5 union territories, including Uttar Pradesh, Andhra Pradesh, Assam, Delhi, Rajasthan, and Kerala, attended the training sessions.

At the workshop, Anandrao V Patil, Additional Secretary in the Ministry of Education, highlighted the connection between good health, inclusive education, and the broader goals of the National Education Policy (NEP) 2020. He called educators “changemakers” and

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Centre orders safety audits in schools after 7 killed in Rajasthan roof collapse


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He said many student issues stem from situations at home, which are often missed. The training, he noted, helps teachers notice these signs early and respond with care and understanding.

CURRICULUM FOCUSES ON MENTAL HEALTH, GENDER EQUALITY, AND ONLINE SAFETY

UNESCO's South Asia Director Tim Curtis underlined the point that health and learning are not separate concerns. "Every wellness session, every teacher trained, every child heard, it's a step toward systems that put learners at the centre," he said.

To help implement SHWP, NCERT and UNESCO have developed a 24-hour curriculum, including training modules, guidebooks, and additional content like animated videos and comics.

These materials cover 11 key wellness themes such as mental health, gender equality, reproductive health, and online safety.

They are available in English, Hindi, and nine regional languages.

Since 2022, NCERT has hosted eleven five-day training workshops, producing 970 master trainers. These trainers now support implementation across CBSE's Centres of Excellence.

So far, more than 40,000 teachers have been trained through 754 workshops.

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Centre orders safety audits in schools after 7 killed in Rajasthan roof collapse


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नवभारत टाइम्स, २१ जुलाई 2025, पृष्ठ संख्या - 10

NEP के कामयाब पांच साल



डॉ. विनीत जोशी

29 जुलाई 2020 को भारत ने न केवल एक नई नीति की शुरुआत की, बल्कि एक नए भारत की कल्पना करने का साहस भी दिखाया। राष्ट्रीय शिक्षा नीति (NEP) 2020 एक सामान्य सुधार नहीं, बल्कि ऐतिहासिक क्षण था। यह नीति हमारे आत्मबोध, हमारी आकांक्षाओं और उस शिक्षा व्यवस्था की परिकल्पना की अभिव्यक्ति है जो हमें भविष्य की ओर ले जाएगी।

अंकों से अर्थ की ओर | NEP 2020 भारत में अब तक की सबसे व्यापक परामर्श प्रक्रिया का परिणाम है, जिसमें देशभर से दो लाख से अधिक लोगों ने भाग लिया। इसका उद्देश्य पुरानी चीजों को केवल संवारना नहीं था, बल्कि सोच में परिवर्तन लाकर शिक्षा को रटंत से समझ की ओर, अंकों से अर्थ की ओर ले जाना था। और, सबसे जरूरी बात, इसे परीक्षा-आधारित दौड़ से हटकर उद्देश्य-आधारित यात्रा का रूप देना था।

जीवन के अनुरूप | सिर्फ पांच वर्षों में यह दूरदर्शी दस्तावेज एक जीवंत आंदोलन बन चुका है। यह केवल सरकार द्वारा संचालित नहीं, बल्कि शिक्षक, संस्थान, अभिभावक, छात्र और समुदाय - सभी की भागीदारी से संचालित हो रहा है। हमने स्कूली शिक्षा के ढांचे को 5+3+3+4 में दोबारा परिकल्पित किया है, जिसमें प्रारंभिक बाल्यावस्था देखभाल, खेल-आधारित शिक्षा और मूलभूत साक्षरता पर विशेष बल दिया गया है।

सीधी छाप | NEP की सबसे प्रभावशाली उपलब्धि इसकी आम जनजीवन में पड़ने वाली सीधी छाप है। हमारा सकल नामांकन अनुपात (GER) 26.3% से बढ़कर 30% से अधिक हो गया है। पिछले छह वर्षों से महिलाओं का GER पुरुषों से अधिक रहा है। अनुसूचित जाति, जनजाति, अन्य पिछड़ा वर्ग और अल्पसंख्यक समुदायों में नामांकन निरंतर बढ़ रहा है।



AI Image

कॉमन रूम

बुनियादी संरचना | हमारा शोध भी तीव्र गति से आगे बढ़ रहा है। पीएचडी नामांकन दोगुना हो चुका है, शोध प्रकाशनों में 142% की वृद्धि हुई है और आज भारत वैश्विक शोध में तीसरे स्थान पर है।

भाषा का उत्सव | NCRF, NHEQF और CCFUP जैसे तंत्र छात्रों को शैक्षणिक, व्यावसायिक और कौशल के क्षेत्रों में निर्बाध रूप से आगे बढ़ने का अवसर दे रहे हैं। दोहरी डिग्री और 45 से अधिक अंतरराष्ट्रीय विश्वविद्यालयों के साथ साझेदारी ने स्टूडेंट्स के लिए नए अवसरों के द्वार खोल दिए हैं। पहली बार, CUET, NEET और JEE जैसी परीक्षाएं 13 भारतीय भाषाओं में उपलब्ध हैं। यही नहीं, अनुवादिनी, ई-कुंभ और अस्मिता जैसी पहलें बहुभाषावाद का उत्सव मना रही हैं।

परंपरा बनी ताकत | पांच वर्षों के अनुभव से स्पष्ट है कि NEP 2020 एक पीढ़ीगत बदलाव है। यह दुनिया को यह दिखाता है कि हमारे दिलों में बसी परंपरा हमारी सबसे बड़ी ताकत बन चुकी है। जब हम आगे बढ़ते हैं, तो अपने साथ केवल उपलब्धियों का गौरव नहीं, बल्कि आने वाले भविष्य को बेहतर बनाने का संकल्प भी लेकर चल रहे हैं।

(लेखक उच्च शिक्षा के सचिव हैं)

The Pioneer, 28 July 2025, Page No- 2

New wave of curiosity about space among children: PM

PIONEER NEWS SERVICE
New Delhi

Hailing astronaut Shubhanshu Shukla's return from ISS, Prime Minister Narendra Modi on Sunday said a new wave of curiosity about space among children has awakened and noted that today more than 200 startups have come up in the space sector alone.

In his monthly Mann Ki Baat radio broadcast, Modi said the path to a developed India in 2047 passes through self-reliance and the biggest basis of 'Atmanirbhar Bharat' is 'vocal for locals.'

The PM noted that during the last few weeks, be it sports, science or culture, a lot has happened that every Indian is proud of. He said : "Recently, there was a lot of talk in the country over Shubhanshu Shukla's return from Space. As soon as Shubhanshu landed safely on Earth, people jumped with joy; a wave of happiness rippled through every heart. The entire country was filled with pride,"

Modi said: "I remember, when Chandrayaan-3 successfully landed in August 2023, a new ambience was created in the country. A new curiosity also arose among children about science, about space. Little children now say, "We will also go to Space; we will also land on the moon - we will become space scientists."

Talking about the INSPIRE-MANAK Abhiyan, Modi said this is a campaign to promote innovation among children. "In this, five children are selected from each school. Each child brings up a new idea. So far, lakhs of children have joined this, and after Chandrayaan-3, their number has doubled," he said.

Noting that Space start-ups are also growing rapidly in the country, Modi said five years ago, there were fewer than 50 start-ups, but today, there are more than 200, just in the space sector.

He said that in 21st-century India, science is progressing with renewed energy. "A few days ago, our students won medals in the International Chemistry Olympiad. Devesh Pankaj, Sandeep Kuchi, Debdutt Priyadarshi and Ujjwal Kesari, all four of them, brought glory to India. India has strengthened its image in the world of Mathematics as well. In the International Mathematical Olympiad held in Australia, our students won three gold, two silver and one bronze medal," he said.

The PM pointed out that next month, the Astronomy and Astrophysics Olympiad is going to be held in Mumbai. This will be the biggest Olympiad to date, he noted. The prime minister also hailed the development of UNESCO recognising 12 Maratha forts as World Heritage Sites.

"Eleven forts in Maharashtra; one in Tamil Nadu. Each fort has a chapter of history attached to it. Every stone is a testimony to a historical event... Salher Fort, where the Mughals were defeated, Shivneri, where Chhatrapati Shivaji Maharaj was born. A fort that is unbreachable for the enemy. Khanderi Fort is an amazing fort built in the middle of the sea," he said.

Modi said: "The enemy wanted to stop him, but Shivaji Maharaj made the impossible possible. Pratapgarh Fort, where Afzal Khan was defeated, the echo of that saga still remains entrenched in the walls of the fort. Vijaydurg, which had secret tunnels, is proof of Chhatrapati Shivaji Maharaj's farsightedness. I visited Raigad a few years ago... Bowed in front of Chhatrapati Shivaji Maharaj's statue. This experience will stay with me all my life."

The PM recalled that on August 11, 1908, in a jail in Bihar's Muzaffarpur city, an 18-year-old youth was paying the price for expressing his patriotism against the British. He said: "Inside the jail, British officers were preparing to hang a young man. There was no fear on the face of that youth; rather, it was full of pride. The very pride that those who die for their country feel. That brave, courageous youth was Khudiram Bose. At the age of just 18, he showed such courage that it shook the whole country."



Prime Minister Narendra Modi FILE PHOTO

The PM said the month of August is therefore the month of revolution. He noted that August 1 is the death anniversary of Lokmanya Bal Gangadhar Tilak, and during the same month, on August 8, the 'Quit India Movement' began under the leadership of Mahatma Gandhi.

"Then comes the 15th of August, our Independence Day... We remember our freedom fighters, get inspired by them, but friends, the pain of the Partition of the country is also associated with our independence. That is why we observe the 14th of August as 'Partition Horrors Remembrance Day'," he said.

Modi also said that another revolution started on August 7, 1905, which was the Swadeshi Movement that lent a new energy to local products. "To commemorate that, the country celebrates 'National Handloom Day' on the 7th of August every year. This year, 7th August marks the completion of 10 years of 'National Handloom Day'. Just like our Khadi gave new strength to the freedom movement during the freedom struggle, today, when the country is moving towards becoming a developed India, the textile sector is turning out to be the strength of the country," he said.

"'Textile is not just a sector of India. It is an example of our cultural diversity. Today, the textile and apparel market is growing very fast, and the most beautiful thing about this development is that women from villages, designers from cities, elderly weavers and our youth who have begun start-ups are all taking it forward together," Modi said.

Noting that today, more than 3,000 textile start-ups are active in India, Modi said many start-ups have lent global height to India's handloom identity. "The path to a developed India in 2047 passes through self-reliance, and the biggest basis of 'Atmanirbhar Bharat' is - 'vocal for local'. Buy and sell only those things that are made in India, in which an Indian has shed sweat. This should be our resolve," he asserted.

He said sometimes a task comes across as impossible to some people, but when the country comes together on one thought, even the impossible becomes possible.

"'Swachh Bharat Mission' is the biggest example of this. Soon, this mission will complete 11 years. But, its strength and its need are still the same," he said. In these 11 years, 'Swachh Bharat Mission' has become a mass movement, and people consider it their duty, and this is real public participation, Modi said.

The PM said: "The Swachh Survey conducted every year has lifted this feeling further. This year, more than 4500 cities and towns of the country joined it. More than 15 crore people participated in it. This is not an ordinary number. This is the voice of Swachh Bharat."

Modi also praised the remarkable transformation of former Naxalites in Jharkhand's Gumla district who have traded violence for fish farming, calling it proof that "the lamp of development can be lit even in the most difficult circumstances".

He narrated the inspiring story of Om Prakash Sahu, a former Naxalite who abandoned the path of violence to become a successful fish farmer and catalyst for change in the once-terror-struck Basia block. "Sometimes the most radiant light emerges from where darkness dwells the most," he said.

The PM noted that the Basia block in Gumla was once known for Maoist violence, with villages getting deserted and people living in fear. Youth were migrating due to lack of employment opportunities and vacant lands. He said the change began when Sahu decided to abandon violence and start fish farming. "Those who were earlier holding guns, have now taken up fishing nets," he observed.

Despite facing initial protests and threats, Sahu's determination remained firm. The launch of the Pradhan Mantri Matsya Sampada Yojana (PMMSY) provided him with new strength, government training and assistance in pond construction, Modi said.

The initiative has led to a fisheries revolution in Gumla, with more than 150 families of Basia block now engaged in fish farming. Many former Naxalite organisation members are living respectfully in villages and providing employment to others, the PM noted.

"This journey of Gumla teaches us — if the path is right and there is trust in the mind, the lamp of development can be lit even in the most difficult circumstances," he added.

The Indian EXPRESS
JOURNALISM OF COURAGE

Maharashtra SCERT invites public feedback for school education curriculum

The draft school education curriculum will be available for feedback on the SCERT website until August 27.

Written by Soham Shah
Pune | July 28, 2025 13:16 IST

NewsGuard

2 min read



Education experts, teachers, scholars, parents, officials, organisations, and all sections of society are requested to submit their comments on the draft online by 5 pm on August 27. (Source: maa.ac.in)

The Maharashtra State Council of Educational Research and Training (SCERT) Monday invited public feedback on the draft school education curriculum. The draft was made available for the public on the council's website (https://www.maa.ac.in/) from 10 am, said a press release by SCERT Director Rahul Rekhawar.

Education experts, teachers, scholars, parents, officials, organisations, and all sections of society are requested to submit their comments on the draft online by 5 pm on August 27. Twenty subjects are included in this draft: Marathi, English, Mathematics, Science, Politics, Economics, Social Work, The

World Around Us 1 and 2, History, Geography, Environmental Science, Defence Studies, Traffic Safety and Civil Protection, Civics, and Physical Education and Fitness.

The comments and suggestions should be concise and reasoned, and should include the subject, class, level, relevant page number, text in the original draft, required changes/corrections, reason for change, and what the revised text should be, the release said. Personal details of the commenter, such as name, telephone number, e-mail, and residential address, also have to be added.

If one wishes to submit comments by post, the title in bold should be School Education Curriculum (Proposed) Draft-2025 – Comments (for Curriculum Development Department) and sent to the address SCERT, 708, Sadashiv Peth, Kumthekar Road, Pune – 411030, as per the release.

Regarding the introduction of the three-language policy, the press release said the “existing system” will continue until the decision of the Dr Narendra Jadhav committee.



Chief Minister Devendra Fadnavis last month revoked government resolutions on the contentious three-language policy in primary schools after widespread protests over alleged imposition of Hindi on non-Hindi-speaking students. The government also appointed a committee under the chairmanship of Jadhav to review the implementation of the contentious three-language policy from Class 1.

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Soham Shah Following

Soham is a Correspondent with the Indian Express in Pune. A journalism graduate, he was a fact-checker before joining the Express. Soham currently covers education and is also interested in civic issues, health, human ... Read More

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This article went live on July twenty-eighth, twenty twenty-five, at sixteen minutes past one in the afternoon.

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The Telegraph online

Tuesday, 29 July 2025

Piracy raids across states yield 4.71 lakh NCERT books, government tells Parliament

Congress member Pramod Tiwari had sought details about the pirated textbooks, the revenue loss suffered by the NCERT and the steps taken to curb the menace

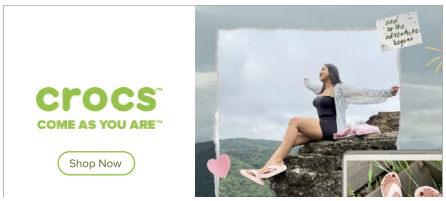
Basant Kumar Mohanty | Published 28.07.25, 07:08 AM



Around 4.71 lakh pirated copies of NCERT textbooks were seized across states in 2024 and 2025, the government has told Parliament.

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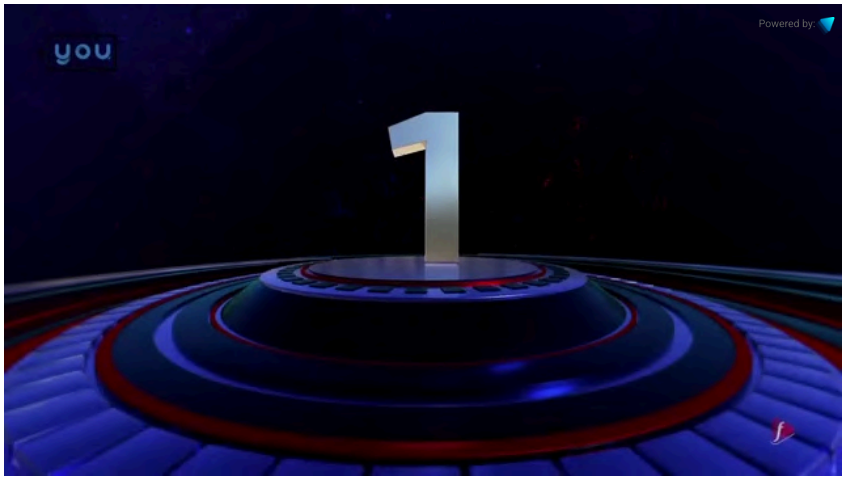
The National Council of Educational Research and Training (NCERT) is the country's apex body for the preparation of textbooks that are taught in CBSE schools. A majority of state school boards also use these textbooks with some modifications.

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In a written reply in the Rajya Sabha on July 23, minister of state for education Jayant Chaudhary said reports about pirated NCERT textbooks had come from different parts of the country.

Congress member Pramod Tiwari had sought details about the pirated textbooks, the revenue loss suffered by the NCERT and the steps taken to curb the menace.

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"Piracy is driven primarily by commercial motives of unscrupulous elements. The main objective of the NCERT is to provide quality textbooks at a very affordable price to the last student across the country, on a no-profit and no-loss basis," Chaudhary said.

A retired NCERT official attributed the problem to the faulty assessment of the demand for textbooks by the council's sales wing.

He said the sales wing is supposed to find out the number of new books that would be realistically required in a year, keeping in view the fact that old books might be used by some students. He said more often than not, the sales wing underestimates the demand and prints 5-7 crore books against the demand for 10-15 crore. The pirated books make up for the shortfall.

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“Timely printing of sufficient books and proper distribution is key to addressing the problem of piracy. But printing of books and distribution is a problem,” the retired official said.

The NCERT uses its five distribution depots and empanelled private distributors to supply books to schools and students.

Chaudhary said the NCERT had slashed textbook prices by 20 per cent to discourage piracy.

In the last year, the NCERT has raided a record number of 29 premises belonging to manufacturers and sellers of pirated textbooks and illegal NCERT-watermarked paper, and confiscated stock and machinery worth over ₹20 crore, the minister said.

“The NCERT has also taken several proactive measures to hit at the very root of the piracy business, viz, 20 per cent price reduction of textbooks, timely printing of textbooks, improved quality of paper and printing (using modern machines), promotion of online sale of textbooks through e-commerce platforms,” he added.

Chaudhary said the NCERT had also conducted a pilot trial of a technology-based anti-piracy solution on one million copies of a Class VI textbook.

“This tech-based solution has been developed and patented by IIT Kanpur. The result of these steps has been very positive,” he said.

The technology uses a code in the books that can be scanned by buyers to know if they are genuine.

The minister said the NCERT sold books worth ₹526 crore in 2024-25 compared with ₹232 crore in 2023-24.

However, a book seller in Dwarka said vendors were selling pirated textbooks at higher prices than the authentic ones by adding hardcovers. The paper used in the pirated books is also substandard, he added.

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Foundations First: How NEP 2020 is Shaping India's Early Learning Revolution

AUTHORS : ANUSTUP NAYAK | SANJAY KOUSHIK

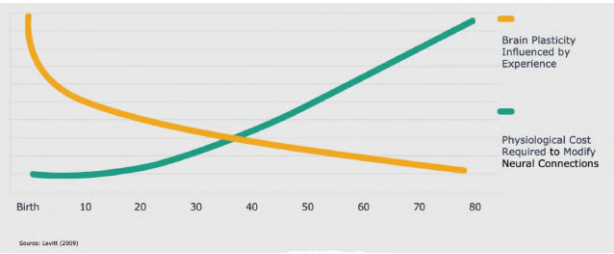
Expert Speak India Matters
Published on *Jul 28, 2025*

India's early learning revolution is gaining momentum under NEP 2020, but unlocking its full potential requires quality, investment, and urgency.

Years of NEP 2020: From Vision to Reality"

Importance of Early Childhood Education (ECE)

Early Childhood Education (ECE) is the essential foundation for all learning. Children's brains develop rapidly in the first six years, forming connections that underpin language, reasoning, and social skills. High-quality ECE boosts school readiness, bridges developmental gaps for disadvantaged children, and yields long-term benefits in education, health, and economic productivity.



The brain's ability to adapt—known as brain plasticity—declines as we age. Adapted from a graph created by Pat Levitt in collaboration with the Centre on the Developing Child at Harvard University (2009)

Despite its importance, ECE in India was historically informal and limited. In 1950—

Early Childhood Education is the essential foundation for all learning - yet, for decades in India, its promise remained unfulfilled, especially for disadvantaged children.

However, education took a back seat to nutrition, as Anganwadi workers struggled to balance administrative duties with play-based pedagogy. While basic literacy has improved, children lack the deeper foundational skills, such as comprehension, early math, and social-emotional development. The India Early Childhood Education Impact Study revealed alarming gaps: only 15 percent could match basic objects, and 30 percent could identify the sizes of objects.

NEP 2020's Vision for Quality ECE

The National Education Policy 2020 (NEP 2020) is a landmark policy framework that marks a paradigm shift by placing ECE at the heart of India's education vision. It makes several strong recommendations for establishing quality ECE by:

being. This state includes three years of preschool (Anganwadi/pre-primary) and recommends flexible, play-based, and activity-oriented learning, crucial for holistic growth and school readiness.

Aiming for universal access to high-quality ECE. The NEP recommends a significantly expanded and strengthened system of early-childhood education institution*s* that includes multiple access points, including: standalone Anganwadis, Anganwadis co-located with primary schools, pre-primary sections in existing schools, and standalone pre-schools

Making school readiness by the first grade a central goal of ECE. The policy lays out that "*prior to the age of 5, every child will move to a 'Preparatory Class' or 'Balavatika' (that is, before Class 1), which has an ECCE-qualified teacher.*" This approach is designed to foster early literacy, early numeracy, and socio-emotional skills, ensuring a smooth and confident transition to primary school.

Mandating trained ECCE educators for all pre-primary classes and Anganwadis, requiring comprehensive pre-service and in-service training in play-based pedagogy, child development, and

realise NEP's vision, we must invest in quality, trained educators, and engaging classroom materials for our youngest learners.

By clearly articulating the need for a robust ECE and delineating its key enabling conditions, NEP 2020 sets a strong policy framework for early learning.

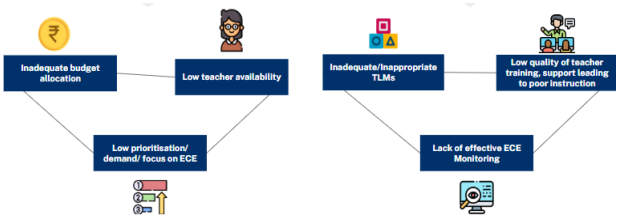
Progress and challenges in implementing the NEP vision for ECE

Since the introduction of NEP, India has made significant progress in improving access to pre-primary education. By 2024, over three-quarters of all three-year-olds and more than 83 percent of four-year-olds in rural India will have been enrolled in some form of preschool. The revised educational continuum introduced under the NEP has also led to a significant reduction in underage and age-inappropriate enrolment of 5-year-olds into Grade 1.

Age	% Children enrolled in any kind of pre-school or ECE centre			% Children not enrolled in any kind of pre-school or ECE centre		
	2018	2022	2024	2018	2022	2024
Age 3	68.1	75.8	77.4	28.8	21.7	20.7
Age 4	76.0	82.0	83.4	15.6	12.3	11.4
Age 5	58.5	62.2	71.4	8.1	5.5	6.2

Aadarshila curriculum and '*Poshan Bhi Padhai Bhi*' initiatives, and supported ECE integration within NIPUN Bharat. Under the Poshan Bhi Padhai Bhi initiative, over 4.2 Lakh Anganwadi workers have been trained in the revised ECE curriculum, pedagogy, and assessment tools to improve the quality of teaching and learning in Anganwadi centres.

However, there are several barriers impeding quality ECE implementation as envisioned by NEP, including _



Source: *Central Square Foundation, 2024*

Lack of effective learning time: The quality of ECE delivery remains a challenge, with studies showing that, on average, **effective learning time on ECE is only 35 minutes per day**.

Inadequate budget allocation: Public spending on ECE is nine times lower than primary education (INR 1,200 vs. INR 10,000 annually), with only 0.1 percent of the Gross Domestic Product

appropriate teaching materials, 41 percent of educators don't use available TLMs regularly, and many centres rely on outdated materials, limiting stimulating learning experiences.

Ineffective teacher training: Only 24 percent of ECE educators received in-service training in the past year, and over 60 percent of Anganwadi workers lack formal training in play-based pedagogy, impacting classroom quality and engagement.

Lack of parent and community engagement: Over half of parents view Anganwadis as nutrition centres, not learning spaces. Only 18 percent of centres had external academic monitoring visits over six months, and under 10 percent had regular classroom quality or learning outcome assessments.

Five recommendations to realise the vision of NEP 2020 in ensuring quality ECE

To address persistent challenges in ECE, India must adopt integrated, evidence-

these foundational benefits.

First, universalise a pre-primary (*Balvatika*) programme for 5-6-year-olds, emphasising school readiness through play-based pedagogy. Pre-primary programmes for 5-6 year olds must emphasise pre-literacy, pre-numeracy, and socio-emotional skills needed to ready children for grade 1, while maintaining the nurturing care components (nutrition, health, safety) across ages 3-6. States, such as Uttar Pradesh, Odisha, Punjab, Assam and Gujarat have launched dedicated Pre-School (Balvatika) programmes, with Gujarat achieving **93 percent enrollment for 5-year-olds**.

Second, increase budgetary allocation and improve resource allocation. India spends only INR 1,263 per child on ECE versus INR 37,000 on school education, requiring more targeted funding for educators, resources, and infrastructure. Punjab's dedicated budget lines for ECE enabled teacher hiring, classroom upgrades, and TLM provision, improving enrollment and learning environments since 2017.

Pradesh established a **State Curriculum Framework** based on NCF-FS and an academic package, including teacher guides and classroom resources. Odisha contextualised the NCERT-developed play-based learning kit into *'Jadu Pedi'* using locally available resources.

Finally, launch awareness campaigns engaging parents with easy-to-use home learning activities and bite-sized content delivered via WhatsApp. Madhya Pradesh's monthly *Bal Choupal* programme shows parents the importance of play-based learning and provides learning activities that can be undertaken at home.

While enrollment has surged and NEP 2020 set a bold vision, ECE's promise remains unfulfilled. India cannot afford yet another generation to miss strong early learning benefits. By prioritising quality, investing in teachers and pedagogy, increasing budgets, and engaging communities, every child can be ensured the start they deserve. India's future is predicated on delivering high-quality Early Childhood Education - this must become a reality.

Anustup Nayak *is a Project Director at Central Square Foundation, and lead for the*

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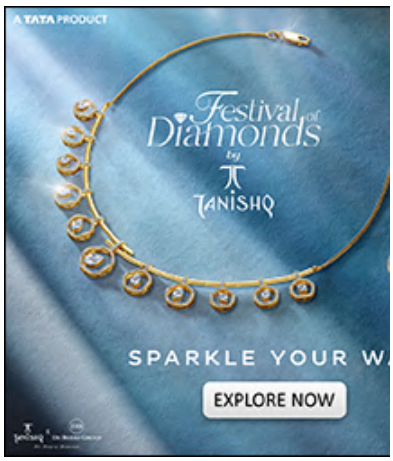
Anustup Nayak

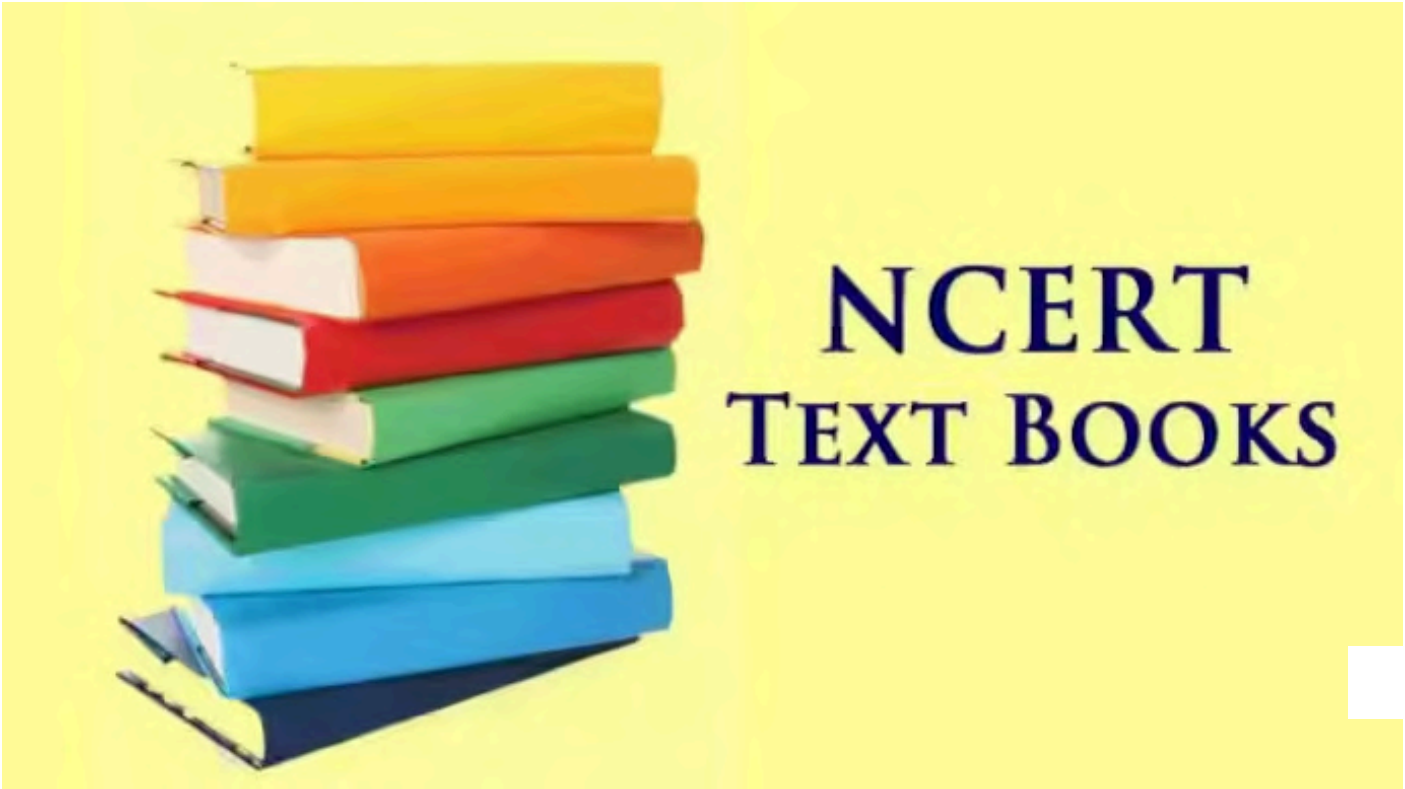
Anustup Nayak is a Project Director

Curriculum changes and anti-piracy drive boost NCERT sales by 127%

NCERT's sharp rise in textbook sales marks a turning point in school publishing, with stronger enforcement against piracy and new curriculum guidelines reshaping the textbook market across India.

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The National Council of Educational Research and Training (NCERT) has recorded a sharp rise in textbook sales this year, earning 526 crore in 2023-24, a 127% increase compared to 232 crore in 2022–23.

India Today Education Desk
New Delhi, UPDATED: Jul 28, 2025 22:25 IST

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In Short

- NCERT textbook sales rose 127% in 2023-24, earning Rs 526 crore
- New Class 3 and 6 curriculum boosted nationwide demand for NCERT books
- Crackdown on piracy shifted schools toward official NCERT publications

The National Council of Educational Research and Training (NCERT) has recorded a sharp rise in textbook sales this year, earning 526 crore in 2023-24, a 127% increase compared to 232 crore in 2022–23.

Officials attribute this spike to two major developments: the centralised crackdown on textbook piracy and the implementation of new curriculum frameworks under the National Education Policy (NEP) 2020.

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NCERT, the country's apex body for school curriculum and textbook development, has long struggled with the challenge of piracy.

For years, pirated versions of its books, cheaper and often riddled with errors, flooded the market, particularly in states where distribution was weak.

But last year, the education ministry and NCERT jointly stepped up efforts to curb the sale of illegal copies.

Raids were conducted in multiple cities, printers were booked, and enforcement agencies were tasked with tracking the supply chain of pirated books.

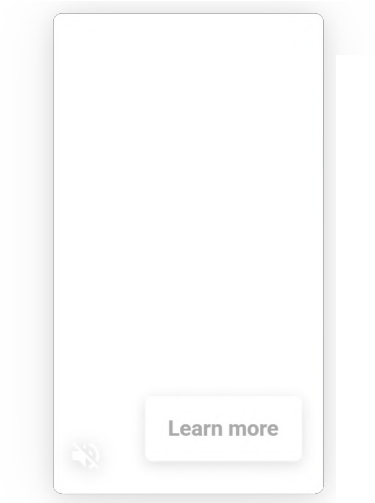
“Retailers and distributors became cautious,” said a senior NCERT official. “With tighter oversight and more awareness among parents and schools, the demand shifted back to original books.”

CURRICULUM CHANGES AND NEP ROLLOUT DRIVE DEMAND FOR NEW NCERT

Alongside enforcement, another factor has played a key role, curriculum updates.

The academic year 2023–24 marked the rollout of new textbooks for Classes 3 and 6, based on the revised National Curriculum Framework (NCF). This led to a nationwide demand for updated NCERT textbooks, especially in CBSE-affiliated schools.

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According to NCERT data, over 9 crore textbooks were sold last year. The surge, officials believe, is not a one-time jump but part of a broader shift in the textbook supply ecosystem.

Private publishers, who earlier cornered a major share of textbook sales in CBSE schools, are now seeing competition from the public publisher. “There’s been a growing preference for NCERT titles, especially after the NEP push,” said a Delhi-based school principal.

The council is now preparing to release updated textbooks for more classes under the new curriculum guidelines. Officials say a fresh round of textbooks is being written for Classes 1, 2, 4, 5, 7, 8, 9 and 11, which will be introduced in the 2024–25 academic year.

NCERT has also expanded its digital offerings through ePathshala and other portals, making its content more accessible to students in remote areas.

For now, the focus remains on streamlining printing, improving distribution, and ensuring that updated content reaches every student without delay.

- Ends

Published By: Rishab Chauhan

Published On: Jul 28, 2025

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Classrooms of Change: NEP 2020 and the New Era of Schooling

Posted On: 28 JUL 2025 6:08PM

Key Takeaways

5+3+3+4 structure and **NCF-SE 2023 (National Curriculum Framework for School Education)** promote experiential and competency-based learning. **CBSE board exams now include 50% competency-based questions**, and subjects are offered at two levels.
NIPUN Bharat and Vidya Pravesh have reached over **4.2 crore students** across **8.9 lakh schools**
Over **1.15 lakh SEDG (Socio-economically Disadvantaged Groups) students** and **7.58 lakh girls** enrolled in inclusive residential schools; **PRASHAST App** supports disability screening in line with The Rights of Persons with Disabilities Act(RPwD Act). **Indian Sign Language** is now a subject, with **1000+ ISL videos** and talking books developed
4 lakh+ teachers trained under NISHTHA; Foundational Literacy and Numeracy (FLN) and Early Childhood Care and Education (ECCE) modules integrated via DIKSHA. **72% schools now have internet**, and e-Jaadui Pitara brings AI-powered multilingual learning to early grades

Introuction: Transforming Indian Schooling

On July 29, 2020, India turned the page on a new chapter in education, one not just of reform, but of reinvention. With the launch of the National Education Policy 2020[1] (NEP 2020), the country laid out an ambitious roadmap to transform its schools into spaces where learning is no longer confined to textbooks, marks, or memorisation.

NEP 2020 envisions a schooling system that is flexible, inclusive, and deeply learner-centric; where curiosity is encouraged, creativity is nurtured, and classrooms reflect the diversity and dynamism of the world students will one day shape. By reimagining every element of school education, from curriculum and pedagogy to assessments and teacher development, the policy seeks to restore joy, relevance, and purpose to the learning experience.

Rooted in India's rich civilizational heritage and guided by the principles of equity and excellence, NEP 2020 aligns closely with global commitments like '*Sustainable Development Goal 4: ensuring inclusive and equitable quality education for all****[2]***'. It recognises that meaningful learning must begin early, build strong foundations, and continue for life.

In bridging India's educational legacy with the demands of the 21st Century, the policy aspires to create classrooms that empower and not just inform.

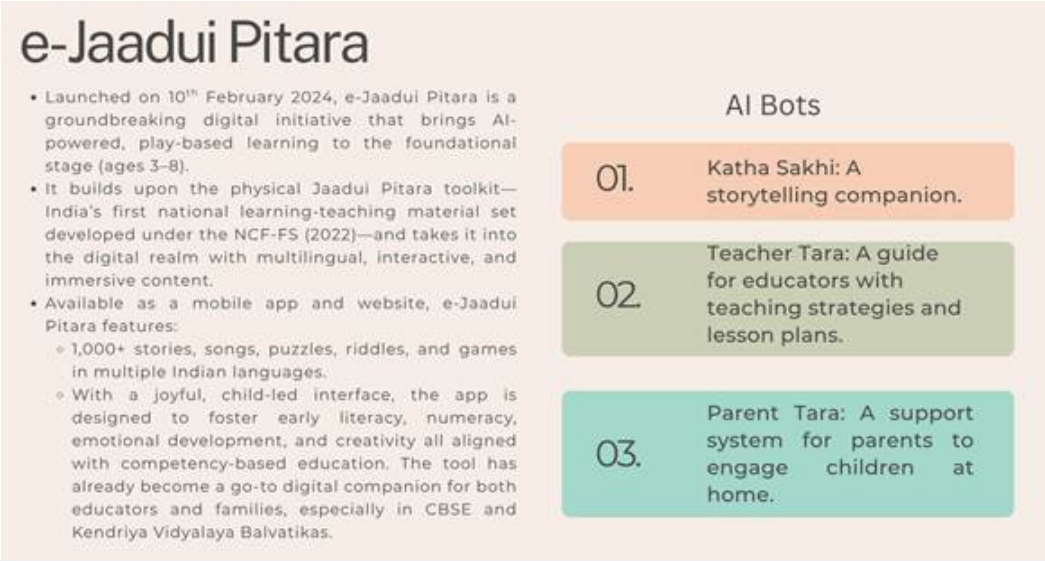
Key Refom Initiatives

- Aims to ensure universal access to quality **Early Childhood Care and Education (ECCE)** by 2030 through a play-based, multi-sensory approach guided by the NCERT-developed **National Curricular and Pedagogical Framework for ECCE (NCPFECCE)**.
- Delivered via **Anganwadi** centres, pre-primary sections in schools, and stand-alone pre-schools, with **Balvatikas** (Preparatory Classes for ages 3–5) bridging the gap to formal schooling.
- Targets **universal foundational literacy and numeracy (FLN)** by Grade 3, using strategies like school readiness programmes, improved teacher deployment, community support, enriched libraries, and better nutrition and health services.
- New **5+3+3+4 school structure** promotes experiential, competency-based learning across all stages. Universal access and retention are being supported through improved infrastructure, teacher availability, transport, hostels, and flexible re-entry options for students who fall behind.

Early Childhood Care and Education (ECCE) and Foundational Learning

The National Education Policy 2020 places early learning at the heart of school reform, recognising that over 85% of brain development happens before age six. The policy focuses on **Foundational Literacy and Numeracy (FLN) and ECCE.** Foundational Literacy and Numeracy (FLN) refers to the ability to read with understanding and perform basic mathematical calculations by the end of grade three. FLN, along with good health and socio emotional well-being , lays a strong foundation for further learning and development, and reduces chances of children dropping out of the school system altogether.

The Initiatives like National Initiative for **Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) Mission**, **School Preparedness and Early Childhood Education (Vidya Pravesh)**, **Bal Vatikas** that provide 3 years of pre-schooling under the 5+3+3+4 structure are Initiatives In this direction. Vidya Pravesh Programme promotes school readiness in children entering Grade I through a 12-week play-based module. For the first time a **National Curricular Framework for Foundational Stage (NCF-FS)** has been developed for children between ages 3-8 . **Jadui Pitara** is a collection of play based Learning Teaching Material (LTM) like toys, games, puzzles, puppets, posters etc for 3 to 6 years age group. An **e-Jaadui Pitara** has also been launched.



In addition, **primers have been developed in local languages** for FLN learning in mother tongue. **Capacity building of teachers** for the FLN stage Is another focus area. Over 12 lakh teachers have been trained under the NISHTHA teacher training programme. **Digital technology** is also being utilized for the FLN education, with age and development appropriate materials In multiple languages being made available on DIKSHA platform.

Key Achievements :

NIPUN Bharat Mission launched in July 2021 to achieve FLN by 2026–27.
Vidya Pravesh: 4.2 crore Grade 1 entrants across 8.9 lakh schools benefited from a 12-week play-based school readiness program.
Balvatikas (preschools): Over 1.1 crore children enrolled; 496 model centres functional in KVs.
Jadui Pitara launched for play way learning
Curriculum: *NCF-FS* adopted by all 36 States/UTs; 121 multilingual primers developed.
Digital Tools: 2,778 FLN content pieces on DIKSHA (National ed-Tech platform); e-Jaadui Pitara App launched in 2024.
Teacher Training: 12.97 lakh teachers trained under NISHTHA (Teacher Training Programme) FLN
The Impact of these initiatives are reflected in national learning assessments. As per the PARAKH Rashtriya Sarvekshan, 2024, at Grade 3 level, students in State Government schools outperformed those in private and urban schools, with rural children scoring higher than their urban peers in both Language and Mathematics. As per ASER 2024, Foundational reading levels among Class III children in government schools have reached their highest since 2005: 23.4% children could read Grade II-level text in 2024, up from 16.3% in 2022 and 20.9% in 2018. Arithmetic proficiency has also improved, with 27.6% of Class III students now able to perform basic subtraction, compared to 20.2% in 2022 and 20.9% in 2018

Samagra Shiksha and Universal Access: Reducing Dropouts, Increasing Equity

In the spirit of ensuring "Education for All", the Government of India has revitalized school access and retention through Samagra Shiksha, the integrated scheme spanning pre-primary to higher secondary levels. India's Gross Access Ratios (GER) reached commendable highs in 2023–24: 97.8% in primary and 96.57% in upper primary. Crucially, dropout rates have also decreased with improved school infrastructure 98.4% of schools now have drinking water, 97.1% girls' toilets, 85.1% ramps, and 85.1% electricity coverage.

Under this umbrella, inclusive hostels have become a vital support system for marginalised learners. The country now boasts 1,137 Netaji Subhash Avasiya Vidyalayas for 1.15 lakh students from socio-economically disadvantaged groups (SEDGs), and 5,269 Kasturba Gandhi Balika Vidyalayas (KGBVs) housing 7.58 lakh girls. Additionally, schemes like PM JANMAN and DAJGUA are actively constructing hundreds of new hostels for tribal populations, ensuring no learner is left behind due to geography or background.

National Institute of Open Schooling (NIOS) is directly addressing the issue of out-of-school children, by collaborating with states and creating **flexible entry points (OBE levels Children and Adults)** helping to achieve the goal of 100% Gross Enrolment Ratio (GER) by 2030. NIOS has developed special provisions for **Agniveers to complete their 10th or 12th certification**

Vidyanjali is a digital platform under Samagra Shiksha launched to connect schools with volunteers and organisations. The platform allows schools to request support in volunteer services and contribution of assets/materials and enables individuals, NGOs, and corporates to fulfill these needs. Over 30,000 asset contributions and 34,000+ activity-based engagements have been successfully completed. The initiative has positively impacted more than 1.7 crore students

PRASHAST and Inclusive Classrooms: Enabling Every Child's Potential

NEP 2020 champions inclusion as a central pillar of school education. The launch of **PRASHAST**, a digital pre-assessment tool, has empowered teachers to identify and support children with any of the 21 disabilities listed in the RPwD Act 2016. Available in both Flipbook and mobile app formats, PRASHAST equips regular and special educators with tools for early intervention—laying the groundwork for inclusive learning environments.

Further, **Indian Sign Language (ISL)** has been formally introduced as a subject at the secondary level, marking a watershed moment for deaf learners. More than 1,000 ISL videos and talking books across 46 subjects have been developed and made accessible, making learning more inclusive than ever before. These steps, along with NIOS's Inclusive Education and Gender Policies, earned India the UNESCO King Sejong Literacy Prize in 2021.

Encouraging Multilingualism : NEP 2020 promotes inclusive, multilingual learning to ensure every child thrives.

- Recommends teaching in the home language or mother tongue till at least Grade 5, ideally up to Grade 8, with bilingual resources in core subjects.
- 'Languages of India' initiative introduces diverse Indian languages, while classical and foreign languages are taught through experiential methods.
- Policy targets Socio-Economically Disadvantaged Groups (SEDGs) through scholarships, transport, residential schools.
- Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to Grade 12) of girls from socio-economically disadvantaged backgrounds.

Curriculum Reform: From Content Overload to Competency-Based Learning

Replacing the old 10+2 model, NEP 2020 ushered in a 5+3+3+4 structure, supported by the NCF-FS (2022) and NCF-SE (2023) frameworks. This includees (i) **National Curriculum Framework for the Foundational Stage (NCF-FS)** and (ii) the **National Curriculum Framework for School Education**. These heralded a seismic shift toward play-based, multidisciplinary, and experiential learning, from foundational years through to secondary. Textbooks like "Mridang" (English), "Sarangi" (Hindi), and "Joyful Mathematics" are not only age-appropriate but deeply rooted in Indian cultural and environmental contexts. Notably, the NCF-s advocate for toy-based pedagogy, interdisciplinary content, and multilingual classrooms, with resources translated into 22 Scheduled Indian languages. A new subject "The World Around Us" for Grades 3 to 5 introduces learners to science and social studies in integrated, experiential formats. With every lesson designed to promote critical thinking, creativity, and curiosity, India's classrooms are being reimagined as dynamic spaces of joyful learning.

The NCFs also recommend vocational exposure from Grade 3 onwards and offers of **Vocational Education** as a subject from Grade 6 onwards. To align skill education with regular curriculum the **National Credit Framework (NCrF)** was notified by University Grant Commission (UGC), and CBSE has notified the Standard Operating Procedure (SOP) for implementing the operationalisation of NCrF For Class 9 to 12 in schools.

DIKSHA

DIKSHA (Digital Infrastructure for Knowledge Sharing) is the national digital platform for school education, launched by the Ministry of Education to provide teachers and students access to high-quality, curriculum-aligned e-content. Available in multiple languages and accessible via web and mobile, DIKSHA hosts interactive lessons, teaching videos, assessments, and teacher training modules—including flagship programmes like NISHTHA. It supports personalized learning and professional development, empowering educators and learners across India.

Leveraging Technology

DIKSHA (Digital Infrastructure for Knowledge Sharing) is India's national platform for school education, It provides digital learning resources in 133 Indian languages. The platform supports QR-coded textbooks facilitates self-paced learning, It provides professional development courses like NISHTHA for teachers. DIKSHA was central to PM e VIDYA's "One Nation, One Digital Platform"during the pandemic.

Rashtriya Vidya Samiksha Kendra (RVSK) is a super-connector of systemic school education data generated from State/UT VSKs throughout the country to enable collation and analysis of data for decision making across policies, programs and schemes. The objective is to provide real-time data on key performance indicators (KPIs) of the school education system for evidence-based decision-making by policymakers and administrators.

Under PM eVidya, 200 DTH TV Channels make quality education accessible to all students across the country

- Merit-based scholarships support four-year integrated B.Ed. programmes, with incentives for rural placements.
- Technology is used to forecast teacher needs, and subject specialists are shared across school complexes to address shortages. Transparent transfer policies promote classroom stability.
- Career advancement is guided by the National Professional Standards for Teachers (NPST), which define clear criteria for recruitment, appraisal, and promotion
- Improved infrastructure, pedagogical autonomy, and new qualification pathways prepare teachers for inclusive, engaging, and future-ready classrooms.

Empowering Teachers for Quality Education

Empowering Teachers for Quality Education

NEP 2020 positions teachers as the driving force of school transformation through strengthened recruitment, training, and career progression.

Key Achievements:

NISHTHA Training: Over 14 lakh teachers trained across ECCE and FLN.

NISHTHA

NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) is a flagship teacher training programme under NEP 2020, aimed at building the capacities of teachers and school leaders through over 50 hours of annual Continuous Professional Development (CPD). Implemented by NCERT in both online and face-to-face modes via the DIKSHA platform, it covers key areas like learner-centred pedagogy, competency-based education, inclusive classrooms, and school leadership.

DIKSHA, the national EdTech platform under NEP 2020, provides multilingual teaching resources, interactive lessons, and integrated *NISHTHA* training modules, supporting educators, students, and parents alike.

The National Education Policy envisions a fundamental transformation in the purpose and method of student assessment. Moving away from rote-based, summative testing, the focus shifts to competency-based, formative, and continuous assessment that fosters critical thinking, conceptual understanding, and holistic development.

Transforming Assessment and School Governance

NEP 2020 transforms assessment by shifting from rote-based exams to continuous, formative, and competency-based evaluation.

PARAKH

PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is the national assessment centre established by NCERT under NEP 2020. It sets norms, standards, and guidelines for student assessment, focusing on shifting from rote memorisation to competency-based evaluation. PARAKH supports state boards in aligning their assessment systems with national benchmarks, promoting critical thinking, conceptual understanding, and comparability across school education.

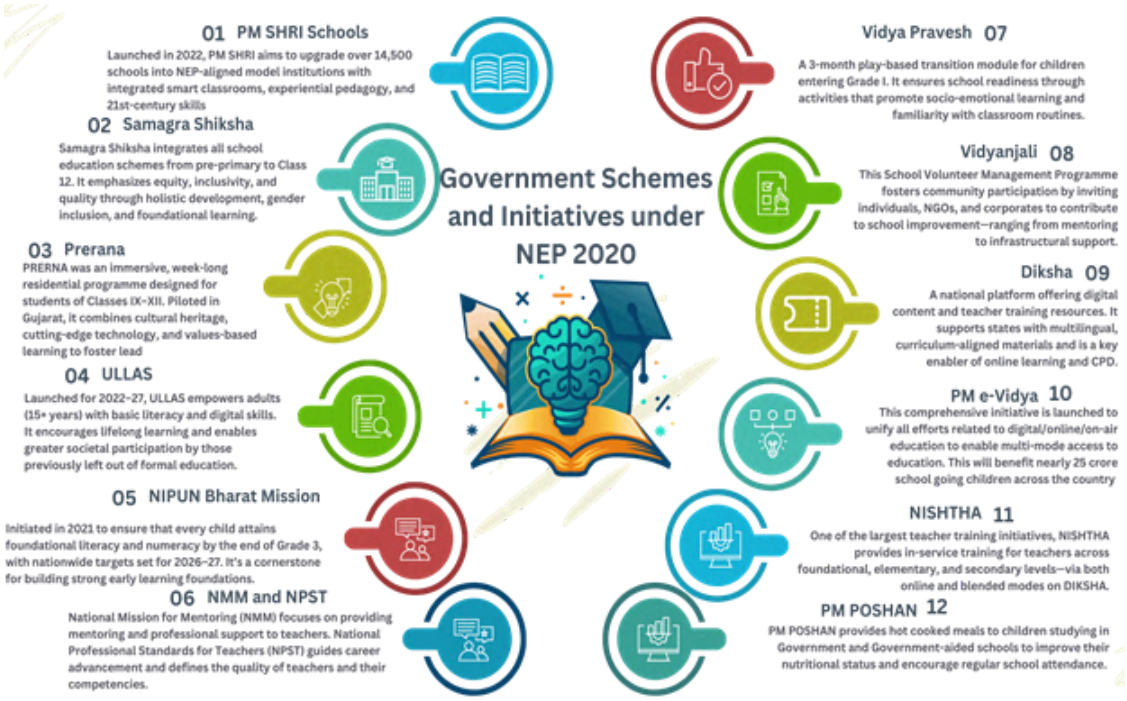
Key Achievements:[3]

PARAKH, anchors the shift to competency-based, formative evaluation.

2024 Rashtriya Sarvekshan covered 21.15 lakh students and 2.7 lakh teachers, with rural and government school Grade 3 students showing strong performance, validating NIPUN Bharat.

Holistic Progress Cards (HPCs) provide a 360-degree view of student development, covering academics, creativity, socio-emotional skills, and community engagement.

School Quality Assessment and Assurance Framework (SQAAF) aims to Improve quality of schools through five critical domains: Administration, Curriculum, Assessment, Infrastructure, and Inclusiveness.



Government Schemes onclusion

Over the past five years, the National Education Policy 2020 has laid the foundation for a more inclusive, learner-focused, and future-ready education system in India. Its impact is visible across every stage of learning, from early childhood to higher education, through meaningful reforms that put students and teachers at the heart of transformation.

Children are beginning their learning journeys with stronger foundations, driven by initiatives like Balvatika and NIPUN Bharat. Schools are becoming more engaging spaces through activity-based learning, multilingual education, and holistic progress cards that capture not just marks but growth, creativity, and well-being. Teachers are being empowered like never before, through continuous training, better career pathways, and access to high-quality digital tools.

More importantly, the policy is making education more equitable. Whether through support for girls and children with special needs, the promotion of Indian languages, or efforts to reduce regional disparities, NEP 2020 is creating a system where every learner has the chance to thrive.

The journey is ongoing, but the progress is clear. With continued commitment and collaboration, NEP 2020 holds the promise of an education system that not only delivers knowledge, but nurtures confidence, curiosity, and capability in every child.

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Classrooms of Change: NEP 2020 and the New Era of Schooling

28 July 2025

Key Takeaways
• 5+3+3+4 structure and **NCF-SE 2023 (National Curriculum Framework for School Education)** promote experiential and competency-based learning. **CBSE board exams now include 50% competency-based questions**, and subjects are offered at two levels. • NIPUN Bharat and Vidya Pravesh have reached over **4.2 crore students** across **8.9 lakh schools** • Over **1.15 lakh SEDG (Socio-economically Disadvantaged Groups) students** and **7.58 lakh girls** enrolled in inclusive residential schools; **PRASHAST App** supports disability screening in line with The Rights of Persons with Disabilities Act(RPwD Act). **Indian Sign Language** is now a subject, with **1000+ ISL videos** and talking books developed • **4 lakh+ teachers** trained under NISHTHA; Foundational Literacy and Numeracy (FLN) and Early Childhood Care and Education (ECCE) modules integrated via DIKSHA. **72% schools now have internet**, and e-Jaadui Pitara brings AI-powered multilingual learning to early grades

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NCERT textbook sales surge 127% to ₹526 cr after crackdown

Officials credited a number of factors for the increase, including increased access through well-known e-commerce sites like Amazon and Flipkart, enforcement action against networks of counterfeit textbooks, and improvements in textbook quality.

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News Arena Network - New Delhi - UPDATED: July 28, 2025, 06:27 PM - 2 min read



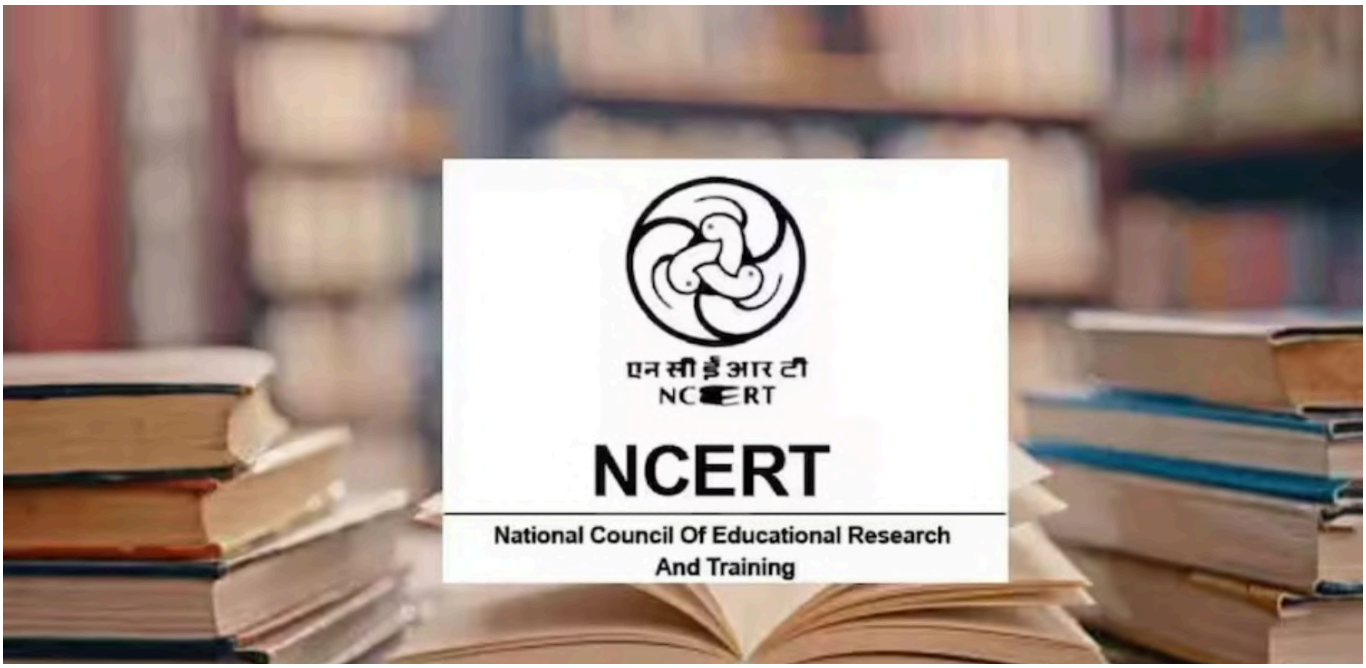
A representative image.

In the fiscal year 2024–2025, sales of NCERT textbooks increased by a noteworthy 127 per cent to ₹526 crore, up from ₹232 crore the year before. Sources claim that the dramatic rise is the consequence of several calculated actions, such as the introduction of updated textbooks and a vigorous campaign against piracy.

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Officials credited a number of factors for the increase, including increased access through well-known e-commerce sites like Amazon and Flipkart, enforcement action against networks of counterfeit textbooks, and improvements in textbook quality. The National Council of Educational Research and Training (NCERT) raided 29 locations nationwide during the previous 12 months. These operations targeted both manufacturers and sellers of pirated textbooks and illegal watermarked paper. As a result, stock and machinery valued at over ₹20 crore were seized, sources said.



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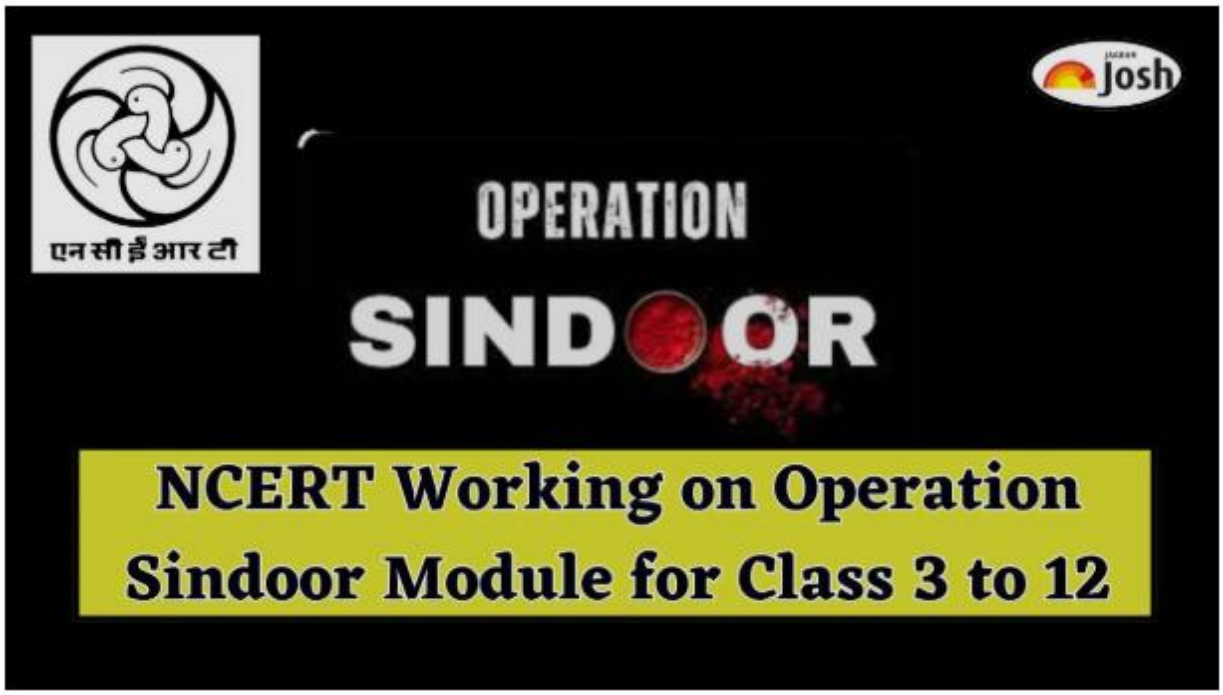
July 29, 2025, 07:39 PM - 3 min read

NCERT Working on Operation Sindoor Module in two Parts for Students from Class 3rd to 12th

Operation Sindoor: There will be two sections to the module: one for students in classes three through eight, and another for those in classes nine through twelve.



By **APEKSHA AGARWAL**
JUL 28, 2025, 17:55 IST



Operation Sindoor: As part of Operation Sindoor, the National Council for Education Research and Training (NCERT) is creating two unique modules on India's attacks on terror infrastructure throughout Pakistan in an effort to raise students' awareness of India's military might, according to sources in the education ministry on Saturday.

According to sources, both modules are being prepared and will be unveiled shortly. While students in Classes 3 through 8 will be able to access the first special module on Operation Sindoor, students in Classes 9 through 12 will be able to access the second. In 8–10 page modules, the accomplishments of India and her armed forces will be discussed. According to a source, the purpose of these lessons is to educate kids about India's military might and how Pakistan was routed once more.

What are the Newly Introduced Modules?

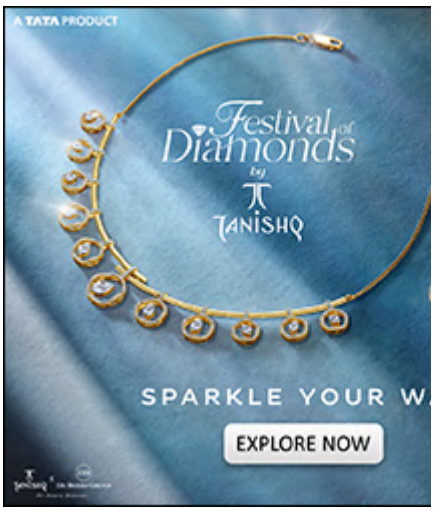
Some of the modules—brief publications on particular subjects that the NCERT offers were introduced in May of this year. You can go to the NCERT website to get the modules for classes 1 through 12. There are distinct modules for COVID-19 and its effects on social life and public health, "India's digital success and power," the Chandrayaan-3 mission, the 2023 G20 conference in India, and "Swachhata." In addition to providing schools with extra content beyond the textbook, each module includes stories, exercises, and examples that highlight the subject.

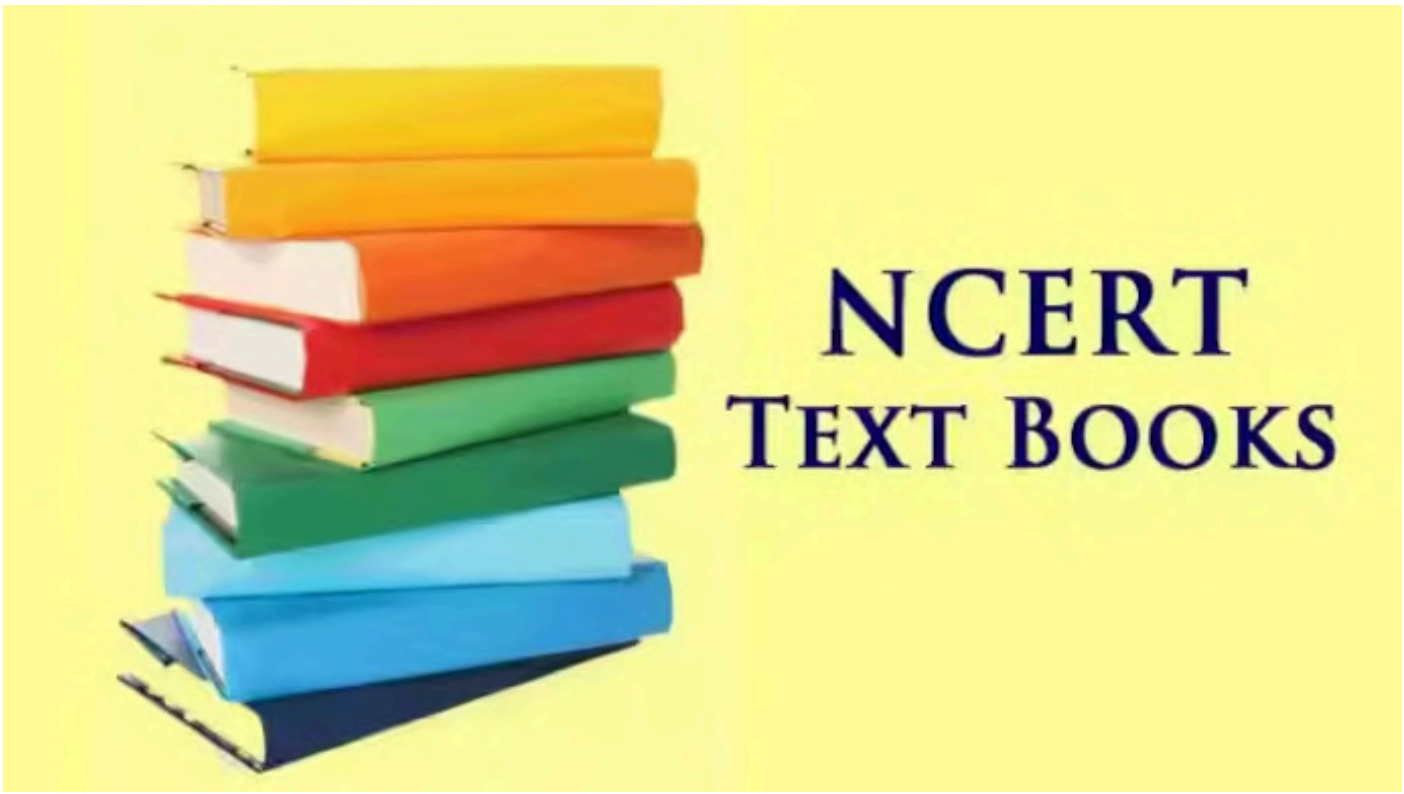
Targeting militant infrastructure in Pakistan and Pakistan-occupied Kashmir, the Indian Armed Forces initiated Operation Sindoor in May. Weeks after the April terror assault in Pahalgam, it was launched.

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India Today Education Desk
New Delhi, UPDATED: Jul 28, 2025 22:25 IST

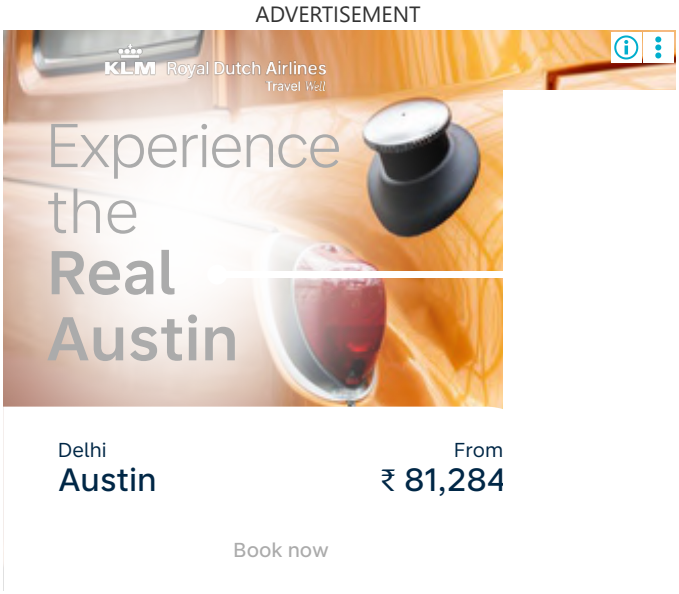
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But last year, the education ministry and NCERT jointly stepped up efforts to curb the sale of illegal copies.

Raids were conducted in multiple cities, printers were booked, and enforcement agencies were tasked with tracking the supply chain of pirated books.

“Retailers and distributors became cautious,” said a senior NCERT official. “With tighter oversight and more awareness among parents and schools, the demand shifted back to original books.”

CURRICULUM CHANGES AND NEP ROLLOUT DRIVE DEMAND FOR NEW NCERT

Alongside enforcement, another factor has played a key role, curriculum updates.

The academic year 2023–24 marked the rollout of new textbooks for Classes 3 and 6, based on the revised National Curriculum Framework (NCF). This led to a nationwide demand for updated NCERT textbooks, especially in CBSE-affiliated schools.

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According to NCERT data, over 9 crore textbooks were sold last year. The surge, officials believe, is not a one-time jump but part of a broader shift in the textbook supply ecosystem.

Private publishers, who earlier cornered a major share of textbook sales in CBSE schools, are now seeing competition from the public publisher. “There’s been a growing preference for NCERT titles, especially after the NEP push,” said a Delhi-based school principal.

The council is now preparing to release updated textbooks for more classes under the new curriculum guidelines. Officials say a fresh round of textbooks is being written for Classes 1, 2, 4, 5, 7, 8, 9 and 11, which will be introduced in the 2024–25 academic year.

NCERT has also expanded its digital offerings through ePathshala and other portals, making its content more accessible to students in remote areas.

For now, the focus remains on streamlining printing, improving distribution, and ensuring that updated content reaches every student without delay.

- Ends

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Partnerships And Collaborations 2 Min Read

CBSE, NCERT and UNESCO join hands expand school health, wellness programm to 30,000 schools

This workshop forms a key part of the national strategy to expand the cadre of Master Trainers who will implement the programme across 30,000 CBSE-affiliated schools, w goal of reaching 15 million adolescent learners nationwide.

ANI

Published On Jul 28, 2025 at 11:17 PM IST

UNESCO, in partnership with CBSE and NCERT, conducted the eleventh capacity-building workshop under the School Health and Wellness Programme (SHWP) in New Delhi this week, according to the official statement.



According to the release, Anandrao V Patil, IAS, Additional Secretary, DoSEL, Ministry of Education, emphasised the importance of mental health, gender equality, and inclusive education in achieving the holistic vision of the National Education Policy (NEP) 2020.

This workshop forms a key part of the national strategy to expand the cadre of Master Trainers who will implement the programme across 30,000 CBSE-affiliated schools, with the goal of reaching 15 million adolescent learners nationwide.

Advt

In June and July 2025, over 290 school principals, leaders, and educators from 22 states and 5 union territories, including Andhra Pradesh, Andaman and Nicobar Islands, Assam, Bihar, Chandigarh, Chhattisgarh, Delhi, Haryana, Himachal Pradesh, Jharkhand, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamil Nadu, Telangana, Tripura, Uttarakhand, Uttar Pradesh, and West Bengal, participated in the workshop.

According to the release, Anandrao V Patil, IAS, Additional Secretary, DoSEL, Ministry of Education, emphasised the importance of mental health, gender equality, and inclusive education in achieving the holistic vision of the National Education Policy (NEP) 2020. "You are changemakers. Never forget that," he said, reinforcing the role of education in shaping responsible and empathetic individuals.

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According to the release, Prof. Dinesh Prasad Saklani, Director of NCERT, commended the collaborative efforts of CBSE, UNESCO, and NCERT in organising the workshop. Reflecting on the importance of understanding adolescents more deeply, Prof Dinesh Prasad Saklemphasised that when underlying issues in a student's family go unnoticed, teachers may respond differently without realising the context. He noted that this is why such training is critical, as it helps educators recognise challenges and work towards achievable goals.

"Health and education are not separate goals; they are interlinked foundations for equity, dignity, and opportunity. Every wellness session, every teacher trained, every child heard, it's a step toward systems that put learners at the centre," said Tim Curtis, Director of UNESCO South Asia Regional Office.

Advt

Under the leadership of NCERT and with support from UNESCO, a 24-hour curriculum, training modules, and facilitator guides were developed to support implementation. In addition, UNESCO and NCERT have co-developed animation videos and a comic book based on the 11 themes of the School Health and Wellness Programme, including emotional well-being and mental health, gender equality, reproductive health, and responsible internet use. These resources, available in English, Hindi, and nine Indian languages.

Launched in February 2020 under the Government of India's Ayushman Bharat initiative, the School Health and Wellness Programme (SHWP) adopts a holistic approach to student well-being through education that focuses on prevention and promotion. Since August 2022, 970 Master Trainers have been trained through eleven intensive five-day workshops held at NCERT.

These trainers are now leading implementation in their schools and supporting the 1training of others through CBSE's Centres of Excellence. To date, over 40,000 teachers have been trained via 754 Capacity Building Programmes, as per the release. (ANI)



Representative Image

NCERT textbooks sales jump 127 pc to Rs 526 crore after anti-piracy crackdown, curriculum revamp

By Vishu Adhana | Updated: Jul 28, 2025 18:11 IST

ANI News

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New Delhi [India], July 28 (ANI): Sales of NCERT (/topic/ncert) textbooks rose by 127 per cent in 2024-25 to Rs 526 crore as compared to the previous year, following the rollout of revised textbooks and an aggressive crackdown on

piracy (/topic/piracy), sources said.

The increase is being attributed to multiple interventions, including enforcement action against counterfeit networks, improved book quality, and expanded availability through e-commerce platforms.

Sources said NCERT (/topic/ncert) carried out raids at 29 locations over the last year, targeting manufacturers and sellers of pirated textbooks and illegal watermarked paper, leading to the seizure of stock and machinery worth over Rs 20 crore.

"Sales of NCERT (/topic/ncert) textbooks touched Rs 526 crore in 2024-25, compared to Rs 232 crore in 2023-24," a source said. "The increase is due to a combination of factors--action against piracy (/topic/piracy), online sales, and introduction of new textbooks as part of the curriculum revamp," it added.

The Council also reduced textbook prices by 20 per cent after saving Rs 155 crore in paper procurement, upgraded to brighter paper (minimum 85 per cent brightness in 2024-25 compared to 82 per cent earlier), and adopted modern printing systems.

Over 30 lakh copies have been sold on Amazon (/topic/amazon) and Flipkart (/topic/flipkart) in the last eight months at MRP, sources said.

To strengthen anti-piracy (/topic/piracy) measures, a tech-based solution developed and patented by IIT Kanpur (/topic/iit-kanpur) was piloted on one million copies of a Grade 6 textbook.

Sources said the system showed promising results and will be expanded.

Officials said the spike in textbook sales is also due to the introduction of new textbooks under the new National Curriculum Framework as a follow-up to NEP (/topic/nep) 2020, which began rolling out across classes this academic year. (ANI)

TAGS

NCERT (/topic/ncert/)

piracy (/topic/piracy/)

Amazon (/topic/amazon/)

Flipkart (/topic/flipkart/)

IIT Kanpur (/topic/iit-kanpur/)

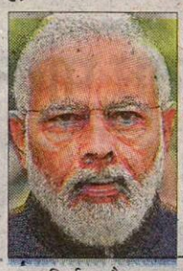
NEP (/topic/nep/)

अमर उजाला, 29 जुलाई 2025, पृष्ठ संख्या - 12

नई शिक्षा नीति छात्रों के समग्र विकास में अहम : मोदी

एनईपी के पांच साल पूरे होने पर पीएम ने कहा-शिक्षा के क्षेत्र में नई पहल जल्द करेंगे शुरु

नई दिल्ली। प्रधानमंत्री नरेंद्र मोदी ने कहा कि पिछले पाच वर्षों में शिक्षा के क्षेत्र में कई सकारात्मक बदलाव हुए हैं। नई राष्ट्रीय शिक्षा नीति (एनईपी) अनुसंधान और नवाचार को प्रोत्साहित करके छात्रों के समग्र और बहुआयामी विकास में महत्वपूर्ण योगदान दे रही है।



एनईपी के पांच वर्ष पूरे होने पर एक संदेश में, पीएम मोदी ने कहा कि शिक्षा मंत्रालय मंगलवार को अखिल भारतीय शिक्षा समागम (एबीएसएस) का आयोजन कर रहा है और इस कार्यक्रम में शिक्षा के क्षेत्र में नई पहल शुरू की जाएंगी। पीएम मोदी ने कहा, शिक्षा वह माध्यम है जो व्यक्ति को आत्मनिर्भर और राष्ट्र को सशक्त बनाती है। हमारा उद्देश्य ऐसी शिक्षा व्यवस्था सुनिश्चित करना है जिसमें विद्यार्थी अपनी रुचि, क्षमता और सपनों के अनुसार आगे बढ़ सकें। आज़ देश गौरवशाली भारतीय संस्कृति से जुड़ी शिक्षा को तकनीक और वैश्विक मानकों से सुसज्जित करके प्रगति के पथ पर अग्रसर है। पीएम ने कहा, पिछले पांच वर्षों में शिक्षा के क्षेत्र में अनेक सकारात्मक बदलाव हुए हैं। राष्ट्रीय शिक्षा नीति अनुसंधान और नवाचार को प्रोत्साहित करके विद्यार्थियों के समग्र और बहुआयामी विकास में महत्वपूर्ण योगदान दे रही है। ब्यूरो

प्रधान आज करेंगे शिक्षा समागम का उद्घाटन

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान मंगलवार को अखिल भारतीय शिक्षा समागम (एबीएसएस 2025) का उद्घाटन करेंगे। इस समागम में शिक्षा को अधिक सुलभ, व्यावहारिक, कौशल-उन्मुख बनाने पर विचार विमर्श होगा। इसमें रोजगार के अवसरों के साथ समेकित रूप से एकीकृत करने पर जोर दिया जाएगा, ताकि यह सुनिश्चित हो सके कि छात्र गतिशील वैश्विक अर्थव्यवस्था के लिए तैयार हों।

अमृत काल में भारत विकसित राष्ट्र निर्माण की ओर तेजी से बढ़ रहा... *प्रधानमंत्री ने कहा कि अमृत काल में भारत एक भव्य और विकसित राष्ट्र के निर्माण की ओर तेजी से बढ़ रहा है। इस दौरान, हमारे युवाओं के आत्मविश्वास, जिज्ञासा और रचनात्मकता को बढ़ावा देने में राष्ट्रीय शिक्षा नीति-2020 की भूमिका महत्वपूर्ण होगी। शिक्षा समागम हमारे साझा संकल्प और सहयोग की भावना का प्रतीक है। पीएम मोदी ने कहा, मुझे विश्वास है कि यह आयोजन न सिर्फ शिक्षण संस्थानों को अपनी सर्वोत्तम प्रथाओं, रणनीतियों और उपलब्धियों को साझा करने का अवसर प्रदान करेगा, बल्कि राष्ट्रीय शिक्षा नीति के सफल कार्यान्वयन के लिए निरंतर प्रयासों को भी और सशक्त करेगा।*

दैनिक जागरण, 29 जुलाई 2025, जागरण सिटी - I

स्कूलों में कृत्रिम बुद्धिमत्ता के ज्ञान से लैस हो रही भविष्य की पीढ़ी

रीतिका मिश्रा • जागरण

नई दिल्ली: राजधानी के अधिकतर सरकारी, सहायता प्राप्त व निजी स्कूलों में अब तकनीक की समझ केवल लैब तक सीमित नहीं रह गई है। आर्टिफिशियल इंटेलिजेंस यानी कृत्रिम बुद्धिमत्ता (एआइ) विषय अब नौवीं से 12वीं में बाकायदा पढ़ाए जा रहे हैं। पांच साल पहले जिन स्कूलों में एआइ को लेकर कोई चर्चा तक नहीं थी, वहीं अब विद्यार्थी न सिर्फ इसकी पढ़ाई कर रहे हैं, बल्कि अपने प्रोजेक्ट्स के जरिये तकनीकी समाधान भी खोज रहे हैं। राजधानी के कई स्कूलों ने इस विषय को वैकल्पिक विषय के रूप में शामिल किया है।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने वर्ष 2019-20 में एआइ को नौवीं में वैकल्पिक कौशल विषय के रूप में शुरू किया था। तब मात्र 235 स्कूलों में यह विषय पढ़ाया जा रहा था, लेकिन अब सीबीएसई से संबंधित 4,543 स्कूलों में एआइ विषय पढ़ाया जा रहा है, यानी 2019 के मुकाबले अब इस विषय को पढ़ाने में 1800 प्रतिशत की बढ़ोत्तरी हुई है। 11वीं कक्षा में इस विषय को 2020-21 में जोड़ा गया। 11वीं में एआइ पढ़ाने वाले स्कूलों की संख्या 80 से बढ़कर 944 हो गई है।



4,543 सीबीएसई स्कूलों में अब पढ़ाया जा रहा है एआइ विषय

944 हो गई है 11वीं में एआइ पढ़ाने वाले स्कूलों की संख्या

एआइ में तेजी से बढ़ा विद्यार्थियों का नामांकन

कक्षा	पहले नामांकन	बढ़ा नामांकन
9	15,645	4,69,454
11	2,048	33,933

एआइ अब लैब से निकलकर कक्षा तक : सीबीएसई ने एआइ को कौशल विषय के तौर पर शामिल किया था, लेकिन अब यह विषय सिर्फ कागजों में नहीं, बल्कि कक्षा के अंदर असली प्रोजेक्ट में बदल चुका है। विद्यार्थी खुद अपने आइडिया पर काम कर रहे हैं। विद्यार्थियों के मुताबिक वे हेल्थ एप बनाने से लेकर स्कूल मैनेजमेंट का चैटबाट तक तैयार कर रहे हैं। एआइ का सबसे ज्यादा इस्तेमाल वे अपने प्रोजेक्ट बनाने में करते हैं। नई दिल्ली के स्कूल के कुछ विद्यार्थियों ने इमेज रिकग्निशन, बेसिक चैटबाट और वेदर प्रेडिक्शन जैसे प्रोजेक्ट्स बनाए हैं। कुछ ने पायथन जैसी भाषा भी सीख ली है।

एआइ से बनाया ग्रीन इकोनामी बैंक : आइपी एक्सटेंशन स्थित नेशनल विक्टर पब्लिक स्कूल के विद्यार्थियों ने एक अनोखा कदम उठाया है। यहां विद्यार्थियों ने प्रधानाचार्या वीना मिश्रा के साथ एआइ की मदद से ग्रीन इकोनामी बैंक तैयार किया है। यह विद्यार्थियों और स्टाफ के कार्बन फुटप्रिंट यानी पर्यावरण पर उनके प्रभाव को रिकार्ड करता है।

जो सीख मिली वह किताबों से अलग लगी : मयूर विहार स्थित एक सरकारी स्कूल की नौवीं की छात्रा मान्या अग्रवाल ने बताया कि पहले एआइ सिर्फ फिल्मों में सुनते थे। अब हम खुद माडल बना रहे हैं। हमें डेटा एनालिसिस और मशीन के सोचने की प्रक्रिया सिखाई जा रही है।

जनकपुरी स्थित एक निजी स्कूल के 11वीं कक्षा के विद्यार्थी रिदम मल्होत्रा ने बताया कि एआइ से वे हेल्थकेयर से जुड़ा एक प्रोजेक्ट बना रहे हैं, जिससे बुजुर्गों की दवा की टाइमिंग ट्रैक हो सकेगी। स्कूल में जो सीख मिल रही है, वह किताबों से अलग है। वहीं, आइटीएल स्कूल की प्रधानाचार्या सुधा आचार्या ने कहा कि वे चाहती हैं कि उनके विद्यार्थी सिर्फ तकनीक के उपभोगकर्ता नहीं बनें, बल्कि वे इसे समझें और कुछ नया बनाने की क्षमता विकसित करें।

The Times of India, 29 July 2025, Page No - 15

'Multilingual, Inclusive Education Being Realised At Scale'

Marking five years of NEP, Union education minister argues its ideas, from language choice to stress on skills, have fundamentally changed classroom experience

Dharmendra Pradhan



In 2020, India more than just released a policy – it rekindled an ancient ideal. National Education Policy (NEP) placed learning at the heart of nation building, drawing from civilisational wisdom. Framed through one of the most participatory policy-making processes in history under late K Kasturirangan's guidance, NEP 2020 was a visionary roadmap rooted in cultural values. It reimagined learning as a process free from confines of rote memorisation, rigid structures, and linguistic hierarchies. It set the stage for a holistic, inclusive and future-ready education system.

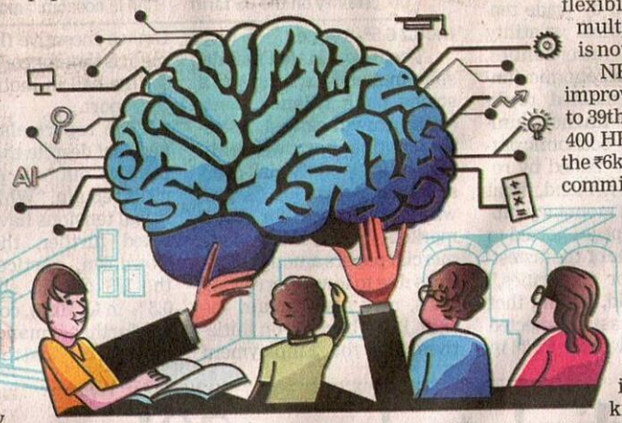
Five years on, NEP's impact is visible in policy corridors and classrooms. In early childhood classrooms, play-based learning is displacing rote memorisation; children read fluently in their mother tongue; Class 6 students explore hands-on skills in vocational labs. Its imprint is visible in research hubs where India's knowledge systems engage in dialogue with cutting-edge science. NEP's vision is reflected in the rise of women in STEM fields and in the growing global presence of Indian institutions.

Nipun Bharat Mission has improved learning outcomes, ensuring foundational literacy and numeracy by Class 2. Nipun Bharat's success, reflected in Aser 2024 and Parakh Rashtriya Sarvekshan 2024, has made classrooms spaces of curiosity and comprehension. Initiatives like Vidya Pravesh and institutionalisation of Balvatikas will help integrate early childhood care and education. Add to this new-age textbooks and introduction of Jaadui Pitara and e-Jaadui Pitara in 22 Indian languages. Over 14L teachers have completed Nishtha training, and platforms like Diksha have expanded access to teaching resources.

NEP recognised language is not a hurdle but a powerful medium of empowerment. With 117 language primers developed and Indian Sign Language introduced as a subject, vision of multilingual, inclusive education is being realised at scale. Bhartiya Bhasha Pustak Yojana and National Digital Depository for Indian Knowledge Systems will democratise access to linguistic and civilisational learning.

National Curriculum Framework for School Education and new textbooks for Classes 1 to 8 are in place. Prerna is a bridge programme to help curriculum transition and ensure students aren't overwhelmed but supported at each stage of their learning journey.

Centrally sponsored schemes like Samagra Shiksha and PM Poshan have helped achieve near-universal enrolment. NEP's reach has extended to underserved populations. More than 7.12L girls from disadvantaged



groups are enrolled in over 5,138 Kasturba Gandhi Balika Vidyalayas. Over 490 hostels have been sanctioned for PVTG learners and 692 hostels under Dharti Aaba Janjatiya Gram Utkarsh Abhiyan. Prashast, a programme that screens for disability, helps the schooling system become more resilient and inclusive.

A key driver of the transformation under NEP 2020 are 14,500 PM Shri schools. These modern, inclusive and green institutions are being developed as exemplary schools aligned with NEP's vision, redefining both infra and pedagogy. The Vidyanjali platform has connected over 8.2L schools with more than 5.3L volunteers and 2,000 CSR partners, directly benefitting 1.7cr students.

In higher education, total enrolment has risen from 3.42cr to 4.46cr, a 30.5% increase. Women now comprise nearly 48% of all students, and female PhD enrolment has more than doubled from 0.48L to 1.12L. This expansion in enrolment, especially for SC, ST, OBC, and minority students, marks a historic achievement for inclusivity in higher education. Female GER has surpassed male GER for six consecutive years.

Introducing Multiple Entry and Exit, Academic Bank of Credits with over 21.12cr APAAR IDs issued, and National Credit Framework have together provided flexibility and mobility. With 153 universities offering multiple entry and 74 multiple exit options, learning is not linear but modular and student-driven.

NEP's emphasis on research and innovation has improved India's Global Innovation Index rank from 81st to 39th. Over 18,000 startups have been incubated across 400 HEIs. Anusandhan NRF, revamped PMRF 2.0, and the ₹6k cr One Nation One Subscription initiative show a commitment to decentralise access to research.

Tech platforms like Swayam and Swayam Plus have recorded over 5.3cr enrolments. Support of Diksha and PM e-Vidya with over 200 DTH Channels ensures high-quality content is available countrywide. Digital learning ecosystem's success, including biannual admissions and dual degree regulations, has made higher education more inclusive, interdisciplinary, and industry-relevant. In QS World University Rankings 2026, 54 Indian institutions made the list, up from just 11 in 2014. Global universities Deakin, Wollongong, and Southampton have set up campuses in India.

The journey of transformation is being celebrated through Akhil Bharatiya Shiksha Samagam, but is being measured in the quiet confidence of learners, teachers, and parents. We must continue to green our campuses, expand critical research infra, and deepen learning outcomes. Under PM's leadership, education is not just policy but the greatest national investment. Where there is learning, there is progress. A billion minds unshackled and empowered aren't just a demographic dividend, but New India's supernova.

Views are personal

The Times of India, 29 July 2025, Page No - 20

Govt to overhaul accreditation system, operationalise AI centre

Bhasha Tool To Bypass English As Mediator

Manash.Gohain
@timesofindia.com

New Delhi: Marking five years of the National Education Policy (NEP) 2020, Centre is set to announce a major reform in the accreditation system for higher education institutions by shifting to a binary model — 'accredited' or 'not accredited' — replacing the existing multi-tiered grading system. This means institutions will no longer be ranked against each other but assessed against uniform minimum standards.

On the anvil is also the launch of a new 'Bharatiya Bhasha' digital tool for direct translations between Indian languages, bypassing English as a mediator. In addition, govt will operationalise a Centre of Excellence in AI in education, as announced in the 2025 Union Budget.



Istock

The shift comes as concerns rise over credibility and participation in the current accreditation regime

These announcements are expected to be made on Tuesday at a national event commemorating the fifth anniversary of NEP-2020, in the presence of senior ministers, educationists and state representatives at the Bharat Mandapam here.

The new accreditation model aims at simplifying the process and encourage wider participation among higher education institutions (HEIs). Unlike the earlier framework, which graded institutions (A++, A, B, etc.), the new binary system will require institutions to meet basic benchmarks to qualify as 'accredited'. A senior education ministry official said, "The change was designed to address the reluctance of many HEIs to apply for accreditation due to the effort involved and uncertainty about securing a favourable grade."

The shift comes in the wake of concerns over credibility and participation in the current accreditation regime, particularly following recent controversies around the functioning of the National Assessment and Accreditation Council (Naac). Inconsistent grading patterns and allegations of opacity had drawn criticism from academics and policymakers, prompting a rethink of the process.

Elaborating on the new approach, the official said, "Under the new model, all institutions that meet benchmark standards will be treated equally in the first phase. Grading from 1 to 5 will follow in the second stage, expected to begin in the next five to six months. Institutions will climb the grading ladder sequentially — starting from Grade 1 — based on verified performance data."

The data validation will rely on a triangulation method, using multiple sources and tools to ensure accuracy, and will exclude Naac's direct involvement. Instead, only govt agencies and Institutions of National Importance will be engaged for verification, and there will be no physical inspections.

The 'Bharatiya Bhasha' digital tool will allow seamless translations between Indian languages without routing through English — for instance, enabling direct translation from Assamese to Tamil. In higher education, the Centre of Excellence in AI in education is set to be formally launched to support research and integration of AI tools in teaching and learning.

For school education, announcements are expected on targeted infrastructure improvement and expansion of access, including new buildings for Kendriya Vidyalayas and Navodaya Vidyalayas, with corresponding funding support.

NEP@5: More learners, women & languages, but can policy deliver on its full promise?

Manash.Gohain
@timesofindia.com

New Delhi: Foundational reading and arithmetic skills among Class III students in govt schools have recorded their strongest gains in nearly two decades, with rural learners outperforming their urban peers — indicating grassroots-level progress. In higher education, enrolment has increased by over 30.5% since 2015, with female PhD enrolment more than doubling and significant gains among SC, ST, minority and North-East students, as the National Education Policy (NEP) 2020 begins reshaping India's education system.

However, five years on, the policy continues to face political resistance from some opposition-governed states, which have raised concerns over centralisation and language.

While 35 universities have begun transitioning into multidisciplinary institutions with central support, the uptake of reforms such as multiple entry-exit options remains limited — underlining both early momentum and implementation hurdles.

EDUCATION SYSTEM

In schools, the biggest shift has been the integration of pre-school into the '5+3+3+4 structure'. As of 2024, more than 1.1 crore children are enrolled in 'Balvatikas', up from 50 lakh in 2018. Over 4.2 crore students across 8.9 lakh schools have participated in 'Vidya Pravesh', a 12-week play-based module for Grade 1 readiness. With 496 Kendriya Vidyalayas now offering 'Balvatikas' and 121 multilingual primers developed, early education has gained structured support.

The Nipun Bharat Mission, launched in 2021 to improve foundational literacy and numeracy, is beginning to yield outcomes. ASER 2024 showed that 23.4% of Class III students in govt schools can now read a Grade II-level text — the highest since 2005 — up from 16.3% in 2022. Arithmetic scores have also improved — 27.6% of students can now perform basic subtraction, up from 20.2% in 2022. The Parakh national survey found rural students outperforming their urban counterparts in both reading and math.

More than 14 lakh teachers have been trained under the Nishtha foundational programme. The 'Jaadui Pitara' — a multilingual play-based teaching kit — has been distributed in 22 Indian languages. However, just over half of govt and aided schools offer preschool, and aligning curriculum with infrastructure remains a challenge.

In higher education, NEP's emphasis on flexibility is reflected in the rollout of the academic bank of credit (ABC), multiple entry-exit options and biannual admissions. As of July 2025, over 32 crore ABC IDs have been generated and 2,556 institutions onboarded. The new biannual admission cycle is expected to ease transitions and reduce dropouts.

The Tribune, 29 July 2025, Page No - 4

Govt schools to have anti-drug curriculum

CHANDIGARH, JULY 28

Education Minister Harjot Singh Bains on Monday said his government would introduce an anti-drug curriculum for students of Classes IX to XII in all state-run schools as part of ongoing drive against drugs.

He said AAP national convener Arvind Kejriwal and Chief Minister Bhagwant Mann will unveil it on August 1 at Arniwala in Fazilka district. He said the curriculum had been created by Nobel Laureate Prof Abhijit Banerjee-led organisation J-PAL South Asia.

The curriculum will consist of 35-minute sessions, held every fortnight for 27 weeks, and will feature a mix of engaging content, including documentaries, quizzes, posters and interactive activities. The programme will cover 3,658 schools and engage over 6,500 trained teachers. — TNS

The Statesman, 29 July 2025, Page No - 11

India's AI dream begins in schools with the SOAR programme

BIDISHA GHOSH

In a world where science and technology have taken a leap of rapid enhancement and breakthrough, a rising India has refused to simply ponder upon it: rather, the nation has always believed in bridging its diverse population on a common ground. The Ministry of Skill Development and Entrepreneurship (MSDE) in order to line up the country's education system with the rapidly sprouting technical advancements, has introduced the SOAR (Skilling for AI Readiness) Programme- a national initiative which aims to introduce and bolster the concept of 'AI Literacy' to students from Class 6-12 and teachers. This programme is planned for creating a secure, AI-driven future for the Indian youth, thus fostering critical and analytical thinking. This not only engages them in eradicating the digital divide but also works hand in hand for the 'Viksit Bharat 2047' vision through insightful learning.

Unveiled in 2025, SOAR is not just another curriculum update- it is a revolutionary attempt to incorporate AI education into the mainstream syllabus. The curriculum, which focuses on interactive, project-based learning to promote creativity, critical thinking, and ethical awareness in AI applications, is intended for students across state boards, CBSE, and Kendriya Vidyalaya schools.

Why SOAR, why now?

India's tech industry, already a global platform of scientific curiosities and technological operations, is undergoing a seismic metamorphosis as AI continues to strive valiantly across sectors – from healthcare and agriculture to education and finance. However, the skills gap existing is a major concern. A report says that by 2030, more than half of India's workers will need to learn more about AI and digital technologies.

By introducing AI education, SOAR aims to construct a solid foundation among students, making sure that they become active participants in creating and fostering digital content rather than being merely passive users.

What is SOAR all about?

For the purpose of equipping students with a practical and experiential learning experience, SOAR introduces them to basic AI concepts like machine learning, natural language processing and neural networks through storytelling, gamified lessons and case studies. At an advanced level, hands-on training in coding, data analysis and even chatbot development would be provided through interactive workshops. Most importantly, it makes students realise ethical considerations – they learn not only about how AI works, but how it should be utilised for the betterment of oneself and the nation. Hence, the establishment of AI laboratories and clubs is the need of the hour.

The programme comes with three 15-hour modules titled AI to be Aware, AI to Acquire, and AI to Aspire for students. 'AI for Educators'- a 45-hour professional learning module has been designed in order to endow educators with the knowledge and capabilities required for ushering students through their AI learning journey.

The MSDE has secured funding of a whopping $14.4 million through a Skill Impact Bond (SIB), an innovative financing tool created with the responsibility of delivering evidence-based training with multi-stakeholder buy-in and quantifiable outcomes.

Alongside SOAR, came to light 'KaushalVerse', a business digital portal launched by the Government of India that simplifies skill-based schooling, testing and communication. Students across all institutions and regions will now have access to free learning materials and examine their own progress, strengthening SOAR in the meantime.

The Skill India, accompanied by 'Viksit Bharat 2047', fosters hope in empowering India as a technologically developed nation in the near future, with the SOAR centring the Indian youth in future global innovations and derivatives.

SOAR has already been piloted in over 10,000 institutions across the country, displaying sheer positive results with students showing keen interest in learning about AI. The government aims to expand this to other institutions across the country by 2027.

The Indian Express, 29 July 2025, Page No - 13

Five years of NEP: Taking stock of the transition

A few reforms proposed in school and higher education have made their way into classrooms. Others are stuck in Centre-state tussles & institutional delays

ABHINAYA HARIGOVIND
NEW DELHI, JULY 28

IT IS five years since the National Education Policy (NEP) 2020 — the country's third such policy since Independence — was cleared by the Union Cabinet. The NEP promised a sweeping reset of both school and higher education.

Some of that vision has made its way into classrooms. But a lot remains on paper, slowed by state-Centre frictions, or held up by institutional delays.

What has worked

School curriculum is changing, slowly: The 10+2 system has been replaced with a new structure — foundational (pre-primary to class 2), preparatory (classes 3–5), middle (6–8), and secondary (9–12). In 2023, the National Curriculum Framework for School Education (NCFSE) laid out the learning outcomes and competencies for each stage.

NCERT has produced new textbooks for classes 1-8 based on this framework. Social science, for example, is now taught as a single book covering history, geography, political science, and economics, replacing separate textbooks for each subject. New books for classes 9-12 are expected next.

First steps of early childhood learning: The NEP aims to make pre-primary learning universal by 2030. NCERT's Jaadui Pitara learning kits are already in use, and the Women and Child Development Ministry has issued a national ECCE curriculum.

Delhi, Karnataka, and Kerala will soon enforce the minimum age of six for class 1 entry. 2023-24 data show a fall in class 1 enrolments to 1.87 crore from the 2.16 crore of previous year, likely due to this age cutoff. About 73% of those enrolled had attended some form of preschool. The big hurdles are better training for Anganwadi workers, and improving infrastructure and teaching quality in early education centres.

National focus for foundational skills: NIPUN Bharat, launched in 2021, seeks to ensure every child can read and do basic math by the end of class 3. A recent government survey found average scores were 64% for language and 60% for math — a start, but well short of universal proficiency.

Credit-based flexibility starts to take shape: The NEP suggested the Academic Bank of Credits (ABC). This, and a National Credit Framework (NCrF) have been developed. UGC rules published in 2021 allowed students to earn and store credits digitally, even across institutions, making it possible to move between courses or exit and re-enter. The system allows students to earn a certificate after one year, a diploma after two, or complete a four-year multidisciplinary degree.

The NCrF brings similar flexibility to school students, where learning hours (including skill-based ones) translate into credits. CBSE invited schools to be part of an NCrF pilot last year.

EXPLAINED
EDUCATION

Common test for college entry: The Common University Entrance Test (CUET), introduced in 2022, is now a key route to undergraduate admissions. NEP 2020 had suggested that multiple college entrance exams should be replaced with a single national test.

Indian campuses abroad and vice versa: IIT Madras, IIT Delhi, and IIM Ahmedabad have set up international campuses in Zanzibar, Abu Dhabi, and Dubai respectively. University of Southampton recently opened in India, after two other foreign universities at GIFT City, Gujarat. Another 12 foreign universities are in the process of being approved under UGC regulations, plus two more at GIFT City, Education Minister Dharmendra Pradhan said earlier this month.

What's in progress

Changes in board exams: The NEP envisages less high-stakes board exams. Starting 2026, CBSE plans to allow class 10 students to sit for board exams twice a year. Karnataka has experimented with this; other boards are waiting to see how it plays out.

The NEP idea of offering all subjects at two levels (standard and higher) is limited to class 10 math, which CBSE introduced in 2019-20.

Holistic report cards, so far on paper: PARAKH, a unit under NCERT, has developed progress cards that go beyond marks, and include peer and self-assessment. But some school boards are yet to make the shift.

Slow progress for four-year UG degrees: Central universities are rolling out NEP's idea of four-year undergraduate degrees with multiple exit options, and Kerala has followed. But in many places, colleges don't yet have the faculty or infrastructure.

Mother tongue in classrooms: NEP encourages the use of mother tongue as the medium of instruction till at least class 5. CBSE has asked schools to begin this from pre-primary to class 2, with classes 3-5 retaining the option of staying or switching. NCERT is working on textbooks in more Indian languages.

What's stuck and why

Three-language formula remains a sticking point: NEP proposes three languages in school, at least two of them Indian. But Tamil Nadu, which follows a Tamil-English model, sees this as an attempt to impose Hindi.

Teacher education overhaul hasn't happened: The National Curriculum Framework for Teacher Education, due in 2021, is yet to be released. The four-year integrated B.Ed course has been announced under the Integrated Teacher Education Programme (ITEP), but colleges offering existing programmes like Bachelor of Elementary Education (B.El.Ed) are pushing back.

UGC's proposed successor delayed: A 2018 draft bill proposed scrapping the UGC Act and replacing it with an umbrella Higher Education Commission of India (HECI). NEP formalised the idea — HECI would handle regulation, funding, accreditation, and academic standards across higher education, excluding medical and legal. But the Education Ministry is still in the process of drafting the Bill.

No breakfast in schools yet: NEP recommends breakfast along with midday meals. But in 2021, the Finance Ministry rejected the Education Ministry's proposal to add breakfast for pre-primary and elementary classes.

Policy divide between Centre and states: Some states have pushed back against key NEP provisions. Kerala, Tamil Nadu, and West Bengal have refused to sign MoUs with the Centre to set up PM-SHRI schools, citing clauses that require full adoption of NEP.

Tamil Nadu opposes both the three-language formula and four-year UG structure. Kerala and Tamil Nadu argue that since education is on the Concurrent List, the Centre cannot mandate these changes unilaterally.

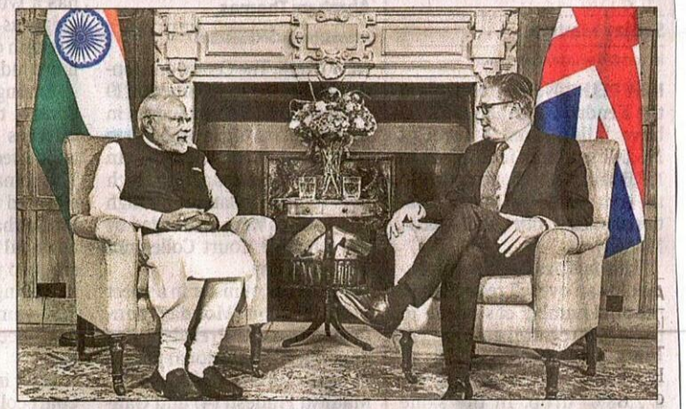
The Centre has withheld Samagra Shiksha funds from these states, saying the money is tied to NEP-linked reforms. Tamil Nadu has challenged the freeze in the Supreme Court.

Karnataka, which introduced and scrapped the four-year UG model, is working on its own state education policy, an election promise made by the Congress in 2023.

Hindustan Times, 29 July 2025, Page No – 14

How NEP facilitated a UK-India partnership

The framework on education, which turns five today, has identified internationalisation of education and invited the world to invest in India



Regulations, when thoughtfully crafted and consistently implemented, can be powerful enablers of international learning. DPR PMO



Lindy Cameron



Alison Barrett

In July 2020, Prime Minister Narendra Modi set out a new vision for education in India, the National Education Policy 2020 (NEP). This visionary framework for the very first time identified internationalisation of education as a national priority and invited the world to collaborate and co-create with India's thriving higher education ecosystem. Provisions for foreign university campuses, joint and dual degrees, credit transfers, and an increased focus on research and innovation aim to propel India towards becoming one of the world's leading knowledge economies.

Almost exactly five years on, India is celebrating five years of the National Education Policy in action and India and the UK have prioritised education in our refreshed and forward-looking Comprehensive Strategic Partnership. Last week in the UK, Prime Ministers Keir Starmer and Modi set out a vision for 2035 that will build on our already strong education and skills partnership, nurturing the next generation of global talent, creating opportunities for cross cultural learning and accelerating our cooperation and ambition through an annual strategic education dialogue. And the future of our education partnership is already clear to see, with the opportunity to access the UK's world-class education growing right here in India.

In July, the University of Southampton became the first foreign university to open a comprehensive branch campus in India under the University Grants Commission regulations. We were delighted to attend the opening ceremony in Gurugram along with dignitaries from the Government of India and the University of Southampton. But it was among students that the excitement was most palpable – one told us that she was delighted to have the chance to attend a UK university without having to travel thousands of miles from her family.

It is students like her that this partnership benefits most.

This is an important milestone in the UK-India relationship, which has been made possible by the NEP, the UGC regulations and the UK and India's shared commitment to internationalisation, inclusion and innovation. And with four other UK universities set to follow Southampton's lead and open campuses in India next year, and two more set to launch soon in GIFT City, this excitement is continuing to grow.

With some of the UK's best universities bringing their brands to India, thousands of bright Indian students will have new opportunities to gain the global skills that India's fast-growing economy needs. These students will be the pillars of India's knowledge economy and integral to the achievement of the vision of Viksit Bharat.

But these university openings are just one strand in the golden thread of people-to-people connections linking the UK and India.

For decades, British and Indian students have travelled to each other's countries, enriching our living bridge and playing their important part in our vibrant research, education and skills partnership. In the UK, we are proud to celebrate our 1.9 million strong Indian diaspora. Their contributions to the arts, language, culture, food, sports and everything else have been felt in towns and cities across the UK.

We are at an inflection point in transnational education. Together, both countries are shaping a future-ready, equitable and innovative model of transnational education that prioritises access, quality, and cross-cultural exchange. UK campuses in India are only one part of the story: More India-UK joint and dual degrees, centres of excellence with industry, and science and research hubs are joining the thriving Indian higher education ecosystem. All this creates greater opportunities for young people, including for British students to spend time studying in India.

The bespoke Young Professionals Scheme (YPS), a visa scheme which allows young Indian and British graduates to live, study, travel and work in the other country for up to two years, is also an enabler of that.

The timing of our commitment to deepen our educational partnership could not be more important. In a world of geopolitical, geo-economic and technological shifts, and greater demand for higher education, it is crucial that our education systems evolve to drive innovation and build a skilled and forward-looking talent pool, ready to address global challenges and contribute to a safe and sustainable future for all.

That is why the UK and India's intellectual partnership will build on the strong foundations of the first five years of progress we have seen under the NEP. We will be responsive to emerging opportunities, adapt to the rapid advancement of technology, and strengthen our collaboration.

And we hope to see universities continuing to partner to align their curricula, processes, and support systems to meet students' international aspirations. As the NEP shows, regulations, when thoughtfully crafted and consistently implemented, can be powerful enablers of international learning.

India and the UK are collaborating to build institutions that can foster a generation of globally minded, socially conscious leaders equipped to tackle complex transnational challenges. Education is the foundation on which economies grow, and where innovations that create the opportunities of the future are shaped. The UK and India will continue to nurture the next generation of talent through our global education and skills partnership – and we are excited to see what the next five years of the NEP will bring.

Lindy Cameron is British high commissioner to India and Alison Barrett is country director, British Council India. The views expressed are personal.

The Pioneer, 29 Aug July 2025, Page No - 4

NEP making contribution for development of students: PM

PIONEER NEWS SERVICE
New Delhi

Prime Minister Narendra Modi has said that there have been many positive changes in the field of education during the last five years and the new National Education Policy (NEP) is making a significant contribution to the holistic and multidimensional development of students by encouraging research and innovation.

In a message on the completion of five years of NEP, Modi noted that the Ministry of Education is organising Akhil Bhartiya Shiksha Samagam (ABSS) on Tuesday and new initiatives will be launched in the field of education during the programme.

"Education is the medium that makes a person self-reliant and a nation strong. Our aim is to ensure such an education system in which students can move forward according to their interest, ability and dreams. Today, the country is moving on the path of progress by equipping the education related to the glorious Indian culture with technology and global standards.

"There have been many positive changes in the field of education during the last five years. Whether it is education in mother tongue, strengthening school education or giving special emphasis on skill-based education, the National Education Policy is making a significant contribution to the holistic and multidimensional development of students by encouraging research and innovation," Modi said. The prime minister noted that in Amrit Kaal, India is rapidly moving towards the creation of a grand and developed country. "During this period, the role of National Education Policy-2020 will be important in promoting the confidence, curiosity and creativity of our youth.

The shiksha samagam is a symbol of our shared resolve and spirit of cooperation.

"I am confident that this event will not only give educational institutions an opportunity to share their best practices, strategies and achievements, but will also further strengthen the continuous efforts for the successful implementation of the National Education Policy," he said. The Ministry of Education is organising the ABSS on Tuesday to coincide with the fifth anniversary of NEP, when academicians, policymakers, educators, industry leaders and government will review the progress made so far in implementing the ambitious policy.

The deliberations during ABSS 2025 will focus on making education more accessible, practical, skill-oriented and seamlessly integrated with employment opportunities, ensuring students are equipped for a dynamic global economy, they said.

Union Education Minister Dharmendra Pradhan is scheduled to inaugurate the conference that is scheduled to be held at Bharat Mandapam.



Prime Minister Narendra Modi

FILE PHOTO

Millennium Post, 29 July 2025, Page No - 7

'NEP making notable contribution to holistic development of students'

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OUR CORRESPONDENT

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The Indian EXPRESS
JOURNALISM OF COURAGE

Five years of National Education Policy: Taking stock of the transition

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Written by Abhinaya Harigovind Following
New Delhi | July 29, 2025 07:30 IST

NewsGuard

6 min read



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Mother tongue in classrooms: NEP encourages the use of mother tongue as the medium of instruction till at least class 5. CBSE has asked schools to begin this from pre-primary to class 2, with classes 3-5 retaining the option of staying or switching. NCERT is working on textbooks in more Indian languages.

What's stuck and why

Three-language formula remains a sticking point: NEP proposes three languages in school, at least two of them Indian. But Tamil Nadu, which follows a Tamil-English model, sees this as an attempt to impose Hindi.

Teacher education overhaul hasn't happened: The National Curriculum Framework for Teacher Education, due in 2021, is yet to be released. The four-year integrated B.Ed course has been

announced under the Integrated Teacher Education Programme (ITEP), but colleges offering existing programmes like Bachelor of Elementary Education (B.El.Ed) are pushing back.

UGC's proposed successor delayed: A 2018 draft bill proposed scrapping the UGC Act and replacing it with an umbrella Higher Education Commission of India (HECI). NEP formalised the idea — HECI would handle regulation, funding, accreditation, and academic standards across higher education, excluding medical and legal. But the Education Ministry is still in the process of drafting the Bill.

No breakfast in schools yet: NEP recommends breakfast along with midday meals. But in 2021, the Finance Ministry rejected the Education Ministry's proposal to add breakfast for pre-primary and elementary classes.

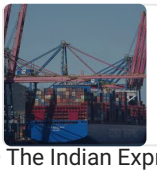
Policy divide between Centre and states: Some states have pushed back against key NEP provisions. Kerala, Tamil Nadu, and West Bengal have refused to sign MoUs with the Centre to set up PM-SHRI schools, citing clauses that require full adoption of NEP.

Tamil Nadu opposes both the three-language formula and four-year UG structure. Kerala and Tamil Nadu argue that since education is on the Concurrent List, the Centre cannot mandate these changes unilaterally.

The Centre has withheld Samagra Shiksha funds from these states, saying the money is tied to NEP-linked reforms. Tamil Nadu has challenged the freeze in the Supreme Court.

Karnataka, which introduced and scrapped the four-year UG model, is working on its own state education policy, an election promise made by the Congress in 2023.

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This article went live on July twenty-ninth, twenty twenty-five, at thirty minutes past seven in the morning.

TAGS: Express Explained National Education Policy

Shri Dharmendra Pradhan inaugurates Akhil Bharatiya Shiksha Samagam 2025 in New Delhi to commemorate 5 years of NEP 2020

Shri Dharmendra Pradhan unveils projects more than ₹4,000 crore, including new initiatives, campus inaugurations, and foundation stone laying

Thematic sessions on key areas of NEP discussed, setting the agenda for the next phase of Educational Transformation

Multimedia Exhibition on Best Practices showcased

Posted On: 29 JUL 2025 3:10PM by PIB Delhi

Shri Dharmendra Pradhan, Union Education Minister today inaugurated Akhil Bharatiya Shiksha Samagam 2025 in New Delhi to commemorate 5 years of NEP 2020. The Akhil Bharatiya Shiksha Samagam (ABSS) 2025, marking the fifth anniversary of the National Education Policy (NEP) 2020, ABSS 2025 served as a platform for academicians, policymakers, educators, industry leaders, and government representatives to review the remarkable progress made under NEP 2020 and chart the way forward.



Minister of State for Education & Minister of State (IC), Ministry of Skill Development & Entrepreneurship Shri Jayant Chaudhary; Minister of State for Education & Development of North Eastern Region, Dr. Sukanta Majumdar; and Education Ministers from 13 State/ UTs also graced the occasion. Dr. Vineet Joshi, Secretary, Department of Higher Education; Shri Sanjay Kumar, Secretary, Department of School Education & Literacy; Prominent academicians; Chairperson; Head of Autonomous Bodies under MoE; Regional Officers of CBSE, KVS, NVS; VCs / Directors / Heads of HEIs, senior officials from other Ministries, State Education Secretaries, State Project Directors of Samagra Shiksha, SCERT Directors, Startup Founders; school students were present on the occasion.

The event commenced with dignitaries paying floral tributes to Padma Vibhushan Dr. K. Kasturirangan, Chairman of the Drafting Committee of the National Education Policy (NEP) 2020, in recognition of his visionary leadership and pioneering contributions to India’s education and space sectors. This was followed by a welcome song presented by students of Kendriya Vidyalayas, setting a vibrant tone for the occasion. Minister of State Shri Jayant Chaudhary also read out the Hon’ble Prime Minister’s message on the 5th anniversary of NEP 2020.



Speaking on the occasion, Shri Dharmendra Pradhan extended his heartfelt wishes on the successful completion of five years of the National Education Policy (NEP) 2020.

He stated that NEP 2020 reflects the transformative vision of Prime Minister Shri Narendra Modi, who places education at the heart of India's growth story. He further remarked that as the nation moves towards the vision of "Viksit Bharat 2047," the National Education Policy serves as a national mission guiding the way forward.

He highlighted that over the past five years, the government has succeeded in taking NEP 2020 from policy to practice — bringing about a paradigm shift in the education system and reaching classrooms, campuses, and communities.

Shri Pradhan noted that Indian ethos lies at the core of NEP 2020. With a strong focus on scientific education, innovation, research, Indian knowledge systems, and Indian languages, the policy aligns education with the broader goal of nation-building.





He emphasised that ‘Viksit Bharat’ is not merely a vision but a powerful call to action given by Prime Minister Modi. According to him, NEP 2020 is the most impactful instrument to realise this dream. He urged all stakeholders to take focused and proactive steps to ensure that every classroom becomes a space for meaningful learning and that every child’s potential is nurtured.



He concluded by stating that the Akhil Bharatiya Shiksha Samagam is not just a conclave, but a collective expression of the national resolve to build a developed India. He called upon everyone to commit wholeheartedly to the effective implementation of NEP 2020 — to move from classrooms to creativity and from learning to nation-building.

Shri Dharmendra Pradhan launched the following initiatives of Department of School Education and Literacy (DoSEL) and Department of Higher Education (DoHE):

Initiatives of DoSEL

Foundation Stone/ Inauguration:

1. **CBSE:** The newly constructed CBSE Regional Office building in Digha, Patna
2. **NVS:** The following campuses and facilities of NVS were inaugurated

i. Permanent Campus at JNV Junagarh (Gujarat)
ii. Dormitories and Staff Quarters at JNV Devbhumi Dwarka (Gujarat)
iii. Dormitories and Staff Quarters at JNV Mahisagar (Gujarat)
iv. Dormitories and Staff Quarters at JNV Morbi (Gujarat)
v. Dormitories and Staff Quarters at JNV Shahdol (Madhya Pradesh)
vi. Dormitories and Staff Quarters at JNV Umaria (Madhya Pradesh)
vii. Dormitories and Staff Quarters at JNV Jashpur (Chhattisgarh)
viii. Dormitories and Staff Quarters at JNV Lahaul & Spiti (Himachal Pradesh)
ix. Dormitories and Staff Quarters at JNV Shopian (Jammu & Kashmir)
x. Dormitories and Staff Quarters at JNV Fazilka (Punjab)
xi. Dormitories and Staff Quarters at JNV Gurdaspur (Punjab)

3. KVS: KV ITBP Shivgangai (Tamilnadu); KV Sandhole (Himachal Pradesh): KV Udalguri (Assam); KV BSF Tekanpur (Madhya Pradesh); KV Jourian (Jammu & Kashmir); KV ITBP Shivgangai (Tamilnadu); and KV Bhimtal (Uttarakhand) were inaugurated:

4. NCERT

i. Bhoomi Poojan for Regional Institute of Education, Nellore
ii. Foundation Stone laying for Central Administrative Building, NCERT Headquarters, New Delhi

5. (i) PM JANMAN:

On 15th November 2023, the Prime Minister launched the Pradhan Mantri Janjati Adivasi Nyaya Maha Abhiyan (PM-JANMAN), a transformative initiative aimed at uplifting Particularly Vulnerable Tribal Groups (PVTGs) by bridging gaps in education and essential infrastructure from 2023-24 to 2025-26. The Department of School Education & Literacy (DOSE&L) plays a crucial role, aligning its efforts with the Samagra Shiksha Scheme, while the Ministry of Tribal Affairs (MoTA) serves as the nodal ministry for seamless coordination. A key focus of the Abhiyan is the construction of 500 hostels during the mission period to provide a safe and supportive learning environment for PVTG students. Till date, **492** hostels sanctioned with capacity of **38250** Covering **5668** unserved PVTG Habitation and **788349** PVTG Population with the financial outlay of ₹1234.58 crore (central share of 772.01 crore) has been sanctioned to support this effort. To mark the anniversary of the National Education Policy (NEP) 2020 on 29th July 2025, foundation stones were laid for 75 hostels costing ₹187.35 crore across 8 States.

(ii) DAJGUA:

DA-JGUA ('Dharti Aaba Janjatiya Gram Utkarsh Abhiyan') was launched by the Hon'ble Prime Minister on 02.10.2024, which aims at saturation of more than 63,000 tribal majority villages and tribal villages in Aspirational Districts with specified interventions. DAJGUA scheme has a run over period from 2024-25 to 2028-29, targeting construction of 1000 hostels under Samagra Shiksha during the period. The Ministry of Education, Department of School Education & Literacy (DoSE&L) is one of the participating Ministries in the Abhiyan. It is being implemented in convergence with Samagra Shiksha Scheme of this Department keeping with the spirit of NEP 2020. This scheme empowers tribal communities with enhanced access to quality education thereby delivering qualitative and holistic education and skills. Till date, A total of 692 hostels costing ₹ 2512.03 crore (central share of 1933.60 crore) have been approved in the DAJGUA. To mark the anniversary of the National Education Policy (NEP) 2020 on 29th July 2025, foundation stones were laid for 309 hostels costing ₹1190.34 crore across 12 States.

Dedication to Nation:

1. **22 KVS projects identified for dedication to the nation**
2. **PM SHRI:** 613 PM SHRI best performing schools one from each district, 24 best KVS one from each region and 7 best NVS one from each region have been identified for dedication to the nation demonstrating all saturation components.

Digital Launches:

TARA App:

The TARA App Portal aims to enable data-driven decision-making in education governance by providing a robust platform for assessing and improving reading fluency among students in Grades 3–8. It supports structured teaching, targeted remediation, and continuous monitoring of learning outcomes. Key features include:

i. Automated ORF Assessment: Uses speech processing and machine learning to evaluate reading fluency from audio recordings.
ii. Multilingual Support: Currently supports English and Hindi, with potential for expansion.
iii. Holistic Scoring: Measures WCPM (Words Correct Per Minute), phrasing, intonation, and stress to assess reading expression and comprehension.
iv. Scalability: Successfully deployed across 1200 Kendriya Vidyalayas, assessing over 7 lakh students.
v. Data Insights: Generates actionable data to guide instructional strategies and remedial interventions.

Impact:

- Facilitates competency-based education and learning outcome metrics.
- Supports teachers with objective feedback and personalized instruction plans.
- Strengthens education governance through evidence-based policy formulation.

My Career Advisor App:

To empower students with informed career decision-making, the Department of School Education & Literacy (DoSEL), Ministry of Education, Government of India, has launched the "My Career Advisor App"—a comprehensive, student-centric digital platform. Developed in collaboration with the Wadhwani Foundation and PSSCIVE (a constituent unit of NCERT), the app aims to provide personalized career guidance to school students across the country. The app offers access to 1000+ career pathways, including detailed information about job roles, educational requirements, skills needed, and future prospects. It features an intelligent recommendation engine that suggests career options based on students' interests, aptitudes, and values, making the guidance truly tailored to each user. Designed to be easy-to-use and accessible anytime, anywhere, "My Career Advisor App" also serves as a valuable resource for teachers, school counselors, and career advisors to support their students effectively. By bridging the gap between aspirations and opportunities, this initiative supports the vision of the National Education Policy (NEP) 2020 to provide holistic, integrated, and future-ready education.

Swachh Evam Harit Vidyalaya Rating (SHVR) – 2025-26

SHVR introduces a 5-Star rating system assessing 60 indicators across six categories: water, toilets, handwashing with soap, operation & maintenance, behaviour change & capacity building, and the new Mission LiFE Activities for environmental responsibility.

SHVR builds on this legacy with improved assessment tools, simplified questionnaires, and a robust IT platform developed with NCERT, NIC, and UNICEF. As per revised guidelines, the star rating of a school is applicable for each school. There will be 4 categories of schools for recognition (certificate of merit), which are 3 Rural category-I, 3 Rural category-II, 1 Urban category-I, and 1 Urban category- II, comprising a total of 8 schools at the district level, would be considered for nomination for the State Level for recognition (certificate of merit).

At the State level, recognition (certificate of merit) will be given based on the overall score. A maximum number of 20 schools with a five-star rating, 7 Rural category-I, 7 Rural category-II, 3 Urban category-I, and 3 Urban category-II, those conforming to national-level selection criteria, from each State/UT would be considered for nomination for the National Level for recognition (certificate of merit).

At the national level, 200 top schools shall be recognized with a certificate of merit, considering category-wise schools for recognition as 70 Rural category-I, 30 Urban category-I, 70 Rural category-II, and 30 Urban category-II.

Initiatives of DoHE

1. **Web-based Local Language Proficiency Test Portal**

National Testing Service National Testing Service-India (NTS-I) conducts research on testing and evaluation and has developed a web-based Local Language Proficiency Test Portal that administers online tests assessing Listening, Speaking, Reading, and Writing (LSRW) skills across 22 Indian languages, featuring a database of 182,480 LSRW items encompassing 1,825 tests. As part of material development, it is also doing research work on Testing and Evaluation in the Indian language.

2. **AI Apprenticeships under National Apprenticeship Training Scheme (NATS)**

The Ministry of Education has envisioned the **Apprenticeships in Artificial Intelligence (AI)** under the **National Apprenticeship Training Scheme (NATS)**. This initiative aims to enhance students' knowledge and skills in AI to meet the growing industry demands across sectors such as Healthcare, Manufacturing and Construction, Education, BFSI (Banking, Financial Services and Insurance), Electronics, and IT/ITES. The program is expected to benefit approximately **1 lakh students**, offering a minimum monthly stipend of **₹9,000 for graduates** and **₹8,000 for diploma holders**. The total estimated stipend support under the initiative is around **₹500 crore**, jointly funded by the government and participating companies.

3. **New Age Curriculum in - IIT BHU & IIT Delhi**

IIT BHU has introduced a New Age Curriculum designed to offer flexibility and promote multidisciplinary learning for B.Tech. students. Under this curriculum, students can choose from five academic options: (a) B.Tech., (b) B.Tech. (Honours), (c) B.Tech. with a Minor discipline, (d) B.Tech. with a Second Major discipline, and (e) extending B.Tech. to M.Tech. The program allows flexible movement between a second major and a minor, and includes a semester-long internship in industry, research, or start-ups to provide hands-on experience. It also features a flexible entry, exit, and re-entry policy in line with the National Education Policy (NEP). Additionally, limited semester-long student mobility is possible through Memorandums of Understanding (MoUs) with partner institutions.

After over a decade, IIT Delhi has revised its Undergraduate, Postgraduate, and PhD curricula, effective from the academic year 2025–26. The revised structure emphasizes flexibility, hands-on learning, environmental sustainability, and emerging technologies like AI and ML.

The undergraduate curriculum is outcomes-based, offering flexibility in general engineering, sciences, and humanities. Students can pursue minors, specializations, or an honours programme alongside their B.Tech. They may also opt for a five-year dual degree (B.Tech. + M.Tech.) by petitioning for an M.Tech. in any available program. Program changes remain possible after the first year based on merit.

The updated M.Tech./MS (Research) curriculum features a rationalized, outcomes-based structure with a strong industry focus. Key components include a cornerstone project to build teamwork and problem-solving skills, and a summer internship to enhance external engagement. Master's thesis options in collaboration with industry are also enabled.

The formalized PhD curriculum focuses on developing independent researchers with ethical and transferable skills, while promoting collaboration, domain advancement, and external/industry connect to enhance professional and research excellence.

4. **ViBe: Engage. Enjoy. Enlighten. – by IIT Ropar**

ViBe is an AI-powered continuous active learning platform developed by the Education Design Lab at IIT Ropar. It ensures true mastery by keeping learners actively engaged through smart checks, adaptive challenges, and real-time feedback.

ViBe intelligently segments lessons into bite-sized, engaging chunks, and uses a powerful AI engine to generate thought-provoking questions that foster deep understanding and sustained curiosity.

Built for large-scale global impact, ViBe promotes an educational experience that is honest, effective, and enjoyable. With its open-access model and scalable architecture, ViBe is poised to transform how the world learns.

Importantly, ViBe also empowers educators by automating routine learning checks, giving them more time and space to focus on experiential and proctored classroom learning. This shift redefines the teacher's role—enabling them to create richer, more meaningful learning experiences.

5. **Bhasha Sagar**

The App in line with the goals of NEP 2020, Ek Bharat Shreshth Bharat (EBSB mission) and a part of the Azadi Ka Amrit Mahotsav celebrations, promotes learning any Indian language through any Indian language without having the need of learning English in between.

At present, the app contains a total of 18 conversation courses (485 common domain wise sentences) in 22 Indian languages and 24 vocabulary building courses (1600+ words) in all the supported languages.

Additional features will be added in time to evaluate and also provide self-generated/automated certificates based on app-based evaluation systems.

It will also have an AI based conversation facilitator using which user will be able to communicate with other language speakers in real time.

6. **Centre of Indian Knowledge Systems and Encyclopaedic Dictionary of Sanskrit (IKS-ED)**

Centre of Indian Knowledge Systems and Encyclopaedic Dictionary of Sanskrit (IKS-ED) of Central Sanskrit University was established at Deccan College (DU) through the joint efforts of Central Sanskrit University and Sanskrit Dictionary Project, Deccan College, Pune with the approval of the Ministry of Education, Government of India for monitoring Sanskrit Dictionary Project and development of IKS Encyclopaedia and credit based IKS-SWAYAM courses. This Dictionary is a compact Encyclopaedia in the field of Indian Knowledge Systems as it treasures the literary references of every word, concept, notion available in the Sanskrit literature across all the disciplines and period of time. The Encyclopaedic Dictionary of Sanskrit on Historical Principles traces the linguistic development of Sanskrit words from 1500 ancient texts from Rigveda (about 14th Cent.

B.C.) to the latest work of Hasyarnava (1850 A.D.) texts spread across 62 disciplines. It provides the detailed linguistic changes that have occurred in various words and their derivations and traces the semantic development of various words. It provides the entire range of meanings prevalent in the Vedas and other texts which are logically analyzed and interlinked. The total number of vocables are more than 15 lakhs and around 1 crore references.

7. **KoshaSHRI Portal**

The KoshaSHRI project, funded by the Department of Science & Technology (DST) under the SHRI scheme with C-DAC Pune's support, has digitized all 35 volumes of the Encyclopaedic Sanskrit Dictionary. It includes over 15 lakh words and 1 crore references from 1500 ancient texts across 62 disciplines.

The KoshaSHRI Online Portal is now ready for public launch with advanced search, article authoring, and Sanskrit font tools, enabling collaborative dictionary development and research. Both the IKS-ED Centre and KoshaSHRI portal are proposed to be inaugurated during the Akhil Bhartiya Shiksha Samagam at Bharat Mandapam, New Delhi in July 2025.

Inauguration / Foundation Laying of Building / Campus

1. Students' Hostel and Desai Sethi School of Entrepreneurship (DSSE) Building in IIT Bombay
2. Dedication of Central University, Andhra Pradesh to the Nation
3. Building Inauguration of CU Jammu
4. Building Inauguration of CU Punjab
5. Inauguration of Lecture Hall Complex at Maulana Azad National Institute of Technology (MANIT), Bhopal
6. Inauguration of Chandrashekhar Hostel at Malaviya National Institute of Technology (MNIT), Jaipur
7. Inauguration of new Azadi Ka Amrit Mahotshav Lecture Theatre Complex at Dr. B.R. Ambedkar National Institute of Technology (NIT), Jalandhar
8. Inauguration of Lecture Hall Complex (Block- D) at National Institute of Technology Karnataka (NITK), Surathkal
9. Inauguration of Annex Buildings for Department of Production, Mechanical & Metallurgical and Materials Engineering at National Institute of Technology (NIT), Tiruchirappalli
10. Inauguration of Residential Tower (B+G+14) at National Institute of Technology (NIT), Delhi
11. Foundation Stone of Centre of Excellence for Innovation & Entrepreneurship in Engineering & Technology (CoE-IEET) at NIT Raipu

On the occasion, a short film showcasing the key achievements and transformative impact of the National Education Policy (NEP) 2020 was screened, followed by an exhibition featuring innovative initiatives and best practices in school and higher education. The exhibition reflected the NEP's vision through themes such as experiential learning, AI-driven solutions, inclusive infrastructure, digital transformation, sustainability, and community engagement. Stalls such as *Prerana – Experiential Learning Program*, *Atal Tinkering Labs – AI Innovations*, and *Vidyanjali & ULLAS – Community Engagement* highlighted impactful models from across the country.

On the occasion, in the presence of Shri Dharmendra Pradhan, Following Letters of Intent (LoIs) were presented to leading foreign universities for establishing their campuses in India, marking a major stride towards the internationalisation of Indian higher education under NEP 2020:

1. Western Sydney University (WSU), Australia – Greater Noida

Established in 1989, WSU is a leading public research university with 13 campuses and over 49,000 students across Sydney. Known for its strong commitment to sustainability and social impact, WSU plans to establish a branch in Greater Noida offering:

- Undergraduate: B.A. in Business Analytics, B.A. in Business Marketing
- Postgraduate: MBA in Innovation & Entrepreneurship, and in Logistics & Supply Chain Management

WSU's Indian collaborations include partnerships with AIIA for Ayurveda-modern medicine research, the Ministry of Jal Shakti on groundwater management, ICAR on food security, and IISc on neuromorphic engineering.

2. Victoria University (VU), Australia – Noida

Founded in 1916, VU is one of Australia's few dual-sector institutions offering both higher education and vocational (TAFE) programs. It has a strong offshore presence in China, Malaysia, and Sri Lanka, and is known for applied research in sports science, business, and IT.

VU's Noida campus is proposed to offer:

- Undergraduate: Business, Data Science, Cyber Security
- Postgraduate: MBA, Master's in IT

VU has been an active partner in the India-Australia Sports Partnership (launched with Sachin Tendulkar in 2017) and collaborates with AVENU Learning on vocational diploma pathways for Indian learners.

3. La Trobe University, Australia – Bengaluru

With its origins in 1964, La Trobe University is recognized for excellence in applied research, especially in smart cities, molecular sciences, and biotech. Its India campus in Bengaluru will offer:

- Undergraduate: Business (Finance, Marketing, Management), Computer Science (AI, Software Engineering), and Public Health

La Trobe has been a strong academic partner in India through:

- A Joint PhD Academy with IIT Kanpur (health, water, urban planning)
- The ASCRIN network with IIT-Kanpur, BITS Pilani, and TISS on smart cities
- A Bio Innovation Corridor with the BBC supporting biotech start-ups

4. University of Bristol, United Kingdom – Mumbai

Founded in 1909 and ranked #51 in QS World University Rankings 2026, the University of Bristol is a premier UK research university and a member of the Russell Group. It will establish its India presence in Mumbai.

Key Indian collaborations include:

- A 2022 MoU with ATLAS SkillTech University (Mumbai) for joint undergraduate-to-master programs, student exchange, and collaborative research in AI, design, and digital technologies
- A "3+1" degree pathway with Krea University (Sri City), enabling Indian students to complete undergraduate studies in India and pursue master's degrees at Bristol in innovation, policy, and analytics.

These strategic partnerships reflect India's commitment to creating a globally connected, inclusive, and innovation-driven higher education ecosystem. As these campuses come to life, they are expected to bring world-class curricula, faculty, and research to Indian students—without the need to go abroad.

ABSS 2025 featured four thematic sessions focusing on key priority areas: the use of Bharatiya Bhasha in teaching and learning; *Anusandhan* and the Prime Minister's Research Fellows (PMRF) for nurturing India's next generation of academic and industry leadership; re-envisioning secondary education to achieve 100% Gross Enrolment Ratio (GER) by 2030; and the transformative role of Artificial Intelligence in teaching and learning.

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MV/AK

MOE/29 July 2025

(Release ID: 2149668)
Read this release in: Malayalam , Urdu , Marathi , Hindi , Gujarati , Odia , Tamil , Kannada

Government of India
Press Information Bureau

Social Welfare

Higher Education under NEP 2020: Reimagining India's Academic Landscape

Posted On: 29 JUL 2025 10:43AM

Key Takeaways

The **Vidya Lakshmi Scheme** (2024) sanctioned ₹2,358 crore in loans, supporting 8,379 students via a digital, collateral-free platform across 860 premier institutions.
New Indian campuses of IITs set up in **Zanzibar, Abu Dhabi, and Dubai**, while foreign universities like Deakin and Wollongong, and Southampton have set up campuses in India.
SWAYAM saw **5.15 crore+ enrolments**; **Virtual Labs developed 900+** labs; NDLI hosts 8 crore+ resources —scaling access, credit transfer, and multilingual learning nationwide.
PM-USHA granted **Rs. 100 crore each to 35 universities** to strengthen autonomy, digital infra,

and global linkages, aligned with NEP 2020's vision for quality enhancement.

A New Horizon for Indian Education

The National Education Policy (NEP) 2020 stands as a defining moment in India's journey towards revitalising its higher education landscape. Marking a comprehensive overhaul of the education system, the NEP 2020 is a visionary blueprint aimed at repositioning India among the leading higher education hubs of the world.

Anchored in the guiding principles of access, equity, quality, affordability, and accountability, NEP 2020 seeks to redefine both the structure and substance of education. While the school education reforms focus on foundational learning, curriculum renewal, assessment transformation, and holistic development, the higher education agenda lays emphasis on flexible multidisciplinary learning, institutional autonomy, quality research, and global integration.

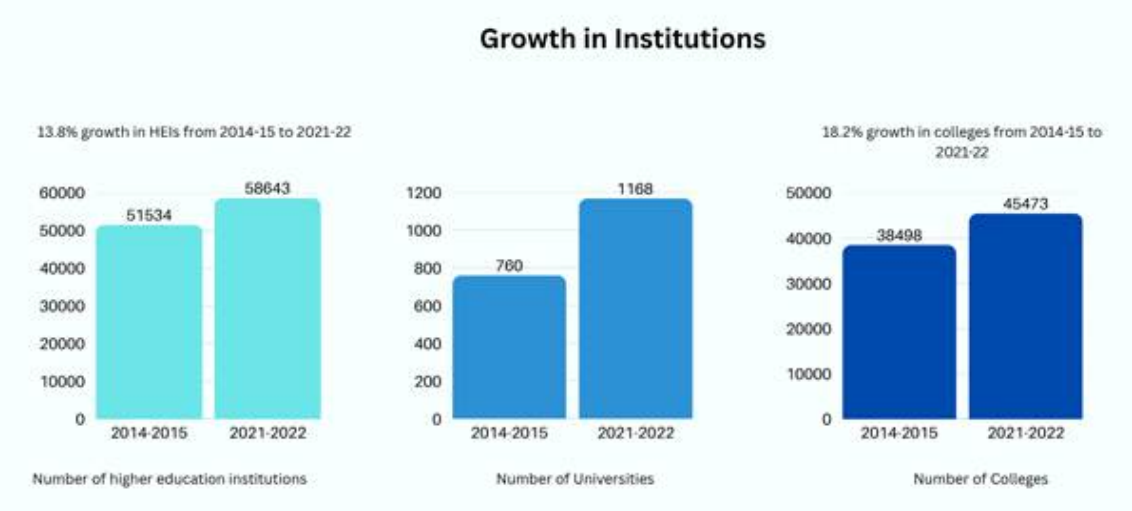
For higher education in particular, the policy proposes a systemic shift from rigid silos to flexible, learner-centric models; from content-heavy instruction to critical thinking and research; and from fragmented regulation to a streamlined, empowered governance architecture.

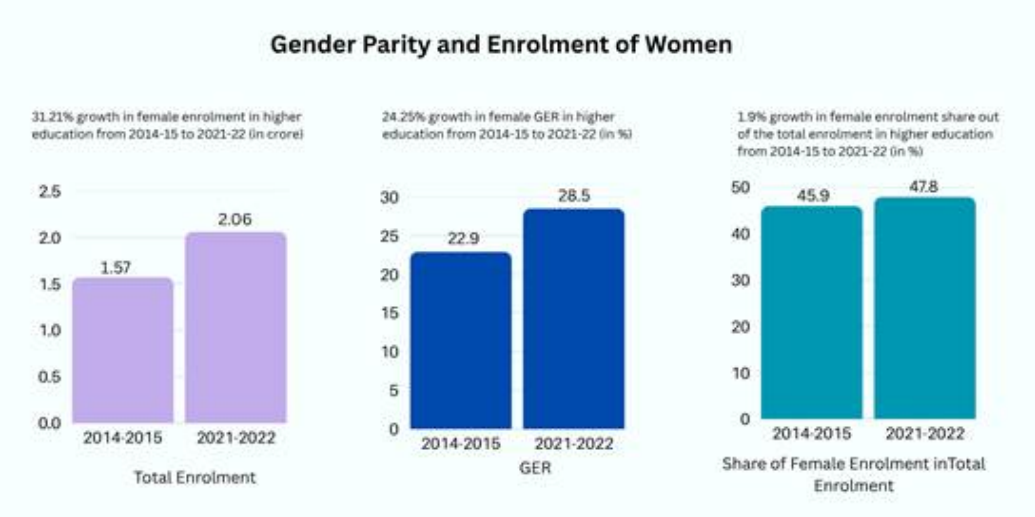
Overview of National Education Policy
Approved on 29 July 2020 – first education policy to be launched in 34 years Prepared after 5 years of thorough consultation from experts and 2 lakh + suggestions
Vision and Objective
Build a holistic, learner centric, multidisciplinary education system Align with 21st century needs while rooted in Indian heritage Promote economic growth, social equity, and nation building
Higher Education Reforms
Target 50% GER by 2035 Establish Multidisciplinary Education & Research Universities and National Research Foundation Launch Academic Bank of Credits, National Credit Framework and options for Multiple Entry and Exit for flexible and lifelong learning Break disciplinary silos and integrate Indian Knowledge Systems Unified regulation, teacher development, tech-driven delivery

Enhancing Access, Equity, and Inclusion

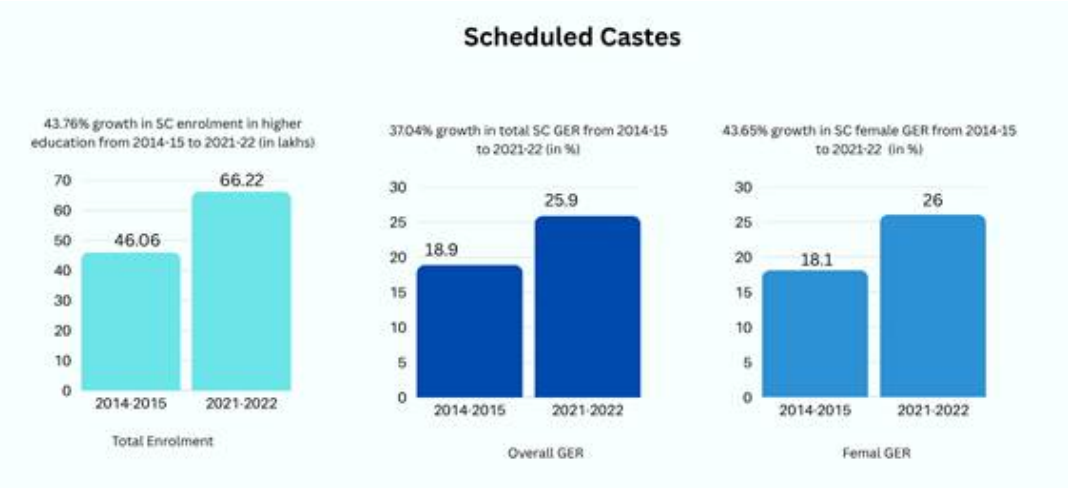
NEP 2020 aims to achieve a GER of 50 % by the year 2035. To achieve this the government is focusing on setting up more higher education institutions, provide support to disadvantaged students, making standalone institutions multidisciplinary and promoting distance and online learning.

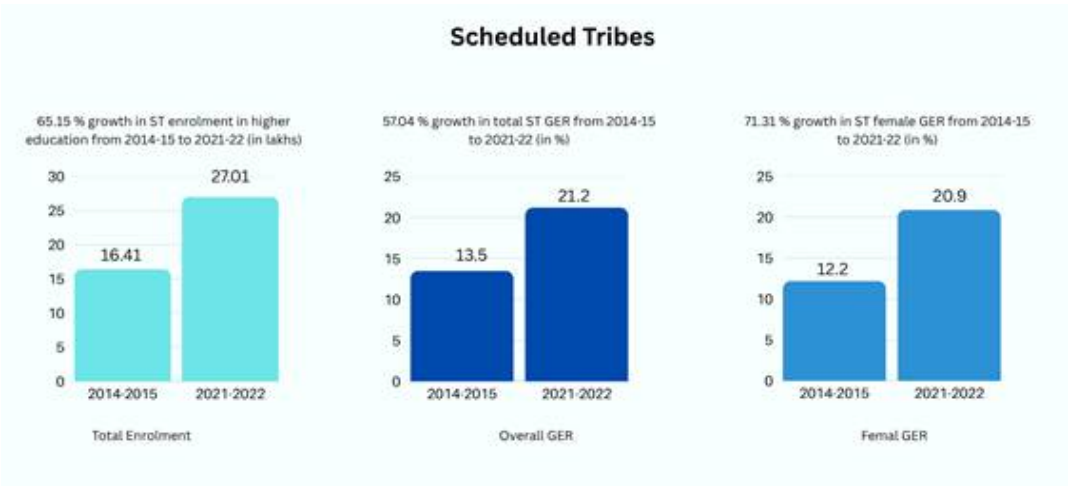
Data as per AISHE over the period 2014-15 to 2021-22

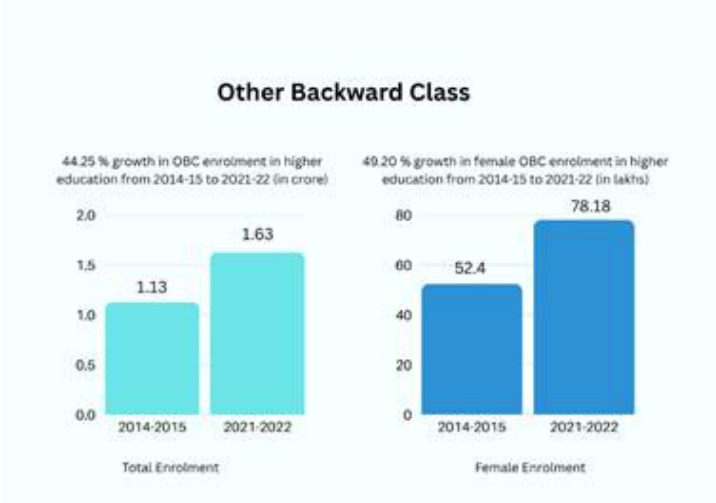




Growth Trend as per Social Categories







Initiatives to enhance Inclusivity

The **PM VidyaLakshmi Scheme**, launched in November 2024, aims to enhance access to higher education through collateral-free loans for students enrolled in India's top 860 institutions. With a budget of ₹3,600 crore from FY 2024–25 to 2030–31, it is set to benefit over 22 lakh students annually and support an additional 7 lakh students, with a focus on inclusivity.

Key features include:

Collateral-free loans up to ₹7.5 lakh, backed by a 75% credit guarantee
3% interest subvention on loans up to ₹10 lakh for students from families earning below ₹8 lakh per annum, not covered under other schemes
Fully digital platform for application, approval, and repayment
Secure disbursement via e-vouchers and CBDC wallets

Vidya Lakshmi Scheme: Financial Access for Students

Launched in November 2024, the scheme offers collateral-free education loans to students in 860 top institutions, benefiting over 22 lakh students annually.

Supports tuition fees and academic expenses, with a total outlay of ₹3,600 crore (FY 2024–25 to 2030–31)—aiming to assist 7 lakh additional students.

Key benefits:

Loans up to ₹7.5 lakh with 75% credit guarantee.
3% interest subvention on loans up to ₹10 lakh for families earning below ₹8 lakh per annum, if not covered under other government schemes.

Delivered via a fully digital, transparent platform with e-vouchers and CBDC wallets for smooth disbursals and repayments.

Progress so far:

Applications received: 30,890
Loans sanctioned: 13,358 (₹2,357.6 crore)
Loans disbursed: 8,379 (₹320.5 crore)

VidyaLakshmi Digital Rupee App allows direct access to interest subvention benefits and is integrated with 61 banks, developed in partnership with DFS, IBA, and member banks.

Support for the Divyangjans : To ensure meaningful participation of persons with disabilities and mental illness in higher education, efforts are being made to through **guidelines on inclusive pedagogical practices**.

These focus on adapting teaching methods and learning environments to meet diverse needs and foster equitable academic engagement. The guidelines list following key pedagogical components:

Learning Support
Assistive devices
Curriculum design
Assessment and Evaluation
Personalized support and counselling integration

Standalone institutions becoming inclusive multi-disciplinary centres : NEP 2020 envisions a shift from rigid and fragmented higher education structures to flexible, multidisciplinary, and globally aligned institutions that promote equity, inclusion, and innovation. It introduces a four-year undergraduate programme with multiple exit options and credit portability via the Academic Bank of Credit (ABC). Curricula now follow a Choice-Based Credit System (CBCS), enabling interdisciplinary combinations and nurturing critical thinking and ethical reasoning.

All Higher Education Institutions (HEIs) are to transition into multidisciplinary universities or degree-granting colleges by 2040, with at least one major HEI in every district by 2030. Flagship **Multidisciplinary Education and Research Universities (MERUs)** are being set up under PM-USHA, with ₹100 crore allocated to each of 35 select institutions to implement key reforms in research, digital infrastructure, internationalization, and inclusion.

Institutions will also be reclassified as Research-Intensive Universities, Teaching-Intensive Universities, or Autonomous Degree-Granting Colleges. This graded autonomy, based on transparent performance metrics, will gradually replace the affiliating college model—enhancing institutional quality and accountability.

Promoting Online and Distance Learning

In accordance with the UGC (Open & Distance Learning and Online Programmes) Regulations, 116 HEIs offer 1,149 Open & Distance Learning programmes, and 102 HEIs offer 544 online programmes, benefiting over 19 lakh students.

As per UGC's Credit Framework for Online Courses students can now transfer upto 40 % credits from SWAYAM MOOCs towards completion of their programmes, promoting flexibility, lifelong learning, and enabling HEIs to offer multidisciplinary options.

The **National Digital University (NDU)**, envisioned in the National Education Policy (NEP) 2020, marks a significant advancement in India's higher education system. It is designed to broaden access to high-quality education, foster lifelong learning, and equip students with industry-relevant skills through a flexible, inclusive, and technology-enabled framework.

Multidisciplinary and Flexible Higher Education

The National Education Policy (NEP) 2020 envisions a transformative shift in Indian higher education, promoting a learner-centric, flexible, and multidisciplinary ecosystem. This vision is being realized through a series of structural reforms and digital innovations:

Key Initiatives

National Credit Framework (NCrF): Launched on April 10, 2023, NCrF enables credit accumulation from academic, vocational, and experiential learning. Adopted by 170 universities, it supports lifelong learning and smooth transitions across disciplines.
National Higher Education Qualification Framework (NHEQF): Released on May 11, 2023, NHEQF defines learning outcomes from undergraduate to doctoral levels, ensuring national and international equivalence and mobility.

Curriculum and Credit Framework for Undergraduate Programs: Introduced on December 12, 2022, this framework incorporates a choice-based credit system, multiple entry/exit options, and interdisciplinary learning pathways.
Apprenticeship/Internship Embedded Degree Programs: Over 100 institutions now offer programs integrating industry experience, with at least 20% credits dedicated to internships/apprenticeships.
SWAYAM Plus: This platform offers industry-aligned courses in emerging fields like AI and Data Analytics. The details of the same are provided in later sections
National Apprenticeship Training Scheme (NATS 2.0): Disbursed Rs. 489 crore in stipends through 12.12 lakh DBT transactions, democratizing access to on-the-job training.

These initiatives collectively support a future-ready education system, aligned with global standards and responsive to evolving industry needs.

Multiple Entry and Exit (MEME)

The Multiple Entry and Exit (MEME) framework, a cornerstone of NEP 2020, to promote academic flexibility and reduce dropout rates. It empowers students to pause and resume education based on personal and professional needs, enhancing the Gross Enrolment Ratio (GER) and supporting lifelong learning.

153 universities offer multiple entry options, benefiting 31,156 UG and 5,583 PG students.
74 universities have implemented multiple exit pathways, aiding 25,595 UG and 2,494 PG students.
97 Centrally Funded Institutions (CFIs) have adopted MEME, with 33% of their courses offering MEME provisions.

Academic Bank of Credit (ABC)

The Academic Bank of Credits (ABC), facilitates academic mobility through a structured credit transfer mechanism, allowing students to pursue courses across multiple higher education institutions and accumulate credits towards a degree or diploma. It functions as a digital repository where academic credits earned by students are securely stored and easily accessible. This system promotes flexibility in learning and supports multidisciplinary education. Additionally, ABC enables the seamless integration of skills, knowledge, and learning experiences into a unified credit- based framework, empowering students with greater autonomy in shaping their academic journeys.

Biannual Admissions in HEIs

University Grants Commission (UGC) has approved Biannual Admissions according to which university admissions will now be done in two cycles: July/August and January/February. This reform replaces the traditional single-cycle model and aligns with NEP 2020's goal of achieving 50% GER by 2035. It enhances student choice, institutional efficiency, and internationalization of Indian higher education.

National Credit Framework (NCrF)

Developed collaboratively by regulators of school, skill, and higher education, and operationalized through a Standard Operating Procedure (SOP) issued on August 7, 2024, NCrF offers a unified structure for credit accumulation, transfer, and redemption across School education, Higher education, Vocational training, Skill development, Work-based learning. It is embedded within the Curriculum and Credit Framework for Undergraduate Programs (CCFUP). It supports multiple entry and exit options, lifelong learning, and recognition of prior learning and facilitates interdisciplinary mobility and industry-aligned skilling.

Curriculum and Credit Framework for Undergraduate Programs (CCFUP)

Introduced by the UGC in December 2022, the CCFUP reimagines undergraduate education. Its key features include Multiple Exit Options with Certificate after 1 year, Diploma after 2 years and Bachelor's degree after 3 or 4 years. It enables transitions across Institutions, disciplines, learning modes (ofline, online, hybrid). Credits are tracked via the Academic Bank of Credit (ABC) and aligned with NCrF. It encourages interdisciplinary exploration, allowing students to pursue courses across arts, sciences, humanities, and vocational streams.

Dual Degrees

In a move to expand academic flexibility, the University Grants Commission (UGC) issued guidelines on permitting students to pursue two academic programmes simultaneously. The permissible combinations include: two full-time degree programmes (provided their class timings do not overlap), one full-time programme along with one online or distance learning programme, or two programmes through online or distance mode. This initiative aligns with NEP 2020's vision of promoting multidisciplinary and flexible learning pathways.

National Higher Education Qualification Framework (NHEQF)

Key reform under NEP 2020 aimed at standardizing and enhancing the quality of higher education in India. It provides a structured framework for the development, classification, and recognition of qualifications from Level 4.5 (first-year undergraduate) to Level 8 (doctoral programs).

Key Features and Benefits:

Defines graduate attributes through clearly articulated learning outcomes, helping students, parents, institutions, and employers understand the level and nature of academic achievements.

Facilitates national and international equivalence and comparability of qualifications, supporting student mobility across institutions and countries.

Promotes interdisciplinary and inter-institutional pathways, enabling learners to transition smoothly between disciplines and institutions.

Supports lifelong learning by recognizing prior learning and enabling flexible academic progression.

Enhances transparency and coherence in academic standards, thereby building public trust in India's higher education system.

By aligning qualifications with global benchmarks and learner -centric outcomes, the NHEQF strengthens India's position in the global education landscape

Technology and Digital Learning

Under the National Education Policy (NEP) 2020, India is harnessing the power of digital innovation to expand access, enhance quality, and modernize higher education. A range of technology-driven initiatives—from online learning platforms to virtual labs and AI-powered tools—are transforming how students learn, upskill, and connect with real-world opportunities across the country.

SWAYAM: India's national MOOC platform with over 5.15 crore enrolments, 16,530+ courses, and 388 universities permitting up to 40% credit transfer.

SWAYAM Plus: Launched in February 2024, it offers industry-integrated online courses in fields like AI, Data Analytics, and Healthcare, forming the base of the Digital University.

Virtual Labs: Offers 900+ virtual labs and 1,200+ experiments across STEM subjects to provide hands-on learning experiences.

National Digital Library (NDLI): Hosts a vast collection of 8 crore+ digital academic resources in video, text, and audio formats.

Anuvadini & e-KUMBH: AICTE's Anuvadini supports 22 languages for translation; e-KUMBH offers engineering books in multiple Indian languages.

APAAR ID: A unique 12-digit academic ID seeded for 2.36 crore+ students, enabling seamless credit transfer, DigiLocker integration, and lifelong learning.

NETF (National Educational Technology Forum): Established under AICTE to promote open exchange of ideas on the use of technology in education.

NEAT (National Educational Alliance for Technology): Lists 393 EdTech firms with 171 products; 25% free coupons are allocated for EWS students, benefiting over 1.15 lakh learners.

Internship Portal: A single platform with 11,578 HEIs and 78,759 industries, offering 54 lakh+ internships nationwide.

IDEA Labs: IDEA Labs: AICTE-IDEA (Idea Development, Evaluation & Application) Labs has been set up in the technical institutions promoting multidisciplinary education & research, strong societal and industry linkage, support the new age learning and encouraging STEM experiential learning. **423 IDEA labs have been set up in HEIs.**

Centers of Excellence and Institutional Development

Establishment of 42 new Central Institutions

Since 2014, 42 new Central Higher Educational Institutions have been established, including Central Universities, IITs, IIMs, NITs, IIITs, and IISERs**,** reflecting a strong push towards academic excellence and regional development.

Institution-wise additions:

Central Universities: 8 new (from 40 to 48)
IITs: 7 new (from 16 to 23)
IIMs: 8 new (from 13 to 21)
NITs & IIEST: 1 new (from 31 to 32)
IIITs: 16 new (from 9 to 25)
IISERs & IISc: 2 new (from 6 to 8)

Total institutions increased from **115 to 157**

Ladakh has got its first ever Central University by the name, Sindhu Central University. The university has launched 4 post-graduate programs – M. Tech Atmospheric and Climate Sciences, MTech Energy Technology and Policy, M.A Public Policy and M.A. Buddhist Sciences.

Center of Excellence in Artificial Intelligence

For realizing the vision of "Make AI in India and Make Al work for India", government has approved establishment of three Centers of Excellence (CoE) in Artificial Intelligence (AI) namely CoE in Health in IISc, COE in Sustainable Cities in IIT Kanpur and CoE in Agriculture in IIT Ropar with a total financial outlay of Rs. 990.00 Cr over the period of FY 2023-24 to FY 2027-28. Further, a new COE in Education with an outlay of Rs.500 crores was announced in the budget for FY 2025 - 26.

12 Institutions of Eminence (8 public, 4 private)

Sr. No	Public IoEs
1	IISc Bangalore
2	IIT Delhi
3	IIT Bombay
4	IIT Bombay
5	IIT Kharagpur
6	University of Delhi
7	University of Hyderabad
8	Banaras Hindu University

Sr. No	Private IoEs
1	Birla Institute of Technology and Science, Pilani
2	Manipal Academy of Higher Education
3	OP Jindal Global University
4	Shiv Nadar (Institution of Eminence Deemed to be University)

The initiative aims to establish a framework for identifying and supporting higher education institutions with the potential to evolve into world-class centers of teaching and research. Under this effort, 12 Institutions of Eminence (IoEs) have been recognized.

Central Sanskrit Universities established

The Central Sanskrit Universities Act, 2020 redefined three prominent Sanskrit institutions to the status of Central Sanskrit Universities.
Rashtriya Sanskrit Sansthan, New Delhi – Established in 1970, it previously held the status of a deemed university.
Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, New Delhi – Founded in 1962, it was also a deemed university.
Rashtriya Sanskrit Vidyapeeth, Tirupati – Established in 1962, this institution too was a deemed university.

Quality Assurance and Accreditation

As envisioned in the National Education Policy (NEP) 2020, a transformative overhaul of the regulatory and accreditation landscape is underway to ensure transparency, autonomy, and performance-driven governance. At the centre of this reform is the proposed Higher Education Commission of India (HECI)**,** aimed at enhancing accountability, ensuring institutional autonomy, and fostering innovation through clear role delineation and reduced conflicts of interest.

Integrated Regulation through HECI:

> To eliminate overlapping oversight and streamline regulation, NEP 2020 proposes the creation of the Higher Education Commission of India (HECI)—a single, overarching body. Replacing multiple regulators, HECI will implement a “light but tight” framework that ensures institutions are empowered while being held accountable.

Graded Autonomy Linked to Performance:

Institutions performing well in accreditation and rankings are now eligible for graded autonomy, allowing them to independently launch new programmes, form international collaborations, and manage finances. This shift has been institutionalised through the UGC Autonomous Colleges Regulations (2023) and the Deemed University Regulations (2023).

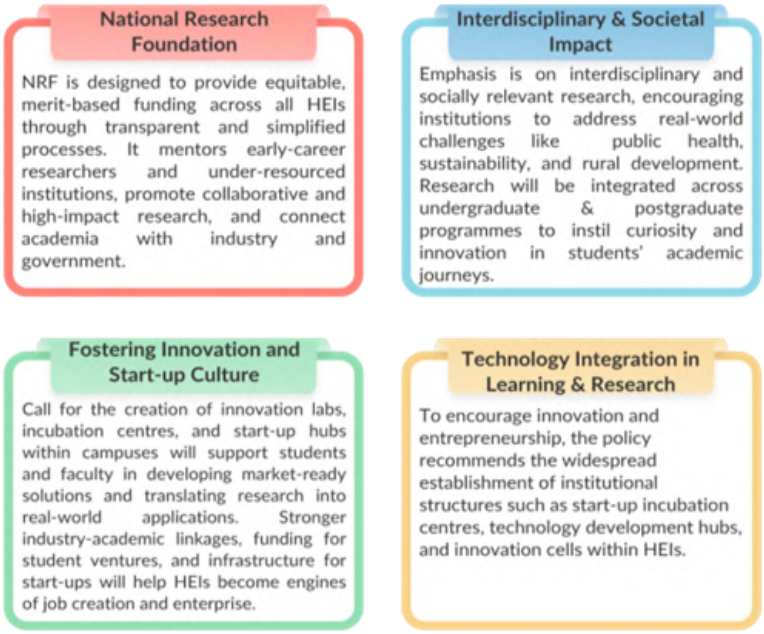
Outcome-Oriented Accreditation:

The NAAC accreditation framework has been revamped to prioritise outcome metrics such as employability, research impact, and community engagement. Accreditation now determines autonomy and funding eligibility, with models like Maturity-Based Graded Levels (MBGL) and binary accreditation being introduced.

NIRF 2.0 and Rankings-Linked Funding:

The National Institutional Ranking Framework (NIRF) has evolved into NIRF 2.0, aligning closely with NEP priorities. It now includes parameters like digital access, innovation, and social inclusion. Rankings are directly linked to funding allocation under schemes such as PM-USHA and Institutions of Eminence (IoEs), strengthening the link between performance and public investment.

Research, Innovation, and Technology



NEP 2020 envisions a knowledge-driven higher education system that places research, innovation, and technology at its core. It aims to create a vibrant ecosystem that empowers institutions to contribute meaningfully to national and global development.

India's aspiration to become a USD 35 trillion economy by 2047 is intricately linked to its expanding research and innovation landscape. The National Education Policy (NEP) 2020 recognizes that the global knowledge landscape is undergoing rapid transformation, particularly in science and

technology, artificial intelligence (AI), and machine learning (ML), presenting both opportunities and challenges for India. there is a need of synergizing efforts further to truly enable a robust research ecosystem that permeates across universities. At present India invests only 0.64% of GDP in research, compared to 3.47% in the USA, 5.71% in Israel, and 2.41% in China (2023-24).

In alignment with NEP 2020, the Government of India has taken several initiatives to strengthen R&D landscape in the country. These include Anusandhan National Research Foundation; Industry-Academia Linkages in HEIs; Startup Ecosystem in HEIs across India; Innovation Cells and Hackathons; Cross-disciplinary Faculty

Anusandhan National Research Foundation:

The Anusandhan National Research Foundation (NRF), established under the 2023 Act, is a key NEP 2020 initiative to build a robust, inclusive research ecosystem with a ₹50,000 crore hybrid funding model. It supports peer-reviewed grants, infrastructure, mentorship, and research in regional

languages while strengthening R&D through over 2,500 HEIs and 300 universities with active R&D cells, innovation hubs and industry academia linkeages.

Reforms such as the Ph.D. Degree Regulations 2022 promote flexible and inclusive research pathways. **Ph.D. enrolment has doubled to 2.34 lakh by 2022–23**, with **female enrolment rising by 135.6**%. **India ranked 3rd globally in research publications in 2024**, with output rising 142% since 2015.

Innovation has surged—**patent filings reached 92,168 in 2023–24**, with HEIs contributing 25% of these. The KAPILA programme advanced IP literacy with over 10,800 patents filed and 71,000+ faculty/students trained.

The NIRF India Rankings 2024 introduced a dedicated Research and Innovation Index, reflecting growing institutional competitiveness. Under the Institutions of Eminence scheme, 12 HEIs are driving industry-linked R&D, tech transfer, and start-up incubation—firmly positioning India on the global research map.

Startup Ecosystem in HEIs across India

Aligned with the vision of NEP 2020, the Government of India is strengthening the innovation and startup ecosystem within Higher Education Institutions (HEIs) through the establishment of **Institution's Innovation Councils (IICs).** These councils promote applied research, ideation, and entrepreneurship by offering platforms for prototype development, incubation, and industry collaboration. To date, 16,051 IICs have been set up across 28 States and 8 Union Territories**,** driving innovation through mentorship, hackathons, and innovation challenges —positioning HEIs as catalysts in India's journey towards becoming a global innovation hub.

Cross-disciplinary Faculty Development in AI, IKS, Tech

Aligned with NEP 2020, the **Malaviya Mission Teacher Training Programme (MMTTP)** has trained

2.5 lakh faculty through 3,957 programmes across 144 centres**,** with focus on AI, cybersecurity, STEM**,** and leadership.

The **Indian Knowledge Systems (IKS)** initiative has set up 51 centres**,** launched 38 interdisciplinary courses**,** and initiated 88 research projects**,** alongside 5,527 internships and training for 1,000 faculty, with a goal to train 10,000 more**.**

Additionally, UGC issued guidelines on 14.03.2022 for establishing **Research and Development Cells** (RDCs) in HEIs to foster multidisciplinary and translational research, aligning with Atma-Nirbhar Bharat goals. As of now, RDCs have been set up in around 2,871 Universities/HEIs.

AICTE has established 423 **IDEA (Idea Development, Evaluation & Application) Labs** in technical institutions to promote multidisciplinary education, STEM-based experiential learning, and strong academia-industry linkages

Bhartiya Bhasha and Indian Knowledge Systems

The Government of India has prioritized the promotion of Bhartiya Bhasha (Indian languages) and the integration of Indian Knowledge Systems (IKS) into mainstream education. These initiatives aim to preserve and propagate India's rich linguistic and intellectual heritage while fostering inclusive and

multilingual learning environments. Through curriculum reforms, digital platforms, and institutional support, NEP 2020 encourages the use of Indian languages in teaching, research, and assessment, and mandates credit-based courses in IKS across higher education institutions.

Multilingualism in Education:

Anuvadini App & e-KUMBH Portal: AICTE's Anuvadini App facilitates translation of engineering, medical, law, UG, PG, and skill books into Indian languages; these are accessible via the e-KUMBH portal.

Multilingual Content on SWAYAM: Study materials are made available in multiple Indian languages on the SWAYAM platform to support diverse learners.

CSTT Terminology Compilation: The Commission for Scientific and Technical Terminology (CSTT) has compiled over 30 lakh scientific and technical terms in 22 Indian languages, with 16 lakh terms digitized.

ASMITA Initiative: Aims to produce 22,000 books in 5 years across 22 languages, supporting academic translation and original writing.

Regional Language Education in Engineering: 41 engineering institutes across 10 states permitted to offer education in 12 regional languages, promoting technical education in mother tongues.

Multilingual National Exams: CUET, JEE (Mains), and NEET (UG) are conducted in 12 Indian languages, enhancing access and fairness in national-level entrance tests.

Internationalization of Higher Education

NEP 2020 aims to position India as a global hub for higher education by promoting collaborative research and academics, two way international student mobility, internationalization at home by setting up global standards and best practices in Indian institutions, foreign university presence, and Indian HEIs' presence abroad.

International Campuses of Indian Universities

As part of its global outreach, India has begun establishing international campuses of its premier higher education institutions. These initiatives aim to position India as a global knowledge hub and expand access to quality education worldwide[9].

IIT Madras–Zanzibar**:** MoU signed on 5 July 2023; campus established in Zanzibar, Tanzania with classes commenced under partnership between MoE (India) and MoEVT (Zanzibar).

IIT Delhi–Abu Dhabi: MoU signed on 15 July 2023 with Abu Dhabi Department of Education and Knowledge (ADEK); campus is operational and marks IIT Delhi's first international presence.

IIM Ahmedabad–Dubai: MoU signed on 8 April 2025 with UAE Government for establishing the IIMA Dubai Campus in Dubai International Academic City; will offer full-time MBA and executive education programmes.

Foreign Universities in India

Prestigious institutions like Deakin and Wollongong Universities (Australia) have launched campuses in GIFT City, Gujarat, and the University of Southampton (UK) has set up in Gurugram marking a new era of global academic presence in India. Six universities from UK, Australia, USA and Italy have been given LoA for setting up their campuses in India

Deakin University, Australia	**University of Wollongong, Australia**	**University of Southampton, UK**
Campus established in Gift City, Gujarat	Campus established in Gift City, Gujarat	Campus established in Gurugram

Study in India Programme Same status and style as MEME

The Study in India campaign has expanded India's appeal as a global education destination. Since its launch, total Enrolment has been 47,602 international students from Asian and African countries. To attract international students, the *Study in India*[5] campaign has been revamped with a dedicated portal launched in 2023, offering

8,000+ programs from over 600 accredited institutions and reaching 136+ countries. Indian HEIs have also established International Student Offices for enrolment, support, and integration.

Regulations for Joint / Dual / Twinning Degrees Same status and style as MEME

To promote academic and research excellence through global engagement, the University Grants Commission (UGC) issued the **Regulations on Academic Collaboration between Indian and Foreign Higher Educational Institutions** on 2 May 2022. These regulations enable Indian institutions to offer **Twinning, Joint Degree, and Dual Degree programmes** in collaboration with reputed foreign universities. The initiative aims to provide international exposure, promote internationalisation at home, and deliver multidisciplinary education through globally relevant curricula—all while enhancing student employability and improving India's position in global university rankings.

Key Highlights:

Encourages student and faculty mobility, collaborative research, and curriculum integration.
Enhances the global standing of Indian HEIs by aligning with international ranking parameters.
Aims to attract foreign students to Indian campuses.

Current Status:

Out of 230 eligible Indian universities, **103 HEIs** are currently offering collaborative academic programmes with foreign institutions.

Global Initiative of Academic Network (GIAN) and Scheme for Promotion of Academic and Research Collaboration (SPARC)

Flagship initiatives like GIAN and SPARC support academic and research collaboration. **Scheme for Promotion of Academic and Research Collaboration (SPARC)**, a flagship initiative of the Ministry of Education, fosters international research partnerships by enabling top Indian Higher Educational Institutions (HEIs)—including those ranked in the top 100 under NIRF, Central Universities, and Institutes of National Importance—to collaborate with leading foreign universities ranked within the top 800 in QS rankings from 28 selected countries. To streamline access, the **SPARC Portal** has been relaunched, now accepting proposals year-round at sparc.iitkgp.ac.in, where detailed guidelines and submission formats are available. As of now, **799 joint research projects** worth **₹515.99 crore** have been sanctioned, with **392 completed** and others in various stages of implementation. The programme has yielded **51 patent filings**, out of which **22 patents have been granted**. SPARC supports collaboration under **12 strategic themes**, including Advanced Materials, Semiconductors, Healthcare & MedTech, Energy & Climate Change, Blue Economy, Space & Defence, Smart Cities & Mobility, Manufacturing & Industry 4.0, and more.

Indian institutions in QS 2025 World Rankings and Subject Rankings

India continues to strengthen its global academic presence, emerging as the most represented higher education system in the QS World University- Asia Rankings 2025, with 163 Indian universities out of the 987 institutions featured. Notably, seven Indian institutions rank among the top 100 Asian universities, including five Indian Institutes of Technology (IIT Delhi, Bombay, Madras, Kharagpur, and Kanpur), the University of Delhi, and the Indian Institute of Science (IISc).

In the QS World University Subject Rankings 2025, a total of 79 Indian Higher Educational Institutions (HEIs) have been included—marking a growth from 69 in the previous year. This 18.7% increase has positioned India as the second most represented country in Asia, with 66 Indian universities featured across various disciplines.

Additionally, 10 Indian HEIs have secured positions in the top 50 globally in specific subject areas. These include six IITs, two Indian Institutes of Management (IIMs), one Central University, and one Deemed University—reflecting India's growing academic competitiveness on the global stage.

Financing and Budgetary Expansion

Higher Education Financing Agency (HEFA) Same status and style as MEME,

To strengthen academic infrastructure and promote financial autonomy among Higher Education Institutions (HEIs), the Higher Education Financing Agency (HEFA) was established in 2017. It operates on a loan-based model, enabling institutions to access capital without upfront budgetary support. Over seven years, HEFA has sanctioned ₹44,449.18 crore for 201 projects, benefiting premier institutions such as IITs, IIMs, NITs, and Central Universities. These funds have been used to upgrade laboratories, hostels, classrooms, and research infrastructure, supporting the development of world- class academic facilities.

PM-USHA (Prime Minister Uchchatar Shiksha Abhiyan)

Complementing this effort, the PM-USHA (Prime Minister Uchchatar Shiksha Abhiyan) scheme was launched under the NEP 2020 framework to transform select public universities into Multidisciplinary Education and Research Universities (MERUs).

PM-USHA: Strengthening Institutional Capacity

The Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) is the flagship centrally sponsored scheme for higher education reform. It supports the transformation of state universities and colleges by providing funding tied to performance-based outcomes. The scheme has been instrumental in:

Promoting digital infrastructure, internationalization, and academic autonomy
Advancing equity and inclusion through targeted interventions in underserved regions.

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Higher Education under NE
Reimagining India's Acade
Landscape

Key Takeaways
• The **Vidya Lakshmi Scheme** (2024) sanctioned ₹2,358 crore in loans, sup students via a digital, collateral-free platform across 860 premier institu
• New Indian campuses of IITs set up in **Zanzibar, Abu Dhabi, and Dubai**, universities like Deakin and Wollongong, and Southampton have set up
• **SWAYAM** saw **5.15 crore+ enrolments**; **Virtual Labs developed 900+** lab resources—scaling access, credit transfer, and multilingual learning nati
• **PM-USHA** granted **Rs. 100 crore each to 35 universities** to strengthen a and global linkages, aligned with NEP 2020's vision for quality enhancem

A New Horizon for Indian Education

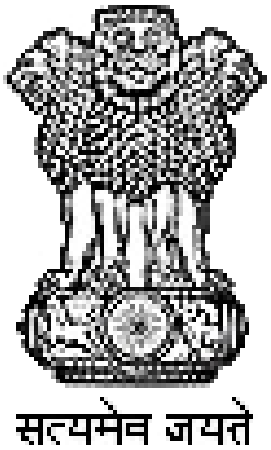
The National Education Policy (NEP) 2020 stands as a defining moment in revitalising its higher education landscape. Marking a comprehensive overhau the NEP 2020 is a visionary blueprint aimed at repositioning India among the hubs of the world.

Anchored in the guiding principles of access, equity, quality, affordability, and seeks to redefine both the structure and substance of education. While the focus on foundational learning, curriculum renewal, assessment tran development, the higher education agenda lays emphasis on flexible institutional autonomy, quality research, and global integration.

For higher education in particular, the policy proposes a systemic shift from rig centric models; from content-heavy instruction to critical thinking and resea regulation to a streamlined, empowered governance architecture.



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NEP, National Curriculum Framework, and the Federal Challenges in India

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Five years on, NEP's core pillar—the National Curriculum Framework—faces criticism for sidelining states and stoking fresh federal tensions.



Image Source: Getty Images

Framework (NCF), which provides a roadmap for the education of children in different stages of school education (provides comprehensive guidelines, structures, curriculum, syllabi, teaching materials, and assessment tools/methods). After more than two years, the National Curriculum Framework for School Education (NCF-SE) was released by the Union Education Minister Dharmendra Pradhan on 23 August 2023. The NCF aims to catalyse and overhaul the school education system, particularly the educational needs of students aged 3 to 18 years, from foundational stages to secondary education.

The preparation of NCF was a mammoth federalised exercise involving a complex range of stakeholders at multiple levels.

NCF is not something new under the NEP 2020. The National Council of Educational Research and Training (NCERT) developed the NCF back in 1975. It was majorly revamped in 2005 with special emphasis on overhauling the state of elementary

themes related to NCF, apart from more than 500 papers that were generated by states/UTs. 25 National Focus Groups also contributed Position Papers on national themes. In addition, District Institutes of Education and Training (DIETs) submitted as many as 1,500 consultation reports. In short, the preparation of NCF was a mammoth federalised exercise involving a complex range of stakeholders at multiple levels.

Major Controversies over NCF

From the methods of its preparation and curriculum subjects, to the manner of its implementation, the NCF has stirred major controversies on a number of issues. Education experts have raised objections to the manner and modes involved in finalising of NCF in 2023. While the NEP 2020 aims to promote a consultative process in preparing NCF, where State Council of Education Research and Training (SCERTs) will play a pivotal role in determining the State Curriculum Framework (SCF), in actual reality, the participatory process has been undermined in multiple ways. For instance, in preparing 25 position papers and SCFs, not only was

serious curricular and pedagogical discussions where states can be seen as equal participants.

An overtly centralising process?

While the finalisation of NCF with all its challenges represents a major progress in achieving NEP's ambitious vision, experts have raised several concerns regarding the method of its preparation and the manner of its rollout. A noteworthy aspect of NCF is the centralising nature of its contents. According to the subject experts, while NCF is supposed to be a broad and guiding document for NCERT and SCERTs to prepare their syllabi, curricula and textbooks for different grades, the NCF document of over 600 pages lays out every detail for these bodies to follow. Not only this, NCF goes to the extent of spelling out syllabi outlines with a plan for sample lessons, even time to be allocated for each school (for example, an assembly requiring 25 minutes and 05 minutes to reach the same). In its zeal to micromanage curriculum preparation and its rollout, the Steering Committee has hugely centralised the NCF process, which defeats the larger

curriculum based on local requirements and learning needs.

> *NCF's vision of imposing uniformity across states goes against the 2005 NCF, which had followed a decentralised and consultative approach to prepare the curriculum frameworks.*

What has raised a bigger political storm with regard to curriculum is the arbitrary deletion and addition of syllabus by the NCERT. In a deeply plural and diverse country, NCERT's decision to drop several chapters from the Class VIII history book in 2024 created a political storm over pedagogy and curriculum. A more recent controversy is on the Class VII textbook book which omits portions of the medieval history of India. Historians and educators have blamed NCERT for taking unilateral decisions on curriculum making, which violates the tenets of NCF-SE 2023.

Storm over NCF's Three-Language Formula

themselves, so long as at least two of the three languages are native to India." Yet, the old fear of Hindi imposition and the centralising nature of NEP has raised a massive political storm in Tamil Nadu and other opposition-ruled states. Ironically, the opposition to Hindi has now raised its head in Maharashtra, a state where the ruling party runs a coalition government. After major political showdowns over Hindi imposition, the state government has stalled the implementation of the language policy, subject to the recommendation of an expert committee. In short, many of the NCF outlines have become a political hot potato between the Centre and the states, having larger implications for the education sector.

Conclusion

The NEP 2020, in general, and the NCF, in particular, have emerged as a focal point of the centre-state battle over autonomy around the curricular and pedagogical realms. Given that education is a Concurrent subject under the Indian Constitution, states strongly view that they need to be treated as equal partners in all aspects of the NEP rollout, including the curriculum design and implementation.

diversity and inclusion, where states should be treated as equal partners.

With a number of controversies brewing over NCF (presentation of local issues, textbooks rewriting, language policy), one hopes the education policy makers would do the necessary course correction and make the NEP process far more inclusive and participatory. Considering the NEP 2020 is a colossal exercise involving a country of a continent size with massive regional, linguistic and cultural diversity, the NCF process and its execution have to be a deeply collaborative effort between the Centre and the states.

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Education India education policy 2020
national curriculum framework
national education policy
national education policy 2020 nep 2020
nep education policy new education policy 2020

Author



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NEP at Five: Who is Left Behind?

AUTHOR : ISHIKA RANJAN

Expert Speak India Matters

Published on *Jul 29, 2025*

As India marks 5 years of its National Education Policy, a significant number of children across the country continue to face barriers in accessing formal education.



Image Source: Getty Images

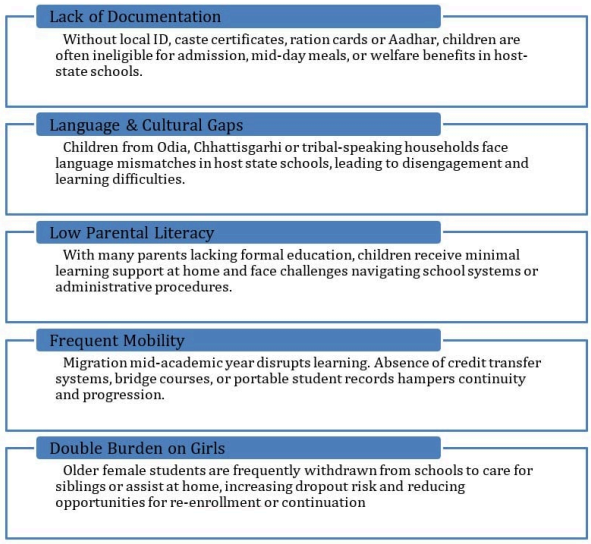
million children remain out of school due to systemic gaps in the policy's implementation. This article discusses four such groups.

1. Children of Seasonal Migrants

The mismatch between academic calendars and migration cycles is stark: children of migrant labourers enrolled in school often attend only part of the year, typically from June to November, after which their families move for work. On paper, these children are still enrolled in school, contributing to a positive Gross Enrolment Ratio (GER), but in practice, they remain out of classrooms for months altogether. The NEP explicitly recognises migrant families under SEDGs and mandates the establishment of alternative and innovative education centres through government-civil society partnerships by 2024-25. Task 68 in the Students' and Teachers' Holistic Advancement through Quality Education (SARTHAQ) implementation framework specifically targets children of migrant labourers for mainstream education integration through alternative education centres after amending Section 2(n) of the Right to Education (RTE) Act. However, there is no

officials admit the lack of basic data: there are still no official figures estimating how many children of seasonal migrants there are nationwide. Without credible data, targeted action remains elusive.

Figure 1: Barriers to Education for Children of Seasonal Migrants



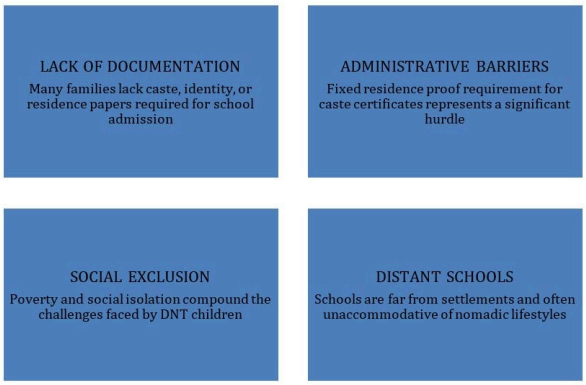
Source: *IndiaSpend, 2023*

2. Children from De-notified, Nomadic and Semi-Nomadic Tribes

Nomadic and de-notified communities, historically stigmatised by colonial-era Criminal Tribes laws, remain among the least educated in the country. And yet, they are unmapped in NEP frameworks, with no

Semi-Nomadic Tribes (SEED) was launched by the Ministry of Social Justice and Empowerment in 2022, with a financial outlay of INR200 crore for five years (FY 2021-22 to 2025-26). SEED includes an educational empowerment component offering free coaching for competitive exams. However, as of March 2025, only 541 DNT students had benefited from this. Similarly, nongovernmental efforts such as the Eklavya India Foundation's work with DNT youth receive negligible policy support. As a result, generations of DNT youth remain disenfranchised.

Figure 2: Barriers Faced by Children from De-Notified & Nomadic Tribes



Source: *Raziq and Popat, 2024*

3. Children with Disabilities (CwDs)

curricular frameworks that reflect the diversity of learners in the classroom.However, basic infrastructure for accessibility, such as ramps, handrails, and adapted toilets, remains inconsistent. Although the Central Board of Secondary Education (CBSE) exam pass rates for Children with Disabilities (CwDs) soared to 93.2 percent in Class XII, gaps persist in school-level infrastructure, qualified educators, and universal audits.

4. LGBTQ+ Youth

Notably, the NEP identifies transgender students as a priority: it mandates a Gender-Inclusion Fund to ensure safe facilities — including toilets, hostels, and scholarships — for girls and transgender children. Despite this inaugural step, factors like gendered and binary school uniform codes and open bullying contribute to disproportionately high dropout rates among queer students. In 2023, the National Council of Educational Research and Training (NCERT) released a draft module titled “Integrating Transgender Concerns in Schooling Processes.” However, this is yet to be formally implemented, and broader LGBTQ+ concerns — such as inclusion of non-binary

Recommendations: From Rhetoric to Reach

To transform NEP's goals into lived realities, targeted and actionable reforms are essential:

A. For Migrant Children: Make Learning Mobile

It's time to move beyond static models of schooling. At the outset, target districts need to be identified where seasonal out-migration rates are the highest. Developmental needs, such as job opportunities throughout the year — say, through proper implementation of the National Rural Employment Guarantee Act — must be ensured to break free from intergenerational barriers to employment that fuel migration. The Ministry of Education should introduce Migrant Student IDs that are usable across state lines, linking school records, mid-day meal entitlements, and textbooks. This must be backed by clear interstate coordination. Equally important is the need to scale up seasonal hostels and worksite schools – models already functional in states like Gujarat and Telangana. These steps are not "innovations" anymore; they are a long-

disaggregated data in national education datasets like UDISE+ so that targeted measures can be undertaken. From there, the state must invest in scholarships, provide mentoring support for first-generation learners and offer bridge learning programmes that are flexible in time, language, and delivery. Equally important is partnering with grassroots organisations that have earned the trust of DNT families and can act as vital intermediaries between school systems and communities.

C. For Children with Disabilities: Make Schools Truly Ready

Every school must be audited annually for accessibility: this includes ramps, adapted toilets, and inclusive classroom layouts. Policymaking must take into account that without trained special educators, these investments will not yield desired benefits. The NEP should mandate a minimum ratio of trained teachers for children with disabilities and offer incentives for educators to gain certification in inclusive practices. The CBSE's recent success with board exam support for CwDs shows what is possible. This progress must now be

gender and sexuality for every teacher and administrator, and confidential support systems for students experiencing discrimination in every school, are a must. The NCERT's draft manual must be expedited, adopted nationally, and included in teacher training curricula. Additionally, there is a need for specialised support through school counsellors and parent engagement programs. States should pilot safe-space clubs and peer support, which can provide affirming spaces for LGBTQ+ youth.

No Child Left Behind

NEP sets out a vision for a more inclusive and pluralistic education system. Yet, for many groups, access to meaningful education remains uneven. Without consistent enforcement, targeted funding, and mandatory inclusion training for educators and administrators, these communities continue to be left out of the system's promise of equity. To close this gap, inclusion must be operationalised, not just envisioned, through enforceable policy, accountability, and sustained investment.

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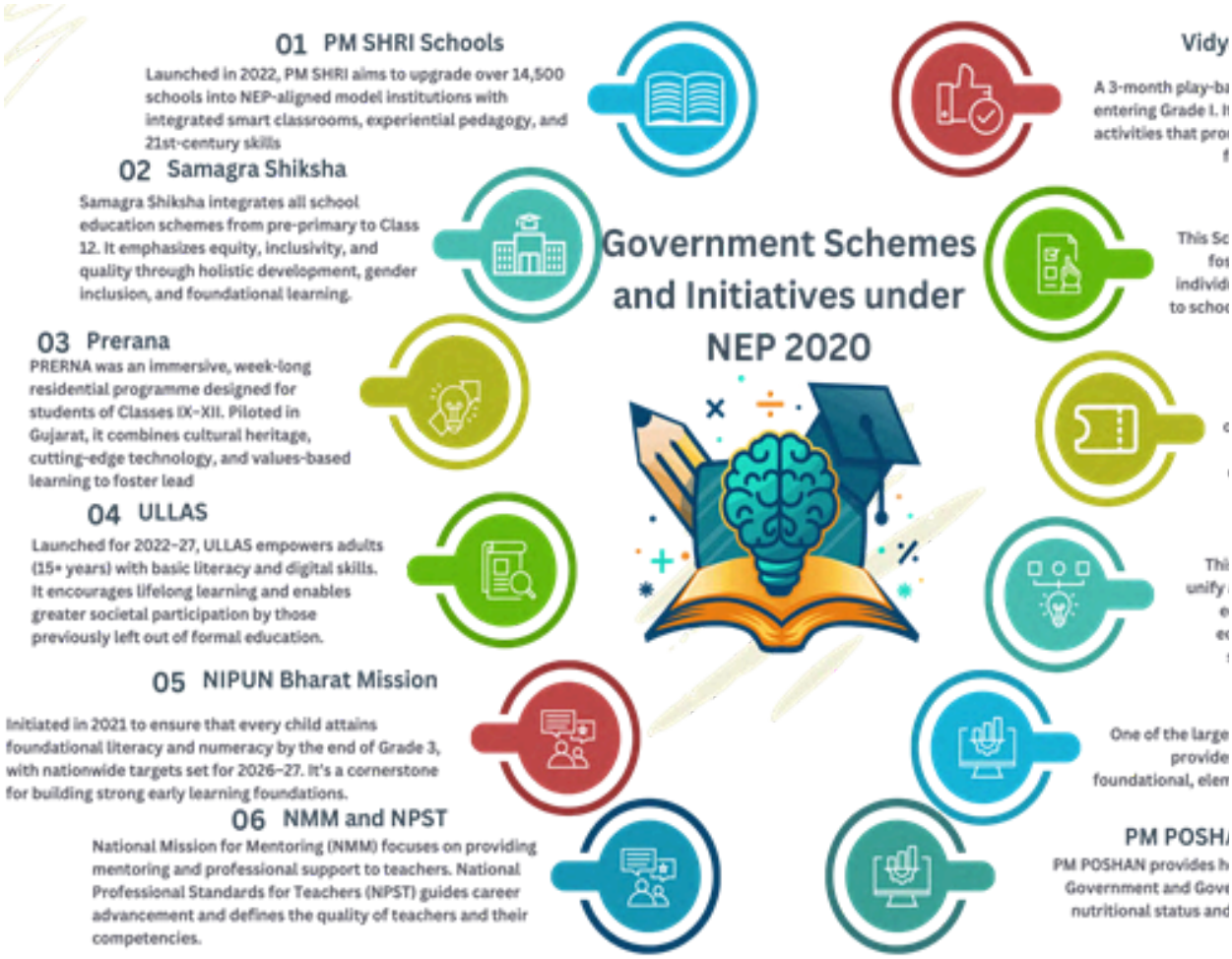
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Classrooms Of Change: How National Education Policy 2020 Is Transforming Learning



Five years ago, on July 29, India embarked on a journey to overhaul its education system with the launch of the National Education Policy 2020. Today, its impact is increasingly visible in classrooms across the country – reshaping how children learn, how teachers teach, and how schools function.

NEP 2020 marked a paradigm shift from rigid, exam-centric education to a more flexible, inclusive, and learner-focused model. Anchored in India's cultural heritage and aligned with global goals like Sustainable Development Goal 4 (SDG-4), the policy laid out a vision for an education system that fosters curiosity, critical thinking, and lifelong learning – from the foundational stage to secondary levels.

One of NEP's major successes has been the prioritisation of early childhood education and foundational learning. With the launch of the NIPUN Bharat Mission in 2021, the government aimed to ensure that every child achieves Foundational Literacy and Numeracy (FLN) by Grade 3. Initiatives such as Vidya Pravesh, Balvatikas, and Jadui Pitara have introduced millions of children to joyful, play-based learning. The results have been promising: Annual Status of

Education Report (ASER) 2024 reported a significant rise in foundational reading and arithmetic levels among Class III children in government schools. 23.4% children could read Grade II-level text in 2024, up from 16.3% in 2022 and 20.9% in 2018. Arithmetic proficiency has also improved, with 27.6% of Class III students now able to perform basic subtraction, compared to 20.2% in 2022 and 20.9% in 2018.

A restructured school framework under the 5+3+3+4 model is supported by two new national curriculum frameworks – National Curriculum Framework for the Foundational Stage (NCF-FS) and National Curriculum Framework for School Education (NCF-SE). These have replaced rote learning with competency-based, multidisciplinary education. New textbooks like Mridang, Sarangi, and Joyful Mathematics reflect India's linguistic and cultural diversity while encouraging deeper engagement and creativity. Vocational education now begins as early as Grade 6, and career pathways are supported through the National Credit Framework.

Samagra Shiksha, the flagship school reform scheme, has helped boost enrolment and reduce dropouts. Infrastructure has improved substantially – with nearly all schools having access to drinking water, electricity, and gender-inclusive toilets. Hostels under schemes like Pradhan Mantri Janjati Adivasi Nyaya Maha Abhiyan (PM-JANMAN) and Dharti Aaba Janjatiya Gram Utkarsh Abhiyan (DAJGUA), along with 5,269 Kasturba Gandhi Balika Vidyalayas, have provided critical support to girls and children from marginalised communities.

The digital push has also been transformative. Platforms like Digital Infrastructure for Knowledge Sharing (DIKSHA) and PM eVIDYA have enabled access to quality learning content in over 130 languages, even during the pandemic. The Rashtriya Vidya Samiksha Kendra (RVSK) now provides real-time education data, improving governance and accountability.

Teachers remain central to NEP's success. Over 14 lakh educators have undergone training through National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA), with continuous support through digital platforms. Assessment reforms are underway through Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH), which has championed competency-based evaluations and holistic progress cards that assess not only academics but creativity, socio-emotional development, and well-being.

NEP 2020 also places strong emphasis on inclusion. The Pre Assessment Holistic Screening Tool (PRASHAST) tool helps schools support children with disabilities, while Indian Sign Language has been introduced as a secondary subject. The National Institute of Open Schooling (NIOS) has developed flexible pathways for out-of-school children and even for Agniveers to complete their education.

NEP 2020 Route To Achieve Viksit Bharat 2047 Say Edu Min Dharmendra Pradhan



Education Minister Dharmendra Pradhan said that the National Education Policy (NEP) 2020 serves as a philosophical framework designed to promote world-class education universally, and it has become the most significant route towards achieving the vision of Viksit Bharat 2047. Speaking at the inaugural session of the Akhil Bharatiya Shiksha Samagam 2025 in New Delhi today, he highlighted that the National Education Policy (NEP) 2020 represents a transformative renaissance in the Indian education system. Mr Pradhan said that the government has been successful in taking NEP 2020 to classrooms, campus and community.

Talking about Pre-School education he stated that for the first time in the country, pre-school, early childhood care and education are taking the form of an institutional framework. The minister noted that NEP 2020 is reviving the timeless civilisational ethos that places learning at the heart of nation-building. Mr Pradhan said that the policy establishes a strong foundation for a holistic, inclusive, and future-ready education system. The minister also paid tribute to Dr. K Kasturirangan – the pioneering architect of NEP 2020. He said that his vision was not merely aspirational, but truly transformative-reimagining education to meet the aspirations of the 21st century.

During the event, the Union Minister laid foundation to various project and launched TARA App and My Career Advisor App. The Minister also unveiled various initiatives worth more than 4 thousand crore rupees.

Minister of State for Education Jayant Chaudhary, Dr. Sukanta Majumdar, Education Ministers of several States, Vice Chancellors, and prominent academicians from across the country also attended the event. During the event, Mr Chaudhary read out the statement given by Prime Minister Narendra Modi. In a statement he said that during the last five years, many positive changes have come in the field of education. He said that Education in mother tongue, strengthening school education or giving special emphasis on skill-based education, the National Education Policy is making a significant contribution to the overall and multidimensional development of students by encouraging research and innovation.

अमर उजाला, 30 जुलाई 2025, पृष्ठ संख्या - 11

एनईपी-2020 की 5वीं वर्षगांठ पर शिक्षा मंत्री प्रधान बोले-

वैज्ञानिक शिक्षा और भारतीय ज्ञान परंपरा से विकसित भारत का सपना होगा साकार

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने मंगलवार को कहा कि भारतीयता ही राष्ट्रीय शिक्षा नीति (एनईपी) 2020 का मूल मंत्र है। वैज्ञानिक शिक्षा, नवाचार, अनुसंधान, भारतीय ज्ञान परंपरा व भारतीय भाषाओं को केंद्र में रखकर हम नए भारत को जोड़ रहे हैं। प्रधानमंत्री नरेंद्र मोदी ने एनईपी 2020 में देश की शिक्षा को बदलने की परिवर्तनकारी कल्पना की थी।

प्रधान एनईपी 2020 की 5वीं वर्षगांठ पर यहां भारत मंडपम में आयोजित अखिल भारतीय शिक्षा समागम 2025 को संबोधित कर रहे थे। उन्होंने कहा कि पांच साल में एनईपी 2020 के माध्यम से शिक्षा प्रणाली में एक परिवर्तन के साथ कक्षाओं, कैंपस और समुदाय तक पहुंचाने में सफलता मिली। उन्होंने कहा, विकसित भारत 2047 के हमारे सपने की दिशा में आगे बढ़ने के रूप में राष्ट्रीय शिक्षा नीति हमारा राष्ट्रीय मिशन भी है। केंद्रीय शिक्षा



मंत्री ने 4000 करोड़ रुपये की विभिन्न परियोजनाओं की शुरुआत की। उन्होंने कहा विकसित भारत केवल एक कल्पना ही नहीं, बल्कि प्रधानमंत्री नरेंद्र मोदी की ओर से किया गया एक सशक्त आह्वान है।

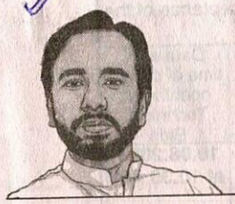
एनईपी 2020 इस सपने को साकार करने का सबसे सशक्त माध्यम है। उन्होंने राज्यों से पूरे मन से एनईपी 2020 को लागू करने को कहा। इससे पहले, राष्ट्रीय शिक्षा नीति (एनईपी) 2020 की प्रारूप समिति के अध्यक्ष, डॉ. के. कस्तूरीरंगन को श्रद्धांजलि अर्पित की गई। राज्य व कौशल मंत्री जयंत चौधरी ने एनईपी 2020 की पांचवीं वर्षगांठ पर प्रधानमंत्री नरेंद्र मोदी का संदेश पढ़कर सुनाया। यह पहला मौका था, जिसमें हिमाचल, पंजाब, उत्तराखंड, यूपी, दिल्ली समेत विभिन्न राज्यों के शिक्षा मंत्री भी शामिल हुए।

जनजातीय समूहों के लिए 75 छात्रावास बनेंगे : पीएम जनजाति आदिवासी न्याय महाअभियान (पीएम-जनमन) के तहत आठ राज्यों में 187.35 करोड़ रुपए की लागत वाले 75 छात्रावासों की आधारशिला रखी गई। इसका मकसद, कमजोर जनजातीय समूहों के छात्रों को शिक्षा से जोड़ना है। कुल 500 छात्रावासों का निर्माण होना है।

आदिवासी छात्रों को मिलेंगे 309 छात्रावास

केंद्र ने आकांक्षी जिलों में डीए-जेजीयूए धरती आबा जनजातीय ग्राम उत्कर्ष अभियान शुरू किया था। इसमें समग्र शिक्षा के तहत 1000 छात्रावासों के निर्माण का लक्ष्य रखा गया है। आदिवासी समुदायों को शिक्षा के माध्यम से सशक्त बनाने के लिए कुल 692 छात्रावासों को मंजूरी दी गई है। इसी के तहत 12 राज्यों में 1190.34 करोड़ से 309 छात्रावासों का शिलान्यास किया गया।

The Indian Express, 30 July 2025, Page No- 13



A roadmap for learning

Surveys like PRS 2024 can provide key insights for a stronger education system

JAYANT CHAUDHARY

IN RECENT YEARS, education in India has not only expanded in scale but matured in ambition. Our reforms today are about quality, pedagogy, and learning outcomes. We have made a deliberate shift towards ensuring that every child in the country not only attends school but also truly learns. To understand if that is happening, we must pause and ask the right questions. What are our children learning? Are schools enabling them to build essential skills at each stage of their education? These questions require reliable, scientific answers.

As an expert noted, "Students can learn despite poor teaching, but they cannot overcome poor assessment." This reminder is crucial because the best way to determine the effectiveness of our education system is through large-scale assessments. These analyse macro trends to determine educational effectiveness. They find patterns in data from different locations, subjects, grades, and schools. This form of evaluation helps teachers and policymakers understand the strengths and weaknesses of students. Overall, it helps diagnose systemic issues and buttress policymaking.

Over the past two decades, India has gradually built capacity in this area. Advancing from the National Achievement Surveys (NAS) to PARAKH Rashtriya Sarvekshan (PRS) 2024, the scale of the survey has grown to cover 21.15 lakh students in 74,229 schools across the country. Students from Grades III, VI, and IX were assessed to correspond with the end of the foundational, preparatory, and middle stages of schooling. These stages are now well-established under the new curricular structure in line with the National Education Policy (NEP) 2020.

At the foundational stage, the data show that India has not only recovered from the learning losses of the pandemic but, in many cases, surpassed earlier benchmarks. In Grade III, 57 per cent of children demonstrated proficiency or above in Language, up from 39 per cent in 2021 and 47 per cent in 2017. In Mathematics, the figure has jumped to 65 per cent, compared to 42 per cent in 2021. These gains reflect the serious and sustained efforts made under the NIPUN Bharat Mission, underscoring how targeted support, teacher mentoring, and early-grade interventions are beginning to bear fruit. The data also show that government schools in rural areas have, in some cases, outperformed their urban and private counterparts in foundational grades. This is a significant development, demonstrating what focused, systemic reform can achieve. However, as we move to Grades VI and IX, the picture becomes more complex. Central government schools have performed well overall, but marginal gaps persist by gender and region, particularly in Mathematics and Science. These are areas that need urgent focus.

Many comparisons have been made between PRS 2024 and earlier surveys, which are misplaced and require clarification. The structure of the assessment has changed. Earlier surveys focused on Grades V and VIII, whereas this edition concentrates on Grades VI and IX, aligning with the new curricular stages. Moreover, the shift from textbook learning outcomes to competencies means the assessment tools are fundamentally different. Directly comparing a Grade V outcome from NAS 2021 with a Grade VI outcome from 2024 is methodologically unsound. Only Grade III scores are comparable across all three surveys, and the improvement in these scores is established. Any interpretation that suggests a decline in performance based on comparisons with other grades risks misrepresenting the actual story.

What we now have is not just a report card, but a roadmap. The actual value of the data from the survey lies in how they are used locally. PRS provides district-level insights, and it is now the responsibility of states, districts, and school systems to translate these findings into granular, need-based interventions. Every state and UT will need to study its data -- where learning levels are strong, where gaps persist, which support systems are working and which are not. The Centre will continue to provide guidance, frameworks, and resources; however, the real impact will come from what is done at the school and district levels. Our goal is not just to meet national benchmarks, but to achieve international comparability, and we are steadily moving in that direction.

The importance of assessments, however, does not end with school education. We must also focus on how young people transition into the world of work, entrepreneurship, and economic participation. Skills matter as much as academics. That is why, soon, the government will initiate a qualitative, large-scale skills assessment that will help us understand the skill-readiness of our population, map regional variations, and plan targeted interventions in vocational education and skilling. The recent adoption of a data-driven ITI grading system and inclusion of NEET (Not in Education, Employment or Training) in the PLFS exercise is also aimed at providing key inputs for our reform process.

The ambition is to link learning to livelihood, ensuring that every young Indian is not only educated but also employable, entrepreneurial, and equipped to contribute meaningfully to the country's development.

PRS 2024 is a powerful reflection of how far we have come. But it is also a signal of what lies ahead. As we build stronger foundations in school education and expand the horizon of skill development, we remain committed to a system that is inclusive, evidence-driven, and future ready.

The writer is Union Minister of State (Independent Charge) for Skill Development and Entrepreneurship, and Minister of State for Education, Government of India

Millenium Post, 30 July 2025, Page No- 5

FIVE YEARS OF NATIONAL EDUCATION POLICY

Govt says over 4.2 crore Grade I students in 8.9 lakh schools

OUR CORRESPONDENT

NEW DELHI: Marking five years since the rollout of the National Education Policy (NEP) 2020, the Union government has reported reaching over 4.2 crore Grade I students in 8.9 lakh schools. Additionally, as many as 1.1 crore children have enrolled in Balvatikas (preschools), with the play-based 'Jadui Pitara' materials augmenting early learning experiences.

Over 1.15 lakh students from Socio-Economically Disadvantaged Groups and 7.58 lakh girls are housed in residential schools under Samagra Shiksha. The PRASHAST App enables early screening for disabilities, and Indian Sign Language has been introduced as a secondary-level subject, featuring over 1,000 accessible videos and talking books.

At the heart of the transformation is the shift from the erstwhile 10+2 structure to the holistic 5+3+3+4 design, supported by the National Curriculum Frameworks (NCF-FS 2022 and NCF-SE 2023). This structure integrates Early Childhood Care and Education (ECCE) with foundational literacy through initiatives like NIPUN Bharat and Vidya Pravesh, which have reached over 4.2 crore Grade I students in 8.9 lakh schools.

KEY POINTS

- Additionally, as many as 1.1 crore children have enrolled in Balvatikas (preschools), with the play-based 'Jadui Pitara' materials augmenting early learning experiences
- Over 1.15 lakh students from Socio-Economically Disadvantaged Groups and 7.58 lakh girls are housed in residential schools under Samagra Shiksha

Curriculum design under NEP 2020 has become increasingly competency-driven. CBSE board examinations now feature 50 per cent competency-based questions and subjects are offered at two levels. Innovative textbooks like Mridang and Joyful Mathematics reflect India's cultural and linguistic diversity. Vocational training from Grade 3 and integration of the National Credit Framework from secondary levels further align education with employability.

DIKSHA, India's national EdTech platform, provides content in 133 languages, while e-Jadui Pitara and the 200 DTH channels under PM eVidya have enhanced access. Real-time data from the Rashtriya Vidya Samiksha Kendra (RVSK) is guiding policy decisions.

Assessments have evolved with the implementation of PARAKH, a competency-based evaluation framework. Findings from the 2024 Rashtriya Sarvekshan reveal rural and government school students outperforming their urban counterparts in foundational learning.

As the NEP enters its next phase, the focus remains on sustainability, teacher empowerment, and bridging the last-mile gaps.

Education Ministry issues LOIs for four foreign universities to set up campus in India

Australia's Western Sydney University (WSU), Victoria University, La Trobe University and U.K.'s University of Bristol will be establishing their campuses in the country by offering both undergraduate and postgraduate degrees

Updated - July 30, 2025 02:20 am IST - New Delhi



MAITRI PORECHA



Dharmendra Pradhan issues Letter of Intent to a representative of a foreign university at an event. Photo: PIB

Union Education Minister Dharmendra Pradhan issued Letters of Intent (LoIs) to four foreign universities — Australia's Western Sydney University (WSU), Victoria University, La Trobe University and U.K.'s University of Bristol — for establishing their campuses in India, at a programme in New Delhi on Tuesday (July 29, 2025).

Speaking at the Akhil Bhartiya Shiksha Samagam (ABSS), an event to commemorate five years of National Education Policy 2020, Mr. Pradhan said that up to 15 international universities will establish their campuses in India. “Of these, Australia’s Deakin University and University of Wollongong have already established campus in Gujarat’s GIFT city and U.K.’s Southampton University in Delhi NCR’s Gurugram,” Mr. Pradhan said.

ABSS serves as a platform for policymakers, educators, industry leaders, and government representatives to review progress under NEP 2020 and chart the way forward.

Western Sydney University (WSU) will open a campus in Greater Noida, Victoria University will set up a campus in Noida. La Trobe University will establish its India campus in Bengaluru while U.K.’s University of Bristol will establish a campus in Mumbai.

WSU plans to offer undergraduate degrees — B.A. in Business Analytics, B.A. in Business Marketing — and postgraduate degrees, MBA in Innovation & Entrepreneurship, and in Logistics & Supply Chain Management in its Greater Noida campus. WSU has partnered with All India Institute of Ayurveda for Ayurveda-modern medicine research, the Ministry of Jal Shakti on groundwater management, Indian Council of Agricultural Research (ICAR) on food security, and Indian Institute of Science (IISc) on neuromorphic engineering.

Victoria University’s Noida campus proposes to offer undergraduate degree in business, data science and cybersecurity as well as postgraduate degrees in MBA, Masters in Information and Technology.

At their India campus in Bengaluru, La Trobe University is proposing to offer undergraduate degree in Business (Finance, Marketing, Management), Computer Science (AI, Software Engineering), and Public Health as well as open a Joint PhD Academy with IIT Kanpur for health, water and urban planning.

University of Bristol is planning to start operations in 2026, and will offer joint undergraduate-to-master programmes, student exchange, and collaborative research in AI, design, and digital technologies in collaboration with ATLAS SkillTech University in Mumbai and a “3+1” degree pathway with Krea University (Sri City), enabling Indian students to complete undergraduate studies in India and pursue masters degrees at Bristol in innovation, policy, and analytics.

Mr. Pradhan also stated that various States have drawn up plans to implement pre-school or foundational level education in their mother tongue, which is the spirit of NEP 2020’s implementation. He also stated that introduction of new-age textbooks by National Council of Educational Research and Training (NCERT) is a paradigm shift in education.

The Minister also announced education projects worth over ₹4,000 crore while inaugurating ABSS 2025. These include infrastructure upgrades in Central Board of Secondary Education (CBSE), Jawahar Navodaya Vidyalayas and Kendriya Vidyalalayas.

Mr. Pradhan launched multiple digital initiatives including the TARA app portal, which aims at assessing and improving reading fluency among students in Classes 3 to 8. The app measures WCPM (Words Correct Per Minute), phrasing, intonation, and stress to assess reading expression and comprehension. He also launched My Career Advisor app, which offers access to over 1,000 career pathways, including detailed information about job roles, educational requirements, skills needed, and future prospects.

Published – July 29, 2025 09:16 pm IST

PM shares an article explaining how the National Education Policy 2020 has transformed Indian education by making it more holistic, inclusive and future-ready

Posted On: 30 JUL 2025 1:26PM by PIB Delhi

Prime Minister Shri Narendra Modi today shared an article that explains how the National Education Policy 2020 has transformed Indian education by making it more holistic, inclusive and future-ready.

Responding to a post by Ministry of Education on X, PMO India handle stated:

“Union Minister Shri @dpradhanbjp explains how the National Education Policy 2020 has transformed Indian education by making it more holistic, inclusive and future-ready. He adds that five years later, its impact is clearly visible in the classrooms.”

> Union Minister Shri @dpradhanbjp explains how the National Education Policy 2020 has transformed Indian education by making it more holistic, inclusive and future-ready. He adds that five years later, its impact is clearly visible in the classrooms. https://t.co/v3q7jWCRXV
>
> — PMO India (@PMOIndia) July 30, 2025

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The White Lies Mughals: Changing Landscape Of NCERT

The new NCERT history textbook is undermining multiplicity and criticality, dispelling any possibility of dialogue, debate, or discussion

D

Deepika Gupta

Updated on: 30 July 2025 10:34 am

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Louis Althusser, a French philosopher, proposed that schools are Ideological State Apparatuses (ISA) that function predominantly through ideology rather than violence. The recently released National Council of Educational Research & Training (NCERT) textbook of history for class 8 titled *Exploring Society: India and Beyond* is the latest example of the State's ideological penetration through schools. The process that began with selective deletions of existing textbooks has found its culmination in the introduction of new textbooks that serve the agenda of the current political dispensation.

The textbook vilifies the rulers of the Delhi Sultanate and the Mughal dynasty as religious intolerants and labels their reigns as the 'darker periods in history'. Even Akbar has been considered as a brutal emperor who destroyed temples and favoured Muslims in the higher echelons of his administration. This is the first time that Akbar, the Mughal emperor with a syncretic religious approach and advocacy of universal peace, has been described as bloodthirsty and considered responsible for ordering a massacre. The textbook fulfils an ideological agenda that has been in the pipeline for a while now. Additionally, what it also does is undermine a multiple perspective approach towards learning history, thereby discouraging divergent thought and critical examination.



The textbook undoes the developments that took place during the curriculum development exercise undertaken in 2005. The history textbooks developed under the aegis of the National Curriculum Framework 2005 focused on critical engagement with the past through a wide range of sources. The emphasis on history as a process, rather than a product, made it an exercise that was stimulating, engaging, and exciting. Students were familiarised with the methods of history writing at an early age rather than perceiving the textbook as a sacred text to be committed to memory. It was an attempt to make history an interesting discipline for learners who often get lost in the middle of pre-given sets of facts. The textbooks gave learners an opportunity to think and imagine the past with the help of primary sources.

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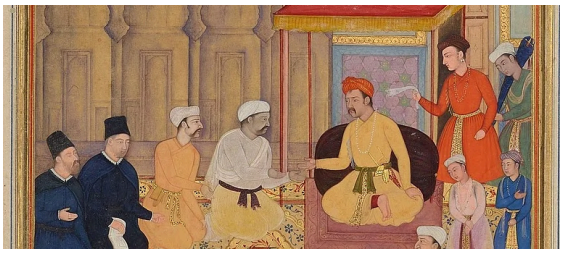
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marginalised and subaltern groups such as women, tribes, peasants, and the oppressed castes. They gave a voice to those who had been invisibilised in the process of history writing. School history textbooks carrying these diverse perspectives were a milestone in the teaching and learning of history, wherein students could think, question, interpret and challenge. In spirit, these textbooks echoed historian E. H. Carr's argument that history entails a continuous process of interaction between the historians and their facts.



New NCERT Textbook Features 'Brutality' Of Mughal Rulers, History Cannot Be Sanitised Says Social Science Head

BY **Abhijay Vaish**

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> *The textbook fulfils an ideological agenda that has been in the pipeline for a while now. Additionally, what it also does is undermine a multiple perspective approach towards learning history.*

The newly released NCERT textbook, however, undermines this spirit of multiplicity and interpretation by favouring one perspective of history. This perspective glorifies India's achievements in the ancient past and portrays Muslim rulers as outsiders who ushered in a period of destruction and death. This narrative threatens to spark communal hatred, prejudice and bigotry amongst young minds and no cautionary note would be able to stop that. What is worrisome is the presentation of this version as the historical truth. There is no scope to think beyond what is given in the text or to familiarise oneself with different ways of interpreting the same source. A close-ended approach, coupled with the authority that textbooks carry in India, would bestow this version with the sacredness of the gospel of truth, dispelling any possibility

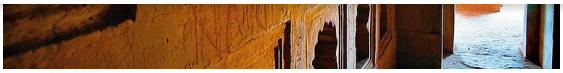
The analysis by an American philosopher and educational reformer, John Dewey, holds relevance amidst the ongoing textbook politics. He contended that learning history provides an intellectual perspective to learners who cease to view things as happening in the moment and adopt larger perspectives. The purpose of studying history is to develop the abilities of students to view present and past events in the specific context of space and time. The latest history textbook threatens to reduce history to a set of facts to be recounted that may or may not be relevant to the everyday lives of learners. The feeling of alienation and disinterest that pervades history learning would continue unhindered.

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In this complex landscape, what could a history teacher do? An earnest teacher, who perceives history as being multi-perspectival, would find herself facing a difficult dilemma. She exists at the lowest rung of the decision-making hierarchy with limited curricular authority. When confronted with the strict syllabus timelines and pressure to produce perfect examination results, she could feel stuck in the face of this imposition.

Working in a textbook-examination nexus, in which textbooks must be taught and studied to ace examinations, her constrained decision-making could stifle her voice, autonomy and/or intellectual dignity. However, she must not lose hope or courage. Her pedagogical approaches offer her a significant avenue for resistance. She could open up diverse points of view in the classroom and offer a multi-dimensional view of history.

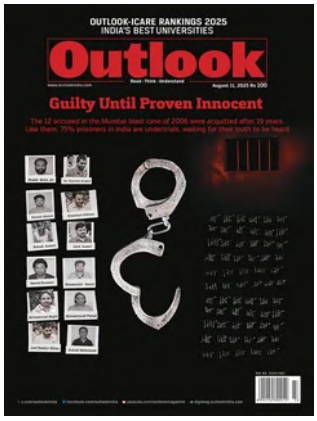
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In the face of this ideological intrusion, teachers are the ray of hope who must challenge the exclusivist ideological narrative and resist with all their might. It is time for teachers to exercise their judgement in encouraging critical engagement, dialogue, and debate. After all, it is a teacher who can oppose ideological forces in the classroom and strive towards attaining the dream of a democratic education.

(*Views expressed are personal*)

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The Polit Back Of I Immigra Assam A Banglad

(Deepika Gupta is a research scholar at CA' Foscari University Of Venice)

Outlook Magazine's next issue, "Guilty Until Proven Innocent", looks at the 19 years lost of those who were in jail and those who thought justice was served, until it wasn't. This article appears as 'The White Lies Mughals' in the magazine.

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On 5th anniversary of NEP 2020, ministry of education launched landmark initiatives to transform Indian education

India marks 5 years of NEP 2020 with global university tie-ups, AI tools, green schools, and 1,000+ new hostels to reshape inclusive, tech-driven education.

MC EDUCATION DESK | JULY 30, 2025 / 12:15 IST

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Dharmendra Pradhan, Union Education Minister

Celebrating the fifth anniversary of the National Education Policy (NEP) 2020, the Ministry of Education today launched a sweeping set of initiatives across school and higher education to further India's transformation into a learner-centric, inclusive, and globally competitive knowledge society.

From inaugurating infrastructure projects to launching AI-powered learning tools and deepening international academic collaborations, the event demonstrated NEP 2020's vision in action.

Major Infrastructure Projects Inaugurated

To strengthen educational infrastructure nationwide, key institutions under the Education Ministry celebrated the occasion with a series of new building inaugurations and foundation stone-laying ceremonies.

- CBSE: A newly constructed Regional Office in Digha, Patna was inaugurated to enhance administrative reach and service delivery.
- Navodaya Vidyalaya Samiti (NVS): Permanent campuses and dormitories across 11 JNVs in Gujarat, Madhya Pradesh, Punjab, Chhattisgarh, Himachal Pradesh, Jammu & Kashmir were inaugurated.
- Kendriya Vidyalayas (KVS): New KVs were inaugurated in Tamil Nadu, Himachal Pradesh, Assam, Madhya Pradesh, Jammu & Kashmir, and Uttarakhand, expanding access to quality education.
- NCERT: Foundation stones were laid for the Regional Institute of Education in Nellore and a Central Administrative Building at NCERT Headquarters, New Delhi.

Hostel Infrastructure for Tribal Students

As part of two flagship tribal upliftment initiatives aligned with NEP goals:

- PM-JANMAN: Aimed at Particularly Vulnerable Tribal Groups (PVTGs), the mission sanctioned 492 hostels to date, with 75 new hostels across 8 states launched today at a cost of Rs 187.35 crore.
- DAJGUA: Under the 'Dharti Aaba Janjatiya Gram Utkarsh Abhiyan', 309 hostels were announced today across 12 states (Rs 1190.34 crore), contributing to a total of 692 approved hostels under the scheme.

Digital & Tech Innovations in Education

In keeping with NEP 2020's digital-first approach, the Education Ministry unveiled several digital tools and learning platforms:

- TARA App: A revolutionary AI-powered tool deployed in over 1,200 KVs to assess and improve reading fluency for Grades 3–8, supporting data-driven instruction and learning outcomes.
- My Career Advisor App: A personalized career guidance app offering 1,000+ career pathways for school students, integrating interests, aptitudes, and future prospects. The app is a joint initiative of the Ministry of Education (MoE), Govt. of India, NCERT-PSSCIVE and the Wadhwani Foundation. "The app goes beyond traditional guidance to include over 1,500 job roles, covering both degree and vocational pathways. With assessments rooted in aptitude, interest, values, and passions, My Career Advisor ensures each student sees a future that reflects their unique strengths and ambitions. This aligns strongly with the national skilling agenda-making early career discovery inclusive, data-driven, and actionable for every Indian student, and equipping families, teachers, and administrators to participate meaningfully in the process," Gopal Devanhali, President, Skilling - Global, Wadhwani Foundation.
- Swachh Evam Harit Vidyalaya Rating (SHVR): A revised 5-star green school rating system covering water, sanitation, hygiene, and sustainability, developed in partnership with UNICEF and NCERT.

Higher Education: Global Ties & AI-Driven Learning

In a major boost to internationalization of higher education under NEP 2020, Letters of Intent (LoIs) were presented to foreign universities for establishing campuses in India:

- Western Sydney University (Australia) – Greater Noida
- Victoria University (Australia) – Noida
- La Trobe University (Australia) – Bengaluru
- University of Bristol (UK) – Mumbai

These institutions will offer UG and PG programs in business, AI, public health, and data science—delivering global-quality education within India.

Cutting-Edge Curricula and Platforms

- IIT BHU & IIT Delhi: Introduced flexible New Age Curricula for B.Tech., M.Tech., and PhD programs emphasizing interdisciplinary learning, internships, and outcomes-based design.
- ViBe Platform (IIT Ropar): An AI-powered learning engine ensuring active, mastery-based learning for students and real-time analytics for educators.
- Bhasha Sagar App: Promotes multilingual learning across 22 Indian languages, aligned with Ek Bharat Shreshtha Bharat.
- Centre for Indian Knowledge Systems & KoshaSHRI Portal: Launched to digitize and preserve India's Sanskrit lexicon and cultural knowledge via the Encyclopaedic Dictionary project.

New Building Inaugurations Across Institutes

Key infrastructure inaugurations today included:

- Students' Hostel and Desai Sethi School of Entrepreneurship (DSSE), IIT Bombay
- Central Universities in Andhra Pradesh, Jammu & Punjab
- Academic blocks and hostels at NITs in Bhopal, Jaipur, Jalandhar, Surathkal, Tiruchirappalli, Delhi, and Raipur

National Recognition and Exhibitions

- 613 best-performing PM SHRI schools, 24 top KVs, and 7 top NVS institutions were identified for dedication to the nation.
- 22 KVS projects were also officially dedicated as model centers of learning.
- A short film and exhibition were showcased, highlighting experiential learning, AI integration, inclusive infrastructure, and community engagement in line with NEP objectives.

Future-Ready Themes at ABSS 2025

The Akhil Bhartiya Shiksha Samagam 2025 featured high-impact thematic sessions on:

- Bharatiya Bhasha in education
- Anusandhan and Prime Minister's Research Fellowship (PMRF)
- Achieving 100% GER in secondary education by 2030
- AI's transformative role in education

Union Education Minister Shri Dharmendra Pradhan, who presided over the celebrations, emphasized that the NEP 2020 is not just a policy but a movement—"a roadmap to transform India into a knowledge superpower."

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OPINION

Erasing Empires: Is India Rewriting Its Past ?

30 JULY 2025

India's National Council of Educational Research and Training (NCERT), which guides curriculum in thousands of schools across the country, has revamped school textbooks to align with the ideology of the BJP-led central government. Critics say this will change the way future generations idea of India and the contributions of Muslims to the nation-building.

In India, when Riya, a 13-year-old student opened her new Social Science textbook this school year, she noticed something strange. Gone were the chapters on the Mughals and the Delhi Sultanate - eras that shaped the subcontinent's politics, architecture, and culture for centuries. In their place: sections on ancient civilisations, pilgrimage sites, and spiritual traditions.

India is rewriting its school history books and, in the process, reshaping how its next generation will remember the past.

This year, the National Council of Educational Research and Training (NCERT), which guides curriculum in thousands of schools across the country, dropped chapters on Muslim rulers and medieval India from the Class 7 and 8 history syllabi. These changes follow earlier deletions in 2023, which removed the Mughals from Class 12 textbooks, and erased lessons on Dalit writer Omprakash Valmiki and Charles Darwin's theory of evolution from lower grades.



Many academics and educators believe something more deliberate is happening — a narrowing of history that aligns with political ideology. image sourced/amc

Broader cuts across subjects

The curriculum revisions go beyond medieval history. Entire chapters on modern political movements, global revolutions, and social justice have also been deleted. From the Class 11 history syllabus, topics such as "Central Islamic Lands"," Confrontation of Cultures", and "The Industrial Revolution" are no longer included. Similarly, the Class 12 history book, Themes in Indian History – Part II, has dropped the chapter "Kings and Chronicles: The Mughal Courts (16th and 17th Centuries)".

Chapters on post-independence politics have also been removed. In Class 12 political science textbooks, topics such as the "Rise of Popular Movements" and the "Era of One-Party Dominance" have been omitted. The Class 10 civics book "Democratic Politics – II" has seen the removal of chapters such as "Democracy and Diversity", "Popular Struggles and Movements", and "Challenges to Democracy".

According to reports by Jagran Josh and IANS, NCERT has also deleted references to sensitive historical and political episodes, including the aftermath of Mahatma Gandhi's assassination, as well as paragraphs detailing Gandhi's efforts towards Hindu-Muslim unity, which had provoked anger from Hindu extremists. Mentions of the 2002 Gujarat riots have also been dropped.

The NCERT states that this is about easing academic pressure following the pandemic. "They recommended that if this chapter is dropped, it won't affect the knowledge of the children, and

Saklani also said the changes should not be blown out of proportion, and all had been made by an expert panel.

The BJP's national spokesperson, Gopal Krishna Agarwal, also told media the changes were "not rewriting history" but rather a way to rebalance the biased approach of some historians.

But many academics and educators believe something more deliberate is happening — a narrowing of history that aligns with political ideology.

"This tradition of rewriting history began from the beginning of the Republic of India in 1947," says Professor Sekhar Bandyopadhyay, emeritus professor of history at Victoria University of Wellington. "It started with the Congress leaning on its political ideology to write school history and the CPI (M) in Bengal prioritised their left-leaning political ideology to do the same. Now, the current BJP government undid it all to write their version of history."

A Sanitised Past, A Selective Present

The BJP-led central government has, since coming to power in 2014, focused heavily on shaping a cultural identity rooted in Hindu pride. In this framework, the medieval period - dominated by Muslim dynasties like the Delhi Sultanate and the Mughals - becomes an uncomfortable chapter.



The new textbooks reflect that discomfort. Babur is now introduced as a "brutal and ruthless conqueror, slaughtering entire populations of cities." Akbar's reign is described as "a blend of brutality and tolerance," while Aurangzeb is remembered for destroying temples and gurdwaras. A note in the Class 8 book adds: "No one should be held responsible today for events of the past."

There is little mention of how the Mughal Empire shaped India's architecture, literature, and economy, let alone its contributions to secular administration and cultural fusion.



Bandyopadhyay. "It relies heavily on an imagined golden past instead of the documented actual history."

From WhatsApp to the Classroom

For years, this narrative has been taking shape online - in forwarded messages, social media reels, and nationalist cinema. Films like *Padmaavat*, depicting a barbaric Alauddin Khilji, and *Kesari*, framing a religious war between Afghan Muslims and Sikh soldiers, have helped shift public memory.

Now, many fear, this distortion has entered formal education.

"The discrediting of official historical facts began when the right-wing machinery in the country began questioning the authenticity of well-known and remarkable historians like Romila Thapar," says a Bengaluru-based history lecturer, requesting anonymity. "It is unfortunate that the hate-filled WhatsApp messages are now part of the official curriculum in the country."



On social media, many support the textbook changes, claiming there is “no place for invaders” in Indian history. Others, however, question the logic and the danger of erasing an entire epoch.

What about the Taj Mahal, the Red Fort, Humayun’s Tomb? Can chapters be deleted when the physical symbols of that history are carved in stone?



Professor Sekhar Bandyopadhyay, emeritus professor of history at Victoria University of Wellington.

“The Mughals are an integral part of India’s past, and it cannot be erased,” says Professor Bandyopadhyay. “The future generation will begin thinking that the Muslims made no contribution to the Indian civilization, which is untrue. The Mughal Empire was a powerful one. It was the wealthiest Eastern Empire in the 16th Century.”

He continues: “It was not a dark age but one that had India standing high. They had rich contributions in the field of architecture, music and literature. The Mughals also encouraged Sanskrit literature, Indo-Persian style of architecture and Hindustani Music.”

Even Aurangzeb, often demonised in right-wing narratives, had complexity.

courts," Professor Bandyopadhyay points out.

He says history has no absolute golden ages nor complete dark ages. "History must be assessed - do not ignore negatives, but also don't erase an entire empire's contribution," Professor Bandyopadhyay said.

Professor Bandyopadhyay has also authored a well-known book on Indian history titled *From Plassey to Partition: A history of Modern India*, which is used as a textbook on modern Indian history worldwide. The book is also required reading for young Indians aspiring to clear the examination to enter the Indian Civil Services.

"The academics can contribute to the writing of the history but cannot control it. They can ensure balance is brought in with public debates and discussions," he explains.

Reading the Past Through Modern Eyes

Critics argue that the current government is promoting a simplistic, moralistic view of history that divides rulers along religious lines—Hindu versus Muslim, native versus foreign.



But history does not work that way.

"The era at the time was such that kings fought for their kingdoms, and less so on the lines of religion," the history lecturer says. "You cannot judge that time based on today's morals."

She points to Akbar's Din-I-Ilahi - a spiritual philosophy blending ideas from Hinduism, Islam, Christianity, and Zoroastrianism. Political marriages across religions were common, not for faith, but for diplomacy and survival.

"I am proud of the rich Hindu culture and history. It was always taught in our schools and I believe it is an integral part of our history. But that does not mean we remove the contributions of others," she says, adding that during her school time she was taught the Ramayana, Mahabharata and even the Buddha



about our glorious Hindu kingdoms, the heritage in the South and so much more! I don't know why people feel that we were only taught about the Mughals," she quips.

"What is happening in India is very interesting today. In the name of writing a post-colonial view of history, the present regime is reinforcing the coloniser's stereotypes," Professor Bandyopadhyay said. "The British wanted to show that they were liberating the Indians from the brutal rule of the Mughals. That narrative stuck. And now it's being reused."

"Every nation tries to sanitize their history as part of their ruling party's ideologies," Bandyopadhyay warns. "Ultimately it is balanced by the struggle, debates and public discussions on the matters by the academics and experts. If the debates die down, the hegemony of ideologies will spread and erase what should not be forgotten."

Asia Media Centre

WRITTEN BY

Farheen Hussain



communications professional and former journalist. She is currently working as a Media Advisor for the Asia Media Centre at the Asia New Zealand Foundation in Wellington. She is also in her final trimester of Masters in Global Business at Victoria University of Wellington. Farheen holds an MA in Political Science and International Relations, and a BA in History, Economics and Political Science from the Bangalore University in India.

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नवभारत टाइम्स, 31 जुलाई 2025,
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शिक्षा नीति के 5 साल पूरे, करोड़ों की योजनाएं शुरू

■ NBT रिपोर्ट, नई दिल्ली



शिक्षा मंत्री धर्मेंद्र प्रधान।

राष्ट्रीय शिक्षा नीति 2020 को लागू हुए मंगलवार को पांच वर्ष पूरे हो गए है। इस मौके पर केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने 4,000 करोड़ रुपए से ज्यादा की परियोजनाओं की शुरुआत की। इनमें नई पहलों, परिसरों का उद्घाटन और शिलान्यास शामिल है।

शिक्षा नीति के 5 साल पूरे होने के मौके पर ऑस्ट्रेलिया की तीन और यूनिवर्सिटीज को भारत में अपने कैंपस स्थापित करने के लिए आशय पत्र (एलओआई) दिया गया।

4,000 करोड़ से ज्यादा की परियोजनाओं कीं शुरुआत, दो ऐप लॉन्च

छात्रों को पढ़ने में मदद करने और करियर गाइडेंस के लिए दो ऐप भी लॉन्च किए गए।

आस्ट्रेलिया की तीन और यूनिवर्सिटी को मंजूरी: देश में अगले वर्ष से आस्ट्रेलिया की तीन और यूनिवर्सिटी के कैंपस होंगे। वेस्टर्न सिडनी यूनिवर्सिटी का कैंपस ग्रेटर नोएडा में स्थापित किया जाएगा, विक्टोरिया यूनिवर्सिटी का कैंपस गुरुग्राम में और ला ट्रोब यूनिवर्सिटी का कैंपस बेंगलुरु में होगा। छात्र बिजनेस एनालिटिक्स में बीए, बिजनेस मार्केटिंग में बीए, इनोवेशन एवं उद्यमिता में एमबीए और लॉजिस्टिक्स, सप्लाई चेन मैनेजमेंट में एमबीए की पढ़ाई कर सकेंगे।

The Times of India, 31 July 2025, Page No-5

Govt readies 'Rashtraneeti' to instil civic duties in students

Meghna.Dhulia
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AN OFFICIAL SAYS

Students will conduct elections, make decisions and implement plans while teachers will guide them in the background

New Delhi: Delhi govt is gearing up to launch its new civic education initiative, Rashtraneeti, to transform how students understand democracy, leadership and civic responsibility.

Scheduled to roll out across all govt schools on Aug 15, the programme targets students from kindergarten to Class XII, embedding civic values into the heart of school life. "At the core of Rashtraneeti is a mission to instil ethical governance, democratic participation and national pride through active, student-led engagement," said an official.

To ensure effective implementation, State Council of Educational Research and Training recently held an orientation for master trainers, who will lead the programme's rollout across schools and act as key conduits for the vision. Officials said the session was designed to familiarise trainers with the vision, structure and goals of the programme to ensure effective classroom delivery.

In each school, at least seven student-run committees will be set up, including ones on environment, anti-bullying and school canteen management. These committees are designed to mimic real-world governance structures and foster collaborative problem-solving. "Students will conduct elections, make decisions and implement plans while teachers will guide them in the background. This hands-on model offers a first-hand understanding of governance and builds essential life skills like leadership, teamwork and ownership," the official said. "This will not only give them insight into policymaking and governance but also nurture a strong sense of ownership, collaboration and active citizenship," he added.

The initiative is expected to cover nearly every student in the Delhi govt school system, through either direct committee involvement or related subgroups and school-level activities. Officials describe Rashtraneeti as an effort to build civic consciousness from the ground up, making governance a lived experience, not just a classroom concept.

"Rashtraneeti also marks a shift in focus from some of AAP's earlier flagship education programmes like Happiness Curriculum, Business Blasters and Mission Buniyaad, which will be gradually replaced," the official said, adding that the change was part of a broader effort to make civic engagement a lived experience rather than a theoretical concept confined to textbooks.

Delhi govt is also launching two other educational programmes: NEEEV (New Era of Entrepreneurial Ecosystem and Vision) and Science of Living. NEEEV seeks to spark entrepreneurial thinking in students from classes VIII to XII. Under it, students will participate in real-world innovation challenges such as 'startup stormers'—a multi-stage competition where they will develop, pitch and prototype their own business ideas. The programme will also feature 'NEEEV dialogues', a speaker series bringing in entrepreneurs and industry leaders to inspire the next generation of innovators.

The Times of India, 31 July 2025, Page No- 5

This Heritage Library Speaks Volumes In Whispers

Tucked Away In Chandni Chowk, Marwari Sarvajanik Pustakalaya Quietly Carries Echoes Of India's Freedom Struggle, Literary Past

Vibha.Sharma
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New Delhi: As you walk down the bustling road in Chandni Chowk, it's hard to notice the Marwari Sarvajanik Pustakalaya located above the popular Haldiram's eatery unless one is actually looking for it. Located across Gurdwara Sis Ganj Sahib, the reading oasis can be accessed through an aged, mirrored door and a narrow stairway.

Inside, there's a typical library setting, the atmosphere silent with the people in the room absorbed in their books and newspapers. Further inside, the wall facing the reception area reveals the relevance of this place. It showcases the institution's historical importance through framed notes from historical icons like Mahatma Gandhi, Bal Gangadhar Tilak and Madan Mohan Malviya. These share a cozy presence alongside Delhi Development Authority's 'Heritage Library' recognition certificates.

The public library in old Delhi holds immense significance in India's independence movement, the receptionist said in a low tone, pointing to the proof provided in an anachronistic visitors' book, which contains ink signatures and written messages from luminaries of the age of national ferment.

Founded by freedom fighter Kedarnath Goenka, a Marwari merchant in 1915, the Sarvajanik Pustakalaya was a common rendezvous for revolutionaries during India's fight for freedom. "In the evenings or on certain days, the place became a meeting place where freedom fighters and intellectuals discussed independence," said Raj Narayan Shroff, member of the founding family of Marwari Charitable Trust, which runs the library. "Goenka, who was inspired by Gandhian ideals, invited Mahatma Gandhi to the library for the first time on Nov 27, 1917."

Apart from Gandhi, many others, among them Tilak, Malviya, Vijay Laxmi Pandit, KM Munshi, Aruna Asaf Ali, Ram Niwas Mirdha and Chaudhary Brahm Prakash, the first chief minister of Delhi, visited the place. Renowned Hindi poets and writers, including Ramdhari Singh Dinkar, Maithili Sharan Gupt and Harivansh Rai Bachchan, also came to the library.

Prem Singhania, president of the library and dispensary run by the trust, added, "When Goenka joined the Indian National Congress, he inspired the Marwari community, mostly businessmen, to contribute to the freedom struggle and to the running of facilities that would educate people about their rights. Today, this place serves as a treasure trove for scholars seeking printed Hindi resources from the early 1900s."

Photos: **Piyal Bhattacharjee**



Wooden platforms in the corners once held stacks of prominent Hindi and Urdu newspapers, allowing visitors' unlimited reading time at no cost, Shroff noted that the collection later expanded to include magazines and books, with a focus on Hindi literature.

The building, spread across two floors, previously showcased Victorian architecture with distinctive white pillars. Today, it has a contemporary look, divided into two distinct areas — one designated for readers and the other housing its substantial book collection of over 35,000 books, including 22 old manuscripts and numerous historical volumes, serving book enthusiasts, historians and competitive exam aspirants alike.

"Our collection has the manuscripts of Shri Dadu Vani, Bhrigu Samhita, chronicles of the Agarwal Samaj and the Lok Sabha proceedings from the 1960s," said Abhishek Ganediwala, who looks after the library operations. "These valuable documents are preserved with utmost care and protection. We also maintain an extensive collection of periodicals such as *Hans*, *Stree Darpan*, *Chaand*, *Dharmyug* and encyclopaedias."

Since 1956, the Marwari Charitable Trust's associated families have overseen four educational and healthcare establishments, including a senior secondary school established subsequently on Nai Sadak. The trust has launched a fresh initiative supporting students preparing for competitive exams. This programme enables students to borrow essential books at no cost if they submit a recommendation letter from their educational institutions.

Trilok Chand Goenka, representing the third generation of the founder's family, expressed appreciation for those who supported the trust's ongoing mission. "While we didn't have enough funds to open a senior secondary school, Seth Ram Lal Khemka offered us land free of cost and the trust bore the construction expenses. To date, both primary and secondary schools are providing free education to 500 students. The dispensary works for six days and offers free consultancies and medicines," he said.

Throughout its hundred-year existence, the trust members took on the challenges, remaining committed to the educational facility. "Although a conventional library in appearance, the pustakalaya's extensive collection is a valuable resource for international universities, academics and research scholars," said trust member Pradeep Gupta. "The facility began serving the public in a period when libraries were scarce in the region. Today, the strategic location near the metro station has transformed it into a preferred destination for children, who come every day to access books without being charged any fee."

TIMES *Special*

The library has also been the venue of social initiatives, prominently the Nagari Pracharini Sabha and Hindi Sahitya Sabha. In recent years, it has hosted meetings focused on the cleaning of the Yamuna, according to Gupta.

Millenium Post, 31 July 2025, Page No - 8

EDU TALK

A Deferred Vision

NEP 2020 remains an ambitious blueprint for educational reform, but its transformative promise is mired in patchy implementation, infrastructural gaps, and political inertia, leaving students in limbo



ALOK RANJAN

THE WRITER IS AN EX-CHIEF SECRETARY, GOVT OF UTTAR PRADESH

NEP 2020 is a well-intentioned and comprehensively thought-out policy, but it requires a lot of planning, strategising, and execution to become a reality

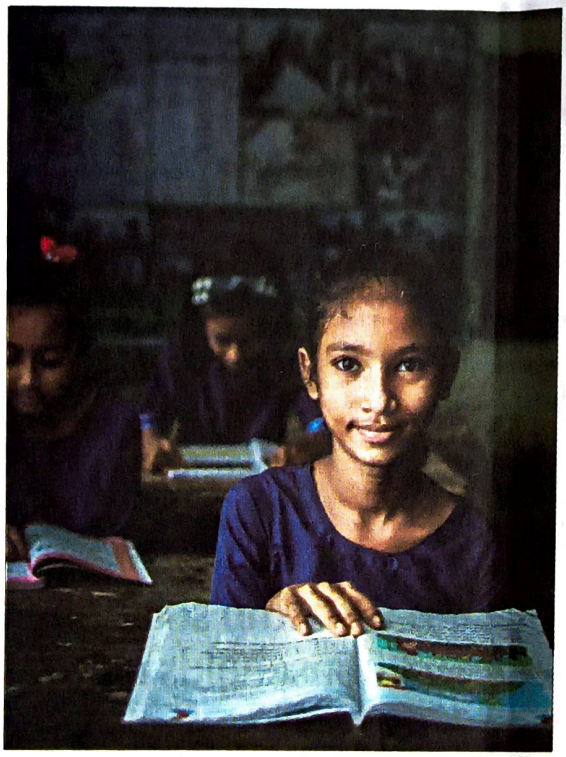
It has been five years since the New Education Policy (NEP) 2020 was approved by the Union Cabinet. Five years is a sufficient period to evaluate the gains made as well as the distance left to be travelled. There has been good progress in some areas, but a large number of reforms visualised in the policy are still only on paper, and it is not clear when they will see the light of day.

The NEP rightly stated that, in education, the major stakeholder is the student. It found that enrolment gradually declined as one moved up through the classes in the school system, and dropped even more sharply in higher education. There were also glaring disparities on grounds of region and community. The policy focused on the creation of school complexes. It also emphasised redesigning the curriculum and pedagogy to root it in the Indian and local context. Books were to be made accessible and affordable, and reading habits encouraged. The problem of shortage of teachers was to be addressed, along with upgrading their quality.

NEP has a lofty goal. It aims to bring about the full development of the human personality. Students are expected to develop foundational skills of literacy and numeracy. They are also supposed to imbibe higher-order cognitive skills such as critical thinking and problem-solving. In addition, they have to learn social and emotional skills like empathy, teamwork, leadership, grit, and perseverance. India has to develop as a knowledge economy with Indian culture and ethos as its base. A slew of reforms to achieve these ideals was suggested.

One of the positives has been the success of the NIPUN mission for foundational literacy and numeracy. The school structure has been changed from a 10+2 to a 2+3+3+3 framework, covering pre-primary to secondary level. A significant achievement has been that the National Curriculum Framework for School Education has laid out learning outcomes and competencies for each stage.

The challenges before the nation when the 1986 Education Policy was formulated related to universal access and enrolment. However, it is the quality of education that remains a major problem today, and the goal is to achieve universal education. It is towards this end that NEP 2020 has rightly focused, but no dramatic change is visible at the moment.



A large number of reforms visualised in the National Education Policy are still only on paper

Even at the foundational level, the problem of coordination between Anganwadi workers and primary school teachers remains an obstacle. Anganwadi workers are not trained in education, and their motivation suffers due to the low-paid, temporary nature of their jobs. Besides, they report to the Department of Women and Child Development, whereas primary education is under the purview of the Education Department. A smooth, syncretic approach between the two requires the creation of an institutional mechanism—which is yet to take shape.

The NEP visualised flexibility and a multidisciplinary approach and suggested a bank of credits. A national credit framework has been developed, which allows students to earn and store credits digitally, making it possible to move from one course to another. However, the implementation of this concept needs much more rigour.

The Common University Entrance Test (CUET) for admission into colleges at the undergraduate level has been introduced since 2022. One negative fallout has been the anticipated mushrooming of coaching institutions for the CUET exam. Also, students are facing problems in actually applying for courses online on the basis of CUET. This one single national test requires a lot of rethinking.

The CBSE has brought about changes in the board exam by allowing Class 10 students to take the exam twice a year. It is not clear how this will improve learning outcomes. Other boards are yet to follow CBSE. A strange reform proposed is having two levels of mathematics, keeping in mind the anxiety some students have about math. CBSE is planning to extend this to science subjects as well. To my mind, this is a meaningless reform and does not help students in any way.

Holistic report cards are an excellent idea, and NCERT has developed progress cards that assess the performance of a student in extracurricular and co-curricular activities and also provide scope for peer and self-assessment. Once again, this relevant reform is at the infant stage.

I have seen that many universities have rolled out the four-year undergraduate framework, but there is no clarity on how this system would be an improvement over the past. Moreover, issues of faculty and infrastructure are proving to be roadblocks in its implementation.

I strongly feel that the focal point for improving the quality of education has to be the teacher. Issues of recruitment of teachers have become disputed in most states. At the school level, there is a shortage of trained teachers across the board. Further issues like teacher absenteeism continue to plague the system. A framework for continuous and quality training of teachers is yet to be put in place. We have to make sure that the best enter the teaching profession. There has to be a clear plan for the career progression and management of teachers. In the states, the transfer of teachers must be done through a transparent mechanism.

School management committees involving all stakeholders have to be strengthened. The time has come to seriously consider involving urban and rural local bodies in the running of the school system, at least till Class 8.

UGC is yet to be replaced by another regulatory system for higher education. How we will achieve a Gross Enrolment Ratio (GER) of 50 per cent by 2035 is not spelt out. It would require a large amount of investment. Where is this going to come from? Making professional institutions multidisciplinary still remains just an idea.

It is unfortunate that the implementation of NEP has got stalled on the controversial issue of the three-language formula. Education has to be looked at beyond politics by all concerned.

NEP 2020 is a well-intentioned and comprehensively thought-out policy, but it requires a lot of planning, strategising, and execution skills to become a reality. Tinkering with the education system at the periphery will be a gross injustice to our students, on whom the future of India depends.

Views expressed are personal

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THE TIMES OF INDIA

Govt readies ‘Rashtraneeti’ to instil civic duties in students

Jul 31, 2025, 04.11 AM IST



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"Rashtraneeti also marks a shift in focus from some of AAP's earlier flagship education programmes like Happiness Curriculum, Business Blasters and Mission Buniyaad, which will be gradually replaced," the official said, adding that the change was part of a broader effort to make civic engagement a lived experience rather than a theoretical concept confined to textbooks.

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Delhi University allows students to pause and resume UG degrees: Here's how the new NEP rule works

TOI Education | Jul 31, 2025, 11.03 AM IST



The University of Delhi has rolled out a new academic framework that allows undergraduate students to pause and resume their degree programmes, in alignment with the National Education Policy (NEP) 2020. Under the Multiple Entry and Multiple Exit (ME-ME) scheme, students can now exit after completing any even semester, and re-enter within a stipulated period to complete their degree, without losing previously earned credits.
This shift, implemented through the Undergraduate Curriculum Framework (UGCF) 2022, aims to make higher education more flexible and student-friendly, particularly for learners who may need to take time off due to financial, personal or career-related reasons.

What does the ME-ME system mean for students?

At its core, the ME-ME framework gives students the autonomy to plan their academic journey. Those enrolled in a full-time undergraduate programme at DU now have the option to:

- Exit after Year 1 (Semester II) with an Undergraduate Certificate, if they have earned at least 44 credits.
- Exit after Year 2 (Semester IV) with an Undergraduate Diploma, upon earning 88 credits.
- Exit after Year 3 (Semester VI) with a Bachelor's Degree, after completing 132 credits.

- Continue till Year 4 (Semester VIII) to graduate with a Bachelor's Degree with Honours, Honours with Research, or Honours with Entrepreneurship, subject to earning 176 credits.

Credits are calculated based on contact hours, one credit typically equates to one hour of classroom teaching or two hours of lab/field work per week. A full academic year is structured around 1200 learning hours.

What happens if a student takes a break?

Students who choose to pause their studies can rejoin the same programme in the same college within a maximum of seven years, provided their previously earned credits are still valid.

The credit validity depends on the level at which the student exited:

- For students exiting after the first year, credits remain valid for up to three years.
- For those who exit after the second or third year, credit validity may extend up to four years, depending on the qualification level and course requirements.

For example, a student who earns an undergraduate certificate after Year 1 and re-enters within three years can resume from Year 2 and eventually complete the full four-year honours degree, provided they meet the cumulative credit requirement.

Planning ahead: What students should keep in mind

DU has advised students to apply before the start of the next academic session if they intend to exit. In cases where a student leaves mid-session, only the qualification corresponding to the last completed academic year will be considered.

The university has also clarified that any disputes or issues related to implementation will be addressed by the Vice Chancellor, whose decision will be final. Separate guidelines for lateral entry from other institutions are

expected to be released in future updates.

Why this matters in 2025

For many undergraduate students in 2025, education is no longer a straight line. Internships, competitive exams, entrepreneurial ventures, family responsibilities, or health concerns often require temporary academic breaks. In this context, the ME-ME system brings a structured pathway for students to step out without derailing their long-term academic goals.

By building flexibility into the system, the policy aims to reduce dropout rates, support interdisciplinary learning, and recognise partial academic achievement, all while aligning Indian higher education with global standards.

For students weighing options after school or mid-degree, DU's latest guidelines mark a significant shift towards a more modular, inclusive model of undergraduate education.

(with inputs from PTI)

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National Archives of India to Organise an Exhibition on ‘Development of Education in North Eastern India’ on 8th August 2025

Posted On: 31 JUL 2025 1:28PM by PIB Delhi

National Archives of India in collaboration with Higher Education Department, Nagaland is organizing an exhibition on ‘Development of Education in North Eastern India’ on 8th August 2025. Shri La. Ganesan, Governor of Nagaland, has kindly consented to inaugurate the exhibition in presence of Shri Temjen Imna Along, Minister of Higher Education & Tourism, Nagaland and Shri Samar Nanda, Joint Secretary, Ministry of Culture and Director General of Archives on 8th August 2025 (Friday) at Capital Convention Centre, Kohima, Nagaland.

This exhibition offers a comprehensive exploration of the region’s unique journey, shaped by its tribal traditions, linguistic diversity, missionary influences, colonial legacies, and post-independence development.

Northeast India’s educational evolution reflects a dynamic blend of indigenous knowledge systems and formal institutions, tracing roots from oral tribal learning to modern universities. The exhibition highlights key milestones in the region’s academic landscape, including the establishment of premier institutions and significant policy initiatives that have fostered inclusivity and regional growth.

To deepen public understanding, the exhibition categorizes this heritage through thematic clusters, drawing on original archival documents. These include government files, private papers of notable personalities, photographs, rare manuscripts, and official records preserved within the National Archives and Nagaland State Archives.

The National Archives of India is an attached office under the Ministry of Culture. It was established on 11th March 1891 at Kolkata (Calcutta) as the Imperial Record Department. Following the transfer of the capital from Calcutta to Delhi in 1911, the present building of the National Archives of India was constructed in 1926 which was designed by Sir Edwin Lutyens. The transfer of all records from Calcutta to New Delhi was completed in 1937. The National Archives of India is also the nodal agency for the implementation of the Public Records Act, 1993 and Public Record Rules, 1997.

National Archives of India has at present in its repositories a collection of over 34.00 cr. pages of Public Records, which include files, volumes, maps, bills assented to by the President of India, treaties, rare manuscripts, oriental records, private papers, cartographic records, important collection of Gazettes and Gazetteers, Census records, assembly and parliament debates, proscribed literature, travel accounts etc. A major chunk of Oriental records is in Sanskrit, Persian, Odia, etc.

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Opinion | NCERT Books May Not Be Accurate, But Muslim Rule In India Was Oppressive

Written By : Ravi Shanker Kapoor News18.com

Last Updated: July 31, 2025, 20:36 IST

The barbarity of Muslim rulers is well-documented, mostly by Muslim writers



While the new NCERT outlook may be coloured with the ideological tilt of the ruling coalition, its opponents are not exactly impartial in their criticism. Representational image

Revision of a Class VIII social science textbook by the National Council for Education Research and Training (NCERT) has once again brought the issue of the saffronisation of the education system, especially of historiography, to the fore. While the new NCERT outlook may be coloured with the ideological tilt of the ruling coalition, its opponents are not exactly impartial in their criticism.

The book, Exploring Society: Indian and Beyond, informs students about the Sultanate and Mughal periods. It describes Babur as a “brutal and ruthless conqueror, slaughtering entire populations of cities". Akbar, termed as a “blend of brutality and tolerance", fares a shade better. Aurangzeb, too, has been depicted as the destroyer of temples and gurdwaras.

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But if the new NCERT books are inaccurate, Left-leaning historians and intellectuals are also presenting facts and arguments that are at variance with reality. For instance, the most visible public historian, Dr Ruchika Sharma, has claimed that the jizya tax was not used to spread Islam.

But Firuz Shah Tughlaq, who ruled during 1351-88, wrote in his autobiography, "I encouraged my infidel subjects to embrace the religion of the Prophet, and I proclaimed that everyone who repeated the creed and became a Musalman should be exempt from the jizya or poll-tax. Information of this came to the ears of the people at large, and great numbers of Hindus presented themselves, and were admitted to the honour of Islam. Thus they came forward day by day from every quarter, and adopting the Faith, were exonerated from the jizya, and were favoured with presents and honours."

It was not just that the jizya was discriminatory; how it was collected was also humiliating. The taxpayer was ordered to offer the money, keeping his palm up; the collector snatched it rudely to show that the payer was at the mercy of the rulers.

Sharma and others also try to normalise various barbaric Muslim invasions and the ensuing oppressive Muslim rule with the such-things-happened-in-those-times line. The underlying

rulers should not be regarded as exceptionally brutal.

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Really? The famous American historian Will Durant wrote, “The Islamic conquest of India is probably the bloodiest story in history. It is a discouraging tale, for its evident moral is that civilisation is a precious good, whose delicate complex of order and freedom, culture and peace, can at any moment be overthrown by barbarians invading from without or multiplying within."

The barbarity of Muslim rulers is well-documented, mostly by Muslim writers. Consider Taimur (1336-1405), Central Asia’s jihadist conqueror. I reproduce the sack of Delhi (December 1398) in his own words; one lakh Hindus were slaughtered in the massacre. The following passage is from his memoirs, Malfuzat-i-Timuri, quoted from HM Elliot and J Dowson, The History of India as Told by its Own Historians.

proceeded to apprehend the Hindus and gabrs (Parsis) who had fled to the city, many of them drew their swords and offered resistance. The flames of strife were thus lighted and spread through the whole city from Jahánpanáh and Sírí to Old Dehlí, burning up all it reached. The savage Turks fell to killing and plundering. The Hindus set fire to their houses with their own hands, burned their wives and children in them, and rushed into the fight and were killed. The Hindus and gabrs of the city showed much alacrity and boldness in fighting... On that day, Thursday, and all the night of Friday, nearly 15,000 Turks were engaged in slaying, plundering, and destroying. When morning broke on Friday, all my army, no longer under control, went off to the city and thought of nothing but killing, plundering, and making prisoners. All that day, the sack was general. (...) Excepting the quarter of the saiyids, the 'ulamá, and the other Musulmáns, the whole city was sacked... It was the will of God that this calamity should fall upon the city."

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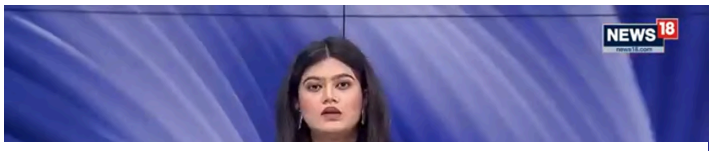
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Then there was Amir Khusru (1253-1325), or Amīr Khusrow. A Sufi musician, poet, and scholar, he is lionised as a symbol of composite culture, which is the desi term for multiculturalism. But he also celebrated jihad. As the historian Sita Ram Goel wrote, "Amir Khusru describes with great glee how

fell to the ground at their feet, along with those of the other ‘infidels’ whom Malik Kafur had slaughtered during the sack of the temples at Chidambaram."

Goel has quoted passages from Khusru, like, “When the royal army (of Alau’din Khalji) reached that province (Gujarat), it won a victory after great slaughter... The army of Islam broke the idols (at Somnath) and the biggest idol was sent to the court of the Sultan." This is Khusru—the icon of interreligious faith!

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Karnataka School Water Tank Poisoned in Alleged Hate Crime Against Muslim Headmaster | News18

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Just because some votaries of Hindutva show excessive enthusiasm and prejudice in rewriting history doesn’t mean that Muslim rule was humane.

The author is a freelance journalist. Views expressed in the above piece are personal and solely those of the writer. They do not necessarily reflect News18’s views.

Tags : History Mughal NCERT

VIEW COMMENTS

Assam

Assam Congress slams NCERT over 'distorted' Ahom history in class 8 textbook

by Manoj Kumar Ojha
July 31, 2025 2: 01 pm



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Sivasagar DCC President Pranab Saikia and APCC General Secretary Raktim Gogoi led the protest and called on NCERT to correct the content before the textbook sees wider distribution.

Guwahati: The Sivasagar District Congress Committee (DCC), along with the OBC department of the Assam Pradesh Congress Committee (APCC), staged a protest at Rang Ghar Bakori on Wednesday, against what they describe as NCERT's "distorted portrayal" of Ahom history in the new Class 8 history textbook.

Sivasagar DCC President Pranab Saikia and APCC General Secretary Raktim Gogoi led the protest and called on NCERT to correct the content before the textbook sees wider distribution.

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In a post on X (formerly Twitter), the Assam Congress stated: “Sivasagar DCC and the OBC Dept of Assam PCC held a protest at Rang Ghar Bakori against NCERT’s distorted portrayal of Ahom history in Class 8 textbooks,” noting that both Saikia and Gogoi led the demonstration.

During the event, Saikia criticized the textbook for inaccurately depicting the Ahom dynasty and stressed the need to reflect their centuries of independent rule. Gogoi also raised concerns over the textbook’s portrayal of the Paik system and the origins of the Ahom community, which he said lacked historical accuracy.

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Historians and scholars who reviewed the content echoed these concerns. They argued that the textbook wrongly describes the Paik system as forced labour and inaccurately links the Ahom origins to Myanmar, rather than Mung Mao in present-day Yunnan. They also challenged the description of the 1663 Treaty of Ghilajarighat as a surrender, asserting that it was a strategic decision by Ahom leaders.


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The protestors urged NCERT to revise the textbook chapter in consultation with regional historians to ensure accurate representation of Assam’s six-century Ahom legacy in the national curriculum.

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