EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

MARCH 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 MARCH 2025.

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

(Dr.Akash)
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Recognition of universities will be revoked if they flout discrimination rules: Centre

In case of non-compliance, an institution can be debarred from participating in UGC schemes or from offering degrees; UGC can also take additional punitive measures on a case-to-case basis

Krishnadas Rajagopal
NEW DELHI

The Union government informed the Supreme Court on Friday that a new set of Regulations to wipe out discrimination, especially on the basis of religion or caste, will give the University Grants Commission (UGC) "teeth and power" to derecognise non-compliant higher education institutions.

"Recognition will be cancelled if they do not comply," Solicitor-General Tushar Mehta, appearing for the Centre, informed a Bench headed by Justice Surya Kant.

The top law officer said the draft UGC (Promotion of Equity in Higher Education Institutions) Regulations of 2025 have already been published in the UGC website for inviting public comments and suggestions. Thereafter, it would be notified in accordance with law.

The court was hearing a petition filed by the mothers of Rohith Vemula and Payal Tadvi, represented by senior advocate Indira Jaising and advocates Prasanna S. and Disha Wadekar, who had appealed to the Supreme Court to act against the "rampant" caste discrimination in universities. Rohith Vemula, a Ph.D. scholar at Hyderabad Central University, and Payal Tadvi, a tribal student of Topiwala National Medical College, died by suicide in January 2016 and May 2019, respectively, after being subject to on-campus caste bias.



Seeking strict action: The court was hearing a petition filed by the mothers of Rohith Vemula and Payal Tadvi. SUSHIL KUMAR VERMA

The draft Regulations describe its objective as the eradication of discrimination on the basis of religion, race, sex, place of birth, or caste, particularly against the members of Scheduled Castes and Scheduled Tribes, socially and educationally backward classes, economically weaker sections, or any of them, and to promote full equity and inclusion amongst the stakeholders in higher education institutions (HEI).

If non-compliance is established, an HEI can be debarred from participating in UGC schemes or from offering degrees, open and distance learning and online programmes. The draft Regulations also give the UGC power to remove errant HEIs from the list of recognised universities maintained under Section 2(f) of the UGC Act, 1956. It has proposed the imposition of Section 12B (prohibition on the grant of funds to universities) on HEIs found unfit under the draft Regulations.

The Regulations also allow the UGC to take "additional punitive actions" on a case-to-case basis.

Ms. Jaising said there have been at least 18 deaths by suicides in HEIs in the past 14 months.

Mr. Mehta said the draft Regulations of 2025 takes care of the lacuna by proposing 'Equity Committees' in HEIs with members drawn from civil society, students and faculty. The draft legislation showed one member to be a woman and one member each from the SC and ST category. Justice Kant assured that the top court was dedicated to facilitating the creation of a robust mechanism to prevent and stop discrimination.

"There have been violations. The compliance is low. Probably it may have been due to the lack of sufficient teeth and power for the UGC. Once UGC's hands are strengthened, especially to cancel the recognition of HEIs, things will start moving in the right direction," Justice Kant addressed Ms. Jaising.

Ms. Jaising said the IITs and the IIMs and some of the national law schools had not even responded to a communication by the UGC, on the basis of January 3 order of the court, seeking data on the Equal Opportunity Cells set up by the HEIs.

BUSINESS NEWS

Goal is to transform India into a start-up nation: Dharmendra Pradhan

Pradhan envisions India's startup ecosystem as a key driver in the country's journey towards 'Viksit Bharat' by 2047

By **JOE MATHEW**, **Mar 1, 2025**
3 min read



Union Education Minister Dharmendra Pradhan

Image: PIB

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Union Education Minister Dharmendra Pradhan wants India's booming start-up ecosystem to play a key role in India's transition towards 'Viksit Bharat' by 2047. The Central government aims to transform India into a start-up nation that drives the innovation and entrepreneurship to make India a manufacturing hub, he said.

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Addressing the inaugural session of IInvenTiv, the largest annual R&D fair that exhibits the innovations of the country's premium research and academic institutions, at IIT Madras on February 28, Pradhan said India, with over 1.59 lakh start-ups recognised by the DPIIT (Department for Promotion of Industry and Internal Trade), has emerged as the world's third largest start-up ecosystem. "This dynamic landscape continues to redefine global innovation and entrepreneurship. As of 2024, India has seen 118 unicorns collectively raising $100 billion in funding with a combined valuation exceeding $354 billion. Among the 73,151 of these recognised start-ups, there is at least one woman director indicating the growing impact of women entrepreneurs in India," Pradhan said in his virtual address.

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The minister called for stronger synergies between academia, industry and research institutions. "This vision is guiding the third edition of IInvenTiv. With 86 institutions

participating, including top private universities in the latest National Institutional Ranking Framework (NIRF) ranking, with nearly 200 exhibits, the IInvenTiv 2025 is witnessing groundbreaking innovations across eight core technologies," Pradhan said.

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IInvenTiv 2025 showcases innovations from IITs, NITs, IISc, IISERs, and other top 50 NIRF-ranked premier institutes. The technologies that are being exhibited belong to eight emerging thematic areas like aviation, defence and space, marine technologies, medical / healthcare engineering, energy and e-mobility, AI/ML technologies, smart cities, advanced manufacturing and rural technologies. The inaugural session also saw 14 industry-academia MoUs being signed for technology transfer, skill development, etc.

In his address, Sukanta Majumdar, Minister of State for Education, Government of India, said that IInvenTiv 3.0, with significant participation of representatives from higher education institutes and the industry will emerge as an iconic brand in the innovation sector. "I am sure that the industry leaders attending the event will find many of the technologies on display useful, leading to further technology transfers in the near future," he said.

Started as an event to feature R&D achievements of IITs, the first edition of IInvenTiv was hosted by Delhi IIT. The second edition which took place in IIT Hyderabad, saw more participating institutions getting added to the list.

Also Read Govt's I-STEM to revolutionise R&D: Startups, researchers to access high-end lab equipment on rent

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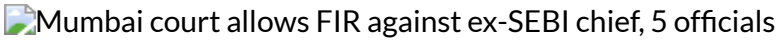
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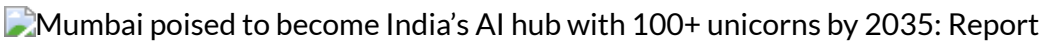
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SEBI says the court allowed the application without issuing any notice or granting any opportunity to SEBI to place the facts on record, and that it'll initiate appropriate legal steps

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Mumbai poised to become India's AI hub with 100+ unicorns by 2035

The mega city's start-up ecosystem could contribute 15% to the city's GDP, attracting $450 billion in FDI, with 1 in 4 trained as AI professionals, says a report by TEAM-McKinsey & Company

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CBSE meets CERT-in and social media heads to tackle paper leak claims

By **HT Correspondent**

Mar 01, 2025 12:20 PM IST

The meeting was held on Thursday evening in response to recent viral videos of teachers from various coaching centres claiming to know about topics and questions in board exams beforehand

Story continues below advertisement

New Delhi : The Central Board of Secondary Education (CBSE) has held a meeting with officials from the Indian Computer Emergency Response Team (CERT-In) and Indian heads of various social media platforms to tackle the spread of wrong claims, including paper leaks, about board exams, officials said on Friday.



The Central Board of Secondary Education (CBSE), in 2019, developed a standard operating procedure to check incidents of wrong paper leak claims (HT Photo)

Story continues below advertisement

The meeting was held on Thursday evening in response to recent viral videos of teachers from various coaching centres claiming to know about topics and questions in board exams beforehand. Some teachers even alleged paper leaks, raising concerns over the integrity of the examination process

Also Read: CBSE Class 10 board exams twice a year from 2026: Here's what happens if draft scheme is implemented

"...We have convened a coordination meeting with officials from CERT-In and heads of various social media giants to address and tackle the spread of wrong claims about CBSE board exams on social media," a CBSE official said on anonymity.

Also Read: CBSE proposes new 'best of 2' Class 10 exam format, may be rolled out next yr

PROMOTED

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The board, in 2019, developed a standard operating procedure to check incidents of wrong paper leak claims. "....We write to the concerned social media company authorities if we find any wrong content related to board exams. We provide the links of the problematic content and ask them (social media companies) to take necessary action as per the laws, and we also lodge complaints with the law authorities," the official said.

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अमर उजाला, 2 मार्च 2025, पृष्ठ सं. - 6

दसवीं की परीक्षाएं दो बार होने पर 14 माह का हो जाएगा सत्र

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) अगले साल से दसवीं की परीक्षाएं दो बार कराने पर विचार कर रहा है। बोर्ड की ओर से इसके लिए मसौदा तैयार कर फीडबैक के लिए जारी कर दिया गया है। इस पर स्कूल अपने-अपने सुझाव दे रहे हैं। स्कूलों के अनुसार, दो बार परीक्षाएं होने से न केवल एक शैक्षणिक सत्र लंबा हो जाएगा, बल्कि स्कूलों व शिक्षकों पर भी दबाव बढ़ जाएगा। वहीं सत्र लंबा होने पर अभिभावकों को फीस देने में परेशानी होगी।

कई स्कूल दो बार परीक्षाओं की बजाय सेमेस्टर परीक्षाओं की वकालत कर रहे हैं। इससे ही छात्रों के सिर से तनाव कम हो सकता है। सेमेस्टर परीक्षाओं में भी पाठ्यक्रम आधा-आधा होना चाहिए,



सीबीएसई के मसौदे पर विभिन्न स्कूलों ने अपने-अपने सुझाव भेजने शुरू किए

जबकि अभी जो मसौदा तैयार किया गया है उसमें दोनों बार परीक्षाओं में पूरे-पूरे पाठ्यक्रम से प्रश्न पूछे जाएंगे। रोहिणी स्थित माउंट आबू स्कूल की प्रिंसिपल ज्योति अरोड़ा ने कहा कि राष्ट्रीय शिक्षा नीति 2020 से जोड़ते हुए दसवीं की परीक्षाएं दो बार आयोजित करने का फैसला सही है, क्योंकि छात्रों के दबाव को कम करने के लिए कोई न कोई तरीका निकाला जाना जरूरी है, लेकिन इस व्यवस्था में परीक्षाओं की प्रक्रिया को आसान करना पड़ेगा, क्योंकि इस व्यवस्था से एक शैक्षणिक सत्र 14 माह का हो जाएगा। सीबीएसई की ओर से जारी ड्राफ्ट में पहले परीक्षाएं फरवरी व मार्च व दूसरी मई में आयोजित करने की बात कही गई है। इससे सत्र लंबा हो जाएगा।

ज्योति अरोड़ा के अनुसार, इस व्यवस्था में स्कूल व शिक्षक काफी व्यस्त रहेंगे। इससे दूसरी कक्षाओं के दाखिले व परीक्षाओं पर असर पड़ेगा। इससे शिक्षकों को मिलने वाली छुट्टियां भी कम हो जाएंगी। हमारा मानना है कि स्किल सब्जेक्ट के लिए प्रैक्टिकल भाग को ज्यादा किया जाए। उन्होंने कहा कि मसौदे पर नौ मार्च तक सुझाव देने हैं, जल्द स्कूल की तरफ से सुझाव भेज दिए जाएंगे।

अभिभावकों को फीस देने में होगी परेशानी

मयूर विहार स्थित विद्या बाल भवन स्कूल के प्राचार्य डॉ. सतवीर शर्मा ने कहा कि सीबीएसई ने जो दो बार परीक्षाएं कराने की बात रखी है, वह छात्रों के हिसाब से सेमेस्टर परीक्षाओं के रूप में होनी चाहिए।

सेमेस्टर परीक्षाओं में आधा-आधा पाठ्यक्रम होगा तो छात्रों का तनाव कम होगा। कोविड के दौरान यह व्यवस्था अपनाई गई थी। पूरे साल पढ़ने के बाद भी छात्रों पर फरवरी तक दबाव हावी रहता है और मई में दोबारा परीक्षाएं होंगी तो वह दो महीने में कैसे सालभर की पढ़ाई को पूरा कर लेंगे। यदि वह पहले प्रयास में पास नहीं होते तो दूसरी बार में पूरे पाठ्यक्रम के साथ उनका तनाव बढ़ जाएगा। डॉ. शर्मा के अनुसार फरवरी में बोर्ड परीक्षाओं के लिए एडमिट कार्ड जारी होने के बाद छात्रों का संपर्क स्कूल से छूट जाता है। ऐसे में यदि स्कूल छात्रों को मई की परीक्षाओं की तैयारी के लिए बुलाएंगे तो वह पाठ्यक्रम पूरा करने के लिए नहीं आएंगे। इस दौरान की फीस स्कूल लेंगे तो अभिभावक लंबे सत्र की फीस देने में हिचकिचाएंगे। बोर्ड को चाहिए कि वह जो भी फैसला ले, वह छात्रों के हित में हो। उनके अनुसार इस व्यवस्था से 10वीं में स्कूल छोड़ने वाले छात्रों की संख्या बढ़ सकती हैं। उन्होंने बोर्ड के मसौदे पर अपने सुझाव भेज दिए हैं। इससे शिक्षकों पर काम का बोझ बढ़ जाएगा। शिक्षकों को फरवरी में बोर्ड की कॉपियों का मूल्यांकन करना होगा, फिर वह मार्च में बाकी कक्षाओं की वार्षिक परीक्षाएं आयोजित करेंगे और उत्तर पुस्तिकाओं की जांच करेंगे, फिर मई में दूसरी बार बोर्ड परीक्षाओं को देखना होगा। इससे परीक्षा प्रणाली लंबी हो जाएगी। एक अन्य स्कूल के प्रिंसिपल ने कहा कि दसवीं परीक्षा का मसौदा छात्र-छात्राओं के तनाव को कम करने वाला है। इसमें कई विकल्प है, जिससे परीक्षाओं का दबाव कम होगा।

The Hindu, 2 March 2025, Page No.- 10

UGC's new draft rules seek to redefine 'discrimination'

The regulations define 'caste-based discrimination' as bias 'only against members of Scheduled communities; they propose to form 'equity committee', impose punishments for false complaints

Abhinay Lakshman
NEW DELHI

The University Grants Commission has issued draft regulations that redefine "discrimination" and introduce the specific terminology of "caste-based discrimination" on campuses. While the regulations propose an "equity committee" and punishments for false complaints, the definition of what counts as discrimination on campuses may lead to concern over clarity.

The UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2025 define "caste-based discrimination" as "discrimination on the basis of caste or tribe only against the members of the Scheduled Castes and Scheduled Tribes". It then defines "discrimination" as "any unfair, differential, or biased treatment or any such act" against "any stakeholder" on solely the grounds of "religion, race, caste, sex, place of birth, or any of them".

This is a deviation from the 2012 Regulations on Promotion of Equity, which define "discrimination" as "any distinction, exclusion, limitation or preference" that impairs equality of treatment. The grounds of discrimination it covered included caste, creed, language, religion, ethnicity, gender, and disabilities.



The draft has been submitted before the Bench hearing pleas filed by the mothers of Rohith Vemula and Payal Tadvi. NAGARA GOPAL

And while the 2012 regulations define discrimination in terms of what students or groups of students may face inside an institute, the new draft regulations have broadened its scope to "any stakeholder" within the institute.

The new regulations have been drafted by an expert committee of the UGC and submitted before the Supreme Court Bench hearing petitions filed by the mothers of Rohith Vemula and Payal Tadvi, who had appealed for action against the "rampant" caste discrimination in universities that claimed their children's lives. The UGC had formed this committee headed by Shailesh N. Zala to revisit the 2012 Regulations on directives of the top court.

The draft Regulations were put out in the public domain this week on February 27, and the UGC has given 30 days for the public to send in their suggestions and objections.

'More teeth'

In the Supreme Court, the Union government submitted on Friday that the new regulations would give the UGC "teeth and power" to de-recognise institutions that fail to comply with them.

In addition, the new regulations propose to set up an equity committee under the equal opportunity centres, as the first authority to examine complaints of discrimination. The equity committee has been mandated to have at least two representatives from civil society having relevant experience; and two student representatives as special invitees; four faculty members; and the head of institution as ex-officio chief.

The regulations have introduced a section on "false complaints", proposing fines and possible disciplinary action for those found making such complaints. However, the draft does not define what constitutes a "false complaint".

Former students, activists, Ambedkarite student associations, and student unions across the country have consistently maintained that caste-based discrimination on university campuses manifests in the form of an anti-reservation sentiment, which is observable as discrimination based on entrance exam ranks or reservation status.

The new draft regulations do not have any language that specifically accounts for discrimination based on exam ranks or reservation status.

Millenium Post, 2 March 2025, Page No.- 3

Delhi schools to use automated draws for EWS, DG admissions

NEW DELHI: The Delhi government has directed all school heads to ensure that admissions for students under the Economically Weaker Section (EWS), Disadvantaged Group (DG) and Children with Special Needs (CWSN) categories are conducted through a fully computerised draw of lots, eliminating any manual intervention.

In a circular dated February 27, the Directorate of Education (DoE) stated, "The admission process for EWS, DG, and CWSN categories in private unaided recognised schools at the entry-level classes (Nursery, KG, and Class 1) is conducted exclusively through a computerised draw of lots."

"This process is entirely automated, leaving no room for manual interference at any stage," the circular further emphasised.

The department also cautioned against individuals or institutions falsely claiming to influence or guarantee admissions under these categories, it read.

"The general public is informed that such claims are misleading, and people are advised to avoid engaging with such illegal entities," it stated.

Additionally, the DoE requested that any information or complaints regarding such activities be reported to its official email for appropriate legal action.

The circular also directed all private unaided recognised schools to refrain from any official or unofficial association with such individuals, organisations, or institutions.

"If any school is found to be involved in such practices, the Directorate of Education will take the strictest possible action against it," it said.

For any queries or complaints regarding the admission process, the department advised the applicants to refer to the guidelines and instructions available on the official DoE website or contact the designated helpline number, the circular added. AGENCIES

Campaign launched to help PwDs

NEW DELHI: A campaign to address the accessibility challenges of persons with disabilities through a collaborative and grassroots-level approach was launched here on the International Wheelchair Day on Saturday. The Sugamya Yatra Campaign will be spearheaded by the Department of Empowerment of Persons with Disabilities (DEPwD) under the Union Ministry of Social Justice and Empowerment, with DEPwD Secretary Rajesh Aggarwal presiding over the launch. AGENCIES

The Sunday Express, 2 March 2025, Page No. - 7

Longer exam, more questions likely for CBSE advanced science, social science papers

ABHINAYA HARIGOVIND
NEW DELHI, MARCH 1

EXAMS FOR a longer duration along with additional questions for students who choose the advanced level are among proposals that the Central Board of Secondary Education (CBSE) is considering as part of its plan to offer science and social science at two levels — standard and advanced — in class 9 and 10.

Already, the board offers math exams at two levels in Class 10 — standard and basic.

The advanced level will "delve deeper into concepts and foster critical thinking", the minutes of the CBSE's governing body meeting held in December last year noted, which was made public recently.

At the meeting, the governing body, the highest decision-making authority, approved the decision to offer science and social science at two levels in class 9 and 10. As per the minutes, while the standard level exams may be for a "lesser duration", the advanced level exams might be longer, "allowing for a greater depth of content in the latter". Both levels of the exams will be conducted on the same day and at the same exam centre.

Those opting for the advanced level will get a separate supplementary question paper annexure, containing additional questions that "require advanced understanding and higher order skills", the minutes said. On the syllabus, however, the CBSE has proposed that a common core curriculum be retained, and some topics requiring "in-depth study" at the advanced level be identified by subject experts.

Last week, both CBSE and National Council of Educational Research and Training (NCERT) officials said that the new science, social science, and maths textbooks for class 9 will have additional content for the advanced level, and these books will be available in the 2026-27 academic session. With two levels of exams in maths, the minutes noted that this limits the "advantages that such flexibility could bring to other key subjects like science and social science."



Students at an examination centre in New Delhi. *File*

"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," it stated.

Students inclined towards engineering, medicine or other STEM careers could opt for an advanced level in science, "which delves deeper into concepts and fosters critical thinking", the minutes noted, adding that pursuing non-STEM fields could choose the standard level, "emphasizing core understanding rather than in-depth theoretical analysis".

As for social science, the advanced level could "facilitate deeper exploration of historical events, geographical patterns and economic systems, fostering analytical and critical thinking skills", it noted. The standard level is meant to help students understand the "broader significance of concepts in real-world contexts."

CBSE is also proposing to "rename and reorganise" the maths paper on the same lines as science and social science — standard and advanced level in class 9 and 10. Under the current system for maths in class 10, the exam papers for standard and basic levels are based on the same syllabus.

To implement the plan for these subjects at two levels, CBSE is considering "comprehensive training for teachers on differentiated instruction and assessment practices to ensure they are well prepared to teach and assess students at varying levels."

In November, the CBSE's curriculum committee had considered and approved the proposal for these subjects at two levels. Going by the committee meeting's minutes, arguments that the members cited in favour of the proposal include alignment with the National Education Policy (NEP) 2020, providing "adequate challenge for students with advanced aptitude", reducing "reliance on coaching centres by strengthening the STEM curriculum from class 9," and preparing students for higher education via early engagement with the "required level of complexity."

The Sunday Express, 2 March 2025, Page No. – 6

Amid three-language debate, data shows only one out of four Indians is multilingual

As per 2011 Census, Hindi is mother tongue of 43% Indians, but it's spoken by less than 5% of population in 12 states, UTs

ANJISHNU DAS
NEW DELHI, MARCH 1

IN 1968, a national education policy (NEP) formulated by the Indira Gandhi-led Congress government had introduced the three-language formula. Centred on a Hindi-English fulcrum, the policy called for teaching a southern language in Hindi-speaking states and a regional language in non-Hindi-speaking states as the third language. Since then the three-language formula has been an issue of intense dispute. In 1968, Tamil Nadu had opposed the policy and has since persisted with a two-language formula of its own.

Currently, the DMK-led Tamil Nadu government is at loggerheads with the BJP-ruled Centre over its NEP 2020, which has retained the three-language formula with fewer restrictions on the choices of languages.

The row between Tamil Nadu and the Centre erupted after Union Education Minister Dharmendra Pradhan indicated that the former would not be provided funds under the Samagra Shiksha programme for school education until it implements the NEP and adopts its three-language rule. In response, Tamil Nadu CM M K Stalin said Tamils would not accept such a "blackmail", asking "which constitutional provision" made the three-language formula mandatory. The DMK has alleged that this formula was merely a guise for "Hindi imposition".

In the Congress-led Telangana government's push against the NEP, Telugu was on Tuesday made a compulsory language across all school boards. The Centre has maintained that no specific language would be imposed on any state.

In 1968 and 2020, the stated objective of the three-language formula was to promote multilingualism. However, data from the 2011 Census shows that despite India's language diversity, over half a state's population speaks more than two languages in just eight states and UTs.

Nationally, 26.02% of the population is bilingual and 7.1% is trilingual, as per the 2011 Census. While the bilingual population has grown from 24.79% in the 2001 Census, the share of trilingual speakers fell from 8.51%.

Between 2001 and 2011, bilingualism fell in 12 states and UTs, while trilingualism fell in 23 states and UTs. Tamil Nadu, despite sticking to its two-language formula, ranked 15th in 2011 for its share of bilingual population at 28.3%. At 3.39%, its trilingual population put the state at eighth from the bottom.

However, five lowest-ranked states on bilingualism are Rajasthan (10.9%), Uttar Pradesh (11.45%), Bihar (12.82%), Chhattisgarh (13.25%), and Madhya Pradesh (13.51%). These states, which fall in the Hindi heartland, are also in the bottom five for trilingualism, with each falling below 2%. The best performing state on multilingualism is Goa – 77.21% of its population is bilingual and 50.82% is trilingual. Goa is the only state where trilingualism exceeds 50%, followed by Chandigarh with 30.51% and Arunachal Pradesh with 30.25%.

The other states and UTs with high rates of bilingualism are Andaman & Nicobar Islands (67.64%), Arunachal Pradesh (64.03%), Sikkim (63.71%), Nagaland (62.15%), Chandigarh (54.95%), Manipur (54.02%), and Maharashtra (51.1%).

With 3.47 crore speakers, Marathi-Hindi is the most common bilingual combination, followed by Hindi-English at 3.2 crore, Gujarati-Hindi at 2.17 crore, Urdu-Hindi at 1.86 crore, and Punjabi-Hindi at 1.55 crore.

In 2001 though, Hindi-English was the most common bilingual combination at 3.24 crore, followed by Marathi-Hindi at 2.59 crore, Gujarati-Hindi at 1.49 crore, Urdu-Hindi at 1.31 crore, and Punjabi-Hindi at 1.22 crore.

In 2011, among trilinguals, Marathi-Hindi-English is the most common combination at 1.01 crore, followed by Punjabi-Hindi-English at 77.99 lakh, Gujarati-Hindi-English at 66.32 lakh, Telugu-English-Hindi at 25.04 lakh, and Malayalam-English-Hindi at 24.76 lakh. The most spoken trilingual combination that does not include Hindi is Kashmiri-Urdu-English at 64.79 lakh, while the most common combination excluding both Hindi and English is Telugu-Kannada-Tamil at 1.6 lakh.

While the 2011 Census reported that 43.63% of Indians say Hindi is their mother tongue, it is spoken by less than 1% of population in five states and UTs, including Tamil Nadu and Kerala, and by less than 5% of population in another seven states and UTs, including Andhra Pradesh and Karnataka.

Andhra, which included Telangana in the 2011 Census, had the highest proportion of Hindi speakers among the southern states at 3.69%.

TOP STATES

FOR BILINGUALISM

State	Share of bilingual population
Goa	77.21 %
Andaman & Nicobar Island	67.64 %
Arunchal Pradesh	64.03 %
Sikkim	63.71%
Nagaland	62.15 %

FOR TRILINGUALISM

State	Share of trilingual population
Goa	50.82 %
Chandigarh	30.51 %
Arunchal Pradesh	30.25 %
Sikkim	29.71%
Punjab	28.22 %

Source: 2011 Census

Sunday Pioneer, 2 March 2025, Page No. - 3

Delhi government directs schools to admit students under EWS, DG categories

STAFF REPORTER ■ NEW DELHI



Pioneer photo

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For any queries or complaints regarding the admission process, the department advised the applicants to refer to the guidelines and instructions available on the official DoE website or contact the designated helpline number, the circular added.

It has been observed that some individuals/organisations/institutions falsely claiming to influence or guarantee admissions under these categories.

The general public is hereby informed that such claims are mislead entit ing ies and cautioned against engaging with or availing services from such illegal .

The Indian EXPRESS
JOURNALISM OF COURAGE

Longer exam, more questions likely for CBSE advanced science, social science papers

The advanced level will “delve deeper into concepts and foster critical thinking”, the minutes of the CBSE’s governing body meeting held in December last year noted, which was made public recently.

Written by Abhinaya Harigovind Follow
New Delhi | Updated: March 2, 2025 08:12 IST

NewsGuard

4 min read



Students at an examination centre in New Delhi. (File)

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Also Read | CBSE 2025 Board Exams: What was the difficulty level of Class 10th Social Science paper?

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This article went live on March second, twenty twenty-five, at forty-five minutes past two at night.

TAGS: **CBSE** **CBSE Board Exams**

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NEP will not impose Hindi, TN's claim unfounded, political: Education Minister Pradhan

PTI Last Updated: Mar 02, 2025, 10:49:00 PM IST

Synopsis
Union Education Minister Dharmendra Pradhan clarified that the New Education Policy does not impose Hindi on states and that education will be in the mother tongue, e.g., Tamil in Tamil Nadu. Pradhan attributed Tamil Nadu's opposition to political reasons. Chief Minister M K Stalin argued against the necessity of a third language in schools, citing advanced translation technology.



Union Minister Dharmendra Pradhan

New Delhi: Union Education Minister Dharmendra Pradhan on Sunday asserted that the New Education Policy would not impose Hindi on states and Tamil Nadu's opposition had "political reasons" behind it. "We have never said in NEP 2020 that only Hindi will be there; we have only said that education will be based on mother tongue, in Tamil Nadu, it will be Tamil," Pradhan told reporters here.

The comments by the Education Minister come amid a tiff between the Tamil Nadu government and the Centre over the implementation of NEP and the three-language policy.

"I don't want to answer to the political ambitions of few people. NEP 2020 is focused on different languages of India, be it Hindi, Tamil, Odia, or Punjabi. All the languages have equal importance. In Tamil Nadu, few are opposing because of politics," Pradhan said.

Videos



Netanyahu thanks Trump for weapons to 'finish the job' against Iran axis



Stock Radar: Buy Chambal Fertilisers; target Rs 1800-1830

Tamil Nadu Chief Minister M K Stalin had on Friday said it was unnecessary to force any language as a third language in schools in the age of Artificial Intelligence.

"Advanced translation technology already removes language barriers instantly. Students should not be burdened with extra languages," he wrote on X.

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Artificial Intelligence(AI)

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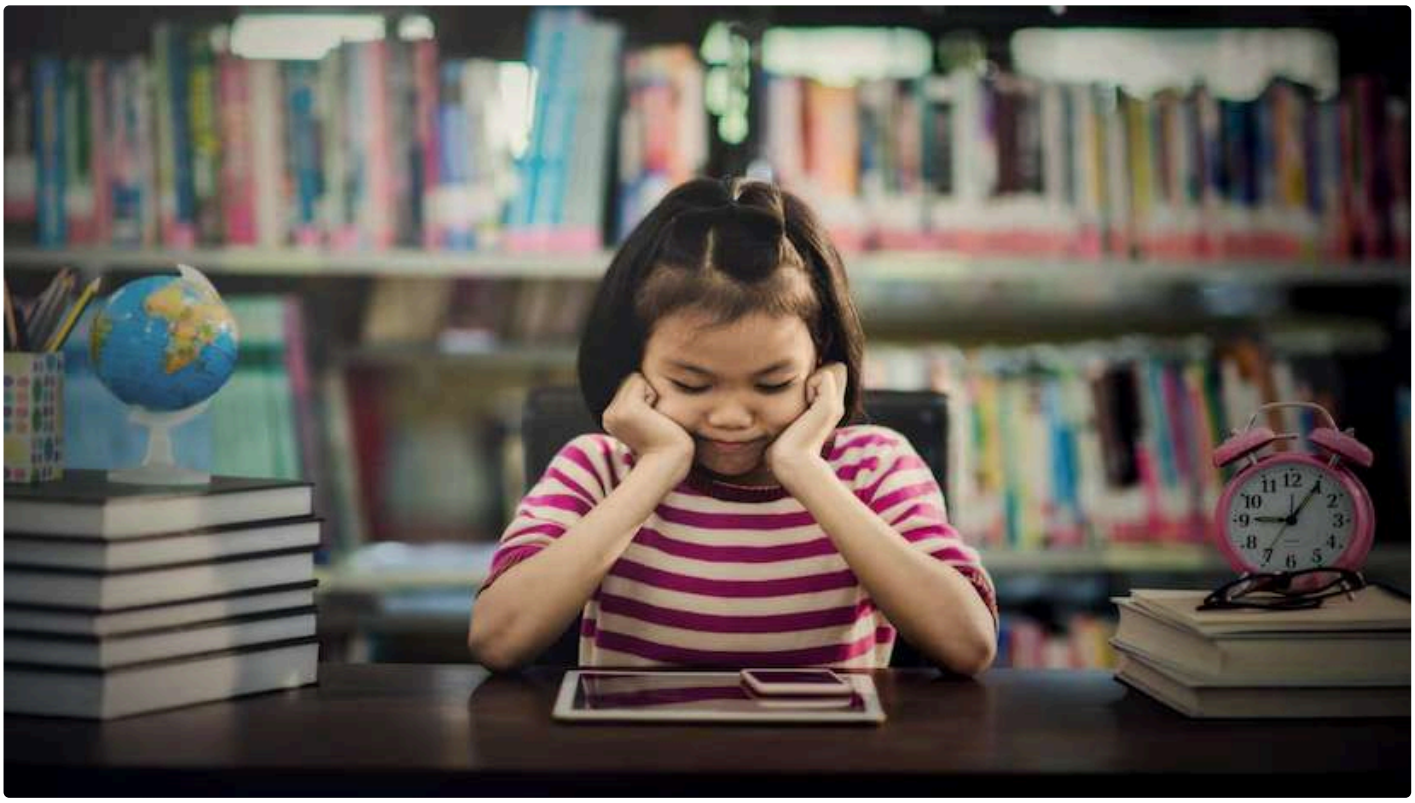
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40% population doesn't have access to education in their language: Unesco

Despite countries' growing understanding of the role of home language, policy uptake remains limited



Representational Image Of A Child Studying

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Forty per cent of the global population does not have access to education in a language they speak or understand, according to UNESCO's Global Education Monitoring (GEM) team.

Despite countries' growing understanding of the role of home language, policy uptake remains limited. Implementation challenges include limited teacher capacity to use home languages, unavailability of materials in home languages and community opposition, it said.

In some low- and middle-income countries, this figure rises to 90 per cent. More than a quarter of a billion learners are affected, GEM officials said, recommending nations to implement multilingual education policies and practices with the goal of creating educational systems that benefit all learners.

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The team, which has come up with a report titled "Languages matter: Global guidance on multilingual education", noted that as migration increases, linguistic diversity is becoming a global reality and classrooms with learners from diverse language backgrounds are more common. Over 31 million displaced youth are facing language barriers in education.

The report was compiled on the 25th anniversary of International Mother Language Day, celebrating a quarter-century of dedicated efforts to preserve and promote the use of mother tongues.

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The report comes at a time when India is in the process of implementing the new National Education Policy (NEP) that advocates multilingual education. The three-language policy in school education has drawn opposition from some states.

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"Today 40 per cent of people globally lack access to education in the language they speak and understand fluently. In some low- and middle-income countries, this figure rises to 90 per cent. More than a quarter of a billion learners are affected," a senior GEM team member told PTI.

"The first thing to note is that over the course of this decade, which has been marked by the pervasive influence of technology in young people's lives but also by the impact of Covid-19, learning levels have dropped sharply in both reading and mathematics. But the next thing to note is that the impact has been disproportionate on learners who are disadvantaged due to linguistic reasons," the official added.

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According to the analysis by the team, the gap between the two groups increased on average between 2010 and 2022, from 12 to 18 percentage points in reading and from 10 to 15 percentage points in mathematics. This suggests that learners who do not speak the language of instruction at home, whether for historical reasons or due to migration and displacement, are at a bigger risk of leaning loss.

"Countries face diverse linguistic challenges in education, stemming from both historical and contemporary factors. In the first category, often as a legacy of colonialism, languages have been imposed on local populations that prevented their use for instruction and created educational disparities.

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"At the same time, large linguistic diversity in some countries presents challenges for education systems, as resources for implementing multilingual education programmes tend to be limited," the report said.

In the second category, immigration brings new languages to classrooms in richer countries, enriching linguistic diversity but also posing challenges in instruction and assessment.

"These countries often grapple with issues such as language acquisition support for immigrant students, developing inclusive curricula that reflect diversity, and ensuring equitable access to quality education for all students, regardless of their linguistic background. The context each country faces means the policy solutions required are different," it added.

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The GEM team has recommended that educational language policies should prioritise context-specific approaches and language transition must be backed by curriculum adjustments and supported by teaching and learning materials adapted for that grade.

"In countries with significant immigrant populations, policies should support the development and implementation of effective bridging language programmes, qualified teachers, and support inclusive learning environments that cater to the diverse linguistic needs of all," it said.

"In multilingual contexts, training should ensure proficiency in both home and second languages; teacher deployment could match the teacher's language fluency with the language of instruction of the target school; early childhood educators should be trained on culturally and linguistically responsive pedagogy," it added.

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Planning for strong support systems outside of schools to ensure the success of new multilingual education policies and supporting school leaders to foster inclusion in schools are also among the recommendations.

"Countries should ensure that the selection, recruitment and training of school leaders includes a focus on fostering inclusion in schools, inclusive of multi-lingual students' needs. School leader professional standards should emphasise the importance of collaboration between leaders and parents and the community to build bridges between linguistic groups," it said.

(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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दैनिक जागरण, 3 मार्च 2025, पृष्ठ सं. - 3

स्कूलों में बच्चे के स्मार्टफोन ले जाने पर रोक से इन्कार

जागरण संवाददाता, नई दिल्ली: स्कूलों में बच्चों के स्मार्टफोन ले जाने पर रोक लगाने से इन्कार करते हुए दिल्ली हाई कोर्ट ने निगरानी और विनियमित करने की वकालत की है। स्मार्टफोन के संबंध में दिशानिर्देश जारी करते हुए न्यायमूर्ति अनूप जयराम भंभानी ने कहा कि फोन को लेकर अभी तक नकारात्मक परिणाम सामने नहीं आए हैं और इसके इस्तेमाल के कई उद्देश्य हैं। इससे न सिर्फ बच्चे स्वजन के संपर्क में रहते हैं, बल्कि स्कूल आने में बच्चों की सुरक्षा सुनिश्चित करने में मदद करता है।

दिशानिर्देश तय करते हुए अदालत ने स्पष्ट किया कि स्कूलों में छात्रों द्वारा स्मार्टफोन ले जाने पर प्रतिबंध नहीं लगाया जा सकता है। हालांकि, स्कूल प्रबंधन



स्मार्टफोन की निगरानी कर सकेंगे। केंद्रीय विद्यालय के एक छात्र की याचिका पर सुनवाई करते हुए पीठ ने कई अहम दिशानिर्देश जारी किए।

याचिका में स्कूल में फोन प्रतिबंधित करने को लेकर दिशा निर्देश तय करने की मांग की गई थी। याचिकाकर्ता छात्र के नाम को गोपनीय रखते हुए अदालत ने मामले में स्कूल, केंद्रीय विद्यालय संगठन, सीबीएसई और राष्ट्रीय बाल अधिकार संरक्षण आयोग (एनसीपीसीआर) को भी पक्षकार बनाया गया था।

हाई कोर्ट ने तय किए अहम दिशानिर्देश

- छात्रों को स्कूल में स्मार्टफोन ले जाने से नहीं रोका जाना चाहिए, लेकिन उपयोग की निगरानी हो
- स्कूल में प्रवेश करते समय फोन जमा करने और घर लौटते समय वापस लेने की व्यवस्था होनी चाहिए
- स्मार्टफोन से कक्षा में शिक्षण, अनुशासन या शैक्षिक वातावरण में बाधा नहीं आनी चाहिए। इसके लिए कक्षा में स्मार्टफोन के उपयोग को प्रतिबंधित किया जाना चाहिए।
- स्कूल के कामन एरिया के साथ-साथ स्कूल वाहनों में भी कैमरे का इस्तेमाल प्रतिबंधित होना चाहिए
- छात्रों को डिजिटल शिष्टाचार और स्मार्टफोन के नैतिक उपयोग के बारे में शिक्षित करना चाहिए
- स्कूल में निगरानी करने की नीति माता-पिता, शिक्षकों और विशेषज्ञों के परामर्श से बनाई जानी चाहिए।
- स्कूलों अपनी परिस्थितियों के अनुकूल नीतियों को लागू करें
- उपयोग के नियमों का उल्लंघन रोकने के लिए पारदर्शी, निष्पक्ष नियम लागू किए जाए।
- तेजी से बदलती तकनीकी और उभरती चुनौतियों से निपटने के लिए नीति की नियमित समीक्षा और संशोधन किया जाना चाहिए
- सुरक्षा और समन्वय के उद्देश्य से कनेक्टिविटी के लिए स्मार्टफोन के उपयोग की अनुमति होनी चाहिए, लेकिन मनोरंजन के लिए उपयोग की अनुमति नहीं होनी चाहिए

The Times of India, 3 March 2025, Page No.- 9

One-year MEd programme to be research-centric

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Much like the one-year BEd programme, the National Council for Teacher Education (NCTE) is bringing back the one-year MEd programme from 2026-27. This programme is being reintroduced around a decade after it was discontinued in 2014 when the two-year MEd programme gained precedence. The decision to roll back the one-year MEd programme comes in the wake of the new Draft NCTE (Recognition Norms and Procedure) Regulations, 2025, which was recently approved and is now available for public feedback. The one-year MEd programme will be a full-time programme, while a two-year part-time MEd will also be started for working professionals who are teachers and education administrators.

Ensuring flexibility

As per the draft, the one-year MEd full-time programme is an advanced level course of 40 credits spread over two semesters. Speaking to *Education Times*, Pankaj Arora, chairman, NCTE, says, "This new restructuring is aligned with NEP 2020 and the UGC Framework for PG programmes, ensuring flexibility for students at different stages of their academic journey. Moreover, since UG students are increasingly enrolling for the Four-Year Undergraduate Programme (FYUP), the NCrF has proposed that after four years of graduation, students can come straight to the one-year master's degree. However, since this a specialised master's programme, FYUP students will have to complete one-year BEd before they can enrol for the one-year MEd programme." Alternatively, candidates seeking admission to the MEd full-time programme should have obtained at least 50% marks or an equivalent grade in BEd 1-Year/ BEd 2-Year/ITEP or dual degree BA BEd/ BSc BEd/BEl Ed/BCom BEd

The course will be spread over two years for working professionals

to apply for the programme. Notably, the UGC has proposed three types of master's programmes. While one is pure research-centric, another is coursework-centric while a third category is core papers-driven. "The new MEd programme is based on a mixed model where coursework, practical training and research will enable the teacher educators to improve the quality of teaching-learning and research," Arora says. Until 2014, MEd was a one-year programme before the NCTE shifted it to a two-year master's programme. The new one-year MEd is different from the earlier one-year programme considering it is more research-centric and in keeping with global standards.



Focus on analytical skills

Highlighting that the new MEd programme will save a year of the aspirants, Vandana Saxena, professor, Department of Education, DU, emphasises, "This is a totally different programme. The earlier programmes were content-heavy and lacked proactive participation of students in their own learning even at master's level. This programme, on the other hand, is focused on developing analytical and higher order research skills among students while keeping them firmly grounded in theoretical understanding."

"While the two-year MEd programme may have had less enrolments which could be a factor for reviving the one-year programme, it was important to give students a shorter duration course without compromising on the quality of education. Additionally, the two-year MEd was losing its charm among students," Arora says.

The 2-year MEd programme will be discontinued from 2026-2027 and no fresh admission will be allowed to any of the existing institutions conducting 2-year MEd programme after 2025. Once a portal is launched in April/May 2025, students can register for the 1-year MEd programme. A single nation-wide entrance test is expected to be conducted by the NTA for admission to the full-time programme.

The Indian Express, 3 March 2025, Page No.- 10

First launched by Delhi varsity, NCTE proposes to discontinue 4-year B.El.Ed by 2026

ABHINAYA HARIGOVIND
NEW DELHI, MARCH 2

THREE DECADES after it was first launched by Delhi University, the National Council for Teacher Education (NCTE) has proposed to discontinue the B.El.Ed (Bachelor of Elementary Education) programme, a four-year degree programme in elementary teacher education.

The draft NCTE (Recognition Norms and Procedure) Regulations, 2025, which were made public for feedback recently, said that the B.El.Ed programme shall be discontinued from the 2026-27 academic session onwards, and no fresh admissions shall be allowed to any of the existing institutions conducting the four-year B.El.Ed programme.

Institutions which have been granted recognition for the B.El.Ed programme "shall continue and they shall be allowed to enroll students subject to the condition that they shall transit to the new Integrated Teacher Education Programme (ITEP)" before the start of the 2026-27 academic session, the draft regulations said.

The last time that the NCTE issued regulations that specified the norms and standards for teacher education programmes was in 2014. The 2014 regulations said that B.El.Ed, offered as a professional degree programme after class 12, prepared teachers for the elementary stage of education, which is classes I to VIII. While Delhi University launched it in the 1994-95 academic year, the NCTE first notified regulations for the B.El.Ed programme in 1999.

"This year, we will allow admissions to the B.El.Ed programme, but from 2026 onwards, admissions will not be allowed. We have proposed that this programme should transit into ITEP. We are bringing new programmes in light of the National Education Policy (NEP) 2020, so the old programmes will get merged into the new ones," NCTE Chairman Pankaj Arora said.

ITEP, a four-year programme (BA B.Ed/ B.Sc B.Ed/ B.Com B.Ed) after class 12, which was launched in pilot mode in a few institutions from the 2023-24 academic session onwards, will no longer be on pilot mode and will be offered as a regular programme for teacher education from the 2025-26 session onwards, and will have four specialisations – Yoga, Physical Education, Sanskrit Education, and Art Education.

In 2023, the Delhi University Academic Council approved a resolution to replace B.El.Ed with ITEP. Arora said that around 90-95 institutions across the country offer B.El.Ed. The draft regulations also provide for one-year B.Ed and M.Ed programmes.

While the National Testing Agency (NTA) conducts the National Common Entrance Test (NCET) for ITEP, the draft regulations specify that admissions to the B.Ed and M.Ed programmes will also be through a "subject and aptitude test conducted by the NTA". The regulations add that "a single nationwide entrance test will be conducted by NTA" for these courses. Admissions to B.Ed and M.Ed courses in central universities are currently via the CUET-UG and CUET-PG, conducted by the NTA.

Arora said that the modalities of the test for B.Ed and M.Ed – whether it will be in line with the CUET or separate tests altogether – are yet to be worked out. "It will be a nationwide test through the NTA. At the moment, we have not decided on the entrance procedure. The modalities will be worked out soon. Admissions under these regulations will take place in 2026," he said.

ITEP is a key feature of the draft regulations. If a higher education institution wants to offer a B.Ed course, it must either already offer ITEP or must run ITEP by 2030.

NEP 2020 states: "By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools."

"The policy mandate is that ITEP will be the premier programme of teacher education by 2030. So, only if the institution is offering ITEP, it can offer other programmes of teacher education," Arora added.

Poonam Batra, professor of education, previously with Delhi University, who helped develop and co-ordinate the B.El.Ed programme for over two decades, said, "Closing down the B.El.Ed, will be a major disservice to the sector of teacher education in the country. B.El.Ed is the only integrated programme that prepares teachers via robust interdisciplinarity study, equipping them to innovate in classes on the basis of new frontiers of knowledge in school subjects and students' diverse contexts and queries. It is a content and pedagogy rich programme, focuses on the teachers' personal and professional development and integrates theory and practice via 70 percent practicum across all four years. Many of its features have shaped the two-year BEd." "Curriculum design has always been the prerogative of the university. With ITEP, this autonomy of the university is taken away, threatening the preparation of teachers to become homogenised. How then are teachers expected to teach in diverse classrooms —a reality in India? The ITEP claims to be integrated. It is in effect a 3+1 model…three years of graduation and one year of education within a colonial frame. This was what the B.El.Ed changed successfully. Why close it then?" she added.

The Times of India, 3 March 2025, Page No.- 13

From interviews to personalised learning, AI revolutionising edu

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Mumbai: The pressure cooker of management school interviews this year acquired a digital sheen. Instead of facing a panel of professors, candidates at a city B-school sat across a panel that comprised a teacher and an AI-assisted interviewer—an indigenous tool on a computer designed to probe, analyse, and even cross-check responses.

"You mentioned your role in your family business," the AI prompted an interviewee.

"Can you share examples of the changes you introduced?" The algorithm listened, parsed, and flagged discrepancies—picking up contradictions between the candidate's answers and statement of purpose.

Welcome to the new age of Indian campuses, where AI is reshaping day-to-day activities. If AI-assisted interviews have already started refining student selection at NMIMS School of Business Management, a committee of Indian Institute of Technology, Bombay, decided to use AI to tailor sharper lessons.

Dr Homi Bhabha State University (HBSU) has an entire digital workforce of 'AI agents' to handle administrative tasks, such as scheduling calls or interviews. In some schools, AI-driven solutions customise learning for students with special needs.

About the newly formed 'teaching, learning and assessment committee' at IIT-B, director Shireesh Kedare said it is an attempt to modify pedagogy and make teaching more active. Formed six months ago, the panel took inputs from various departments to take teaching beyond what is available on the Web and assess whether IIT-B could incorporate activities in the classroom or reshape assessment in a manner that students could use their creativity and not just input data in an AI tool for answers.

For many educational institutes, AI is breaking down large systems into smaller and more achievable goals. Technology is eliminating inefficiencies, ensuring teachers can focus on creativity, mentorship, and critical thinking, rather than get bogged down by grading and administrative work.

Textbook publisher Navneet is offering an AI tool with its books to help teachers draw up presentations, use simulations, and even offer "deeper research" for students wanting to explore beyond.

At HBSU, AI is not just facilitating education, it's redefining student support services. "We are using agentic AI for personalised performance assessments," said VC Rajanish Kamat.

The AI systems pinpoint areas where students struggle, and generate customised remedial teaching sessions.

Consider the experience of NMIMS School of Business Management, which picked up around 2,000 from the thousands of candidates who applied this year with the help of an AI tool. "The AI-assisted interviews allowed all candidates a uniform duration—20 minutes — to prove themselves. The AI tool has their resume and statement of purpose uploaded in the backdrop, and apart from general questions, some are asked from what they submitted in their documents," explained

Pro-Vice Chancellor Sharad Mhaiskar. The month-long exercise of interviews, said candidates, felt a lot less stressful, in some cases very relevant. "When I went to another B-school for an interview, I was asked questions about my religion, another panellist asked me who from my past I would like to meet once before I die," said Aakash Gujral, a management aspirant.

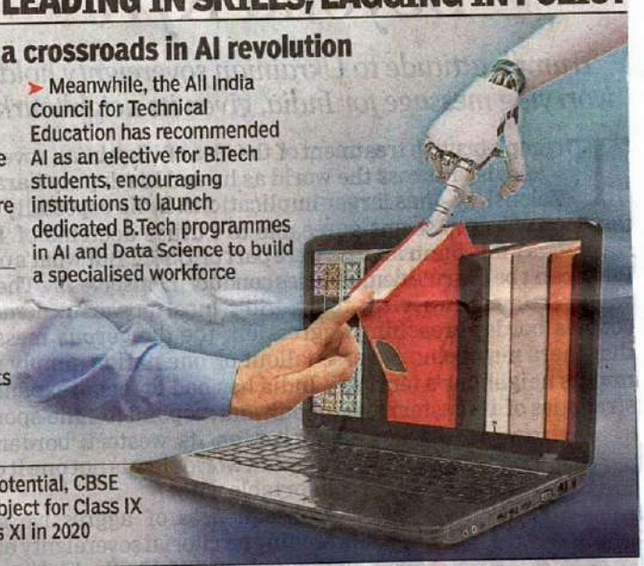
AI's integration into curriculum design is now nearly universal across institutions. Many have already embedded AI modules within their coursework. Meanwhile, schools like R. N. Podar School are experimenting with AI to make teaching plans.

"We are trying to use AI to predict which colleges students should apply to based on past performance, chart their mental health trends, and improve teaching methodologies," said director-principal Avnita Bir. While AI offers remarkable advantages, institutions remain mindful of its ethical challenges and privacy concerns. "We have experts advising us on using AI responsibly so that no student is harmed," Bir added.

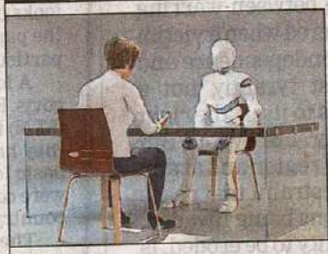
AI PARADOX: LEADING IN SKILLS, LAGGING IN POLICY

India stands at a crossroads in AI revolution

- According to UNESCO's 2022 State of Education Report, the country boasts the highest AI skill penetration rate—more than three times the global average
- Yet, there is no formal policies governing AI in education, even as concerns grow over its misuse in generating deepfakes and academic dishonesty
- Meanwhile, the All India Council for Technical Education has recommended AI as an elective for B.Tech students, encouraging institutions to launch dedicated B.Tech programmes in AI and Data Science to build a specialised workforce
- Recognising AI's potential, CBSE introduced it as a subject for Class IX in 2019, and for Class XI in 2020



Deep-AI on campuses



The Ashwin Mittal Center of Excellence in Advanced AI Solutions for Business Decisions at IIM, Mumbai, focuses on large language models, machine learning, knowledge graphs, and predictive analytics

- The center will explore AI's transformative impact on business, trade, and commerce
- It will empower students and faculty to tackle real-world challenges, fostering entrepreneurial spirit and positioning IIM, Mumbai, as a leader in AI and Analytics innovation

At the National Institute of Technology Rourkela, a research team has developed an AI-based tool aimed at improving traffic management in developing countries

- Research team has leveraged an Intelligent Vehicle Detection system, which uses computer vision to identify vehicles in images and videos
- This system collects real-time traffic data to optimise traffic flow, reduce congestion, and aid in future road planning

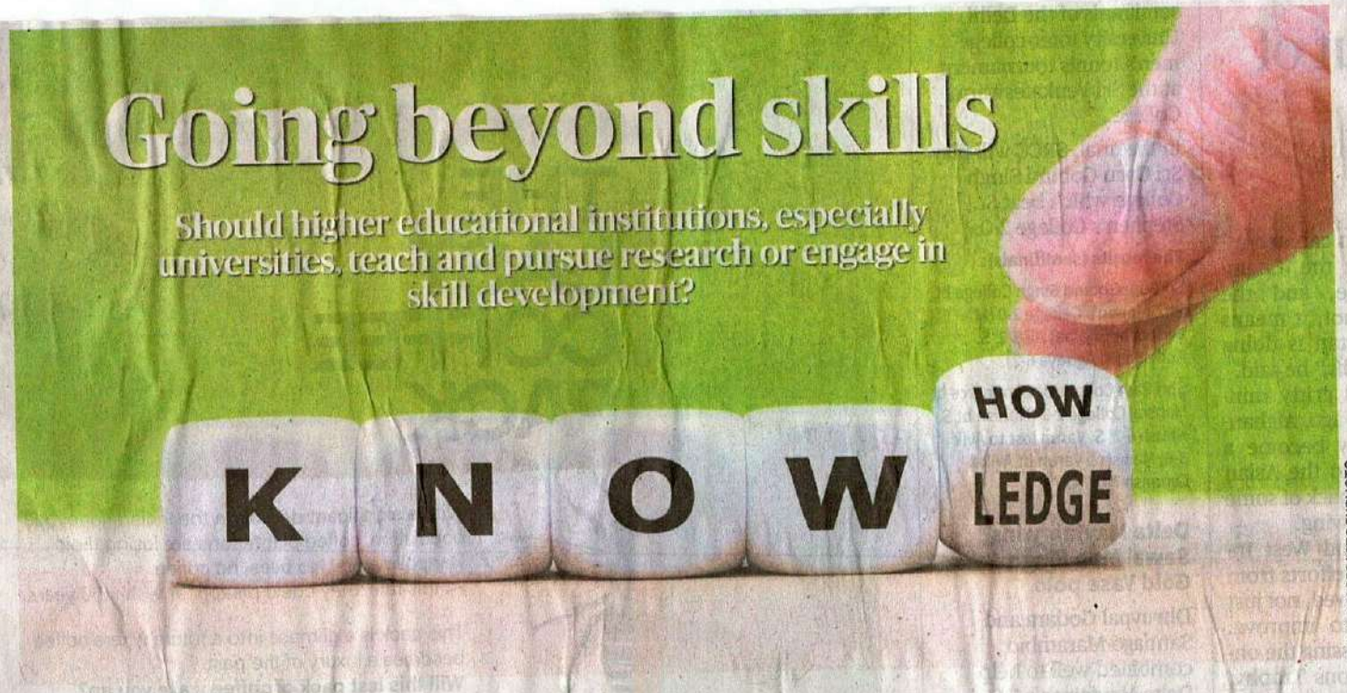
Again, at the National Institute of Technology, Rourkela, another team has developed an AI-driven breakthrough to improve blood sugar predictions for diabetics

- The study introduces a machine-learning model that sharpens glucose forecasting
- By enhancing accuracy, this innovation empowers individuals and doctors to make more precise, personalised treatment decisions

The Hindu, 3 March 2025, Page No.- 18

Going beyond skills

Should higher educational institutions, especially universities, teach and pursue research or engage in skill development?



GETTY IMAGES/ISTOCKPHOTO

A. Joseph Dorairaj

These days, words like 'skilling,' 'upskilling' and 'reskilling' reverberate in the corridors of higher educational institutions. The recent push towards skilling and vocational education has reignited the debate on liberal versus vocational education highlighting the academic-vocational divide.

Development

In 387 BCE, Plato's academy in Athens – considered the prototype of a modern university – focussed on elenchus and dialectics. The aim was to train youth to be aware of inbuilt contradictions and inconsistencies in discourses and to direct their thinking in terms of contraries. Aristotle, an alumnus, continued this tradition with his Lyceum, established in 334 BCE.

In modern times, Wilhelm von Humboldt, the architect of Berlin University founded in 1810, proclaimed that a university had a dual mandate: teaching and undertaking research. The Humboldtian model of a university as a research-intensive institution is being followed in the West currently.

John Newman, in his *The Idea of a University* (1852) argued that knowledge is its own end. Liberal education, according to him, is the "process of training, by which the intellect – instead of being formed or sacrificed to some particular or accidental purpose, some specific trade or profession, or study or science – is disciplined for its own sake, for the perception of its own proper object, and for its own highest culture". He pointed out that liberal education enables students to have "a cultivated intellect, a delicate taste, a candid, equitable, dispassionate mind, a noble and courteous bearing in the conduct of life". He made a valuable distinction between liberal knowledge and useful knowledge, and correlated liberal knowledge with university education.

In recent times, India's National Education Policy 2020 (NEP) categorised higher educational institutions into three clusters: research-intensive universities, teaching-intensive universities, and autonomous colleges vested with the power to award degrees. All three are called upon to focus on teaching and research, but at different levels.

Skills gap

Today, CEOs of reputed companies lament the skills gap in students despite them having gone through undergraduate (and, in some cases, postgraduate) studies and are desperate to close the gap to get hold of industry fit workers. To achieve this, a generous dose of vocational education is recommended so that students are also trained in skills through certificates and diplomas in addition to their degree. The UGC document, "Guidelines for Introduction of Bachelor of Vocation (B.Voc.) Programme in Universities and Colleges under the National Skills Qualifications Framework (NSQF), 2015" mirrors this changing situation: "It has been a long-felt necessity to align higher education with the emerging needs of the economy so as to ensure that the graduates of higher education system have adequate knowledge and skills for employment and entrepreneurship." Accordingly, three skill development schemes have been introduced: Community College, B.Voc. Degree Programme, and Deen Dayal Upadhyay Kaushal Kendras (DDUKKs).

Should higher educational institutions, especially universities, teach and pursue research or engage in skill development? While some argue that the Humboldtian model should not be tampered with, others point out that universities should meet industry requirements and focus on skill-development. A few others, adopting a pragmatic stance, point out that universities should do both – teach and pursue higher-order research and also prepare students to secure gainful employment.

Colleges and universities should train students to think analytically and equip them with the skills to translate concepts and ideas into action. This will ensure the connection between classrooms and the real world so that concepts and theories can be applied in real life and real-world issues are also discussed in classrooms for viable solutions.

Job descriptions are vital. Let universities and postgraduate colleges relentlessly pursue research in addition to teaching. They should not be burdened with skill development though students should acquire the skills of transforming and crystallising thoughts into action. Let Community Colleges, ITIs and DDUKKs and, to some extent, undergraduate colleges take up skill development in a full-fledged manner.

But, even here, a dose of liberal education is required; for, ultimately, the purpose of higher education is to enhance students' intellectual capacities. Diluting the mandate of higher educational institutions for short-term gains and converting them into skill developers and managers would be detrimental in the long-run. An excessive focus on skill development will eventually lead to an impoverished intellectual climate in higher educational institutions, especially in universities.

Different categories of institutions should adhere to their respective mandates and their roles and responsibilities should not be diluted or mixed up. An entire generation brought up largely on skill development may not be endowed with corresponding cognitive and meta-cognitive competencies, which would be a recipe for disaster.

The writer is Emeritus Professor, Gandhigram Rural Institute Deemed-to-be University, Tamil Nadu

The Hindu, 3 March 2025, Page No.- 6

The student and the three language debate



R. Seshasayee

is a corporate director and author

In the rhetoric of partisan politics surrounding the three language formula, unsurprisingly, the most important stakeholder has been forgotten: the student.

First, it is the child who goes to a public (government) school, and no one else, who should be at the very centre of this debate. Students in public schools form about 55% of the school enrolment in Tamil Nadu. Children in private schools (largely from the upper class) increasingly rely on supplemental learning beyond school hours, i.e., coaching or tuition classes, which a public school student cannot afford. The critical question is this: is learning three (instead of two) languages essential to enable a child from a public school to compete with other more privileged candidates in the job market and become a productive, value-adding citizen?

Second, while the National Education Policy (NEP) is path-breaking on many accounts, there are a few provisions that ignore the ground realities of public education in India, especially at the primary and secondary levels. The three language formula is one such issue.

A problematic hypothesis

The NEP declares that the compulsory learning of three languages is intended to improve the cognitive ability of students, enable mobility for employment and promote national integration. This very hypothesis is a problematic one.

Language is a necessary tool for acquiring knowledge and for communication. However, with the breathtaking progress in technology, particularly Artificial Intelligence, language proficiency itself will gradually lose its significance as a tool for knowledge acquisition. You could post your query in any language, in say Google Gemini (even children in a public school will hopefully soon have access either through a smart classroom or a smartphone), and get an answer instantly.

In the years ahead, this access will only get cheaper and better. There is of course indisputable evidence linking language skills with cognitive abilities, but none which establishes that proficiency in more languages will proportionately improve cognitive abilities. In fact, research suggests quite the contrary – that a strong foundation in a child's mother tongue is essential before introducing additional language(s).

A third language will certainly enable better communication with the community that speaks that language. But that is a choice that most adults make as a part of the profession they choose. Tamil *'thambis'* quickly learn Hindi when they join the Indian Army and thrive famously. Tamilian salesmen speak flawless Marathi when they sell their wares in Maharashtra.

Third, the state of primary education is pathetic, nationally and in Tamil Nadu, as highlighted in the Annual Status of Education Report (ASER) Survey 2024. Despite some good initiatives in recent times, 88% of class three students in Tamil Nadu still lack basic literacy proficiency.

The challenge is even greater with the second language, English. Many top-scoring students, even from English-medium public schools, struggle to adapt when transitioning to English-medium instruction in college, particularly in professional courses, because in the school, they are taught in Tamil, not in English.

> There is no academic merit in thrusting a third language on students: there could be a risk of raising a generation that is handicapped to compete nationally

Focus on teaching and learning

The response to the shocking state of quality in primary (and carried forward to secondary and higher secondary) education is to massively improve teaching quality and learning outcomes, and not to add one more language. There is a finite time available at school to 'cover' all subjects. With acquisition of knowledge getting easier and quicker through technology, education should increasingly focus on developing attributes such as curiosity, critical thinking and creativity, which are critical to success in the 21st century. There is a need to provide more time and space in the curriculum for inculcating these traits, rather than thrusting a third language. Within this finite time, it is important to enable deeper learning than wider learning.

Fourth, it is not clear how public schools would be able to find adequate and competent teachers for a third language, even assuming that every parent chooses Hindi and not a variety of other languages. There is every reason to fear the quality of teachers leading to inferior learning. Despite Tamil Nadu having one of the highest per-child education budgets in the country, 80%-90% of the budget is spent on teacher salaries, while infrastructure suffers. The cost of having third language teachers could eat into the funds available for infrastructure.

Language is a great anchor of cultural values. National unity is indeed a foundational value, and the Constitution provides for the propagation of Hindi. While a common language is desirable, it would be at the tail end of cultural initiatives to promote unity. A spirit of respect for other cultures and a shared sense of history should be an integral part of learning. A third language is neither the only nor a superior way to inculcate these values.

That said, education should lead to a choice of gainful employment opportunities. So long as opportunities for public school students are available within the State, either from government, private enterprise or self employment (the case thus far), the need for a third language may not be critical. However, the system outcomes must facilitate wider choices for students from Tamil Nadu to compete for the best educational and employment opportunities, nationally and even globally.

So long as English continues to be an official language in examinations for central services, the defence services and the judiciary, students from Tamil Nadu should be able to compete at a national level, as they have done successfully for several decades. Better teaching/learning of English would improve their competitiveness in the world, which is increasingly looking for English-literate service providers.

The politics and the student

So, what is the way forward? There are two dimensions to this problem: politico-cultural and child development.

The right or wrong of the ruling party's politics on the issue is not the subject of this article. But it is important to acknowledge ,from a child development perspective, that it is a two-front political battle, i.e., one, stopping Hindi 'imposition' on the State; and two, fighting to retain the robust status of English nationally. The second is a more challenging task.

The State's politics may not harm the future of students, as long as English continues as an official language at the Centre with equal force and usage.

However, if, nationally the landscape is likely to change with Hindi progressively replacing English (in spirit even if not in letter because of constitutional safeguards), the State's politics should factor this reality and seriously consider insulating the child's development from the crossfire of political battles.

Here is a possible approach that has the interests of the child in mind.

Since there is no academic merit in thrusting a third language on the child, particularly at the primary level, Hindi could be offered, as an option as a third language from middle public school. This could be started in schools in the district headquarters and progressively expanded to other schools, depending on demand, which, in turn, will depend on the momentum of Hindi replacing English at the national level.

A rigid political position could result in a generation of students that is handicapped to compete nationally. This issue should be a debate and a discussion, and not a war that destroys the future of the young.

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Education minister clarifies NEP 2020 doesn't impose Hindi and promotes education in the mother tongue

PTI / Updated: Mar 3, 2025, 09:01 IST

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Union Education Minister Dharmendra Pradhan clarified that the New Education Policy (NEP) will not impose Hindi on states, emphasizing education will be in the mother tongue. This came amid Tamil Nadu's opposition due to political reasons. CM Stalin ...Read More



New Delhi, Union Education Minister Dharmendra Pradhan on Sunday asserted that the New Education Policy would not impose Hindi on states and Tamil Nadu's opposition had "political reasons" behind it. "We have never said in NEP 2020 that only Hindi will be there; we have only said that education will be based on mother tongue, in Tamil Nadu, it will be Tamil," Pradhan told reporters here.

The comments by the Education Minister come amid a tiff between the Tamil Nadu government and the Centre over the implementation of NEP and the three-language policy.

"I don't want to answer to the political ambitions of few people. NEP 2020 is focused on different languages of India, be it Hindi, Tamil, Odia, or Punjabi. All the languages have equal importance. In Tamil Nadu, few are opposing because of politics," Pradhan said.

Tamil Nadu Chief Minister M K Stalin had on Friday said it was unnecessary to force any language as a third language in schools in the age of Artificial Intelligence.

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"Advanced translation technology already removes language barriers instantly. Students should not be burdened with extra languages," he wrote on X.

The DMK leader also alleged that the BJP insists everyone in north India knows Hindi "to buy tea, pani puri, or use toilets ..."

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Government Policies 2 Min Read

All India teachers' body dismisses NEP as 'unconstitutional' and 'undemocratic'

Over 500 delegates from 26 states attended the two-day National Conference on Education Policy (NEP) 2020, held at PAU, Ludhiana, on Sunday, where the All Ind Federation of University and College Teachers Organisations (AIFUCTO) announce a massive rally on April 29 to protest the central govt's NEP 2020. They also plan a Bhuvneshwar on May 27 and a demonstration in Varanasi on July 12.

Updated On Mar 3, 2025 at 05:17 PM IST

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increasing centralisation and corporatisation by the central govt

the All India Federation of University and College Teachers Organisations (AIFUCTO) announced plans for a massive rally on April 29 to protest the central govt's NEP 2020. They also plan a dharna in Bhuvneshwar May 27 and a demonstration in Varanasi on July 12.

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The teachers' body dismissed the NEP 2020 as "undemocratic and exclusionary", accusing it of promoting increasing centralisation and corporatisation by the central govt. They said the growing corporatisation of educational institutions and the push for privatisati would make education more expensive and beyond the reach of ordina people.

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administrative powers would be vested with it, which is detrimental to the education system," he added.

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Dr Kumar emphasised that the democratic rights teachers have earned up to this point are the direct result of their prolonged struggle. He urged that, during this difficult period, it is essential for teachers across the country to unite on a large scale to protect the existence of public educational institutions in higher education.

He noted that after the implementation of liberal policies, the central govt has been systematically diminishing the budget for higher education, with the intention of reducing it to zero. He highlighted the non-appointment of regular teachers and the reduction of govt funding from 80% to 50% as clear examples of this trend.

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Dr M Nagarjuna, president of AIFUCTO, while addressing the challen faced by higher education, stated that the central aim of the govt's nev NEP 2020 is to implement its Hindu nationalist agenda. As a result, democratic and impartial educational policies in the higher education sector are currently facing a crisis.

The teachers' body also lamented reduced grant for aided colleges in Punjab which has been reduced from 95% to 75%. They also censured withdrawal of MPhil and PhD increments in the recent UGC Draft Regulation 2025.

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Protests against NEP, Hindi now erupt in US

All languages are equally important, no Hindi push: Dharmendra Pradhan

The debate over the National Education Policy (NEP) 2020 has reignited, with Union Education Minister Dharmendra Pradhan clarifying that the policy does not impose Hindi on any state.

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Addressing journalists, Pradhan made it clear that the NEP encourages mother tongue-based education.

India Today Education Desk

New Delhi, UPDATED: Mar 3, 2025 13:24 IST

In Short

- NEP 2020 does not impose Hindi, says Education Minister Pradhan
- Tamil Nadu's opposition to NEP is politically motivated, Pradhan claims
- NEP promotes mother tongue-based learning and multilingual education

Union Education Minister Dharmendra Pradhan on Sunday, March 2, 2025, stated that the New Education Policy (NEP) 2020 does not force Hindi upon any state. He further mentioned that the opposition of Tamil Nadu government to the policy was politically motivated.

Addressing journalists, Pradhan made it clear that the NEP encourages mother tongue-based education. "We have never said in NEP 2020 that Hindi alone will be there. Education will be in the native language. In Tamil Nadu, it will be Tamil," he explained.

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His statements come at a time when the Tamil Nadu government remains opposed to the three-language policy of NEP 2020. The state has voiced concerns regarding the policy's influence on regional languages.



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Pradhan brushed off such concerns as political. "NEP 2020 highlights all languages, including Hindi, Tamil, Odia, and Punjabi. All languages carry equal importance. Some people in Tamil Nadu are opposing it due to political motives," he asserted.

Earlier in the day, Pradhan spoke at a function to commemorate the 126th Foundation Day of Hindu College at Delhi University. He emphasised the importance of the three-language policy and its contribution to employment and national integration.

"The three-language formula must be adopted nationwide," he stated. He also stated that a multilingual school system would assist individuals in gaining employment from any region. "Experts have identified a trilingual formula as the way forward, given the social, cultural, and economic circumstances of the country," he stated.

The NEP 2020 suggests education in mother tongues or local languages at least up to Class 5. It also suggests the acquisition of several languages to improve communication and career prospects.

(WITH PTI INPUTS)

Published By: Rishab Chauhan

Published On: Mar 3, 2025

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40% global population doesn't have access to education in language they understand, according to UNESCO

PTI | , New Delhi

Mar 03, 2025 08:03 AM IST

As per UNESCO's Global Education Monitoring (GEM) team, as migration increases, linguistic diversity is becoming a global reality.

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Forty per cent of the global population does not have access to education in a language they speak or understand, according to UNESCO's Global Education Monitoring (GEM) team.



The UNESCO report comes at a time when India is in the process of implementing the new National Education Policy (NEP) that advocates multilingual education.

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Despite countries' growing understanding of the role of home language, policy uptake remains limited. Implementation challenges include limited teacher capacity to use home languages, unavailability of materials in home languages and community opposition, it said.

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of a billion learners are affected, GEM officials said, recommending nations to implement multilingual education policies and practices with the goal of creating educational systems that benefit all learners.

The team, which has come up with a report titled "Languages matter: Global guidance on multilingual education", noted that as migration increases, linguistic diversity is becoming a global reality and classrooms with learners from diverse language backgrounds are more common. Over 31 million displaced youth are facing language barriers in education.

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The report was compiled on the 25th anniversary of International Mother Language Day, celebrating a quarter-century of dedicated efforts to preserve and promote the use of mother tongues.

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Yes No

The report comes at a time when India is in the process of implementing the new National Education Policy (NEP) that advocates multilingual education. The three-language policy in school education has drawn opposition from some states.

"Today 40 per cent of people globally lack access to education in the language they speak and understand fluently. In some low- and middle-income countries, this figure rises to 90 per cent. More than a quarter of a billion learners are affected," a senior GEM team member told PTI.

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"The first thing to note is that over the course of this decade, which has been marked by the pervasive influence of technology in young people's lives but also by the impact of COVID-19, learning levels have dropped sharply in both reading and mathematics. But the next thing to note is that the impact has been disproportionate on learners who are disadvantaged due to linguistic reasons," the official added.

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According to the analysis by the team, the gap between the two groups increased on average between 2010 and 2022, from 12 to 18 percentage points in reading and from 10 to 15 percentage points in mathematics. This suggests that learners who do not speak the language of instruction at home, whether for historical reasons or due to migration and displacement, are at a bigger risk of leaning loss.

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"Countries face diverse linguistic challenges in education, stemming from both historical and contemporary factors. In the first category, often as a legacy of colonialism, languages have been imposed on local populations that prevented their use for instruction and created educational disparities.

"At the same time, large linguistic diversity in some countries presents challenges for education systems, as resources for implementing multilingual education programmes tend to be limited," the report said.

In the second category, immigration brings new languages to classrooms in richer countries, enriching linguistic diversity but also posing challenges in instruction and assessment.

"These countries often grapple with issues such as language acquisition support for immigrant students, developing inclusive curricula that reflect diversity, and ensuring equitable access to quality education for all students, regardless of their linguistic background. The context each country faces means the policy solutions required are different," it added.

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The GEM team has recommended that educational language policies should prioritise context-specific approaches and language transition must be backed by curriculum adjustments and supported by teaching and learning materials adapted for that grade.

and implementation of effective bridging language programmes, qualified teachers, and support inclusive learning environments that cater to the diverse linguistic needs of all," it said.

"In multilingual contexts, training should ensure proficiency in both home and second languages; teacher deployment could match the teacher's language fluency with the language of instruction of the target school; early childhood educators should be trained on culturally and linguistically responsive pedagogy," it added.

Planning for strong support systems outside of schools to ensure the success of new multilingual education policies and supporting school leaders to foster inclusion in schools are also among the recommendations.

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"Countries should ensure that the selection, recruitment and training of school leaders includes a focus on fostering inclusion in schools, inclusive of multi-lingual students' needs. School leader professional standards should emphasise the importance of collaboration between leaders and parents and the community to build bridges between linguistic groups," it said.

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School Education 1 Min Read

Customised NCERT books to be introduced in class 3 from this sessio

Earlier, National Council of Educational Research and Training (NCERT) books were implemented in classes 1 and 2 in council schools last year. Basic Education Council secreta Surendra Kumar Tiwari has approved the textbooks and over 45% of them have reached the district for free distribution.



Rajiv Mani
Updated On Mar 3, 2025 at 04:52 PM IST

Prayagraj: From the upcoming academic session of 2025-26, NCERT books specially customised in the context of Uttar Pradesh will be taught in class 3 of council primary schools.

Earlier, National Council of Educational Research and Training (NCERT) books were implemented in classes 1 and 2 in council schools



The basic education department gave an order to purchase 19,66,500 books for Prayagraj district, out of which 8,95,458 books have been supplied and 7,82,772 are yet to arrive

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A letter was sent by the secretary to the textbook officer in this regard.

Principal of Rajya Shiksha Sansthan, Naval Kishore, sent the newly developed books on Jan 17. Before that, consent was taken regarding the

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Basic education officer Praveen Kumar Tiwari said as soon as the traffic becomes normal, books will be sent to the blocks.

From the next session, plans are afoot to teach customised NCERT books to students from classes 4 to 8.

According to sources, instructions have been given to include it in the annual action plan so that books can be implemented in the remaining classes as well.

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Prayagraj: From the upcoming academic session of 2025-26, NCERT books specially customised in the context of Uttar Pradesh will be taught in class 3 of council primary schools.

Earlier, National Council of Educational Research and Training (NCERT) books were implemented in classes 1 and 2 in council schools last year. Basic Education Council secretary Surendra Kumar Tiwari has approved the textbooks and over 45% of them have reached the district for free distribution.

The basic education department gave an order to purchase 19,66,500 books for Prayagraj district, out of which 8,95,458 books have been supplied and 7,82,772 are yet to arrive.

The books include Veena-Ek (language), Ganit Mela (mathematics), Hamara Adbhut Sansar (environment), Bansuri-Ek (English) and Sitar-Ek (Urdu), Riyazi Mela (translated), Hamari Hairatangej Duniya (translated).

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A letter was sent by the secretary to the textbook officer in this regard.

Principal of Rajya Shiksha Sansthan, Naval Kishore, sent the newly developed books on Jan 17. Before that, consent was taken regarding the amendment by sending it to NCERT. A tender for the supply of books was already issued, and supply has also started.

Basic education officer Praveen Kumar Tiwari said as soon as the traffic becomes normal, books will be sent to the blocks.

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About the Author
Rajiv Mani >

Rajiv Mani, senior correspondent at The Times of India, Allahabad, writes on higher education in the city. The ... Read More

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चूक | सीबीएसई बोर्ड और शिक्षा विभाग के बीच तालमेल पर उठ रहे सवाल, स्कूलों के डाटा अपडेट नहीं करने को बताया जा रहा कारण

सेवानिवृत्त शिक्षकों को बोर्ड की कॉपियां जांचने का जिम्मा

■ आशीष सिंह

नई दिल्ली। दिल्ली शिक्षा विभाग की एक बड़ी चूक सामने आई है। विभाग ने केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की कक्षा 10वीं-12वीं की बोर्ड परीक्षाओं की कॉपियां जांचने का जिम्मा कई ऐसे शिक्षकों को सौंप दिया है, जो या तो सेवानिवृत्त हो चुके हैं या अस्वस्थ होने के कारण दो से तीन माह के अवकाश पर हैं।

शिक्षा विभाग की यह चूक सामने आने के बाद जिन शिक्षकों की ड्यूटी लगाई गई है वे भी हैरान हैं। सवाल उठ रहा है कि क्या सीबीएसई और शिक्षा विभाग के बीच तालमेल नहीं है।

जानकारों के मुताबिक, शिक्षा विभाग की इस चूक का असर पारदर्शिता के साथ मूल्यांकन की गुणवत्ता पर भी पड़ सकता है। मूल्यांकन प्रक्रिया परीक्षा के 10-15 दिन बाद शुरू होने की उम्मीद है। ऐसे में जब यह शिक्षक वहां नहीं पहुंचेंगे तो उत्तर पुस्तिका जांचने का काम प्रभावित होगा।

कॉपी जांचने के लिए अनुभवी और योग्य शिक्षक चुने जाते हैं। सीबीएसई के दिशा-निर्देश के मुताबिक बोर्ड परीक्षा की उत्तर पुस्तिका वही शिक्षक जांच सकते हैं, जो कि सीबीएसई से संबद्ध स्कूल में कार्यरत हों और समान विषय पढ़ाते हों।

'जब सेवा में ही नहीं तो मूल्यांकन कैसे करेंगे'

बदरपुर के एक सरकारी स्कूल से बीते वर्ष सेवानिवृत्त हो चुके टीजीटी अंग्रेजी विषय के शिक्षक राम सुख की मोलरबंद के स्कूल में मुख्य परीक्षक के तौर पर ड्यूटी लगाई गई है। उन्होंने बताया कि उनका नाम बोर्ड की उत्तर पुस्तिका जांचने की सूची में है। उन्होंने कहा कि जब वह सेवा में नहीं हैं, तो ड्यूटी कैसे कर सकते हैं। यह स्कूल की लापरवाही है कि सेवानिवृत्त होने के बाद भी उनका नाम सीबीएसई को दिया है। राम सुख ने बताया कि उन्होंने इस मामले को लेकर स्कूल को सूचित किया है और अब ड्यूटी से उनका नाम हटा दिया गया है।

गलत डाटा के कारण चूक

शिक्षा विभाग के एक अधिकारी ने बताया कि कुछ स्कूलों में इस तरह की भूल हुई है, लेकिन इसे सुधार लिया गया है। यह डाटा संकलन करने में गलती हुई है। इसे ध्यानपूर्वक ठीक किया जा रहा है। भविष्य में ऐसी चूक न हो इसकी योजना बनाई जा रही है।

मूल्यांकन में इनकी भी लगाई ड्यूटी

तुगलकाबाद की रेलवे कॉलोनी में स्थित एक सरकारी स्कूल से सेवानिवृत्त टीजीटी अंग्रेजी विषय के शिक्षक भानू ने कहा कि उनका नाम भी मुख्य परीक्षक की सूची में है। जबकि वह बीते वर्ष ही सेवानिवृत्त हो चुके हैं। वहीं, मालवीय नगर के एक सरकारी स्कूल में तैनात हिन्दी विषय की शिक्षिका ने नाम न छापने की शर्त पर बताया कि वह दो महीने के लिए स्वास्थ्य अवकाश पर हैं। इसके बावजूद उन्हें उत्तर पुस्तिका जांचने में लगाया है। इसकी सूचना उन्होंने स्कूल को दी है।

राष्ट्रीय सहारा, 5 मार्च 2025, पृष्ठ सं.- 1

स्कूलों में स्मार्टफोन पर पूर्ण पाबंदी अनुचित : हाईकोर्ट

नई दिल्ली (एसएनबी)। दिल्ली हाईकोर्ट ने हाल में कहा कि स्कूली छात्रों के स्मार्टफोन के उपयोग पर पूर्ण प्रतिबंध एक 'अवांछनीय और अव्यावहारिक' दृष्टिकोण है और इसे विनियमित किया जाना चाहिए तथा निगरानी रखी जानी चाहिए। न्यायमूर्ति अनूप जयराम भंभानी ने दिशानिर्देश जारी किए जो स्कूली छात्रों को स्मार्टफोन के उपयोग की अनुमति देने के लाभकारी और हानिकारक प्रभावों को संतुलित करने के लिए मार्गदर्शक सिद्धांतों के रूप में काम करेंगे। न्यायालय ने कहा, स्कूलों को छात्रों को जिम्मेदार ऑनलाइन व्यवहार, डिजिटल शिष्टाचार और स्मार्टफोन के नैतिक उपयोग के बारे में शिक्षित करना चाहिए। न्यायालय ने कहा, छात्रों को यह भी सलाह दी जानी चाहिए कि स्क्रीन-टाइम और सोशल मीडिया पर अधिक समय बिताने से चिंतित रहने, एकाग्रता कम होने और इंटरनेट पर डराने धमकाने की घटनाएं हो सकती हैं। न्यायाधीश ने 28 फरवरी को पारित आदेश में कहा, प्रौद्योगिकी के उपयोग के संबंध में पिछले वर्षों में बहुत कुछ बदल गया है।



दिल्ली हाईकोर्ट ने कहा, फोन के उपयोग पर निगरानी रखी जानी चाहिए

The Indian Express, 4 March 2025, Page No. - 11

An education for the real world

New UGC guidelines will address disconnect between academia and industry, bridge the gap between universities and job market



MAMIDALA JAGADESH KUMAR

FOR A LONG time, the inability of Indian higher educational institutions (HEIs) to integrate job-oriented skill courses in BA, BCom, and Bsc programmes — these attract a significant share of students in higher education — has significantly impacted the employability of graduates. Outdated curricula, regulatory inertia and a substantial disconnect between academia and industry were the immediate reasons for this shortcoming. However, with the introduction of the National Education Policy (NEP) 2020, regulators such as the UGC are facilitating transformation in higher education through innovative regulations, frameworks and guidelines.

Recently, the UGC announced comprehensive guidelines to incorporate skill-based education and micro/nano-credentials as part of the degree programmes offered by HEIs. These guidelines, aligned with NEP 2020, extoll skill and experiential education, aim to overhaul the conventional educational framework and bridge the gap between academic learning and the job market.

The most reasonable path for students to seize opportunities in high-demand and emerging areas is by acquiring credits in skill-based courses as part of their regular degree programmes. This enhances employability without burdening the students with extra academic stress.

A core feature of the UGC guidelines is permitting students to plan their learning by designing personalised educational journeys and earning stackable credits by choosing courses from academic disciplines and skill domains through the National Credit Framework (NCrF). The guidelines allow students to earn micro/nano-credentials through flexible and multidisciplinary learning pathways. Incorporating micro/nano-credentials in regular degree programmes is a progressive way to provide targeted skill development opportunities to students specialising in specific competencies.

UGC guidelines advise that Indian enterprises or multinational corporations (MNCs) who desire to offer skill-based courses can submit their proposals to the UGC. A committee comprising subject experts and industry representatives will evaluate the proposals based on their adherence to UGC guidelines and quality standards. Courses approved by the UGC are listed on the SWAYAM Plus platform and linked to the academic bank of credits, making them accessible to students nationwide.

The UGC's comprehensive assessment framework for skill-based courses and micro-credentials emphasises a structured, multi-tiered approach to evaluating students' competencies through internal and external assessments. Its guidelines recommend diverse areas for skill-based courses and micro-credentials. The principal areas advised by the UGC include advanced technologies such as artificial intelligence, blockchain, machine learning, cybersecurity, robotics, and data analytics courses. These will equip students with skills in high-demand sectors.

Skill-based courses in traditional crafts, textiles, tourism and hospitality management programmes could support regional economic growth in areas with a rich cultural heritage. Micro-credentials in communication, leadership, and entrepreneurship ensure students develop essential soft skills, enabling success in diverse professional environments.

The UGC guidelines encourage HEIs to align their skill-related courses with national priorities and local strengths. These institutions must, therefore, identify specific industry demands in their area and choose skill-based courses accordingly. For example, institutions in regions with agricultural sectors might offer agri-tech or sustainable farming courses, while those in financial hubs could focus on fin-tech-related courses. By using the localised approach, HEIs could ensure their education aligns with regional economic development. The adoption of these guidelines by HEIs could place Indian higher education on par with international standards by adopting global best practices in competency-based evaluation, blended learning, and collaborative assessments and ensuring that Indian graduates are globally competitive.

A closer examination of the challenges of graduate unemployability today provides a deeper sense of why skill-based courses must be an integral part of degree programmes. Regrettably, some academicians stick to an archaic view of higher education as a purely academic pursuit rather than a possibility for making students career-ready. Because of unjustified misconceptions, they view the introduction of skill-based education as a dilution of the intellectual scope of traditional degree programmes, perpetuating an elitist mindset that prioritises theoretical knowledge over practical application. Their resistance to change in higher education harms students and undermines India's progress. The understanding that it is impossible to carry on one's way into the future with a stagnant educational framework should caution us to the necessity of transforming higher education.

Considering the potential of skill-based courses to enhance student employability, more Indian HEIs must operate with accountability for the outcomes of their graduates. HEI administrators must work toward creating value for our students. They should remain concerned about whether students secure employment after completing their degrees or if they are forcing the students to pursue costly additional training to become employable. To overcome the existing mindset that constrains pragmatism, HEIs must rethink curricula, restructure faculty roles, and speedily integrate industry-relevant skill-based courses into regular degree programmes. As much as it challenges HEIs to free themselves from the conventional way of imparting education, this approach has real value. One thing is clear: HEIs must realise that our students deserve more than obsolete degrees. They merit an education that invigorates them to succeed in the real world.

The writer is chairman, UGC and former VC, JNU. Views are personal

The Times of India, 4 March 2025, Page No. - 6

Smartphones In Schools: Why Guided Use May Be The Answer

With Tech Here To Stay, Responsible Usage is Key To Getting Most Out Of It

Meghna.Dhulia
@timesofindia.com

New Delhi: In recent years, smartphones have become an essential part of our daily lives, even for children. Their use in educational settings, however, has sparked a debate among parents, educators and policymakers.

Delhi High Court recently ruled against a complete ban on smartphones in schools, calling such an approach neither practical nor desirable. Instead, the court framed guidelines to regulate and monitor students' smartphone use, balancing educational benefits with potential risks.

It was hearing a case involving a minor student who misused a smartphone at school, resulting in strict disciplinary action.

One of the key arguments in favour of smartphones in schools is their potential as educational tools. According to Jyotika Jakhar, principal of Tagore International School, technology has become an integral part of life, and schools must prepare students for a future that revolves around it. "Even if they use AI to generate text, I hope they will inculcate something from that too, which will add to their learning. You cannot completely ban these things," she explained.

According to teachers, when used responsibly, smartphones can provide access to a wealth of information, educational apps and learning resources that can significantly enhance students' academic experience. Another advantage is the sense of safety for both students and parents.

However, their use in schools also raises significant concerns, including the scope for distraction. Divya Bhatia, principal of Amity International School, noted that indiscriminate use of smartphones was a growing concern for many schools. "We discourage students from bringing phones to school. For senior secondary students, in case of special requirements, students carry a note from the parents and the phones are switched off and deposited with the class teacher," she said.

A spokesperson for Apeejay Education said, "Our schools have been flexible. We allow the usage in special cases where students need to stay connected with parents for safety reasons."

Another major concern is the potential for students to access inappropriate content or engage in cyberbullying. Highlighting this, Jyoti Gupta, principal of KR Mangalam World School in GK-II, said, "Students are not allowed to get phones. If we find anyone carrying a phone, we confiscate it. It is actually a problem of security and safety of children themselves."

The pandemic marked a pivotal shift in how students engage with their education. Tanuja Gupta, a parent, reflected on how her child's dependence on smartphones grew during this period. "My child was in Class V when Covid-19 hit. Suddenly, she had to shift to projects on phones or laptops, which she wasn't used to. Now, the dependence has reached another level. Even if you don't give them phones often, they know how to delete history, so we can't keep a check on them."

Mukesh Soni, another parent, advocated allowing mobile phones in schools starting from Class XI, but with strict policies to ensure responsible use. "There should be clear guidelines to prevent misuse and promote responsible use," he said, adding that phones can keep students connected with their parents, especially those attending coaching sessions after school.

To address these concerns, many schools have adopted policies allowing smartphones under certain conditions. For example, some schools allow students in classes XI and XII to carry phones, but they must be kept switched off during school hours.

According to Sonia Chhabra, principal of Bal Bharati Public School, this approach helps maintain a balance between the need for students to stay connected and the desire to prevent distractions in the classroom. "There should be sessions to tell them about it, not just in schools but also at home," she said, emphasising the importance of educating students on responsible smartphone use.

As Richa Sharma Agnihotri, principal of Sanskriti School, put it, "Technology is here to stay. All we can do is ensure that it is used responsibly. Guidelines must be followed, and parents and teachers should help the students in understanding its use. Counselling is important."

Globally, several Australian states have implemented bans on mobile phones in schools to enhance learning and minimise distractions. Denmark is also planning to enforce a similar ban in schools and after-school clubs. A few years ago, in Sweden, a shift back to more traditional educational methods occurred after concerns were raised by politicians and experts about the impact of the country's hyper-digitalised approach.

RINGING IN A BALANCED APPROACH

While dismissing a plea for a complete ban on the use of smartphones by school students, Delhi High Court has laid down norms to guide schools on framing a policy for

WHAT DELHI SCHOOLS CURRENTLY DO

- Phones deposited with teachers or other officials
- Prior permission from parents or guardians required to carry phones
- Token system in place for collecting and depositing phones in schools
- Disciplinary action taken in case of violations
- Only Class XI and XII students allowed to carry phones in some schools
- Phones made available for students at school in case of an emergency

1. Court examined guidelines issued by govt bodies and school boards and noted that these 'proceed on the fundamental premise that the use of smartphones in school should be banned'
2. It said a complete ban on the use of smartphones by students attending school was both 'undesirable' and 'unworkable'
3. The court acknowledged the 'deleterious and harmful effects that arise from the indiscriminate use and misuse of smartphones in school'
4. But it said that 'smartphones also serve several salutary purposes, including as devices that help with coordination between parents and the children, which adds to the safety and security of students attending school'

HIGH COURT'S GUIDELINES

1. Students should, whenever possible, deposit their smartphones during school hours
2. Smartphones should be prohibited in classrooms, school vehicles and shared spaces
3. Schools must educate students about responsible online behaviour
4. Students should be made aware of the risks associated with excessive screen time
5. Smartphones may be used for connectivity and safety purposes, but not for entertainment or recreational activities
6. Policies should be developed collaboratively, with input from parents, teachers and experts
7. Schools should have the flexibility to tailor policies to suit their specific environments
8. Clear, reasonable consequences for rule violations should be established

Hindustan Times, 4 March 2025, Page No.- 9, 18

NEP's three-language policy isn't about Hindi imposition

'We consider all Indian languages as soul of *Bharatiyata* and the link to a better future for the country.' These words of Prime Minister (PM) Narendra Modi symbolise the core of the transformative National Education Policy (NEP) 2020. By ensuring foremost priority to one's mother tongue and regional languages, NEP 2020 conclusively strengthens cooperative federalism. Fabricating fictitious north-south fault lines for political profit and blatantly peddling false narratives like Hindi imposition is divisive federalism.

NEP 2020, like the earlier education policies of 1968 and 1986, follows the three-language policy. But the similarity absolutely ends there. Under the 1968 and 1986 policies, students in non-Hindi speaking states were compelled to take Hindi as the third language. But now under NEP 2020, the students are empowered to choose any regional language of their choice. The defining difference is that NEP 2020 progressively leaves the choice of the third language to the states, regions and students. This is a momentous shift in our educational policy to foster linguistic diversity in our nation. Rinsing and repeating false binaries and strawman arguments like Hindi imposition to mislead and manipulate will not work anymore. We live in a digital age where one can effectively fact check malicious misinformation. In the 65-page NEP 2020 document, while Hindi is just mentioned once, regional languages like Tamil, Telugu, Malayalam, Kannada and Odia are mentioned more times.



CR Kesavan

The Dravida Munnetra Kazhagam (DMK) often raises the bogey of the rights and autonomy of state governments being impeded and eroded by the Centre. Education was originally in the State List of the Constitution. It was during the Emergency that education was moved to the Concurrent List, through the 42nd Amendment. Currently, Congress-led governments in Himachal Pradesh, Telangana, and Karnataka follow the three-language policy.

In 1968, the DMK government vehemently attacked and boycotted the three-language policy and since then, Tamil Nadu, regardless of the party in office, has followed the two-language policy. Today, the number of students in private schools in Tamil Nadu are higher than those in government schools. If the present state government deems it so detrimental and harmful, why are many private schools in the state still following the three-language policy? Is this not ideological dilution?

The dubious dichotomy in Tamil Nadu is that while students in many private school boards benefit from studying a third language of their choice, the disadvantaged government school students are being deprived of this option. Why is the DMK which touts its Dravida model of governance, denying government school students the valuable chance to learn great Dravidian languages like Telugu, Kannada or Malayalam? When learning a third language is the preserve of just the privileged class in private schools, how can that be true social justice?

Tamil, one the world's most ancient languages and its illustrious cultural legacy, have a special place in PM Modi's heart. Be it honouring Mahakavi Subramania Bharati's birth anniversary by celebrating it as National Language Day, installing the sacred *sengol* in the new Parliament, showcasing the historic Kashi and Saurashtra Tamil Sangamams, the publication of *Thirukkural* translations in 13 Indian languages or setting up Thiruvalluvar cultural centres across the globe, the Modi government has exhibited unswerving commitment to respecting Tamil heritage.

PM Modi recognises a civilisational connect in every Indian language. A significant moment during his 2023 Independence Day address was when he thanked the Supreme Court for its decision to provide the operative part of their judgements in regional languages. Under Modi's leadership, fostering inclusivity by preserving Indian languages has received a great fillip. We saw Kashmiri and Dogri being recognised as official languages in Jammu & Kashmir, following the abrogation of Article 370. Classical language status has been recently conferred upon Marathi, Pali, Prakrit, Assamese and Bengali. The PM has given a clarion call to provide medical, engineering and technical education in vernacular languages. Competitive exams such as JEE, NEET, and CUET are now conducted in 13 regional languages, and engineering courses are available in eight.

The visionary NEP 2020 by steadfastly prioritising one's mother tongue and regional languages, fortifies national integration. NEP 2020 is playing a pivotal role in India's journey of becoming a developed nation. Placing public good ahead of political fear-mongering will help substantially in securing a brighter future for our youth, the driving force of our nation.

CR Kesavan is a national spokesperson of the BJP. The views expressed are personal

DU TEACHERS PLAN STIR ON MARCH 7 OVER UGC POLICIES

NEW DELHI: The Delhi University Teachers' Association (DUTA) announced a strike at the University Grants Commission (UGC) on March 7, 2025, suspending classes over PhD and MPhil incentive increments, pay scale revisions, and DU college takeovers. "

We also rejected the draft UGC regulations," said DUTA vice president Sudhanshu Kumar. He criticised the UGC's February 10 directive, stating it contradicts 2018 regulations and "would unfairly impact faculty members." HTC

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Over 8000 government schools in Jharkhand functioning with single teachers: Minister Ramdas Soren

The RTE activists under the banner of Gyan Vigyan Samiti had informed that out of the 6,904 single-teacher schools in Jharkhand, 93 per cent are primary schools.



Representative image

Mukesh Ranjan

THE NEW INDIAN EXPRESS

RANCHI: In a shocking revelation,Jharkhand Education Minister Ramdas Soren said as many as 7,930 government schools across the state are functioning with single teachers.

In a written response against a question raised by BJP MLA Raj Sinha on the crisis of teachers in government schools, Soren informed that 3.81 lakh students are enrolled in such single-teacher schools.

He further added that 103 schools have no students, and 17 teachers are posted in them.

However, he said that efforts are being made to bring back the dropouts to their respective schools.

“We have started a campaign called 'School Chalo Abhiyan', which is being run especially in areas where children are not coming to schools so that students can be brought back to their schools,” said Soren.

Recruitment of 26,000 assistant teachers is under process to deal with the crisis, he added.

Earlier in April 2023, the issue was flagged by Right to Education (RTE) activists that as many as 22 per cent of the students enrolled in government schools in Jharkhand are studying in single-teacher schools, which means, every fifth child is devoid of proper education.

The RTE activists under the banner of Gyan Vigyan Samiti had informed that out of the 6,904 single-teacher schools in Jharkhand, 93 per cent are primary schools.

According to them, out of the total of 35438 schools in Jharkhand, 20 per cent of them are single-teacher schools.

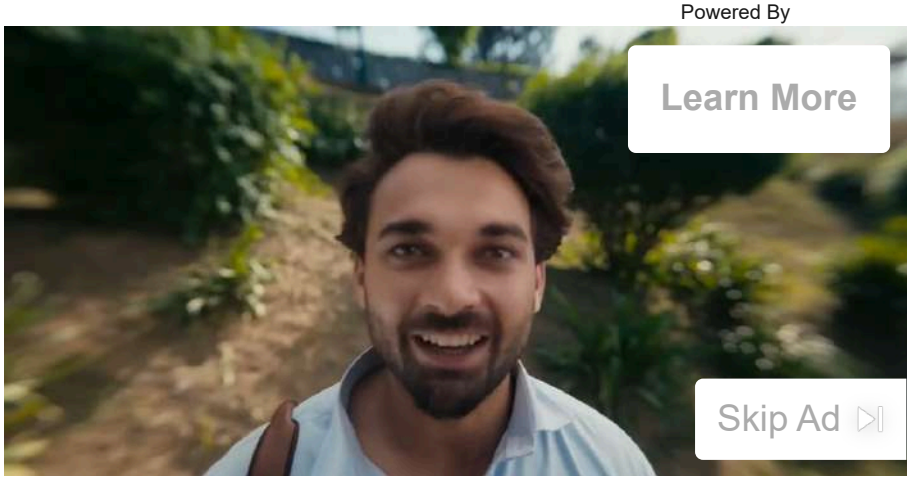
The Gyan Vigyan Samiti had also revealed that as per Unified District Information System (UDIS) for Education, Jharkhand tops among 22 st in the country where nearly 22 per cent of the total students enrolled in government schools have been studying in single-teacher schools.

As per the members of Gyan Vigyan Samiti working for the Right to Education (RTE), many of the schools in Jharkhand are single-teacher schools since the beginning, or was appointed with only one teacher.

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Jharkhand Ramdas Soren

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JOURNALISM OF COURAGE

NEP will not impose Hindi, TN's claim unfounded: Dharmendra Pradhan

The comments by the Education Minister come amid a tiff between the Tamil Nadu government and the Centre over the implementation of NEP and the three-language policy.

By: PTI
New Delhi | Updated: March 4, 2025 08:52 IST

NewsGuard

2 min read



"We have never said in NEP 2020 that only Hindi will be there," said Pradhan. (Express photo by Anil Sharma)

Union Education Minister Dharmendra Pradhan on Sunday asserted that the New Education Policy would not impose Hindi on states and Tamil Nadu's opposition had "political reasons" behind it.

"We have never said in NEP 2020 that only Hindi will be there; we have only said that education will

be based on mother tongue, in Tamil Nadu, it will be Tamil," Pradhan told reporters here.

The comments by the Education Minister come amid a tiff between the Tamil Nadu government and the Centre over the implementation of NEP and the three-language policy.

"I don't want to answer to the political ambitions of few people. NEP 2020 is focused on different languages of India, be it Hindi, Tamil, Odia, or Punjabi. All the languages have equal importance. In Tamil Nadu, few are opposing because of politics," Pradhan said.

Earlier at an event marking the 126th Foundation Day of Hindu College at Delhi University, Union Education Minister Dharmendra Pradhan reiterated the Centre's stance on the three-language policy under the National Education Policy (NEP) 2020, emphasizing its role in employment and national integration.

"The three-language policy should be adopted in the country," Pradhan said. "Considering the current social and economic conditions, the country requires a system where anyone from any region can find employment. This necessity, keeping in mind the social, cultural and economic needs, has been emphasized by experts and they suggest that the trilingual formula for education is a useful system."

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This article went live on March third, twenty twenty-five, at fifty-eight minutes past nine in the morning.

TAGS: Dharmendra Pradhan National Education Policy NEP

रोज़नामा राष्ट्रीय सहारा, 4 March 2025, Page No - 4

सीयूईटी यूजी परीक्षा में भाग लेने वाले उम्मीदवारों के लिए सख्त निर्देश। मोबाइल फोन, ब्लूटूथ और अन्य फोन लाना मना है।

سی یو ای ٹی یو جی امتحان میں شرکت کیلئے امیدواروں کو سخت ہدایات

موبائل فون، بلیو ٹوتھ، ایئر فون، مائیکرو فون، پیجر، ہیلتھ بینڈ ممنوع

نئی دھلی (ایس این بی)

ملک بھر کی یونیورسٹیوں میں داخلے کے لیے منعقد ہونے والے کامن یونیورسٹی انٹری ٹیسٹ (سی یو ای ٹی یو جی) 2025 میں اگر امیدوار عقیدے سے متعلق اشیاء پہن کر آتے ہیں تو انہیں امتحان میں شرکت سے دو گھنٹے قبل رپورٹ

- مذہبی عقیدے سے متعلق اشیاء پہنتے ہیں تو 2 گھنٹے پہلے آنا ہوگا۔
- اگر ثقافتی روایتی لباس میں آتے ہیں، تو رپورٹنگ کے وقت سے ایک گھنٹہ پہلے آنا ہوگا
- لمبی بازوؤں کے ساتھ بھاری بھرکم کپڑے پہننے کی اجازت نہیں ہوگی

کرنی ہوگی۔ مزید برآں، اگر امیدوار ثقافتی یا روایتی لباس میں امتحانی مرکز میں آتے ہیں، تو انہیں آخری رپورٹنگ کے وقت سے کم از کم ایک گھنٹہ پہلے رپورٹنگ کرنی ہوگی تاکہ امیدواروں کو امتحان کے تقدس کو برقرار رکھتے ہوئے بغیر کسی تکلیف کے مناسب تلاشی لینے کے لیے کافی وقت مل سکے۔ نیشنل ٹیسٹنگ ایجنسی نے سی یو ای ٹی یو جی میں حاضر ہونے کے لیے ڈریس کوڈ کے رہنما خطوط کا اعلان کیا ہے۔ این ٹی اے نے امتحان میں شرکت کے لیے ڈریس کوڈ پر عمل کرنے کی ہدایت جاری کی ہے۔ ایجنسی نے کہا ہے کہ امتحان میں لمبی بازوؤں والے بھاری کپڑے پہننے کی اجازت نہیں ہے۔ امتحان میں نچلی ایڑی والی چپل اور سینڈل پہننے کی اجازت ہے لیکن امتحان میں جوتے پہننے کی اجازت نہیں ہوگی۔ این ٹی اے کے رہنما خطوط کے مطابق، اگر چیکنگ کے دوران یہ پایا جاتا ہے کہ کوئی امیدوار در اصل عقیدے کے مضمون کے ساتھ کوئی مشکوک ڈیوائس لے کر جا رہا ہے، تو اس سے کہا جائے گا کہ وہ اسے امتحانی ہال میں نہ لے جائے۔ رہنما خطوط کے مطابق امتحان میں شرکت کرنے والے امیدواروں کے لیے کچھ اشیاء ممنوع قرار دی گئی ہیں۔ ایجنسی کے مطابق امیدواروں کو انتہائی حساس میٹل ڈیٹیکٹرز کی مدد سے امتحانی مرکز میں داخل ہونے سے پہلے مکمل اور لازمی جانچ پڑتال کرنی ہوگی۔ امیدواروں کو کسی بھی حالت میں امتحانی مرکز کے اندر مختلف اشیاء لے جانے کی اجازت نہیں ہے۔ فیکسٹ میٹریل (مطبوعہ یا تحریری)، کاغذات کے ٹکڑے، جیومیٹری اور پنسل بکس، پلاسٹک کے پاؤچ، کیلکولیٹر، قلم، ترازو، تحریری پیڈ، پین ڈرائیو، صاف کرنے والے کیلکولیٹر، لاگ ٹیبل، الیکٹرانک پین اور اسکینر وغیرہ ممنوع ہیں۔ اسی طرح کسی بھی مواصلاتی آلات جیسے موبائل فون، بلیوٹوتھ، ایئر فون، مائیکروفون، پیجر، ہیلتھ بینڈ وغیرہ پر پابندی ہوگی۔ دیگر اشیاء جیسے پرس، چشمے، ہینڈ بیگ، بیلٹ، ٹوپی وغیرہ نہیں لایا جا سکتا۔ کسی بھی گھڑی، کلائی گھڑی، بریسلیٹ، کیمرہ وغیرہ کی اجازت نہیں ہوگی۔

اس کے علاوہ کوئی بھی زیورات اور دھاتی اشیاء، کوئی بھی کھلی یا پیک شدہ کھانے کی اشیاء، پانی کی بوتلیں، کوئی دوسری چیز جس کا غلط استعمال ہو،

- امتحانات میں نچلی ایڑی والی چپل اور سینڈل کی اجازت، جوتوں پر پابندی
- کسی مشکوک ڈیوائس کی امتحان ہال میں لے جانے کی نہیں ہوگی اجازت
- بٹوے، چشمے، ہینڈ بیگ، بیلٹ، ٹوپی وغیرہ پر بھی ہے پابندی

مواصلاتی آلات جیسے مائیکرو چپ، کیمرہ، بلیوٹوتھ ڈیوائسز وغیرہ ممنوع ہوں گے۔ امیدواروں کی کسی بھی چیز کو مراکز پر رکھنے کا کوئی انتظام نہیں کیا جائے گا۔ امتحانی مرکز میں خواتین امیدواروں کی تلاشی صرف خواتین عملہ کے ذریعے بند دیوار کے اندر کی جائے گی۔

हिन्दुस्तान, 5 मार्च 2025, पृष्ठ सं- 2, 5

देश में 11% स्कूली बच्चों को दृष्टि दोष की दिक्कत

अध्ययन

नई दिल्ली, प्रमुख संवाददाता। देश में स्कूली बच्चों में कमजोर नजर की समस्या लगातार बनी हुई है। हाल ही में किए गए एक अध्ययन के अनुसार, हर 10 में से एक बच्चा किसी न किसी दृष्टि दोष से जूझ रहा है।

एम्स दिल्ली और पीजीआई के डॉक्टरों का यह शोध 43 ऐसे ताजा अध्ययनों की समीक्षा पर आधारित है, जिसमें स्कूली बच्चों में नजर की कमजोरी की ताजा स्थिति को समझने की कोशिश की गई है। अध्ययन में पता चला कि 11 फीसदी स्कूली बच्चे निकट दृष्टि रोग, दूर दृष्टि रोग जैसे कई तरह की नजरों की दिक्कत से परेशान हैं। सबसे ज्यादा 8% बच्चों में मायोपिया (नजदीक की चीजें दिखना, लेकिन दूर की धुंधली दिखना) की समस्या पाई गई। तीन फीसदी बच्चों को एस्टिग्मैटिज्म (धुंधली या टेढ़ी-मेढ़ी दृष्टि होना) और एक फीसदी बच्चों को हाइपरोपिया (दूर की चीजें दिखती हैं, लेकिन पास की नहीं) की समस्या थी।

पहले के मुकाबले सुधार

लड़के-लड़कियों दोनों में समान दर में आंखों की समस्या थी। हालांकि, बच्चों में पहले हुए अध्ययन के मुकाबले कमजोर नजर की समस्या में सुधार हुआ है। साल 2018 में हुए अध्ययन में 12% स्कूली बच्चे कमजोर नजर की समस्या से पीड़ित पाए गए थे।

फेमिली वैल्यूज एंड पैरेंटिंग कोर्स में जल्द दाखिले शुरू होंगे

अच्छा अभिभावक बनने का डिप्लोमा कराएगा डीटीयू

पहल

■ अभिनव उपाध्याय

नई दिल्ली। दिल्ली टीचर्स यूनिवर्सिटी (डीटीयू) अच्छे अभिभावक बनने का कोर्स शुरू करने जा रहा है। बहुत संभावना है कि इसी सत्र में दाखिला प्रक्रिया शुरू हो जाए। यह एक डिप्लोमा कोर्स होगा। इसका नाम फेमिली वैल्यूज एंड पैरेंटिंग है।

कुलपति प्रो. धनंजय जोशी का कहना है कि दुनिया के कई देशों में बेहतर अभिभावक बनने के लिए प्रशिक्षण कार्यक्रम हैं, लेकिन हमारे देश में ऐसा नहीं है। इस दिशा में हम काम करने जा रहे हैं। अभिभावक बनना आसान है, लेकिन उसे निभाना मुश्किल है। बच्चों की मानसिक स्थित को कैसे समझें, इसके लिए अभिभावकों को बहुत बड़ी मानसिक तैयारी की आवश्यकता है। यदि अच्छी परवरिश न हो तो बच्चे अवसाद में चले जाते हैं। माता-पिता दोनों को यह सीखना चाहिए कि वह कैसे एक बेहतर अभिभावक बनें। मनोविज्ञान विषय में पैरेंटिंग एक बड़ा डोमेन है। हम इसके महत्व को ध्यान में रखते हुए डिप्लोमा और डिग्री कोर्स लाने पर विचार कर रहे हैं। यह छह माह का कोर्स होगा और प्रशिक्षित शिक्षक इसे पढ़ाएंगे।

उन्होंने बताया कि नई राष्ट्रीय शिक्षा नीति में भी कई विषयों का एकीकरण कर आपस में जोड़कर पढ़ाने की बात प्रमुखता से की गई है। हम ऑनलाइन कोर्स पर भी काम कर रहे हैं। योग, ध्यान, सेल्फ वेल बीइंग आदि के कोर्स के लिए भी काम किया जा रहा है।

कोविड के बाद स्वभाव में बदलाव आया

कोरोना महामारी के बाद बच्चों और अभिभावकों के स्वभाव में काफी बदलाव आया है। शारीरिक परेशानियां ही नहीं बल्कि मानसिक परेशानियां भी बढ़ी हैं। अभिभावक धीरे-धीरे मैकेनिक रोबोट, धन कमाने की मशीन बनता जा रहा है और उसका प्रभाव बच्चों के प्रति उनके व्यवहार में आ रहा है। इसके लिए मानसिक, व्यवहारिक और भावनात्मक जुड़ाव बच्चों से जरूरी है। हमारी कोशिश इस कोर्स के माध्यम से अभिभावकों में बच्चों के प्रति एक चेतना विकसित करना भी है।



मनोविज्ञान में एमए जल्द

कुलपति ने बताया कि हम लोग एमए मनोविज्ञान का कोर्स भी जल्द शुरू करने पर विचार कर रहे हैं। कई डिग्री और डिप्लोमा के बारे में भी संसाधन के अनुरूप हम काम कर रहे हैं।

The Indian Express, 5 March 2025, Page No.- 8

'For NEET, JEE, can't say that students of one board have edge'

EXPRESS NEWS SERVICE
NEW DELHI, MARCH 4

AS STUDENTS appear for Class 10 and Class 12 board examinations, CBSE's Controller of Examinations Sanyam Bhardwaj answers questions on whether NCERT books are sufficient to prepare for the exams, and if CBSE students might have an advantage in entrance examinations.



CBSE Controller of Examinations Sanyam Bhardwaj

CBSE EXAMS FAQs

Are NCERT textbooks sufficient for CBSE board exam preparations? Which supplementary books are recommended for better understanding NCERT content?

It is advisable to go through the curriculum and syllabus of the subject offered for board examinations. As NCERT books are written on the syllabus developed by them, these books cover all topics. These books are scientifically written, and are suitable for school education across the nation. As per the recommendation of the National Education Policy 2020, competency-based questions are asked in the board's examinations and questions can come from anywhere. To solve the questions, knowledge needs to be gained through the books.

Do CBSE students have an advantage in NEET and JEE preparation compared to students from other national and state boards?

The scheme of studies and syllabus is quite common across the nation for the subjects which are required for the NEET and JEE. The relevant syllabus is taught by competent teachers, and it cannot be said that students of a particular board are at an advantage compared to another board.

Which board should one choose — CBSE, CISCE or NIOS — if one plans to appear for entrance exams?

All boards are the same. The CBSE and CISCE provide education in face-to-face mode only. In the case of NIOS, open and distance education mode is used. I am of the view that any board is suitable. Entrance examinations do not depend on the board. If you are appearing in an entrance examination, you have to understand the requirements of the exam and prepare accordingly.

Does CBSE offer stress management to students?

Nearly 42 lakh students appear in the Board's examinations. The CBSE, being a child-centric board, offers support services through a helpline, to guide them on social and emotional issues. Their issues are addressed by professionals.

Is the CBSE syllabus aligned with market demands?

The CBSE is a pace-setting national board. It offers around 204 courses in Class 10 and 12 together. CBSE adopts the curriculum and syllabus developed by the NCERT. NCERT revises the syllabus from time-to-time.

Hindustan Times, 5 March 2025, Page No. - 5

DU V-C: No Manusmriti, Baburnama in UG course

Aheli Das
letters@hindustantimes.com

NEW DELHI: Delhi University (DU) vice-chancellor Yogesh Singh on Tuesday clarified that the varsity has no plans to include any study material or courses on either the Manusmriti or the Tuzuk-i-Baburi — the memoirs of Mughal emperor Babur, which are colloquially called the Baburnama.

Singh's remarks came weeks after the DU history department's joint committee of courses had in a meeting on February 19 approved the inclusion of the texts in the undergraduate History (Hons) syllabus.

The decision, however, has not been ratified by the academic council and executive council, the meetings of which are yet to be held.

Singh in a statement said, "We have no plan to introduce any course or study material like Manusmriti or Baburnama in DU... Neither such a subject is worth consideration before the DU administration, we overrule such subjects in future also."



DU VC Yogesh Singh

He added that Baburnama "is the autobiography of a tyrant", and that "there is no need to teach it and it has no relevance in this time either".

While some teachers objected to the inclusion of the texts, others said that the department should define in what context they were being introduced.

Surendra Kumar, associate professor in the History department, said, "My main concern is that such texts might present problematic ideologies which will divide society. The role of the university is to use knowledge for the convergence of people."

DU teacher Pankaj Garg said that it is very important for the department to define what angle the texts will be approached from.

"Introducing old texts as a source of history can be considered, but it is imperative to understand whether the department will approach it from a critical angle. The syllabus approved by the department simply mentions the names of the texts, while we usually give details of exactly what parts will be included and what will be taught to students," he said.

When asked whether a critical approach to the texts will be considered in the syllabus, Singh told HT, "We do not want to consider such texts which are not acceptable to many, and will create chaos in the system. We are in the 21st century and there is no need to teach these. Under the New Education Policy (NEP 2020), we want to bring new courses in accordance with Indian traditions, which will benefit the country and society."

The development comes a year after a proposal was floated by the Faculty of Law to introduce the Manusmriti to law students. The proposal was slated to be discussed at the academic council's meeting, but was withdrawn after protests by teachers.

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Why CBSE will hold 10th board exams twice a year

The move syncs with the National Education Policy (NEP) 2020 and global examinations that allow students multiple attempts to score their best

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Shelly Anand
UPDATED: Mar 5, 2025 19:42 IST
Edited By: Ashish Mukherjee

In Short

- CBSE to hold Class 10 exams twice a year from 2026-27.
- Students can take exams in February and May.
- Dual exams offer students a chance to improve scores.

The Central Board of Secondary Education (CBSE) is set to introduce a big change in its Class 10 board examinations from academic year 2026-27conduct exams twice a year, in February and May.

The decision is consistent with the National Education Policy (NEP) 2020, which advocates reducing the high-stakes nature of board examinations by allowing students multiple attempts to improve scores. The move will promote a more flexible and student-centric approach to education and evaluation, and is aimed towards competency-based evaluation over rote learning.

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“The dual exam method will allow interested students to take exams twice during the academic year, providing them the opportunity to improve their marks, if necessary,” says Anthony Fernandes, founder of shaalaa.com, a study app.

It will all reduce the strain of a single annual exam. Those who appear in both exams will have the advantage of getting their best scores reflected in their final mark-sheet. “It will help students in multiple waysreduce exam pressure as students who experience anxiety and stress will have a second opportunity to improve their performance. It will also enable students to distribute their exam load by potentially taking some subjects in February and the rest in May,” says Alka Kapur, principal, Modern Public School, Shalimar Bagh, New Delhi.



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The new format will ensure fair evaluation by giving students who may not perform well due to illness, stress or other factors a chance to improve scores. “It also encourages a growth mindset, allowing students to identify their weaknesses and enhance their performance in the second attempt,” adds Kapur. For instance, a student weak in mathematics can appear for the subject in both exam sessions. If the first attempt goes poorly, there will be another chance to improve the score.

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The decision, according to Fernandes, aligns with NEP 2020 and its emphasis on competency-based education, which encourages students to develop critical thinking and problem-solving abilities. The method also mirrors global testing systems, such as SAT (Scholastic Assessment Test) in the United States, which enable numerous attempts.

In order to adjust to the new system, students should plan strategically and construct a study schedule to prepare for the first exam while leaving room for improvement in the second attempt. They should prioritise grasping concepts above rote learning. “After the first exam, students should evaluate their performance, identify areas for improvement and work on them before the second attempt,” suggests Fernandes.

Kapur feels students will need to adopt a well-planned approach. “Early preparation is crucial as the first exam takes place in February, requiring students to begin revising early in the academic year. Regular mock tests and revisions will help assess their performance and identify areas for improvement,” she says. Both Kapur and Fernandes recommend regular revision, mock tests and practice papers, and a balanced approach to avoid burnout.

The CBSE’s dual-board examination system offers several advantages as well as challenges. On the positive side, it provides flexibility, allowing students to take exams at their own pace while reducing exam stress by offering two attempts. It also creates better performance opportunities, enabling students to improve their scores in the subjects they find difficult. The system also syncs with global education standards.

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“However, there are some drawbacks, such as the session for Class 11 being delayed and extra pressure on teachers due to the double assessment. This increased responsibility may pressure faculty to cover the Class 11 syllabus in a relatively shorter session,” says Kapur.

Also, logistical challenges for schools and exam centres and limited breaks between papers could make the process more demanding. While the initiative is progressive, students must adapt their preparation strategies and manage time efficiently to maximise their scores. Finally, success will depend on practical implementation.

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Published By: Shyam Balasubramanian

Published On: Mar 5, 2025

MUST WATCH

Ministry of Science & Technology

'Open University Culture' to Get Boost from National Education Policy (NEP) 2020, Says Union Minister Dr. Jitendra Singh at the 38th Convocation of IGNOU Regional Centre Jammu

NEP 2020 allows students to change subjects or combine subjects to diversify learning as per their choice and changing employment needs- a practice followed by IGNOU

Hails Mudra Yojana and PM Vishwakarma Yojana which foster youth with self-employment and livelihood opportunities, rather than waiting for formal jobs

Dr. Jitendra Singh credits Prime Minister Modi's leadership for the new state of the art IGNOU campus in Jammu

Posted On: 05 MAR 2025 4:55PM by PIB Delhi

Union Minister of State for Science & Technology, Personnel, Public Grievances and Pensions, Dr. Jitendra Singh, affirmed that the 'Open University Culture' will receive a significant boost from the National Education Policy (NEP) 2020 at the 38th Convocation of the IGNOU Regional Centre Jammu today.

Addressing the convocation in online mode, Union Minister of State (Independent Charge) for Science and Technology, Minister of State (Independent Charge) for Earth Sciences, MoS PMO, Department of Atomic Energy and Department of Space, MoS Personnel, Public Grievances and Pensions Dr. Jitendra Singh highlighted the role of IGNOU (Indira Gandhi National Open University) in transforming the education landscape, particularly for those unable to access formal educational setups due to socio-economic constraints. He emphasized that NEP 2020's progressive features, such as flexible entry and exit, choice-based credit systems, and diverse learning opportunities, align with the objectives of Open Universities like IGNOU.

Dr. Jitendra Singh elaborated on the importance of NEP 2020 in enabling students to diversify their learning paths by changing subjects or combining them based on personal choice and changing employment needs—an approach already practiced by IGNOU.

The Minister expressed his admiration for IGNOU's remarkable growth since its inception in 1985. He underscored that it is now the largest university in the world by student enrollment and has earned an A++ accreditation.

Highlighting key features of IGNOU's programs, such as flexible entry and exit, modular program design, and multimedia-based learning, Dr. Singh noted that these innovations cater to students' diverse needs, enabling them to learn at their own pace and convenience.



"Many of these features, including flexible degrees, choice-based credits, and the ability to change or combine subjects, are incorporated into NEP 2020, making IGNOU a true pioneer in the educational landscape," said Dr. Singh.

The Science and technology Minister praised IGNOU for its global outreach, citing its 25 overseas study centers in 15 countries, with a robust international presence. Additionally, IGNOU's collaboration with the Indian Council for Cultural Relations (ICCR) and the Central Hindi Directorate (CHD) to offer a three-month online Basic Hindi Awareness program to foreign nationals in nine countries was also acknowledged.

Furthermore, he noted that through the e-VidyaBharati and e-Aarogya Bharati (e-VBAB) Network Project, 45 online programs are being offered in 19 African countries.

Dr. Singh also credited Prime Minister Modi's leadership for securing a strategic alliance between IGNOU and the Open University of Kenya (OUK), enhancing the global education ecosystem.



During his address, Dr. Jitendra Singh hailed government initiatives such as the Mudra Yojana and PM Vishwakarma Yojana, which empower youth by providing self-employment and livelihood opportunities. He explained that the Mudra Yojana offers skilled youth collateral-free loans of up to Rs. 20 lakhs to start their ventures, while the PM Vishwakarma Yojana supports traditional artisans by providing advanced toolkits and stipends during training, easing the financial burden on their families. Dr. Singh also emphasized the importance of skill development and recognized the special skill-based bachelor's degree programs designed to enhance the skills required for serving in the defense forces.

Acknowledging the importance of Information and Communication Technology (ICT) in modern education, Dr. Singh lauded IGNOU's efforts in integrating technology into learning. He specifically mentioned the six SWAYAM PRABHA channels operated by IGNOU, which provide students with access to quality educational content and resources online.

Union Minister Dr. Jitendra Singh expressed his delight and satisfaction with the new state-of-the-art IGNOU campus in Jammu, inaugurated on February 7, 2024calling it a significant milestone for the region. Recalling that the establishment of the campus was a long-awaited dream since the center's inception in 1998, he described the new campus as a gift from Prime Minister Modi to the youth and aspiring learners of Jammu. He further highlighted the cumulative enrollment of nearly 6 lakh students at the Jammu Regional Centre, with over 2 lakh learners enrolled since 2020.

In his closing remarks, Dr. Singh urged the youth to contribute actively to the vision of a "Viksit Bharat" (Developed India) as envisioned by Prime Minister Modi for the year 2047, marking the centenary of India's independence. "Today's graduates are the fortunate ones who are witnessing India's transformative growth, and I urge them to be a part of this monumental journey toward a brighter future for the nation," Dr. Singh concluded.

38th Convocation - A Historic Moment for 11,293 Graduates

A total of 11,293 students from the IGNOU Regional Centre Jammu successfully completed their respective programs, marking a significant achievement. The program-wise breakdown of the successful graduates is as follows:- *Bachelors:* 5,852, *Masters:* 4,988, *Diplomas:* 316, *Certificates:* 137

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Ministry of Education

Ministry of Education organises Post Budget Webinar on the theme ‘Investing in People’

Investment, a key pillar of the Union Budget 2025-26, will turbocharge India's journey to Viksit Bharat by 2047: Shri Dharmendra Pradhan

Posted On: 05 MAR 2025 5:49PM by PIB Delhi

Ministry of Education organised Post Budget Webinar on the theme ‘Investing in People’, today. The Prime Minister Shri Narendra Modi delivered a special address at the inaugural session. Union Education Minister Shri Dharmendra Pradhan along with Secretary, Department of School Education & Literacy (DoSEL), Shri Sanjay Kumar; UGC Chairman Professor M. Jagadesh Kumar ; Secretary, Dept. of Higher Education, Shri Vineet Joshi; Secretary, Ministry of Health and Family Welfare Smt. Punya Salila Srivastava; Secretary Labour & Employment Ms. Sumita Dawra participated in the session.

https://www.youtube.com/live/XbMCAC2sC7Y?si=2waAjdj5ID7Upb-9

The webinar brought together experts from the government, industry, and academia to discuss key reforms in job creation, academic flexibility, credit mobility, and future-ready skills—paving the way for a highly skilled and globally competitive workforce in line with Viksit Bharat 2047.

Speaking about the webinar, Shri Pradhan said that investment is one of the engines outlined in the Union Budget 2025-2026 which will turbocharge our journey to Viksit Bharat by 2047. He further said that the insightful special address by the Prime Minister Shri Narendra Modi has put forth new ideas for realising aspirations, future-proofing our population, accelerating inclusive development and ensuring benefits of Union Budget reaches every citizen of the country.

He expressed his gratitude to the Prime Minister for drawing attention to the vast potential of ‘Education Tourism’ and its key role in facilitating employment-linked growth and development. The Minister assured that the academic community will engage in comprehensive deliberations to chart out a strong roadmap for moving ahead in this direction. He further said

that, together, with the spirit of jan-bhagidari and right investment in right direction, academia nd industry will work together for bridging skills gap, harnessing demographic dividend, veraging AI in education, catalysing research landscape and strengthening deep-tech start-up ecosystem for a future-ready workforce, stronger economy and Viksit Bharat.

of M. Jagadesh Kumar opened the session by emphasizing the transformative role of higher education. He highlighted that the implementation of NEP 2020 provided a unique opportunity reshape India's higher education landscape. During the webinar, Prof M. Jagadesh Kumar, Chairman, UGC stated that the policy was not merely reformative but transformative, designed empower youth with the skills, knowledge, and adaptability required to thrive in the 21st century. He stressed that investing in people through quality education, research, and innovation as central to building a self-reliant, inclusive, and globally competitive economy.

Shri Sanjay Kumar stated that education is fundamentally about investing in people. He acknowledged the broad perspective provided by the UGC Chairman on higher education and noted that the 2025-26 Budget included key announcements regarding the establishment of 50,000 Atal Tinkering Labs in government schools over the next five years and the provision of broadband internet connectivity to government schools in rural areas. He further highlighted a significant trend observed over the last decade, noting that the proportion of female teachers has increased. He mentioned that in 2014-15, male teachers comprised 52 percent of the total, while female teachers accounted for 48 percent. By 2025, these figures have reversed, with female teachers now making up 52 percent and male teachers 48 percent, reflecting a move towards greater gender parity in the education sector.





The discussions reinforced the need for strategic investments in human capital to ensure sustainable economic growth, social equity, and global leadership. The government remained committed to fostering a skilled workforce, ensuring India's continued rise as an innovation and technology hub.

Prime Minister’s address the Post-Budget Webinar on boosting job creation- Investing in People, Economy, and Innovation

Read here: https://pib.gov.in/PressReleasePage.aspx?PRID=2108407

Text of PM's address at post-budget webinar on boosting job creation via video conferencing Read here: https://pib.gov.in/PressReleasePage.aspx?PRID=2108424

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MV/AK

MOE/DoHE-DoSeL/5 March 2025/4

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Bridging the gap: Rethinking sch education for a healthier future

Education must evolve to equip students with the skills they need to thrive—not j academically, but in life. Food literacy is not optional; it is essential. By integrating Literacy Plus as a co-curricular subject, we can ensure that students graduate not academic knowledge but also with the ability to nourish their bodies, make susta choices, and contribute to a healthier planet. This is more than an educational ref investment in the well-being of future generations. Schools, policymakers, and ed must act now to make food literacy an integral part of every child's education.

ET CONTRIBUTORS

Updated On Mar 5, 2025 at 03:55 PM IST



By Pawan Agarwal, Ar
Malhotra, and Archana Sir

The need for a holistic curriculum

Our students are equipped with essential competencie in Language, Mathematics, Science, And Social Sciences through well-defined Curriculum. These subjects follow a structured progression, inculcating Critical Thinking Problem-Solving, And Analytical Skills—foundational for higher education and future careers ensuring students readiness to be a part the Competitive World.

The missing link

While our Education System successfully builds academic proficiency, neglects fundamental aspects of life—food, nutrition, lifestyle, and sustainability.

Children learn about plant life in science, economic policies in social studies, and percentages in mathematics. However, structured educat on how food impacts health, well-being, and the environment is largel missing. Unlike math or language, where students are assessed and expected to demonstrate proficiency, food literacy remains, scattered inconsistent, undervalued and often absent from the curriculum.

The five essential competencies for a healthy future

To lead a healthy and sustainable life, children should develop five key competencies by the time they reach Grade VIII :

1. Food & Nutrition Literacy – Understanding different food types, th importance of balanced diets, digestion, informed eating choices, fc label comprehension, and basic cooking skills.
2. Healthy Lifestyle & Well-being – Cultivating habits related to physi activity (including yoga), sleep, hydration, and mental well-being wh avoiding harmful addictions.
3. Sustainable Eating & Food Systems Awareness – Recognizing the environmental impact of food choices, including soil health,

biodiversity, and climate change.

4. Food Waste Reduction & Responsible Consumption – Learning to minimize waste, store food properly, and practice mindful consumption.
5. Climate-Conscious Living & Advocacy – Understanding the link between food production and sustainability while adopting eco-friendly habits.

Consequences of ignoring food literacy

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The absence of structured food education has real consequences. Indi faces a triple burden of malnutrition—undernutrition, micronutrient deficiencies, and rising obesity—leading to increased cases of diabete heart disease, and other lifestyle-related illnesses.

Simultaneously, food waste, overconsumption, and unsustainable agricultural practices are depleting our planet's resources. Without fo literacy, children grow up unaware of the impact of their choices, contributing to unhealthy eating habits, excessive food waste, and unsustainable living.

Learning from Japan's ShoKuiku Model

Japan has set a Global Benchmark in Food Literacy with ShoKuiku (Fo and Nutrition Education) , a government-backed school-based initiati introduced in 2005 under the *Healthier Japan* agenda. ShoKuiku integrates nutrition education, food culture, sustainability, and hands- learning into the curriculum.

Students learn not just *what* to eat, but *why* and *how* food choices affe their health and the environment. Schools emphasize balanced diets, traditional food wisdom, food waste reduction, and environmental responsibility—instilling lifelong habits of mindful eating and sustaina living.

India can adopt a similar model, tailored to its diverse food culture an public health needs, ensuring that children develop the knowledge an skills for healthier, more sustainable food choices.

NEP 2020: An opportunity for change

The National Education Policy (NEP) 2020 recognizes the importance Holistic, Competency-Based Education and allows schools to introduc

co-curricular subjects to broaden students' learning beyond tradit academics.

The School Health and Wellness (SHW) Curriculum under Ayushman Bharat includes 11 modules aimed at improving students health and we being, but it currently lacks structured learning resources. This presen a perfect opportunity to integrate food literacy as a co-curricular subject, ensuring that students receive structured, practical, and hand on education in food, nutrition, and sustainability fully integrating the SHW Curriculum.

Food literacy plus: A practical solution

A structured and progressive learning programme, which could be called, 'Food Literacy Plus (FL+)' could be designed to fill this critical gap. *FL+ must ensure that students gain practical skills such as:*

- Meal planning and mindful eating
- Making sustainable food choices
- Reducing food waste and adopting responsible consumption habits

Unlike fragmented lessons, FL+ could provide a structured, competency-based approach with workbooks, teacher manuals, and interactive activities, making food literacy engaging and impactful.

How schools can implement food literacy plus?

Schools can introduce FL+ in two ways:

- As a standalone subject – A structured approach with just one sessic per week dedicated to food literacy.

- Integrated within existing subjects – Infused into Environmental Science (EVS), Science, Social Science, and even Language studies, ensuring an interdisciplinary learning experience.

Since FL+ provides ready-to-use learning resources and teacher traini its adoption can be seamless, enhancing the School Health and Wellne Curriculum while aligning with NEP 2020's vision for holistic educatic

A call to action: Investing in a healthier future

Education must evolve to equip students with the skills they need to thrive—not just academically, but in life. Food literacy is not optional; is essential.

By integrating Food Literacy Plus as a co-curricular subject, we can ensure that students graduate not only with academic knowledge but also with the ability to nourish their bodies, make sustainable choices, and contribute to a healthier planet.

This is more than an educational reform—it is an investment in the we being of future generations. Schools, policymakers, and educators mus act now to make food literacy an integral part of every child's educatic

Published On Mar 5, 2025 at 11:31 AM IST

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140 experts, academicians ready new state curriculum framework

TNN | Mar 5, 2025, 08.13 PM IST



Panaji: As the implementation of the National Education Policy (NEP) 2020 progresses in Goa from the new academic year 2025-26, the changes, besides in Class VI and X, will also be introduced at KG2 level. The implementation is being carried out in a phased manner after NEP was introduced from nursery level in 2023-24 at the foundational stage and at Class IX level in 2024-25 at the secondary stage.Officials said that based on the new national curriculum framework (NCF) developed by NCERT to guide the implementation, Goa has already developed its state curriculum framework along with an implementation plan for all four stages of education. They said around 140 teachers, school heads, and education experts have worked at State Council of Educational Research and Training (SCERT) to contextualise the new curriculum.

“Local components have been added, annual plans have been prepared, training modules have been developed and new textbooks for Konkani and Marathi framed by these experts. Experts from NCERT New Delhi guided these teams. A key focus in NEP is competency-based learning, emphasising understanding rather than rote memorisation,” said an official.

He said, just like last year, when NEP was introduced in Class IX for the first time, a team of top education officials visited schools taluka-wise to clarify doubts of schools, this year too the same exercise will be carried out from Class VI to X.

“Before implementing NEP in Class IX during the last academic year, Goa’s education secretary, director, Goa Board chairman, SCERT director and other officials at the directorate of education held consultations with school heads, management members, PTA members and senior teachers from schools across the state, taluka-wise. These meetings were conducted to address potential challenges that may be encountered and to find solutions collaboratively. A similar process is also planned this year for the successful implementation of NEP in Class X and VI,” said the official.

He said as new subjects of interdisciplinary area, vocational education, art education, and physical education have been added for Class IX and X, the Goa govt has already recruited additional vocational and art education teachers in most govt and aided schools in Goa to support the implementation.“Workshops for teachers teaching in Class X and Class VI have already begun from this month. For the foundation stage, which is up to Class III, NEP 2020 emphasises on Panchakosha development, an ancient Indian concept that promotes holistic growth. Goa’s SCERT has prepared a teachers’ manual mapping the curricular goals and competencies as envisaged in the NCF 2023,” said the official.

Big changes coming to CBSE from academic year 2026-27! Biannual exams, dual subjects, global outreach: Changes explained

These reforms aim to reduce student stress, increase flexibility, and expand CBSE's global reach—all in line with the National Education Policy (NEP) 2020

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Business Today Desk
Updated Mar 05, 2025, 1:09 PM IST

The Central Board of Secondary Education (CBSE) is set to overhaul its academic structure from the 2026-27 session, introducing a suite of groundbreaking changes. These reforms aim to reduce student stress, increase flexibility, and expand CBSE's global reach—all in line with the National Education Policy

(NEP) 2020 and the National Curriculum Framework 2023.

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Twice-yearly board exams for class X

CBSE will launch twice-year board exams for Class X starting in 2026. This new system is designed to lessen high-stakes pressure and give students multiple chances to excel. According to plans, the first round of exams could be held earlier with results expected by March, while a second round may occur in May and be declared in June.

Notably, one key detail reveals that “under the new system, the board may have to reduce the gap between exams—possibly to just a day—to ensure both sets of exams are completed and results declared by June.”

The Education Ministry has already asked CBSE to release a draft framework for public feedback, and the two-exam approach for Class 10 is slated to roll out before a similar model is considered for Class 12.

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Global curriculum for affiliated foreign schools

In a move to further its international footprint, CBSE will introduce a Global Curriculum for its 260 affiliated foreign schools in the 2026-27 academic year. As reported by the Times of India, this curriculum will integrate core Indian subjects into international classrooms while upholding CBSE's educational standards.

Dual-level system for science and social science

Building on a system already in place for Mathematics, CBSE

will expand its dual-level subject options to Science and Social Science for Class X. Currently, students choose between “Standard Mathematics (Code: 041)” and “Basic Mathematics (Code: 241)”.

According to a recent TNN report, beginning from the 2026-27 academic session, students will be allowed to choose between 'standard' and 'basic' levels of curriculum for science and social science subjects too.

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What is the Standard and Basic Subject System In CBSE?

The Standard and Basic system was introduced in CBSE schools to reduce academic stress and make learning more flexible.

Currently, in Mathematics, students can choose the Standard level if they plan to pursue Mathematics in higher studies, or the Basic level for a simpler curriculum.

How will it be fruitful for students?

Different Learning Styles: Recognises that students learn at different speeds and have different academic strengths.

Two Difficulty Levels: Provides options for "basic" and "advanced" (Standard) versions of subjects like Science.

Personalized Pace: Allows students to learn at a pace that's comfortable for them, avoiding unnecessary pressure.

Career Focus: Helps students prepare for specific career paths (like STEM) by offering a more rigorous Science option for those interested.

Less Anxiety: Reduces exam stress by allowing students to choose less challenging options in subjects where they struggle.

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Bridging the gap: Rethinking school education for a healthier future

Education must evolve to equip students with the skills they need to thrive—not just academically, but in life. Food literacy is not optional; it is essential. By integrating Food Literacy Plus as a co-curricular subject, we can ensure that students graduate not only wit academic knowledge but also with the ability to nourish their bodies, make sustainable choices, and contribute to a healthier planet. This is more than an educational reform—it is investment in the well-being of future generations. Schools, policymakers, and educators must act now to make food literacy an integral part of every child's education.

ET CONTRIBUTORS
Updated On Mar 5, 2025 at 03:55 PM IST

By Pawan Agarwal, Anita Malhotra, and Archana Sinha

The need for a holistic curriculum



Our students are equipped with essential competencies in Language, Mathematics, Science, And Social Sciences through well-defined Curriculum. These subjects follow a structured progression, inculcating Critical Thinking, Problem-Solving, And Analytical Skills—foundational for higher education and future careers ensuring students readiness to be a part of the Competitive World.

The missing link

While our Education System successfully builds academic proficiency, it neglects fundamental aspects of life—food, nutrition, lifestyle, and sustainability.

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Children learn about plant life in science, economic policies in social studies, and percentages in mathematics. However, structured education on how food impacts health, well-being, and the environment is largely missing. Unlike math or language, where students are assessed and

expected to demonstrate proficiency, food literacy remains, scattered, inconsistent, undervalued and often absent from the curriculum.

The five essential competencies for a healthy future

To lead a healthy and sustainable life, children should develop five key competencies by the time they reach Grade VIII :

1. Food & Nutrition Literacy – Understanding different food types, the importance of balanced diets, digestion, informed eating choices, food label comprehension, and basic cooking skills.
2. Healthy Lifestyle & Well-being – Cultivating habits related to physical activity (including yoga), sleep, hydration, and mental well-being while avoiding harmful addictions.
3. Sustainable Eating & Food Systems Awareness – Recognizing the environmental impact of food choices, including soil health, biodiversity, and climate change.
4. Food Waste Reduction & Responsible Consumption – Learning to minimize waste, store food properly, and practice mindful consumption.
5. Climate-Conscious Living & Advocacy – Understanding the link between food production and sustainability while adopting eco-friendly habits.

Consequences of ignoring food literacy

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The absence of structured food education has real consequences. India faces a triple burden of malnutrition—undernutrition, micronutrient

deficiencies, and rising obesity—leading to increased cases of diabetes, heart disease, and other lifestyle-related illnesses.

Simultaneously, food waste, overconsumption, and unsustainable agricultural practices are depleting our planet's resources. Without food literacy, children grow up unaware of the impact of their choices, contributing to unhealthy eating habits, excessive food waste, and unsustainable living.

Learning from Japan's ShoKuiku Model

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Japan has set a Global Benchmark in Food Literacy with ShoKuiku (Food and Nutrition Education) , a government-backed school-based initiative introduced in 2005 under the *Healthier Japan* agenda. ShoKuiku integrates nutrition education, food culture, sustainability, and hands-on learning into the curriculum.

Students learn not just *what* to eat, but *why* and *how* food choices affect their health and the environment. Schools emphasize balanced diets, traditional food wisdom, food waste reduction, and environmental responsibility—instilling lifelong habits of mindful eating and sustainable living.

India can adopt a similar model, tailored to its diverse food culture and public health needs, ensuring that children develop the knowledge and skills for healthier, more sustainable food choices.

NEP 2020: An opportunity for change

The National Education Policy (NEP) 2020 recognizes the importance of Holistic, Competency-Based Education and allows schools to introduce co-curricular subjects to broaden students' learning beyond traditional academics.

The School Health and Wellness (SHW) Curriculum under Ayushman Bharat includes 11 modules aimed at improving students health and well-being, but it currently lacks structured learning resources. This presents a perfect opportunity to integrate food literacy as a co-curricular subject, ensuring that students receive structured, practical, and hands-on education in food, nutrition, and sustainability fully integrating the SHW Curriculum.

Food literacy plus: A practical solution

A structured and progressive learning programme, which could be called, 'Food Literacy Plus (FL+)' could be designed to fill this critical gap. *FL+ must ensure that students gain practical skills such as:*

- Meal planning and mindful eating
- Making sustainable food choices
- Reducing food waste and adopting responsible consumption habits

Unlike fragmented lessons, FL+ could provide a structured, competency-based approach with workbooks, teacher manuals, and interactive activities, making food literacy engaging and impactful.

How schools can implement food literacy plus?

Schools can introduce FL+ in two ways:

- As a standalone subject – A structured approach with just one session per week dedicated to food literacy.

- Integrated within existing subjects – Infused into Environmental Science (EVS), Science, Social Science, and even Language studies, ensuring an interdisciplinary learning experience.

Since FL+ provides ready-to-use learning resources and teacher training, its adoption can be seamless, enhancing the School Health and Wellness Curriculum while aligning with NEP 2020's vision for holistic education.

A call to action: Investing in a healthier future

Education must evolve to equip students with the skills they need to thrive—not just academically, but in life. Food literacy is not optional; it is essential.

By integrating Food Literacy Plus as a co-curricular subject, we can ensure that students graduate not only with academic knowledge but also with the ability to nourish their bodies, make sustainable choices, and contribute to a healthier planet.

This is more than an educational reform—it is an investment in the well-being of future generations. Schools, policymakers, and educators must act now to make food literacy an integral part of every child's education.

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India's national education budget 2025-26

by Sandeepa Sahay

05/03/2025 Higher Education Institutions



India's Viksit Bharat, a government vision, aims for inclusive growth for all by 2047.

The Indian government has announced its latest national budget for 2025-26. At the presentation of the budget, the government emphasised that it was aligned with six principles of India's Viksit Bharat, which aims for 'inclusive growth for all' by 2047. Two of these principles are linked directly to education: **100% good quality school education** and **100% skilled labour with meaningful employment.**

The annual allocation to education by the central government, covering both schools and higher education, saw an increase of 12.8 per cent over last year's revised

7.7 per cent increase to the higher education budget over the previous year's revised estimates, compared to a reduction in this budget the previous year.

The national outlay to vocational education/skills has received an exponential increase of 85 per cent in comparison to revised estimates of previous year. This seems to be the largest allocation ever made in this field, with a large part of the money allocated towards a new scheme to upgrade 1000 Industrial Training Institutes (ITIs) based on a hub and spoke arrangement which is aimed to provide handholding support at regional level.

Overall, there is a strong pitch to address over-regulation and create more autonomy and trust in governance and delivery. The Economic Survey 2024-25 which precedes the budget announcement reinforces the thrust on regulation to be light but tight (as mentioned in the NEP 2020) to re-energise the higher education sector and enable it to thrive. It also states that compliance with regulations beyond the minimum accreditation requirements should be voluntary and institutions should be allowed to carve their own paths, innovate and compete globally without rigid adherence.

Key announcements

Expansion of Atal Tinkering Labs: Currently, there are 10,000 labs focussed on STEM which are set up across public funded and private schools. The aim is to set up additional 50,000 such innovation hubs in public funded schools over the next five years to nurture curiosity and innovation, and foster a scientific temper among young minds.

Provision of broadband connectivity in public funded secondary schools in rural areas: The aim is to improve access to digital learning resources and enhance education quality in rural areas. This will help bridge the education gap between rural and urban areas. The initiative is part of a broader effort to empower rural students with technology and modern learning methods.

Expansion of Capacity in Institutes of Information Technology: With the aim to enhance access for more students to world-class technical education and to strengthen India's position in global innovation and research, the expansion will include increasing the number of seats, infrastructure, faculty, and resources at these premier institutions.

Centre of Excellence in AI for Education: The aim is to develop innovative solutions to improve teaching and learning, enhance educational content, and equip students

This is an announcement at this stage. The outlay of £5bn is likely to be provided for in the next fiscal year.

Expansion of medical education: With the goal to strengthen India's healthcare system by increasing the quantity and quality of healthcare professionals, the government will augment 10,000 additional seats in medical colleges and hospitals next year in its overall target to add a total of 75,000 seats over the next five years.

Research, Development and Innovation: A provision of £200bn has been allocated to implement the corpus fund, which includes a 50-year interest-free loan to financial institutions in sunrise sectors, as announced last year. This initiative aims to promote private sector-driven research, development, and innovation, with the funds expected to be available later this year.

Exploring Deep Tech Fund of Funds: This announcement signals the government's intent on creating a fund to support and accelerate the growth of next-generation startups in high-tech sectors such as artificial intelligence, robotics, biotechnology, quantum computing, and other innovative fields. This means that the structure and framework of this proposition will be fleshed out this year and the operationalisation could be expected in the following year.

PM Research Fellowship: Under the PM Research Fellowship scheme (launched in 2018), 10,000 fellowships for technological research in IITs and IISc with enhanced financial support will be provided over the next five years. This fellowship aims to create a robust ecosystem for research in India, empowering scholars to contribute to solving real-world problems and pushing the boundaries of knowledge and innovation.

National Centres of Excellence for Skilling: Building on the initiative outlined in last year's budget, five National Centres of Excellence for Skilling will be established, incorporating global expertise and partnerships to equip youth with the skills needed for 'Make for India, Make for the World' manufacturing. These partnerships will focus on curriculum development, trainer training, creating a skills certification framework, and conducting regular reviews.

Employment led growth: The reverse migration to rural areas and rise in employment in agriculture sector triggered during the COVID-19 pandemic continues but considering the low productivity rate and other national economic priorities, the emphasis on skill development runs through various initiatives of the government. The new announcements include skill development for the announced multi-sectoral

Removal of TCS for Education Remittances: The government is proposing to remove the threshold to collect tax at source (TCS) on remittances under RBI's Liberalised Remittance Scheme for education purposes. The exemption will apply where remittance is made using a loan from a specified financial institution, such as a bank or a recognised educational loan provider and if the money is sent without a loan, a 5 per cent TCS applies above £7000. These changes will provide relief to the parents in making big upfront payments for their children's study abroad.

British Council comments

While the majority of education funding in India comes from the state and local levels, the increase in national government funds allocated to education is a positive sign.

This year's national budget for higher education places a strong emphasis on expanding quality education and increasing access, considering the projected rise in student enrolments, which are expected to nearly double from the current 43 million over the next decade.

Technology will play a key role in enhancing access to learning, particularly in remote and rural areas, through improved infrastructure and digital resources. Additionally, the government's initiative to allow international branch campuses and overseas centres by foreign higher education institutions (HEIs) in India will help broaden access and meet the growing demand for international qualifications. This effort will gain further momentum through regulatory reforms and states working to establish education hubs that attract both domestic and international students.

Strengthening research and innovation within the higher education sector remains a top priority, with a continued focus on STEM fields. The three key initiatives - Centres of Excellence (CoE) for AI in Education, the Deep Tech Fund of Funds, and the Corpus Fund for research and innovation - offer significant opportunities for UK higher education institutions to explore collaboration on joint research projects and programmes in AI and STEM. UK universities and research institutions could contribute their expertise, technology, and funding to co-fund and co-manage projects, particularly in areas like sustainable development and technological innovation. Additionally, improving teaching tools, personalised learning, and integrating AI-based digital content are potential areas for collaboration. However, these initiatives will take time to evolve from announcements into well-structured projects with clear guidelines and protocols.

demand sectors such as technology, healthcare, and advanced manufacturing. While the establishment of the National Skills Centres is still underway, close follow-up will be essential to make the most of these opportunities.

The potential removal of the TCS (Tax Collected at Source) on remittances for education under the RBI's Liberalised Remittance Scheme (LRS), when loans are taken from specialized financial institutions, creates favourable conditions for Indian students wishing to study abroad. A welcoming UK HE sector with positive international student policies will be well-positioned to benefit from the anticipated increase in outward mobility of Indian students seeking education overseas.

Theme Country/Market Intelligence



Sandeepa Sahay

South Asia Hub - Coordinator Regional Insight hub

Sandeepa manages production and delivery of country insight and market intelligence from South Asia including India, Pakistan and Bangladesh for the UK education institutions to access opportunities for partnership and mobility.

CONTACT

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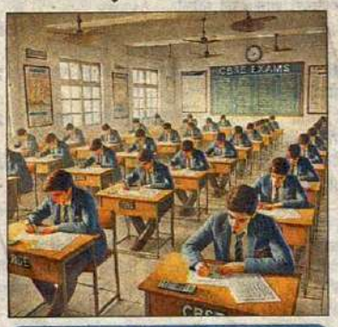


भूपेंद्र शर्मा

10वीं के करीब 26.60 लाख स्टूडेंट्स के पास 2026 में दो बार बोर्ड परीक्षा देने का मौका होगा। इससे छात्रों के दिलो-दिमाग से बोर्ड परीक्षा का डर तो कम होगा ही, तेजी से पनपते कोचिंग कल्चर पर भी लगाम लगने की उम्मीद है। CBSE ने इस सिलसिले में ड्राफ्ट पॉलिसी जारी कर उस पर प्रतिक्रिया मांगी है। आप भी 9 मार्च तक cbse.gov.in पोर्टल के जरिए अपनी राय दे सकते हैं।

बड़ा सुधार | परीक्षा वाले दिन अगर छात्र किसी वजह से अच्छा प्रदर्शन नहीं कर पाता, तो इसका मतलब यह नहीं कि उसमें काबिलियत नहीं है। तीन घंटे की परीक्षा उसकी क्षमताओं का सर्टिफिकेट नहीं। अब उसके पास एक और मौका रहेगा। वहीं, स्कूलों के अभी कुछ सवाल हैं, जिनका जवाब फाइनल पॉलिसी में शामिल करना होगा। इस पॉलिसी को फाइनट्यून किए जाने की जरूरत भी है ताकि छात्रों तक पूरा फायदा पहुंचे और पढ़ाई पर किसी तरह का असर न पड़े।

अधिक अवसर | 10वीं में कोई छात्र पहले राउंड में पांच विषयों की परीक्षा देता है और दो विषयों में अच्छा स्कोर नहीं कर पाता, तो उसके पास दूसरे राउंड में मौका होगा। वह चाहे तो दो विषयों की परीक्षा दे या फिर दोबारा पांचों में शामिल हो। प्रैक्टिकल व इंटरनल असेसमेंट एक ही बार होगा। एक राहत यह भी है कि अगर छात्र पहले राउंड में क्वॉलिफाई नहीं हो पाया तो भी उसे 11वीं में दाखिला मिल जाएगा। दूसरे राउंड के रिजल्ट के आधार पर बाद में दाखिला कन्फर्म होगा। ऐसे में छात्रों की दोनों टेंशन दूर हो रही है। चूंकि दोनों परीक्षाओं के बेस्ट स्कोर को माना जाएगा, ऐसे में छात्र अपनी रणनीति भी बना सकते हैं। ऐसा भी हो सकता है कि पहली परीक्षा में छात्र कुछ विषयों पर ज्यादा फोकस करें और दूसरी परीक्षा में दूसरे विषयों पर ध्यान ज्यादा दें। यह



कॉमन रूम

प्रणाली ज्यादा अवसर प्रदान करती है।

शिक्षकों पर दबाव | ड्राफ्ट पॉलिसी में 10वीं की पहले राउंड की परीक्षा 17 फरवरी से 6 मार्च और दूसरे राउंड की परीक्षा 5 मई से 20 मई के बीच प्रस्तावित की गई है। 17 फरवरी को पहला पेपर होने के बाद से ही मूल्यांकन की प्रक्रिया शुरू हो जाती है। बैक टू बैक दो एग्जाम होने से CBSE पर जल्दी रिजल्ट जारी करने का प्रेशर होगा। टीचर्स पर भी दबाव बढ़ेगा। विशेषज्ञों का मानना है कि अब CBSE को पहले की तुलना में ज्यादा टीचर्स को मूल्यांकन में लगाना होगा ताकि समय पर नतीजा आ सके। दिसंबर-जनवरी में प्रदूषण के कारण कई दिन स्कूल बंद करने पड़ते हैं। ऐसे में सिलेबस को पूरा कैसे किया जाएगा, यह भी देखना होगा।

स्कूलों के सवाल | जब दूसरे राउंड की परीक्षा होगी, तब जिन स्कूलों में सेंटर होंगे, वहां बाकी कक्षाओं के छात्रों की पढ़ाई कैसे होगी? एक अप्रैल से नया सेशन शुरू होता है और अमूमन 15-20 मई से गर्मियों की छुट्टियां शुरू होती हैं। ऐसे में स्कूल की वर्किंग कैसे मैनेज होगी? जून में टीचर्स की एक महीने की छुट्टियां होती हैं। जो शिक्षक परीक्षा और मूल्यांकन ड्यूटी में होंगे, उन्हें पूरी छुट्टियां मिल पाएंगी? स्कूलों में दूसरी कक्षाओं की वार्षिक परीक्षा भी फरवरी-मार्च में होती है। इनकी भी कॉपियां चेक करने का काम है। परीक्षा के पैटर्न में बदलाव के साथ मूल्यांकन, टीचिंग मेथड्स को भी रीडिफाइन करना होगा।

दैनिक जागरण, 6 मार्च 2025, पृष्ठ सं - 10

नई शिक्षा नीति का बेतुका विरोध

देश में नई शिक्षा नीति चार वर्ष पहले लागू की गई थी। अब उसका तेजी से क्रियान्वयन हो रहा है, लेकिन तमिलनाडु जैसे कुछ राज्य अपने चुनावी हित के लिए भाषा के नाम पर इसमें अड़ंगा लगा रहे हैं। उनका यह रवैया ठीक नहीं है, क्योंकि देश की शिक्षा व्यवस्था में समकक्षता तथा स्तरीय समानता लाना परम आवश्यक है। इसमें दो राय नहीं कि सभी राज्यों के अधिकारियों और विशेषज्ञों के सहयोग से बनी नई शिक्षा नीति देश की शिक्षा प्रणाली को भारत की संस्कृति और ज्ञान परंपरा से जोड़ने में पूरी तरह सक्षम है। यह ज्ञान-सृजन में भारत की अग्रणी भागीदारी भी लक्षित करती है। इसमें ऐसी भावी पीढ़ी तैयार करने की क्षमता है, जो भारत के प्रति समर्पित होगी और उसकी 'विविधता में एकता' को साकार कर विश्व के समक्ष उदाहरण बनाकर प्रस्तुत कर सकने की सामर्थ्य से परिपूर्ण होगी। उसमें भारतीय मूल्यों की समझ तो होगी ही, उसकी सराहना का भाव उसमें स्वतः ही अंतर्निहित हो जाएगा, लेकिन यह सब तभी संभव होगा, जब शिक्षा नीति का केवल राजनीति के कारण विरोध कर उसके क्रियान्वयन में बाधाएं उत्पन्न न की जाएं।

हर सरकार और विशेष रूप से तमिलनाडु की स्टालिन सरकार को यह समझना चाहिए कि उसके निर्णय भारत के युवाओं की आशाओं और अपेक्षाओं पर सदैव खरे उतरें। स्टालिन सरकार को नहीं भूलना चाहिए कि उसका आचरण भारत की नई पीढ़ी को प्रभावित करने वाला है। जनता के विश्वास पर खरा उतरना हर सरकार का नैतिक कर्तव्य है। ऐसा करने में पक्ष या विपक्ष में होने से कोई फर्क नहीं पड़ना चाहिए, लेकिन दुख की बात है कि इस उत्तरदायित्व को अनेकानेक अवसरों पर भुला दिया जाता है।

दिल्ली पूर्ण राज्य नहीं है, लेकिन यहां के हालिया विधानसभा चुनाव सारे देश के लिए आकर्षण और उत्सुकता का केंद्र बने रहे। विभिन्न दलों ने जिस ढंग से चुनाव प्रचार के समय एक-दूसरे पर आरोप-प्रत्यारोप लगाए, जिस भाषा का उपयोग किया, उसकी जितनी निंदा की जाए कम है। राजनीतिक प्रतिस्पर्धा में हो रहे



जगमोहन सिंह राजपूत

सरकारों को यह नहीं भूलना चाहिए कि उसके आचरण भारत की नई पीढ़ी को प्रभावित करते हैं



भावी पीढ़ी के भविष्य से खेलते स्टालिन • प्रेट

शालीनता के इस हनन का बच्चों तथा युवाओं पर नकारात्मक प्रभाव पड़ रहा है। हमें याद रखना होगा कि देश के भविष्य के कर्णधारों की पीढ़ी की तैयारी केवल घरों और कक्षाओं में ही नहीं होती है, बल्कि उस पर समाज के विशिष्ट जनों के आचरण का भी प्रभाव पड़ता है। देश के चयनित प्रतिनिधियों और संवैधानिक पदों पर आसीन व्यक्तियों का प्रभाव तो उन पर सबसे अधिक पड़ता है, क्योंकि सारे संचार माध्यम लगातार उनसे संबंधित वर्णन ही प्रचारित-प्रसारित करते रहते हैं। स्कूलों या महाविद्यालयों की कक्षाओं में नैतिकता, मानवीय मूल्यों की आवश्यकता पर अपने प्राध्यापक का प्रभावशाली भाषण सुनकर आया युवक जब संसद की कार्यवाही का सीधा प्रसारण देखता है और पाता है कि वहां तो सब कुछ उससे विपरीत हो रहा है, जो उसे सिखाया-पढ़ाया गया है, तब उसकी वैचारिकता सही और गलत के बीच हिचकोले खाने लगती है। ऐसी स्थिति में उस पर नकारात्मकता के हावी होने की ही आशंका अधिक बनती है। वह यदि अपने कुलपति या प्राचार्य की टेबल पर चढ़कर कागज फाड़कर उनके मुंह पर फेंक देता है, तब वह किसी आधिकारिक रूप से सम्मानित घोषित महानुभाव का ही अनुसरण कर रहा होता है।

जब देश का युवा भारत की संसद में असंसदीय आचरण देखता है, जब वह संसद में अध्यक्ष और सभापति का असम्मान होते देखता है, तब उससे वह अनजाने और अनकहे ही बहुत कुछ अंतर्निहित कर लेता है। संसद के सदन लगातार स्थगित होते रहें और विश्वविद्यालय में कक्षाओं के नियमित चलने के उपदेश दिए जाएं, तो इसे अनावश्यक प्रलाप ही कहा जाएगा। यदि संसद सही उदाहरण प्रस्तुत नहीं करेगी तो नगरपालिका के पार्षद से अपेक्षा क्या बेमानी नहीं होगी? कार्यकारी पीढ़ी का भावी पीढ़ी के प्रति सबसे महत्वपूर्ण उत्तरदायित्व अनुकरणीय और शालीन आचरण प्रस्तुत करना होता है। नीतियां कितनी ही सजग, सतर्क और व्यावहारिक क्यों न हों, जब वे केवल कागजों में रह जाएं, तब समझना चाहिए कि उनके क्रियान्वयन के प्रति जिम्मेदार लोगों ने अपना काम ठीक से नहीं किया।

संविधान केवल चुनावी हार-जीत तक सीमित नहीं है। उसमें व्यावहारिक शालीनता, सेवा, अनुकरणीय आचरण, ईमानदारी तथा निष्कपटता भी अंतर्निहित हैं। संविधान सभा की अंतिम बैठक में अध्यक्ष डा. राजेंद्र प्रसाद तथा प्रारूप समिति के अध्यक्ष डा. भीमराव आंबेडकर ने स्पष्ट किया था कि भविष्य में संविधान के प्रविधानों की सार्थकता और उपयोगिता, उसका क्रियान्वयन करने के लिए चुने गए लोगों पर यानी उनकी प्रवृत्तियों, नीयत और नैतिकता पर निर्भर करेगी। अपेक्षा तो यही थी कि स्वतंत्र भारत में नेताओं की जो नई पीढ़ियां आएंगी और सत्ता संभालेंगी वे भी उन्हीं आदर्शों का पालन करेंगी जिन पर चलकर स्वतंत्रता मिली थी, लेकिन अफसोस कि ऐसा करने वाले गिनती के लोग रह गए हैं। नई शिक्षा नीति हमारी इसमें मदद कर सकती है, लेकिन तभी जब उसे अमल में लाने के लिए सभी अपना योगदान करें।

(लेखक प्रधानमंत्री संग्रहालय एवं ग्रंथालय में अटल फेलो हैं)
response@jagran.com

The Hindu, 6 March 2025, Page No.- 4

Little progress in centralising administration of Eklavya schools

Abhinay Lakshman
NEW DELHI

Five years after the Centre introduced fresh guidelines to elevate its flagship Eklavya Model Residential Schools (EMRS) for tribal children to the standards of Jawahar Navodaya Vidyalayas (JNV) by centralising their administration, among other steps, little progress has been made.

Proposals to begin the second round of centralised recruitment for over 6,000 school staff members, set up regional offices to administer the schools, and raise the recurring cost per child per year to make them on a par with JNVs have been held up at various levels of the government for months now, *The Hindu* has learnt.

As a result, the National Education Society for Tribal Students (NESTS), set up with the vision of centralising Eklavya schools, has been left to operate without any mandated authority over the State societies that run the day-to-day operations of these schools.



Ever since the Union government revised the EMRS scheme in 2020, it has aggressively sanctioned new schools. SPECIAL ARRANGEMENT

Ever since the government revised the EMRS scheme in 2020, it has aggressively sanctioned new schools, with a total of 728 sanctioned till February 28, of which 477 are functional. NESTS administers these schools with a sanctioned strength of just 28 permanent and six temporary staff, most of them retired government servants hired as consultants.

In comparison, there are 661 sanctioned JNVs, which are administered by the Navodaya Vidyalaya Samiti through its headquarters and eight regional offices, which have a combined sanctioned staff strength of 491.

No response

Questions sent to the Ministry of Tribal Affairs about the status of the centralisation and to what degree it is being pursued have not yet elicited a response. NESTS offered no comment when *The Hindu* reached out to the Office of the Commissioner.

The centralisation process was first announced by Finance Minister Nirmala Sitharaman in the 2023-24 Budget speech when she said that over 38,000 staffers would be hired centrally for the Eklavya schools over the following three years. The first round of recruitment, completed in 2024, saw over 10,000 staffers being hired, though officials admitted to some "teething problems" with the centralisation process and the mandated requirement of Hindi competency.

Many teachers recruited from the Hindi-speaking States were posted to southern States, where the language, food, and culture were unfamiliar, prompting a series of transfer requests, as reported by *The Hindu* at the time.

With just one year left of the three-year recruitment timeline, the proposal to hire a second batch of over 6,000 staffers has been pending with the Tribal Affairs Ministry for over three months, with queries now being raised about the centralised process, according to a government official associated with running Eklavya schools when the proposal was being prepared.

Pending proposals

The source said a proposal to hike the recurring cost per child per year from the ₹1.09 lakh set in 2020 to ₹1.70 lakh – on a par with JNVs – has been awaiting the Department of Expenditure's nod, despite a nudge from NESTS in November last year. Another proposal to set up at least 10 regional offices under NESTS, sent in December 2024, is also pending.

While NESTS's mandate allows it to issue administration guidelines and directions for State societies to follow, sources told *The Hindu* that without structural overhaul, the body has virtually no power of "oversight, inspections" over the State societies.

According to internal circulars, NESTS has uncovered several "financial improprieties" in the operations of State societies. For instance, they often get individual schools to book expenditures incurred by the societies.

NESTS also found that the schools are not purchasing daily-use items for students, such as uniforms and textbooks, as they are meant to, but are instead transferring the money for this to their parents' accounts.

A circular from December 2024 reiterated that State societies are meant to function as regional offices, also warning newly recruited staff against challenging NESTS's authority.

Another source said filling the sanctioned positions at NESTS has become more of a task, explaining that job notices for these positions often receive no applications from within the government as "there is no scope for promotion and p ay is very low".

The Statesman, 6 March 2025, Page No.- 2

Delhi govt allots over 44,000 seats in EWS admission draw

STATESMAN NEWS SERVICE
NEW DELHI, 5 MARCH



Delhi Education Minister Ashish Sood on Wednesday participated in the draw of lots for the 2025-26 academic session, allocating over 44,000 seats under the Economically Weaker Section (EWS) quota for entry-level classes in private schools.

To ensure a completely fair and transparent process, the draw was conducted digitally using a standalone computer, eliminating any possibility of manipulation. Multiple television screens were installed at the venue, allowing parents to witness the process in real time.

This year, the Delhi government has taken a significant step towards expanding educational access by increasing the EWS income limit from ₹2.5 lakh to ₹5 lakh, enabling more underprivileged children to benefit from quality schooling, the education minister stated.

"We have introduced multiple safeguards to ensure fairness, including a redraw option in case of objections, strict restrictions on mobile phone usage at the venue, and complete video surveillance. The entire process was conducted under the supervision of a special committee from the Directorate of Education, which will also submit a sealed CD of the final results for record-keeping," Sood said.

He added, "This is not an era where privileged families get special access to schools. Admissions will not be dictated by dynasty or influence but by a fair and transparent system that gives every child an equal chance."

This year's draw covered three categories—Nursery, KG (Pre-primary), and Class 1. A total of 1,299 schools participated, offering 24,933 seats for Nursery against 1,00,854 applications, 4,682 seats for KG (Pre-primary) against 40,488 applications, and 14,430 seats for Class 1 against 62,597 applications.

Ministry of Skill Development and Entrepreneurship

“The vision of Investment in People stands on three pillars – Education, Skill and Healthcare” - Shri Narendra Modi

“The government is committed to equip youth with future-ready digital skills” – Shri Jayant Chaudhary

Industries should collaborate, connect and leverage global expertise: Shri Atul Kumar Tiwari

Posted On: 06 MAR 2025 6:31PM by PIB Delhi

The Ministry of Skill Development & Entrepreneurship (MSDE) organized a **Breakout session, on “National Centres of Excellence for Skilling”,** announced in the Union Budget 2025-26. The session brought together representatives from state governments, industry, international organizations and academia to discuss the roadmap for effective implementation of the budget announcements.



The Breakout Session on the “National Centres of Excellence for Skilling” was moderated by Shri Atul Kumar Tiwari, Secretary, MSDE and convened by Ms. Archana Mayaram, Economic Adviser, MSDE. The Panellists included Ms. Rashmita Panda, CEO, World Skills Centre, Odisha, Ms. Ragapriya, CITE and MD, KSDC, Government of Karnataka, Dr. Vinod Rao, Secretary, Labour, Skill

Development & Employment, Government of Gujarat, Ms. Xiaoyan Liang, Lead Education Specialist, World Bank, Shri N Varaprasad, Founder & Partner, Singapore Education Consulting Group, Mr. Suresh Natarajan, CEO, ITE Education Services, Singapore, Shri Amit Kapoor, Chair, Institute of Competitiveness, Shri Sabyasachi Das, CEO, Tata Indian Institute of Skills, Shri Sudarshan, Head-Skilling, Reliance Foundation, and Shri Ashish Singh, Head - Vocational Education & Skill, J&K Cements Ltd.



Shri Atul Kumar Tiwari, Secretary, MSDE while steering the discussions emphasized on the importance of industry collaboration and connect and leveraging global expertise by engaging with the international stakeholders. He also highlighted the need for forging strong partnerships with the state governments and academia and that all stakeholders must come together for effective implementation of the budget announcement.

The breakout session was one of the eleven such sessions which were held in the follow up to the Post-budget webinar on **"Investing in People",** which was conducted on March 5 for which Department of Higher Education was the Lead Department along with MSDE. During the webinar, Hon'ble PM Shri Narendra Modi said, *that the vision of investment in people stands on three pillars – education, skill and healthcare. Since 2014, we have provided skill training to over 3 crore youth, announced plans to upgrade 1000 ITIs, and are establishing five Centres of Excellence with global partnership to ensure that our youth can compete at the global level.* The Hon'ble Prime Minister also stated that the PM Internship Scheme is providing fresh opportunities and practical skills to the youth by collaborating with industries. In his closing remarks, Shri Jayant Chaudhary, Minister of State (Independent Charge), Ministry of Skill Development and Entrepreneurship and Minister of State, Ministry of Education, Govt of India highlighted the government's commitment to equipping India's youth with future-ready digital competencies. He said that the Ministry of Skill Development & Entrepreneurship is developing **Skilling for AI Readiness** (SOAR) Program, aimed at integrating

AI literacy with vocational training from as early as Class 6. The Minister emphasized that SOAR aligns with the National Education Policy (NEP) 2020's vision of skill-based education and aims to foster computational thinking, problem-solving, and industry-aligned AI skills. Moreover through stackable micro-credentials, digital platforms, and partnerships with global tech leaders, students will be able to seamlessly transition from foundational AI learning to advanced careers, strengthening India's position as an AI powerhouse. He further noted that as technology evolves rapidly, India is not just preparing its workforce for AI-driven industries but shaping the next generation of AI innovators and leaders, ensuring inclusive growth and global competitiveness. As we approach closer to the International Women's Day, the Minister also reaffirmed government's commitment to provide greater opportunities for women in education, skill development, and entrepreneurship. The webinar concluded with several key recommendations, such as, enhancing quality of trainers, bringing about greater autonomy and accountability within the CoEs, stronger industry connect, global partnerships, increased focus on PPP, making curriculum industry-aligned, and focus on new-age courses. All the panellists appreciated and welcomed this budget announcement which would contribute towards India's skilling journey to prepare its youth for future ready jobs and compete at global level.

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Pawan Singh Faujdar/Divyanshu Kumar

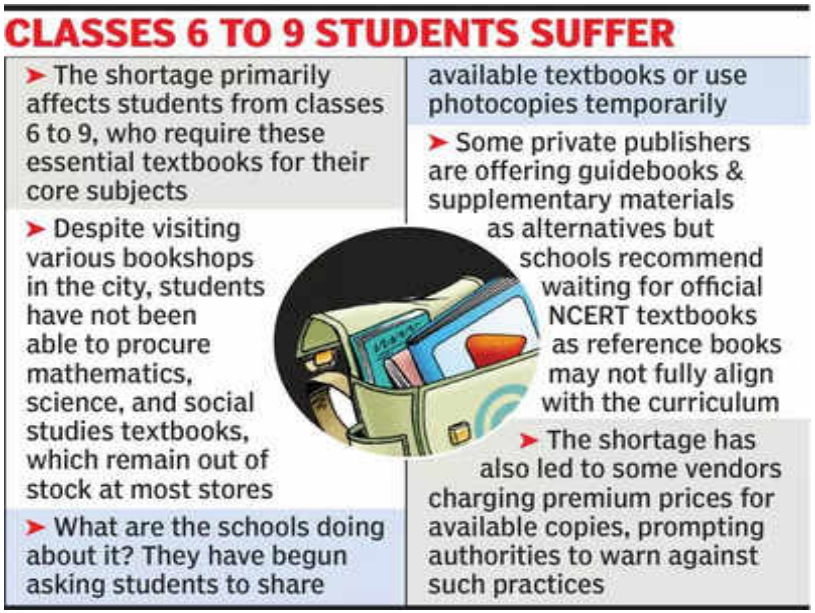
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THE TIMES OF INDIA

Now, shortage of books weigh kids down: Shops blame distributors, schools shrug responsibility

Mar 6, 2025, 12.50 AM IST



Bhopal: Just as the new academic session begins in the state capital, students are once again facing difficulties owing to unavailability of NCERT textbooks in Bhopal.

Despite visiting various bookshops in the city, students have not been able to procure mathematics, science, and social studies textbooks, which remain out of stock at most stores. The shortage primarily affects students from classes 6 to 9, who require these textbooks for their core subjects.

As parents and students run from pillar to post, shopkeepers cite supply chain issues and delayed deliveries from publishers.

Local booksellers said that they placed orders for these textbooks months ago, but the stock hasn't arrived from the NCERT distribution centres. Some shops report receiving only 30-40% of their ordered quantities, rendering them unable to meet the high demand during the start of the academic year.

Share Books Or Make Photocopies: Schools

What are the schools doing about it? They have begun asking students to share available textbooks or use photocopies temporarily. This arrangement is neither ideal nor sustainable for long-term learning, to say the least.

Meanwhile, parents express concerns about their children falling behind in studies. "My daughter needs the Class 7 mathematics and science books for her studies, and we've visited at least six shops but without any success," says a worried parent.

Costs Rise, Authorities Warn Against Unethical, ‘Unaligned' Practices

Meanwhile, some private publishers are offering guidebooks and supplementary study materials as temporary alternatives. But schools recommend waiting for official NCERT textbooks rather than relying on substitute materials that may not fully align with the curriculum.

The shortage has led to some vendors charging premium prices for available copies, prompting authorities to warn against such practices.

Parent associations have demanded immediate intervention from education authorities to resolve the crisis. They suggest setting up temporary book banks where students can borrow textbooks until the supply normalises.

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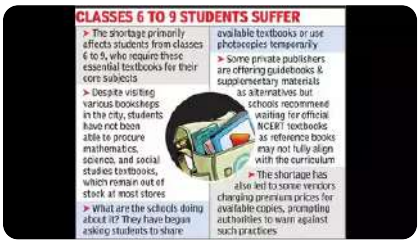
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Now, shortage of books weigh kids down: Shops blame distributors, schools shrug responsibility

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Share Books Or Make Photocopies: Schools

What are the schools doing about it? They have begun asking students to share available textbooks or use photocopies temporarily. This arrangement is neither ideal nor sustainable for long-term learning, to say the least.

Meanwhile, parents express concerns about their children falling behind in studies. "My daughter needs the Class 7 mathematics and science books for her studies,

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and we've visited at least six shops but without any success," says a worried parent.

Costs Rise, Authorities Warn Against Unethical, 'Unaligned' Practices

Meanwhile, some private publishers are offering guidebooks and supplementary study materials as temporary alternatives. But schools recommend waiting for official NCERT textbooks rather than relying on substitute materials that may not fully align with the curriculum.

The shortage has led to some vendors charging premium prices for available copies, prompting authorities to warn against such practices.

Parent associations have demanded immediate intervention from education authorities to resolve the crisis. They suggest setting up temporary book banks where students can borrow textbooks until the supply normalises.

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India's Best Colleges 2024

CBSE class 10 board exams 2026: What are the 3 major changes?

CBSE's decision to implement these changes aligns with the broader objectives of NEP 2020, focusing on holistic education, flexible learning, and global competitiveness.

Curated by Mansi Jha



Photo: Canva images

Mar 06, 2025

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The Central Board of Secondary Education (CBSE) is set to bring in significant changes to the examination system from the 2026-27 academic session. Three major reforms have been approved: introducing dual board exams, offering Basic and Advanced levels for Science and Social Science subjects in Classes 9 and 10, and launching a Global Curriculum for CBSE-affiliated foreign schools. These initiatives aim to provide students with greater flexibility, reduce academic stress, and expand CBSE's reach internationally.

Two Board exams in a year

From 2026, CBSE will conduct board examinations twice a year, in February and May. This reform is designed to offer students an opportunity to improve their scores by appearing in both exams. The better of the two scores will be considered as the final result. This move aligns with the National Education Policy (NEP) 2020, which emphasises reducing exam-related pressure while allowing students to showcase their best performance.

By introducing a second exam cycle, CBSE aims to minimise the 'one chance' stress that often affects students' performance. It will also allow them to manage their academic workload more effectively and choose the exam attempt that best reflects their capabilities. Schools will conduct internal assessments throughout the year to ensure students remain engaged in the learning process.

Basic and advanced levels for science and social science

Following the existing dual-level examination system for Mathematics, CBSE has decided to extend this option to Science and Social Science subjects in Classes 9 and 10. Currently, Class 10 students can choose between 'Standard Mathematics' (Code: 041) and 'Basic Mathematics' (Code: 241), with the latter catering to those who do not intend to pursue Mathematics in higher studies.

From the 2026-27 session, students will have the option to choose between Basic and Advanced levels for Science and Social Science. The Standard level will focus on core concepts essential for all students, while the Advanced level will delve deeper into topics, incorporating higher-order thinking skills. This system is expected to ease academic pressure on students who do not wish to specialise in these subjects beyond school while providing a more challenging curriculum for those interested in further studies in these fields.

To support this transition, CBSE and the National Council of Educational Research and Training (NCERT) will develop new textbooks that differentiate between the two levels. Teachers will also receive training on effective instructional strategies and assessment methods tailored to the new structure. According to CBSE, both exams will be held on the same day at the same exam centre, with students opting for the Advanced level receiving an additional question paper requiring in-depth analysis and application of concepts.

Global curriculum for CBSE-affiliated foreign schools

As part of its expansion into the international education sector, CBSE has announced the introduction of a Global Curriculum for its 260 affiliated foreign schools from the 2026-27 academic year. The new curriculum aims to integrate core Indian subjects into international classrooms while maintaining CBSE's high educational standards.

CBSE's Global Curriculum will cater to students from diverse backgrounds, ensuring that essential subjects such as Mathematics, Science, and Social Science align with global education trends while incorporating Indian values and knowledge systems. This move is expected to strengthen CBSE's presence internationally and make its affiliated schools more competitive in the global education landscape.

The curriculum framework has been developed in consultation with educators from various countries, ensuring that it meets international academic requirements while retaining elements that reflect India's educational philosophy. Schools adopting this curriculum will receive resources and training to help them effectively implement the changes.

These reforms mark a significant shift in the Indian school education system, making it more adaptive and student-centric. CBSE's decision to implement these changes aligns with the broader objectives of NEP 2020, focusing on holistic education, flexible learning, and global competitiveness.

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एनईपी में त्रि-भाषा नीति पूरे देश के लिए अच्छी : रीजीजू

तिरुवनंतपुरम (भाषा)। केंद्रीय मंत्री किरेन रीजीजू ने बृहस्पतिवार को कहा कि नई शिक्षा नीति (एनईपी) में त्रि-भाषा नीति पूरे देश के लिए अच्छी है। एनईपी में त्रि-भाषा नीति पर जारी गंभीर बहस के बारे में पूछे गए एक सवाल का जवाब देते हुए उन्होंने कहा कि कुछ गलतफहमी है या कुछ लोग जानबूझकर 'राजनीति करने का प्रयास कर रहे है'।

■ कहा, कुछ लोग जानबूझकर 'राजनीति करने का कर रहे प्रयास

केंद्रीय संसदीय कार्य एवं अल्पसंख्यक मामलों के मंत्री ने यहां संवाददाताओं से कहा, राष्ट्रीय शिक्षा नीति में त्रि-भाषा नीति पूरे देश के लिए अच्छी है। रीजीजू दक्षिणी क्षेत्र के राज्यों और केंद्र शासित प्रदेशों के लिए प्रधानमंत्री जन विकास कार्यक्रम (पीएमजेवीके) पर क्षेत्रीय समीक्षा बैठक और प्रशिक्षण कार्यशाला में शामिल होने के लिए तिरुवनंतपुरम में थे। रीजीजू ने कहा, श्री नरेन्द्र मोदी भारत के प्रधानमंत्री है, लेकिन हिन्दी उनकी मातृभाषा नहीं है, उनकी मातृभाषा गुजराती है। हमारे गृह मंत्री अमित शाह जी की मातृभाषा भी गुजराती है। शिक्षा मंत्री श्री धर्मेंद्र प्रधान की मातृभाषा उड़िया है और मेरी मातृभाषा अरुणाचली है, लेकिन हम अपने देश के हितों को सर्वोपरि रखते हुए एक टीम के रूप में काम कर रहे है। उन्होंने कहा, इसलिए हमें देश को धर्म या भाषा के आधार पर नहीं बांटना चाहिए।

रीजीजू ने कहा, हम सभी भारतीय है आइए हम सब मिलकर काम करें और प्रधानमंत्री मोदी जी ने लगातार कहा है कि भारत में हर क्षेत्र, हर समुदाय और हर कोई समान है तथा सभी को समान संरक्षण और समान वरीयता दी जाएगी, इसलिए हमें देश को जाति, पंथ, धर्म या समुदाय या राज्य या क्षेत्र के आधार पर नहीं बांटना चाहिए। उनका यह बयान एनईपी 2020 के खिलाफ तमिलनाडु सरकार के कड़े विरोध के बीच आया है। तमिलनाडु सरकार ने त्रि-भाषा नीति को लेकर चिंता जताई है और केंद्र पर "हिंदी थोपने का प्रयास" करने का आरोप लगाया है।

The Times of India, 7 March 2025, Page No.- 10

Admissions to 25 courses at Jamia to be based on CUET scores this year

TIMES NEWS NETWORK

New Delhi: Jamia Millia Islamia opened admissions for the 2025-26 academic session on Thursday. The university has introduced new courses focused on skill development and promotion of the Indian knowledge systems. Jamia has increased the number of programmes admitting students through the Common University Entrance Test, with 25 programmes now accepting CUET scores, up from 20 last year.

The university has launched 14 new programmes, including a bachelor's degree in design, bachelor's degree in computer science and several self-financed evening courses such as certificate programmes in art and aesthetics, creative photography and textile design.

Vice-chancellor Mazhar Asif highlighted Jamia's commitment to Indian and foreign languages and skill-based learning, in line with the National Education Policy, while launching the prospectus for the 2025-26 session.

"This year we introduced a large number of new programmes specially designed as per NEP guidelines. We envision every student enrolled at Jamia to acquire at least one skill beyond the course curricula to enhance employability," said Asif. "We are working on offering many foreign languages with the active collaboration of foreign embassies in New Delhi. The push to develop the teaching and study of traditional and Indian knowledge systems will remain a priority area," said Asif.

The vice-chancellor said, "We are also committed to enriching our vibrant and multicultural academic community by increasing the intake of foreign students." To attract more international students, Jamia has reduced fees for applicants from SAARC countries and for foreign nationals. The course fee for NRI wards in the University Polytechnic has been reduced to $2,500. Two seats are now reserved for foreign students in the dental surgery programme, while PhD final interviews will now be conducted online to accommodate international applicants.

In a move to make the entrance process more accessible, JMI will conduct entrance exams in eight cities across India, including Malegaon and Bhopal, reducing the need for students to travel to Delhi. Admission forms for programmes with entrance tests are available online. The last date for submitting qualifying exam results for PG programmes is Oct 31.

The online application for programmes whose tests will be conducted by Jamia will be open until April 10, after which the forms will be available for corrections until April 14. Applications for tests conducted through CUET and JEE will be open until 10 days after the declaration of results by the respective testing agencies. Admit cards for entrance tests to be conducted by Jamia will be issued from April 17 and the entrance tests will commence from April 26.

"We are also focused on the overall well-being of our students," said the vice-chancellor. "Towards this end, from this academic session onwards, we are offering more facilities on the campus, like better IT facilities, sports facilities for self-financed daytime students and an evening medical out-patients facility."

WHAT'S NEW ON OFFER

14 programmes introduced

- New programmes aligned with National Education Policy
- Emphasis on skill acquisition for improved employability

Undergraduate

- Bachelor of Design (BDes) -4 years
- BSc (Hons) Computer Science - 4 years

Certificate (self-financed, evening)

- Design and Innovation
- Textile Design
- Graphic Art (Printmaking)
- Creative Photography
- Calligraphy
- Art Appreciation & Art Writing

Postgraduate (self-financed)

- MFA (Curatorial Practices)
- MFA (Art Management)
- MFA (Conceptual Art Practice)
- MFA (Graphic Art-Printmaking)
- PG Diploma in Fire Safety, Lifts, and Plumbing Services



Reduced fees and reserved seats

- Fees reduced for students from SAARC countries, foreign nationals/NRI wards
- Special fee reduction for diploma courses under University Polytechnic
- Two seats reserved for foreign students in BDS programme (NEET-based admission)
- JMI increasing intake of foreign students, especially under the G20 initiative

Other important points to be noted

- Foreign students can now attend PhD admission interviews online
- Admissions under 25 programmes to be based on CUET Merit Score, up from 20 last year
- 29 entrance exams will be held in 8 cities, including Malegaon and Bhopal

■ Application portal to open for prospective students from **March 6**

■ Refer to the prospectus for deadlines to apply for specific courses

VICE-CHANCELLOR SAYS

We are also committed to enriching our vibrant and multicultural academic community by increasing the intake of foreign students

The Hindu, 7 March 2025, Page No. - 9

Is Artificial Intelligence affecting critical thinking skills?

PARLEY

Artificial Intelligence (AI) tools are increasingly being used in classrooms around the world. Last month, British universities were warned to "stress-test" all assessments after new research revealed that "almost all" undergraduates are using generative AI (GenAI) in their studies. Last year, a study by TeamLease EdTech revealed that over 61% of educators in India are using AI tools. All this has given rise to fears that students will likely begin accepting information at face value rather than critically analysing it. Does the use of AI in education affect critical thinking skills? Arun Kumar Tangirala and Arul George Scaria discuss the question in a conversation moderated by **Sai Charan**. Edited excerpts:

Should AI be permitted in college classrooms? If yes, to what extent?

Arun Kumar Tangirala: Yes, AI should be permitted. As it has pervaded every aspect of our lives, it is not a good idea to prohibit it. Even if you were to prohibit it, students will use it because it has pervaded every home and device.

The extent to which it should be used and who should be using it in the classroom is contextual. It would depend on whether I am teaching a coding course, a technical course, a science course, or a humanities course. For example, if my aim is to impart cognitive skills, I would use AI minimally. But if I am teaching coding, it would be different. There has been a shift in skill sets in the industry. The ability to code is not necessarily the primary skill; the ability to evaluate and validate a code is more or less the evolving skill. So I would use AI, because everybody uses AI to generate codes. But it is important to make sure that the students use AI in an ethical and responsible way.

There are no government regulations on usage yet. So institutes and instructors have to form their own rules, declare these clearly at the beginning of the course, and also explain why they are imposing these. As long as things are done in a systematic, informed, ethical, and responsible manner, AI should be allowed.

Arul George Scaria: It is nearly impossible and perhaps even futile to prohibit AI in classrooms. Whether we like it or not, that is the reality. We might have to change our teaching and learning approaches according to this changing scenario because AI is also getting more and more integrated into many of the applications we use daily. For example, Copilot is getting integrated into Microsoft Word. Even when you open Adobe Reader, it suggests providing an AI-generated summary.



India's first AI teacher 'Iris' interacts with students at a school at Attingal in Thiruvananthapuram, Kerala. PTI

When we talk about AI usage in classrooms, we have to also understand that it is not just students who are using AI; teachers are using it too. School administrators want to bring AI into the classroom and many policymakers believe that there should be greater use of AI in education. But in all these contexts, ethical and responsible AI usage policies are required. AI is helpful in many ways, but it is also a tool that needs to be used cautiously for a wide variety of reasons, including, but not limited to, issues such as potential biases in responses.

The decision on the extent of use should be clearly guided by the learning objectives of the courses. When I teach a comparative copyright law course in collaboration with Professor William Fisher at the Harvard Law School, one of the assignments I give to the students is to use different AI platforms to generate potentially copyright infringing materials. Through this hands-on experience, the students get a better picture of the diverse issues in this particular area. They even get a better sense of whether it is possible to prevent generation of potentially copyright infringing materials and what kind of steps have been put in place by firms in this regard. So we need to evolve general guidelines for all stakeholders in an educational institution, but let the specific approaches for each course be developed as per the learning objectives of those courses.

Courses are being developed with AI. In that case, do you think AI will slowly be seen as a critical part of infrastructure?

AKT: Yes. AI is going to be integral to every type of operation in an academic institution, company, or any other organisation. Therefore, preparations have to be underway in order to integrate AI in a seamless manner. A report published by the World Economic Forum not only throws light on the future skills required, but also on how institutions should realign themselves. The Future of Jobs Report 2025, published in January, showed that the top skills that learners require are analytical and cognitive thinking, AI related skills, social connection, adaptability, etc. Programming skills are lower down the list. If you compare it with earlier reports, the big difference you see is the arrival of AI and related skills. If AI-related skills have to be acquired, not only by the users, but also by employees, it has to be integrated into the infrastructure. But there has to be a secure way of doing this. Unlike a calculator or a computer, AI tools such as Chat GPT, Perplexity, and other LLM models that you are using take your data and broadcast it back to the server, which means that your own personal and confidential information could be at stake if it is not integrated properly. Every user has to be trained and made aware of the benefits and side effects.

> We need to educate everyone on how to be responsible AI users, particularly by understanding the limitations of the technology
>
> ARUL GEORGE SCARIA

AGS: AI is becoming critical infrastructure in many different ways. The government and other stakeholders need to be mindful of this and take appropriate measures for regulation. For example, many State governments suggest adopting AI in schools. But has there been a safety audit of the AI tools that have been suggested for incorporation in these schools? Has there been an audit on the potential biases that might exist in the system? With respect to the training data, are we demanding disclosure? Are we mindful of the impacts?

With AI here to stay, do you think we should accept it in a regulated manner rather than being critical about it?

AKT: There is apprehension and fear about the usage of AI. But we should start using it. For a long time, I also desisted and my reason for using it was to really experience what the fears are about. There is no point in imagining what may happen. Start using AI in a limited way, and experience the benefits and the possible risks. Do it the way you would with an automobile.

The difference is that for automobiles, we have excellent regulations. For AI, it will take time. There are countries saying forget about regulations for now, because that is going to hamper the growth of this technology. I disagree. While technology is evolving, discussions on regulation should also be happening. The European Union has been active in that respect. In India, there are more and more discussions happening now, but it will take some time for actual regulations to kick in.

AGS: It is clear that the state might take some time to frame regulations. To me, it is vital that every university initiates dialogues among faculty members and students on responsible AI usage. This will help in evolving appropriate and ethical usage guidelines as per the needs of the institution. We cannot have universal rules, but at least some general guidelines can be evolved at the institutional level. The most prominent global universities have a general AI policy and they have also left it to the faculty to frame specific policies with respect to their courses. That is the only way forward now.

There are concerns that students may become overly dependent on AI-generated responses. Are these valid?

AKT: It's true; many teachers fear this. I don't think it is a valid fear. It depends on what skills we want to impart. An academic institution has its own goals apart from preparing students for employment. Those goals may include training students to think deeply and in a scholarly manner. But at the same time, we need to be practical. We have to train our students so that they get jobs, not necessarily scholarly ones, but where they can implement what they have learned. So, in any course, we will probably have to ask to what extent we want to impart critical thinking skills vis-a-vis practical skills.

AGS: I have a slightly different perspective. At a broader level, I fear that we are currently seeing an over-dependence on AI-generated responses among students and sometimes even among many faculty members. So we need to educate everyone on how to be responsible AI users, particularly by understanding the limitations of the technology. This might even require re-imagining many components of our education. Maybe the kind of technology which we are talking about here can have more negative impacts if we indiscriminately adopt it. Over time, AI technologies may also be more mature. But as it stands now, my fear is that most of the time, people are overlooking the limitations of technology.

To listen to the full interview Scan the code or go to the link www.thehindu.com

The Indian Express, 7 March 2025, Page No.- 11

A fig leaf for any imposition

That the third language being mooted is not Hindi does not fool anyone. Leaders' statements, government spending, highlight true intent



PALANIVEL THIAGA RAJAN

EDUCATION IS THE beating heart of Dravidian political philosophy. It is vital to the movement's core principles of self-respect, social justice, and equitable access. Given education's prior exclusivity, the first Justice Party government of the Madras Presidency sowed the seeds for universal education by legislating compulsory elementary education — for boys and girls — in 1920.

A compulsory two-language formula — our mother tongue, Tamil, and the global link language, English — in effect for decades, reflects these values. All parties that originated here have vociferously, and repeatedly aligned with this formula, and it has produced great results. With high literacy rates and a higher education enrolment ratio of 47 per cent (compared to the national average of 28.4 per cent) Tamil Nadu stands tall in India. Our educational, and consequent economic successes are documented and quantifiable. To be clear, this compulsory formula is only for the curriculum set by the State Board of Education, and in schools run by the state government. TN's commitment to educational choice is evident — even the Dakshin Bharat Hindi Prachar Sabha maintains its headquarters in Chennai.

It is in this context that one must view the extra-constitutional conditions imposed belatedly on TN by the Union government for the release of our state's allocation of the Samagra Shiksha Abhiyan funds (approximately Rs 2,152 crore) in the FY 2024-2025 Union Budget approved by Parliament.

The threat, stated in public by the Union Minister of Education, is simple: Implement the NEP in full through legislation in TN's assembly (including the compulsory three-language formula) or the Centre will not release the Parliament-approved, pre-allocated, funds.

> Adding a third language would impose costs with no evidence-based benefits to justify such curriculum dilution. In large parts of the country, even two languages have not been implemented adequately. If they had been, we would have had English as a link language. We wouldn'tbe having this debate over 75 years after Independence.

Given the lack of a single example to show how this will improve outcomes, we see the threat as pure political extortion. Such an attempt to force the will of the Union government on TN's elected legislature is in flagrant violation of the Constitution.

In fact, adding a third language would impose costs — not only in staffing and logistics, but also by overloading students' learning capacity — with no evidence-based benefits to justify such curriculum dilution. In large parts of the country, even two languages have not been implemented adequately, for if they had been, we would have already had English as a link language and we would not be having this debate over 75 years after Independence.

There is also the justified fear that introduction of a third language corrodes the use of the native language, sometimes to the point of its practical demise. Hiding behind the fig leaf of the idea that the third language being mooted is not Hindi does not fool anyone. A cursory look at the Home Minister's statements every Hindi Day, and the multifold spending on Hindi promotion, as opposed to other regional languages, will highlight the true intent.

The threat of a similar outcome in Tamil Nadu is a dagger to our hearts, because of our existential love for our mother. Tamil — the core of our identity as Tamilians, and the high expression of our glorious culture and history. Our love is not just manifest in our eagerness to preserve the world's oldest living language, but also in our urgency to keep it refreshed to suit the changing times. We have undertaken many efforts to ensure our language remains vibrant and ever-youthful, from hosting a KaniTamil Manaadu (Conference on Tamil Computing) way back in 1999 (we ran its second iteration in 2024), and digitising ancient texts, to creating Tamil LLMs. Many of these efforts are undertaken by the Tamil Virtual Academy — an entity established by our leader, Kalaignar (M Karunanidhi), when he was chief minister — which functions as part of my current ministerial portfolio of Information Technology and Digital Services.

This threat is consistent with the Centre's unconstitutional approach of using any means as a weapon for its political agenda. Beyond the politicisation of fund allocation and adding politically self-serving last-minute conditions for the disbursement of funds, the most troubling examples include: Unprecedented use of Article 293(3) to constrain state borrowing beyond their respective FRBM-equivalent legislation; illegal, covert coercing of bilateral and multilateral lending agencies to adopt lending constraints to non-BJP government-ruled states, and worst of all, the intentional appointment of obdurate governors to thwart the work of elected governments. As our Chief Minister has stated, the Tamil people can never be cowed down by such threats. History teaches lessons. Money alone cannot meaningfully alter employment or growth rates, if the prevailing social structures are not conducive to such improvements. For example, the bias towards Gujarat by the current government through the creation of Free Trade Zones like GIFT City and the allocation of mega projects have not resulted in any noticeable improvement in either employment or the quality of life for the average resident of Gujarat.

People of ancient cultures like the Tamils cannot be subjugated, nor their identity altered, by coercive actions. Previous attempts at Hindi imposition were catastrophic failures. In Tamil Nadu, January 25 is designated as Language Martyr's Day, when we pay our respects to those who lost their lives in the struggles to preserve Tamil and oppose language imposition. We will not surrender our linguistic rights now or ever, and thereby allow their ultimate sacrifices to have been in vain.

The writer is Minister for Information Technology and Digital Services, Tamil Nadu

Protect language, don't politicise it

Chief Minister Stalin's attitude is a recipe for turning diversity into divisiveness



VINAY SAHASRABUDDHE

TAMIL NADU CHIEF Minister M K Stalin's allegation that Hindi has eaten into smaller languages like Maithili, Santhali, etc, is false and a blatant attempt to pit one language group against the other. It's vote bank politics in the name of language. Note that no one from these smaller groups — but rather, the Chief Minister of Tamil Nadu — is expressing concern about their languages facing an existential threat. Stalin has a difficult election to face in about a year and an issue as emotive as language is a low-hanging fruit. However, while the argument being made is unconvincing, the manner in which he has taken up the issue is highly irresponsible. Happily, Education Minister Dharmendra Pradhan has made it clear that there is no question of imposing Hindi and the three-language formula only promotes learning an additional language, besides English and the mother tongue.

CM Stalin has also talked about a monolithic Hindi identity. However, no monolithic identity could really be officially established in any language group. In Maharashtra, Karnataka and even Tamil Nadu, people in different regions speak different versions of the language. While no regional government can avoid the standardisation of their respective language, regional variations are bound to be there and there can be no "imposition" in this regard. Resilience and accommodation are fundamental features of Indian culture and straitjacketing is neither practicable nor desirable.

> Stalin has talked about a monolithic Hindi identity. However, no such identity could really be officially established in any language group. In Maharashtra, Karnataka and even Tamil Nadu, people in different regions speak different versions of the language. There can be no 'imposition' in this regard.

But since Stalin has raked up this issue, it is pertinent to ask why linguistic groups feel threatened. There are at least four key factors behind the existential challenge that languages apparently face. These are linguistic colonialism and its sinister impact, changing ideas of social and cultural status, inertia on the part of language warriors and politics and policies about promoting or preventing the development of any language.

During the Mughal era, Urdu and Farsi made inroads into many Indian languages. The level of adulteration was so alarming that Chhatrapati Shivaji Maharaj had to personally monitor the creation of a Marathi Rajya Vyavahar Kosh, or a dictionary of Marathi administrative terms. With this initiative, he ensured that foreign languages do not have place of pride at the cost of indigenous languages. Later, British rule ensured the needless but all-pervading domination of English and prevented the development of several Indian languages as mediums of acquiring knowledge.

As English was the language of the ruling class, speaking it became a symbol of higher social status leading to an inferiority complex among those speaking their mother tongue. Sadly, save for a few regional languages like Tamil, Bengali, Malayalam and some North Eastern languages, most other Indian language groups have inadvertently submitted to the "status-symbol phenomenon" and paved the way for linguistic adulteration. Many urban dwellers with their mother tongue being Hindi, Punjabi, Marathi or Kannada today are seen using more English terms colloquially ignorant of their rich linguistic traditions. Many believe that our own languages are poor in vocabulary, and this is the most sinister impact of linguistic colonialism.

While give and take between languages is not entirely preventable and undesirable, the cause of a particular language is well-served only when the processes of coining new words and terms thoughtfully and utilising them keenly are carried out. The natural fusion of languages is not the same thing as needless adulteration. What makes way for linguistic adulteration is the popular mindset where using everything "foreign" is considered synonymous with enhanced social status. Hence, the delinking of languages from social status has to be given top priority if our mother tongues are to flourish.

Languages flourish only when they are used. A few years ago, Kazakh people demanded Hindi movies with Kazakh subtitles and not Russian ones. Similarly, a South Asian leader has expressed the desire to read the *Gita Rahasya* of Lokmanya Tilak provided it is made available in the language of their country and not in English. In this context, Maharashtra CM Devendra Fadnavis's move to ask officials to ensure that Marathi is given a place of prominence as a language of statecraft is welcome.

The third life-threatening factor for mother tongues is the inertia of their progeny. Many language warriors have not understood the importance of government efforts to provide medical and engineering education in mother tongues. If our languages have to compete with English and other global counterparts, they have to create meaningful terminologies for new and emerging technologies. Also, language warriors must understand that language is the vehicle of culture. When a language is threatened, the sustenance of the culture of the respective language-group becomes harder.

The antidote for the "politics of language" is a well-laid-down formal policy of language development. For holistic and sustained development of any language, governments and language groups will have to fight together on multiple fronts. From education to entertainment, from literature to libraries and from event management to election campaigns, an emphasis on using mother tongues/regional languages alone will help them not just sustain but also grow.

CM Stalin must understand that raking up anger in the name of language is much easier than actually taking up the cause of any language. He must remember that politicising language matters in a partisan manner in fact hampers the cause of the respective language. Such politicisation is a recipe for converting diversity into divisiveness.

The writer is a National

The Pioneer

Monday, 10 March 2025

Effective implementation of NEP to enhance education quality

Friday, 07 March 2025 | Staff Reporter | BHOPAL

Effective implementation of NEP to enhance education quality

Friday, 07 March 2025 | Staff Reporter | BHOPAL

The National Education Policy-2020 is being implemented effectively by the School Education Department to enhance the quality of education in the schools of the state. For the implementation of the policy, 14 committees of senior officers have been constituted by the State Government under the chairmanship of Commissioner and Director level. These committees are related to various groups and areas of the National Education Policy.

The state government has constituted a task force under the chairmanship of the School Education Minister. Senior officers of the School Education Department are ex-officio members in this. Government and non-government educationists have also been included in the committee.

Discussion among members

Discussion has also been held among the members for the National Education Policy and implementation. In this, expert speeches have been given in coordination with Azim Premji Foundation. During the orientation, the Head of the Department of NCERT also gave information about the National Curriculum Foundation (NCF) Stage Development Process and State Curriculum Foundation (SCF) Stage. The New Education Policy (NEP) Tracker is being regularly updated as per the guidelines of the National Education Policy by the Central Government.

Equitable and Inclusive Education

9550 new children with special needs (CWSN) have been identified in the state and their enrollment in classes 9 to 12 has been ensured. Along with this, 8500 teachers in the state have also been given special training in 2 sessions in the year 2024 for teaching children with special needs. Resource centers have been developed by the School Education Department in all the development blocks.

Emphasis on Vocational Education

In the new education policy, emphasis has been laid on providing vocational education in schools. Vocational education is being conducted in 2383 schools in the state.

In these, about 4 lakh students have been enrolled and arrangements have been made to provide them vocational education in 14 trades. Agriculture faculty is being run in 798 higher secondary schools of the state and agriculture trade in 465 higher secondary schools. Under the STARS project, vocational education has been started for dropout students along with regular students in 100 schools. Labs for 2 vocational trades are being built in every CM Rise school of the state. Robotics labs have also been established in 52 CM Rise schools of the department.

Apart from the currently running IT courses, new courses like AI coding are being prepared with the help of Pt. Sundarlal Sharma Institute of Vocational Education. Under Tuning of School, 520 schools have been tuned, under which these schools exchange best practices among themselves.

SHARE

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The Arunachal Times

SCERT conducts workshop on HPC implementation

March 7, 2025



ITANAGAR, 6 Mar: A two-day workshop on the implementation of the holistic progress card (HPC), organised by the State Council of Educational Research and Training (SCERT), in collaboration with PARAKH, NCERT, concluded at the SCERT conference hall here on Thursday.

The workshop aimed to introduce modern assessment methodologies aligned with the National Education Policy (NEP)-2020, fostering a shift toward competency-based, student-centric evaluations.

In his inaugural address, SCERT Director Toko Babu emphasised the urgent need to move beyond traditional assessment methods and adopt a holistic approach that captures students' overall growth and learning outcomes.

He highlighted how this initiative aligns with Mission Shikshit Arunachal, reinforcing the state's commitment to transformative education reforms.

The workshop, coordinated by SCERT Assistant Director Yamang Hage, focused on the philosophy of HPC, its alignment with NEP-2020, and the development of competency-based assessments across different stages of schooling.

SCERT Deputy Director DY Ringu also spoke on the occasion.

The workshop saw participation of teachers and block education officers representing all 28 districts of the state. The resource persons of the workshop were PARAKH CEO Prof Indrani Bhaduri, Mani Solanki, and Bidisha Mazumder from PARAKH, NCERT.

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Skill education in schools: How the implementation of NEP 2020 is paving the way

AUTHOR : ARPAN TULSYAN

Expert Speak Raisina Debates

Published on *Mar 07, 2025*

The NEP sets an ambitious goal of integrating skill education in 100 percent of the schools in India, with at least 50 percent of students enrolled by the year 2030

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The National Education Policy (NEP), 2020 recognises three pressing global challenges that necessitate an educational response. Firstly, emerging technologies like machine learning, big data, and generative Artificial Intelligence (AI) demand adaptability (learning how to learn) and high-order skills in tomorrow's workforce. Secondly, environmental challenges posed by climate change, depleting natural resources, and pollution require innovative and sustainable solutions to meet the world's food, water, energy and sanitation needs. Thirdly, the growing risk of novel diseases, pandemics and epidemics impose the need for improved medical research and economic resilience. To prepare for these challenges, the NEP prioritises a new age, skill-centric education from early grades that leverages an interdisciplinary approach, blending theoretical classroom knowledge with practical application.

The growing risk of novel diseases, pandemics and epidemics impose

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Education (CBSE), India's largest national board with 30,634 affiliated schools, has undertaken significant initiatives. In the middle grades (VI-VIII), CBSE has introduced 12-15 hour skill modules on 33 subjects like coding, data science, design thinking and mass media. At the secondary and senior secondary grades (IX-XII), a skill subject can be opted into from a list of 42 subjects as the 6th elective. These subjects are mapped to specific National Skills Qualification Framework (NSQF) levels for future career benefits and the employability of students. A policy update on 10 January 2025 allows students to replace the marks of an academic subject with the skill subject, should they fail in any elective subject, offering greater flexibility in their academic journey.

Three aspects stand out from the CBSE's approach to integrating skill education in schools. First, it offers courses on cutting-edge technologies like 3D (three-dimensional) printing, drone technology, AI, as well as traditional subjects like Kashmiri embroidery, pottery and herbal heritage. Second, it strives to balance the demands

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It strives to balance the demands for students' skill development with the needs of local industries by encouraging schools to design a flexible curriculum that is suited to work prospects in the surrounding context.

In August 2024, the CBSE directed its affiliated schools to establish Composite Skill Labs with all necessary tools and technology. To be set up within three years, these labs aim to provide continuous hands-on experience and industry-linked training to students.

Other boards, like the Council for the Indian School Certificate Examinations (CISCE), are also promoting skill education by introducing new-age subjects and partnering with institutes like the Indian Institute of Technology (IIT) Delhi to design curricula that align with emerging industry trends.

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Adding 9.7 million potential workers to its labour force every year, India stands to gain substantial socio-economic benefits from early skilling initiatives. One primary benefit is bridging the gap between academic learning and its practical, real-world applications, making future workers more adaptable and employable. Skill subjects like carpentry, agriculture, marketing and sales allow students to practise their classroom knowledge in tangible ways, enabling a holistic and engaging learning experience.

An impact study by the National Council of Educational Research and Training (NCERT 2017) found that, in addition to gaining employability skills, skill education helped students improve retention, academic interest, testing outcomes and confidence levels. Early exposure to diverse career paths allows students to explore their interests and talents, offering opportunities to align their skills with industry needs.

One primary benefit is bridging the gap between academic learning

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schools improves. Illustratively, in the current academic session (2024-25), more than 800,000 students across 4,538 CBSE-affiliated schools have chosen to study AI courses at secondary and senior-secondary levels, reflecting a surge in demand for future-ready skills.

In addition to technical capabilities, skill education also promotes essential life skills such as communication, creativity, collaboration and problem-solving. It fosters a growth mindset, along with values such as adaptability, resilience and social responsibility, which are increasingly becoming vital as the traditional job markets evolve and new industries emerge. For instance, many students may not view traditional academic subjects as significant to their future employment but may want to gain employable skills like submitting online applications, writing professional emails, basic book-keeping and generating e-invoices.

Market-ready labour will position India to better address both domestic employment needs as well as global skilled labour shortages, particularly in developed

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It fosters a growth mindset, along with values such as adaptability, resilience and social responsibility, which are increasingly becoming vital as the traditional job markets evolve and new industries emerge.

Barriers to skill education in India

Despite the enabling policy conditions, India faces at least three broad barriers to skill education. First is its infrastructure and resource constraints. As per the latest Unified District Information System for Education Plus report (UDISE+ 2023-24), only 57.2 percent of schools across the country have working computers, 53.9 percent have internet connectivity, 55.9 percent of secondary schools have integrated science lab facilities, and 17.5 percent have arts and crafts facilities. These gaps are likely to create hindrances in the delivery of skill education.

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for students in underserved areas.

In addition to this, the third barrier is India's rigid school system, which heavily focuses on academic subjects. Parents and teachers may not fully appreciate the value in skill education, and schools may allocate insufficient time for such initiatives, unwilling to relent under the competitive pressure of board exams in secondary classes. In contrast to traditional pathways, skill education is often viewed as a fallback option for those who struggle in the mainstream academic path.

Despite capacity-building programmes and resource development by the CBSE, schools struggle to integrate new-age courses like robotics or AI in their curriculum.

The way forward

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Source: *Jobs at your doorstep, 2024. World Bank*

This glaring need for skill education, and in light of the benchmarks set by the NEP, several government and multilateral agencies have been prompted to offer recommendations for the effective integration of skill education in India. These include the need to strengthen infrastructure and expand offerings in skill education by setting up large, infrastructure-capable schools as skill hubs. These can then connect with smaller schools in their surroundings, following a hub-and-spoke model, expanding skill education to all schools.

Additionally, public-private partnerships (PPP) to help provide tools, resources and technical guidance in curriculum design have been explored. For rapid coverage and quality assurance, coordinated action among different stakeholders, i.e. academic and governance institutions,

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industry mismatch.

In this scenario, it is important to acknowledge some causes for caution to maintain a balanced approach. First, the drive to expand the skill education programme and meet policy targets can sometimes result in overlooking quality parameters. Inadequate teacher preparation, insufficient monitoring, and lax accreditation mechanisms can dilute the effectiveness of the programme, resulting in low employability and a continued skill-industry mismatch.

Another difficulty is to keep the curricula agile, continuously adapting to the evolving needs of the industry. Rapidly evolving global labour markets and technological advancements necessitate that skill education, to remain relevant, adopt a dynamic approach, incorporating real-time feedback from industry stakeholders and labour market analyses. This involves flexible course structures with continuous curriculum updates and robust partnerships between educational

interventions like mobile training units, scholarships or stipends, and community-based programmes, skill education could deepen existing inequalities in school education instead of bridging them.

Arpan Tulsyan *is Senior Fellow with the Centre for New Economic Diplomacy at the Observer Research Foundation.*

Education in India Education India
national education policy
national education policy 2020
national skills qualification framework nep 2020
new education policy new education policy 2020
skill education in india skill education initiative
skill education programme in india
world future skills index

The views expressed above belong to the author(s).

The Times of India, 8 March 2025, Page No - 10

Decoding 6K-Year-Old Language Can Bury Modern Myths

Work by an Indian cryptographer on the still-undeciphered Indus Valley script suggests Sanskrit may have been the root language. If true, it questions Aryan invasion theory as well as the north-south divide

Brishti Guha



Yajnadevam, aka Bharath Rao, is a rare cryptographer – among epigraphists, archaeologists, linguists etc – who can claim to have cracked the code to deciphering the Indus Valley script. The earliest pottery with Indus script symbols dates to 4,000 BCE. Ever since, the Indus script has resisted attempted decipherments.

Many ancient scripts were deciphered using bilingual or trilingual inscriptions. Champollion's decipherment of Egyptian hieroglyphics was based on the fact that the Rosetta Stone (found during Napoleon's invasion of Egypt) had the same Greek names written in ancient Greek and hieroglyphics.

Another famous decipherment was due to Henry Rawlinson, who travelled to the Zagros Mountains, where there was a trilingual inscription in old Persian cuneiform, Elamite, and Sumerian. Risking his life, Rawlinson climbed the sheer cliff and accurately copied the inscription, using his knowledge of Persian to also ultimately decipher the Elamite and Sumerian scripts. Closer home, a breakthrough in decipherment of the Brahmi script was made using a bilingual coin minted by the Indo-Bactrian king, Agathocles. The coin had his name in Greek on one side, and in Brahmi on the other. However, Indus inscriptions were never conveniently accompanied by another identical message in a known script.

Yajnadevam used cryptography, building on a 1945 paper by Claude Shannon, father of modern information theory. During WWII, Shannon was asked to determine how to make secret codes unbreakable. Shannon found that all codes could be broken once enough coded messages had been read. Moreover, reading enough text ensured that the solution found was unique.

Most previous attempts at deciphering the Indus script involved assigning values to very short inscriptions. However, when the same symbols occurred in longer inscriptions, the assigned values would fail to result in a meaningful phrase – resulting in decipherers assigning a different possible meaning to the same symbols once they occurred in longer inscriptions. Thus, the number of possible solutions kept going up as more messages were read, so a correct solution was elusive.

Rao's first task was to hypothesise a language for the Indus script. He was able to rule out "agglutinative languages", that include Dravidian languages, and ancient middle eastern or near eastern languages like Sumerian, Elamite, and Hittite. This was because of mismatches between the pattern these languages follow, and the pattern of the Indus symbols.

First, the Indus script had cases where the same symbol was repeated three times consecutively. This never occurred in agglutinative languages. But it did occur in old Vedic Sanskrit (for instance, *jajaja* which means "I fought"). Second, agglutinative languages never had compound words composed of more than two root words, while the Indus script had such words, as does Sanskrit. Third, agglutinative languages had prefixes or suffixes that couldn't exist as separate words and that were always joined to the root word in a fixed order.

Source: Wikimedia Commons



However, the Indus script had possible prefixes and suffixes also occur as separate words, and occurred in different positional order in different inscriptions. This was inconsistent with agglutinative languages, but consistent with Sanskrit.

Thus, Yajnadevam started his decoding taking Sanskrit to be the language of the Indus script. By using code-breaking methods – identifying the symbol with highest frequency, then the symbol that occurs most frequently alongside it, in a sequence until all symbols are identified – he assigned values to the symbols. He found the assigned values resulted in meaningful words, grammatically correct expressions. He was able to decipher enough to satisfy Shannon's threshold for uniqueness.

Per Rao, his decoding makes it possible to read inscriptions in Sanskrit. Equally, it would not be possible to read the entire body of Indus inscriptions using a different language. Inscriptions mention deities, *havans*, horses, food. There are messages where the writer mentions the ocean is his home. This bears out archaeological evidence and Sumerian accounts of extensive international trade during Indus Valley Civilisation (IVC).

Yajnadevam compared each Indus symbol with the symbol producing the same sound in Brahmi, to find physical similarity. This, coupled with the existence of mixed inscriptions containing both Indus and Brahmi script, showed, he says, that Brahmi had evolved from the Indus script.

How does this decipherment change our view of history? First, the main tenet of the Aryan invasion theory is that steppe invaders brought Sanskrit into the country sometime around 1,500 BCE. They then imposed their culture, religion, and this language (Sanskrit) on us. However, Rao's decipherment suggests that Sanskrit was not only being spoken, but even written, back in 4,000 BCE.

Second, part of the north-south divide rests on the Aryan invasion theory, which says northerners are descended from steppe invaders who drove away the original IVC inhabitants, who became ancestors of southerners. Yajnadevam's study, by establishing linguistic, cultural, and religious continuity of our civilisation, destroys these theories.

The writer is associate professor, School of International Studies, JNU

The Sunday Express, 9 March 2025, Page No. - 5

Students who didn't study Maths in Class 12 can opt for B.Com (Hons), says DU

SOPHIYA MATHEW
NEW DELHI, MARCH 8

THE DELHI University (DU) on Saturday announced that students who had not studied Mathematics in Class 12 can now seek admission to B.Com (Hons) programme for the 2025-26 academic year under the second subject combination category.

The information bulletin for admissions to DU's undergraduate programmes was released on the university website late at night.

The university has been offering two combination subject systems for many of its undergraduate programmes since 2022, when DU had shifted to Common University Entrance Test (CUET-UG) to admit students in undergraduate courses.

In the case of the commerce programme, the first combination requires one language from List A, Mathematics or Applied Mathematics, and any two subjects from List B. The second combination, which has been retained, includes one language from List A, Accountancy or Bookkeeping, and any two subjects from List B.

While List A consists of 14 languages and List B contains 23 domain-specific subjects.

Students applying for language-based programmes also have more flexibility, as in a major change to the eligibility criteria of certain BA (Hons) courses, candidates can now opt for two languages from List A, instead of one, and three domain subjects as part of their subject combination. For programmes like B.Sc (Hons) in Biological Science and Botany, only one subject combination is available.

Earlier, when speculations were rife that the second subject combination for admission to B.Com (Hons) may be done away with, Delhi University Students' Union president Ronak Khatri had written to Vice-Chancellor Yogesh Singh raising concerns. The letter read, "I have come to know about the recent proposal from DU that will make mathematics a mandatory subject for students seeking admission to the BCom (H) programme... Students, who based their course selections on the previous policy, did not choose Maths in Class 12. This policy change puts them at a disadvantage... Also, better would be introducing this policy from the 2026-27 session so that aspiring students get enough time to plan and prepare accordingly."

The information bulletin stated that as per the general programme eligibility, for admissions to 78 undergraduate courses across various disciplines — Arts, Commerce, Science, Technology, Management, Vocational Studies, and Fine Arts — students must clear Class 12 examination or its equivalent from a recognised Board.

Admissions to all undergraduate programmes except in the case of School of Open Learning, Non-Collegiate Women's Education Board and foreign nationals, will be based on CUET-UG scores.

Each programme has specific subject combinations required under CUET-UG. The DU follows the combinations in such a manner that the domain subjects align with the subjects the student has studied in Class 12 at least by 50%.

Earlier, in programmes like B.Sc (Hons) in Mathematics, Computer Science, and Statistics, candidates needed one language and three domain subjects, including Mathematics.

But with the updated eligibility criteria, they can choose any two subjects from List B in a combination or any two languages from List A. Mathematics remains compulsory.

Meanwhile, information bulletin for admissions stated that under DU's EWS reservation policy, students seeking to secure admission under the quota must have a certificate issued for the same after March 31, 2025.

The Tribune, 9 March 2025, Page No - 3

42 government primary schools in Ambala have 'zero teachers'

Arrangements made at local level by deputing staff from other schools

NITISH SHARMA
TRIBUNE NEWS SERVICE

AMBALA, MARCH 8

Government primary schools in the district continue to face shortage of teaching staff. There are 478 government primary schools in the district of which 42 schools are under the category of 'zero teachers' and 158 schools under the 'single teacher' category.

While the Education Department officials claim that the general transfer drive led to the situation and adjustments were made from the other schools to ensure that no school is left without any teacher, the adjusted teachers said that they were overburdened.



Government primary schools are facing an acute shortage of teaching staff in Ambala. TRIBUNE PHOTO

An official in the Education Department said, "A general transfer drive was conducted last year by the department. In the transfer drive, preference of station given by the teacher is given importance and not the staff strength. After the transfer drive, a number of schools were left without teachers and with single teacher, following which arrangements were made at the local level by deputing teachers from other schools. Due to inadequate teachers in the schools, the department and teachers have been facing a challenge in improving enrolment in government schools."

Prakash Chand, district general secretary of Rajkiya Prathmik Shikshak Sangh, said, "The teachers are responsible to teach students of six classes (Bal Vatika and primary classes), mid-day meals, handle office work, attend meetings and also perform non-teaching duties assigned by the government. The same teacher is responsible for conducting survey and increasing enrolment in the schools too. With so much workload on a single person, the teachers are not able to pay adequate attention to the students."

"In case the teacher at the single-teacher school goes on leave, a teacher from another school is deputed during the leave period. This affects the study of students of the other school as well. The government should recruit new teachers so that ample teachers are available. It will help in improving enrolment too. Recently, a memorandum was submitted to the higher authorities in this regard. The government should ensure that there are at least two teachers in each school and should also focus on strengthening the infrastructure at the ground level," he added.

Meanwhile, District Elementary Education Officer (DEEO), Ambala, Sudhir Kalra, said, "The department at the local level has made arrangements from the other schools so that no school is left without teacher. Multi-grade teaching training is given to primary schoolteachers to help them in teaching students of different classes. In case of the only teacher going on leave, the cluster incharges make the arrangement from other schools."

"The next transfer drive is expected to take place later this month or the next month. We are hopeful that the situation will improve and ample teachers will be available in all schools. Efforts are also being made to improve enrolment in government schools," he added.

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AI in school education: Can learning be made more inclusive?

By improving accessibility for students with disabilities, resolving language barriers, and customising learning experiences, the use of AI in school education comes with the hope of transforming the educational space for students from a tender age

By Anushka De

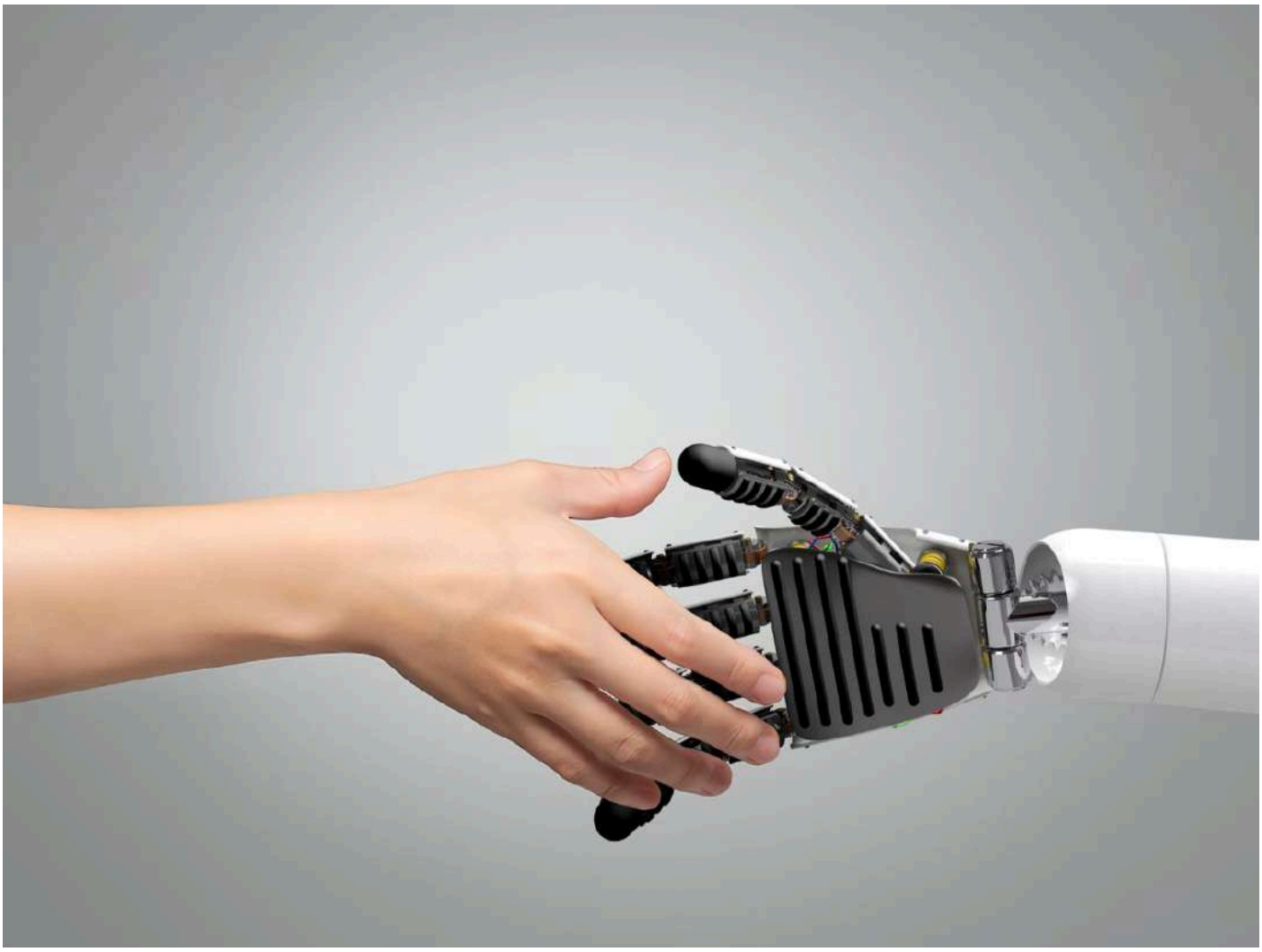


Image by Canva

Mar 09, 2025

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Artificial intelligence's role in reshaping the educational landscape globally is gradually becoming more defined. Despite concerns ranging from privacy issues and data security to ethical considerations and potential biases, one of its most transformative applications remains in AI's ability to enhance and democratize accessibility for students. With tools such as predictive text, and text-to-speech, among others, AI is enabling students with diverse needs to engage more effectively with educational content.

A KPMG report states that AI-powered learning systems improved student engagement and retention by up to 20-30 per cent when compared to traditional teaching approaches. This increase in involvement demonstrates AI's potential to provide personalised learning solutions in an attempt to make education accessible to all.

For students with visual or hearing impairments, AI-driven assistance devices such as speech recognition, text-to-speech converters, and real-time captioning allow students to interact with lessons in ways that are tailored to their specific needs. AI-enabled screen readers and voice assistants further increase accessibility, allowing students with disabilities to navigate digital learning resources with ease.

Neeraj Kansal, founder of an ed-tech platform called Crack Academy, said the ethical concerns must be dealt with first to reap the full potential of utilising AI to enhance accessibility. "AI is not just a tool but more of a transformative force reshaping the future of education in India. To unlock its full potential, we must invest in AI literacy programs for educators, strengthen digital infrastructure, and implement ethical AI frameworks. The goal should be to empower teachers, not replace them, thereby creating an inclusive, future-ready education system," he said.

However, AI's attempt to achieve a more inclusive education system, and overcome barriers is not restricted to physiological needs. In a linguistically diverse country like India, AI can also overcome language hurdles that frequently prevent students from completely comprehending course material.

Dr Alka Kapur, Principal at Modern Public School Shalimar Bagh, New Delhi, said, "AI-driven adaptive learning platforms can tailor content to individual learning styles." Real-time language translation tools empowered by AI can assist non-native English speakers in understanding lessons. "The government and EdTech companies should work together to provide schools with the necessary funding, infrastructure, and training to facilitate this level of AI adoption. Policies ensuring equal access to AI-powered education across urban and rural areas will also help," she added.

Government policies, as suggested by Dr Kapur, to back up such technologies are necessary to deploy AI-driven accessibility solutions in all classrooms. The Indian government has already taken some steps in this direction by incorporating AI into school curricula. However, it appears more needs to be done to ensure that AI-driven accessibility tools are available to all students, regardless of their location or socio-economic background.

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राष्ट्रीय सहारा, 10 मार्च 2025, पृष्ठ सं- 3

भारत की समृद्ध बौद्धिक विरासत वर्तमान व भविष्य के लिए मूल्यवान : प्रधान

■ सहारा न्यूज ब्यूरो

नई दिल्ली।



■ प्रधान ने स्वदेशी ज्ञान परंपरा और धारणक्षम विकास पर सम्मेलन का उद्घाटन किया

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा कि भारत की समृद्ध बौद्धिक विरासत वर्तमान और भविष्य की सामाजिक आवश्यकताओं के लिए मूल्यवान समाधान प्रदान करती है। भाषाओं की भूमिका पर जोर देते हुए उन्होंने कहा हर भाषा एक राष्ट्रीय भाषा है, और प्रत्येक भाषा भारतीय ज्ञान प्रणाली को देशभर में प्रभावी ढंग से लागू करने का माध्यम है।

विज्ञान भवन में आयोजित स्वदेशी ज्ञान परंपरा और धारणक्षम विकास पर अंतरराष्ट्रीय सम्मेलन का उद्घाटन किया। सम्मेलन का आयोजन शैक्षिक फाउंडेशन द्वारा शिवाजी कॉलेज और राष्ट्रीय सिंधी भाषा संवर्धन परिषद के सहयोग से किया गया। दो दिवसीय सम्मेलन में शिक्षाविदों, शोधकर्ताओं और विशेषज्ञों ने भाग लिया, जिसमें स्वदेशी ज्ञान के धारणक्षम विकास में योगदान पर चर्चा की गई।

सम्मेलन की शुरुआत सरस्वती वंदना के साथ हुई। इसके बाद मुख्य अतिथि केंद्रीय शिक्षा मंत्री भारत सरकार धर्मेंद्र प्रधान ने दीप जलाकर शुभारंभ किय। इस मौके पर कॉलेज के प्राचार्य प्रो. वीरेंद्र भारद्वाज ने स्वागत भाषण दिया और पारंपरिक ज्ञान को आधुनिक शिक्षा के साथ जोड़ने के महत्व पर प्रकाश डाला। सम्मेलन में गुरु घासीदास विश्वविद्यालय के कुलपति प्रो. आलोक चक्रवाल विशिष्ट अतिथि थे। उन्होंने भारत की स्वदेशी ज्ञान प्रणालियों की आधुनिक शैक्षणिक और शोध ढांचे में प्रासंगिकता पर जोर दिया और इसके व्यावहारिक उदाहरण प्रस्तुत किए।

उद्घाटन सत्र के दौरान धर्मेंद्र प्रधान ने देशभर के विद्वानों द्वारा लिखित शोध पत्रों का एक व्यापक दस्तावेज जारी किया। इस शैक्षणिक संकलन में स्वदेशी ज्ञान के विविध पहलुओं और आधुनिक वैश्विक चुनौतियों के समाधान में इसकी भूमिका पर चर्चा की गई है।

नवभारत टाइम्स, 10 मार्च 2025, पृष्ठ सं. - 10

Tech की भाषा बने तो होगी संस्कृत की प्रगति



शैलेंद्र पांडेय

अंग्रेजी में कहावत है, 'Put someone on a pedestal' यानी किसी को बहुत ऊंचा उठा देना। लेकिन, इससे कई बार वास्तविकता और कल्पना के बीच का अंतर धुंधला हो जाता है। यह तरीका किसी को पूजनीय तो बना सकता है, लेकिन समाज से भी दूर कर देता है। ऐसा ही कुछ हुआ है संस्कृत के साथ। हमारे आदर और सम्मान ने इसे देववाणी बना दिया, पर आम जन से काट दिया। यह ऐसी भाषा बन कर रह गई, जो अब सुनाई पड़ती है धार्मिक आयोजनों में और जिसे पढ़ने-बोलने के लिए भी 'पंडित' चाहिए।

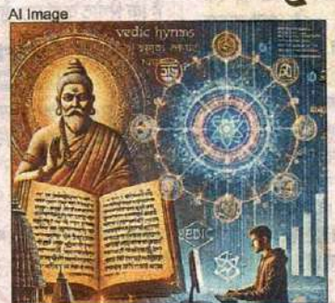
आंदोलन चाहिए | सबसे प्राचीन और वैज्ञानिक भाषाओं में से एक संस्कृत अरसे से इसी संकट से जूझ रही है। इससे निकल कर कई भारतीय भाषाएं विकसित हुईं और अपनी अलग राह पकड़ ली, पर संस्कृत लगता है कि वहीं ठहर कर रह गई। इसके पास सम्मान तो है, मगर स्वीकार्यता नहीं। आदर है, अपनापन नहीं। आज संस्कृत को कुछ उसी तरह के आंदोलन की जरूरत है, जैसा कभी हिब्रू के लिए हुआ था।

हिब्रू से सीख | हिब्रू भी कभी बस देववाणी ही थी, धार्मिक ग्रंथों और यहूदी प्रार्थनाओं तक सीमित। 19वीं सदी के आखिर में फिर इसका पुनर्जन्म होता है और इसका श्रेय दिया जाता है Eliezer Ben-Yehuda को। येहूदा ने हिब्रू को आम लोगों की भाषा बनाने का बीड़ा उठाया था। उन्होंने इसका पहला आधुनिक शब्दकोश तैयार किया, जिसमें नए शब्द गढ़े गए और पुराने शब्दों को समकालीन संदर्भ में इस्तेमाल किया गया। हिब्रू में पहला अखबार निकाला।

सरकारी प्रयास | येहूदा ने हिब्रू बाइबिल की भाषा को आम लोगों के बीच ला खड़ा किया। यह सामाजिक प्रयास बाद में इस्राइल के गठन के साथ सरकारी बन गया। आज यह इस्राइल की आधिकारिक भाषा है और लगभग पूरी आबादी की पहली जुबान।

समझने में भूल | वाराणसी स्थित

AI Image



कॉमन रूम

संपूर्णानंद संस्कृत विश्वविद्यालय के तुलनात्मक धर्म दर्शन विभाग के प्रफेसर हरि प्रसाद अधिकारी मानते हैं कि संस्कृत को समझने में चूक हो गई। इसमें धर्म, दर्शन, विज्ञान से जुड़ी ऐसी बातें हैं, जो आज भी दुनिया के लिए प्रासंगिक बनी हुई हैं। लेकिन, लोग यह भूल गए और कर्मकांड हावी हो गए।

प्राचीन ज्ञान का खजाना | वेद, उपनिषद से लेकर गीता के उपदेश तक - भारत का सारा प्राचीन ज्ञान संस्कृत में है। मनीषियों ने संस्कृत को चुना, क्योंकि वही आम जन की भाषा थी। और यह भी तथ्य है कि जो संस्कृत में लिखा, वही आज भी बचा है। केवल वैदिक या सनातन ही नहीं, बौद्ध और जैन धर्मों ने भी संस्कृत का सहारा लिया।

प्रयास जारी | अब संस्कृत किस तरह पुराने स्वरूप को पा सकती है? प्रफेसर अधिकारी बताते हैं कि लोकभाषा प्रसार समिति और संस्कृत भारती संघ जैसे संगठन इस दिशा में काम कर रहे हैं। इंडियन नॉलेज सिस्टम के तहत भी रिसर्च की जा रही है। हालांकि इसके साथ ही जरूरत है संस्कृत को इनोवेशन और टेक्नॉलजी से जोड़ने की।

AI में संस्कृत | चीनी, फ्रेंच या जर्मन अब AI की भाषा बन चुकी हैं। चैटबॉट्स, टेक्स्ट और इमेज जेनरेशन, स्पीच रिकग्निशन में इनका इस्तेमाल होता है। संस्कृत को भी उसके खांचे से निकाल कर यहां तक लाने की जरूरत है। इसमें हमें नए शब्द, नए मुहावरे चाहिए ताकि यह समकालीन भाषा बन सके। जिस दिन सर्च और चैटिंग में संस्कृत आम हो जाएगी, उस दिन यह आम बन जाएगी।

The Pioneer, 10 March 2025, Page No.- 3

DoE issues admission guidelines for special schools

PIONEER NEWS SERVICE ■ New Delhi

The Directorate of Education (DoE) has issued guidelines for admission to Delhi government-run special schools at the entry level for classes one to nine and 11. The guidelines were issued in a circular released by the directorate last week. As per the circular, all admissions would be conducted online. The directorate also noted that admissions would be subject to seat availability and a draw of lots conducted if applications exceeded the seats available.

As per the guidelines, students who have qualified the previous class from a recognised school will get a direct entry in classes 6 to 9. For those seeking admission in class 6 will undergo an assessment to check their basic literacy and numeracy skills.

Students applying for classes seven and eight, who do not have a degree from a recognised school, will be admitted based on a simple undertaking from their parents. On the other hand, students seeking admission in class 9 will be required to present the degree from a recognised school. According to the guidelines, the age criterion for admission to government special schools is based on class levels, as on March 31 of the academic year.

The age range is three to seven years for students seeking admission to nursery, four to eight years for kindergarten, five to nine years for class one, six to 11 years for class two, seven to 12 years for class three, eight to 13 years for class four and nine to 14 years for class five. The age limits are 10-16 years for class six, 11-17 years for class seven, 12-18 years for class eight and 13-19 years for class nine.

Students seeking admission to class 11 should be between 15 and 21 years old. They must have also passed secondary school examination (class 10). Students who completed class 10 from National Institute of Open Schooling institutions must have at least 50 per cent in five subjects to opt for humanities without skill subjects, and 45 per cent for humanities



with skill subjects. The guidelines also mentioned relaxations of up to six months in some cases, depending on the class level and school discretion. For children with disabilities, the DoE highlighted that admission to schools for blind students required a disability certificate or Unique Disability ID (UDID) card.

For students with intellectual disabilities, admission is limited to those classified under moderate to profound disability based on IQ levels. Priority will be given to students residing in Trans-Yamuna areas due to transport limitations.

For hearing-impaired students, the DoE specified that only those with severe to profound hearing loss (above 61 dB) would be eligible, with additional assessments such as PTA (hearing test) and IQ tests being required.

"If any sibling (real brother/sister) of the applicant is studying in any Government Special School of the Directorate of Education and parent prefers to admit the applicant in the same Special School, details of the sibling of the applicant should be provided in the online registration form. For this, applicant/parent must provide student ID and name of the school (with school ID) of the sibling which may be obtained from the student ID-card/mark sheet of the sibling or directly from the school where the sibling is studying," reads the circular.

Preference will be given to students who have siblings studying in government special schools. While children residing in Delhi will be prioritised, non-residents can apply for hostel facilities if seats are vacant after admitting the eligible Delhi-based students.

Students transferring from feeder schools with valid documents are exempt from the age criterion and the head of schools may grant a six-month relaxation, if requested by the parents.

According to circular, the children residing outside Delhi can apply. However, priority shall be given to those residing in Delhi and those residing outside Delhi may only be accommodated once all the willing and eligible residents of Delhi are admitted. "In case number of applicants for hostel admission is more than vacancy available, priority shall be given according to distance from school," it said.

The Times of India, 10 March 2025, Page No- 2, 11

DoE lays down guidelines for admissions to govt-run special schools in Delhi

New Delhi: The Directorate of Education (DoE) has announced new admission guidelines for Delhi govt-run special schools, targeting entry-level and classes I to IX and XI. Cycle 1 of admissions into classes nursery to X and XII will start on Monday through online registrations.

According to a circular, students who have completed their previous grade at a recognised school will be directly admitted to classes VI through IX. Out-of-school children seeking entry into Class VI will have to appear for an assessment that will evaluate their literacy and numeracy skills. Applicants for classes VII and VIII who have not attended a recognised school can gain admission by providing a simple undertaking from their parents.

An official said: "Admission to class IX is strictly for students who passed the preceding class from an accredited institution. Students transferring from feeder schools with valid documentation are exempt from the age requirement, with heads of schools authorised to grant a six-month age relaxation upon parental request."

The age criteria for admission into govt special schools are specified based on the class levels as of March 31 of an academic year. For entry-level classes, the age specifications have also been given in the circular. The guidelines stipulate that age relaxation of up to six months may be granted depending on the class level and at the discretion of the school.

"For class XI, students who completed the class X examination will qualify for admission. Those from the National Institute of Open Schooling must achieve a minimum of 50% in five subjects to pursue humanities without skill subjects, and 45% for those including skill subjects," the official said. For students with disabilities, specific requirements apply. Admission to schools for the blind necessitates a disability certificate or Unique Disability ID (UDID), while students with intellectual disabilities must be classified as having moderate to profound disabilities based on IQ assessments. Priority in admissions will be given to children residing in trans-Yamuna areas due to transport challenges.

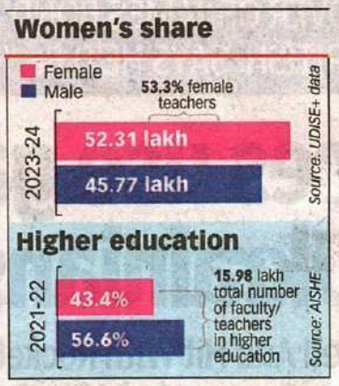
The directorate has said that all admissions will be conducted online via the official website. TNN

Gender segregation and workforce trends drive the number of female schoolteachers to 53.3%

Sonal.Srivastava
@timesofindia.com

Image generated by AI





An increase in the number of women participating in the labour force, deeply entrenched segregation of gender roles, and double-income homes have led to more female schoolteachers compared to their male counterparts.

"There are multiple reasons why the number of female teachers is higher than that of male teachers in schools. A greater number of women have joined the workforce and are contributing to the increase in labour force participation in the country, even though it primarily involves a profession traditionally considered 'safe' for women. Another facet is that in rural and remote areas, female teachers serve as role models for females from marginalised communities, which is a critical factor in motivating women to complete their education and join the workforce," says Prof Seemita Mohanty, English, Department Humanities and Social Sciences, NIT Rourkela.

More female schoolteachers highlight the 'social roles theory' that emphasises the 'segregation of women and men into different jobs.' This gender division of labour primarily works in the context where the gender stereotypical perception of women's caregiving role gains prominence in school. Another reason could be the increasing perception of threats from male schoolteachers, says Mohanty. "In higher education, this ratio does not become obverse. Today, more women are entering higher education as students and faculty. The number of male faculty members has always been higher, but the percentage of women has risen in recent decades. The AISHE report (2021-22) states that:

- Female PhD enrolment has doubled to 0.99 lakh in 2021-22 from 0.48 lakh in 2014-15. The annual increase from 2014-15 to 2021-22 in female PhD enrolment is 10.4%.
- Female faculty have increased to 6.94 lakh in 2021-22 from 5.69 lakh in 2014-15 (an increase of 1.25 lakh, ie, 22% since 2014-15). This is a positive trend. To get gender parity when it comes to higher education, it might take a few more decades, but we are on the right path," says Mohanty.

In many families, women are secondary earners. "Particularly, families in which husbands have transferable jobs, well-educated wives prefer to teach in schools, which is a positive engagement," says Sanyam Bhardwaj, controller of examinations, CBSE. Additionally, the number naturally increases wherever the more extensive section of society participates. "CISE and CBSE schools have the maximum number of female teachers. Principals and teachers are primarily female in Kerela and cities such as Lucknow. But in rural areas, there are more male teachers. This ratio is skewed in higher education and reflected in the teaching landscape," says Joseph Emmanuel, chief executive and secretary, CISCE.

The Statesman, 10 March 2025, Page No.-3

Focus on infra, education as HP Budget session begins

AGENCIES
SHIMLA, 9 MARCH



Ahead of the onset of the 16-day Himachal Pradesh Budget session, with the laying of the Budget on March 17, Assembly Speaker Kuldeep Singh Pathania on Sunday called an all-party meeting to seek cooperation in the proceedings of the House.

Leader of Opposition Jai Ram Thakur and Chief Whip Sukhram Chaudhary participated in the meeting on behalf of the BJP. Parliamentary Affairs Minister Harshvardhan Chauhan and Deputy Chief Whip Kewal Singh Pathania attended the meeting on behalf of the Congress Legislature Party.

The session is likely to be stormy as the main Opposition BJP is aiming to corner the Congress government over issues like the grim financial health of the state, besides political row over the government seeking contributions from temple trusts to fund the flagship welfare schemes.

Speaker Pathania told the media that there would be no question hour on March 10 after the Governor's Address and the presentation of the budget on March 17. A total of 963 questions will be asked during the session. A total of 737 will be starred questions and 226 will be unstarred questions. Nine notices under rule 62, five under rule 101, and 10 under rule 130 have been received and forwarded to the government for further action, said the Speaker.

On March 17 at 2 pm, the Chief Minister will present the Budget estimates for 2025-2026. This will be the Congress government's third budget. The BJP has accused the government of keeping the Budget session short with fewer sittings.

Other issues likely to be raised in the Assembly include delays in the payment of salaries and pensions and the closure of institutions. The treasury bench can slam the BJP-led Central government of discriminating against the state.

The Chief Minister has been slamming the Centre for not releasing state's Rs. 9,042 crore as financial assistance under post-disaster assessment done by the central team after the monsoon in 2023.

In the Assembly session in December last, Chief Minister Sukhvinder Sukhu had told the legislative assembly that the state government would approach the Supreme Court, if necessary, to secure the rights of Himachal Pradesh.

The Hindu, 10 March 2025, Page No. – 8

What does NEP, 2020 state about languages?

What does the National Education Policy 2020 say about the medium of instruction in schools? Should learning via the mother tongue or the local language be encouraged? What did the eighth All India School Education Survey find? Has the implementation of the three-language policy been a success in the country?

EXPLAINER

Maitri Porecha

The story so far:

Tamil Nadu's resistance to adopting the three-language policy as mandated under the National Education Policy (NEP, 2020) has brought the age-old language debate back under the limelight.

What does NEP 2020 state about language instruction?

Formed after five years of consultations, NEP, 2020 which replaces the previous education policy of 1986 has stated that wherever possible, the medium of instruction, for students in both public and private schools, until at least Grade 5, but preferably till Grade 8 and beyond, will be in the home language or the mother tongue or the local language or the regional language. Thereafter, the home or local language shall continue to be taught as a language wherever possible. Experts who penned the NEP, 2020, led by former Indian Space Research Organisation (ISRO) chairman K. Kasturirangan, suggested that young children learn and grasp non-trivial concepts more quickly in their home language or mother tongue. The NEP 2020 document states, "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." To that end adopting bilingualism (mother tongue along with English) is encouraged in the NEP.

In Haryana for instance, pre-school educators in anganwadis use study material like colourful textbooks to teach alphabets and numbers in Hindi and English, with both Hindi and English fonts printed on the same page accompanied with vivid imagery.



In rage: A protest by DMK-led coalition against the three-language policy in Chennai on February 18. PTI

What did the AISES find regarding languages taught in schools?

The eighth All India School Education Survey (AISES), carried out by the National Council of Educational Research and Training (NCERT), remains the latest country-wide survey on the medium of instruction and languages taught. It points out that even though a majority number of schools have their mother tongue as the medium of instruction, this number has been coming down over the years (between 2002 to 2009). The eighth survey points out that 86.62% schools teach via the mother tongue at the primary stage as compared to 92.07% schools in the seventh survey. Pointing at the urban-rural divide, the eighth AISES points that 87.56% schools in rural and 80.99% schools in urban areas have their mother tongue as the medium of instruction as compared to 92.39% schools in rural and 90.39% schools in urban areas in the seventh survey.

What is the three-language formula?

The current three-language formula proposed by NEP 2020 has considerably departed from the previously enunciated policy in 1968 which emphasised study of Hindi, English and a modern Indian language (preferably one of the southern languages) in Hindi-speaking States and Hindi, English and a regional language in non-Hindi speaking States. In contrast, the NEP 2020 states that it provides greater flexibility in the three-language formula, and that no language will be imposed on any State. But it does encourage some languages. The policy document dedicates an entire section to lauding Sanskrit and pushes for its inclusion as an option in the three-language formula. The policy document also goes on to say that classical languages, including classical Tamil, Telugu, Kannada, Malayalam, Odia and additionally Pali, Persian, and Prakrit should be available as options.

Additionally, NEP 2020 mentions that in order to promote learning in mother tongue, high-quality textbooks, including in science, will be made available in home languages/mother tongue. To improve access to such educational materials, the NCERT released a set of digital books in 104 regional languages and dialects in 2024, which include Bengali, Khandeshi, Tulu, Ladakhi, Pashto, Bhili, Dogri, Lahuli (Pattani), Car Nicobarese among others. NCERT officials have said that it is the responsibility of the respective State Councils of Educational Research and Training (SCERTs) to facilitate translations in their respective languages. Last year, Assam following the NEP call, launched bilingual textbooks for Science and Maths in English, Assamese, Bodo as well as Bengali. Andhra Pradesh too introduced bilingual textbooks consisting of Telugu and English in 2023.

However, the implementation of the three-language formula has been poor. For instance, while Tamil was made the second language in 1969 by Haryana's former Chief Minister Bansi Lal, the language was removed from its status in 2010 due to lack of Tamil speakers. Similarly, State education officials in Himachal Pradesh have been unable to offer Telugu and Tamil as language options due to inability to find teachers for these languages.

What about foreign languages?

NEP 2020 states that foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level. According to a plan formulated by the Central Board of Secondary Education (CBSE), students are to learn two Indian languages till Class 10, and in Class 11 and 12 they have an option to choose to learn one Indian language and one foreign language.

THE GIST

- The NEP, 2020 which replaces the previous education policy of 1986 has stated that wherever possible, the medium of instruction, for students in both public and private schools, until at least Grade 5, but preferably till Grade 8 and beyond, will be in the home language or the mother tongue.
- The current three-language formula proposed by NEP 2020 has considerably departed from the previously enunciated policy in 1968 which emphasised study of Hindi, English and a modern Indian language in Hindi-speaking States and Hindi, English and a regional language in non-Hindi speaking States.
- NEP 2020 states that foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level.

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THE TIMES OF INDIA

Union minister Dharmendra accuses DMK of disregarding students' future for 'politics' amid NEP row

ANI | Mar 10, 2025, 04.30 PM IST



Union minister Dharmendra accuses DMK of disregarding students' future for 'politics' amid NEP row

NEW DELHI: Union Education Minister Dharmendra Pradhan has strongly criticized the Dravida Munnetra Kazhagam (DMK) party regarding the ongoing controversy over the three-language policy in the New Education Policy.

During his address in Lok Sabha, Pradhan accused the DMK of being "dishonest" and playing "politics" at the cost of Tamil Nadu students' future.

"They (DMK) are dishonest. They are not committed to the students of Tamil Nadu. They are ruining the future of Tamil Nadu students. Their only job is to raise language barriers. They are doing politics. They are doing mischief. They are undemocratic and uncivilised," Pradhan said.

In the Rajya Sabha the DMK staged a walkout after raising the issue of the three language policy and the issues of delimitation. health Minister, JP Nadda slammed the opposition over walk out, saying that they should read rules before giving notices for adjournment motion.

Nadda termed it irresponsible behavior and said that opposition members including LoP, should go for a

refresher course, understand rules and regulations. Referring to daily adjournment notices by opposition members, Nadda saids it was a "vicious design to demean the institution of Parliament" and government is ready to discuss everything under rules.

Earlier, amid the ongoing war of words over allegations of imposing the National Education Policy (NEP) in Tamil Nadu, Chief Minister Stalin lashed out at Union Education Minister Dharmendra Pradhan and stated that he faced the consequences of reviving a fight he would never win.

CM Stalin said, "The tree may prefer calm, but the wind will not subside." It was the Union Education Minister who provoked us to write this series of letters when we were simply doing our job. He forgot his place and dared to threaten an entire state to accept Hindi imposition, and now he faces the consequences of reviving a fight he can never win. Tamil Nadu will not be blackmailed into surrendering."

"The biggest irony is that Tamil Nadu, which rejects NEP, has already achieved many of its goals, which the policy aims to reach only by 2030. This is like an LKG student lecturing a PhD holder. Dravidam does not take dictations from Delhi. Instead, it sets the course for the nation to follow," he further said.

Congress leader P Chidambaram said that unless the two-language policy is successful, discussing the three-language policy is redundant.

P Chidambaram said, "Three languages should be taught in schools. No state in India is implementing the three language formula. Perticularly in Hindi speaking states, it is effectively a one language formula. The common language is Hindi, the official state language is Hindi, the medium of instruction is Hindi, and the subject they study is Hindi. If at all another language is taught, it is Sanskrit. Very few government schools have English teachers. And there is no question of a Tamil, Telugu and Malayalam teacher. "

The Indian EXPRESS
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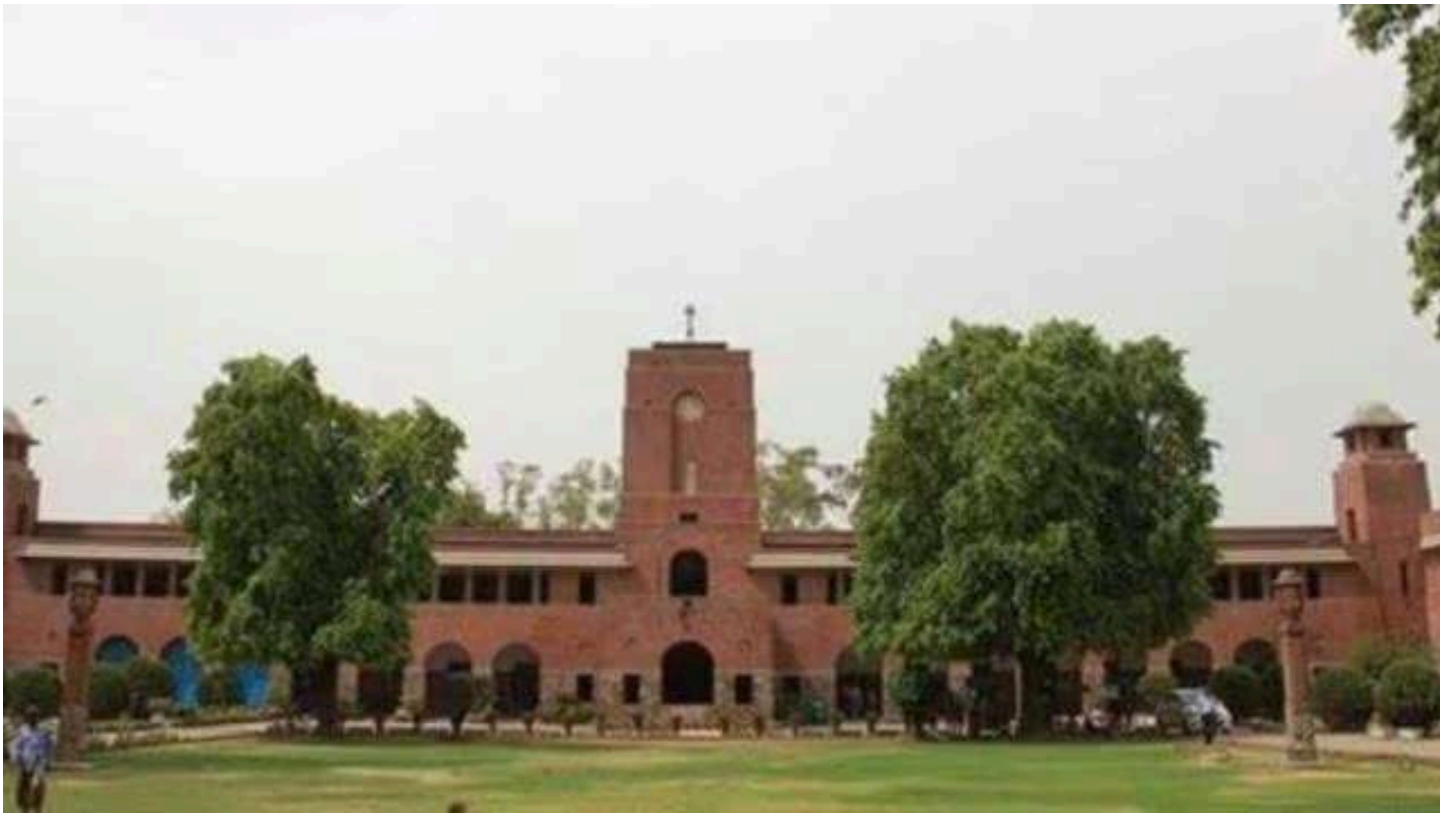
DU prepares for first 4-yr batch under NEP 2020, student-teacher ratio, infra, timetable among key concerns

Under the NEP 2020, the fourth year offers students three specialisation tracks —Dissertation Writing, Academic Projects, and Entrepreneurship

Written by Sophiya Mathew , Vidheesha Kuntamalla
New Delhi | March 10, 2025 05:50 IST

NewsGuard

7 min read



The university had implemented a four-year undergraduate programme in 2013 but it was scrapped (File)

It's a race against time for Delhi University as it prepares for the fourth year under the Undergraduate Curriculum Framework 2022 (UGCF-2022). This is the first time that students

will undertake a four-year undergraduate course under the National Education Policy 2020.

It, however, is not the first time that DU will implement a four-year undergraduate programme. The **Four Year Undergraduate Programme** or FYUP was first introduced in 2013 and scrapped a year later following widespread protests by teachers and students.

Meanwhile, students and teachers at the university can now look forward to longer days, with the varsity and colleges planning to offer classes till late in the evening, officials said. This is being done to make sure that the extra batch of students can be managed with the existing infrastructure. While the new framework, aligned with NEP 2020, allows greater flexibility and research-oriented learning, the lack of clarity regarding faculty, infrastructure, and student interest continues to divide the stakeholders.

Under the NEP 2020, the fourth year offers students three specialisation tracks —Dissertation Writing, Academic Projects, and Entrepreneurship. The first is designed for those considering academic research, the second focuses on applied research, and the third aims to guide students through market research, business development, and financial planning.

Also Read | Students who didn't study Maths in Class 12 can opt for B.Com (Hons), says DU

Under the new framework, a student can earn a certificate after completing one year of college, a diploma on completing two years, bachelors (honours) in one core subject or a bachelor (multidisciplinary) in different subjects. The fourth year will earn students bachelors (honours with research) or bachelors (honours in multidisciplinary courses).

For students who want to pursue a dissertation in the fourth year (Honours with Research), Research Methodology as a General Elective (GE) course must be taken in either Semester VI or VII. This would provide a foundation, however, students choosing any of the other two specialisation tracks in the fourth year need not take this. There are also Discipline-Specific Elective (DSE) requirements, as per the UGCF framework. The university has also revised its definition of Generic Electives (GEs), expanding course selection flexibility.

"From Semester 5, all students of BA (Programme) can opt for GEs from the open pool other than that of the core disciplines they are studying," a university notification states.

Special provisions have been introduced for students who did not study Hindi up to Class 8. The amendment specifies: "Students of BA (P)/ B Com (P) with two non-language core disciplines, and who have not studied Hindi up to class 8, shall be allowed to opt for GE from

the open pool if he/she cannot be provided GE (L) of their mother tongue. However, the principal of the college shall have to seek permission for the same."

A similar provision "may be made for students from South India or the Northeast who do not have the proficiency to study the GE (L) Hindi prescribed for those who have studied Hindi up to Class 8. Further, those who have not studied Hindi/Modern Indian Language up to Class 8 may also be exempted from studying the second language of GE(L)," the document outlining the framework states.

To accommodate the increased academic load, the university plans to implement longer class hours as suggested by the University Grants Commission (UGC).

A senior DU official told *The Indian Express*, "We are going to implement the optimum utilisation of infrastructure as suggested by the UGC from 8 am to 8 pm. The labs might be an issue as they function only till 4 pm, but their timings will also be extended. Every student will have a mixed timetable, holding classes in the evening too on several days of the week to make sure that all credits are covered in the timetable."

Ajay Arora, Principal, Ramjas College, said, "There was a misconception among students that they need a CGPA of more than 7.5 to enter the fourth year but that's not the case. The promotion criteria remain the same from the third year to fourth year, as it was from first to second and second to third. We cannot ascertain the number of students who will opt for the fourth year but the university will offer this to any eligible student… Some universities are already running the fourth year of their courses."

Talking about the challenges, he said, "The college infrastructure is designed for a three-year program. Extending to a fourth year would require significant adjustments, including increased utilisation of resources like classrooms. This will change the college's working culture…"

Arora added that this would result in reduced flexibility in student schedules, as timetables would need to be adjusted to accommodate increased academic requirements.

Meanwhile, Anju Srivastava, Principal, Hindu College, said, "There's a degree of uncertainty surrounding the fourth year, and we've done a round of queries, but there's still room for clarification. The response so far from the students has been lukewarm, partly due to the timings."

"Students in social sciences seem to be showing more interest… with at least sixty or more per cent of students wanting to continue to fourth year because of the research methodology aspect being offered…But the science students are preparing for their Master's programmes and are unsure whether to continue or prepare for IIT."

Meanwhile, Delhi University Teachers' Association president AK Bhagi said research project requirements at the undergraduate level would be unmet because of a lack of UGC special grants. "Currently, DU doesn't seem to be prepared for the fourth year," he said, adding, "There are no teachers for the fourth year who are sanctioned to date. DU colleges have not been given teaching positions in lieu of EWS expansion of student strength in 2019." According to Bhagi, there should be a comprehensive review of the batch to make the fourth year relevant.

Karuna Singh, a third-year BA Political Science (Hons.) student at DU, spoke about divided student opinions, stemming from a lack of clarity on syllabus, as well as guidelines. "The complete syllabus is still not available, and we've only been told that a research subject in the fifth semester is necessary for a foundation," said Singh.

"Some of my batchmates plan to take competitive exams after the third year, while others will prepare for CUET PG. I'm part of a third category of students — fascinated by the idea of doing research with graduation…but we're apprehensive about whether the syllabus will match the MA first-year curriculum."

Talking of the prevailing uncertainty, she said, "We are the first NEP batch until we experience this ourselves…we can't say anything. This one year could be problematic or innovative – only time will tell."

For students considering postgraduate studies abroad, uncertainty is even greater. Some universities, particularly in the US and UK, have started accepting students with a three-year UG degree. "I was planning to apply for a Master's abroad, but now I don't know if staying for the fourth year will help or delay my chances," said a student.

To accommodate the fourth-year students, the Hindu College Principal said, special arrangements are being made. "By April-end, we'll start preparing the timetable that will require speculative planning and calculated risks. We need to make arrangements for varying student numbers, adopting a more open-minded approach. Considering the 13 to 14-week

semester duration, we will face challenges with teacher-student ratios, requiring innovative solutions under NEP framework," she said.

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This article went live on March tenth, twenty twenty-five, at fifty minutes past five in the morning.

TAGS: **Delhi Univeristy** **Four Year Undergraduate Programme**

ADVERTISEMENT

Dharmendra Pradhan slams DMK over NEP and language row: 'They are not committed to students of Tamil Nadu'

Pradhan accused the DMK of being "dishonest" and "politically motivated," claiming the party is endangering the future of Tamil Nadu's students by opposing the New Education Policy. He alleged that instead of focusing on educational advancement, the DMK was engaging in disruptive politics.

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Union Education Minister Dharmendra Pradhan speaks in the Lok Sabha.

IMAGE SOURCE : SANSAD TV

Edited By: Anurag Roushan

@Candid_Tilaiyan

New Delhi

Published: March 10, 2025 13:11 IST, Updated: March 10, 2025 15:29 IST

Union Education Minister Dharmendra Pradhan on Monday launched a scathing attack on the Dravida Munnetra Kazhagam (DMK) over its opposition to the New Education Policy (NEP) and the ongoing three-language formula row. In a strongly worded statement, Pradhan accused the DMK of being dishonest and indifferent to the welfare of students in Tamil Nadu.

"They are not committed to the students of Tamil Nadu. They are ruining their future," Pradhan said, alleging that the DMK's sole agenda is to stir up language-based divisions. "Their only job is to raise language barriers. They are doing politics. They are doing mischief. They are undemocratic and uncivilised," he remarked. The remarks come amid growing tensions between the Centre and Tamil Nadu's ruling party over the NEP's

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Uproar in Lok Sabha during Question Hour

Pradhan's sharp criticism of the DMK during the Question Hour in the second leg of the Budget Session of Parliament triggered an uproar, leading to protests by

initially agreed to sign the MoU. But now they have changed their stand. Many non-BJP-ruled states, including Karnataka and Himachal Pradesh, have signed the agreement," he added.

DMK stages a walkout in Rajya Sabha

In the Rajya Sabha, the DMK staged a walkout after raising the issue of the three-language policy and the issues of delimitation. The protest led to a war of words between the Treasury and Opposition benches. Union Health Minister JP Nadda slammed the opposition over the walkout, saying that they should read rules before giving notices for an adjournment motion. Nadda termed it irresponsible behaviour and said that opposition members, including LoP, should go for a refresher course and understand the rules and regulations. Referring to daily adjournment notices by opposition members, Nadda said it was a "vicious design to demean the institution of Parliament" and that the government is ready to discuss everything under rules.

Tamil Nadu CM on imposition of NEP

Earlier, amid the ongoing war of words over allegations of imposing the National

Stalin said, "The tree may prefer calm, but the wind will not subside." It was the Union Education Minister who provoked us to write this series of letters when we were simply doing our job. He forgot his place and dared to threaten an entire state to accept Hindi imposition, and now he faces the consequences of reviving a fight he can never win. Tamil Nadu will not be blackmailed into surrendering."

"The biggest irony is that Tamil Nadu, which rejects NEP, has already achieved many of its goals, which the policy aims to reach only by 2030. This is like an LKG student lecturing a PhD holder. Dravidam does not take dictations from Delhi. Instead, it sets the course for the nation to follow," he further added.

Government's retort to Stalin's allegations

The government has once again reiterated that there will be no imposition of Hindi and blamed Tamil Nadu Chief Minister MK Stalin for playing politics on the entire issue. The government made it clear that the NEP 2020 is based on the 5 pillars of Access, Equity, Quality, Affordability and Accountability, and it ensures progressive and inclusive education for all.

rather than misleading people.

Earlier, Dharmendra Pradhan wrote a letter to Tamil Nadu Chief Minister MK Stalin, asking him to reconsider the state's opposition to the National Education Policy (NEP) 2020. He hit out at the DMK government over its opposition to the NEP 2020. "The continued opposition to NEP 2020 for political reasons deprives students, teachers, and educational institutions in Tamil Nadu of the immense opportunities and resources that this policy offers. The policy is designed to be flexible, allowing states to customise its implementation to suit their unique educational needs," the minister wrote.

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Dharmendra Pradhan

Union Education Minister

National Education Policy Language War

DMK M K Stalin

Parliament Budget Session 2025

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Dharmendra Pradhan defends NEP amid DMK protest: ‘Only Tamil in PM SHRI schools'

By HT News Desk

Mar 10, 2025 03:42 PM IST

Union education minister Dharmendra Pradhan said the Centre was not imposing any language policy.

Story continues below advertisement

Union education minister Dharmendra Pradhan on Monday responded to the Dravida Munnetra Kazhagam (DMK)-led Tamil Nadu government's opposition to the National Education Policy (NEP) and the three-language policy.



Union Education Minister Dharmendra Pradhan speaks in the Lok Sabha during the ongoing Budget Session, in New Delhi on Monday. (Sansad TV)

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"Recently, the Government of India discussed with the Tamil Nadu government. A way of compromise was also found in this. If the Tamil Nadu government agrees to that path, we have no objection in giving them PM SHRI allocation," ANI quoted Pradhan as saying outside the Parliament.

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"In Tamil Nadu, only the Tamil language will be the medium of instruction in PM SHRI schools. What is your (Tamil Nadu government) opposition? I don't understand this," he

Pradhan asserted that the Centre was not imposing any language policy, saying, "Punjab, Karnataka, Maharashtra are all implementing PM SHRI and NEP... No one is imposing any language on anyone... They are just doing politics."

DMK MP Dayanidhi Maran refuted claims made by Dharmendra Pradhan that the Tamil Nadu government had agreed to sign the National Education Policy (NEP).

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Maran clarified that the DMK has never consented to the NEP or its controversial three-language policy, which has sparked significant opposition in Tamil Nadu.

"Dharmendra Pradhan lied by saying that DMK govt had agreed (to sign NEP). DMK never agreed to NEP or 3-language policy, all we said is that we can't. Why should our students in Tamil Nadu learn 3 languages, whereas students from North India learn only one language?" ANI quoted Maran as saying.

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national issues?

Yes

No

ALSO READ: DMK lawmakers protest against NEP, trigger war of words in Lok Sabha

He further defended Tamil Nadu's position on language, stressing that the opposition was not against Hindi but rather the compulsory imposition of three languages.

"We are not against Hindi. If there are students who want to learn Hindi, they are free to do so, but it should not be compulsory," Maran added.

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ALSO READ: NEP row: MK Stalin calls out Dharmendra Pradhan's 'arrogance' over 'dishonest' remark; Lok Sabha disrupted

Pradhan vs DMK on NEP in Parliament

During his address in the Lok Sabha, Union education minister Dharmendra Pradhan accused the DMK of being "dishonest" and playing "politics" at the cost of Tamil Nadu students' future.

"They (DMK) are dishonest. They are not committed to the students of Tamil Nadu. They are ruining the future of Tamil Nadu students. Their only job is to raise language barriers. They are doing politics. They are doing mischief. They are undemocratic and uncivilised," Pradhan said.

policy and the issues of delimitation.

Later, DMK workers staged a protest in Coimbatore over Pradhan's 'dishonest' barb at the Tamil Nadu government.

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Delhi court orders fresh FIR against AAP chief Arvind Kejriwal

By HT News Desk

Mar 11, 2025 07:50 PM IST

The court's order came weeks after Arvind Kejriwal's Aam Aadmi Party was ousted from power by the Bharatiya Janata Party.

Delhi's Rouse Avenue court on Tuesday ordered the authorities to register an FIR against Aam Aadmi Party chief Arvind Kejriwal and other party leaders for allegedly misusing public funds to put up large party hoardings in Dwarka in 2019. The matter was heard by additional chief judicial magistrate Neha Mittal.



AAP convener Arvind Kejriwal (PTI)

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The court's order came weeks after Arvind Kejriwal's Aam Aadmi Party was ousted from power by the Bharatiya Janata Party after over 10 years of rule in the national capital.

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Arvind Kejriwal, who lost the recent assembly election from the New Delhi constituency against BJP's Parvesh Verma, is out on bail in the Delhi excise policy case.

Kejriwal and his deputy Manish Sisodia spent months in jail after Delhi LG VK Saxena ordered an FIR over alleged corruption in granting licenses under the new excise policy.

The CAG's audit report of Delhi's liquor sector claimed last month that the 2021-2022 excise policy framed by the previous Aam Aadmi Party (AAP) government resulted in a cumulative loss of over ₹2000 crore to the national capital's exchequer.

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'Arrogant, need to be disciplined': TN CM Stalin hits out at Union education minister Pradhan over NEP

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'Arrogant, need to be disciplined': TN CM Stalin hits out at Union education minister Pradhan over NEP

NEW DELHI: Tamil Nadu chief minister MK Stalin on Monday lashed out at Dharmendra Pradhan and said that the Union education minister "thinks of himself as a king and speaks arrogantly."

His comments came in response to Pradhan's remark during Lok Sabha proceedings where he termed the State government as "dishonest" and claimed that they are "ruining" the future of students.

In a post on X, written in Tamil language, Stalin said Tamil Nadu is not willing to implement the National Education Policy plan, and no one can force him to do so.

"The Union Education Minister, who thinks of himself as a king and speaks arrogantly, @dpradhanbjp They need to be disciplined! Are you saying that you are being rude to Tamil Nadu MPs by defrauding them of Tamil Nadu's funds? You are insulting the people of Tamil Nadu. Does the Honorable Prime Minister @narendramodi accept this? Are you the one who wrote to me saying that the PM SHRI (Rising India scheme) MoU sent by the Tamil Nadu government completely rejected the NEP and the three-language policy?" Stalin said.

— mkstalin (@mkstalin)

" Mr. Pradhan, We act only by respecting the thoughts of the people! Not by being bound by the words of Nagpur like you!! We are not willing to implement your plan, and no one can force me to do so. Just answer whether it is possible to release the funds for Tamil Nadu students and the taxes collected from us!" he added.

Also read: Union minister Dharmendra accuses DMK of disregarding students' future for 'politics' amid NEP row

BJP MP Praveen Khandelwal criticised Stalin for his comments and said that Pradhan had taken back his and Lok Sabha speaker Om Birla had removed it from the House proceedings.

"Union minister Dharmendra Pradhan has made this clear in Parliament. He has taken back the words he used. The Lok Sabha Speaker has removed it from the proceedings. If a member makes a statement on a topic that has ended in Parliament, then I feel that parliamentary decorum is not being followed ..," he said.

— ANI (@ANI)

Pradhan in his remarks during Question Hour alleged that the DMK-led Tamil Nadu government had initially agreed to implement the PM Schools for Rising India (PM SHRI) scheme in the state but later went back on their promise. The DMK staged a protest, over the union minister's remarks that led to an adjournment of proceedings of the Lower House of Parliament.

— ANI (@ANI)

"They (DMK) are dishonest. They are not committed to the students of Tamil Nadu. They are ruining the future of Tamil Nadu students. Their only job is to raise language barriers. They are doing politics. They are doing mischief. They are undemocratic and uncivilised," Pradhan said.

अमर उजाला, 11 मार्च 2025, पृष्ठ संख्या - 1

नई शिक्षा नीति : प्रधान के बयान पर हंगामा, विशेषाधिकार हनन का नोटिस

द्रमुक का आरोप-पीएमश्री के 2,000 करोड़ दूसरे राज्यों को दिए...प्रधान बोले-छात्रों का भविष्य बर्बाद न करें

अमर उजाला ब्यूरो

नई दिल्ली। संसद के बजट सत्र के दूसरे चरण की शुरुआत हंगामे से हुई। लोकसभा में प्रश्नकाल के दौरान द्रमुक सांसद टी सुमति ने नई शिक्षा नीति के जरिये हिंदी को दक्षिणी राज्यों पर थोपने की साजिश करार देते हुए इसे असांविधानिक करार दिया। इस दौरान, केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान की तमिलनाडु सरकार के खिलाफ टिप्पणी से द्रमुक सांसदों की नारेबाजी और हंगामे के चलते लोकसभा की कार्यवाही स्थगित करनी पड़ी। हालांकि बाद में प्रधान ने अपनी टिप्पणी वापस ले ली। द्रमुक सांसद के कनिमोझी ने प्रधान के खिलाफ विशेषाधिकार हनन का नोटिस दिया है।

द्रमुक ने आरोप लगाया कि नई शिक्षा नीति (एनईपी) स्वीकार नहीं करने के कारण तमिलनाडु को पीएमश्री योजना के तहत आवंटित किए जाने वाले 2,000 करोड़ रुपये की केंद्रीय राशि अन्य राज्यों को हस्तांतरित कर दी गई है। सुमति ने पूछा कि क्या स्कूली छात्रों की शिक्षा के लिए चिह्नित धन को राज्य के खिलाफ बदला लेने के औजार के तौर पर इस्तेमाल किया जाना चाहिए? इस पर, केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा कि द्रमुक सिर्फ राजनीति कर रही है। तमिलनाडु के छात्रों का भविष्य बर्बाद करने पर तुली हुई है। कोई किसी पर कोई भाषा नहीं थोप रहा है। तमिलनाडु में पीएमश्री स्कूलों में केवल तमिल भाषा ही शिक्षा का माध्यम होगी।



लोकसभा में केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान।

कनिमोझी की आपत्ति पर टिप्पणी वापस

प्रधान की टिप्पणी से नाराज द्रमुक सांसदों ने जमकर हंगामा किया और वेल तक जा पहुंचे। हंगामा बढ़ने पर सदन की कार्यवाही 11:30 बजे आधे घंटे के लिए स्थगित करनी पड़ी। कार्यवाही फिर से शुरू होने पर द्रमुक सांसद कनिमोझी ने कहा कि मंत्री ने द्रमुक सांसदों पर गलत टिप्पणी की है। इसे स्वीकार नहीं किया जा सकता। इस पर प्रधान ने कहा, वह अपने शब्द वापस लेते हैं। स्पीकर ओम बिरला ने टिप्पणी को कार्यवाही से निकालने का आदेश दिया।



■ प्रधान के बयान पर कनिमोझी ने स्पीकर को भेजे विशेषाधिकार हनन के नोटिस में लिखा, जब मैंने मंत्री के भ्रामक बयान को स्पष्ट करने का प्रयास किया, जिन्होंने अपने उत्तर में मेरा उल्लेख किया था, तो उन्होंने अत्यधिक दुर्भावनापूर्ण, अपमानजनक व भ्रामक टिप्पणियां कीं। इससे न सिर्फ सदन गुमराह हुआ, बल्कि विशेषाधिकार का हनन भी हुआ। यह सदन की अवमानना है।

शिक्षा मंत्री बोले- राज्य सरकार राजी तो पीएमश्री आवंटन में आपत्ति नहीं

द्रमुक सांसद के सवाल के जवाब में प्रधान ने कहा कि जिन लोगों के पास कोई तथ्य नहीं है, वे केवल शोरशराबा कर विषय को भटकाना चाहते हैं। एक समय था जब तमिलनाडु सरकार केंद्र के साथ एनईपी पर एमओयू पर हस्ताक्षर करने को तैयार थी। तमिलनाडु के शिक्षा मंत्री के साथ कुछ सदस्य हमारे पास आए थे और उन्होंने सहमति जताई थी। राज्य सरकार राजी हो जाए, तो हमें उन्हें पीएमश्री आवंटन में कोई आपत्ति नहीं है।

■ प्रधान ने कहा, तमिलनाडु सरकार का विरोध मुझे समझ में नहीं आता। पंजाब, कर्नाटक, हिमाचल जैसे गैर भाजपाशासित राज्य पीएमश्री व नई शिक्षा नीति को लागू कर रहे हैं। कोई किसी पर कोई भाषा नहीं थोप रहा है। द्रमुक जानबूझकर राजनीति कर रही है। यह दुर्भाग्यपूर्ण है। वे छात्रों के साथ अन्याय कर रहे हैं। उनका एकमात्र काम भाषा की रुकावट खड़ी करना है।

नवभारत टाइम्स, 11 मार्च 2025, पृष्ठ सं- 1

तमिलनाडु-केंद्र में भाषा की जंग तेज़

शिक्षा नीति पर संसद के अंदर-बाहर टकराव

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■ **नई दिल्ली:** राष्ट्रीय शिक्षा नीति (NEP) और इसके तीन-भाषा फॉर्म्युले पर तमिलनाडु और केंद्र सरकार के बीच टकराव फिर तेज हो गया है। तमिलनाडु सरकार और वहां का सत्ताधारी दल DMK इसे 'हिंदी थोपने' का प्रयास मानते है और सोमवार को इस मुद्दे पर संसद के अंदर और बाहर तीखी बहस दिखी। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने लोकसभा में DMK पर निशाना साधते हुए कहा कि वे तमिलनाडु के छात्रों के भविष्य को बर्बाद कर रहे हैं। इसका डीएमके सहित विपक्ष ने विरोध किया। इस दौरान मंत्री को एक शब्द वापस लेना पड़ा। इसे संसद की कार्यवाही से भी हटा दिया गया। इसके बाद भी विरोध रुका नहीं। तमिलनाडु में कई जगह केंद्रीय मंत्री के पुतले फूंके गए। वहीं बीजेपी का आरोप है कि वह राजनीति कर रही है और यह बस चुनाव के लिए हो रहा है।

लोकसभा में डीएमके सांसद टी. सुमति ने कहा कि NEP को स्वीकार नहीं करने के कारण तमिलनाडु को पीएमश्री योजना के तहत आवंटित होने वाले 2,000 करोड़ रुपये दूसरे राज्यों को दे दिए गए। जवाब में शिक्षा मंत्री प्रधान ने DMK पर तमिलनाडु में छात्रों के साथ अन्याय करने का आरोप लगाया। डीएमके सांसद कनिमोई ने कहा कि थ्री लैंग्वेज फॉर्म्युला तमिलनाडु को मंजूर नहीं। तमिलनाडु के सीएम स्टालिन ने भी कहा कि वह (मंत्री) खुद को राजा समझकर 'अहंकार' में बात करते हैं।

"वे (DMK) बस तमिलनाडु के छात्रों का भविष्य बर्बाद कर रहे हैं।
-धर्मेंद्र प्रधान, केंद्रीय शिक्षा मंत्री

"शिक्षा मंत्री खुद को राजा समझते हैं, अहंकार में बोलते हैं, ज़बान संभालें। -एम.के. स्टालिन, CM

PTI



तमिलनाडु में तीन भाषा फॉर्म्युले का विरोध हो रहा है। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा कि वे छात्रों के भविष्य से खिलवाड़ कर रहे है।

केंद्रीय मंत्री प्रधान के खिलाफ नोटिस

डीएमके सांसद कनिमोई ने राष्ट्रीय केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान की टिप्पणी पर उनके खिलाफ विशेषाधिकार हनन का नोटिस दिया है। न्यूज एजेंसी **ANI** के मुताबिक, नोटिस के अनुसार - 'धर्मेंद्र प्रधान ने सदन में कहा कि तमिलनाडु सरकार ने शुरू में पीएम-श्री योजना को स्वीकार करने के लिए केंद्र से **MoU** पर रजामंदी जताई थी, लेकिन बाद में राज्य सरकार ने फैसला बदल दिया, जो तथ्यात्मक रूप से गलत है।' साथ ही, 'उन्होंने मेरे, डीएमके व अन्य सहयोगी दलों के संसदीय सहयोगियों के खिलाफ भ्रामक, अलोकतांत्रिक और असभ्य जैसी असंयमित टिप्पणियों का इस्तेमाल किया।'

जनसत्ता, 11 मार्च 2025, पृष्ठ सं Page No. - 1

नई शिक्षा नीति को लेकर प्रधान की टिप्पणी पर द्रमुक का हंगामा

शिक्षा मंत्री ने आपत्तिजनक शब्द वापस लिया

जनसत्ता ब्यूरो
नई दिल्ली, 10 मार्च।

लोकसभा में सोमवार को राष्ट्रीय शिक्षा नीति पर द्रमुक सदस्यों ने जमकर हंगामा किया। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने विपक्षी दल पर तमिलनाडु के छात्रों के भविष्य को बर्बाद करने का आरोप लगाया। हंगामे के कारण सदन की कार्यवाही कुछ समय के लिए स्थगित करनी पड़ी। सदन में प्रश्नकाल के दौरान प्रधान ने द्रमुक सांसद टी सुमति के पूरक प्रश्न के उत्तर में एक टिप्पणी की थी।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने सोमवार को तमिलनाडु सरकार पर 'बेईमान' होने और नई राष्ट्रीय शिक्षा नीति के क्रियान्वयन पर पीछे हटने का आरोप लगाया। लोकसभा में शोर-शराबे और कुछ देर के लिए स्थगन के बाद प्रधान ने तमिलनाडु के सांसदों के लिए इस्तेमाल किए गए आपत्तिजनक शब्दों को वापस ले लिया और द्रमुक के नेतृत्व वाली तमिलनाडु सरकार से छात्रों के लाभ के लिए राजनीतिक हितों से ऊपर उठने का आग्रह किया। बाद में 'बेईमान' शब्द को लोकसभा की कार्यवाही से हटा दिया गया।

प्रधान ने कहा, 'वे बेईमान हैं और वे तमिलनाडु के छात्रों का भविष्य बर्बाद कर रहे हैं। वे राजनीति कर रहे हैं। मंत्री ने कहा कि एक समय तमिलनाडु सरकार ने पीएमश्री योजना पर सहमति बाकी पेज ८ पर



नई दिल्ली में सोमवार को संसद के बजट सत्र के दौरान द्रमुक सांसद तिरुचि शिवा और अन्य।

कनिमोझी ने विशेषाधिकार हनन का नोटिस दिया

नई दिल्ली, 10 मार्च (ब्यूरो)।



द्रमुक सांसद कनिमोझी ने धर्मेंद्र प्रधान के खिलाफ संसदीय विशेषाधिकार हनन का नोटिस दायर किया। कनिमोझी ने कहा, मंत्री ने मेरे संसदीय सहयोगियों के खिलाफ 'भ्रामक', 'बेईमान', 'अलोकतांत्रिक' और 'असभ्य' जैसी असंयमित टिप्पणियों का प्रयोग किया तथा तमिलनाडु के निर्वाचित प्रतिनिधियों के एक पूरे समूह के खिलाफ निराधार आरोप लगाए।

प्रधान अहंकारी, अपनी जुबान संभालें : स्टालिन

नई दिल्ली, 10 मार्च (ब्यूरो)।



तमिलनाडु के मुख्यमंत्री एमके स्टालिन ने केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान पर प्रहार करते हुए आरोप लगाया कि वे खुद को राजा समझकर 'अहंकार' में बात करते हैं।

उन्होंने प्रधान से अपनी जुबान पर नियंत्रण रखने को भी कहा। मुख्यमंत्री की यह टिप्पणी लोकसभा में दक्षिणी राज्य को धन आबंटन को लेकर द्रमुकसांसदों और प्रधान के बीच हुई बहस के बाद आई है।

जनसत्ता, 11 मार्च 2025, पृष्ठ सं- 8

नई शिक्षा नीति को लेकर प्रधान की टिप्पणी पर द्रमुक का हंगामा

जताई थी और उनसे मिलने आए कई (द्रमुक) सांसदों ने उन्हें यह बात बताई थी। लेकिन जब वे वापस गए, तो उन्होंने यू-टर्न लिया। वे छात्रों के जीवन के साथ शरारत कर रहे हैं। वे लोगों को गुमराह कर रहे हैं और तमिलनाडु के छात्रों के साथ अन्याय कर रहे हैं। वे अलोकतांत्रिक हैं।' प्रधान ने कहा कि मुख्यमंत्री स्टालिन भी शुरू में सहमत हुए थे, लेकिन अचानक उन्होंने रुख बदल लिया। वे सिर्फ राजनीति करना चाहते हैं।

मंत्री की टिप्पणी पर आपत्ति जताते हुए द्रमुक सदस्यों ने केंद्र सरकार के खिलाफ नारेबाजी की। अध्यक्ष ओम बिरला ने हंगामा कर रहे सदस्यों से अपनी सीटों पर लौटने और सदन की कार्यवाही सामान्य रूप से चलने देने के लिए कहा, लेकिन द्रमुक सदस्यों ने उनके अनुरोध को नजरअंदाज कर दिया और अपना विरोध जारी रखा। संसद के बजट सत्र के दूसरे चरण की कार्यवाही सोमवार को शुरू हुई और लोकसभा में प्रश्नकाल का सामान्य तरीके से आरंभ हुआ, लेकिन पीएमश्री योजना को लेकर द्रमुक सांसद टी सुमति के पूरक प्रश्न पर शिक्षा मंत्री धर्मेंद्र प्रधान के जवाब के बाद द्रमुक सदस्यों ने हंगामा शुरू कर दिया। सुमति ने आरोप लगाया था कि राष्ट्रीय शिक्षा नीति को स्वीकार नहीं करने के कारण तमिलनाडु को पीएमश्री योजना के तहत आबंटित किए जाने वाले 2,000 करोड़ रुपए की केंद्रीय राशि अन्य राज्यों को हस्तांतरित कर दी गई है। उन्होंने कहा कि मैं (शिक्षा) मंत्री से पूछना चाहती हूं कि क्या स्कूली छात्रों की शिक्षा के लिए चिह्नित धन को राज्य के खिलाफ बदला लेने के औजार के तौर पर इस्तेमाल किया जाना चाहिए? उन्होंने कहा कि मैं केंद्र सरकार से पूछना चाहती हूं कि क्या वह संसद को आश्वासन देगी कि कानून के तहत जिस नीति को लागू नहीं किया जा सकता, उसे स्वीकार नहीं करने के लिए किसी भी राज्य को धन की कटौती का सामना नहीं करना पड़ेगा?

जवाब में शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा कि एक समय था जब तमिलनाडु सरकार केंद्र सरकार के साथ (एनईपी पर) एमओयू पर हस्ताक्षर करने को तैयार थी। तमिलनाडु के शिक्षा मंत्री के साथ कुछ सदस्य हमारे पास आए थे और उन्होंने सहमति व्यक्त की थी। उन्होंने कहा कि कर्नाटक, हिमाचल प्रदेश और पंजाब जैसे गैर-भाजपा शासित राज्य भी पीएमश्री योजना को स्वीकार कर रहे हैं। प्रधान ने कहा कि हम तमिलनाडु को वित्तीय आबंटन कर रहे हैं, लेकिन वे प्रतिबद्ध नहीं हैं। वे (द्रमुक) तमिलनाडु के छात्रों का भविष्य बर्बाद कर रहे हैं। वे जानबूझकर राजनीति कर रहे हैं। यह दुर्भाग्यपूर्ण है। वे छात्रों के साथ अन्याय कर रहे हैं और अलोकतांत्रिक तथा असभ्य तरीके से व्यवहार कर रहे हैं। उन्होंने द्रमुक पर तमिलनाडु के छात्रों के लोकतांत्रिक अधिकारों को रोकने का आरोप लगाते हुए कहा कि केंद्र सरकार सबके लिए काम क रही है। उन्होंने कहा कि मेरी जानकारी है कि तमिलनाडु के मुख्यमंत्री एनईपी को स्वीकार करना चाहते हैं, लेकिन कुछ लोग उन्हें रोक रहे हैं जो भविष्य में मुख्यमंत्री बनना चाहते हैं। मुख्यमंत्री (स्टालिन) छात्रों के प्रति ईमानदार नहीं हैं। पीएमश्री योजना के तहत एनईपी 2020 के सिद्धांतों के अनुरूप देश में आदर्श विद्यालय स्थापित किए जाने हैं। मंत्री के बयान को लेकर द्रमुक सदस्यों ने विरोध किया और हंगामे के कारण सदन की कार्यवाही पूर्वाह्न करीब 11.30 बजे दोपहर 12 बजे तक के लिए स्थगित कर दी गई। कार्यवाही 12 बजे पुनः शुरू होने पर लोकसभा अध्यक्ष ओम बिरला ने द्रमुक सदस्य कनिमोझि को अपनी बात रखने के लिए कहा। कनिमोझि ने कहा कि वह दुखी हैं कि केंद्रीय मंत्री ने तमिलनाडु के सांसदों, वहां की सरकार और राज्य के लोगों के बारे में इस तरह के शब्द का इस्तेमाल किया है।

दैनिक जागरण, 11 मार्च 2025, पृष्ठ सं- 1, 9

बजट सत्र के दूसरे चरण की हंगामेदार शुरुआत

एनईपी पर स्टालिन सरकार के रवैये की शिक्षा मंत्री प्रधान ने की आलोचना, यूटर्न लेने का लगाया आरोप, भड़के द्रमुक सांसद

जागरण ब्यूरो, नई दिल्ली: नई राष्ट्रीय शिक्षा नीति (एनईपी) के त्रिभाषा फार्मूले व परिसीमन के मुद्दे पर तमिलनाडु की एमके स्टालिन सरकार के साथ केंद्र सरकार की पहले से चल रही तनातनी सोमवार को और बढ़ गई। बजट सत्र के दूसरे चरण के पहले ही दिन केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने एनईपी पर स्टालिन सरकार के रवैये की कड़ी आलोचना की और यूटर्न लेने का आरोप लगाया। उन्होंने स्टालिन सरकार के विरुद्ध कुछ कठोर शब्दों का इस्तेमाल भी किया। बाद में द्रमुक सांसदों की आपत्ति के बाद प्रधान ने अपने शब्द वापस ले लिए। इस मुद्दे पर द्रमुक सदस्यों ने लोकसभा में आसन के समक्ष आकर हंगामा किया, फिर बहिर्गमन कर गए। राज्यसभा में भी द्रमुक सदस्यों ने हंगामा किया और एनईपी के मुद्दे पर केंद्र पर तमिल भाषा के साथ भेदभाव का आरोप लगाया। उल्लेखनीय है कि तमिलनाडु में अगले वर्ष विधानसभा चुनाव हैं, लिहाजा स्टालिन सरकार भाषा और परिसीमन का मुद्दा गरमाए हुए है।

लोकसभा में हंगामा तब हुआ जब पीएम-श्री स्कीम से जुड़े सवाल पर तमिलनाडु को राशि नहीं दिए जाने को लेकर द्रमुक सदस्य ने पूरक सवाल पूछे। इस पर प्रधान ने कहा कि पीएम-श्री की राशि किसी भी राज्य को तभी मिलती है, जब वह एनईपी लागू करने का करार करता है। तमिलनाडु भी इस योजना पर तैयार हो गया था। इसमें तमिलनाडु को भी कर्नाटक, हिमाचल प्रदेश व पंजाब जैसे गैर-भाजपा शासित राज्यों की तरह छूट दी गई थी कि उन्हें कौन सी भाषा पढ़ानी है। केंद्र किसी पर कुछ थोपेगा नहीं। बाद में करार के समय तमिलनाडु सरकार इससे पलट गई।



संसद के बजट सत्र के दौरान सोमवार को लोकसभा में बोलते केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ● एएनआइ

- विरोध होने पर धर्मेंद्र प्रधान ने कठोर शब्द वापस लिए, स्पीकर ने रिकार्ड से हटाए
- शिक्षा मंत्री ने कहा- केंद्र किसी भी राज्य पर कोई भाषा नहीं थोप रहा

प्रधान बोले, वित्त वर्ष खत्म होने में कुछ ही दिन शेष

पत्रकारों से बातचीत में प्रधान ने कहा कि छात्रों के हित में तमिलनाडु सरकार को राजनीतिक हितों से ऊपर उठना चाहिए। चालू वित्त वर्ष खत्म होने में सिर्फ कुछ दिन बाकी हैं। केंद्र को पीएम-श्री के तहत तमिलनाडु को आवंटन में कोई परेशानी नहीं है, लेकिन इसमें उनकी दिलचस्पी नहीं है। पीएम-श्री छात्रों के हित की योजना है और तमिलनाडु में निर्देशों का माध्यम सिर्फ तमिल ही रहेगा। उन्हें समझ नहीं आता कि विरोध किस बात को लेकर है। वहीं, कनीमोरी का कहना था कि केंद्र को स्कूली शिक्षा की धनराशि को एनईपी के क्रियान्वयन से नहीं जोड़ना चाहिए। उन्होंने विशेषाधिकार हनन प्रस्ताव लाने पर विचार की बात भी कही।

प्रधान ने आरोप लगाया कि सीएम स्टालिन व राज्य के शिक्षा मंत्री इसे लेकर तैयार थे। मंत्रालय के साथ सहमति बन गई थी, लेकिन राज्य के किसी 'सुपर सीएम' के दबाव में मुख्यमंत्री ने अपना फैसला बदल दिया। द्रमुक का कहना है कि शिक्षा मंत्री को स्पष्ट किया गया था कि तमिलनाडु त्रिभाषा फार्मूला भी स्वीकार नहीं है। प्रधान ने यह भी कहा कि जिनके पास कोई तथ्य नहीं है, वह केवल हल्ला करके विषय को भ्रमित करना चाहते हैं। केंद्र किसी भी राज्य पर कोई भाषा नहीं थोप रहा। सदन की कार्यवाही दोबारा शुरू होने पर द्रमुक सदस्य कनीमोरी ने प्रधान के कठोर शब्दों पर कहा कि यह राज्य के लोगों का अपमान है। प्रधान ने कहा, यदि उन्हें किसी शब्द से तकलीफ हुई है, वह उसे वापस लेते हैं। बाद में स्पीकर ओम बिरला ने उन शब्दों को कार्यवाही से हटा दिया।

नड्डा ने दिया रिफ्रेशर कोर्स का सुझाव: राज्यसभा में नेता सदन जेपी नड्डा ने कहा कि सरकार संसद में किसी भी मुद्दे पर चर्चा कराने के लिए तैयार है। लेकिन किसी भी बहस के लिए कुछ नियम-कानून होते हैं। अगले 10 दिनों तक बजट पर चर्चा होगी और सभी को बोलने का मौका मिलेगा। विपक्ष का गैरजिम्मेदार व्यवहार अस्वीकार्य है। वह नेता प्रतिपक्ष समेत सभी को सुझाव देते हैं कि वे रिफ्रेशर कोर्स करें। उन्हें नियम और कानून समझने चाहिए।

संबंधित ›› पेज 9 व संपादकीय

'खुद को राजा समझने के अहंकार के लिए धर्मेंद्र प्रधान की आलोचना'

चेन्नई, प्रेट्र : तमिलनाडु में सत्तारूढ़ द्रमुक की आलोचना करने के लिए मुख्यमंत्री एमके स्टालिन ने धर्मेंद्र प्रधान पर कड़ा प्रहार करते हुए सोमवार को केंद्रीय शिक्षा मंत्री पर खुद को राजा समझने के उनके 'अहंकार' के लिए निशाना साधा और उनसे अपनी जुबान पर नियंत्रण रखने को कहा।

पीएम-श्री योजना एवं राज्य को धनराशि के आवंटन को लेकर लोकसभा में द्रमुक सदस्यों व प्रधान के बीच गर्मा-गर्मी के मद्देनजर स्टालिन ने यह टिप्पणी की। राष्ट्रीय शिक्षा नीति लागू करने से इन्कार और राजनीति के लिए इस मुद्दे पर यू-टर्न के लिए प्रधान ने तमिलनाडु सरकार की आलोचना की थी। स्टालिन ने स्पष्ट किया कि तमिलनाडु सरकार ने केंद्र की पीएम-श्री योजना लागू करने पर हामी नहीं भरी थी और ऐसी स्थिति में कोई भी उन्हें इस संबंध में राजी नहीं कर सकता। मुख्यमंत्री ने इंटरनेट मीडिया पोस्ट में कहा, 'सिर्फ यह बताइए कि क्या आप वह धनराशि जारी कर सकते हैं या नहीं, जो हमसे एकत्र की गई थी और जो तमिलनाडु के छात्रों के लिए है।'



एमके स्टालिन ● फाइल/पेट्र

- कहा, सिर्फ यह बताएं कि वह पीएम-श्री की धनराशि जारी कर सकते हैं या नहीं
- तमिलनाडु सरकार ने केंद्र की पीएम-श्री योजना लागू करने पर नहीं भरी थी हामी

स्टालिन ने कहा कि द्रमुक सरकार लोगों की राय का सम्मान कर काम करती है, जबकि भाजपा नेता नागपुर के शब्दों से बंधे हुए हैं। प्रधान की आलोचना की। कहा कि केंद्रीय मंत्री ने धनराशि जारी न करके तमिलनाडु को धोखा दिया है।

दैनिक जागरण, 11 मार्च 2025, पृष्ठ सं. 8

शिक्षा नीति पर रार

जैसा अंदेशा था, वैसा ही हुआ। संसद के बजट सत्र के दूसरे चरण की शुरुआत हंगामे से हुई। जिन मुद्दों पर हंगामा हुआ, उनमें नई शिक्षा नीति भी है। इससे अधिक दुर्भाग्यपूर्ण और कुछ नहीं कि नई शिक्षा नीति को दलगत राजनीतिक हितों से जोड़कर देखा जा रहा है और कुछ राज्यों की ओर से केवल इसलिए उसका विरोध किया जा रहा है, ताकि लोगों की भावनाओं को भड़काकर राजनीतिक लाभ उठाया जा सके। नई शिक्षा नीति का सबसे अधिक विरोध तमिलनाडु के मुख्यमंत्री एमके स्टालिन की ओर से किया जा रहा है। इस विरोध के पीछे क्षुद्र राजनीति है। स्टालिन को सबसे अधिक आपत्ति नई शिक्षा नीति के त्रिभाषा फार्मूले पर है। यह फार्मूला नया नहीं है। यह 1968 में ही बन गया था। इसमें यह प्रविधान था कि गैर हिंदी भाषी राज्य अपनी स्थानीय भाषा और अंग्रेजी के साथ तीसरी भाषा के रूप में हिंदी पढ़ाएंगे। यह उल्लेखनीय है कि 2020 की नई शिक्षा नीति में हिंदी की अनिवार्यता खत्म कर दी गई है। इसके बाद भी स्टालिन यह शोर मचाने में लगे हुए हैं कि त्रिभाषा फार्मूले के जरिये मोदी सरकार तमिलनाडु पर हिंदी थोपना चाहती है। यह निरा झूठ है और इसका उद्देश्य लोगों को बरगलाना है।

तमिलनाडु में अगले वर्ष विधानसभा चुनाव होने हैं। स्टालिन इन चुनावों में अपने पक्ष में माहौल बनाने के लिए ही नई शिक्षा नीति का विरोध करने में लगे हुए हैं। समस्या यह है कि इसके लिए वह झूठ बोलने से भी नहीं चूक रहे हैं। संकीर्ण राजनीतिक स्वार्थों के फेर में उन्होंने इतना उग्र रूप धारण कर लिया है कि हिंदी के साथ संस्कृत पर भी आपत्ति जता रहे हैं। हिंदी विरोध के अलावा उन्होंने परिसीमन को लेकर भी यह माहौल बनाना शुरू कर दिया है कि इससे दक्षिण के राज्यों को राजनीतिक क्षति उठानी पड़ेगी। हालांकि प्रधानमंत्री और गृह मंत्री यह स्पष्ट कर चुके हैं कि परिसीमन से किसी राज्य को कोई नुकसान नहीं होने दिया जाएगा, लेकिन स्टालिन ऐसा ही होने का हौवा खड़ा करने में लगे हुए हैं। यह सही है कि लोकसभा सीटों का परिसीमन प्रस्तावित है, लेकिन वह तो तब होगा, जब जनगणना होगी। जब न जनगणना हुई है और न ही यह तय हुआ है कि वह किस आधार पर होगा, तब फिर स्टालिन उसे लेकर लोगों को आशंकित करने में क्यों जुटे हुए हैं? इससे बुरी बात और कोई नहीं कि डीएमके नेता शिक्षा नीति को अपनी सस्ती राजनीति का विषय बनाएं और वह भी झूठ का सहारा लेकर। उन्हें ऐसा करने से रोका जाना चाहिए, क्योंकि त्रिभाषा फार्मूले में हिंदी का उल्लेख तक नहीं है। यदि स्टालिन को यकीन न हो तो वह नई शिक्षा नीति तैयार करने वाली समिति के प्रमुख के. कस्तूरीरंगन से संपर्क करें, जो खुद तमिलियन हैं।

The Times of India, 11 March 2025, Page No. - 1, 13

Uproar in Parl over NEP as Pradhan, DMK lock horns

Privilege Motion Filed Against Min

Subodh Ghildiyal & Pradeep Thakur | TNN

New Delhi: The Modi govt and DMK clashed on the first day of the resumed budget session, with the latter questioning the govt over the three-language policy and education minister Dharmendra Pradhan accusing the Tamil Nadu govt and the governing party of going back on their commitment to sign the MoU for NEP.

The minister attacked DMK with strong words, claiming that TN was ready to implement NEP but reversed its stand because of pressure from some 'super CM', and accused the party of being undemocratic and anti-students, leading to protests and a couple of adjournments. He later withdrew his remark on Speaker Om Birla's initiative, and was expunged. In the evening, DMK filed a privilege motion against Pradhan, accusing him of misleading the House and tarnishing the image of Tamil Nadu.

▶Continued on P 13

> TN initially agreed to sign the MoU... But suddenly they took a U-Turn. **They are misleading people...** ruining the future of TN students —**Dharmendra Pradhan, education minister**



> Pradhan... needs to mind his language. **You are deceiving TN by withholding its rightful funds**, yet you call our MPs uncivilised? Does PM accept this? —**Stalin, TN CM**



Pradhan's 'uncivilised MPs' remark draws Stalin's fire

'You're The One Who Cheated TN Of Funds'

TIMES NEWS NETWORK

Chennai: Tamil Nadu chief minister M K Stalin came down hard on Union education minister Dharmendra Pradhan on Monday for calling DMK MPs "uncivilised".

Taking to X, Stalin said, "Dharmendra Pradhan, who thinks he is a king and speaks with arrogance, should mind his words. How can you call Tamil Nadu MPs uncivilised when you are the one who cheated Tamil Nadu by not releasing the funds?"

DMK MP Kanimozhi Karunanidhi, too, expressed strong objection to Pradhan's comments in LS, following which the Union minister said he would retract his words.

During a heated Lok Sabha debate on three-language policy on Monday, Pradhan said DMK MPs were "undemocratic and uncivilised". Condemning Pradhan's remark, DMK cadres across Tamil Nadu set fire to Pradhan's effigies. They raised slogans against the Union minister while beating his effigies with slippers.



BITTER BANTER: Stalin & Pradhan

Referring to Pradhan's remark, Stalin said Pradhan had insulted people of Tamil Nadu and demanded to know from PM Narendra Modi whether he approved of his minister's speech.

Recalling Pradhan's letter dated Aug 30, 2024, Stalin said it was the minister who said TN entirely rejected the MoU sent by Union govt on NEP. "DMK functions on people's wishes and not on directions from Nagpur (RSS headquarters)," said Stalin.

Kanimozhi criticised Pradhan for his remarks. Taking to X, she said, "I strongly condemn Union education minister Dharmendra Pradhan for his disgraceful remarks calling Tamil Nadu and its people uncivilised. On behalf of DMK and eight crore Tamilians, I demand an immediate apology!" The DMK MP further said, "His words deeply hurt and pained the people of Tamil Nadu. What right does he have to insult TN while happily taking its tax revenue, workforce, & contributions to the nation? BJP govt has no problem reaping benefits from Tamil Nadu, yet it repeatedly disrespects its people. We will not tolerate this!"

Pradhan doubles down on NEP stand

Dharmendra Pradhan intensified his criticism of TN govt on dispute over implementation of NEP and said "those lacking concrete facts resorted to creating an uproar to mislead others". He urged TN govt to prioritise students' interests over political considerations "Just a few days are left before completion of this financial year· govt doesn't have any issue in providing TN their allocation of PM SHRI but they are not interested in it," he said, adding, "Those who don't want to join PM SHRI programme, I appeal to them, it is a scheme for benefit of students, and in TN, the medium of instruction will remain Tamil only. What is their opposition, I do not understand?" TNN

DMK slaps privilege notice on edu mantri

Protesting against Pradhan calling its members "uncivilised" during a clash over a scheme, DMK filed a privilege notice against him in LS, reports **Subodh Ghildiyal.** The notice alleged the minister misled the House and tarnished the image of TN. As per the notice, while replying to a question by DMK MP T Sumathy over non-disbursal of funds for TN under Samagra Shiksha Scheme, Pradhan made "highly malicious, misleading & defamatory remarks". In the notice, Kanimozhi said Pradhan claimed TN initially agreed to sign a MoU with Centre for PM-SHRI but later changed its stand. She said he made the same "misleading and incorrect" claim about the DMK MPs, which was designed to tarnish the image of TN.

Financial Express, 11 March 2025, Page No.- 10

Strengthening higher education



FURQAN QAMAR

Chief advisor to the chancellor at Integral University, Lucknow

NITI Aayog focus on raising quality of state public universities is welcome, but it must not neglect support to self-financed higher education institutions

PUBLIC-FUNDED STATE universities, which NITI Aayog in a report last month referred to as state public universities (SPUs), play a pivotal role in providing higher education in India. Numbering 495, they constitute 42.38% of the country's university-level institutions (ULIs).

Given their potential, the 11th Plan had allocated over ₹16,000 crore for their revival and upgrade. Later, in the 12th Plan, the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) was launched to support them and affiliated colleges. In 2023-24, the actual expenditure on RUSA was ₹186 crore, compared to the budgetary allocation of ₹1,500 crore. This centrally-sponsored scheme was renewed as the Pradhan Mantri Uchchatar Shiksha Abhiyan in 2023, with new guidelines. The 2025 Budget provides ₹1,815 crore for the scheme.

The NITI Aayog, in collaboration with the Association of Indian Universities, has published a comprehensive report titled "Expanding Quality Higher Education through States and State Public Universities". It stresses the need to strengthen SPUs, which it believes is no longer an option but a critical necessity.

The NITI Aayog report recognises SPUs' role in educating millions of students over the past seven decades. It points out that SPUs are "strategically positioned to nurture the next generation of professionals, researchers, innovators, and entrepreneurs who will drive India's growth story". It also recognises that with targeted investment, financing, empowered governance, and focus on quality teaching and research, SPUs can become centres of excellence, helping transform higher education and fostering balanced regional development.

The report has many suggestions to improve the quality of education in SPUs. The most critical ones involve creating and maintaining quality infrastructure and augmenting teaching-learning, research resources, and facilities.

It argues that SPUs suffer from insufficient government financial support for maintenance, establishment, development, research and innovation. This leads to faculty shortages, deteriorating student-teacher ratios, and appointment of faculty on a contractual basis, which are the banes of SPUs. Deficiencies in leadership, management, and governance must also be addressed to improve curricula, pedagogy, industry interface, placement, and career progression.

Universities can learn a lot from one another, and this is where the NITI Aayog report is of immense value. It shares the experiences of many states with strategies, plans of action, and road maps for improving quality and promoting excellence in public universities. It assesses ground realities, takes a balanced view, and argues for enhancing public funding of higher education. It also candidly admits that allocation for education, including higher education, has failed to increase, although the viability of funds with state governments has grown a lot.

In India, a wide variety of institutions deliver higher education. More than 74% students are enrolled in colleges. About 6% are enrolled in stand-alone institutions offering non-degree programmes, and 5% in open and distance learning.

Thus, university teaching departments account for about 14% of all higher education enrolment. Nearly 54% are enrolled in SPUs, and 19% in centrally-funded higher, scientific, technical, and professional institutions.

It is good that SPUs are in focus. Accomplishing the triple objectives of expansion, equity, and excellence in higher education is impossible without strengthening SPUs. They have been at the forefront of producing human resources which have helped the Indian economy become the fifth-largest in the world.

They must be supported and strengthened to realise the National Education Policy target of raising the gross enrolment ratio in higher education to 50% by 2035, and help propel India's economy to the third-largest position soon. Their role will become even more critical as India seeks to raise its per capita income to the levels of developed countries.

As the cost of providing higher education rises, the institutions find themselves in a catch-22 situation

At the same time, we cannot undermine the importance of the self-financed private universities (SFPUs) established by Acts of state assemblies. These, along with self-financed private deemed universities (SFPDUs), constitute 40% of all ULIs in India, accounting for a fourth of higher education students enrolled in university teaching departments.

SFPUs are the fastest-growing among all higher education institutions. Their enrolment jumped from 2.17 lakh in 2011-12 to 16.2 lakh in 2021-22. Next to them are SFPDUs, which recorded 54.5% growth during this period.

These institutions receive no public funding as they were established on the condition that they would not claim public resources. Their sustenance depends on fees collected from students. They meet recurring expenses and service their development debts solely with internally generated revenue.

As the cost of providing higher education rises due to inflation, revision of pay scale, announcement of dearness allowance, and the costs associated with compliance of a plethora of regulatory requirements, the institutions find themselves in a catch-22 situation. If they raise fees, their programmes will be unaffordable to the population they cater to. And they cannot afford comparative pay packages if they keep their fees low. Consequently, they risk losing qualified and talented faculty and staff, which will adversely affect the quality of programmes and lead to an exodus of students.

Access to public funding by self-financed private higher education institutions is scoffed at because it could lead to private profit. However, this argument may not hold true because such institutions are not prohibited by law from making profit. Besides, they are as tightly regulated as public-funded state universities.

As NITI Aayog focuses on raising the quality of SPUs, it must not neglect supporting self-financed higher education institutions, at least for research, development, and quality improvement initiatives.

The Indian Express, 11 March 2025, Page No - 1, 2

NATIONAL EDUCATION POLICY ROW DISRUPTS PROCEEDINGS

Fireworks as Pradhan attacks TN govt, Stalin says watch your words

DMK MPs protest in House; Minister withdraws a word from his remarks, Speaker expunges

LIZ MATHEW
& LALMANI VERMA
NEW DELHI, MARCH 10

THE ONGOING war of words between the ruling BJP and DMK led to disruptions in the Lok Sabha Monday, with Union Education Minister Dharmendra Pradhan forced to withdraw a word from his remarks following protests by Tamil Nadu MPs.



Education Minister Dharmendra Pradhan, DMK's Kanimozhi Karunanidhi and others outside Parliament, Monday. *PTI*

During the face-off in Question Hour, Pradhan accused the DMK government in Tamil Nadu of being "dishonest" and playing "politics" with the future of the state's students. While criticising the DMK government's opposition to the National Education Policy (NEP), he also accused it of doing a "U-turn" over PM-SHRI schools, bringing DMK MPs to their feet.

Soon after the exchange in Parliament, Tamil Nadu Chief Minister Stalin put out a post on social media accusing Pradhan of "arrogance". "Union Education Minister Dharmendra Pradhan, who speaks with arrogance as if he were a king, needs to watch his words!" Stalin wrote. "You are withholding Tamil Nadu's rightful funds and

CONTINUED ON PAGE 2

IN PARLIAMENT
PAGE 8

FROM PAGE ONE FULL REPORTS ON WWW.INDIANEXPRESS.COM

Fireworks as Pradhan attacks TN govt

deceiving us, yet you call Tamil Nadu MPs uncivilised?... Does Honourable Prime Minister Narendra Modi approve of this?"

The Tamil Nadu government had never agreed to implement the PM-SHRI (Schools for Rising India) Scheme, unlike what Pradhan said, Stalin wrote. Referring to a letter written by Pradhan in 2024, he said: "Wasn't it you who wrote to me confirming that the Tamil Nadu government had completely rejected NEP, the three-language policy, and the PM SHRI MoU?"

But, as the issue escalates, many in the BJP fear it may just be what the DMK wants ahead of next year's Assembly elections, even as the BJP itself takes a hit. Tamil Nadu is high on the BJP's agenda, with its efforts to make inroads meeting some success in last year's Lok Sabha polls.

By calling the NEP a bid to force Hindi on Tamil Nadu, Stalin has raised an emotive issue with resonance in the state.

The Parliament face-off began when DMK MP T Sumathy, asking a supplementary question, claimed that around Rs 2,000 crore meant for Tamil Nadu had been diverted to other states due to its opposition to the NEP.

Calling it "a death knell for co-operative federalism", Sumathy asked whether the Centre could use funds as a tool for "revenge", at the cost of schoolchildren.

In his reply, Pradhan claimed that the Tamil Nadu government was ready to sign an MoU over PM-SHRI. "A few of my MP colleagues (along with) the Education Minister of Tamil Nadu agreed... They went back, made a U-turn... The Government of India is open on this issue. Many non-BJP states, especially Congress's Karnataka, have accepted the NEP though they have made some reservations verbally, and are implementing PM-SHRI," he said, suggesting that Stalin, too, was earlier agreeable to it.

Pradhan said there are still 20 days left in March, indicating that the Tamil Nadu government had time to sign the MoU on PM-SHRI.

As DMK MPs, accusing Pradhan of lying, came to the well of the House, Opposition members joined the protest from their seats, leading to a half-an-hour adjournment.

(**PTI adds:** When the House met again, DMK MP Kanimozhi said she was "very pained and hurt" by a particular word used by the minister.

Responding to her, Pradhan said, "My esteemed colleague, one of my dearest sisters and senior member, honourable Kanimozhi has raised two points. According to her, I have used a word which I should not have used for the members from Tamil Nadu, Tamil Nadu government and people of Tamil Nadu... Let's not mix it. Let me withdraw it. I withdraw my word if it has hurt anyone. I have no issues with that.")

After this, the Speaker said the word would be expunged from the records.

In his social media post, Stalin said that while Tamil Nadu had submitted an undertaking in March 2024 indicating willingness to sign the MoU, it returned a modified version in July, dropping the requirement for full NEP implementation. A letter from Pradhan's office dated August 2024 acknowledged this, he said.

DMK Rajya Sabha MP Kanimozhi N V N Somu told *The Indian Express*: "First of all, the minister who is holding the highest office needs to know what he is saying... How can the Centre say we will give you funds only if you toe the line?... You cannot put a gun to my head." The DMK was not against any language of India, she said. "We hold every language and every ethnicity in respect. Our issue is against the imposition of Hindi, which is not new... We have been following a two-language policy and the success (of our model) is before everyone."

DMK leader Dayanidhi Maran told *The Indian Express*: "The minister lied by saying that the DMK government had agreed to the NEP." Later in the day, Kanimozhi Karunanidhi submitted a privilege notice against Pradhan, saying the word in his remark that was expunged "cast aspersions", and "attacked" her "integrity and dignity" as a woman MP.

As the DMK raises the heat, back in Tamil Nadu, the BJP is finding itself isolated on the issue, a BJP leader admitted. Pointing out that almost all parties active in the state attended the March 5 meeting convened by Stalin over a population-based delimitation exercise, including the DMK's chief rival and former BJP ally AIADMK, a BJP source said: "We have a peculiar situation. While our leaders, right from Prime Minister Narendra Modi down, go out of their way to laud Tamil culture and language, a controversy such as this isolates the party. On this issue, we cannot expect any party's support in Tamil Nadu. Stalin put the ball in our court and we mishandled it."

The leader said there had been no official statement from the central BJP on the issue.

The BJP is not averse to a realignment with the AIADMK, with both sides hinting at the same in recent days. However, if the Hindi issue continues, the Tamil Nadu-based party may find it difficult to go with the BJP, which is still seen with suspicion by a large section of the state as an "outsider", North-centric party.

However, another senior BJP leader argued that the Hindi issue no longer has the potency it once did. "Data shows that in 1947, those who were conversant in English were just 4-5% of the population, the rest were Tamil users. This stands now at 45% and 55%, respectively. So the number of youth with emotional attachment to the language are coming down." The leader added that DMK allies in the INDIA bloc may be uncomfortable about the party going all out against Hindi, given the Bihar elections this year where they have more at stake. Asserting that the issue would have no electoral impact, the BJP leader said: "For us, it's a policy matter, and for them, it's an election issue."

Apart from the NEP, another issue on which Stalin has taken the lead against the Centre is delimitation — the DMK has also got the support of neighbouring Opposition CMs on it. But the BJP believes it is on more solid footing over this, as delimitation is still in the distant future, and Union Home Minister Amit Shah asserted recently that the government would not allow any "injustice" to the southern states in a delimitation exercise.

WITH ENS INPUTS, CHENNAI

The Tribune, 11 March 2025, Page No. - 5

Coeducation in schools at dist HQs from next session: CM

TRIBUNE NEWS SERVICE

SHIMLA, MARCH 10

Chief Minister Sukhvinder Singh Sukhu today said that coeducation would be introduced in government senior secondary schools at the district headquarters to bring qualitative changes in the education system.

Sukhu, while presiding over the annual function of Rajiv Gandhi Government College at Chaura Maidan in Shimla, said that the government was also establishing Rajiv Gandhi Day Boarding Schools in a phased manner in each Assembly constituency. "As many as 10 of these schools will become operational in the next session. These institutions will be equipped with modern facilities like swimming pools, indoor stadiums and enhanced sports infrastructure," he added.

Sukhu said that the objective of the state government was not only to provide degrees but to ensure quality education. "Institutions with low student enrollment or inadequate educational standards will be closed. To accommodate affected students, seats in nearby well-functioning institutions will be increased and the government will also bear the travelling expenses," he added.



CM Sukhvinder Sukhu at Rajiv Gandhi Govt College.

He said that in next five years, the education system of the state would be elevated to global standards. "The government is taking effective steps to set up one directorate for nursery to higher secondary," he added. Sukhu announced that a central heating system would be installed in Rajiv Gandhi Government College.

He also announced that postgraduate courses in economics, political science and English would be started in the college from the next academic session. He felicitated meritorious students of the college on the occasion.

The Tribune, 11 March 2025, Page No.- 2

Govt primary schools struggle with enrolment due to teacher shortage

NITISH SHARMA
TRIBUNE NEWS SERVICE

AMBALA, MARCH 10

Increasing enrolment in government primary schools for the upcoming academic session will not be an easy task for the Education Department and teachers, given the ongoing staff shortage and growing parental reluctance.

Currently, 27,600 students are enrolled in government primary schools across Ambala, including those in Bal Vatika. However, this marks a decline from 29,824 students in the 2023-24 academic session to 27,599 in 2024-25. The declining trend has raised concerns over the future of public primary education in the district.

Ambala district has 478 government primary schools, with most having student numbers in double digits, while over 60 schools have students in the triple digits. Government Primary School Baldev Nagar has the highest enrolment, with over 450 students. Conversely, several schools have less than 10 students, with some struggling to retain even a handful.

For instance, GPS Jagoli, Dhanauri, and Ram Nagar each have three students, Panjeto has four, Taprian Ruldu has six, Gobindgarh has seven and GPS Sugral has eight students.

An Education Department official admitted that despite various government schemes and incentives, persuading parents to enrol their children remains a struggle due to the acute shortage of teachers.

"Sincere efforts are being made to improve student strength, but the shortage of teaching staff remains a major concern. Despite multiple facilities being offered, parents hesitate to enrol children because adequate teachers are not available in the schools," the official stated.

Currently, 42 government schools fall under the 'zero teacher' category, while 158 schools operate as 'single teacher' schools. Though temporary local arrangements have been made to prevent any school from being completely unattended, officials stress the urgent need for more teachers.

Amit Chhabra, state spokesman of Rajkiya Prathmik Shikshak Sangh Haryana, emphasised that the teacher shortage is one of the main reasons for the drop in student enrolment.

"The shortage of teaching staff has led to declining enrolment. Additionally, teachers are overburdened with non-teaching duties and numerous department-run programmes. These issues have negatively impacted government schools, causing parents to shift their children to private institutions. The government must ensure that no school is closed and should take steps to rebuild public confidence in government schools," he said. Meanwhile, District Elementary Education Officer (DEEO) Sudhir Kalra said a special enrolment campaign will be launched after March 20 to increase student strength in government schools.

"Directions have been issued to Block Education Officers and teachers to run a special campaign after March 20 to boost enrolment in government schools. Students are also being encouraged to inform their neighbours about the benefits and facilities available, so that more parents consider enrolling their children. Officials have been instructed to ensure that no child remains out of school and to focus on strengthening Bal Vatikas," he said.

The Statesman, 11 March 2025, Page No. - 1

Centre not imposing any language anywhere: Pradhan



STATESMAN NEWS SERVICE
NEW DELHI, 10 MARCH

Describing the opposition to the three-language formula a "political stand", Education Minister Dharmendra Pradhan on Monday said the Centre is open to discussing the issue despite Tamil Nadu taking a U-turn just before signing a MoU for the PM Schools for Rising India (PM SHRI) scheme.

Speaking in the Lok Sabha, he also rejected apprehensions that the Centre is trying to impose any language anywhere, including in Tamil Nadu.

"Tamil will remain the medium of instruction up to the eighth standard. In Tamil Nadu or any state, nobody is imposing any language on anyone," he told reporters after protesting DMK MPs forced the adjournment of the House.

Earlier, responding to a question in the House, Mr Pradhan accused the DMK-led Tamil Nadu government of going back on its promise of implementing the PM SHRI scheme in the state.

Hindustan Times, 11 March 2025, Page No-14

UGC's new teacher appraisal system is a lot more holistic

The criticism of the University Grants Commission (UGC)'s recent reforms based on the National Education Policy 2020 in these columns (*UGC's flawed proposals for teacher hiring, promotions*, Sukhadeo Thorat, February 18) fails to recognise higher education governance's dynamic and evolving nature. The argument that online consultations on regulatory matters compromise thorough reflection is based on an outdated understanding of discourse and participation. Digital platforms are vital to democratising engagement with stakeholders, making the process more inclusive, not less rigorous.

Has the academic performance indicator (API) been removed from the 2025 draft UGC (Minimum Qualifications for Appointment and Promotion of Teachers and Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education Institutions) Regulations without extensively studying its limitations? This assumes that the deficiencies of API were unknown or insignificant. The assumption that removing the API system constitutes moving away from objectivity to subjectivity disregards the inherent limitations of a mechanistic evaluation framework. While the API was conceived with good intentions, it had evolved into a rigid, number-driven mechanism that often incentivised quantity over quality in academic contributions.



M Jagadesh Kumar

Faculty members were forced to comply with API rather than focus on genuine intellectual growth. In the best institutions globally, it is recognised that academic excellence is multidimensional and can't be represented by rigid scorecards. The notion that faculty recruitment and promotion are objective solely when numerical indicators are used to assess performance is a narrow interpretation of fairness. While numerical scores may provide a semblance of fairness, they are ill-equipped to capture the full spectrum of faculty members' intellectual and pedagogical contributions.

The draft regulations emphasise qualitative judgment and peer evaluation for assessing a scholar's contributions. This accommodates intellectual diversity without reducing it to mere numbers and aligns with the evolving nature of academic inquiry. Such an approach is a move toward a more reflective, context-sensitive, and inclusive evaluation system.

NEP 2020's vision of multidisciplinary learning, research excellence, and institutional autonomy necessitates moving away from archaic evaluation frameworks. In embracing these changes, UGC is enhancing transparency by ensuring that academic contributions are assessed to reflect their impact.

The contention that the selection committee's discretionary powers would lead to favouritism is based on an oversimplified dichotomy between numerical objectivity and human judgment. An effective selection process incorporates multidimensional assessments that balance qualitative and quantitative measures. Exclusive reliance on rigid numerical thresholds does not necessarily ensure high academic standards; instead, the subject experts in selection committees must focus on an appraisal of teaching effectiveness, research impact, and innovative contributions that may not always fit within a predefined formula. The assertion that if subject experts in a selection committee evaluate research publications and academic contributions inherently leads to bias disregards the importance of peer review and institutional oversight. The presumption that the selection committee wields unchecked authority and operates without accountability overlooks academic governance and professional assessment principles. It is not uncommon for reputable educational institutions worldwide to function on the principles of rigorous peer evaluation, ensuring that quality and scholarly integrity are upheld.

Furthermore, introducing an assessment parameter called "significant contributions" in the 2025 UGC draft regulations should not be hastily dismissed as an arbitrary shift in policy. Digital content creation, establishment of start-ups, student mentorship, research in Indian knowledge systems and promotion of Indian languages in higher education reflect an attempt to align faculty evaluation with contemporary academic and societal needs. Any claim that such contributions lack clear definitions overlooks the possibility that they are intended to encourage a broader and more holistic understanding of an educator's role. The criticism that the emphasis on Indian knowledge systems perpetuates exclusivity ignores the inclusive intent behind the policy. The regulation does not privilege one philosophical tradition over others but encourages comprehensive engagement with India's diverse intellectual heritage.

The recalibration of faculty assessment and selection mechanisms are an alignment with the evolving ethos of higher education, where quality is measured in quantifiable increments in an ecosystem that values integrity, diversity, and academic excellence.

M Jagadesh Kumar, chairman, UGC and former vice-chancellor, JNU.
The views expressed are personal

Hindustan Times, 11 March 2025
Page No. 7

'MONITORING EWS ADMISSIONS', SAYS DELHI EDU MIN

HT Correspondent
htreporters@hindustantimes.com

NEW DELHI: Delhi education minister Ashish Sood on Monday said he has been closely monitoring the admission process at the document verification stage under the economically weaker section (EWS) quota in Delhi's private schools continues.

"Parents can lodge complaints directly with the education minister if irregularities found in EWS quota admissions," Sood said.

The draw of lots for EWS and disadvantaged group (DG) quota admissions in Delhi's private schools for 2025-26was been held on March 5.

According to an official, the directorate of education has already verified 6,192 documents of 7,042 students who visited the designated centres.

"Additionally, 4,878 children have been issued admission tokens for private schools in Delhi ,and 1,291 parents have been issued notices due to incomplete documentation," the official said.

The Pioneer, 11 March 2025, Page No-1 Continued to 2

Language war intensifies



DEEPAK KUMAR JHA ■ New Delhi

Parliament resumed its second leg of Budget Session with a massive confrontation between the Centre and the Opposition over the implementation of National Education Policy (NEP) in Tamil Nadu (TN), instigating a fresh round of language row.

Face-off was also witnessed in the Lok Sabha and the Rajya Sabha over alleged discrepancies in voter lists leading to several adjournments. At one point, Speaker Om Birla cautioned the Opposition to either to fall in line or face strict action.

DMK MP Kanimozhi filed a notice for breach of Parliamentary privilege against Education Minister Dharmendra Pradhan in response to his remarks on the NEP issue and TN Chief Minister MK Stalin. The TN government and the Centre have been at loggerheads over the implementation of the new NEP and the three-language formula.

Pradhan criticised the TN government for refusing to implement the NEP and Stalin doing a "U-turn" on the issue for "politics," which drew protests from the DMK and other Opposition members disrupting proceedings in the upper house.

"They are dishonest and they are ruining the future of the students of Tamil Nadu ... They are misleading the people," Pradhan said while replying to a query on the Centre not releasing funds for the PM Schools for Rising India (PM SHRI) scheme.

Hitting back, the DMK said it had clearly told the minister "we cannot accept" the NEP "in full" and the three-language formula "is not acceptable to Tamil Nadu". It said the Centre cannot stop the release of budgetry allocation for education on the issue of implementing the NEP.

Stalin too hit out at Pradhan, alleging he spoke with "arrogance" and asked him to "control his tongue". The TN CM asserted that the state government did not come forward to implement the Centre's PM SHRI scheme and when that is the case, he said nobody could persuade him further in this regard.

> **They are dishonest and they are ruining the future of the students of Tamil Nadu ... They are misleading the people.**
> DHARMENDRA PRADHAN, UNION EDUCATION MINISTER

DMK MPs also raised slogans of "stop the victimisation of south Indian states". Congress' Karti Chidambaram said there was societal and political unanimity in Tamil Nadu about non-acceptance of the three-language policy.

Remarks by DMK member Dayanidhi Maran drew a sharp rebuke from Speaker Om Birla, who warned him of strong action. "Be careful while speaking, whatever you said was not on record. Had it been on record, I would have ensured proper action against you. I will do it. You say the same thing on record and I will take action against you immediately," the Birla said.

The Speaker asked Parliamentary Affairs Minister Kiren Rijiju to bring a resolution for action against Maran and if the government fails then Speaker will have to act. "I will not tolerate any harm to the dignity of the House," the Speaker said.

In his reply, Pradhan said the DMK-led Tamil Nadu government has changed its stand on implementing the centrally-sponsored scheme PM SHRI which envisaged strengthening the schools managed by central, state or local bodies.

The state concerned has to sign an MoU with the central government that it would implement the National Education Policy (NEP) 2020 and in return, the central government provides the funds.

"The Tamil Nadu government had initially agreed to sign the MoU. But now they have changed the stand. Many non-BJP-ruled states, including Karnataka and Himachal Pradesh, have signed the agreement," the Minister said.

DMK member Kanimozhi told the House that she was "very pained and hurt" by a particular word used by the minister. "The truth is that the chief minister of Tamil Nadu had written to the minister as well as the prime minister saying that we have issues with NEP and cannot accept it in total. He had also requested to release the funds," she said.

Continued on >> P2

Language war intensifies

Continued from >> P1

After Pradhan's comments, the Speaker said since the minister withdrew the word that he had used, it would be expunged from the records.

Opposition parties led by the Congress also demanded a detailed discussion in Parliament on the doubts that have arisen on the integrity of the electoral process after alleged discrepancies in voter lists, with Rahul Gandhi raising the issue in the Lok Sabha. "Questions have been raised by the opposition in one voice in every state, including Maharash[illegible]a," he sa[illegible].

DMK MP's privilege motion against Union Minister over 'uncivilised Tamils' remark

DMK MP Kanimozhi has filed a privilege motion against Union Education Minister Dharmendra Pradhan, accusing him of misleading Parliament on Tamil Nadu's stance on th PM Shri scheme. She denied claims of a U-turn by the state government and MPs.

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DMK MP Kanimozhi moved a privilege motion against Union Education Minister Dharmendra Pradhan on Monday, accusing him of calling Tamil Nadu and its people uncivilized and demanding an apology.



Rahul Gautam
UPDATED: Mar 11, 2025 08:46 IST
Written By: Deepthi Rao

In Short

- Kanimozhi moves privilege motion against Dharmendra Pradhan
- Accuses minister of misleading Parliament on PM Shri scheme
- Denies claims of Tamil Nadu's U-turn on the MoU

DMK MP Kanimozhi moved a privilege motion against Union Education Minister Dharmendra Pradhan on Monday, accusing him of calling Tamil Nadu and its people uncivilised and demanding an apology.

"I strongly condemn Union Education Minister Dhramendra Pradhan for his disgraceful remarks calling Tamil Nadu and its people uncivilised. On behalf of the DMK and 8 crore Tamilians, I demand an immediate apology!" she said.

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Kanimozhi said Pradhan wrongly claimed that the Tamil Nadu government initially agreed to sign an MoU for the scheme but later took a U-turn. She also alleged that the minister misrepresented a meeting between him and Tamil Nadu MPs, stating they initially supported the scheme and later withdrew, which she refuted as incorrect.



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The privilege motion is now set to be examined by the Lok Sabha Speaker Om Birla.

Pradhan had earlier accused the Tamil Nadu government of being "dishonest" and doing a U-turn on the implementation of the new National Education Policy (NEP), which drew sharp criticism from the DMK.

"They are dishonest, and they are ruining the future of the students of Tamil Nadu. They are doing politics," he said.

He withdrew certain words he had used for Tamil Nadu MPs after the Lok Sabha was adjourned after protests from DMK leaders. Pradhan urged the Tamil Nadu government to rise above political interests for the benefit of students.

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Tamil Nadu Chief Minister MK Stalin, too, slammed Pradhan, saying his remarks reflected arrogance. "You are insulting the people of Tamil Nadu. Does PM Narendra Modi accept this?" he said.

Attacking the Union Minister, MK Stalin accused Dharmendra Pradhan of arrogance and acting like a king, while urging him to watch his words.

The DMK clarified that it had clearly told the minister "we cannot accept" the NEP "in full" and the three-language formula "is not acceptable to Tamil Nadu".

Published By: Deepthi

जनसत्ता, 12 मार्च 2025, पृष्ठ सं. - 8

लोकसभा में शिक्षा नीति को लेकर विपक्ष के आरोपों पर धर्मेंद्र प्रधान का जवाब

सरकार किसी भाषा को नहीं रही है थोप

जनसत्ता ब्यूरो
नई दिल्ली, 11 मार्च

विपक्षी दलों ने मंगलवार को सरकार पर शिक्षा का निजीकरण करने, शिक्षण संस्थानों में एक विचारधारा विशेष के लोगों को भरने, एनसीईआरटी की किताबों में सांप्रदायिकता परोसने और विरोधी विचारधारा वाले दलों के नेतृत्व वाली राज्य सरकारों का केंद्रीय हिस्सा रोककर उनके साथ भेदभाव बरतने का आरोप लगाया।

राज्यसभा में शिक्षा मंत्रालय के कामकाज पर चर्चा में यह मुद्दा उठाया। विपक्ष का कहना था कि इस वजह से बच्चों का बीच में पढ़ाई छोड़ना, स्कूलों में शिक्षकों, गुणवत्तापूर्ण शिक्षा एवं अवसंरचना का अभाव तथा पर्चे लीक होना जैसी समस्याएं दूर होने के बजाय बढ़ती जा रही हैं। हालांकि केंद्र सरकार ने इस सिरे से खारिज किया है।



शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा कि नई शिक्षा नीति के तहत किसी भी भाषा को नहीं थोपा जा रहा है तथा तमिलनाडु के बच्चों को कोई भी भाषा पढ़ने से वंचित नहीं किया जाना चाहिए।

उन्होंने कहा क नई शिक्षा नीति के माध्यम से कोई भाषा किसी पर नहीं थोपी जाएगी। आज बहुभाषी होने का समय है। उन्होंने कहा कि सरकार ने विश्व की जरूरतों को देखते हुए त्रि-भाषा का फार्मूला बनाया है। नई नीति की पहली शर्त मातृभाषा में शिक्षा है। तमिलनाडु के बच्चों को किसी भाषा से पढ़ने से नहीं रोका जा सकता क्योंकि आज के समय में बच्चों की आकांक्षाएं बहुत बढ़ गई हैं। पिछले छह सालों में तमिलनाडु के स्कूलों में तमिल माध्यम से शिक्षा लेने वाले बच्चों की संख्या में कमी आई है।

नवभारत टाइम्स, 12 मार्च 2025, पृष्ठ सं. - 13

किताबों से गांधी हत्या से जुड़ी बातें क्यों हटाई गईं : विपक्ष

■ **NBT रिपोर्ट, नई दिल्ली :** राज्यसभा में मंगलवार को शिक्षा मंत्रालय के कामकाज पर चर्चा के दौरान विपक्ष ने आरोप लगाया कि NCERT की किताबों में सरकार सांप्रदायिकता परोस रही है। विपक्ष ने कहा कि महात्मा गांधी की हत्या से जुड़ी कुछ बातें किताबों से हटा दी गई और कुछ जनांदोलनों का जिक्र भी हटा दिया गया। शिक्षा मंत्री धर्मेंद्र प्रधान ने जवाब में कहा कि NCERT स्वतंत्र संस्था है, लेकिन जो उसने भी संशोधन किए गए, उसमें मूल विषय यह था कि क्या बच्चों को यह पढ़ाया जाना चाहिए कि गांधी हत्या में कोई खास जाति-वर्ग जिम्मेदार था और क्या इसकी अनुमति देनी चाहिए।

चर्चा के दौरान कांग्रेस सांसद दिग्विजय सिंह ने कहा कि भारत सांप्रदायिक सद्भाव और अनेकता में एकता का उदाहरण है, लेकिन उन्हें यह कहते हुए अफसोस हो रहा है कि NCERT की कुछ पुस्तकों में सांप्रदायिकता के संकेत नजर आते हैं। उन्होंने कहा कि इतिहास को नए ढंग से पेश करने के प्रयास हो रहे हैं।

नई शिक्षा नीति में कोई भाषा नहीं थोपी जा रही: प्रधान

■ **NBT रिपोर्ट, नई दिल्ली :** शिक्षा मंत्री धर्मेन्द्र प्रधान ने भाषा के नाम पर किसी के साथ भी भेदभाव किए जाने के आरोपों को सिरे से खारिज करते हुए राज्यसभा में मंगलवार को कहा कि नई शिक्षा नीति के तहत किसी भी भाषा को नहीं थोपा जा रहा है।

राज्यसभा में शिक्षा मंत्रालय के कामकाज पर हुई चर्चा का जवाब देते हुए उन्होंने कहा कि सरकार ने विश्व की जरूरतों को देखते हुए त्रि-भाषा का फॉर्म्युला बनाया है। नई शिक्षा नीति की पहली शर्त मातृभाषा में शिक्षा है। तमिलनाडु के बच्चों को किसी भाषा से पढ़ने से नहीं रोका जा सकता, क्योंकि आज के समय में बच्चों की आकांक्षाएं बहुत बढ़ गई हैं। डीएमके सांसद कनिमोई एनवीएन सोमू ने त्रिभाषा फॉर्म्युले पर तमिलनाडु सरकार की रजामंदी नहीं होने की बात कही। उन्होंने कहा कि वे हिंदी को थोपे जाने के खिलाफ हैं।

त्रिभाषा फॉर्म्युले को लेकर सांसदों का प्रदर्शन



संसद के बाहर काले कपड़ों में प्रदर्शन करते दक्षिण के राज्यों के सांसद।

■ **NBT रिपोर्ट, नई दिल्ली :** साउथ के सांसदों ने दो अहम मुद्दों को लेकर मंगलवार को सदन के बाहर विरोध-प्रदर्शन किया। जहां त्रिभाषा फॉर्म्युले पर तमिलनाडु के सांसद डीएमके की अगुवाई में मुखर दिखे, वहीं आशा वर्कर्स की सैलरी बढ़ाए जाने को लेकर केरल के सांसदों के भी तेवर दिखे।

Hindustan Times, 12 March 2025, Page No.- 16

Drowned out in the NEP debate

The education sector in India needs both the Centre and states to work together. Neither should insist on an upper hand

The stand-off between the Union ministry of education and the Tamil Nadu government has reached Parliament. It started following the Centre's decision to hold back funding under the Samagra Shiksha scheme, citing the state's refusal to implement the National Education Policy (NEP) 2020. Tamil Nadu has alleged that the three-language formula proposed in the NEP is a ploy to impose Hindi.

However, the controversy, which threatens to engulf all states ruled by parties other than the BJP or its allies, has ceased to be just about the NEP. Questions about federalism, language policy and central allocation of funds have been flagged in this debate which is also happening under the overhand of the delimitation issue. Education is on the concurrent list in the Constitution, which means both the Centre and the states are allowed some say in the sector. The Centre draws up national policies and provides some funding, but the states alone have the agency to produce the results. This arrangement is inescapable considering India's size and diversity. However, the Centre wants states to adopt its policies in full to receive funds. Such intransigence can upset the delicate federal balance. The Centre ought to view the NEP as a broad guideline and let the states tweak it as per local considerations. Surely, it must try to convince dissenters to come on board, but the negotiation should not foreclose the option of holding an open-ended conversation. Similarly, while Tamil Nadu's concern about federalism is understandable, its stance on the language formula is flawed: NEP does not insist on compulsory learning of Hindi. And the state's insistence that children should be taught only two languages is flawed. Tamil Nadu can offer a southern language as the third language instead of Hindi (or simply choose to let demand drive the policy; if enough students want to learn Hindi, it should be offered).

Meanwhile, the Centre must ask itself if so much energy should be lavished on school education in Tamil Nadu, instead of say, Uttar Pradesh or Bihar. The Gross Enrolment Ratio at the secondary level (classes nine to twelve) figures are instructive: Enrolment was 89.5 in Tamil Nadu in 2023-24, compared to 58.5 in Uttar Pradesh and 37.8 in Bihar (UDISE report published by the ministry of education). The Centre should not micromanage public education in Tamil Nadu — or any other state — or present the NEP as an iron-clad policy. However, it may study the Tamil Nadu and Kerala models in public education and see if they have lessons for educationally backward regions.

Millennium post, 12 March 2025, Page No.- 5

Oppn members in RS accuse govt of forcibly thrusting NEP on states

OUR CORRESPONDENT

NEW DELHI: Opposition members in Rajya Sabha on Tuesday accused the Government of forcibly thrusting on states the National Education Policy and impinging on their autonomy.

During the discussion on the working of the Ministry of Education, Ritabrata Banerjee (TMC) and Kanimozhi NVN Somu (DMK) accused the Centre of withholding funds meant for education programmes in Opposition ruled states of West Bengal and Tamil Nadu.

"Without any consultations with the state governments, the NEP (National Education Policy) has been forcibly thrusted upon states," Banerjee said, adding the West Bengal government was forced to stop the four-year graduation course with inter-disciplinary and multi-disciplinary framework.



Members in the Rajya Sabha during the Budget session of Parliament, in New Delhi, Tuesday PTI

Taking a dig at the Government over NEP 2020, he said it speaks of promoting critical thinking, scientific temper and constitutional values but topics which are fundamental to science such as periodic table, Darwin's theory of evolution, Pythagoras theorem, Michael Faraday's contribution to scientific understanding of electricity and magnetism, have been done away with.

"These have been removed even as thousands of scientists across the country have protested," he said, adding NCERT is not paying any heed.

Banerjee also pointed out that the UP government has revised the syllabus and in the revision it has excluded Rabindranath Tagore from syllabus.

"An elected state government has every right to do it. It is their prerogative. They probably think that Rabindranath can be replaced by Ramdev," he said.

Banerjee also said that in the recently published UGC draft regulations all powers for appointments of Vice-Chancellors of state-run and aided universities have been vested in the hands of Chancellors.

The Governors, who are the Chancellors, are completely ignoring the elected state governments.

Literally all powers are centralised in the hands of the Union government, though education is not in the central list, he lamented.

Citing non-release of funds by the Centre to West Bengal meant for educational schemes, he said, "The non-release of fund by Government of India despite being cleared by Ministry of Finance in favour of state of WB is a clear sign of deprivation of our people, and is depriving our people of the Right to Education and this is a clear violation of the Act framed by Parliament."

Highlights

- During the discussion on the working of Ministry of Education, Ritabrata Banerjee (TMC) and Kanimozhi NVN Somu (DMK) accused the Centre of withholding funds meant for education programmes in Opposition ruled states of West Bengal and Tamil Nadu
- Banerjee also pointed out that the UP government has revised the syllabus and in the revision it has excluded Rabindranath Tagore from syllabus

NEP 'destructive Nagpur plan,' will not accept it, says TN CM Stalin

CHENNAI: Tamil Nadu Chief Minister M K Stalin on Tuesday dubbed the National Education Policy a "destructive Nagpur plan" and reiterated that the state would not accept it even if the Union government was to provide Rs 10,000 crore.

Addressing a government event at Chengelpet near here, Stalin said: "Yesterday, you would have seen Parliamentary proceedings on television. He is talking arrogantly that Tamil Nadu would be provided Rs 2,000 crore only if Hindi and Sanskrit are accepted. Who? It was Union Education Minister Dharmendra Pradhan."

The state was opposing the National Education Policy since it would completely destroy the growth of education in Tamil Nadu.

"The NEP, rather than trying to bring students into education, has all action plans to ease students out of education," he alleged.

Assailing the NEP for allowing dominance of the Union government in the matter of education, he listed several reasons for opposing it.

Injecting communalism into education, privatisation of education, creating a situation wherein only the rich could access higher education, public examination even for small children, NEET-like entrance examination for arts, science and engineering courses were among the reasons, the chief minister alleged.

Only after considering all such factors, Tamil Nadu became firm that it would not accept the NEP. Reiterating his accusation that Pradhan blackmailed the state to accept NEP for release of funds, the chief minister said he had already made it categorical that Tamil Nadu would not accept it.

"I had said categorically in no uncertain terms that we will not accept your destructive Nagpur plan even if you provide Rs 10,000 crore (by going beyond approximately Rs 2,000 crore, due to the state). I am saying that again here," the chief minister affirmed.

On March 10, Tamil Nadu MPs made Pradhan take back in Parliament his objectionable word within half an hour, demonstrating that they were the heirs of DMK leader late Kalaignar M Karunanidhi. MPOST

The Times of India, 12 March 2025, Page No.- 8

Pradhan releases TN's consent letter to counter Stalin's claim

March 15, 2024 Letter Shows State Agreed To Set Up PM-SHRI Schools

TIMES NEWS NETWORK

New Delhi: Armed with a Tamil Nadu govt letter to Union education secretary giving the state's consent to sign an MoU for establishment of PM-SHRI schools, education minister Dharmendra Pradhan Tuesday doubled down on his charge that the three-language controversy had been staged by TN govt to earn "brownie points and to revive DMK's political fortunes".

▸ NEP destructive: Stalin, P 17

In RS, Pradhan accused DMK of "creating a fear psychosis" and playing with the future of TN's youth when multilingualism was the order of the day both nationally and globally. Replying to a discussion on the ministry's working, a day after being forced to withdraw certain remarks in LS, Pradhan said DMK could abuse him by calling him a "fool" but it could not "fool" the people of TN all the time and "deny" them opportunities to fulfil their "aspirations". Later, he slammed the DMK govt on social media too.



Pradhan urged Stalin not to view NEP-2020 from a political lens and to prioritise interests of Tamil Nadu's children over political gains

Pradhan said that contrary to all the noise, enrolment in Tamil-medium schools was on a continuous decline and that Indian languages were perceived as symbols of backwardness. With this, the govt is expected to stick to its position on implementing NEP-2020 in the state.

The letter dated March 15, 2024, which **TOI** confirmed and accessed from sources in the education ministry, said, "... the state of Tamil Nadu is very keen to sign the MoU for establishing PM-SHRI schools in the state. In this regard, a state-level committee headed by the school education secretary has been constituted. Based on the recommendations of the committee, the MoU for establishing PM-SHRI schools will be signed by the state before the beginning of the next academic year, 2024-25." It concluded with: "It is requested to kindly release the 3rd and the 4th instalments for the financial year 2023-24."

TN CM Stalin on Monday had accused Pradhan of misleading Parliament regarding the state's consent for establishment of PM-SHRI schools. Stalin also shared on social media a letter dated Aug 30, 2025, from Pradhan, highlighting a paragraph where the Union minister wrote: "... after receiving the undertaking, a draft MoU was sent ... I was surprised to see that the state responded with a modified MoU... wherein the key paragraph referring to the implementation of NEP 2020 in entirety had been dropped."

Pradhan said that according to Unified District Information System for Education (UDISE+) data, 67% of students are now enrolled in English-medium schools, while Tamil-medium enrolment has dropped from 54% in 2018-19 to 36% in 2023-24. In govt schools, English-medium enrolment has increased fivefold from 3.4 lakh to 17.7 lakh in the last five years, while Tamil-medium enrolment in govt-aided schools has declined by 7.3 lakh, reflecting a significant shift in preference.

The Times of India, 12 March 2025, Page No. - 17

NEP destructive plan of Nagpur; DMK will never accept it: Stalin

TIMES NEWS NETWORK

Chennai: Tamil Nadu chief minister **M K Stalin** on Tuesday described National Education Policy (NEP) a "destructive plan of Nagpur" (referring to RSS headquarters) and said that DMK will never accept it.



"Instead of bringing students into education, National Education Policy's action plan is to push students out of it. I have already said that even if you give Rs 10,000 crore, we will not accept the destructive plan of Nagpur. I am saying this again with conviction," Stalin said in Chengalpattu at a meeting to distribute welfare measures.

On the sparring between DMK MPs and Union education minister Dharmendra Pradhan in Lok Sabha on Monday, Stalin said, "Dharmendra Pradhan is speaking arrogantly asking us to accept Hindi and Sanskrit under the three-language policy. In the name of three-language policy, their aim is to destroy educational progress of Tamil Nadu."

The chief minister claimed that NEP encourages privatisation of education, ensures that only the rich get access to higher education, imposes communalism, makes public examination compulsory for even smaller classes, introduces NEET-like entrance examination for arts and science colleges, and results in the accumulation of power for the centre.

The DMK supremo praised his party MPs for making Pradhan withdraw his comments. "Within 30 minutes he was made to withdraw his remarks by Tamil Nadu MPs. I appreciate them for their daring voice," Stalin said.

The Statesman, 12 March 2025, Page No. - 2

Parents can lodge complaints at my office over EWS admission irregularities: Sood

STATESMAN NEWS SERVICE
NEW DELHI, 11 MARCH

Delhi Education Minister Ashish Sood on Tuesday reaffirmed that his government's priority is to ensure that every underprivileged and deserving child is not denied the right to education, adding that parents can lodge complaints directly to him if irregularities are found in economically weaker sections quota admissions.

He also emphasized that the government is fully committed to fulfilling Prime Minister Narendra Modi's vision for a stronger and more inclusive education system.

The minister expressed confidence that these efforts will soon yield positive results and the entire process is being conducted in a fair and transparent manner.



According to the Directorate of Education, it has verified the documents of 6,192 children, selected through the 'Draw of Lots' as of March 10, from a total of 7,042 children who visited the designated centres for document verification.

The Education Minister has assured parents that if they encounter any irregularities or lack of transparency during the verification process, they can file a complaint directly with his office to register their grievance.

Additionally, Sood has urged parents to remain vigilant, adding that If anyone demands money in exchange for securing admission in private schools under the EWS quota, parents should immediately report the matter to the Education Minister's Office.

On March 10, as many as 3354 parents visited centres across the 29 zones with their children's documents, and out of these, documents of 2924 children were verified, and 2303 children were issued admission tokens.

During March 6 to March 10, parents of 7042 children visited the designated centres for document verification. Of these, documents of 6192 children have been successfully verified, and consequently, 4878 children have been issued admission tokens for private schools in Delhi.

Meanwhile, 1291 parents have been issued notices due to incomplete documentation. Despite their names appearing in the lottery, the candidatures of four children were rejected due to discrepancies in required documents till March 10.

The Delhi government under the leadership of CM Gupta has been working in mission mode and following the transparent process for the admissions in Delhi's private schools under the EWS and Disadvantaged Group (DG) quota for the 2025-26 academic session, while the Education Minister has been closely monitoring the admission process.

The Pioneer, 12 March 2025, Page No.- 4

Dharmendra Pradhan slams Opposition over language row

PIONEER NEWS SERVICE ■ New Delhi

Union Education Minister Dharmendra Pradhan on Tuesday lashed out at the Opposition amid the ongoing row over the three-language formula in NEP. While speaking in the Rajya Sabha, he said that the world is discussing multilingualism asking the opposition, "where are we trapped?"

He also spoke about the opposition's allegations that the government wants to divide society while using languages. He said that Modi govt will never use language to do such 'sin.'

Pradhan also spoke about the uproar over his statement in Rajya Sabha where he accused DMK of "ruining the future of the students" by raking three-language formula. "For past 24 hours, I have heard a lot but I am an Odiya person and I come from the first state which was formed on linguistic lines," he said.

Later after the adjournment of the upper house Pradhan took to social media to share the exchange of letters between the Central Education Department and Tamil Nadu education department.

Pradhan said a day earlier DMK MPs and TN chief minister MK Stalin accused him of misleading the Parliament regarding Tamil Nadu's consent for establishment of PM-SHRI Schools.

"I stand by my statement made in the Parliament and am sharing the consent letter from Tamil Nadu School Education Department dated 15th March 2024," he said sharing the letter. "DMK MPs and CM can stack lies as high as they want, but the truth doesn't bother knocking when it comes crashing down. The DMK dispensation led by CM Stalin have a lot to answer to the people of Tamil Nadu. Raking the language issue as a diversionary tactic and denying facts as per their convenience will not shield their governance and welfare deficit," Pradhan said.

Why this sudden change of stance on NEP? Definitely for political brownies and reviving DMK's political fortunes. This retrograde politics of DMK is a great disservice to the bright future of Tamil Nadu and its students. I humbly request CM to not view NEP 2020 from a political lens. Please prioritise interest of our children in Tamil Nadu over political gains, the education minister added.

Opposition members had accused the government of forcibly thrusting on States the NEP and impinging on their autonomy. Ritabrata Banerjee (TMC) and Kanimozhi NVN Somu (DMK) accused the Centre of withholding funds meant for education programmes in opposition ruled states of West Bengal and Tamil Nadu.

Sanjay Singh (AAP) raised concern over the high rate of school dropout in India and said the country cannot aspire to be a 'Viksit Bharat' unless education is universal. He also criticised the government for cutting funds allocated for various schemes related to the education sector.

Commenting on the issue of alleged Hindi imposition, Manoj Kumar Jha of RJD stressed on the need to treat each language in the country equally and likening India to a building built from 'bricks of same size', he said if one is treated bigger than the other then the entire building will collapse.

The Asian Age, 12 March 2025, Page No. - 3

NEP a 'destructive Nagpur plan', will not accept it: Stalin

G. BABU JAYAKUMAR and D. SEKAR
CHENNAI, MARCH 11

Tamil Nadu chief minister M.K. Stalin on Tuesday dubbed the National Education Policy a "destructive Nagpur plan" and reiterated that the state would not accept it even if the union government was to provide ₹10,000 crores.

Addressing a government event at Chengelpet near here, Mr Stalin said: "Yesterday, you would have seen parliamentary proceedings on television. He is talking arrogantly that Tamil Nadu would be provided ₹2,000 crores only if Hindi and Sanskrit are accepted. Who? It was Union education minister Dharmendra Pradhan."

Nagpur hosts the headquarters of the Rashtriya Swayamsevak Sangh (RSS), the ideological mentor of the BJP.

The chief minister said the NEP envisaged public examinations for children, a Neet-type of entrance test for arts and science and engineering colleges, privatise education and pave the way for Union government's domination in education.

That Tamil Nadu was fighting persistently against the BJP's "conspiracies" was something that they could not endure, which was evident from the verbal attack on people of Tamil Nadu in Parliament by Pradhan, Mr Stalin said. The minister was forced to withdraw his remarks by the war cry raised by Tamil Nadu members, he said and congratulated them on behalf of the people.

The MPs had proved that they would fight for the rights of the state without fearing for anybody and also gave a fitting reply to all those who asked what the 40 members from the state would do in Parliament when they were elected, he said.

Tamil 'no one's monopoly': Pradhan in RS

'Govt not trying to impose any language, take anyone's rights'

AGE CORRESPONDENT
NEW DELHI, MARCH 11

Union education minister Dharmendra Pradhan on Tuesday reiterated that the Centre is not trying to impose any language or take anyone's rights through the National Educational Policy (NEP). He also lashed out at the Opposition for claiming that the NDA government was trying to divide society through the imposition of Hindi.

The minister, while replying in the Rajya Sabha on a discussion on the working of his ministry, said the Narendra Modi-led government wants to take the country forward along with Tamil Nadu. He also asserted that Tamil is "no one's monopoly", as he cited several examples of the promotion of the language by the Modi government.

He stressed that India is a multilingual country and that the government will never hurt anyone's feelings based on the language. The education ministry has come under fire from the Tamil Nadu government, which alleges that the Centre wants to impose Hindi through the three-language policy under the NEP, a charge vehemently rejected by Mr Pradhan.

Mr Pradhan said that the country wants to progress with Tamil Nadu as its growth engine. He noted that youngsters from Tamil Nadu should not be denied the opportunity to grow and that he is ready to face any personal attacks from the DMK government.

He accused the TN government of creating "fear psychosis" about the three-language formula while doing little to promote Tamil in the state.

The minister said that while the students are increasingly opting for English in the state, the Tamil Nadu government is questioning the need for the three-language formula.

The Hindu, 12 March 2025, Page No.- 4

Stalin commends DMK MPs for showing 'fighting spirit' in the Lok Sabha over NEP

The Hindu Bureau
CHENNAI

A day after the BJP-led Union government and MPs from Tamil Nadu sparred over the National Education Policy (NEP) on the floor of the Lok Sabha, Chief Minister M.K. Stalin on Tuesday reiterated the State's opposition to the policy, while commending the MPs for standing up for the rights of Tamil Nadu with their "fighting spirit".

Speaking at a government function in Chengalpattu district, Mr. Stalin referred to the controversial comments (since withdrawn) made by Union Education Minister Dharmendra Pradhan in the Lok Sabha, and said: "Union Minister Dharmendra Pradhan is saying with arrogance that they [the Centre] would give funds of about ₹2,000 crore, due to Tamil Nadu, only if we accept Hindi and Sanskrit."



T.N. CM M.K. Stalin handing over welfare aid to a beneficiary at a function in Chengalpattu on Tuesday. SPECIAL ARRANGEMENT

"In the guise of the NEP, they are attempting to impose a policy that intends to crush the educational growth in Tamil Nadu. We are opposing it. Instead of attempting to bring students into education, the NEP has provisions that could make students move away from education."

Referring to the actions of the MPs from Tamil Nadu, who opposed the remarks made by Mr. Pradhan in the Lok Sabha, Mr. Stalin said: "Unable to accept the fact that T.N. was fighting back against their conspiracy, Mr. Pradhan, without minding his tongue in the Lok Sabha, said 'those from Tamil Nadu are uncivilised'. But our MPs made him withdraw the comments within half an hour. I commend them for their fighting spirit."

The Hindu, 12 March 2025, Page No. - 11

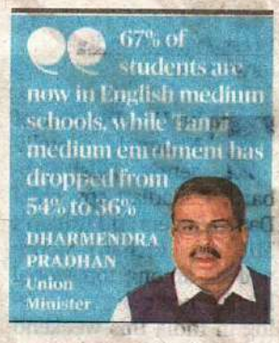
Don't stand in the way of aspirations of students, Pradhan tells T.N. govt.

The Hindu Bureau
NEW DELHI

Maintaining his position that the three-language formula in the National Education Policy of 2020 is different from the policy implemented by the Congress government in 1968, Union Education Minister Dharmendra Pradhan on Tuesday urged the Tamil Nadu government not to create impediments to the aspirations of the students in the State.

Replying to a debate in the Rajya Sabha on Tuesday, he said multilingualism was the order of the day, and said NEP promoted learning in the mother tongue up to Class 5.

On the controversy over appointment of Vice-Chancellors in various public universities, he said there was nothing new in it, and pointed a finger at University Grants Commission guidelines on faculty appointments adopted in 2010, when the UPA was in power, for the problems. He said if there was any need for changes in the guidelines, the Centre would consider it.



On the three-language formula, he said the Centre never discriminated against anybody. "We are open to everybody," he said and expressed regrets if his statements in the Lok Sabha on Monday hurt anybody. "But you have to face the truth and truth is bitter," he said, adding that by launching the Kashi Tamil Sangamam and Saurashtra Tamil Sangamam, translating Tirukural into various languages and establishing an International Centre on Thiruvalluvar in Singapore, the Narendra Modi government was making all efforts to promote the Tamil language.

"You can call me a fool. But you cannot make people of Tamil Nadu fools all the time. Please come out of these old ideas," he said.

He said in schools in the State, Tamil language was declining and English was on the rise. Citing government data, he said enrolments in Tamil medium dropped from 65.87 lakh in 2018-19 to 46.83 lakh in 2023-24. "Sixty-seven per cent of students are now in English medium schools, while Tamil medium enrolment has dropped from 54% (2018-19) to 36% (2023-24). In government schools, English medium enrolment jumped five times from 3.4 lakh to 17.7 lakh in just five years. Tamil enrolment fell by 7.3 lakh in government-aided schools, reflecting a deep shift in preference," the Minister said.

DMK member Kanimozhi N.V.N. Somu said the State's autonomy was being infringed upon, deviating from established federal principles and undermining the intensive framework of development and inclusive governance. "The delayed release of funds for Tamil Nadu education system is just not an administrative issue. It is a matter of constitutional and federal importance," she said.

Hindustan Times

Sudha Murthy backs three-language policy amid NEP row: 'Know 7-8 languages'

By HT News Desk

Mar 12, 2025 07:52 PM IST

Union Education Minister Dharmendra Pradhan mentioned his conversation with Sudha Murthy and said that ‘nobody is imposing anything on anyone’

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Rajya Sabha MP Sudha Murthy boasted of her linguistic ability while voicing support on Wednesday for the controversial three-language formula in the Centre's National Education Policy (NEP).

Hindustan Times



Sudha Murthy said that she enjoys learning and children 'can earn a lot'(ANI file)

Story continues below advertisement



Reflecting on her language experience, Sudha Murthy told ANI, “I have always believed that one can learn multiple languages, and I myself know 7-8 languages. So I enjoy learning, and children can earn a lot.”

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Union Education Minister Dharmendra Pradhan, who defended his stance on the NEP in Parliament on Tuesday accused the DMK of exploiting the issue to score political

Also read | MK Stalin says NEP to 'destroy' Tamil Nadu's education, slams Dharmendra Pradhan's 'rude' remark

"I asked Sudha Murthy ji how many languages do you know? In reply, she said by birth she is a Kannadiga, by profession she learned English, by practice, she learned Sanskrit, Hindi, Odia, Telugu and Marathi. What is wrong with that? Who is imposing on Sudha Murthyji to learn this language? Nobody is imposing anything on anyone. This is a democratic society and at times you must be multilingual," he added.

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Centre vs TN over NEP

The Centre and the Tamil Nadu government are engaged in a governance deadlock over the latter's refusal to accept the National Education Policy due to a suggestion to implement a three-language formula.

The DMK alleges that accepting the NEP would lead to Hindi imposition, which the party claims is contrary to the interests of the state's education requirements. The Centre has

Hindustan Times

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Congress MP Karti Chidambaram condemned the BJP-led Centre for its attitude on the three-language policy and said the southern state was well-served by its two-language policy, which prescribes education instruction in Tamil and English in state government-funded institutions.

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The Congress leader said, “English connects us with the world of commerce and science, and Tamil preserves our culture and identity. If anyone wants to learn a third language, it is of their own accord. There is no reason to make it compulsory. To thrust a third language on us would be completely unacceptable, and the Union government must be flexible in implementing its policies.”

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Ministry of Education

PM’s Scheme for Mentoring Young Authors (PM-YUVA 3.0) launched to promote reading, writing and book culture

Posted On: 12 MAR 2025 6:59PM by PIB Delhi

The Ministry of Education, Department of Higher Education, launched PM-YUVA 3.0 -Prime Minister’s Scheme for Mentoring Young Authors, an Author Mentorship programme to train young and budding authors (below 30 years of age) in order to promote reading, writing and book culture in the country, and project India and Indian writings globally on 11th March, 2025. In view of the significant impact of the first two editions of PM-YUVA Scheme with large scale participation from young and budding authors in 22 different Indian languages and English, PM-YUVA 3.0 is now being launched.

The launch of PM-YUVA 3.0 (Young, Upcoming and Versatile Authors) is in tune with the Prime Minister’s vision to encourage the youth to understand and appreciate India's rich culture, heritage and contribution of visionaries in the development and growth of the country.PM-YUVA 3.0 intends to bring to the fore the perspectives of the young generation of writers on the themes:1) Contribution of Indian Diaspora in Nation Building; 2) Indian Knowledge System; and 3) Makers of Modern India (1950-2025) in an innovative and creative manner. This scheme will thus help to develop a stream of writers who can write on a spectrum of subjects to promote Indian heritage, culture and knowledge system.

NEP 2020 has emphasised on the empowerment of the young minds and creating a learning ecosystem that can make the young readers/learners ready for leadership roles in the future world. India tops the chart in youth population being 66% of the total, waiting to be tapped for capacity building and thereby nation building. With the purpose of mentoring a new generation of young creative writers, there is an imminent requirement to take initiatives at highest level, and in this context, PM-YUVA 3.0 will go a long way in laying the foundation of the future leaders of the creative world.

The National Book Trust, India, under the Ministry of Education as the Implementing Agency, will ensure phase-wise execution of the Scheme under well-defined stages of mentorship. The books prepared under this scheme will be published by National Book Trust, India, and translated into other Indian languages, fostering cultural and literary exchange while promoting 'Ek Bharat Shreshtha Bharat'. The selected young authors will engage with esteemed writers, participate in literary festivals, and contribute to a diverse body of work that reflects India's rich heritage and contemporary progress.

The scheme aims to cultivate a new generation of writers who can articulate the contributions of the Indian diaspora in nation-building, highlighting their peaceful integration and influence across political, economic, and socio-cultural spheres. It will also emphasise on the role of Indian Knowledge System in preserving historical wisdom, generating new opportunities, and synthesising indigenous knowledge for national development. Through this initiative, young authors will explore the impact of visionaries in various fields like education, science, economy, social empowerment, etc. thereby presenting a comprehensive narrative of India's growth and resilience.

The Schedule of PM-YUVA 3.0 (Young, Upcoming and Versatile Authors) is as follows:

- Announcement of the Scheme **11 March 2025**.
- A total of **50 authors** will be selected through an All India Contest to be conducted through https://www.mygov.in/ from **11 March 2025 – 10 April 2025**.
- The number of authors to be selected as per the theme:

  1) Contribution of Indian Diaspora in Nation Building – **10 authors**

  2) Indian Knowledge System – **20 authors**

  3) Makers of Modern India (1950-2025) – **20 authors**

- The received proposals would be evaluated in **April 2025**.
- The list of selected authors will be announced in **May- June 2025**.
- The young authors will be trained by eminent authors/mentors from **30 June – 30 December 2025.**
- Under the mentorship, a National Camp will be held for the PM-YUVA 3.0 Authors during the New Delhi World Book Fair 2026.

*****

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Heavy School Bags Still A 'Light' Issue In Guwahati, Concerns Of Health Issues Among Students

Anusikh Goswami (Mar 13, 2025)



Heavy Bags Carried By School Students- Representative Image (Credit: Internet)



GUWAHATI: Carrying excessively heavy school bags is taking a toll on students' health, with many reporting severe neck and back pain. The issue has persisted despite government regulations aimed at reducing the burden.

ALSO READ: Guwahati Police Arrest Five Beltola Market Lessee's Men For Extorting Money From Vendors

Talking to GPlus, Amit Gupta (name changed), a Class 6 student at a CBSE school, said he has been suffering from severe muscle strain and changes in bone structure due to the 7 kg bag he carries daily. "There are 6 to 8 books, 12 notebooks, a tiffin box, water bottle, and other essentials. Carrying it up to my third-floor classroom is exhausting," he shared.

Another student, Rita, from Class 7 said, "We at times complain or state about our heavy school bags, but the authorities generally do not heed. It is difficult to carry everything, given the extent of studies today."

In 2020, the central government issued a policy stating that school bags should not exceed 10% of a student's body weight. According to the guidelines:


Body Found Near Guwahati's Sukreshwar Ghat, Probe Underway


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ePaper

Medical professionals warn that heavy school bags can cause serious orthopedic disorders.

Speaking to GPlus, a senior orthopedic consultant at Apollo Hospitals, Guwahati said, "We see 2-3 cases every week of students aged 12-16 suffering from neck sprain or back pain. The continuous pressure leads to spinal distortion, muscle injuries, and even increases the risk of spondylitis."

Another medical professional from Guwahati said, "The human body has a limit to how much weight it can bear. Prolonged exposure to heavy loads can cause muscle fractures and permanent bone issues."

The National Council of Educational Research and Training (NCERT) recommends that schools provide storage space for notebooks and reference books, reducing the need for students to carry them daily. While some junior classes follow this, senior students still have to bring everything home.

School administrators cite space constraints and concerns about misplacing notebooks as reasons for not implementing storage solutions. Talking to GPlus, the principal of a school in Guwahati said, "We do try to implement such measures so that the students do not feel the burden. We try to keep lesser periods and subjects in a day, so that the students do not have to carry all the books or notebooks daily. However, we also suggest that parents can help by choosing lightweight bags and avoiding unnecessary items."

Another teacher in a private school in Guwahati said, "We advise students to keep their belongings such as the books and notebooks at the school premises but they also have to take those home at times, due to studies or homework. So, that becomes an issue."

The growing number of cases related to spinal disorders, muscle pain, and posture issues among schoolchildren highlights the urgent need for strict implementation of school bag weight policies. Schools and parents have to collectively take proactive steps to reduce this burden and safeguard students' health.

Guwahati Education Health

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GMC identified 164 slums in 2014 but now it claims that there are no notified slums in Guwahati; In 2015 Prime Minister Narendra Modi officially launched the Pradhan Mantri Awas Yojana (PMAY), aimed at providing affordable housing for all by 2022. Under its In-Situ Slum Redevelopment (ISSR) component, cities were expected to upgrade slums into well-planned residential areas by 2022; its 2025 and Guwahati has not implemented ISSR

NEWSLETTER

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Government committed to ensure fair conduct of examinations: MoS Education

The Minister said that if the recommendations of the Radhakrishnan committee are implemented fully

Published - March 12, 2025 04:48 pm IST - New Delhi

PTI



MoS Sukanta Majumdar said the government has passed a new law 'Public Examination (Prevention of Unfair Means) Act, 2024' and implemented many recommendations of the K. Radhakrishnan committee. File | Photo Credit: The Hindu

The government is committed to ensure fair conduct of examinations and trying to strengthen the system to prevent any malpractice, Union Minister of State for Education Sukanta Majumdar said on Wednesday (March 12, 2025) in the Rajya Sabha.

Replying to queries during Question Hour related to irregularities in the NEET (UG) exam held last year, the Minister cited a Supreme Court order to assert that there was no systemic failure and the government has already asked CBI to investigate the matter and five charge sheets have been filed against 45 people in the paper theft case.

Mr. Majumdar said the government has passed a new law 'Public Examination (Prevention of Unfair Means) Act, 2024' and implemented many recommendations of the K. Radhakrishnan committee.

"Our government is committed that examinations are held in a clean system. We assure that under the Modi government, we will not allow any malpractice," he said.

Already, he said, the Supreme Court has given a verdict that there is no systemic leakage. "So, if we call it a leakage then, we are disobeying or disrespecting the verdict of the Supreme Court."

Steps are being taken and will be taken against those who have availed unfair means, Mr. Majumdar said.

"In the new Act, we have made some provisions through which we can punish those people who will try to breach the system. We are trying to strengthen our system so that no one can breach our system of examination," he said, adding that the National Testing Agency (NTA) is using CCTV and also metal detectors for searches.

The Minister said that if the recommendations of the Radhakrishnan committee are implemented fully, "then, I think, this type of incident will be curbed".

The NEET (UG) 2024 Examination was conducted by the National Testing Agency on May 5, 2024.

"After the conduct of NEET(UG) 2024 Examination, certain cases of alleged irregularities/cheating/malpractices were reported," Union Education Minister Dharmendra Pradhan had said in a statement earlier.

The Ministry had asked the CBI to conduct a comprehensive investigation into the entire gamut of alleged irregularities, including conspiracy, cheating, and breach of trust with respect to the NEET(UG) 2024 Examination.

"As on November 21, 2024, the CBI has filed five charge sheets in the NEET(UG) paper theft case against a total of 45 accused," Mr. Pradhan said.

Names of candidates, who are beneficiaries of the paper theft/unfair means and names of the MBBS students who had solved the stolen paper or who had appeared in the exam as impersonators have already been identified and sent to concerned authorities, as the case may be, for necessary action, he had stated.

In order to suggest effective measures for transparent, smooth and fair conduct of examinations by NTA, the ministry constituted a High-Level Committee of Experts (HLCE) on June 22, 2024, headed by K. Radhakrishnan, former Chairman ISRO and BoG, IIT Kanpur.

The committee submitted its report on October 21, 2024, and recommended the Reformation of National Common Entrance Testing, including the strengthening of NTA, institutional linkage with states, involvement of Test Indenting Agencies as Knowledge and Examinations partners etc.

The panel also laid out measures and recommended Standard Operating Procedures (SOPs) to prevent breaches in Pen and Paper Test (PPT) and Computer Based Test (CBT) examinations.

The committee also recommended the constitution of a high-powered steering committee to monitor the implementation of recommendations of HLCE on NTA and the same has already been constituted.

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Explained | What is three-language formula at heart of row between Centre, Tamil Nadu

The three-language formula in NEP 2020 recommends that students learn three languages, at least two of which must be native to India. This formula applies to both government and private schools, giving states the flexibility to choose languages without any imposition.



PTI

Last Updated : 12 March 2025, 14:29 IST

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Representative image showing Indian languages Credit: iStock Photo

New Delhi: The three-language formula proposed in the National Education Policy (NEP), 2020, is at the centre of the political row between the DMK-led Tamil Nadu government and the central government.

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The three-language formula in NEP 2020 recommends that students learn three languages, at least two of which must be native to India. This formula applies to both government and private schools, giving states the flexibility to choose languages without any imposition.

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2. What is the history of three-language formula?

The formula was first proposed by the Education Commission (1964-66), officially known as the Kothari Commission. It was formally adopted in the National Policy on Education (NPE) 1968 under then Prime Minister Indira Gandhi. The policy was reaffirmed in NPE 1986 under PM Rajiv Gandhi and revised in 1992 by Narasimha Rao's Congress government to promote linguistic diversity and national unity.

Also Read: Pradhan in attack mode against DMK over NEP, says Tamil enrolment declining in TN schools

Also Read: Dharmendra Pradhan in attack mode against DMK over NEP, says Tamil enrolment declining in Tamil Nadu schools



The formula included three languages — mother tongue or regional language, official language and a modern Indian or European language.

3. What does NEP 2020 say about three-language formula?

The NEP proposes an "early implementation of the three-language formula to promote multilingualism" from the school level. The document states that the three-language formula will continue to be implemented "while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity."

However, the NEP also states that there will be greater flexibility in the three-language formula, and no language will be imposed on any state. The policy states that the three languages learned by children will be the choices of states, regions, and of course, the students themselves, so long as at least two of the three languages are native to India.

5. What is Tamil Nadu's opposition?

The state has historically opposed the three-language formula. In 1937, the then Madras government, headed by C Rajagopalachari, introduced compulsory Hindi in schools. This move sparked widespread protests by the Justice Party and Dravidian leaders like Periyar. The policy was revoked in 1940, but anti-Hindi sentiments persisted.

When the three-language formula was introduced in 1968, Tamil Nadu opposed it, seeing it as an attempt to impose Hindi. Under Chief Minister C N Annadurai, the state adopted a two-language policy, teaching only Tamil and English. Tamil Nadu remains the only state that has never implemented the three-language formula, choosing English over Indian languages, including Hindi and other regional languages.

6. What is the fresh trigger?

Tamil Nadu's refusal to implement key aspects of NEP 2020, particularly the three-language formula, has resulted in the Centre withholding Rs 573 crore in central education assistance under the Samagra Shiksha Abhiyan (SSA). According to policy rules, states must comply with NEP guidelines to receive SSA funding, of which 60 per cent is provided by the Centre to states like Tamil Nadu.

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राष्ट्रीय सहारा, 13 मार्च 2025, पृष्ठ सं- 1

टॉप 50 में नौ भारतीय विवि व संस्थान

नई दिल्ली (एसएनबी)। क्यूएस विषयवार रैंकिंग में दुनिया के शीर्ष 50 में नौ भारतीय विश्वविद्यालय और संस्थान शामिल है जबकि सूची में शामिल कुछ शीर्ष संस्थानों जैसे तीन आईआईटी, दो आईआईएम और जेएनयू के स्थान में पिछले साल के मुकाबले गिरावट आई है।

बुधवार को घोषित 'क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग' के 15वें संस्करण के अनुसार, भारत ने विषयवार रैंकिंग और व्यापक संकाय क्षेत्रों में शीर्ष 50 में 12 स्थान हासिल किए है। इस मामले में भारतीय खनन विद्यालय (आईएसएम), धनबाद अग्रणी रहा है जो इंजीनियरिंग-खनिज और खनन विषय के लिए विश्वस्तर पर 20वें स्थान पर है। आईआईटी मुंबई और खड़गपुर को इंजीनियरिंग-खनिज और खनन विषय के लिए 28वें एवं 45वें स्थान पर रखा गया है। हालांकि, दोनों संस्थानों की रैंकिंग में गिरावट देखी गई है। आईआईटी दिल्ली और मुंबई, जो इंजीनियरिंग और प्रौद्योगिकी विषय के लिए 45वें स्थान पर थे, ने अपनी स्थिति में सुधार करते हुए क्रमशः 26वां और 28वां स्थान प्राप्त किया है। दोनों संस्थानों ने इंजीनियरिंग-इलेक्ट्रिकल और इलेक्ट्रॉनिक्स में भी अपनी रैंकिंग में सुधार किया है और शीर्ष 50 की सूची में प्रवेश किया है। आईआईएम अहमदाबाद और बेंगलुरू व्यवसाय और प्रबंधन अध्ययन विषय के लिए दुनिया के शीर्ष 50 में बने हुए है, लेकिन उनकी रैंकिंग में पिछले वर्ष के मुकाबले गिरावट आई है। आईआईएम अहमदाबाद की रैंकिंग 22 से गिरकर 27 पर आ गई जबकि आईआईएम बेंगलुरू की रैंकिंग 32 से गिरकर 40 पर आ गई।

क्यूएस विषयवार रैंकिंग

- तीन आईआईटी, दो आईआईएम और जेएनयू के स्थान में पिछले साल के मुकाबले गिरावट

आईआईटी मद्रास (पेट्रोलियम इंजीनियरिंग) और जेएनयू (विकास अध्ययन) विश्व के शीर्ष 50 में बने रहे, लेकिन उनकी रैंकिंग में कुछ स्थानों की गिरावट भी आई। क्यूएस विषय-विशिष्ट रैंकिंग के नवीनतम संस्करण में, भारत में नई प्रविष्टियों की संख्या चीन, अमेरिका, ब्रिटेन और कोरिया के बाद पांचवें स्थान पर है तथा कुल प्रविष्टियों की संख्या के मामले में 12वें स्थान पर है।

हिन्दुस्तान, 13 मार्च 2025, पृष्ठ सं. - 7

विपक्ष का केंद्र पर हिंदी को बढ़ावा देने का आरोप, केरल सरकार नीति के समर्थन में

त्रिभाषा नीति पर विवाद बढ़ा

घमासान

नई दिल्ली, एजेंसी। राष्ट्रीय शिक्षा नीति (एनईपी) और त्रि-भाषा नीति को लेकर विवाद और गरमा गया है। इस मुद्दे पर डीएमके के विरोध को केंद्रीय वित्त मंत्री निर्मला सीतारमण द्वारा 'पाखंड' बताए जाने के एक दिन बाद दिल्ली से लेकर तमिलनाडु तक आरोप-प्रत्यारोप का दौरा जारी रहा।

सीतरमण की तरह ही केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान भी इस मुद्दे को लेकर डीएमके पर निशाना साध चुके हैं। कहा है कि तमिलनाडु के मुख्यमंत्री एमके स्टालिन इसे राजनीतिक रंग दे रहे हैं।

इस बीच चेन्नई में स्टालिन ने बुधवार को एनईपी को भगवा नीति करार दिया। कहा कि इसका उद्देश्य राष्ट्र का विकास करना नहीं बल्कि हिंदी का विकास करना है। साथ ही दावा किया कि सत्ता पर कब्जा कायम रखने के लिए नई शिक्षा नीति लाई गई है। इसी तरह राज्य के सूचना एवं प्रौद्योगिकी मंत्री पलानीवेल थियागाने कहा कि त्रि-भाषा नीति पूर्ण रूप से विफल मॉडल है और इसे तमिलनाडु की द्वि-भाषा नीति के 'सफल' मॉडल की जगह क्यों लेनी चाहिए? इस भाषा विवाद पर डीएमके को कांग्रेस का साथ मिला है।

पार्टी के सांसद के. सुरेश ने कहा है कि सरकार का असली इरादा पूरी शिक्षा प्रणाली का भगवाकरण करना है।

सदन में सता-पक्ष और विपक्ष के बीच आरोप-प्रत्यारोप का दौर

समर्थन



एक व्यक्ति जो हमेशा कहता है तमिल एक बर्बर भाषा है, जो भिखारियों को भीख पाने में मदद नहीं कर सकती, डीएमके के लोग उसकी तस्वीर कमरे में रखते हैं।

– निर्मला सीतारमण, केंद्रीय वित्त मंत्री ने मंगलवार को कहा था।



मोदी सरकार में संसद में बिना किसी नोटिस के 16 भाषाओं का इस्तेमाल किया जा सकता है। कई केंद्रीय सरकारी परीक्षाएं क्षेत्रीय भाषाओं में हो रही है।

–सौमित्र खान, भाजपा

केरल ने हमेशा इस नीति को प्रोत्साहित किया है। हालांकि इस बहाने मैं हिंदी थोपे जाने का कड़ा विरोध करती हूं।

–आर बिंदु, केरल की उच्च शिक्षा मंत्री

विरोध



हम एनईपी का विरोध करते हैं क्योंकि यह तमिलनाडु की शिक्षा वृद्धि को नष्ट कर देगा। एनईपी सामाजिक न्याय के लिए आरक्षण को स्वीकार नहीं करता है। – एमके स्टालिन, सीएम, तमिलनाडु



केंद्र सरकार तमिलनाडु को दिए जाने वाले पैसे को रोक रही है, कह रही है हमें एनईपी पर हस्ताक्षर करना होगा। वे तमिलनाडु के बच्चों का भविष्य बर्बाद कर रहे हैं।

–कनोमोझी, द्रमुक सांसद

केंद्र सरकार का असली इरादा पूरी शिक्षा प्रणाली का भगवाकरण करना है। शिक्षा नीति में बदलाव एक गंभीर मुद्दा है।

–के. सुरेश, कांग्रेस सांसद

तीन-भाषा फॉर्मूला क्या है : राष्ट्रीय शिक्षा नीति (एनईपी)-2020 में त्रि-भाषा फॉर्मूला सुझाव देता है कि छात्रों को तीन भाषाएं सीखनी चाहिए। इनमें से दो भारत की मूल भाषा होनी चाहिए। यह फॉर्मूला सरकारी, निजी स्कूलों पर लागू होता है, जिससे राज्यों को बिना दबाव के भाषा चुनने की छूट मिलती है। इसे सबसे पहले शिक्षा आयोग (1964-66) ने प्रस्तावित किया था। तत्कालीन पीएम इंदिरा गांधी के तहत राष्ट्रीय शिक्षा नीति 1968 में औपचारिक रूप से अपनाया गया था। प्रधानमंत्री राजीव गांधी के कार्यकाल में 1986 में एनपीई में इस नीति की पुष्टि हुई व 1992 में नरसिंह राव की सरकार ने भाषाई विविधता व राष्ट्रीय एकता को बढ़ावा देने के लिए इसे संशोधित किया।

The Hindu, 13 March 2025, Page No. - 4

Stalin terms NEP a Hindutva policy, says delimitation is a threat to India's federalism

The Hindu Bureau
CHENNAI/MADURAI

Tamil Nadu Chief Minister M.K. Stalin on Wednesday dubbed the National Education Policy (NEP) as a "Hindutva policy" aimed at promoting Hindi rather than focusing on India's overall development. He also said the delimitation process is a threat to India's cooperative federalism and democratic values.

"We would have welcomed NEP if it was a scheme designed to bring everyone into education. NEP will totally destroy Tamil Nadu's progress in education. That is why we are opposing it," he said, addressing a public meeting organised by the DMK in Tiruvallur.

Mr. Stalin pointed out that the NEP does not recognise social justice or reservations. "It [NEP] denies financial aid to Scheduled Castes, Scheduled Tribes, and Other Backward Classes," he said.


Tamil Nadu CM M.K. Stalin

The Tamil Nadu CM said through delimitation, the BJP was trying to increase the number of its MPs in States where they were dominant. "The DMK would stop it by joining hands with the regional parties in the southern States to oppose it," he said.

Meanwhile, DMK Parliamentary Party leader and MP Kanimozhi on Wednesday said the Tamil Nadu government's letter to the Centre regarding PM SHRI clearly stated that Tamil Nadu would accept the scheme only on the basis of the recommendations of a State government-led committee, and not the recommendation of the Union government.

'Stop twisting facts'

Ms. Kanimozhi was responding to Union Education Minister Dharmendra Pradhan, who had shared a letter from the Tamil Nadu government regarding its intention to sign a Memorandum of Understanding to implement PM SHRI.

"Nowhere have we mentioned that we accept the three-language policy or the National Education Policy in its entirety... Stop twisting facts," the DMK leader said.

The Pioneer, 13 March 2025, Page No - 3

IIT-G launches meta platform for schools

PRESS TRUST OF INDIA ■ New Delhi

Learning concepts of maths and science in local languages using virtual reality will soon be possible for students at PM Shri Adarsh Vidyalayas in Assam with the Indian Institute of Technology (IIT) Guwahati developing the country's first VR-enabled metaverse platform for schools. The project called "Gyandhara" in collaboration with Ministry of Science and Technology, and Department of Education, Assam Government will start as a pilot initiative in 56 PM Shri schools in Assam, later this year. The program is designed to enhance their educational experience by providing a more engaging way to learn about various scientific and academic topics.

The Pioneer, 13 March 2025, Page No. - 4

Government schools to phase out single use plastics: DoE

PIONEER NEWS SERVICE ■ New Delhi

Delhi government's Directorate of Education (DoE) has instructed all the government schools to phase out single-use plastics (SUPs), commonly used for serving food and beverages, following a directive from the Department of Environment.

In a circular issued on Tuesday, the directorate said, "All heads of the government and government-aided recognised schools are directed to refrain from using single-use plastics."

On February 28, the Department of Environment in its advisory highlighted that SUPs are non-biodegradable and create anaerobic conditions. This hinders composting and natural decomposition, leading to foul odours and environmental hazards.

"Many of these items, including carry bags, packaging films, straws, and cups, are lightweight and can be easily carried by the wind or mixed with other solid waste. They often end up in water bodies, clog drains and sewer systems, and contribute to water-logging," the advisory said.

It further highlighted that urban stray cattle, often seen looking for food through garbage, may accidentally ingest plastic bags, which can be fatal to them.

When discarded in landfills or the environment, single-use plastics can take up to a thousand years to decompose. Plastic waste, once it enters the ecosystem, causes a wide range of environmental issues, it added.

The government has identified 19 single-use plastic items to be phased out, including ice cream sticks, wrapping or packaging films around sweet boxes, plastic flags, candy sticks, straws, plastic spoons, and forks.

The Pioneer, 13 March 2025, Page No.-7

The silent crisis in education: teacher burnout

Teachers are more than just educators. They are mentors, motivators and role models who profoundly shape their students' lives. Teachers' ability to inspire, adapt, and create lasting impact makes them unique.

However, what saddens is that the fast-paced nature of education has left the teachers physically, emotionally and mentally exhausted.

Today, teacher burnout is real, and it is a growing crisis that affects not only educators but also students and the overall quality of education. Burnout, which is characterised by chronic stress, exhaustion and a loss of motivation, has led many skilled educators to leave the profession.

Several factors such as excessive workload, lack of support resources, wherein teachers work beyond their contracted hours, grading assignments, preparing lesson plans, attending meetings and handling administrative tasks, along with the expectation to constantly perform at high levels with limited time have resulted to overwhelming stress.



SAKSHI SETHI

Many teachers, especially in underfunded schools, are facing challenges such as overcrowded classrooms, lack of teaching materials and inadequate support staff, which has forced the teachers to find alternative solutions, often at the cost of their time and money.

Teaching is an emotionally demanding job. Today, a teacher apart from just teaching has to support students academically and personally, often acting as mentors, counsellors and caregivers. They even have to deal with student trauma, behavioural issues and academic struggles, which, as per several studies, has taken a significant emotional toll. Studies also reveal that in many countries, teachers are underpaid when compared to other professionals with similar education levels. This has led to financial stress and has contributed to dissatisfaction and exhaustion.

Due to their demanding schedules, many teachers struggle to find time for themselves and their families. The inability to maintain a work-life balance has contributed to chronic fatigue and decreased job satisfaction, resulting in teacher burnout.

Teacher burnout has serious consequences, not only for teachers but also for the education system as a whole. It is quite certain that once the person develops chronic stress, it will lead to physical health issues such as headaches, high blood pressure and insomnia. Not only this, it will also increase the risk of anxiety, depression and emotional exhaustion. Such teachers will at the same time struggle to maintain the same level of enthusiasm, patience and creativity in their teaching, affecting student engagement and learning outcomes.

Today, many dedicated educators are leaving this noble profession due to burnout, resulting in teacher shortages and the loss of experienced professionals.

Consequently, schools are compelled to hire less experienced teachers, which impacts the overall quality of education. When teachers experience burnout, students feel less supported and motivated. A disengaged or emotionally drained teacher can create a negative learning environment, impacting student performance and well-being.

It is high time to address teacher burnout through systemic changes at multiple levels, requiring action from schools, governments and society to create a healthier teaching environment. Reducing workload by implementing manageable schedules, providing administrative support and minimising unnecessary paperwork can help alleviate stress.

Additionally, offering mental health resources, counselling services and stress management programs can support teachers in coping with emotional challenges. Increasing salaries, providing financial incentives and recognising teachers' efforts, can enhance job satisfaction and reduce financial stress.

Conclusion

Above all, promoting work-life balance by limiting after-hours communication, ensuring adequate breaks and offering flexible schedules is crucial. Furthermore, fostering a supportive work environment through strong leadership, collaboration, mentorship programs and professional development can make teachers feel valued. Lastly, granting teachers more autonomy by reducing excessive standardised testing and allowing them to design engaging, student-centred lessons can boost motivation and fulfilment.

There is no denying that teacher burnout is a serious issue that demands immediate attention. Without proper intervention, the education system risks losing passionate and skilled educators, which will ultimately affect students' success and the future of education.

Investing in teacher well-being is not just about improving their lives, rather it is about ensuring a better future for generations to come. To conclude, teachers are the backbone of education. Yet, the growing demands of the profession have left many educators physically, emotionally, and mentally drained. Teachers have a larger responsibility towards the society. If they are emotionally, mentally and physically fit they can deliver what it takes to build a nation!

(The writer is an educator. Views expressed are personal)

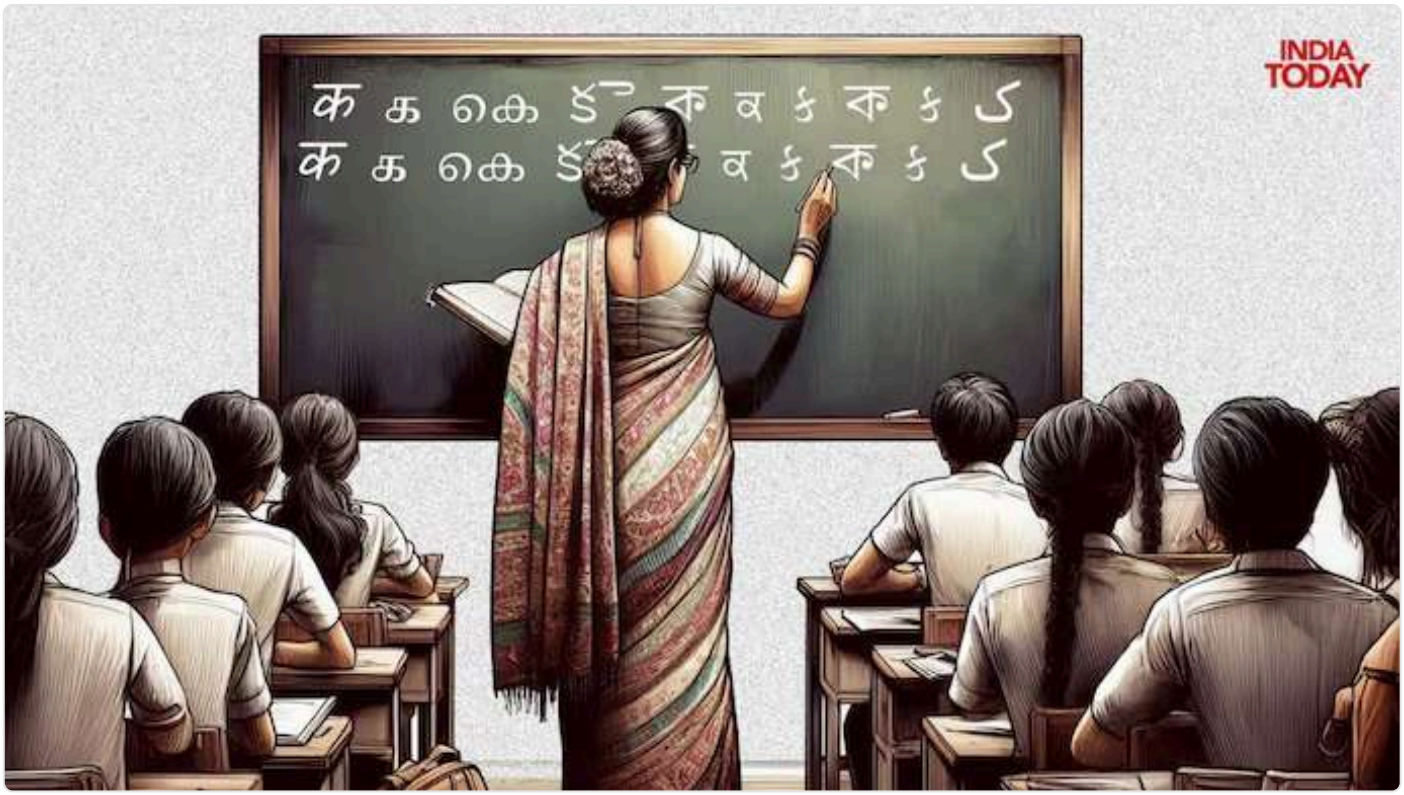
Does three-language formula in NEP actually impose Hindi?

Tamil Nadu has alleged that the New Education Policy 2020 is an attempt at imposing Hindi in the Tamil-speaking state. What is the history of India's policy on language in education, and how does NEP 2020 differ? Is it really a bid to impose Hindi? A look at all sides of the debate.

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Students across India, especially those enroled in the central boards, have learnt three languages. (Image: Generative AI by Vani Gupta)



Yudhajit Shankar Das

New Delhi, UPDATED: Mar 13, 2025 18:46 IST

In Short

- Tamil Nadu opposes three-language formula, claiming Hindi imposition
- Dharmendra Pradhan says that NEP 2020 is about linguistic freedom
- NEP reintroduces 3-language formula, a concept introduced in 1968

In a country as diverse as India, languages not only help connect, but, at times, also create discordant notes. This is especially true when languages speak a political tongue. The latest example of which is the **massive political storm over the three-language formula** in New Education Policy (NEP) 2020, which Tamil Nadu Chief Minister MK Stalin alleges to be an attempt at the imposition of Hindi in the Tamil-speaking state. Is the three-language formula a BJP invention, and will it end up imposing Hindi on states that are unwilling to teach it?

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The issue snowballed after Tamil Nadu accused the Centre for withholding Rs 573 crore under the Samagra Shiksha Abhiyan scheme for the state's refusal to join the PM SHRI initiative to set up model schools. Tamil Nadu says its refusal has to do with the condition to implement the NEP.

The Tamil-speaking state sees the NEP as a **bid to introduce the three-language formula**, and thereby Hindi, by the BJP-led central government.



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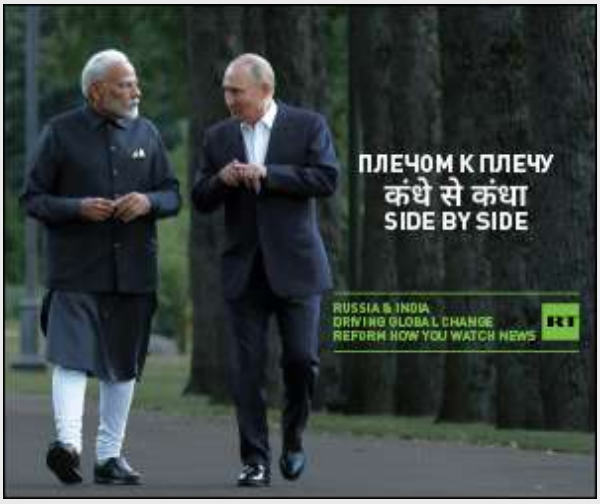
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A top CBSE official based in Delhi refused to clarify to India Today Digital if the languages would have to be studied just till Class 8 or for Class 10 Board exams.

Combined with the stance against population-based delimitation, this anti-Hindi stand gives Stalin and his DMK a solid plank against the BJP ahead of the 2026 Assembly election in Tamil Nadu.

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This is evident in the line the DMK leadership has taken. Though Tamil Nadu's opposition to the NEP also stems from the structural changes it proposes -- like a common undergraduate entrance exam, standardised tests and vocational training -- it is the language issue that it has chosen to highlight.

"Tamil Nadu has always been against the three-language policy. We will never accept that. The Centre wants to use NEP as a backdoor entry for Hindi," said Udayanidhi Stalin, Tamil Nadu's deputy CM.

Union Education Minister Dharmendra Pradhan has tried to explain that NEP 2020 was about linguistic freedom and choices. He has accused the DMK-led government of playing politics over language and "erecting language barriers".

Education is on the Concurrent List in the Constitution, which means both the Centre and the states can devise policies regarding it.

THREE LANGUAGES HAVE EXISTED IN SCHOOLS ACROSS INDIA

Students across India, especially those enroled in the central boards, have learnt three languages.

In both CBSE and ICSE schools, students learn a third language till Class 8. That language can either be Hindi, Sanskrit, a regional or a foreign language, depending upon the medium of instruction and the second language opted for by the student and the school.

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For example, a person who studied in a CBSE school in Tamil Nadu in the 70s explained that English was his first language. The school offered Hindi, Tamil and some foreign languages as second and third languages.

In Assam, the CBSE and ICSE schools are mostly English-medium and offer Hindi and Assamese as second and third languages. Generally, a student opting for Assamese as the second language studies it till Class 10 and Hindi till Class 8, and vice versa.

Students have also opted for Sanskrit as the third language in North and West India as the font is a familiar Devanagari, and getting relatively better marks is easy.

Even in state boards like in Kerala and Andhra Pradesh, students have to appear in Board exams with three languages. In fact, Kerala has made Hindi mandatory along with English, and Malayalam -- the state language -- is optional with Arabic.

In many states, however, state boards go with a two-language formula. Tamil Nadu is one of them, teaching Tamil and English in state government schools.

So, even as central boards have been teaching three languages, some state boards have had two languages till now.

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HOW DID CONCEPT OF THREE-LANGUAGE FORMULA ORIGINATE?

Language in education, both as to the medium of instruction and the ones to be taught, was a tricky issue. Remember, states in India are formed on linguistic lines.

The University Education Commission of 1948-49, which was chaired by Dr Sarvepalli Radhakrishnan, delved into the language in education. Known as the Radhakrishnan Commission, it favoured Hindi as India's federal language and regional languages for provincial purposes.

The commission's suggestion of three languages for higher-secondary students would become the basis of the three-language formula.

It suggested that for every region to participate in federal activities and to promote nation-wide solidarity, "...Educated India has to make up its mind to be bilingual, and pupils at the higher secondary and university stages will have to know three languages".

"Every boy and girl must obviously know the regional language, at the same time he should be acquainted with the Federal language [Hindi], and should acquire the ability to read books in English," it suggested.

The commission said this wasn't "extravagant or extraordinary" requirement, and gave the example of schools in Holland where most pupils learnt four languages, and Switzerland, where learning three languages was common.

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WHAT DOES THE NEW EDUCATION POLICY SUGGEST

The New Education Policy (NEP), which was approved by the Union Cabinet in 2020, reintroduces the three-language formula, a concept first introduced in the NEP of 1968.

NEP 1968 was based on the Kothari Commission report, which suggested the promotion of three languages in education.

- A modern Indian language, which is preferably to be any Southern language apart from Hindi and English in the Hindi-speaking states.
- Hindi and English, along with the regional languages, were to be part of the non-Hindi-speaking states in India.
- Hindi was intended to be developed as a link language and as a medium of expression for the composite culture of India.

NEP 2020 stresses the use of local languages in education, and also in the hiring of teachers.

While NEP 1968 made Hindi mandatory, NEP 2020 gives states the option to choose a third language.

"However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State," says the NEP 2020 document.

It says that the three languages would be chosen by the states and the students "so long as at least two of the three languages are native to India".

"The Radhakrishnan Commission suggested mother tongue as the medium of education, so did all the education policies, including the one of 1986," says educationist Navneet Sharma, adding, "There is nothing new or unique about NEP 2020."

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Sharma tells India Today Digital that there is "no clarity" on how NEP 2020 promotes three languages.

"In Class 10 Board exams, a student can just go ahead with one language as the National Curriculum Framework (NCF) for School Education, 2023, clubs all languages, including Hindi, in one category," explains Sharma.

However, NCF 2023 seeks the implementation of the three-language formula "while keeping in mind constitutional provisions, multilingualism, and national unity".

WHY TAMIL NADU BELIEVES NEP 2020 IMPOSES HINDI

NEP 2020 wants students to learn three languages, of which two have to be Indian. Also, it makes the NEP 2020, and thereby the three-language formula, a must for the implementation of the PM SHRI scheme.

This is what Tamil Nadu is finding problematic. It believes the NEP is a way of surreptitiously introducing Hindi.

Finding quality teachers for regional languages other than Tamil might be an issue for the state government, while Hindi teachers would be available rather easily, is what some experts suggest. This, they argue, would facilitate the "backdoor entry" of Hindi into the state.

Tamil Nadu's history of resistance to Hindi dates back to 1937, when the Congress government in then Madras Presidency made Hindi mandatory in schools. The move, seen as an erosion of Dravidian heritage, sparked massive outrage among Tamils. Periyar EV Ramasamy made anti-Hindi one of the key planks of his Dravidian movement.

The state saw hundreds of deaths in 1965 -- the year Hindi was to be made India's official language -- and the state burned until the Centre decided to put the plan on the back burner.

Since 1968, when the NEP focusing on Hindi was introduced, Tamil Nadu has stuck to a two-language formula. Even today, most Tamil Nadu parties, cutting across the political divide, are united when it comes to opposing the three-language formula.

Any mention of three languages in schools for Tamil Nadu is synonymous with "Hindi imposition". The state government also sees the funds attached to the PM SHRI scheme for model schools as the Centre riding roughshod over the state on the language issue. Despite NEP 2020 stressing on local languages in the three-language formula, Tamil Nadu remains suspicious. Though NEP 2020 doesn't impose Hindi, Tamil Nadu argues it facilitates its "backdoor entry" and more so by linking education funds to it.■

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Education minister to conduct surprise checks in 100 schools through the year

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Experts welcome move which encourages direct engagement between officials, educators, students to address challenges

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Kala Killa Marathi Municipal School in Dharavi. The initiative aims to boost students' confidence and provide quality education. File Pic/Atul Kamble

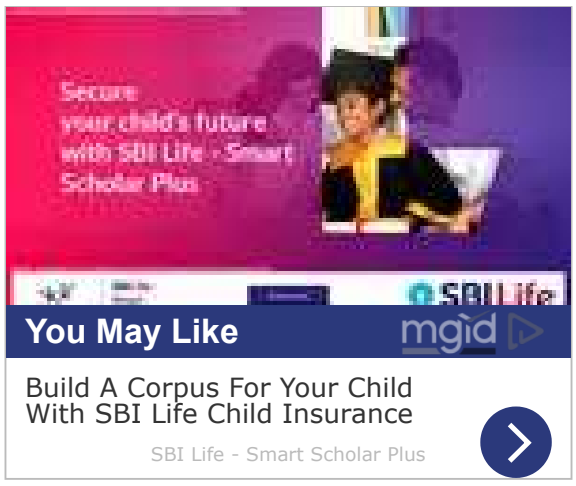
In a bid to strengthen the foundation of school education, the Maharashtra government, under the directives of Chief Minister **Devendra Fadnavis**, has launched the Visit to 100 Schools initiative, which is designed to evaluate school conditions, implement necessary improvements and enhance the overall quality of education for students.

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As part of the initiative, on the first day of the academic year 2025-26, the chief minister, deputy chief ministers, cabinet ministers and MLAs will visit schools in their respective constituencies to personally welcome students. Additionally, the school **education minister** and department officials will conduct random inspections of 100 schools throughout the year to review their infrastructure, academic standards, and overall operations.



Arundhati Chavan, president of Parents Teachers Association United Forum, who believes the initiative has potential to instil accountability

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A formal government resolution will be issued soon outlining the execution of this initiative. Elected representatives will be expected to visit at least one school in their constituency or nearby areas on the first day of school. Education officers (Primary/Secondary) will coordinate with district collectors to ensure smooth implementation of the initiative.

The plan also mandates that key officials, including the school education minister, **district collectors**, tehsildars, chief executive officers, group development officers, and Class 1 and Class 2 officers working in government agencies at the district level visit 100 schools throughout the academic year. “These visits will focus on reviewing school operations, monitoring academic and evaluating available facilities,” said an official from the school education department.

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Goals of initiative

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The initiative, officials said, will encourage direct engagement between officials, educators and students to address real-time challenges in schools. During their visits, representatives and officers will interact with the school management committee president, sarpanch, and gram panchayat members to explore ways to boost student enrolment, particularly in district council schools in rural areas. The visits will assess physical infrastructure and safety of school buildings, availability and functionality of toilets and clean water supply, quality of sports facilities and supplementary educational arrangements, efficiency of school administration and hygiene practices among students and effectiveness of the school nutrition programme. If hazardous infrastructure, non-functional facilities or other critical issues are identified, immediate corrective measures will be taken to ensure a safe and conducive learning environment for students.

“The idea is that through this initiative we aim to foster a positive outlook toward education among society and parents, enhance students’ confidence and ensure equal access to quality education. By involving top leadership in school visits, the initiative aims to bridge gaps in education policies and their real-world implementation, thereby strengthening the state’s education system,” said a senior official from the school education department.

‘A valuable effort’

Welcoming the initiative, Sushil Shejule, president of Aamhi Shikshak (We Teachers), emphasised the importance of hands-on decision-making. “Many policies are formulated in air-conditioned offices, only to later prove ineffective and require revisions or cancellations. This initiative should not become another such endeavour. Instead, it offers a practical approach to identifying school shortcomings, assessing conditions firsthand, and implementing necessary improvements. If elected representatives and top educational officials visit the schools, they will witness and know the issues firsthand instead of schools chasing them to bring the problems they face to their notice. This will ultimately benefit students and the education system as a whole,” he stated.

Arundhati Chavan, president of the organisation Parents Teachers Association United Forum, acknowledged the initiative as a positive step. “As an organisation representing both parents and teachers, we believe this is a valuable effort. However, we are keen to see the specific guidelines and framework for its execution, as well as how effectively it is implemented. If carried out with seriousness and sincerity, this initiative can instil accountability in schools, teachers, education officials, and even elected representatives and ministers.”

“That said, it should be mandatory for all officials and elected representatives to submit a detailed report on their visits. This would ensure that any necessary interventions for school improvements are documented and acted upon. Lastly, just visiting and identifying issues will not be enough, the true impact will be measured by how much change is implemented after these visits,” she added.

‘Hope execution is effective’

Prashant Kadlag, a teacher at a private aided school, highlighted the challenges educators face in getting their concerns addressed. “Often, we have to run from pillar to post just to meet the education minister, and even securing a meeting with education officials is a time-consuming task. Even when we do manage to meet them, there’s no certainty that the issues we raise will be resolved. If this initiative is properly implemented and officials, along with elected representatives, actively visit schools, we will have the opportunity to directly show them the conditions on the ground and seek their support. Seeing the situation firsthand will prompt them to take necessary action. I sincerely hope this initiative is executed effectively and continues in the long run,” he said.

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A voluntary mandate: On the APAAR student ID

The APAAR ID should not be imposed without a law in place

Updated - March 15, 2025 12:50 am IST

The introduction of an Automated Permanent Academic Account Registry (APAAR) ID by the Ministry of Education, to digitise the academic transcripts of every student, aims to ensure a "single source of truth" for all their records throughout their life in the academic ecosystem in India. Linked with Aadhaar, APAAR is far from the first such step towards a rapid digitisation of school records in India: since the implementation of the National Education Policy, 2020, education authorities have pushed the Unified District Information System for Education Plus (UDISE+) and the Student Database Management Information System. While these radically novel technocratic overhauls of record-keeping are one thing, the blatantly unlawful ways in which they are being pushed on parents and wielded as weapons at the State level are quite another. The description of APAAR as unlawful is no mere interpretation: the Education Ministry's website is clear that the programme is not mandatory, with no law mandating its usage. But schools and district education administrators do not seem to be operating within that reality.

In Uttar Pradesh and Karnataka, schools have been given an unambiguous target: 100% "saturation," or complete enrolment of all students. In their fervour to attain this target, schools have warned parents of consequences in the event of non-enrolment, and State education authorities have rattled their sabres at religious minority institutions and even at fellow administrators, alleging a mismatch of enrolment data between APAAR and existing records. In the initial days of what has now been rechristened as Digital Public Infrastructure (DPI), the government had similarly been all too keen to propagate Aadhaar and services such as Digi Yatra to an unsuspecting (and too often non-consenting) public, achieving such broad coverage that a formal mandate later becomes a fait accompli. All-too-familiar issues such as name mismatches, leading to failure of enrolment, have also emerged. It is important for informed consent to be the bedrock of any DPI. Else, it risks being mandated de facto. Collecting and digitising this data — with tall claims of security and convenience — should be alarming when the Digital Personal Data Protection Act,

2023 has yet to take effect. More importantly, the Supreme Court of India has ruled, in its right to privacy judgment, that Aadhaar cannot be mandated for basic education. APAAR is an ill-disguised proxy that steers clear of the text — but not the spirit — of that judgment. If the government wishes to undertake the goal of improving the reliability and accessibility of education records, it should back its administration of that effort with legislation.

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NEP row: "Centre cheated us," says Tamil Nadu finance minister as state allocates own fund for school education

ANI • Last Updated: Mar 14, 2025, 01:17:00 PM IST

Synopsis
Tamil Nadu Finance Minister Thangam Thennarasu presented the DMK government's fifth budget. Despite the Union Government withholding funds for not adopting the National Education Policy, the state has allocated its own resources to support government schools, emphasizing a commitment to the two-language policy and the welfare of students.



Tamil Nadu Finance Minister, Thangam Thennarasu, presented the state Budget for 2025-26 in the Legislative Assembly on Friday, March 14.

Tamil Nadu Finance Minister Thangam Thennarasu on Friday presented the fifth budget of the **DMK government**. Amidst the row over the implementation of the **National Education Policy** and implementation of third language, the state government announced that it would use its own funds for government schools.

Finance Minister Thangam Thennarasu, in his budget speech, made the announcement saying the State Government has allocated funds, including salaries of teachers, from its own resources to ensure that the education of Government school students remains unaffected, even in the slightest way.

Minister Thangam Thennarasu also mentioned that the Government is very strong in the **two-language policy** despite the challenging situation.

"Under the 'Samagra Shiksha' scheme, the State Government has been successfully implementing various student welfare schemes for the past seven years," he said

"However this year Union Government cheated us by not releasing 2,152 crores to the State for not accepting NEP which encourages three language system. Though Union Government didn't release required funds State government allocating its own funds for the welfare of government school students for teacher salary and other expenses. Even in the time of

challenging situation after losing 2,000 crores we stand beside CM on the two language policy," the Finance Minister added.

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"By unflinchingly following the bilingual policy, Tamil Nadu not only preserved the Tamil culture but also empowered its youth with English proficiency, to rise with strength on the global stage with their unquenchable thirst for knowledge and success," he further added.

The Minister informed that initiatives such as the '**Ennum Ezhuthum Thittam**' to ensure foundational literacy, special education for differently-abled children, transport allowances for students from remote areas, salary for teachers, guidance for higher education to shape students' future, art festivals to nurture unique talents, educational tours and infrastructure development, including internet facilities in schools, are in progress.

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In last full budget before polls, DMK gives pride of place to big-ticket infra, school education

PRABHAKAR TAMILARASU 14 March, 2025 06:59 pm IST



Tamil Nadu Finance Minister Thangam Thenarasu (left) presents a copy of the 2025-26 state budget to Chief Minister M.K.Stalin in Chennai on Friday | X/@TThenarasu

Chennai: A year before the Tamil Nadu election, the Dravida Munnetra Kazhagam (DMK) government Friday presented its last full budget for the year 2025-26, giving a massive boost to infrastructure projects including of setting up a global modern city near Chennai, footwear parks in three districts and industrial parks in four districts, as well as to welfare measures.

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The state's total capital expenditure of Rs 57,231 crore is
previous year's Rs 46,766 crore. While the total revenue e

3,73,204 crore in 2025-26, the total revenue receipts are projected at Rs 3,31,569 crore.

The government is eyeing to keep its fiscal deficit down to 3 percent of the GSDP in the new fiscal. The debt-to-GSDP (Gross State Domestic Product) ratio has increased marginally from 26.21 percent to 26.43 percent.

Blaming the Centre for its unfair devolution of central taxes, Finance Minister Thangam Thennarasu walked the tightrope between the State's expenditure and the debt, maintaining the limits stipulated under the 15th Finance Commission.

"The fiscal deficit in budget estimates 2025-26 is estimated to be Rs 1.06 lakh crores which is equal to 3 percent of the GSDP, showcasing the government's commitment to the path of fiscal consolidation," he said in the assembly.

"In the budget estimates for 2025-26, the (debt-to-GSDP) ratio is expected to decrease to 26.07 percent of the GSDP well within the target of 28.70 percent for the year 2025-26 prescribed under the 15th Finance Commission," he asserted.

Amid the row over the New Education Policy (NEP) 2020 and three-language formula with the Centre, Thennarasu informed the assembly that Tamil Nadu would utilise its own finances for the Samagra Shiksha Abhiyan scheme that were withheld by the Centre for not implementing NEP.

The school education department was allocated Rs 46,767 crore for 2025-26, which is Rs 2,727 crore higher than what it had allocated in 2024-2025. To attract the first-generation voters, the government set aside a sum of Rs 2,000 crore to provide laptops or tablets to 20 lakh college students over the next two years.

As for the existing schemes, the state has slightly raised the funds for the Kalaignar Magalir Urimai Thogai Scheme, a monthly financial assistance for women family heads, from Rs 13,720 crore to Rs 13,807 crore, indicating that more beneficiaries who were left out previously would be added to the scheme.

Similarly, the Free Bus Scheme for Women was allocated about Rs 3,600 crore, which is Rs 500 crore higher than the previous year.

With an eye on women votes, the government has alloca
one lakh women as entrepreneurs with loans up to Rs 1

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Focusing on women, it has also cut the property registration fee by 1 percent if the properties are registered in the women's name.

In CM M.K. Stalin's quest to prove the ancientness of Tamil, about Rs 7 crore has been earmarked for archaeological xcavation and scientific research at Keezhadi in Sivaganga district, Pattanamarudur in Thoothukudi district, Karivalamvanthanallur in Tenkasi district, Nagapattinam in Nagapattinam district, Manikkollai in Cuddalore district, Adichanur in Kallakurichi district, Vellalur in Coimbatore district, and Thelunganur in Salem district

For the first time ever since DMK came to power in 2021, Finance Minister announced the government's plan to conduct a series of deep-sea archaeological excavations along the coast of Tamil Nadu to bring out the maritime trade excellence of the ancient Tamils with Southeast Asia, the Mediterranean region, the Arabian Peninsula, and the Roman Empire.

Also Read: *Why DMK-led Tamil Nadu govt is at war with the Centre over NEP*

Fiscal health

The finance minister projected the state's own tax revenue to grow at 14.60 percent and the total revenue receipts to increase by 12.81 percent in 2025-26 compared to the previous year.

According to the finance minister, in 2025-26, the state's own tax revenue was Rs 1.92 lakh crore, which was about Rs 3,000 crore less than what it was projected in the previous budget. In the budget estimates of 2025-26, the state's own tax revenue is projected at Rs 2.20 lakh crore, which includes 1.63 lakh crore of commercial taxes, Rs 26,109 crore for stamps and registration, Rs 13,441 crore for motor vehicle taxes and Rs 12,944 crore for excise.

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"Taking into account the growth in state's economic activity, the revision of taxes and improvement in collection efficiency, the state's own tax revenue is estimated to grow at 14.60 percent in 2025-26," the minister said in the assembly.

Although there was about Rs 6,000 crore difference in the 2024-25 budget estimates and revised estimates, the government was confident that the revenue receipts would increase by 12.81 percent in the current fiscal.

Total revenue receipts in the revised estimates is projected to be Rs 2.93 lakh crore, while the 2024-25 budget estimates was Rs 2.99 lakh crore. "In 2025-26, the total revenue receipts are projected at Rs 3.31 lakh crore, which is an increase of 12.81 percent over the revised estimates (of 2024-25)," Thennarasu said in the assembly.

Despite the increase in the share of the central taxes estimated and revised for the year 2024-25, the finance minister slammed the Centre for its unfair share of central taxes.

The share in central taxes, he said, has been estimated at Rs 52,491 crore in the revised estimates compared to Rs 49,755 crore in the budget estimates of 2024-25.

"While there is an increase owing to the higher tax collections by the Union government, it continues to be far lesser than what should accrue to the State for the indiscriminate levy of cess and surcharges," the finance minister said.

Stating that the share in central taxes is estimated at Rs.58,022 crore in the budget estimates 2025-26, based on the Union Government's budgetary allocation, he said that the 4 percent share in central taxes is a gross injustice to the state in comparison to its contribution of 9 percent to the nation's economy and 6 percent of the country's population.

Infrastructure, education dominate budget

Earlier, Thennarasu presented the budget stating the future must be guided by the pride of Tamil heritage and cutting-edge technology. A budget of [illegible] the ongoing Chennai Metro Rail Phase-II project and Rs [illegible] department to improve the road infrastructure.

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The minister also announced a new airport at Rameshwaram in Ramanathapuram district.

He further announced that a global city near Chennai would come up with about 2,000 acres of land which would serve as a hub for IT, Fin-Tech and urban living apart from other amenities.

The industries department was allocated about Rs 3,915 crore, including Rs 400 crore for Tidel Park in Hosur and Rs 500 crore for five years to launch a semiconductor hub. Chennai will have a fabless lab for which Rs 100 crore was allocated.

While school education got about Rs 46,767 crore (about 14 percent of the total budget), higher education gets about Rs 8,494 crore along with an additional of Rs 500 crore to upgrade Anna University.

The government has also taken note of the declining number of candidates clearing the UPSC exams and have announced a financial assistance of Rs 50,000 to those who clear the civil mains exams. Earlier, it has been giving Rs 25,000 to the UPSC aspirants who clear the prelims.

For rural development, the government allocated about Rs 29,465 crore, including Rs 3,500 crore to build 1 lakh houses to people in the rural area under the Kalaignar Kanavu Illam scheme, and Rs 2,200 crore to lay roads for about 6,100 km in the rural areas.

Opinions divided

Expert opinions were divided over the last full budget presented by the DMK government, with one section of political commentators observing that it showcased the party's confidence in getting a second term. However, industrialists point to the lack of a solution for the immediate problems.

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"Although it has schemes focusing on women entrepreneurship and attracting a section of the college students, there is not one scheme that caters to the larger population. The budget is largely futuristic with a major boost for infrastructure without considering the election scheduled to happen next year. Hence, it shows that the party is confident of their support in the state," Nelson Xavier, an independent policy researcher, said.

Association of Indian Entrepreneurs national chairman K.E. Raghunathan felt that the budget lacked clarity and vision when it came to the immediate problems such as inflation, fate of the loans and interests that the MSMEs got from different banks.

"It does not address the current problems including the issues faced by the MSMEs. For example, when they say women entrepreneurs would be trained and given loans to start their own businesses, but, how would they choose those women and what business would they encourage, is not there. Similarly, there are some repetitions of the central schemes including the subsidy provided for the gig workers to purchase e-vehicles," Raghunathan said.

Meanwhile, the prime opposition party All India Anna Dravida Munnetra Kazhagam (AIADMK) as well as the Bharatiya Janata Party (BJP) walked out of the assembly rejecting the budget in protest over the alleged corruption in Tamil Nadu State Marketing Corporation Limited (TASMAC) of over Rs 1000 crore citing to the recent raid by ED at TASMAC office.

Speaking to the media, AIADMK general secretary Edappadi K Panaliswami, popularly called EPS, alleged that the DMK hasn't announced any new schemes in the last four years.

"But, this time they have announced some new schemes. Where will they go for funds for the new schemes?," EPS questioned and alleged that all the announcements in the budget were done only for namesake.

(Edited by Tony Rai)

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What Is NEP 2020's Three-Language Formula? How Tamil Nadu Has Protested Hindi Imposition For Years | Explained

Curated By : News Desk News18.com

Edited By: Shilpy Bisht

Last Updated: March 13, 2025, 10:48 IST

NEP Row: Anti-Hindi protests in Tamil Nadu date back to pre-Independence days. After three-language policy was introduced in 1968, the state under CM Annadurai...

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The Tamil Nadu government led by MK Stalin views NEP as a covert way to introduce Hindi in non-Hindi speaking states. (Photo: PTI)

NEP 2020: The DMK government led by MK Stalin in Tamil Nadu has vociferously opposed the three-language formula proposed in the National Education Policy 2020, declaring the state will not implement it.

His concern stems from the perceived Hindi language imposition and potential disruption of DMK's education model, which the state government believes is a violation of cooperative federalism.

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What Is The Three-Language Formula?

The three-language formula states that the student learns three languages, at least two of which must be native to India. This applies to both government and private schools, giving the states flexibility to choose languages without any imposition.

The NEP states that the medium of instruction will be home language, mother tongue, local language or regional language until at least Class 5 but preferably till Class 8 and beyond.

What Does NEP 2020 Say About Three-Language Formula?

The NEP proposes an "early implementation of the three-language formula to promote multilingualism" from the school level. The document states that the three-language formula will continue to be implemented "while keeping in mind the Constitutional provisions, aspirations of the people, regions,

and the Union, and the need to promote multilingualism as well as promote national unity."

The NEP states no language will be imposed on any state, in fact, there will be greater flexibility in the three-language formula. The policy states that the three languages learned by students will be the choices of states, regions, and of course, the students themselves, so long as at least two of the three languages are native to India.

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What About Foreign Languages?

The NEP 2020 states, in addition to Indian languages and English, students at the secondary level can also learn Korean, Japanese, French, German and Spanish, among other foreign languages. English which is used as medium of instruction in majority of schools, will now be considered a foreign language. This means, students opting for English will have to opt for two Indian languages.

What Is The History Of Three-Language Formula?

The three-language formula was first proposed by the Education Commission (1964-66), officially known as the Kothari Commission. It was formally adopted in the

National Policy on Education (NPE) 1968 under then prime minister Indira Gandhi.

The policy was reaffirmed in NPE 1986 under PM Rajiv Gandhi and revised in 1992 by Narasimha Rao's Congress government to promote linguistic diversity and national unity.

The formula included three languages — mother tongue or regional language, official language (including English) and a modern Indian or European language.

Why Tamil Nadu Has Opposed NEP 2020

The Tamil Nadu government views NEP as a covert way to introduce Hindi in non-Hindi speaking states. However, Union education minister Dharmendra Pradhan said, "There is absolutely no imposition of any language on any state or community. NEP 2020 upholds linguistic freedom, ensuring students have the autonomy to learn in the language of their choice."

Stalin and other DMK leaders said they are firm that they will not let the Centre impose Hindi in a Tamil-speaking state, adding that they had no opposition to any language.

The chief minister asserted that those interested in learning Hindi were free to enrol in Kendriya Vidyalayas or attend classes conducted by the Hindi Prachara Sabha.

"We would have welcomed the NEP if it was a scheme designed to bring everyone into education. The NEP will totally destroy Tamil Nadu's progress in education. That is why we are opposing it," Stalin said, as quoted by The

Hindu, addressing a public meeting organised by the party in Tiruvallur.

The stand-off has prompted the Centre to withhold funds to the tune of Rs 2,400 crore under the Samagra Shiksha Abhiyan (SSA) for Tamil Nadu after the state refused to join **PM-SHRI** school scheme – aimed at developing 14,500 schools across India based on the objectives envisaged in NEP 2020.

According to policy rules, states must comply with NEP guidelines to receive SSA funding, of which 60% is provided by the Centre to states like Tamil Nadu.

Both Tamil Nadu and Kerala view the denial of funds under SSA as "arm-twisting" by the Centre to make them accept the PM-SHRI scheme.

What Is Tamil Nadu's Resistance With Hindi Imposition?

The southern state has historically rejected the three-language formula. In August 1937, the Congress government led by C Rajagopalachari introduced compulsory Hindi in schools. In April 1938, he issued a government order making Hindi compulsory in 125 schools. The move led to widespread protests organised by the Justice Party and Dravidian leaders like Periyar. The policy was revoked in 1940, but anti-Hindi sentiments persisted.

After Independence, the Constitution of India (in 1950) declared Hindi as the official language, with English as a temporary associate language until 1965. The Central

government intended to make Hindi the sole official language by 1965, replacing English. This sparked massive protests in Tamil Nadu, led by CN Annadurai, founder of the DMK.

The anti-Hindi agitation in 1965 turned violent, with students immolating themselves and holding large-scale demonstrations. As a result, Prime Minister Lal Bahadur Shastri allowed English to continue indefinitely as an associate official language.

When the three-language formula was introduced in 1968, Tamil Nadu opposed it, seeing it as an attempt to impose Hindi. Under Chief Minister CN Annadurai, the state adopted a two-language policy, teaching only Tamil and English.

Tamil Nadu remains the only state that has never implemented the three-language formula, choosing English over Indian languages, including Hindi and other regional languages.

In the 1990s, protests took place again when the Centre's exams and recruitments were seen as favouring only Hindi speakers. In 2014, the NDA government, led by Narendra Modi, pushed for greater use of Hindi in official communications, triggering criticism.

TOP VIDEOS



In 2017, the Tamil Nadu government opposed making NEET (National Eligibility cum Entrance Test) Hindi-based, arguing that it put non-Hindi-speaking students at disadvantage.

Home Minister Amit Shah's calls for making Hindi a "link language" led to backlash in Tamil Nadu, Karnataka, and Kerala in 2019 and again in 2022.

Tags : DMK Chief MK Stalin | Hindi Language Row | NEP 2020 | News18 Explains

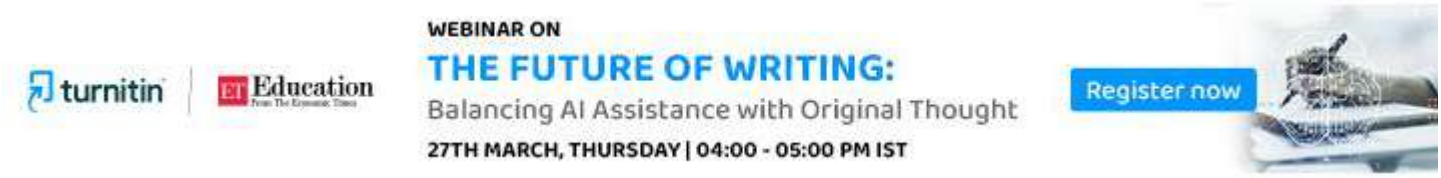
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Explained: What is three-language formula at centre of row between Centre, Tamil Nadu

The three-language formula proposed in the National Education Policy (NEP), 2020, is centre of the political row between the DMK-led Tamil Nadu government and the cen government. Here is an explainer of what the formula is: 1. What is three-language for

Gunjan.Sharma@timesgroup.com , • PTI
Updated On Mar 13, 2025 at 07:53 AM IST

New Delhi: The three-language formula proposed in the National Education Policy (NEP), 2020, is at the centre of the political row between the DMK-led Tamil Nadu government and the central



According to NEP 2020, in addition to Indian languages and English, students at the secondary level can also learn Korean, Japanese, French, German and Spanish, among other foreign languages

government. Here is an explainer of what the formula is: 1. What is three-language formula?

The three-language formula in NEP 2020 recommends that students learn three languages, at least two of which must be native to India. This formula applies to both government and private schools, giving states the flexibility to choose languages without any imposition.

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2. What is the history of three-language formula?

The formula was first proposed by the Education Commission (1964-66), officially known as the Kothari Commission. It was formally adopted in the National Policy on Education (NPE) 1968 under then Prime Minister Indira Gandhi. The policy was reaffirmed in NPE 1986 under PM Rajiv Gandhi and revised in 1992 by Narasimha Rao's Congress government to promote linguistic diversity and national unity.

The formula included three languages - mother tongue or regional language, official language and a modern Indian or European language.

3. What does NEP 2020 say about three-language formula?

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However, the NEP also states that there will be greater flexibility in the three-language formula, and no language will be imposed on any state. The policy states that the three languages learned by children will be the choices of states, regions, and of course, the students themselves, so long as at least two of the three languages are native to India.

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4. What about foreign languages?

According to NEP 2020, in addition to Indian languages and English, students at the secondary level can also learn Korean, Japanese, French, German and Spanish, among other foreign languages.

5. What is Tamil Nadu's opposition?

The state has historically opposed the three-language formula. In 1937, the then Madras government, headed by C Rajagopalachari, introduced compulsory Hindi in schools. This move sparked widespread protests by the Justice Party and Dravidian leaders like Periyar. The policy was revoked in 1940, but anti-Hindi sentiments persisted.

When the three-language formula was introduced in 1968, Tamil Nadu opposed it, seeing it as an attempt to impose Hindi. Under Chief Minister C N Annadurai, the state adopted a two-language policy, teaching only Tamil and English. Tamil Nadu remains the only state that has never implemented the three-language formula, choosing English over Indian languages, including Hindi and other regional languages.

6. What is the fresh trigger?

Tamil Nadu's refusal to implement key aspects of NEP 2020, particularly the three-language formula, has resulted in the Centre withholding Rs 573 crore in central education assistance under the Samagra Shiksha Abhiyan (SSA). According to policy rules, states must comply with NEP guidelines to receive SSA funding, of which 60 per cent is provided by the Centre to states like Tamil Nadu.

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Every language is national language; each serves as a bridge to implement Indian Knowledge System: Dharmendra Pradhan

Union Minister for Education Dharmendra Pradhan inaugurated the conference. In his address, he highlighted India's rich intellectual heritage and the need to preserve and integrate indigenous knowledge into contemporary academic and research frameworks

WEB DESK · Mar 13, 2025, 07:30 pm IST in Bharat, Delhi, Education



Union Minister for Education Dharmendra Pradhan speaking at International Conference on Indigenous Knowledge Systems and Sustainable Development (Photo: Organiser)

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The International Conference on Indigenous Knowledge Systems and Sustainable Development, held on March 9 and 10 at Vigyan Bhawan, New Delhi, concluded successfully with a resounding call to integrate traditional wisdom into modern education and sustainable development practices. Shaikshik Foundation in collaboration with Shivaji College, University of Delhi, and the National Council for Promotion of Sindhi Language (NCPSL) organised the two-day event which brought together over 711 delegates from 27 states, including prominent academicians, policymakers, and researchers.

Union Minister for Education Dharmendra Pradhan inaugurated the conference by lighting the ceremonial lamp, following a Saraswati Vandana. In his address, he highlighted India's rich intellectual heritage and the need to preserve and integrate indigenous knowledge into contemporary academic and research frameworks. Releasing a research compilation featuring papers from scholars across the country, he emphasised the role of Indian Knowledge Systems in addressing global challenges. He also launched Sindhi language textbooks for classes 1 to 12, developed by NCPSL and NIOS, underscoring the government's commitment to linguistic preservation. "Every language is a national language, and each one serves as a bridge to effectively implement the Indian Knowledge System across the country," he remarked.



ABRSM National President Prof. Narayan Lal Gupta, in his presidential address, stressed the importance of including indigenous knowledge systems in mainstream education to create a self-reliant and sustainable society. Prof. Virender Bharadwaj, Principal of Shivaji College, delivered the welcome address, emphasising the relevance of integrating traditional wisdom with higher education. Guest of Honor Prof. Alok Chakrawal, Vice Chancellor of Guru Ghasidas University, Bilaspur, shared insights into the practical applications of indigenous knowledge in modern research.

The valedictory session was graced by Union Minister for Environment, Forest, and Climate Change Bhupender Yadav, who reinforced the link between environmental conservation and traditional wisdom. “If we protect nature, nature will protect us,” he stated, urging collective efforts toward sustainable development.



Visuals from the event

The conference witnessed the participation of several distinguished academicians and intellectuals. Among them were Prof. Ashok K. Nagawat, Vice Chancellor of Delhi Skill University; Prof. R.K. Mittal, Vice Chancellor of Baba Saheb Bhim Rao Ambedkar University, Lucknow; Prof. Rajesh Jangid; and Prof. Shimali, who shared their insights on integrating traditional knowledge into contemporary education. National Organising Secretary Shri Mahendra Kapoor, Joint Organising Secretary Shri G. Lakshman, and National Vice President Shri Mahendra Kumar who played key roles in facilitating discussions, were present on the occasion, and also felicitated the sessions, ensuring an engaging and insightful academic exchange. Prof. Geeta Bhatt, National General Secretary of ABRSM, conducted the proceedings of the conference with great expertise, ensuring insightful exchanges and meaningful deliberations.

The event also brought together eminent thought leaders such as senior advocate and author J. Sai Deepak, Dr. Shamika Ravi (Member, Economic Advisory Council to the Prime Minister), Prof. Sushma Yadav, Padma Shri Chamu Krishna Shastry, Prof. Ganti Murti (Convener, Indian Knowledge Tradition, Government of India), and

dge systems. Vice Chancellors Prof. Tankeshwar Kumar (Central University of Haryana) and Prof. Kailash Sodani (Vardhman Mahaveer Open University) contributed valuable perspectives on integrating traditional wisdom with higher education.

The conference featured three in-depth sessions where experts engaged in thought-provoking discussions on leveraging indigenous knowledge for sustainable development. With participation from over 711 delegates, including Chancellors, Vice Chancellors, academicians, and researchers, the event reinforced the significance of repositioning India as a global leader in education and sustainable growth through its rich intellectual traditions.

Topics: Dharmendra Pradhan | Indian Knowledge System | International Conference on Indigenous Knowledge Systems

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The Sunday Tribune, 16 March 2025, Page No.- 2

Govt schools short of over 15K teachers

DEEPENDER DESWAL
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HISAR, MARCH 15

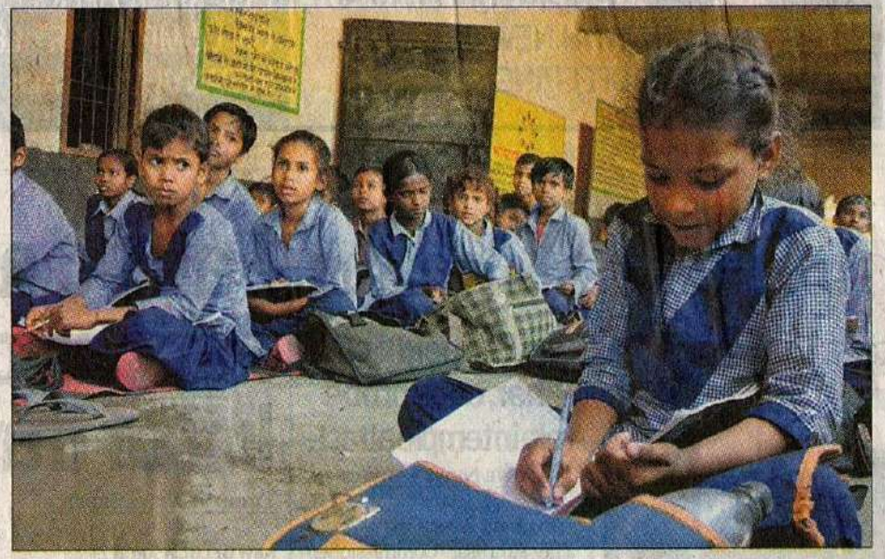
Haryana is grappling with a shortage of 15,659 teachers in government schools, according to data presented in the Haryana Assembly by Education Minister Mahipal Dhanda. The information was sought by former Education Minister and Congress MLA from Jhajjar, Geeta Bhukkal, during the ongoing Assembly session.

As per the data, Haryana has 99,666 teachers employed against the sanctioned strength of 1,15,325. Among them, 80,640 are regular teachers, 11,916 serve as guest teachers, and 7,110 have been hired through the Haryana Kaushal Rojgar Nigam (HKRN).

The vacancies are classified into 12,312 positions in the Rest of Haryana Cadre and 3,347 in the Mewat Cadre. The Post Graduate Teacher (PGT) cadre has the highest shortage, with 8,519 vacancies, followed by Trained Graduate Teachers (TGTs) at 4,583 and Primary Teachers (PRTs) at 2,557.

Among the districts, Yamunanagar has the highest number of vacancies at 1,914, followed by Palwal (1,484), Sirsa (1,154), Ambala (1,183) and Faridabad (1,090).

Yamunanagar, Mewat worst-hit; recruitment drive begins



A class in progress at a government school in Karnal. TRIBUNE FILE

DISTRICT-WISE VACANCIES

Ambala	1,183	Jind	393	Rewari	218
Bhiwani	447	Kaithal	367	Rohtak	283
Charkhi Dadri	87	Karnal	286	Sirsa	1,154
Faridabad	1,090	Kurukshetra	310	Sonepat	323
Fatehabad	537	Mahendergarh	349	Yamunanagar	1,914
Gurugram	779	Palwal	1,484	Nuh-Mewat	3,347
Hisar	624	Panchkula	263	TOTAL	
Jhajjar	316	Panipat	278	15,659	

The Mewat region remains a major concern, with 3,347 vacant posts, including 1,693 for primary teachers, 1,088 for TGTs and 566 for PGTs. Given Mewat's existing educational challenges, the acute shortage underscores the need for urgent recruitment measures.

Responding to the issue, Education Minister Mahipal Dhanda informed the Assembly that the government has initiated recruitment efforts. He disclosed that 1,456 PRT positions in Mewat have been sent to the Haryana Staff Selection Commission (HSSC), 3,427 TGTs are being recruited through Haryana Kaushal Rozgar Nigam (HKRN) and 4,780 PGT posts have been sent to the Haryana Public Service Commission (HPSC), out of which 1,672 have been recommended for appointment. Additionally, 4,550 PGTs are being promoted, with 3,371 cases already processed.

Talking to *The Tribune*, former Education Minister Geeta Bhukkal criticised the state's approach, arguing that many posts are being filled through HKRN, where teachers receive only 50% of a regular teacher's salary.

She also accused the government of shutting down schools instead of addressing the staff shortage. "The government merged 1,203 schools last year due to declining student strength. Instead of improving education, it is closing down schools, which is not a healthy indicator for Haryana's education sector," she said.

With thousands of students affected by the lack of teachers, experts believe timely hiring and better incentives are essential to ensuring quality education in the state.

The Sunday Express, 16 March 2025, Page 1+2

A 'letterbox' in a Bengal school becomes keeper of secrets and heartaches

PAGE 1
ANCHOR

SWEETY KUMARI
KOLKATA, MARCH 15

- *"I am unable to sleep and my mother scolds me for that."*
- *"My parents fight daily and I don't like going back home."*

A WOODEN letterbox hung low on a pillar at a primary school for boys in West Bengal's Jalpaiguri has over the past month become the keeper of secrets of students from pre-primary to Class 4.

Named *Mon Pioner Bag* (a letter carrier's bag), the burnt sienna letterbox was installed at Fanindra Deb Institution (Primary Section) around mid-February as part of a mental health initiative by the school authorities. A government-sponsored school with 900 students, the institution, which is managed by an external entity, receives financial support and is subject to oversight from the government.

Speaking to *The Indian Express* over telephone, headmaster Jaherul Islam, who joined the school in December 2024, said the letterbox was unlocked for the first time on March 12, just before the long Holi weekend.

"It had nearly 100 handwritten notes in Bengali on plain white paper. The children have poured their hearts out in these notes, revealing a range of personal issues. We will address all their concerns confidentially," he says.

Stating that none of the letters contain complaints about the school, the headmaster adds, "We had anticipated complaints about the infrastructure or teachers or even mid-day meals, but the children have primarily shared their personal struggles. The students may be a bit hesitant about sharing school-related concerns for now, but I am hopeful that will change in the future."



The letterbox at Fanindra Deb Institution (primary section) in West Bengal's Jalpaiguri.

Stating that some students had expressed their desire for more sports periods, a teacher said most letters are about poignant personal issues. "While one note complains, *'Aami ghumote pari na... maa onek boke* (I am unable to sleep... my mother scolds me for that)', another one laments, *'Baba sudhu bayeri thake ... kaaj a time daye* (my father works outside... gives all his time to work)'," says the teacher.

One of the letters that caught their attention, the teacher says, was from a boy who detailed the distress he felt due to frequent arguments between his parents. "His note says, *'Amar ma-baba roz jhogra kore...amar bari jete bhalo e lage na* (my parents fight daily... I don't like going back home)'," the teacher adds.

Besides addressing the issues mentioned anonymously, in cases where students have identified themselves, particularly where they have mentioned a parental conflict, the school plans to engage with their parents to provide support. The school has formed a team of six-seven teachers, led by a nodal teacher, to manage the letterbox.

The letterbox was a collaborative effort between headmaster Islam and resident teacher Arindam Bhattacharya, the teachers said.

"The duo commissioned the letterbox while overseeing repairs at the school, including the

CONTINUED ON PAGE 2

A 'letterbox'

restoration of wooden benches, chairs and staff room walls. A carpenter already involved in the repair work was commissioned to make the letterbox. The labour and material cost — which was negligible — was divided among us," a teacher says.

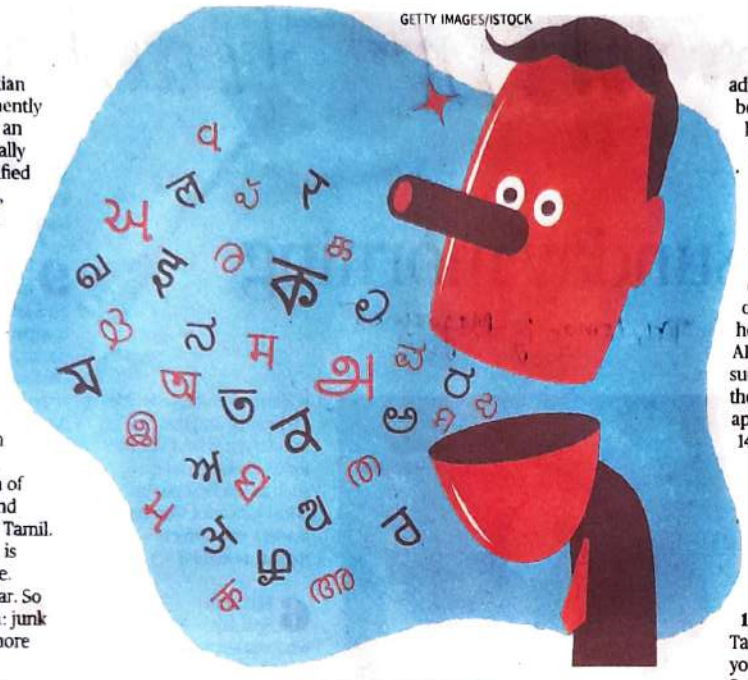
Sharing the tragic personal experience that inspired the initiative, headmaster Islam says a close friend's daughter, a Class 10 student, committed suicide after her mother stopped her from using her mobile phone. "That incident has stayed with me. Many children are introverts and have no one to share their thoughts with. Our intention is to make children feel safe to speak up, to raise their voice and share their grievances. We want them to know that we are open to constructive criticism," he says. "We can't expect private schools to do everything. For now, our initiative is off to a great start."

Welcoming the "remarkable" initiative, psychiatrist Dr Jai Ranjan Ram said more schools should adopt it. "It costs nothing, but still allows teachers to gain some insight into a child's mind and life. Education cannot exist in a vacuum — if a child's mental health is unsatisfactory, he or she will not learn properly. The initiative legitimises expressing one's mental health issues, something usually not done in our society," he says.

Bulbul Das says her 10-year-old son Debraj Das and some of his friends had submitted notes requesting the addition of a specific sport to the school's games list.

Voicing her support for the letterbox, she adds, "Though we spend a lot of time with our children, they don't always share things that make them feel disturbed. Not just me, all the mothers and guardians are happy..."

16 March, The Hindu, Page No- Magazine, 5



GETTY IMAGES/ISTOCK

ALLEGEDLY

Why not a 14-language formula?

The poorer a country and its government schools, the greater should be the number of languages forced upon its children

I am an eminent North Indian intellectual and a permanently aspiring politician. I have an opinion on everything, especially issues on which I am not qualified to speak. I like to give lectures, especially to people who have no interest in my opinions. I can afford to do so because I have connections, I have influence, and I know how to use ChatGPT. I am also very humble. For all these reasons, I want Tamil Nadu politicians to follow my advice on how many languages they should teach in their government schools.

I speak two languages (both of them softly). They are Hindi and English. It is true I don't know Tamil. But I love Tamil. Tamil culture is amazing, just like Hindi culture. Brilliant guy, your Thiruvalluvar. So here is my humble submission: junk your 2-language formula. Be more ambitious. Think bigger.

As I have explained in many wonderful videos on my social media channel (do subscribe, if you haven't already), children have an unlimited capacity to learn several different languages simultaneously. Therefore, restricting them to two languages is a terrible idea. True, a 3-language formula is not much of an improvement over a 2-language formula. According to a new paper published in the *Harvard-Cambridge Journal of Advanced Mathematics*, it turns out that 'three', numerically speaking, is only one more than two.

A new language every year

In other words, a 3-language formula would force children to learn only one language more than a 2-language formula would. This is a travesty in a country renowned for its linguistic diversity and lack of public investment in education. Ideally, the poorer a country, and the worse the condition of its government schools, the greater should be the number of languages forced down the throats of school children. And given the recent changes in our economy, Tamil Nadu's language policy needs to be upgraded – from a 2-language to a 14-language formula.

Why 14? I say 14 because that's the number of years of mandated schooling (if you include LKG and UKG). An average adult can easily learn a brand new language in six months. Since we're dealing with children, let's go easy, and double the time required to 12 months. So, a child can start by learning one language in LKG, a second language in UKG, a third language in Class I, and so on until she would have learned 14 languages by the time she clears Class XII.

Now the big question: what should these 14 languages be? I suggest we adopt a system of 'core' and 'elective' languages. Three languages – Sanskrit (best language ever), Hindi (every thinking Indian must know the sections of the BNS under which he can go to jail for thinking), and Gujarati (the language of our masters) – would be 'core' or mandatory. For the remaining 11 (elective), the student can pick from a menu of 72 languages. As a strong advocate of co-operative federalism, I believe state governments should have exclusive say in picking the 72 languages.

Learn Valyrian, Klingon and more

How to organise 72 language teachers in every school? That's easy: AI. Millions of grown-ups all over the world are turning heptalingual overnight using AI-driven language teaching apps such as Dua Lipa. For children, given their superior language learning aptitude, picking up 14 languages in 14 years would be child's play.

If I was a three-year-old joining in LKG tomorrow in a school in Tamil Nadu, apart from the mandatory Sanskrit, Hindi and Gujarati, my choice of 11 electives under the 14-language formula would be:

1. Tamil: Yes! I told you, I love Tamil. So I am walking the talk as you can see.
2. High Valyrian: The only language dragons understand, so it's a no-brainer.
3. COBOL: One of the oldest living machine languages, a classic.
4. Dothraki: Love the way it sounds, and Daenerys learnt it in a matter of days.
5. Teleprompterese: It's the language of power, after all.
6. Malapaambu (also known as Python): As we transition to a world dominated by AI, it's essential to know at least one AI language.
7. Low Valyrian: So I can watch *Game of Thrones* in the original, without the English dubbing.
8. Java (not the bike): Doesn't hurt to learn an extra AI language, in case you run into a bot that doesn't speak Malapaambu.
9. Klingon: You never know who among the people you meet every day are actually aliens.
10. C++: The most important language an Indian will ever learn.
11. English: Well, you can't write TOEFL, SAT or GRE in Hindi.



G. Sampath, the author of this satire, is Social Affairs Editor, The Hindu.

हिन्दुस्तान, 17 March 2025, Page No- 6

मंत्री की पहल पर खुशबू भी विज्ञान पढ़ सकेगी

बिहार

पटना, हिन्दुस्तान ब्यूरो। केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने पटना जिले के दानापुर की रहने वाली छात्रा खुशबू कुमारी की विज्ञान संकाय में पढ़ाई में आ रही बाधा दूर करने की पहल की है। उन्होंने पटना के जिलाधिकारी को खुशबू का नामांकन वर्तमान सत्र में ही विज्ञान संकाय में कराने का निर्देश दिया है।

केंद्रीय मंत्री ने रविवार को खुद खुशबू से फोन पर बात की और मदद का भरोसा दिया। उच्च माध्यमिक विद्यालय, हेतनपुर (दानापुर) से दसवीं उत्तीर्ण उपेंद्र राय की पुत्री खुशबू कला संकाय में पढ़ रही है। उसकी हार्दिक इच्छा है कि वह विज्ञान संकाय में पढ़ाई कर डॉक्टर बने। इसके लिए छात्रा ने केंद्रीय मानव संसाधन एवं विकास मंत्री धर्मेंद्र प्रधान से मदद की गुहार लगाई थी।

दरअसल, खुशबू के साथ घर में ही भेदभाव हो रहा था। वह अपने पसंद के विषय में पढ़ाई करना चाहती थी। परिवार का कहना है कि आर्थिक स्थिति ठीक नहीं रहने के कारण वे मेडिकल की तैयारी नहीं करा सकते। खुशबू ने अपनी पीड़ा मीडिया में जाहिर की थी।



खुशबू को रविवार को सम्मानित करतीं दानापुर की एसडीएम दिव्या शक्ति।

डीएम ने परिजनों से बात की

इस बीच धर्मेंद्र प्रधान की पहल पर जिलाधिकारी डॉ चंद्रशेखर सिंह ने खुशबू एवं उनके परिजनों से बात की। उन्होंने कहा कि छात्रा का प्रवेश जीव विज्ञान विषय में कराया जाएगा। डीएम ने खुशबू से कहा कि मजबूती से आगे बढ़ना है, कमजोर नहीं पड़ना है। उन्हें सभी सुविधा प्रदान की जाएगी।

The Times of India, 18 March 2025, Page No-7

Schools Nudged To Avoid Single-Use Plastic

DoE Move Aimed At Fighting Environmental Degradation, But Questions Raised Over Feasibility

Meghna.Dhulia
@timesofindia.com

New Delhi: The Directorate of Education (DoE) recently issued a circular urging all govt and govt-aided schools to avoid the use of single-use plastic items in a bid to combat environmental degradation. The initiative, part of a broader movement, was praised for its commitment to sustainability. However, it also raised concerns about its feasibility and cost implications.

The circular outlines the environmental harm caused by single-use plastics (SUP). "There was indiscriminate use of SUP items by all sections of society in recent years," the circular says. "Such single-use plastic items are mostly used to serve food and beverages in public functions, religious ceremonies, parties, office meetings, conferences, and similar events." The DoE's message emphasises that eliminating single-use plastics will be a crucial step towards protecting the environment, encouraging schools to replace them with eco-friendly alternatives.

Many teachers and administrators showed support for the initiative. "We must teach our students the value of environmental conservation. The circular is a positive step in making our schools more eco-conscious," said Anita, a teacher at a Delhi govt school in North Delhi. "Students are our future, and we need to lead by example."

The pros of this initiative are evident. Reducing single-use plastic can significantly cut down on waste, benefiting the environment. It could also help foster a culture of sustainability among students, encouraging them to adopt environmentally friendly habits in their lives. Schools could even incorporate lessons about the dangers of plastic pollution into their curricula, allowing students to engage in more hands-on environmental projects.

Educators say that while the DoE's circular is a commendable move, its success will depend on effective implementation and support from all stakeholders

However, some challenges emerged as well. A teacher said that several items listed in the circular could directly affect schools, especially in terms of their day-to-day operations and events. For instance, plastic plates, glasses, forks, spoons and knives are commonly used in school events, particularly during lunch. Furthermore, plastic carry bags are used for distributing books, materials, or even food items.

"While the initiative is great in theory, it is difficult to implement without proper infrastructure," a school principal said. "Eco-friendly alternatives can be expensive and might not always be as accessible or practical as plastic items, especially when you have to cater to large numbers of students."

The transition also involves logistical hurdles, such as the cost of replacing plastic items and the lack of a standardised supply of sustainable alternatives. In addition, some teachers worry about how this will affect day-to-day operations. "Adding the cost of eco-friendly products could be another burden on the already stretched resources," a principal said.

Educators say that while the DoE's circular is a commendable move, its success will depend on effective implementation, support from all stakeholders, and from addressing the concerns regarding practicality and costs. The journey toward a plastic-free future is crucial, but it will require careful planning and collaboration to overcome the challenges ahead.

The Hindu, 17 March, Page No-6

K. Elango



GETTY IMAGES/ISTOCKPHOTO

An odyssey of the mind

With e-reading becoming the predominant mode of reading, an educator lists the benefits of print reading

In Homer's epic *Odyssey*, Zeus, the king of gods, laments, "Men are fools... They blame the gods for their misfortunes, ignoring our advice. They don't accept that their own foolish actions lead to their downfall." This exactly mirrors the plight of e-readers, whose psychic state resembles that of Odyssey's crew when their ship was tossed at the island of lotus eaters.

E-reading has rapidly emerged as the predominant mode of reading, subduing traditional print reading (p-reading) in less than two decades, facilitated by desktops, laptops, tablets and e-readers. More than these devices, smartphones have positioned themselves as the critical medium in this situation. It is rare to find someone's hands, pockets, or handbags free of them. In India alone, there were about 660 million users in 2024 and the number is projected to reach 1.2 billion by the end of the current year, due to the push towards digital literacy.

Problems

However, paradoxically, excessive screen exposure has led to a decline in both physical and cognitive prowess. Researchers predict that, by 2050, about 40% of children and adolescents worldwide would be short-sighted and every hour they spend with screens exacerbates the ailment. In addition, innumerable problems related to every dimension of life have been identified: neck pain, back pain, sleep deficiency, lack of concentration, alienation, aggression, depression ... the list is endless. These severely impact academic performances from a young age. Yet they are so intoxicated, any attempt at detoxification hardly produces any positive results.

Despite the necessity of smartphones, students mainly use them for entertainment, resulting in dopamine addiction. They scroll through social media at lightning speed, pause their eyes only for videos, pictures, images, and photos, and any effort of reading terminates with the first three or four lines. Given that each on-screen line contains about six words, even a brief write-up appears humongous and remains unread. Juggling an average of five platforms, the avalanche of information they encounter leads to overload, lack of focus, off-memory storage, and an impossibility of retrieval, almost amounting to non-reading.

Also, with social media being carriers of misinformation and disinformation, they often consume the news at face value, eventually leading to skewed perceptions, and creating a widening gap between real and the virtual reality.

E-readers have developed a disregard for books, dismissing them as 'boring' as they contain only a 'sea of words'. In contrast, e-texts are 'alluring' with their dynamic images, photographs, highlights, hyper-texts, appealing layouts, varying fonts and sizes, and real-time updates. These features often make them fixated. However, this phenomenon known as 'doomscrolling' certainly leads to 'brainrot'.

Benefits

P-reading, on the other hand, is a complex cognitive process, demanding a deep level of concentration. Decoding a text, namely, meaning-making, relies on prior knowledge (schema) a reader takes to it – inexperienced readers may be content with comprehending basic meaning, but they can graduate to advanced level through sustained effort. Reading involves multiple layers of interaction: at the end of a cline, readers can uncover hidden meanings, engage in inter-textuality to fathom similarities and differences, generate parallel texts, sift facts from opinions, and appreciate sophisticated linguistic elements such as metaphors, allusions, ambiguities.

For an enriched reader, p-reading is not a shallow experience of absorbing information but a creative and critical cognitive odyssey; one that transports them to other worlds and, at the same time, get under the skin of writers. It encompasses a broad spectrum of multiple sub-skills, which are untapped in e-reading. To celebrate reading as an immersive and intellectually rewarding experience, it must be uncluttered with push notifications, advertisements, and not compelling us for likes, shares, and comments.

A decisive evidence to establish the superiority of p-reading can be found among countries that have promoted tech-centric education but are now on reversal course. In 2009 Sweden 'went all-in on digital education, ditching textbooks for screens' but is now investing 104 million to bring back textbooks having realised the detrimental effects on learners' reading and comprehension skills.

Truly, the shift is a wake-up call for e-readers to either switch to p-reading or strike a balance.

Views expressed are personal

The writer is a retired Professor of English and Chief Executive Chair of the English Language Teachers' Association of India

Internship portal

Henry Harvin Education has launched the Yuva Intern Portal, an AI-powered virtual internship platform offering more than 10,000 job simulations. It aims to offer structured internship programmes across diverse sectors such as healthcare, data analytics, software development, banking, finance, logistics, construction, media, and more.

For more details, visit yuvaintern.com/

The Hindu, 17 March, 2025, Page No-13

In a 2014 judgment, Supreme Court had favoured 'linguistic secularism'

NEWS ANALYSIS

Krishnadas Rajagopal
NEW DELHI

The debate over the language formula in the National Education Policy rages, though the Supreme Court had favoured "linguistic secularism", or the acceptance of the legitimate aspirations of the speakers of different languages in India, in a 2014 judgment.

Tamil Nadu Chief Minister M.K. Stalin has accused the Centre of imposing Hindi through the National Education Policy at the cost of "totally destroying Tamil Nadu's progress in education".

The court in *U.P. Hindi Sahittya Sammelan vs State of U.P.* in September 2014 had observed that the mode of development or evolution of both law and language in the country was "organic". Indian language laws, the court said, were "not rigid but accommodative – the object being to secure linguistic secularism".

The judgment referred to Constitutional expert



The court said Indian language laws were not rigid but accommodative. FILE PHOTO

H.M. Seervai's commentary on the conflict which arose in the Constituent Assembly in 1949 over the question of Hindi as a "national language". A compromise proposed in the Munshi-Ayyangar formula led to the inclusion of Article 343 in the Constitution declaring Hindi in the Devanagari script as the official language of the Union.

'Official language'

"Though Hindi was selected as the official language, it could not be described as the national language, for, it was not the language generally spoken in all parts of India, and though spoken by the largest single group of people, that group did not constitute the majority of people in India. Besides, there were regional languages such as Bengali in Bengal, Tamil in Madras, and Marathi and Gujarati in the erstwhile State of Bombay which were spoken by large populations and it was claimed for those languages that they were more developed than Hindi. Hindi was therefore described as the official language," the judgment quoted from Mr. Seervai's commentary.

Article 351 however imposes a "duty" on the Union government to promote the spread of the Hindi language. However, the Allahabad High Court, in its 1982 judgment in *Sunil K.R. Sahastrabudhey vs Director, IIT Kanpur*, observed that "although Hindi is the national language of India and Article 351 lays down a duty on the Union to promote the spread of Hindi language to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India, there is no right conferred on any citizen to compel an institution to impart education in that particular language".

Besides, Article 29(1) of the Constitution recognised that "every section of the society which has a distinct language script or culture of its own" has the fundamental right to conserve the same.

"This is a right which is conferred on both majority and minority," the top court had underscored.

The Supreme court, while responding to whether a student or a parent or a citizen has a right to choose the medium of instruction at primary school level in *State of Karnataka vs Associated Management of Primary & Secondary Schools*, said the fundamental right to speech and expression under Article 19 included the freedom of a primary class student to choose the language of instruction. The court said the state cannot impose control over such a choice.

In this, the court had taken a leaf from the U.S. Supreme Court's conclusion in *Pierce v. Society of Sisters of Holy Names* in 1924 that "a child is not a mere creature of the State".

17 March 2025, The Financial Express, Page No- 17

NUTRITION AND EDUCATION

Integrating food literacy in schools

• It can reduce undernourishment by 14 pp: NSF

VIKRAM CHAUDHARY

BY INTEGRATING food literacy into school curricula, we can reduce undernourishment by 14 percentage points, according to Archana Sinha, CEO, Nourishing Schools Foundation (NSF), a nonprofit that is making children aware about good nutrition practices.

At the Nutrition Conclave 2025 organised in Delhi, she told *FE* that the urgency for nutrition education in schools has never been greater. "With every second Indian adolescent either undernourished or overweight, we must create a learning environment that equips children with the knowledge and skills to make healthier choices," Sinha said.

What is nutrition education?

The National Education Policy (NEP) 2020 has focused on integrating nutrition education into school curriculum. Prior to this, nutrition education was delivered via subjects like home science and health, and by the Mid-Day Meal Scheme (started in 1995), Anganwadi Centres, the National Nutrition Mission (launched in 2018), as well as public health campaigns.

What is the NSF doing?

The NSF has developed a nutrition toolkit for young changemakers aged 9-14 years — comprising of games, activities, and practical experiences like school gardening – and Sinha said that these changemakers can positively impact millions of schoolchildren.

What is this toolkit?

The toolkit includes a box of games and activities (physical box and an online version), including making your own soap, building a handwashing station, growing your own nutritional garden, etc. Sinha said it is claimed to empower students to make informed decisions and positively influence peers, families, and communities.

How many kids has it impacted?

The NSF has reached over 330 schools in five states, impacting over 95,000 children.



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BELIEVE IN POSSIBILITIES... EXPLAINING TRU

NEWS DETAILS

'J&K schools facing dearth of teachers'

3/17/2025 11:22:20 PM



Early Times Report

Jammu, Mar 17: Owing to the non-recruitment since 2019, the government Monday said that the School Education Department Monday was facing a dearth of teaching staff. The government however further said that it was making all efforts to make proper rationalization to streamline the Pupil Teacher Ratio (PTR).

The Education Minister, Sakina Itoo in a response to the concerned respondent in legislative assembly said, "Yes, it is a fact that there is shortage of teachers in the schools mainly due to non-recruitment of Teachers since 2019 in view of SAC decision where under the posts of General Line Teachers stand freezed for conversion of RETs in to Grade-II and Grade-III Teachers."

"However the department is making all out efforts to ease out the situation by way of proper rationalization, engaging CRCs and affecting Promotions of various Cadres to streamline the teaching staff and maintain Pupil Teacher Ratio in the Government schools," Itoo said.

She further said that all the vacant posts of General Line Teachers have been freezed for utilization for conversion of RReTs to Teacher Grade-II and III vide SAC decision in the year 2018 in order to address the Salary issue of Regularized ReTs.

"As there are no vacancies of Teachers available with the Department of School Education, the financial implications and constraints cannot be calculated. Once the posts of Teachers are de-freezed the requirement of financial resources can be worked out," the minister said.

About the government educational institutes functioning in Jammu and Kashmir, the minister said that there were a total of 18723 government schools here. "Out of these the Primary Schools are 8943, Middle Schools are 7255, High Schools are 1744 and Higher Secondary Schools are 781."

Itoo further informed the concerned respondent that the total number of teachers including Cluster Resource Coordinators (CRCs) is 78,271. "Prior to 2019 the department of School Education used to engage Contractual Lecturers but after 2019 no Lecturers are engaged on contractual basis."

"However the department is engaging Cluster Resource Coordinators (CRCs) since 2023 temporarily on a yearly basis. During the year 2024-2025 (1496) CRCs have been engaged on a monthly Honorarium of Rs 25,000 till 31-03-2025," she said.

Itoo further said that the department has not been engaging Teachers on Contractual basis. "No schools from Primary to High School Level have been up-graded up to the next higher level during the last two years."

"No, presently there is no policy with the Government for up-gradation of Schools to next higher levels as the same involves huge financial resources and Infrastructure required to be concurred by the Department of Finance," the minister said.

She also said that the department of school education was presently focusing on consolidation of human and capital infrastructure of the schools, especially those upgraded already.

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The Indian EXPRESS
JOURNALISM OF COURAGE

'Is Maharashtra at the forefront of education?' asks Additional Secretary Union Ministry of Education Anandrao Patil

Patil said that the Ministry is attempting to set up a separate E-Vidya TV channel in Marathi. The Union Ministry of Education has made 200 DTH educational channels available on television.

By: **Express News Service**
Pune | March 17, 2025 21:06 IST

NewsGuard

2 min read



Additional Secretary of the Union Ministry of Education Anandrao Patil. (Screenshot: X/@EduMinOfIndia)

"Maharashtra is at the forefront of the country's economy, but is it at the forefront of education? A lot of work will have to be done in that regard," said Additional Secretary of the Union Ministry of Education Anandrao Patil.

Addressing students at the PARAKH NCERT workshop for State Board school teachers at YASHADA in Pune, Patil discussed statistics and ways of improving school education.

Patil said that the Ministry is attempting to set up a separate E-Vidya TV channel in Marathi. The Union Ministry of Education has made 200 DTH educational channels available on television. These include an E-Vidya channel for Tamil, a language with classical status. Now that Marathi has been given classical status, Patil said that the Ministry is trying to start a separate channel for Marathi as well.

Vidya Samiksha Kendra

Vidya Samiksha Kendras, state level centres for tracking student enrolment, progress in their learning levels, out-of-school children mainstreamed, textbook delivery, support required by teachers and schools, etc, will be game changers in India, remarked Patil.

He said, "Vidya Samiksha Kendra is going to be a game changer in the country's education system. Thorough analysis of the education statistics are done at these centres. Although Tamil Nadu has opposed the National Education Policy, they have built good Vidya Samiksha Kendras. Madhya Pradesh is doing good work in education. Exams like Olympiads are analyzed meticulously. Therefore, Madhya Pradesh might be seen at the forefront of education in the coming time.

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This article went live on March seventeenth, twenty twenty-five, at six minutes past nine at night.

TAGS: Maharashtra Education

18 March 2025, The Tribune, Page No- 3

Focus on promotion of science, maths

615 'STEM' labs to be set up in schools | Every district to have Model Sanskriti College

BHARTESH SINGH THAKUR
TRIBUNE NEWS SERVICE

CHANDIGARH, MARCH 17

Chief Minister Nayab Singh Saini has announced the establishment of 615 science, technology, engineering, and maths (STEM) labs in Government Senior Secondary Schools, where Artificial Intelligence (AI), 3D printing, and robotics will be taught.

He proposed launching the Math Olympiad for Classes 10 and 12, with the top position receiving Rs 1 lakh, the second Rs 51,000, and the third Rs 25,000. Additionally, "brilliant" students from Classes 6 to 12 will be taken on a tour of the Indian Space Research Organisation (ISRO), Defence Research and Development Organisation (DRDO), and Bhabha Atomic Research Centre, allowing them to gain first-hand experience with advanced technologies.

Expressing concern over the low enrolment of girls in STEM courses, the CM announced the launch of Kalpana Chawla Scholarship Scheme, under which scholarships of up to Rs 1 lakh per annum will be awarded to female students pursuing undergraduate and postgraduate degrees in science and engineering.



Tuition fees for girls studying BSc courses will be waived in colleges affiliated with government universities. The Haryana State Research Fund, with an initial allocation of Rs 20 crore, will be established to promote research among students and teachers in colleges and universities.

Two engineering institutes —one at Nilokheri, Karnal, and the other at Panniwala Mota, Sirsa—will be upgraded to the Haryana Institute of Technology.

e-libraries & infra

The CM announced the establishment of e-libraries in all 197 Model Sanskriti Schools and 250 PM Shri Schools. Additionally, CCTV cameras will be installed in 1,497 schools, including Sanskriti Schools, PM Shri Schools, and every cluster school.

Following the model of coveted Sanskriti Schools, Saini announced the establishment of a Model Sanskriti College in every district. The number of Model Sanskriti Schools will be increased, ensuring their presence within every 10-km radius across the state. "It will benefit students from blocks, such as Dabwali, Narnaul, Nangal Chaudhary, Siwani, Hisar, Bhattu Kalan, Guhla, and Pehowa," he said.

A Sanskriti School in each district will be developed as a Centre of Excellence in Sports, while another will be developed as a Centre of Excellence in Skills.

Industry-academia partnerships

Saini has announced that at least 10% of courses will be converted into 'Earn While You Learn' model, with training provided in collaboration with industries. Each student selected under the scheme will receive a monthly honorarium of Rs 6,000.

To support student startups, entrepreneurship competitions will be organised in every district, with Rs 1 lakh awarded to selected teams. Medal winners from Haryana at the World Skills Olympics will be granted cash prizes of up to Rs 10 lakh. If they wish to start their own business, the government will provide additional financial assistance of Rs 10 lakh. If they are not interested in entrepreneurship, they will be offered employment as skill trainers in schools, ITIs, polytechnics, and colleges.

Under the Mukhyamantri Yuva Kaushal Samman Yojana, 2,000 final-year graduate and postgraduate students will be provided internship opportunities in industries and will receive an honorarium of Rs 10,000 a month.

A total of Rs 17,848.70 crore has been allocated for school education, Rs 3,874.09 crore for higher education, and Rs 574.03 crore for the ITI department for 2025-26. However, education comprises 10.39% of expenditure in 2025-26, compared to 10.94% in the 2024-25 budget estimates.

Former Education Minister Geeta Bhukkal said, "The government is just changing names. Existing schools have been converted to PM Shri and Sanskriti Model. More than 15,000 vacant posts exist in schools and about 40% vacancies in universities. Education has deteriorated under BJP rule."

The Pioneer, 18 March 2025, Page No - 7

Reclaiming education: The missing Gandhian link

India's post-independence education system was built with urgency but lacked the necessary foundation of values. By reconnecting with India's intellectual traditions and fostering inclusivity, the nation can reshape its its education system to build a future rooted in both wisdom and progress

FIRST Column



Educational endeavors in India immediately after independence were initiated hastily in an attempt to achieve too much in too little time, and that too under a severe paucity of human and material resources. This has proven to be too costly for the nation in the long run, as it now suffers from non-functional schools, absentee teachers, and proxy teachers.

My interpretation is that our teacher preparation institutions have either ignored, forgotten, or failed to appreciate the importance of the values that once brought the entire nation together. It was the leadership of Mahatma Gandhi that fostered commitment, dedication, sacrifice, care for others, and a lifelong devotion to the nation. These are commonly referred to as Gandhian values in public discourse. Unfortunately, Gandhian values were neglected in practically every sector as successive generations took over the management of the nation.

The expectations from teachers and the education system have always been very high. They are supposed to set standards, norms, practices, morals, ethics, and values. Unfortunately, the phenomenon of eroding values has not spared the education system and its teachers. Eminent educationist DD Kothari aptly puts it: "The basic task of education-education at all levels-is to promote powers of the mind, the acquisition of special skills, and the advancement of knowledge. Above all, it should generate in the younger generation a sense of purposefulness and mission, dedication, confidence in themselves, and faith in the country's future. To underscore the significance of moral education and the promotion of an abiding sense of ethical values and social responsibility as integral elements of education in any society, secular or otherwise."

This statement deserves to be read multiple times, and more importantly, it should inspire an intensive process of continuous reflection ('Manan') and interactive discussions ('Chintan'). A serious reassessment is required, beginning with schools and extending to institutions of higher learning. To contextualise this issue within the 21st century, let me briefly digress before returning to the focal point.



JS RAJPUT

One outstanding individual who envisioned post-independence education in India with a deep understanding of both its past and present, while simultaneously foreseeing its future, was Dr DS Kothari. A great physicist, researcher, and legendary educator, his profound insight into spirituality and the Indian tradition of generating, transferring, and utilising knowledge with the fundamental objective of serving the people made him exceptionally suited for his role as Chairperson of the National Commission on Education (1964-66). This author had the privilege of attending some of his lectures at NCERT and other institutions. It was impossible not to be impressed by his articulation, pragmatism, and vision.

For India, his prescription for the future was succinctly captured in four letters: "STPG." Yes, India and Indian education need to focus on 'Science, Technology, Production, and Gandhi.' It was more than five decades ago that this approach profoundly influenced my thought process, sparking a keen desire to comprehend it in the modern era-a time dominated by Western education, thought, and culture.

Kothari's prescription demanded a deep familiarity with Indian traditions and culture, a recognition of their historical challenges, and an incisive, unbiased analysis of Western knowledge systems-without either undue prejudice or blind admiration.

On a personal note, listening to Professor Kothari transformed my reading interests and my entire approach to educational reform. Several committee and commission reports have followed the Kothari Commission Report. These were necessary, as the pace of change, technology, and pedagogy demanded constant evolution. Terminology may change with time, but for India, it has always been the 'in-built dynamism and effective corrective procedures' within its eternal way of life that sustain it. This inner strength of the Indian education system has allowed it to withstand onslaughts from various directions.

> OUR TEACHER PREPARATION INSTITUTIONS HAVE EITHER IGNORED, FORGOTTEN, OR FAILED TO APPRECIATE THE IMPORTANCE OF THE VALUES THAT ONCE BROUGHT THE ENTIRE NATION TOGETHER. IT WAS THE LEADERSHIP OF MAHATMA GANDHI THAT FOSTERED COMMITMENT, DEDICATION, SACRIFICE, CARE FOR OTHERS, AND A LIFELONG DEVOTION TO THE NATION

Unfortunately, the "Gandhi" component of the STPG quartet proposed by Dr Kothari never received the attention it truly deserved. The neglect of Gandhian values is visible from schools to universities, with few exceptions. When one broadens their perspective, it becomes evident that this oversight has had far-reaching consequences. In simpler terms, one may ask: Has India ignored the fundamental purpose of education?

Within the education system, if one examines the implications closely, the focus will always return to teachers. Every teacher must constantly ask themselves: Are all Indian students, from their early schooling years-including home schooling-being taught in the same idiom (not language) that all religions are equal? That for me, mine is the best, and for my neighbor, his is the best for him? That our ultimate goal, regardless of our religion, is the same?

It bears repeating that nearly every Indian teacher in a government school teaches a multi-religious classroom. Therefore, they must be well-equipped and personally convinced of the beauty of diversity in all its forms, including religious diversity. A teacher who acknowledges their responsibility as a creator of a united, integrated, and cohesive future for India must be aware of the vast treasure of great Indian scriptures, many of which are not necessarily religious but serve as guides for a 'contented, contributing, and creative' life. A teacher must be free from preconceived prejudices and biases. Those who are committed to this cause can seek guidance from an address Mahatma Gandhi delivered to students and teachers at Banaras Hindu University: "Early in my childhood, I felt the need for a scripture that would serve as an unfailing guide through the trials and temptations of life. Today, the Gita is not only my Bible or my Quran, it is more than that-it is my mother." A large number of institutions are now engaged in in-depth research and serious studies on the Indian Knowledge System (IKS). One hopes that, despite misinterpretations of secularism, these studies will not ignore the importance of ancient Indian scriptures and their contemporary relevance.

Conclusion

India's post-independence education system, while ambitious, struggled with limited resources and a rushed implementation, leading to long-term consequences such as dysfunctional schools and a decline in values-based education.

The erosion of Gandhian values—commitment, sacrifice, and national devotion—has been particularly detrimental. Teachers, as moral and intellectual leaders, must be equipped to foster ethical awareness and social responsibility. Dr DS Kothari's vision of "STPG"—Science, Technology, Production, and Gandhi—offered a blueprint for India's educational growth. While science and technology have advanced, the Gandhian component has been largely neglected. This omission has impacted not only the education system but also India's moral and social fabric.

A reassessment is necessary, emphasising value-based education and religious harmony, ensuring that teachers instill the beauty of diversity and shared human purpose. Institutions now researching the Indian Knowledge System (IKS) offer hope for reintegrating ethical wisdom into modern education. Only by balancing modern advancements with time-tested values can India cultivate an education system that nurtures both knowledge and character, securing a prosperous and harmonious future.

(The writer is a retired Principal Chief Conservator of Forests, Head of forest force, Karnataka. Views expressed are personal)

Punjab Speaker flags errors in NCERT book, pens letter to Education minister

Punjab Assembly Speaker Kultar Singh Sandhwan urged Union Minister Dharmendra Pradhan to review

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Press Trust of India
New Delhi, UPDATED: Mar 18, 2025 06:31 IST
Posted By: Akshat Trivedi

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In Short

- Punjab Speaker found mistakes in 'Punjabi Primer' for young and adult learners
- Errors could misguide learners and weaken literacy programmes, Speaker said
- He demanded strict quality checking for books by NCERT

Punjab Assembly Speaker Kultar Singh Sandhwan has written to Union Education Minister Dharmendra Pradhan, highlighting numerous errors in a Punjabi textbook published by the National Council of Educational Research and Training (NCERT).

In his letter, Sandhwan pointed out significant spelling mistakes and factual inaccuracies in the book 'Punjabi Primer', which is designed for Balvatika/Anganwadi-level children and adult literacy programmes.

Such fundamental mistakes not only misguide young learners but also undermine the effectiveness of literacy initiatives for adults, he said in a statement.

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He stressed the need for educational materials, particularly foundational learning books, to maintain the highest standards of accuracy and authenticity.

Sandhwan urged the minister to initiate an immediate review and revision of the textbook by qualified Punjabi linguistic experts and scholars to ensure correct and

He also emphasised the need for a strict editorial and quality-checking process for all future publications by the National Council of Educational Research and Training (NCERT) to prevent such errors.

Ensuring error-free learning materials is crucial for the success of foundational education and literacy programmes, he said. ■

Published By: Akshat Trivedi

Published On: Mar 18, 2025

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Ministry of Education

Prime Minister's Young Authors Mentorship Scheme (YUVA) Scheme

Empowering Young Writers for a Global Stage

Posted On: 18 MAR 2025 3:03PM by PIB Delhi

Introduction

The **Ministry of Education (MoE)** and the **National Book Trust (NBT) of India** launched the **third edition** of the **Prime Minister's Young Authors Mentorship Scheme,** known as **YUVA 3.0,** on **March 11, 2025**. The initiative aims to nurture **young writers under 30** years of age, providing them with **mentorship** and **exposure** to hone their creative writing skills. YUVA 3.0 builds upon the success of its predecessors, YUVA 1.0 and YUVA 2.0, continuing the government's commitment to **fostering literary talent** and **promoting reading, writing, and book culture** in India. The scheme aligns with the vision of **Ek Bharat, Shreshtha Bharat**, encouraging the **documentation** and **dissemination** of India's rich cultural heritage and knowledge.

YUVA 3.0: Features and Objectives

Theme and Focus

The Themes of PM-YUVA 3.0 are: **Contribution of Indian Diaspora in Nation Building**; **Indian Knowledge System**; and **Makers of Modern India (1950-2025).** The scheme will help to develop a stream of writers who can write on various facets of India encompassing the past, present and future. Besides, the scheme will also provide a window to the aspiring youth to articulate themselves and present a comprehensive outlook of contribution of Indians across fields in ancient and present times.



TIMELINE	
DURATION OF ALL INDIA CONTEST	11 March – 10 April 2025
EVALUATION OF PROPOSALS	12 April -12 May 2025
MEETING OF NATIONAL JURY	20 May 2025
ANNOUNCEMENT OF RESULTS	31 May 2025
MENTORSHIP DURATION	1 June – 1 November 2025
NATIONAL CAMP	New Delhi World Book Fair 2026 (10 to 18 January 2026)
PUBLICATION OF FIRST SET OF BOOKS	By 31 March 2026

Selection Process

- The scheme invites applications from aspiring writers through **MyGov India's online portal**.
- A competitive process shortlists **50 young authors** based on a well-defined evaluation criterion.
- The **National Book Trust (NBT)** will constitute the selection committee.
- Applicants are required to submit a **book proposal** of **10,000** words, which is then reviewed by a panel.
- The shortlisted candidates undergo a **multi-stage selection process** before the final selection.

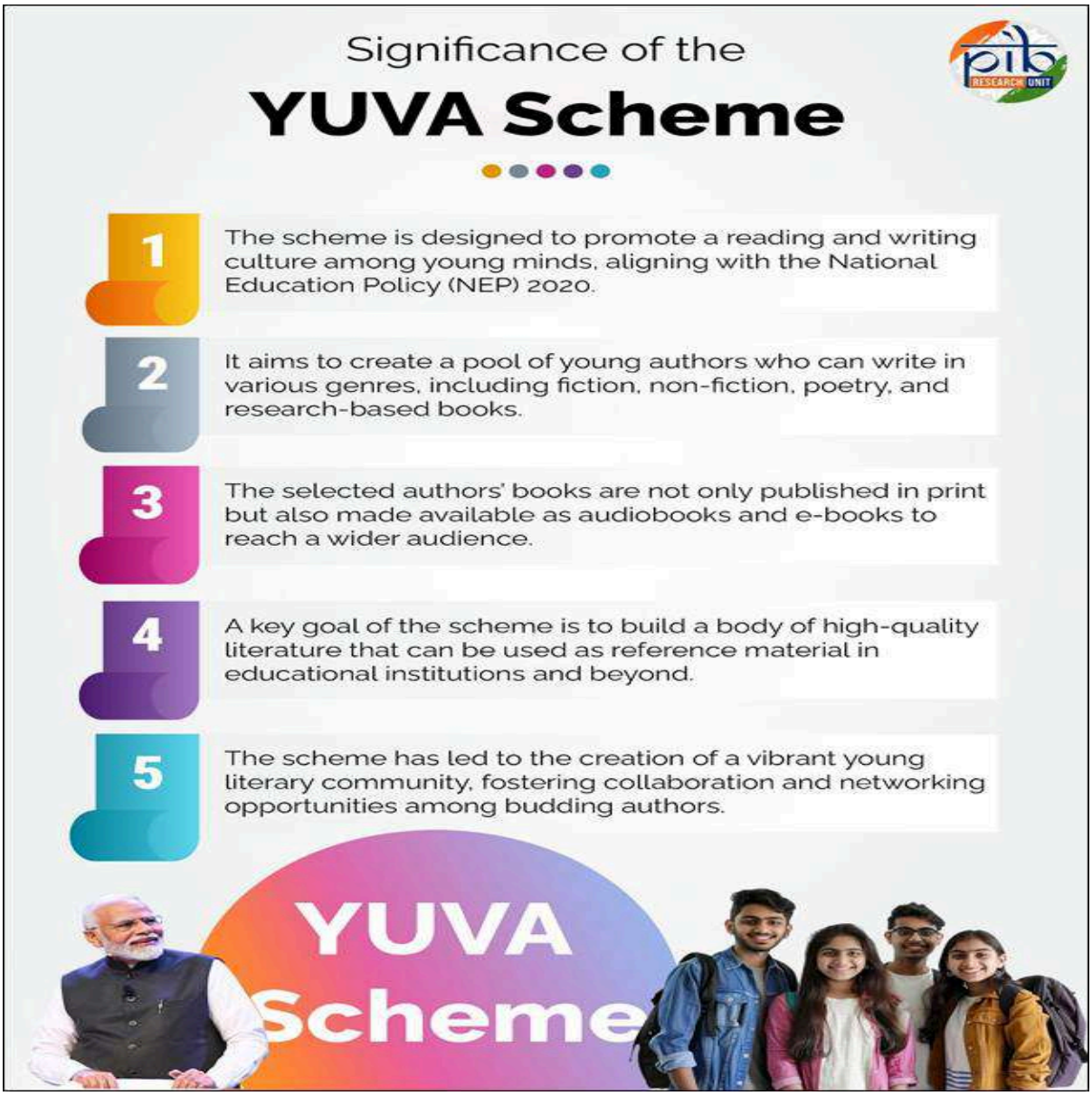
Mentorship and Support

- Selected authors receive a **mentorship** program spanning **six months**.
- The authors undergo **workshops**, **interactions** with mentors, and **exposure** to India's literary ecosystem.
- They receive **financial assistance of ₹50,000 per month** for six months.
- Their works are **published** and **promoted** by the NBT in multiple languages.
- Under the mentorship, a **National Camp** will be held for the PM-YUVA 3.0 Authors during the **New Delhi World Book Fair 2026.**
- Selected authors get the opportunity to present their work at **literary festivals** and **international forums.**

Background of the YUVA Scheme

National Education Policy 2020 has emphasized on the **empowerment of the young minds** and creating a **learning eco-system** that can make the young readers/learners ready for **leadership roles** in the future world. India is considered to be a **'young country'** because **66%** of its total population are young and can be tapped for capacity and nation building. In this context, a national scheme for mentoring generations of young authors has proven to be a significant stepping stone for laying the **foundation of the future leaders** of the creative world. This scheme has been conceptualised on the premise that the 21st century India needs to groom a generation of **young authors** to create **ambassadors** of **Indian literature** and world view. In view of the fact that our country is ranked

third in the arena of **book publishing** and we have a treasure trove of indigenous literature, India must project it at the global stage. The **first** mentorship scheme was launched on **31st May 2021,** then subsequently in **October 2022 and** now in **March 2025.**



YUVA 2.0: Expansion and Achievements

Launched in **October 2022**, **YUVA 2.0** built upon the foundation of YUVA 1.0 with a renewed focus on **'Democracy'** as the core theme. The scheme aimed to foster young writers' engagement with **India's democratic values, traditions, and governance structures**.

Theme and Vision

The Theme of PM-YUVA 2.0 was **Democracy (Institutions, Events, People, and Constitutional Values)**. The scheme helped in developing a stream of writers who can write on various facets of Democracy in India encompassing the past, present and future. Besides, the scheme also provided a window to the aspiring youth to articulate themselves and present a comprehensive outlook of Indian democratic values at domestic as well as international platforms.

Selection and Implementation

- The competition received an **overwhelming response**, with a diverse pool of participants from across the country.
- **75 authors** were selected through a competitive process. They were also required to submit a book proposal of 10,000 words.
- The **mentorship program** included interaction with constitutional experts, historians, and renowned authors.
- **Special training sessions** were held to enhance research skills, language proficiency, and storytelling techniques.

Outcomes and Impact

- The **Union Minister for Education** launched **41 new books** under the PM YUVA 2.0 scheme at the New Delhi World Book Fair 2025 in February.
- **Several books** were **published** in multiple Indian languages, making them accessible to a broad readership.
- Young authors gained **national and international recognition**, participating in events like the **World Book Fair** and literary forums.
- Many participants had their books included in **academic** and **government libraries** for research and reference.
- Some authors had the opportunity to meet and interact with **policymakers** and **scholars**, further enriching their perspectives.

YUVA 1.0: Inception and Legacy

The **inaugural edition**, **YUVA 1.0**, was launched in **May 2021** as part of the **Azadi Ka Amrit Mahotsav** celebrations to commemorate 75 years of India's independence. The scheme aimed to empower young authors and provide them a platform to express their perspectives on **India's history and contemporary narratives.**

Theme and Inspiration

The theme was **National Movement of India** with focus on **Unsung Heroes**; Little known facts about the Freedom Struggle; Role of various places in National Movement; Entries bringing out new perspectives related to **political, cultural, economic, or science related aspects of national movement** etc. as part of **Azadi ka Amrit Mahotsav**. This scheme helped to develop a stream of writers who can write on a spectrum of subjects to promote Indian heritage, culture and knowledge system.

Selection and Implementation

- The contestants were asked to submit a **manuscript** of **5000 words**.
- **75 young authors** were selected, representing diverse linguistic and regional backgrounds.
- The selection was made by a committee constituted by **National Book Trust (NBT).**
- **Mentorship** included training in writing, editing, and publishing processes.

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NEWS / EDUCATION

NEWS

NCERT To Introduce New Textbooks In 2025-26 Academic Session For Primary And Secondary Classes

The National Council of Educational Research and Training (NCERT) has announced changes to textbooks for primary and secondary classes for the 2025-26 academic year. Textbooks for

Classes I to IV are expected to be released by the end of March, while books for Classes VII and VIII will likely be available by May 15.

By Kamakshi Bishnoi | Published: Tue, 18 Mar 2025 11:21 AM (IST) | Source:JND

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The National Council of Educational Research and Training (NCERT) has announced revisions in the textbooks for primary and secondary classes. (Representational Image)

The National Council of Educational Rese

arch and Trai ning (NC ERT) has ann oun ced revis ions in the text boo ks for prim ary and sec ond ary clas ses, set to be impl eme nted from the 202 5-26 aca dem ic



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According to NCERT Director Prof Dinesh Prasad Saklani, textbooks for Classes I to IV are expected to be released by the end of March, while books for

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THE TIMES OF INDIA

NCERT Punjabi textbook published with errors, union education minister urged for accountability

PTI | Mar 18, 2025, 09.18 AM IST



CHANDIGARH: Punjab Vidhan Sabha Speaker Kultar Singh Sandhwan has addressed a letter to Union Education Minister Dharmendra Pradhan, bringing attention to several errors in a Punjabi textbook published by the NCERT. In his correspondence, Sandhwan highlighted critical spelling mistakes and factual inaccuracies found in the book 'Punjabi Primer', which is intended for Balvatika/Anganwadi-level children and adult literacy programs.Such fundamental mistakes not only misguide young learners but also undermine the effectiveness of literacy initiatives for adults, he said in a statement.

He stressed the need for educational materials, particularly foundational learning books, to maintain the highest standards of accuracy and authenticity.

Sandhwan urged the minister to initiate an immediate review and revision of the textbook by qualified Punjabi linguistic experts and scholars to ensure correct and reliable content.

He also emphasised the need for a strict editorial and quality-checking process for all future publications by the

National Council of Educational Research and Training (NCERT) to prevent such errors.

Ensuring error-free learning materials is crucial for the success of foundational education and literacy programmes, he said.

Hindustan Times

Correct errors in NCERT's 'Punjabi Primer' textbook: Sandhwan to Union minister

By **HT Correspondent**, Chandigarh

Mar 18, 2025 08:20 AM IST

Sandhwan said that it is imperative that the highest standards of accuracy and authenticity are maintained in educational materials, especially those prepared for basic education.

Story continues below advertisement

Punjab Vidhan Sabha speaker Kultar Singh Sandhwan on Monday wrote to Union education minister Dharmendra Pradhan drawing his attention to several errors in the Punjabi textbook "Punjabi Primer" (Punjabi Qaida) published under the National Council of Educational Research and Training (NCERT), New Delhi.

Hindustan Times



Punjab Vidhan Sabha speaker Kultar Singh Sandhwan on Monday wrote to Union education minister Dharmendra Pradhan drawing his attention to several errors in the Punjabi textbook "Punjabi Primer" (Punjabi Qaida) published under the National Council of Educational Research and Training (NCERT), New Delhi. (HT File)

Story continues below advertisement

The book is designed for children and adult literacy programmes at balvatika and anganwadi level, with several errors in spelling and publication of facts, especially the Punjabi alphabet.

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He said that one of the biggest mistakes in the book is that the Punjabi alphabet has been wrongly started from "A" instead of the correct order "O". Such mistakes not only mislead young learners but also undermine the effectiveness of literacy initiatives for adults. Sandhwan said that it is imperative that the highest standards of accuracy and authenticity are maintained in educational materials, especially those prepared for basic education.

He also appealed to the education minister to get the textbook reviewed and revised immediately by qualified experts and scholars of Punjabi language to ensure that students get accurate and reliable material. In addition, he said that to prevent such mistakes, it is important to establish a strict editorial and quality-checking process for all future publications.

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The Indian EXPRESS
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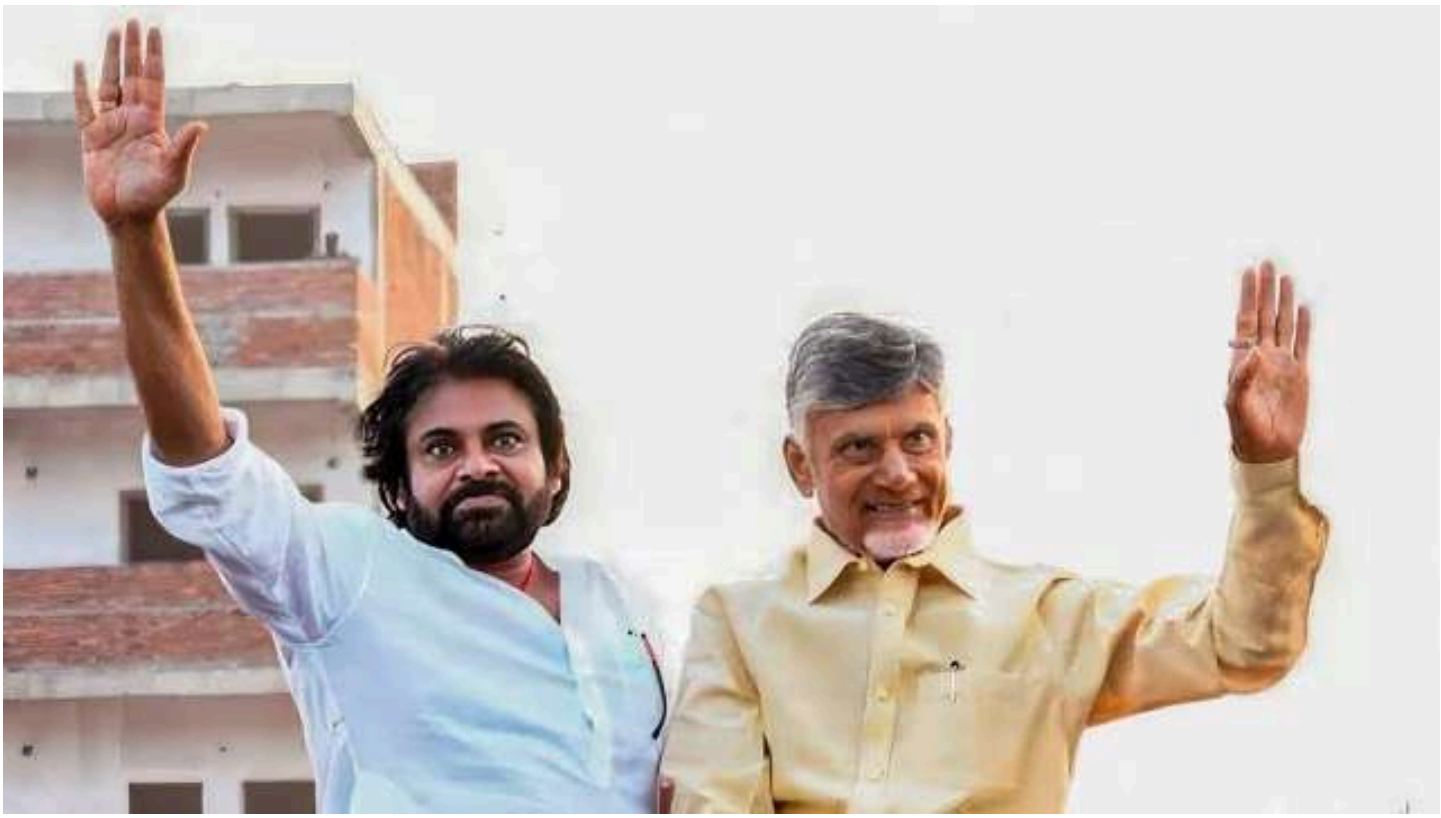
‘Language not to be hated… if you learn Hindi, you can interact better in places like Delhi’: Chandrababu Naidu

Chandrababu Naidu urged people to learn as many languages as possible and appealed them to stay away from "unnecessary politics over languages".

Written by Sreenivas Janyala
Hyderabad | Updated: March 18, 2025 05:31 IST

NewsGuard

3 min read



Andhra Pradesh CM Chandrababu Naidu with Deputy Chief Minister Pawan Kalyan. (@ncbn/X)

Amid vehement opposition to the National Education Policy’s three-language formula from the neighbouring Tamil Nadu, Andhra Pradesh Chief Minister N Chandrababu Naidu said

Monday that languages are for communication and while the mother tongue is important, "there is no harm in learning other languages".

Naidu, while making a presentation of 'Swarna Andhra 2047 Vision' in the Legislative Assembly Monday, spoke about the importance of learning the mother tongue. At the same time, he said, learning a new language could provide a competitive edge to youth looking for job opportunities.

The CM's remarks come at a time when the Dravida Munnetra Kazhagam in Tamil Nadu has been opposing the "imposition of Hindi" in the southern states.

"Whether you are looking to work in the state, in the country, or outside, skills are important and they can be imparted in the mother tongue only. Learning the mother tongue is of utmost importance. Some say that knowledge can be gained through English. No, it can be gained mainly through the mother tongue. In our state, it is Telugu. Hindi is *jatiya basha* (national language) and learning it will help in communicating in places such as Delhi. English is an international language… Let me reiterate once again that language is not to be hated. It is only for communication. So, instead of playing unnecessary politics, we should strive to learn as many languages as possible," he said.

His remarks were met with approvals and smiles from Janasena Party members, including Deputy CM K Pawan Kalyan.

Although Naidu did not make any reference to the National Education Policy 2020, his speech lent weight to the three-language policy.

"If you learn a language like Hindi, you will be able to interact better in a place like Delhi. At the same time, mother tongue should not be forgotten. Across the world, if you go to any country, the ethnic group with the highest income are Indians and 33 percent of them are Telugus. So, if you go any Indian neighbourhood and call out in Telugu, it is likely many Telugus will come out and you start a discussion there. And I am proud to point that out those who speak (this) mother tongue are occupying important positions across the world," Naidu said.

Last week, Andhra Pradesh Deputy CM K Pawan Kalyan waded into the language row, calling out DMK leaders for not objecting when Tamil movies were dubbed into Hindi for "financial gain".

On Saturday, Kalyan issued a statement in response to the DMK criticism. Posted on X, the statement quoted Kalyan as saying that the NEP 2020 did not make Hindi compulsory but that “false narratives about its imposition” were being peddled to mislead the people.

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This article went live on March seventeenth, twenty twenty-five, at five minutes past six in the evening.

TAGS: Andhra Pradesh | Chandrababu Naidu | DMK | DMK Members | Pawan Kalyan | Tamil

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Tamil Nadu's secondary school dropout rate at 7%: Union Ministry of Education

The dropout rate among boys is higher than that of girls, with 10.8% of boys and 4.4% of girls leaving school at the secondary level in 2023-24.

Curated by Mansi Jha



Photo: Canva image

Mar 19, 2025

Share (whatsapp://send?text=https://bestcolleges.indiatoday.in/news-detail/tamil-nadus-secondary-school-dropout-rate-at-7-union-ministry-of-education) (https://www.facebook.com/sharer/sharer.php?u=https://bestcolleges.indiatoday.in/news-detail/tamil-nadus-secondary-school-dropout-rate-at-7-union-ministry-of-education) (http://twitter.com/share?url=https://bestcolleges.indiatoday.in/news-detail/tamil-nadus-secondary-school-dropout-rate-at-7-union-ministry-of-education)

According to data from the Union Ministry of Education, Tamil Nadu has achieved a 0% dropout rate at the primary and middle school levels. However, at the secondary level, the dropout rate stands at 7% in 2023-24, a decrease from 10.3% in 2022-23. This rate is lower than the national average of 10.9% and the global average of 13%.

The dropout rate among boys is higher than that of girls, with 10.8% of boys and 4.4% of girls leaving school at the secondary level in 2023-24.

To address this issue, the School Education Department has been tracking long-absent students through the Educational Management Information System (EMIS) and conducting counselling sessions. Additionally, out-of-school surveys have been utilised to monitor these students.

P.B. Prince Gajendra Babu, General Secretary of the State Platform for Common School System, Tamil Nadu (SPCSS-TN), emphasised the need for motivation and incentives to retain students at the secondary level. He suggested that extending breakfast and lunch schemes to higher classes could help, and introducing evening snacks with localised foods might encourage students to continue their education.

Factors contributing to dropouts include students opting for Industrial Training Institutes, instances of child marriage, and migration. Collaboration between the government and local bodies is essential to track and counsel these students, providing the necessary motivation for them to pursue their education.

THE NEW INDIAN EXPRESS





Sishu Vatikas will operate with existing infrastructure and staff, with one trained teacher from each primary school leading the classes. Express Illustrations

Odisha

Sishu Vatikas to be functional in government schools next month in Odisha

As per the National Education Policy (NEP)-2020 mandate, the Sishu Vatikas will provide preschool education to children in the age group of five to six years.

Express News Service

Updated: 20th Mar, 2025 at 8:01 AM

BHUBANESWAR: SISHU Vatikas will start functioning in every government school from the current academic session of 2025-26, which begins on April 2.

As per the National Education Policy (NEP)-2020 mandate, the Sishu Vatikas will provide preschool education to children in the age group of five to six years. The School and Mass Education department on Wednesday informed that the Sishu Vatikas will function with the existing infrastructure and manpower, and one teacher from each primary school has been trained to take the Sishu Vatika class in every school.

For the purpose, handbook for teachers and workbooks for pre-primary students have been developed by the Directorate Of Teacher Education and State Council Of Educational Research & Training (TE&SCERT). This apart, the state government has also planned to introduce new books for students of Class 1 to VIII from the next academic session of 2026-27.

The department will organise ‘Pravesh Utsav’ and ‘Khadi Chuan’ for Class I and Sishu Vatikas on April 2 across all its schools to welcome the new students, officials of the department said. Currently, invitation letters signed by Chief Minister Mohan Charan Majhi are being distributed by the district administrations to parents of all children who are eligible to take admission to Sishu Vatikas.

Under the NEP, the department also plans to bring out new books for students of primary to elementary grades in government schools, which will be prepared by NCERT as per the National Curriculum Framework.

Both Sishu Vatikas and the new books are two of the measures suggested by a high-level task force that was formed by the state government to implement NEP-2020 both for school and higher education in Odisha. Subsequently, the state government constituted a state steering committee to develop the new state curriculum framework. Formation of a state-level committee for review of syllabus and textbooks is under active consideration of the government, officials added.

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Punjab Speaker flags errors in NCERT book, pens letter to Education minister

Punjab Assembly Speaker Kultar Singh Sandhwan urged Union Minister Dharmendra Pradhan to review

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Punjab Speaker Kultar Singh Sandhwan highlight errors in NCERT Punjabi book (Image Credit: ANI)

Press Trust of India
New Delhi, UPDATED: Mar 18, 2025 06:31 IST
Posted By: Akshat Trivedi

In Short

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Sandhwan urged the minister to initiate an immediate review and revision of the textbook by qualified Punjabi linguistic experts and scholars to ensure correct and reliable content.

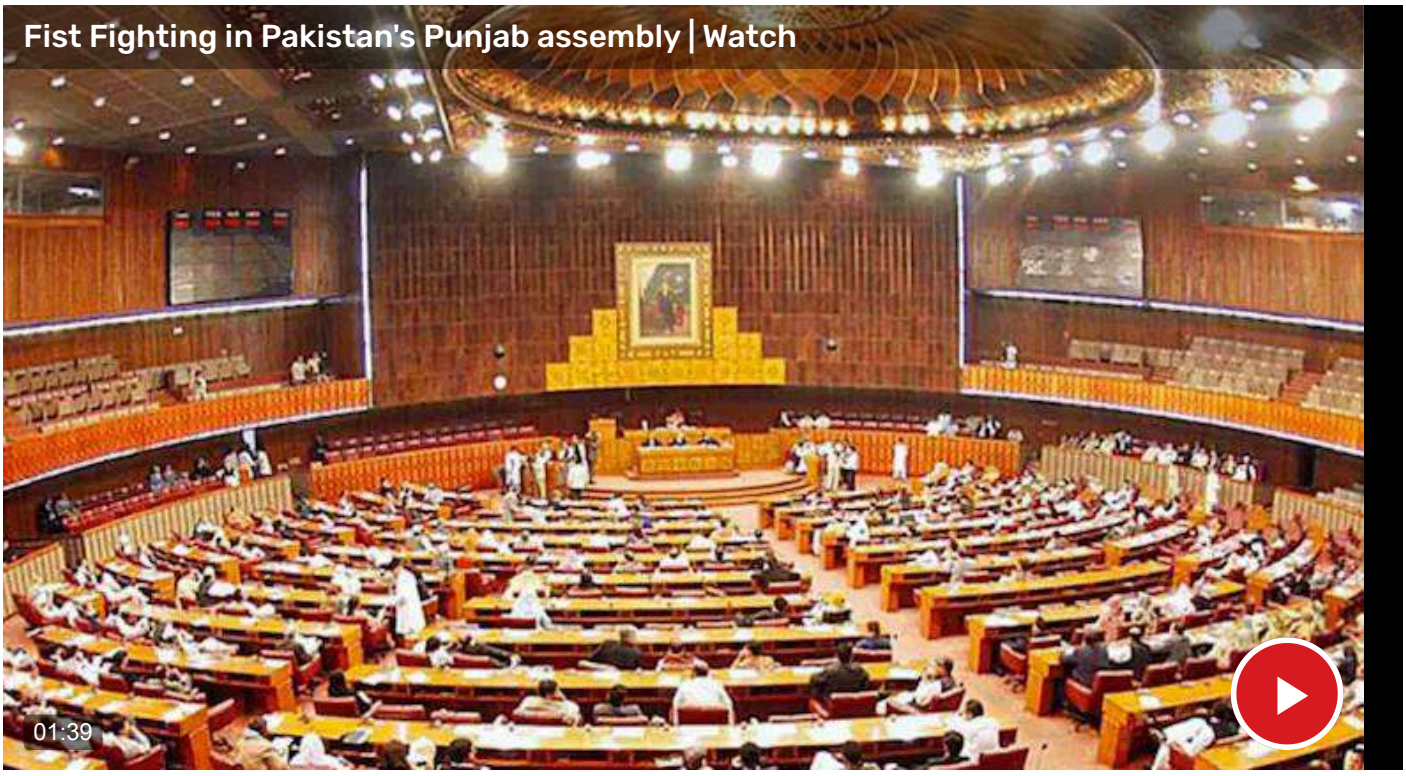
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Published By: Akshat Trivedi

Published On: Mar 18, 2025

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PARAKH-NCERT Holds Sessions With State Boards To Implement New NEP-Aligned Report Cards

Reported By : Vatsala Shrangi News18.com

Edited By: Apoorva Misra

Last Updated: March 19, 2025, 09:54 IST

Holistic Progress Cards are the new report cards developed for different school stages by PARAKH-NCERT to track students' progress in a comprehensive manner...

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The HPC considers feedback from peers, parents, as well as self-assessment of students to track their progress in different domains throughout the year. (PTI)

PARAKH, a standard-setting body under the National Council of Educational Research and Training (NCERT), has been conducting workshops with school education boards across the country to start implementing the Holistic Progress Cards (HPCs) — a new format of assessment — at the secondary stage.

While most state boards have implemented HPCs at the foundational and preparatory levels, they are yet to implement it at the secondary stage (classes 9 to 12). The initiative

is being taken under the education ministry's department of school education and literacy.

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HPCs are the new report cards developed for different school stages by PARAKH-NCERT to track students' progress in a comprehensive manner instead of the traditional report cards that just focus on the marks obtained in each subject. This was done in line with the National Education Policy (NEP) 2020, which envisages holistic assessment of students.

PARAKH functions as the standard-setting body for student assessment and evaluation for all school boards across the country.

While the HPCs for foundational stages (up to grade 2), preparatory stage (grades 3 to 5) and middle school (grades 6 to 8) were told to be implemented last year, the HPCs for secondary stage (grades 9 to 12) were released in June last year.

The HPC considers feedback from peers, parents, as well as self-assessment of students

to track their progress in different domains throughout the year. For senior classes, the progress card also includes parameters such as their plans for future, career choices, vocational skills that they have acquired or plan to pursue.

‘Boards to prepare their own roadmap’

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PARAKH is working with 34 school boards for implementing HPCs. The workshops that started this January have so far covered school boards under states and Union Territories (UTs) including — Andaman & Nicobar, Gujarat, Maharashtra,Telangana, Andhra Pradesh, Haryana, Chandigarh, Karnataka, Chhattisgarh, Punjab, Jammu and Kashmir (J&K), Nagaland, Himachal Pradesh, Jharkhand, Mizoram, Delhi and Manipur.

Prof Indrani Bhaduri, CEO and head of PARAKH, said while most state boards have already implemented foundational and preparatory level HPCs, they are yet to implement it for middle and secondary stages. “Each board is preparing their own roadmap to implement this format of assessment. The workshop emphasises on creating uniform assessment frameworks to bridge disparities across educational boards," she said.

The workshops are being attended by teachers and principals from education zones and

districts falling under each of the boards, who will be the master trainers for mentoring their respective departments on designing the assessment practices.

According to a feedback letter to PARAKH from the Gujarat Secondary and Higher Secondary Education Board on the workshop, it will form a core committee of the teachers who participated in the workshop. “The committee will prepare a roadmap for implementation of HPC and standardised assessment practices. This committee will present its roadmap to the Board, and based on their recommendations, the timelines for its execution in schools will be decided," the letter read.

However, participants from various boards said the workshops were insightful yet there are challenges still in designing authentic activities that effectively assess targeted competencies.

“The workshop helped clear the doubts on the HPCs format, especially for science and mathematics. But it will take more sessions to design the activities, against which students will be evaluated," a teacher from a Delhi school, who participated in the workshop held last month, said.

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Another participant from Haryana said developing clear rubrics (a scoring tool that helps assess components of a specific assignment) will need more time and focus to achieve the desired results.

JH Zoremthanga, chairperson, Mizoram Board of School Education, said the board is working on developing a strategy to implement the HPCs for each of the stages. “The sessions with PARAKH were beneficial in terms of understanding the format for teachers, who will be at the forefront of assessment. We are working out a roadmap to implement the same effectively," he said.

Tags : Ministry Of Education | National Education Policy | NCERT | NEP 2020 | Parakh

Location : New Delhi, India, India

First Published: March 19, 2025, 09:54 IST

News / Education-Career / PARAKH-NCERT Holds Sessions With State Boar...

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Nation

No special messages related to Preamble, Gandhi removed from NCERT: Centre

The purpose of such messages is to familiarise young students with various important ideas and information through their textbooks



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Kavita Bajeli-Datt

Updated on: 19 Mar 2025, 6:37 pm · 1 min read

NEW DELHI: The Centre on March 19 said that the NCERT has not removed any special messages related to the Preamble of the Indian Constitution and the Talisman of Mahatma Gandhi from its textbooks.

In a written reply, Minister of State for Education Jayant Chaudhary said the Prea
perso



important government initiatives, Traffic rules etc. are given in the beginning or end of NCERT textbooks as 'special messages' to the students and teachers.

"The purpose of such messages is to familiarise young students with various important ideas and information through their textbooks and supplementary readings," he said answering a question from Samajwadi Party leader Ramji Lal Suman.

He added that the NCERT has not removed any such messages but only arranged them from 'time to time' in such a way that students get to know about them progressively and imbibe a variety of significant messages through their different textbooks.

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Nation

No language will be imposed on any State: Centre tells RS

Dr Sukanta Majumdar said that the NEP 2020 allows the students to choose the language they wish to study provided at least two of the three languages are native to India.

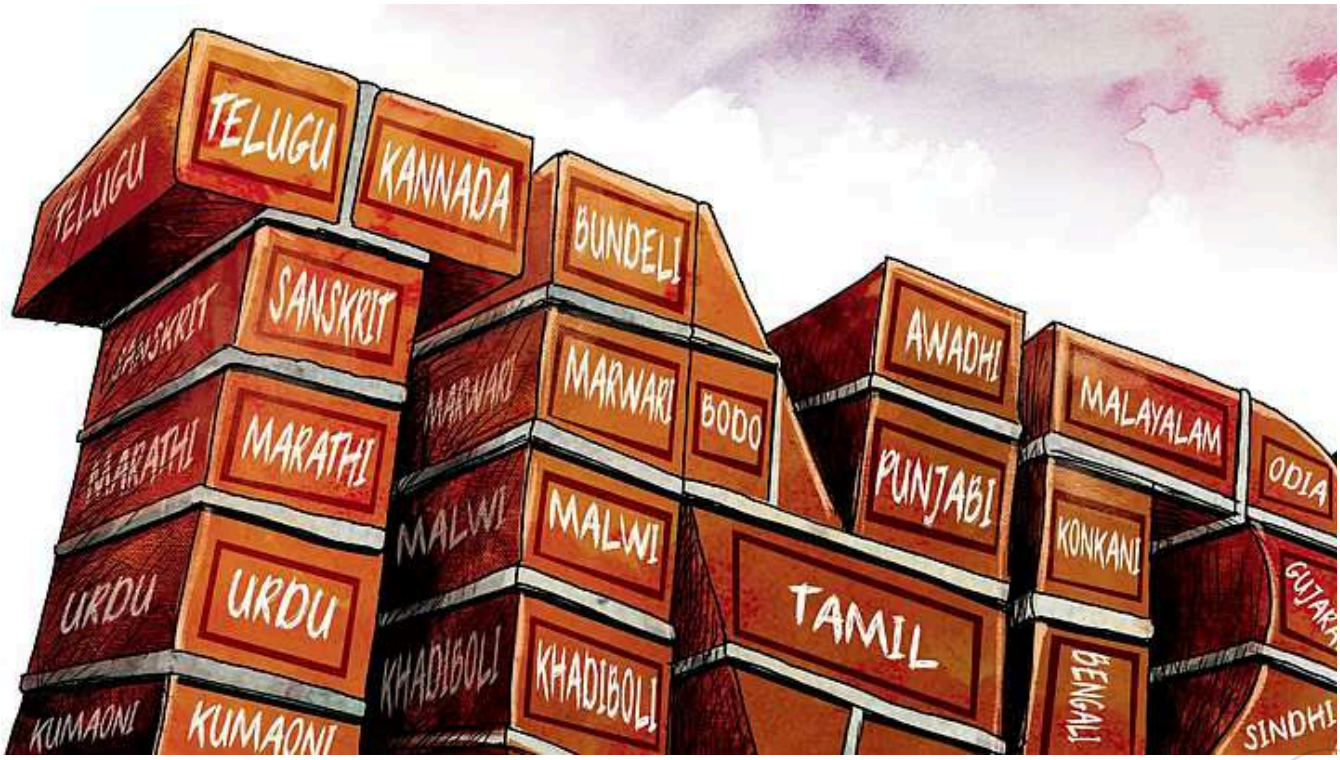


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Kavita Bajeli-Datt

Updated on: 19 Mar 2025, 4:28 pm · 2 min read

THE NEW INDIAN EXPRESS

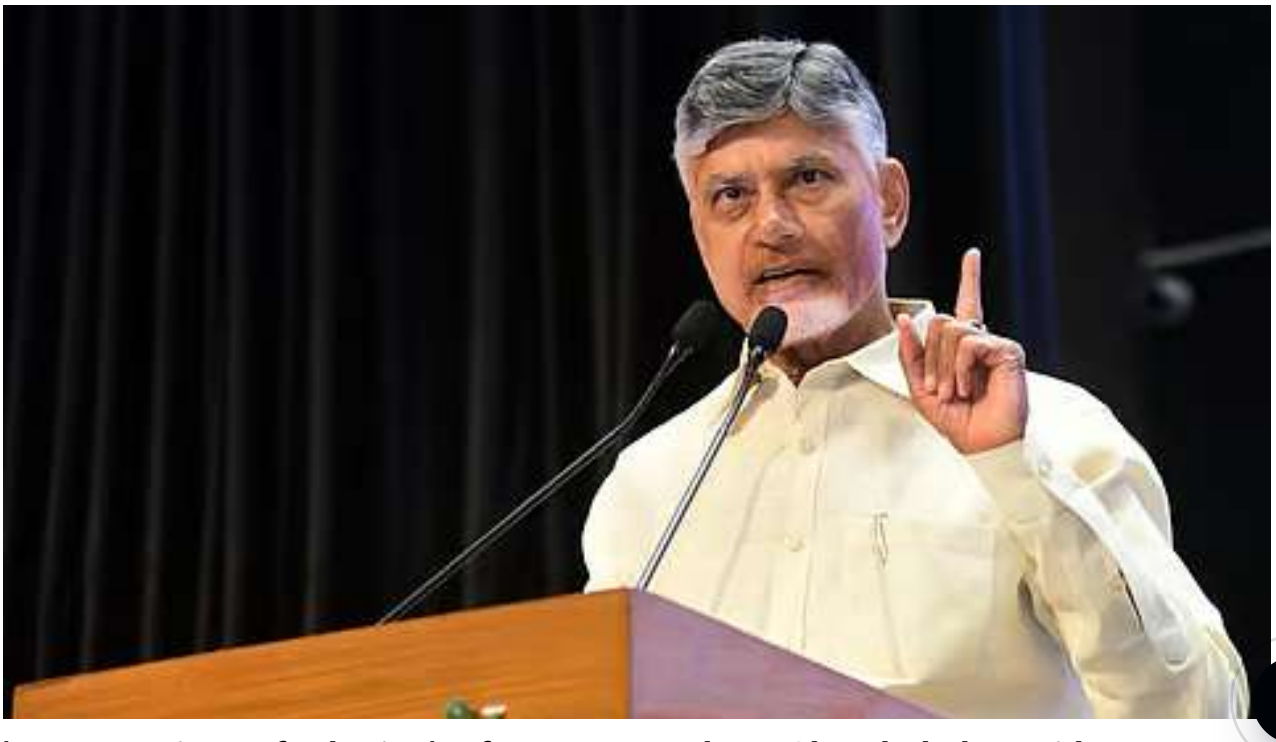
March 19 in the Rajya Sabha.

In a written reply, Dr Sukanta Majumdar said that the National Education Policy (NEP), 2020, inter-alia, at para 4.13, provides that the three-language formula will continue to be implemented keeping in mind the constitutional provisions, aspirations of the people, regions, Union and the need to promote multilingualism and national unity.

“However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any state,” he said.

“The three languages learned by children will be the choices of states, regions, and of course the students themselves, as long as at least two of the three languages are native to India,” the minister said to a question from CPI (M) leader, Dr John Brittas.

He had asked if the government is aware of the concerns and ongoing agitations in Tamil Nadu against the imposition of Hindi under National Education Policy 2020.



'Language is not for hating': After Pawan Kalyan, Chandrababu Naidu urges people to learn Hindi

THE NEW INDIAN EXPRESS

one language of India at the literature level) by the end of secondary school.

NEP 2020 allows the students to choose the language they wish to study provided at least two of the three languages are native to India, he added.

The minister quoted NEP-2020, para-4.12, "..research clearly shows that children pick up languages extremely quickly between the ages of 2 and 8 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."



EXPLAINER: What is three-language formula at centre of row between Union govt and Tamil Nadu

All languages will be taught in an enjoyable and interactive style, with plenty of conversation, with early reading and subsequent writing in the mother tongue in the early years, and with skills developed for reading and writing in other languages in Grade 3 and beyond.

"Extensive use of technology will be made for teaching and learning of different languages and to popularize it," he said.

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To achieve this objective, the government is integrating multilingualism at school and higher education levels by providing reading materials in Indian languages so that students can have a choice to study in their mother tongue/local language.



World discussing multilingualism, where are we trapped: Education Minister Pradhan on three-language row

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INDIA

NCERT Announces New Curriculum! Fresh Textbooks Coming for Primary & Secondary Classes in 2025-26

NCERT has unveiled a landmark curriculum overhaul for the 2025-26 academic year, bringing fresh, interactive textbooks for primary and secondary classes. Aligned with NEP 2020, the updated syllabus emphasizes holistic, skill-based, multilingual, and inclusive learning. With simplified content, experiential activities, teacher training, and digital resources, the initiative is set to uplift India's education standards. Discover release schedules, features, and official NCERT links in this comprehensive guide.

By Anthony Lane
Published on March 19, 2025

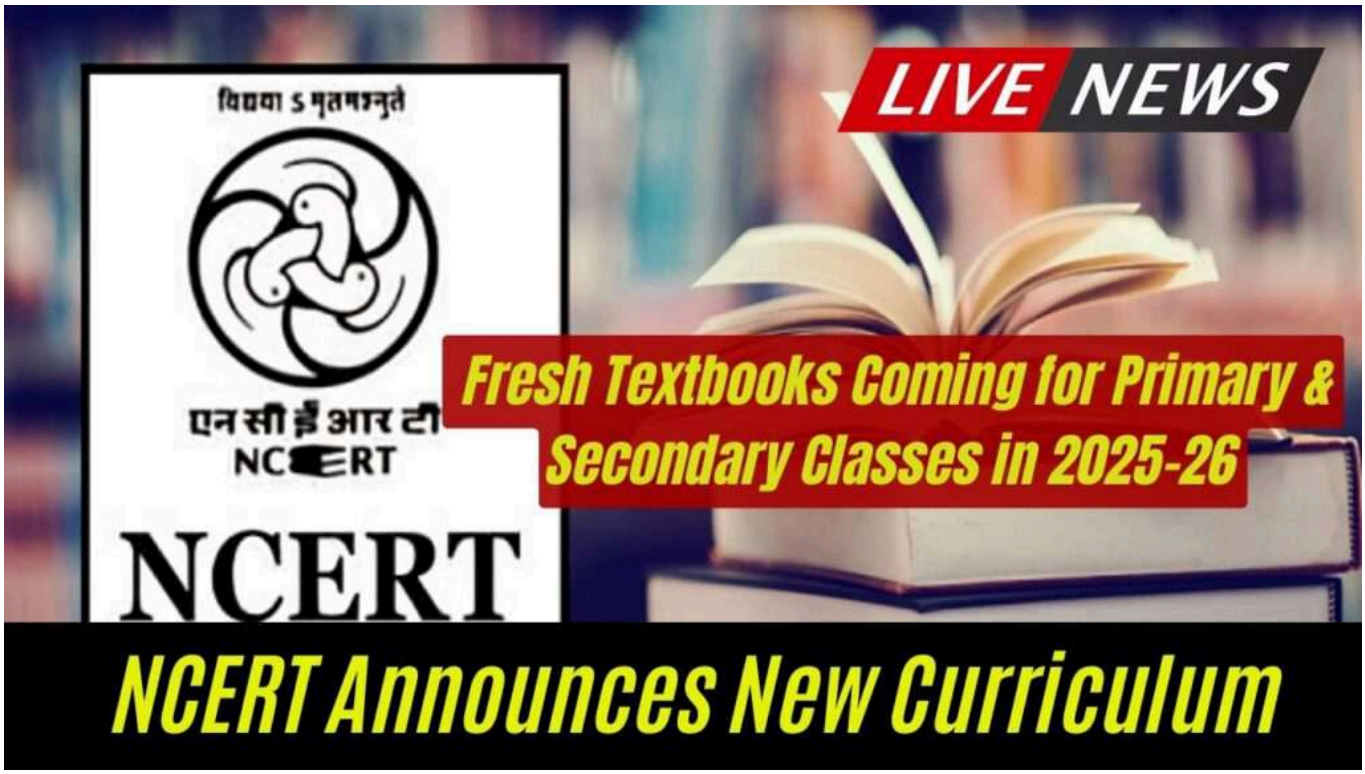
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NCERT Announces New Curriculum – The N **h and Training)** has officially announced a significant and comprehensive **curriculum o** **ssion**. As part of this large-scale initiative, **fresh textbooks** will be introduced for **prima** ely with the forward-looking principles outlined in the **National Education Policy (N** andscape of education in India, making learning more *holistic, skill-based, inclusive, and enjoyable* for young learners, while also equipping educators with the latest tools and methodologies to enhance teaching effectiveness.

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NCERT Announces New Curriculum! Fresh Textbooks Coming for Primary & Secondary Classes in 2025-26

This isn't merely a routine textbook update—it is part of a broader, transformative vision aimed at reshaping **education in India** by emphasizing **critical thinking**, **practical knowledge**, **life skills**, and **student-centric learning**. Whether you're a parent, student, teacher, administrator, or policymaker, these changes will have far-reaching effects across the educational ecosystem, influencing how millions of children experience and benefit from learning.

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NCERT Announces New Curriculum

Key Details	Information
Implementation Year	2025-26 Academic Session
Classes Affected	Primary (I-IV), Secondary (VII-VIII)
Textbook Release Dates	I-IV by **March 2025**; VII-VIII by **May 15, 2025**
NEP 2020 Alignment	Focus on *skill-based*, *interactive*, *holistic*, and *inclusive education*
Next Phase	Textbooks for IX-XII in **2026-27**
Digital Access	Available through **DIKSHA** & **ePathshala platforms**
Official NCERT Website	ncert.nic.in

The introduction of **NCERT's new curriculum and textbooks** for the **2025-26 session** marks a **historic transformation** in India's

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Stay informed by visiting the **official NCERT website** and participating in community discussions. Together, educators, parents, and policymakers can collaborate to create an education system that is not only effective but also inspiring and equitable.

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Why is the NCERT Curriculum Changing?

The catalyst behind this significant shift is the **National Education Policy 2020 (NEP 2020)**, which identified the urgent need to modernize India's education system to meet global standards and cater to the dynamic demands of the 21st-century world. The new curriculum aims to create a more **engaging, student-friendly, and future-ready learning environment** where children are empowered to **think critically, solve real-world problems, and innovate creatively**.

Current Challenges in Indian Education:

- Overemphasis on *rote learning* techniques.
- Outdated and overly dense syllabi.
- Lack of integration with real-life skills and global best practices.
- Inadequate focus on social, emotional, and ethical development.

By addressing these long-standing challenges, the curriculum revamp spearheaded by NCERT promises to nurture well-rounded individuals who are not just academically strong but also equipped to thrive in an evolving, competitive world.

What Will the New Textbooks Look Like?

Let's break down the exciting new features students, teachers, and parents can look forward to:

1. **Simplified Language and Engaging Content**

The new textbooks will prioritize **age-appropriate language**, filled with **engaging visuals**, **infographics**, and relatable examples that make learning intuitive and fun. Expect to see:

This approach ensures that every child, regardless of background, can grasp complex concepts effortlessly.

2. **Skill-Based Learning Modules**

The revised curriculum is heavily focused on practical knowledge and essential life skills, including:

- Problem-solving and analytical thinking
- Effective communication and collaboration
- Financial literacy, including budgeting and saving
- Digital awareness and cybersecurity basics
- Environmental sustainability awareness

3. **Interactive & Experiential Learning**

Beyond theoretical knowledge, students will experience **hands-on activities**, **experiments**, and **project-based learning**. For example:

- Science lessons may include planting a mini-garden.
- Math modules could involve real-life budgeting exercises.
- Social studies might incorporate field visits and community projects.

4. **Assessment Reforms**

Evaluations will no longer be restricted to memory-based tests. Instead, **continuous, comprehensive assessment** will focus on:

- Conceptual clarity
- Application of knowledge in practical scenarios
- Creativity, leadership, and teamwork abilities

5. **Multilingual Learning Approach**

In line with NEP 2020's focus on multilingualism, the textbooks will encourage learning in **regional languages** alongside English and Hindi, fostering inclusivity and cultural respect.

6. **Inclusion of Emerging Technologies**

Basic introductions to **coding**, **artificial intelligence**, and **digital tools** will be incorporated, ensuring students are technologically adept from an early age.

Comprehensive Teacher Training Programs

Teachers are the backbone of this reform. NCERT, in collaboration with state governments and other educational bodies, will provide:

- Regular **workshops and seminars**.
- **Online certification courses** tailored to the new curriculum.
- Digital teaching aids, templates, and toolkits to simplify lesson planning.

Digital Integration in Classrooms

Schools will be strongly encouraged to embrace technology through:

- Access to platforms like **DIKSHA** and **ePathshala**, offering free learning resources.
- Development of **smart classrooms** and provision of **digital devices**.
- Encouraging blended learning models combining offline and online methods.

Infrastructure Improvements

To support the smooth rollout, the government has also pledged investment in:

- Enhanced school infrastructure
- Connectivity in rural and remote areas
- Accessibility accommodations for differently-abled students

> *Discover digital tools and resources at ncert.nic.in.*

Timeline and Implementation Plan

2025 Rollout Plan

- **Primary Classes (I-IV):** New textbooks to be distributed by **March 2025**.
- **Secondary Classes (VII-VIII):** Fresh textbooks available by **May 15, 2025**.

2026-27 Phase

This **phased implementation strategy** ensures smooth adoption, allowing adequate preparation time for schools, teachers, and parents.

How Will Students Benefit from the New Curriculum?

1. Holistic Development Focus

The curriculum is designed to nurture students academically, emotionally, socially, and ethically. Students will have opportunities to:

- Participate in co-curricular and extracurricular activities
- Develop emotional intelligence and leadership skills
- Engage in value-based education promoting civic responsibility

2. Preparation for Future Careers

The introduction of subjects like **coding**, **financial literacy**, and **entrepreneurship** equips students with skills highly relevant in modern careers and higher education streams.

3. Inclusive & Equitable Learning Environment

Special focus is being placed on ensuring no child is left behind:

- Custom content for **differently-abled students**
- Bridging learning gaps for students from underprivileged backgrounds
- Encouraging **gender equity** and cultural diversity

4. Digital Literacy & Safety

Students will develop essential digital skills while being educated about **online safety**, **cyberbullying prevention**, and responsible digital behavior.

Practical Tips for Parents and Students

For Parents

- Stay updated with **official announcements** regarding textbook releases.
- Encourage children to engage actively with **hands-on projects and interactive exercises**.
- Utilize **DIKSHA**, **ePathshala**, and **local language resources** to supplement learning.
- Attend **parent-teacher meetings** and workshops to understand the curriculum changes.

For Students

- Approach learning with curiosity—ask questions and explore beyond textbooks.
- Take part in **group discussions**, **projects**, and **community-based learning**.
- Leverage digital platforms like **ePathshala** for extra learning material.
- Embrace new subjects like **coding, financial literacy, and life skills** enthusiastically.

> *NCERT Hiring Alert! No Written Test, ₹60,000 Salary – Apply Before Deadline*
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> *Finance Minister Sitharaman's 2025 Budget Focuses on Economic Revival Amid Global Uncertainties*

FAQs

1. Will old textbooks still be valid?

No, **old textbooks will be systematically phased out** and replaced with new ones starting from the 2025-26 academic year.

2. Will textbook costs increase?

No. In fact, efforts are being made by the government to **reduce the price of textbooks** and make digital versions freely available. (Hindustan Times)

3. How will schools prepare?

Schools are advised to:

- Participate in NCERT-led training.
- Update classroom infrastructure.
- Adopt blended teaching methodologies.

4. Where can official textbooks be accessed online?

Visit ncert.nic.in or use the **ePathshala app** for free digital textbooks and study aids.

5. Will regional languages be included?

Yes, the curriculum strongly promotes a **multilingual approach** to cater to India's rich linguistic diversity.

6. Are there resources for differently-abled students?

Yes, the NCERT is curating **inclusive content**, including Braille versions, sign language resources, and audio materials.

7. Will there be focus on mental well-being?

Absolutely. The new curriculum integrates **mental health awareness** and emotional learning modules to ensure holistic growth.

India

India, National Council of Educational Research and Training, National Education Policy, NCERT, NCERT Announces New Curriculum

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Author

Anthony Lane

I'm a finance news writer for UPExcisePortal.in, passionate about simplifying complex economic trends, market updates, and investment strategies for readers. My goal is to provide clear and actionable insights that help you stay informed and make smarter financial decisions. Thank you for reading, and I hope you find my articles valuable!

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THE TIMES OF INDIA

'Choice with students, states': Education ministry says no plan to 'impose' any language amid NEP row

TIMESOFINDIA.COM | Mar 19, 2025, 04.53 PM IST



NEW DELHI: The Union ministry of education informed Parliament on Wednesday that it does not plan to "impose" any language on any state under the three-language formula of the National Education Policy (NEP).
"No language to be imposed on any state under the three-language formula, languages learned by children to be choices of states and students," the education ministry said in the Rajya Sabha.

This statement follows an ongoing disagreement between the Union government and the Tamil Nadu state government over the implementation of NEP in the state.
Tamil Nadu chief minister MK Stalin has accused the Union government of trying to impose Hindi and has refused to implement the three-language formula under NEP.

Tamil Nadu's refusal to adopt the three-language policy under the National Education Policy (NEP) 2020 has revived the long-standing debate on language.
The debate over NEP is focused on its three-language formula, which Tamil Nadu fears may lead to the

introduction of Hindi in the state. Stalin has raised concerns that the policy gives more importance to Hindi over regional languages, which he believes affects the state's linguistic identity and autonomy.
The central government, however, says that NEP encourages multilingualism and allows flexibility in language education. Union Education Minister Dharmendra Pradhan has denied that Hindi is being imposed, stating that states have the freedom to choose their languages under the policy.

The dispute grew after the central government withheld ₹2,152 crore meant for Tamil Nadu's Samagra Shiksha scheme, citing the state's refusal to implement NEP. Tamil Nadu has historically opposed the three-language formula, considering it a step toward promoting Hindi, while the central government argues that the policy is intended to help students access job opportunities in different regions.

What is the three-language policy?

The three-language formula proposed under the National Education Policy (NEP) 2020 differs significantly from the earlier policy introduced in 1968. The previous policy required Hindi, English, and a modern Indian language (preferably a southern language) in Hindi-speaking states, while non-Hindi-speaking states followed Hindi, English, and a regional language.

NEP 2020 claims to offer greater flexibility and states that no language will be imposed on any state. However, it

encourages the study of certain languages. The policy includes a dedicated section highlighting Sanskrit and promotes its inclusion as an option under the three-language formula. It also states that classical languages such as Tamil, Telugu, Kannada, Malayalam, Odia, as well as Pali, Persian, and Prakrit, should be available as language choices.

To support learning in the mother tongue, NEP 2020 emphasizes the availability of high-quality textbooks in mother tongues. In 2024, the National Council of Educational Research and Training (NCERT) released digital books in 104 regional languages and dialects, including Bengali, Khandeshi, Tulu, Ladakhi, Pashto, Bhili, Dogri, Lahuli (Pattani), and Car Nicobarese. NCERT officials have said that state education departments, through their respective State Councils of Educational Research and Training (SCERTs), are responsible for translating these materials.

Some states have already taken steps in line with NEP 2020. In 2023, Andhra Pradesh introduced bilingual textbooks in Telugu and English. Assam followed suit by launching bilingual Science and Maths textbooks in English, Assamese, Bodo, and Bengali.

The Hindu, 20 March 2025, Page No - 10

Is the APAAR ID for students mandatory?

What does APAAR stand for? What are its touted benefits? Are State governments and school authorities pushing for its large-scale adoption? Is the collection of personal data of minors without a backing law constitutional? What are digital activists saying?

EXPLAINER

Aroon Deep

The story so far:

Activists and parents are worried about the rapid push by schools to generate an APAAR ID. APAAR is part of the National Education Policy (NEP), 2020's record-keeping reforms, and while it is voluntary, States and school authorities have pushed students to enrol in it.

What is the APAAR ID?

APAAR stands for Automated Permanent Academic Account Registry. The registry enables what the government describes as the 'One Nation, One Student ID', in order to "accumulate and store [students'] academic accomplishments, facilitating seamless transitions between institutions for the pursuit of further education". The APAAR ID is linked to Aadhaar and is stored in the DigiLocker. The registry provides students with standardised data on their marksheets and institutional affiliation. The system is touted as a way for different educational institutes to rapidly process and verify any given student's academic transcripts. APAAR is generated through the Unified District Information System For Education Plus (UDISE+) portal, which contains regional academic statistics and data on schools, teachers and students.

The ID is a key aspect of NEP 2020's mandate to overhaul education data collection for policymaking and analysis. The Education Ministry has been pushing schools affiliated with the Central Board of Secondary Education (CBSE) to get "100% saturation" with respect to students registering for an APAAR ID.

Is APAAR mandatory?

APAAR is not mandatory, according to a document posted on the ID's official site. However, circulars by the CBSE, and FAQ pages that have been published by the government, do not make this clear. The government has instead described the benefits of APAAR to students, such as permanently recording data on "transfer from one school to the other, entrance examination, admission, job application, skilling, upskilling," and so on. While there is no law mandating its use, the CBSE and States like Uttar Pradesh have laid out expectations to schools, under their umbrella, that the ID should be issued to all students. Parents often do not receive any information which clearly spells out that the programme is voluntary. The Union government re-confirmed the optional nature of APAAR in response to a Parliament query in December 2024.



New IDs: Students at a school in Governor Peta, Vijayawada, Andhra Pradesh on March 15. G.N. RAO

What about data security?

There is still a lack of clarity over the genesis of the APAAR programme. When the Internet Freedom Foundation (IFF) attempted to file a Right to Information application on its policy documents, the Union government transferred the advocacy's application over 30 times, with no clear answer for months. "The datasets slated to be collected through APAAR enrolment are not limited to just educational certificates and grades, but spread far and wide," the IFF wrote in 2023. Besides, the large-scale collection of data of minors without a law to back it up, the IFF argues, is unconstitutional. Moreover, teachers have questioned the need for APAAR, arguing that the data that APAAR collects is already collated by teachers for the UDISE+, thus duplicating a significant amount of administrative work in schools.

"Additionally, Section 9(3) of the Digital Personal Data Protection Act, 2023 specifically prohibits "tracking or behavioural monitoring of children or targeted advertising directed at children" by entities," the IFF points out. "Having open Application Programming Interfaces (APIs) and channels of data sharing without any robust safeguards, can expose children's data to third parties who may use it for such purposes. Before it is rolled out, any such interfaces must be secured and legal safeguards put in place. There is an added responsibility on the APAAR framework to ensure cyber security, as the data being processed pertains to children.. ".

How is an APAAR ID generated?

Teachers and schools are taking the lead in guiding parents to generate an APAAR ID for students. Schools verify a student's "demographic details," that is, their name and date of birth. Parents are then required to fill a consent form, and after another step of authentication by the school, the APAAR ID is generated. Some parents have flagged issues regarding the mismatch of names in school records and identity documents. "The user must correct the inaccurate data and resubmit their request to generate the APAAR ID", an official document states.

Is there a way to opt out?

Parents have the option of writing to schools and opting out of generating the APAAR ID for children in their care. The Software Freedom Law Centre (SFLC) has provided a template on its website which parents, wishing to opt out of the scheme, can edit and send to their schools.

However, recent developments are increasing pressure on parents and school authorities at the local level to ensure APAAR generation. For instance, Uttar Pradesh has warned of "mismatch" between APAAR generation and school enrolment data, in spite of the voluntary nature of the programme, and threatened to de-recognise some madarassas that have not started the process. A digital rights advocate said that so far, parents have had success in persuading schools to opt out by providing relevant paperwork to show the voluntary nature of APAAR.

THE GIST

- APAAR is not mandatory, according to a document posted on the ID's official site. However, circulars by the CBSE, and FAQ pages that have been published by the government, do not make this clear.
- When the Internet Freedom Foundation (IFF) attempted to file a Right to Information application on its policy documents, the Union government transferred the advocacy's application over 30 times, with no clear answer for months.
- Parents have the option of writing to schools and opting out of generating the APAAR ID for children in their care.

राष्ट्रीय सहारा, 21 मार्च 2025, पृष्ठ संख्या -4

दिल्ली विश्वविद्यायल में स्कूलों के प्रिंसिपल का एक्सपोजर विजिट प्रोग्राम

नई दिल्ली (एसएनबी)। राष्ट्रीय शिक्षा नीति 2020 के अंतर्गत सीबीएसई की पहल के तहत दिल्ली विश्वविद्यालय द्वारा सीबीएसई से संबद्ध स्कूलों के प्रिंसिपलों के लिए एक दिवसीय एक्सपोजर विजिट प्रोग्राम का आयोजन किया गया। इस कार्यक्रम में सीबीएसई से संबद्ध स्कूलों के 96 प्रिंसिपलों ने भाग लिया। डीयू के वाइस रीगल लॉज स्थित काउंसिल हॉल में आयोजित इस कार्यक्रम के परिचयात्मक सत्र का शुभारंभ करते हुए डीयू कुलसचिव डॉ विकास गुप्ता ने सभी प्रिंसिपलों का स्वागत किया।

उन्होंने कहा कि इस कार्यक्रम का उद्देश्य यह है कि हम कैसे मिलकर विद्यार्थियों को स्कूली शिक्षा से उच्चतर शिक्षा, विशेषतः व्यावसायिक शिक्षा, में पदार्पण हेतु उचित मार्गदर्शन कर सकते हैं। उन्होंने कहा कि यह बहुत ही जरूरी काम है। सीबीएसई के निदेशक डॉ. बिश्वजीत साहा ने कहा कि इस कार्यक्रम से हमारे प्रिंसिपल विश्वविद्यालय की व्यवस्था का सीधे अनुभव प्राप्त कर सकेंगे। इस अवसर पर कैंपस ऑफ ओपन लर्निंग की निदेशक प्रो. पायल मागो, डीन (शैक्षणिक मामले) प्रो. के. रत्नाबली, डीन एडमिशन प्रो. हनीत गांधी और संयुक्त रजिस्ट्रार (शैक्षणिक) जय चंदा आदि मुख्य रूप से उपस्थित रहे।

भारतीय ज्ञान परम्परा में निहित हैं शिक्षा एवं विज्ञान के मूलतत्व : प्रो. मुरलीमनोहर

नई दिल्ली (एसएनबी)। भारतीय ज्ञान परम्परा के विभिन्न स्रोतों वेद, उपनिषद्, पुराण, दर्शन आदि में भारतीय प्राचीन विज्ञान के तत्व विद्यमान हैं। आज सम्पूर्ण विश्व भारत के समक्ष नतमस्तक है यह हमारे संस्कृति की विलक्षणता है। भारतीय ज्ञान परम्परा में शिक्षा एवं विज्ञान के ऐसे अनेक तत्व निहित हैं, जिनपर आधुनिक दृष्टिकोण से अनुसंधान किए जाने पर निश्चय ही मौलिक विषयों को प्रकाश में लाया जा सकेगा। यह वक्तव्य लाल बहादुर शास्त्री राष्ट्रीय संस्कृत विश्वविद्यालय त्रिदिवसीय राष्ट्रीय सेमिनार के उद्घाटन सत्र में विश्वविद्यालय के कुलपति प्रो. मुरलीमनोहर पाठक ने दिया। उद्घाटन सत्र में मुख्य अतिथि के रूप में पधारे भूतपूर्व राज्यसभा सांसद प्रो. राकेश सिन्हा ने भारतीय ज्ञान परम्परा की विशेषता पर प्रकाश डालते हुए बताया कि जिस काल में अन्य सभ्यताएं उत्पन्न हो रहीं थीं उस समय भारत में अनेकों वैज्ञानिक ग्रन्थ लिखे जा चुके थे।

The Indian Express, 21 March 2025, Page No -10



To Be Imbibed, Not Imposed

The spread of Hindi must be through consent

Adithya Reddy

THE DRAVIDIAN MOVEMENT, right from its initial phase, found a link between Hindi and North India on the one hand and Sanskrit and Brahmanism on the other. In other non-Hindi-speaking states that were formed after linguistic agitations, the anti-Hindi sentiment never took off because this link was not established. In 1917, long before the anti-Hindi agitations began to break out, Mahatma Gandhi said, "It is not correct to say that in Madras one cannot do without English. I have successfully used Hindi there for all my work." The prevalence of Urdu among Tamil Muslims and the basic Hindi skills of communities making a livelihood near pilgrimage sites and in trade centres meant that Hindi could not be an "alien language". The Dravidian movement seemed to succeed in making it appear alien to most Tamils. That may change with time.

The public response evoked by the DMK government's protests against the National Education Policy, 2020 (NEP) is nothing compared to the mass anti-Hindi protests earlier. Even in 1986, the anti-Navodaya school agitations led to 21 self-immolations and 20,000 arrests. The DMK has picked the wrong policy in a desperate bid to revive that sentiment. After all, the NEP does not even mention Hindi in its language policy. It only talks of the benefits of multilingualism. But the centrepiece of the major anti-Hindi agitation in the late 1960s was also multilingualism. In recent times, however, it has been reported that Tamil Nadu had the highest number of students enrolled with the Dakshin Bharat Hindi Prachar Sabha among southern states. While peoples' attitudes may be changing, the Dravidian resistance is very much alive.

Gandhi did not call for a state-imposed language policy. In 1918, he issued an appeal for six Tamil and Telugu youths to come forward, learn Hindi and propagate the language in the Madras Presidency. This led to the formation of the Dakshin Bharat Hindi Prachar Sabha, a volunteer organisation, which has endured attacks and hostile politics over the decades.

In 1903, Gandhi brought out *Indian Opinion* in South Africa to uphold the rights of Indians. Notably, it used to be published in four languages — Hindi, Tamil, Gujarati and English. Some of his closest followers and associates in the Natal Satyagraha were Tamils. After returning to India, he gave a call to make Hindi the national language. In later years, he may have conceded that status to Hindustani. While decentralised polity meant everything to him, he also wanted a national language. A village-centred, diverse society can rise to the challenges of modern times only if its members shed parochial tendencies. He saw learning another language as a sacrifice Tamils had to make for the nation and was equally clear that this should not come at any cost to Tamil.

Gandhi did not call for a state-imposed language policy. In 1918, he issued an appeal for six Tamil and Telugu youths to come forward, learn Hindi and propagate the language in the Madras Presidency. This led to the formation of the Dakshin Bharat Hindi Prachar Sabha, a volunteer organisation, which has endured attacks and hostile politics over the decades.

The demand for a national language did not only emanate as a "Hindutva" ploy for uniformity. Syama Prasad Mookerjee, founder of the Jana Sangh, was highly cautious while endorsing Hindi as the official language in the Constituent Assembly.

In the language policy debates of the past decades, one finds interesting suggestions that don't attract attention nowadays. It wasn't just Tamil Nadu's Congress leaders who backed the cause of a national language. Nationalist leader Pasumpon Muthuramalinga Thevar also wanted Hindustani as the national language but with Roman script. The rationale is explained by former Union education minister V K R V Rao: "English as a language will continue to be learnt even if it is not the official language; the Roman script will therefore have to be learnt by a growing number of the people. If Hindi could also be learnt in the Roman script... one major obstacle to the learning of Hindi by the non-Hindi regions would have been removed."

Article 351 of the Constitution has another suggestion. It directs the Union to develop Hindi "by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and the other languages of India specified in the Eighth Schedule".

The government should concentrate on studying and implementing such suggestions, where feasible, through autonomous bodies and encourage more voluntary activities for the spread of Hindi. The change has to happen through consent. One only has to remember Mookerjee's chiding of the pro-Hindi lobby in the Constituent Assembly: "If the protagonists of Hindi will pardon me for saying so, had they not been perhaps so aggressive in their demands and enforcement of Hindi, they would have got whatever they wanted."

The writer is a lawyer practising in the Madras High Court

State to align curriculum with NCERT starting with Class 1

Hindustan Times ST (Mumbai) · 21 Mar 2025 · HT Correspondent htmumbai@hindustantimes.com

The Maharashtra government has begun aligning the curriculum of state-run schools with the National Council of Educational Research and Training (NCERT) framework, beginning with class 1 from the 2025-26 academic year, which begins on June 15. Additionally, state board schools will gradually implement the Central Board of Secondary Education's (CBSE) timetable, in which the academic year begins on April 1, officials said.

The new Class 1 textbooks will be available before June 15, while the curriculum for classes 2-12 will be updated gradually by 2028, ensuring a complete shift to the NCERT framework, according to Ranjeet Singh

Deol, principal secretary of the school education department. "The [new class 1] books are designed by the State Council for Educational Research and Training (SCERT) after required modifications," he said.

The push for CBSE-aligned education is part of the Mahayuti government's broader education reforms. Chief minister Devendra Fadnavis, in a review meeting of the school education department, had emphasised the need to improve educational quality in state-run schools and instructed officials to incorporate CBSE standards while adapting them to the state's requirements.

The Maharashtra government also plans to align its schools' academic calendar with the CBSE's. In a written reply to Bharatiya Janata Party

MLA Prasad Lad's question in the state legislative council on whether this would be done from the 2025-26 academic year, school education minister Dada Bhuse said on Thursday that discussions are ongoing, and a final decision has not yet been made.

Bhuse also stated that while efforts are underway to introduce CBSE-style textbooks in Marathi and other regional languages, the full adoption of the CBSE timetable remains uncertain.

Given that the state board exams are scheduled until April 24, starting the new academic year from April 1 this year would not be feasible, he added. The school education department is expected to issue a Government Resolution (GR) on the matter very soon.

Hindustan Times

State to implement NCERT-based curriculum, starting with class 1 from 2025-26

By **HT Correspondent**

Mar 21, 2025 08:18 AM IST

Additionally, state board schools will gradually implement the Central Board of Secondary Education's (CBSE) timetable, in which the academic year begins on April 1

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Mumbai: The Maharashtra government has begun aligning the curriculum of state-run schools with the National Council of Educational Research and Training (NCERT) framework, beginning with class 1 from the 2025-26 academic year, which begins on June 15. Additionally, state board schools will gradually implement the Central Board of Secondary Education's (CBSE) timetable, in which the academic year begins on April 1, officials said.



Mumbai, India - September 18, 2019: Holy Cross High school as a academic year begins for school under the Maharashtra International Education Board (MIEB) at Kurla in Mumbai, India, on Wednesday, September 18, 2019. (Photo by Satish Bate/Hindustan Times) (Satish Bate/HT Photo)

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ZOHO

The new Class 1 textbooks will be available before June 15, while the curriculum for classes 2-12 will be updated gradually by 2028, ensuring a complete shift to the NCERT framework, according to Ranjeet Singh Deol, principal secretary of the school education department. “The [new class 1] books are designed by the State Council for Educational Research and Training (SCERT) after required modifications,” he said.

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education reforms. Chief minister Devendra Fadnavis, in a review meeting of the school education department, had emphasised the need to improve educational quality in state-run schools and instructed officials to incorporate CBSE standards while adapting them to the state's requirements.

In this backdrop, the state education department planned the implementation of the National Education Policy (NEP) in phases, beginning with class 1. The NEP is an initiative by the Centre to reform the Indian education system, aiming for holistic development, inclusivity, and equal opportunities.

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The Maharashtra government also plans to align its schools' academic calendar with the CBSE's. In a written reply to Bharatiya Janata Party MLA Prasad Lad's question in the state legislative council on whether this would be done from the 2025-26 academic year, school education minister Dada Bhuse said on Thursday that discussions are ongoing, and a final decision has not yet been made.

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"The education department is in the process of developing subject-specific textbooks aligned with NCERT, but the transition requires significant preparation time," said a department official. "Consequently, while the state board is moving towards adopting the NCERT curriculum, the process remains in its early stages."

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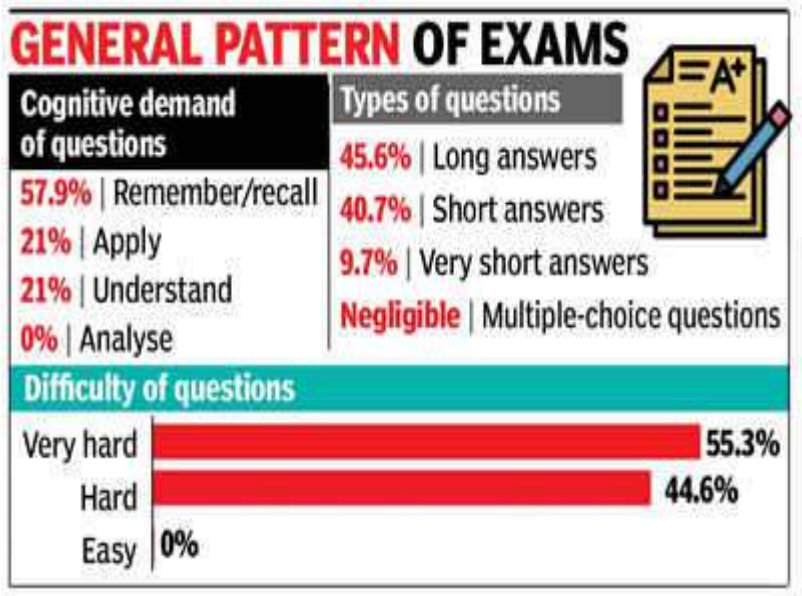
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THE TIMES OF INDIA

Goa board ranks high in infra, but question papers must improve, says NCERT's report

TNN | Mar 21, 2025, 12.34 AM IST



Panaji: Goa's state board ranks among the highest in the country across the parameters of assessment (84%), administration (82%), infrastructure (75%), curriculum (67%), and inclusiveness (64%), the National Council for Educational Research and Training (NCERT) found in its pilot study titled, 'Establishing equivalence across education boards'.It, however, said that there was scope for improvement in the manner in which Goa Board carries out its assessments. The report showed that almost 58% questions in Goa Board Class X and XII papers test the student's memory and ability to recall, with only 21% application-type questions, and no questions requiring analysis.

It, nevertheless, found that Goa ranks very high on the assessment parameter after it analysed the number of supplementary exams the board allows its learners to take, the training provided to staff, and whether it carries out formative and summative assessment in line with National Curriculum Framework (NCF), 2023.

Goa Board also beat most states in administration with, among other things, sufficient capacity-building of teachers, paper setters, moderators and evaluators.

In all, around 30 state and national boards were assessed for the report.

Schools were assessed for access to electricity, internet, digital resources, running water, flush toilets, computer

labs, art rooms, laboratories, good condition buildings, libraries with a number of books, and qualified teachers for physical education, in which Goa Board performed extremely well.The NCERT's report is the first step in helping boards across the country attain equivalence in the manner in which they carry out administration, frame their curriculum, do their assessment, the available infrastructure, and inclusiveness.

The report stated that it is a complex but imperative task that diverse education boards across India achieve equivalence. This should be done through concerted efforts, guided by the principles and recommendations of the National Education Policy, 2020, and the NCF, 2023.
Goa Board was found to have a curriculum which fairly encourages holistic development and promotes learning, and fared well on inclusiveness which covers the availability of braille, audio books and Indian sign language books in the library, accessible bathrooms, certified teachers or staff for learners with special needs, braille question papers, gender sensitivity in curriculum, and assessment covering children with special needs.However, after Haryana (64.7%), Goa's is the only board where 57.9% questions that tested memory formed the biggest part of a paper. "Around 29% of the school boards put close to 40% weightage on remembering/recalling-based questions in different subject domains. Such a high percentage casts a light on the shortfalls in the assessment procedures as highlighted by the NEP 2020 and the NCF 2023, ie, the prevalence of rote or memory-based learning and assessment," the report said.

It also noted the uneven distribution of questions of different difficulty levels and the type of questions like long, very long, and multiple-choice questions.

The NCERT stated that the boards should take up full digitisation of their assessment process, in which the "Central Board of Secondary Education (CBSE) stands out as an exception".

Hindustan Times

Class 3 Hindi textbook to take students on a ‘Journey to Varanasi’

By K Sandeep Kumar , Prayagraj

Mar 21, 2025 08:28 AM IST

NCERT-prescribed books are being adapted as per UP’s needs and with NCERT’s permission before being introduced for different classes

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Now, students enrolled in Class 3 of government-run primary (classes 1 to 5) and composite (classes 1 to 8) schools functioning under the UP Basic Education Council across the state will study Varanasi Ki Yatra (Journey to Varanasi), a chapter highlighting the cultural and historical sites of Varanasi, as part of their Hindi textbook.

Hindustan Times



The move will impact over 20 lakh students enrolled in Class 3 in more than 1 lakh schools under the UP Basic Education Council. (Getty Images/iStockphoto)

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This chapter has been included as part of an exercise to customise the class 3 Hindi National Council of Educational Research and Training (NCERT) textbook Veena-1, which will be adapted in UP from the new academic session of 2025-26.

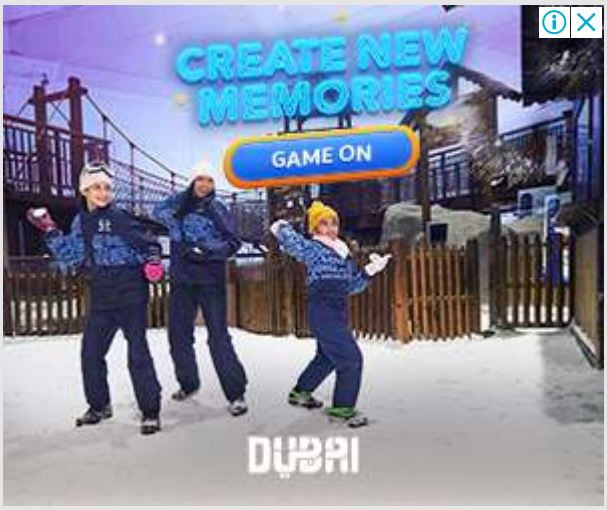
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It is worth mentioning that NCERT-prescribed books are being adapted as per UP's needs and with NCERT's permission before being introduced for different classes of

Hindustan Times

Before introducing the Hindi textbook Veena-1 in class 3 from the 2025-26 session, experts from the State Institute of Education (SIE)-Prayagraj have customised the Hindi book in the context of Uttar Pradesh, adding four new chapters, officials of the state basic education department informed.

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The move will impact over 20 lakh students enrolled in Class 3 in more than 1 lakh schools under the UP Basic Education Council.

In NCERT's book for UP, instead of the story of the cleverness of the lion and the jackal Bolaane Wali Mand from the Panchatantra story collection, a lesson Varanasi Ki Yatra, based on India's historical and cultural heritage, has been added.

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The reasoning behind this change, as explained by UP experts, is that the story Bolaane Wali Mand lacks themes related to patriotism or nationalism. In contrast, the chapter Varanasi Ki Yatra introduces children to lessons of heritage, freedom from thoughts of slavery, and highlights unity and solidarity associated with the city of Varanasi.

Varanasi is the oldest economic and cultural city in India. It is a hub of knowledge and science. From here, the message of peace has been shared with the world. The ghats of the Ganga are centres of cultural festivals and celebrations. Through this lesson, students will be introduced to the famous Shiva temple of Kashi Vishwanath, major markets, key educational centres and the renowned Banaras Hindu University (BHU). They will also learn about significant Buddhist sites, local cuisines and the factory manufacturing modern railway engines in Varanasi, officials shared.

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Additionally, this lesson will introduce students to a new genre of prose and travelogue, said Naval Kishore, Principal of the State Institute of Education (SIE)-Prayagraj.

He confirmed that permission for customization of the books in the context of UP has been granted by NCERT and that the new book will be taught from the 2025-26 session.

As part of the changes made in Veena-1, the story Ghumakkar Tarak has been included in place of Birbal’s Khichdi. This story introduces children to themes of cooperation, effort,

life. This lesson will expand their understanding and imagination, introducing them to vocabulary related to marine ecosystems, the SIE principal shared.

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In the new Hindi textbook, the poem Bharat Hai Mera Ghar has replaced Hum Anek Lekin Ek. The objective of adding this poem is to introduce children to India's heritage through the names of cities and images representing them. For example, Chandigarh is India's first planned city, Jaipur is a culturally rich pink city as well as an economic and tourism hub and Rameshwaram symbolises harmony between Shaivites and Vaishnavites in southern India while also being associated with Swami Vivekananda. This change aims to enhance children's knowledge, the official said.

Additionally, folk songs have been included in place of the poem Bharat to familiarise children with India's rich art forms.

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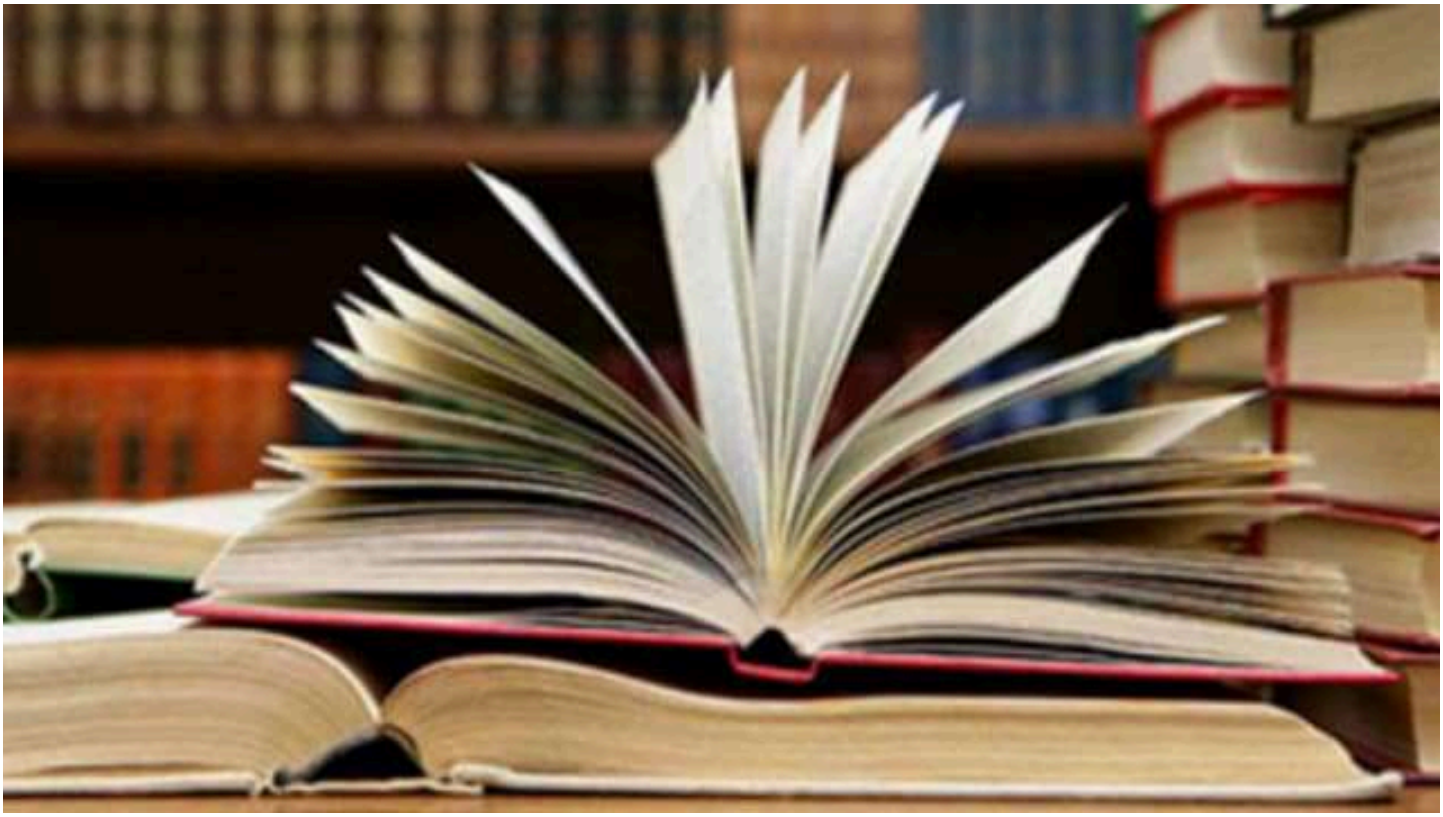
Class 1 students of Maharashtra board to get new textbooks in June

As part of Maharashtra government's broader initiative to adopt the CBSE model of school education, which follows the NCERT curriculum, there have also been discussions about aligning the academic calendar with that of the CBSE, which begins the academic year in April.

By: **Express News Service**
Mumbai | March 21, 2025 00:49 IST

NewsGuard

2 min read



As part of Maharashtra government's broader initiative to adopt the CBSE model of school education, which follows the NCERT curriculum, there have also been discussions about aligning the academic calendar with that of the CBSE, which begins the academic year in April.

Students in Class 1 from Maharashtra State Board schools will receive new textbooks starting in the academic year 2025-26, beginning in June. These textbooks will be based on the curriculum developed by the National Council of Educational Research and Training (NCERT), which is primarily used by Central Board of Secondary Education (CBSE) schools.

Confirming the development, Ranjit Singh Deol, principal secretary of school education and sport department of Maharashtra, said, “New textbooks for Class 1 will be ready for the upcoming academic year starting in June 2025. They are based on the NCERT curriculum, but it is important to note that they will include Maharashtra context in subjects such as Social Sciences. For example, science and mathematics are universal subjects but geography, history, languages need to have local elements for better understanding of the state and its culture. This can be ensured with Maharashtra based context for such subjects.”

Experts from the State Council of Educational Research and Training (SCERT) developed these new textbooks based on the NCERT curriculum and in alignment with the State Curriculum Framework (SCF) as per the New Education Policy (NEP) 2020. “As NCERT develops curriculum for higher classes, Maharashtra SCERT will follow a year after. Accordingly, when this batch reaches Class 2 in the academic year 2026-27, new textbooks will be ready for them,” Deol added.

Meanwhile, in response to a question about the state’s plan to adopt the CBSE curriculum for state board schools, state School Education Minister Dada Bhuse said in the Assembly on Thursday that the steering committee formed for the state curriculum framework has approved such a plan, and its implementation is currently being worked on.

As part of Maharashtra government’s broader initiative to adopt the CBSE model of school education, which follows the NCERT curriculum, there have also been discussions about aligning the academic calendar with that of the CBSE, which begins the academic year in April.

“Considering the local weather conditions, this may not be feasible for Maharashtra, but the timing is still under discussion. However, the introduction of new textbooks for Class 1 starting in June 2025 is confirmed,” said a senior official from the school education department.

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CBSE pattern in Maharashtra govt schools from academic year 2025-2 Education Minister

Maharashtra Education Minister Dadaji Bhuse announced on Thursday that the Centr of Secondary Education (CBSE) pattern will be implemented in government schools a the state from the academic year 2025-26.

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Updated On Mar 21, 2025 at 07:26 PM IST

Mumbai, Maharashtra Education Minister Dadaji Bhuse announced on Thursday that the Central Board of Secondary Education (CBSE) pattern will be implemented in government schools across the state from the



Maharashtra Education Minister Dadaji Bhuse

The Education Department has issued instructions to the schools governed by the state education boards to implement the CBSE curriculum, the Minister told the Legislative Council.





The minister replied to the question raised by the BJP legislator Prasad Lad. He wanted to know whether the Steering Committee has approved the curriculum plan of the CBSE especially when the implementation of the National Education Policy for schools from class 3 to 12 is underway in the state.

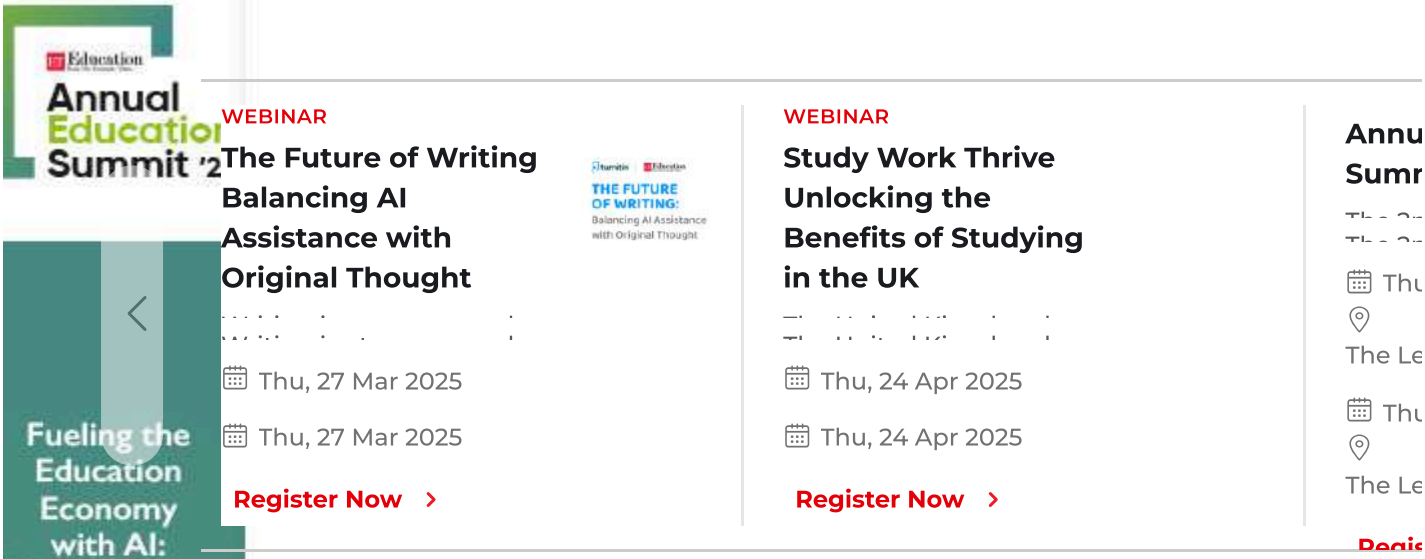
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"CBSE pattern will be implemented from the academic year 2025-2026 and the government has taken this decision with an aim of improving the quality of students in the state," said the minister.

departments including the school education department for the next 100 days.

Accordingly, he had expressed confidence in the meeting of the School Education Department that Maharashtra would once again come to the forefront of school education.





The Chief Minister directed that the Education Department should take steps for quality education.

He has also directed the School Education Department about the adoption of the CBSE pattern in the state government schools by making necessary changes.

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State to implement NCERT-based curriculum, starting with class 1 from 2025-26

By **HT Correspondent**

Mar 21, 2025 08:18 AM IST

Additionally, state board schools will gradually implement the Central Board of Secondary Education's (CBSE) timetable, in which the academic year begins on April 1

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Mumbai: The Maharashtra government has begun aligning the curriculum of state-run schools with the National Council of Educational Research and Training (NCERT) framework, beginning with class 1 from the 2025-26 academic year, which begins on June 15. Additionally, state board schools will gradually implement the Central Board of Secondary Education's (CBSE) timetable, in which the academic year begins on April 1, officials said.

Hindustan Times



Mumbai, India - September 18, 2019: Holy Cross High school as a academic year begins for school under the Maharashtra International Education Board (MIEB) at Kurla in Mumbai, India, on Wednesday, September 18, 2019. (Photo by Satish Bate/Hindustan Times) (Satish Bate/HT Photo)

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ZOHO

The new Class 1 textbooks will be available before June 15, while the curriculum for classes 2-12 will be updated gradually by 2028, ensuring a complete shift to the NCERT framework, according to Ranjeet Singh Deol, principal secretary of the school education department. “The [new class 1] books are designed by the State Council for Educational Research and Training (SCERT) after required modifications,” he said.

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education department, had emphasised the need to improve educational quality in state-run schools and instructed officials to incorporate CBSE standards while adapting them to the state's requirements.

In this backdrop, the state education department planned the implementation of the National Education Policy (NEP) in phases, beginning with class 1. The NEP is an initiative by the Centre to reform the Indian education system, aiming for holistic development, inclusivity, and equal opportunities.

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PROMOTED





The Maharashtra government also plans to align its schools' academic calendar with the CBSE's. In a written reply to Bharatiya Janata Party MLA Prasad Lad's question in the state legislative council on whether this would be done from the 2025-26 academic year, school education minister Dada Bhuse said on Thursday that discussions are ongoing, and a final decision has not yet been made.

Bhuse also stated that while efforts are underway to introduce CBSE-style textbooks in Marathi and other regional languages, the full adoption of the CBSE timetable remains

education department is expected to issue a Government Resolution (GR) on the matter very soon.

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"The education department is in the process of developing subject-specific textbooks aligned with NCERT, but the transition requires significant preparation time," said a department official. "Consequently, while the state board is moving towards adopting the NCERT curriculum, the process remains in its early stages."

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The Pioneer, 22 March 2025, Page No- 1

Home Minister tears into Opposition over north-south language war

PIONEER NEWS SERVICE ■ New Delhi

Union Home Minister Amit Shah on Friday attacked opposition parties in the Rajya Sabha for raking up the language row, saying they were doing so to gain political mileage and hide their corruption.

Shah also said after December 2025, he will do correspond with chief ministers, MPs and common people in their respective languages.

Making these assertions while replying to the debate in the Upper House on the working of the ministry of home affairs, he said there have been enough divisions in the nation in the name of language and it should not happen anymore as Hindi is not in competition with other languages but a friend of those. "Some parties are raking up the language issue for their own politics. They are doing it just to hide their corruption," he said.

The DMK-led Tamil Nadu government and the Centre have been at loggerheads over the implementation of the new National Education Policy and the three-language formula proposed under it.

Shah also said that after December, he will do all correspondence with chief ministers, MPs and common people in their respective languages.

Those who take shelter behind the language issue to hide their corruption, this is a strong reply to them. "There have been enough divisions in the nation in the name of language, and it should not happen anymore," he said, amid the escalating row over the three-language formula implementation outlined in the National Education Policy.



Home Minister Amit Shah speaks in the Rajya Sabha during the Budget session of Parliament PTI

The Home Minister said every Indian language is a treasure for the country. "Hindi is not in competition with any Indian language, it is only a friend of other languages," the senior BJP leader said.

Dismissing the allegation of Hindi imposition, he said every Indian language is a treasure for the country. Shah informed the House that a new department of Indian languages has been established under the 'Raajbhasha Vibhaag' (Department of Official Language) of the Home Ministry.

"I want to say this so that those who want to divide the country in the name of language do not get an agenda... The Modi government has established a department of Indian Languages which will work on spreading all Indian languages. Tamil, Telugu, Punjabi, Assamese... Every language has been included, and there will be apps for translation too," he said. The Home Minister said some people have accused the Union government of being against Southern languages. "How is that possible? I come from Gujarat, Nirmala (Sitharaman) ji is from Tamil Nadu," he said.

Continued on >> P2

Home Minister tears into Opposition over north-south language war

Continued from >> P1 Shah said the government has worked for the propagation of regional languages and made provisions for imparting medical and engineering education in Indian languages. "I want to tell the Tamil Nadu government, we have been saying this for two years... You do not have the courage to provide medical and engineering education in Tamil because your economic interests will be affected," he alleged.

"But when our NDA government comes to power (in the southern state), we will provide medical and engineering education in Tamil," he said. Assembly elections are due in Tamil Nadu next year.

Without naming any party or individual, Shah said, "Those who are spreading poison in the name of language prefer a foreign language and not an Indian language. Tamil youths can work in Gujarat, Kashmir, Delhi... You have been elected to Parliament, what kind of a system do you want?"

"There have been enough divisions of the nation in the name of language and it should not happen anymore. Don't use language to hide your corruption. We will go to every village and tell people," he said, attacking the DMK.

Hindustan Times

UP to implement Hindi plus four regional language formula under NEP 2020

By **HT Correspondent**, Lucknow

Mar 22, 2025 07:56 AM IST

UP is not only promoting Hindi but is also encouraging 1.5 crore students to develop proficiency in four regional languages too.

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Ahead of the National Education Policy (NEP) 2020 rollout in the 2025-26 academic session, 4.5 lakh government school teachers and 1.45 lakh Shiksha Mitras (para teachers and instructors) have been trained in Foundational Literacy and Numeracy (FLN). This initiative aims to enhance learning outcomes for 1.48 crore students across 1.32 lakh government schools under the Basic Shiksha Parishad.



Students coming out of classrooms (For representation only)

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Director general school education, Kanchan Verma, said that it's been four years since the implementation of NEP 2020, and the basic education department has accomplished the task of introducing NCERT books in all government schools in a phased manner. NCERT books were introduced in classes 1 and 2 in the ongoing session 2024-25, and from the 2025-26 session, NCERT books will be introduced in class 3. "We have made a few changes keeping in mind our local environment; otherwise, the rest of it was picked from NCERT," she said.

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third language issue in implementing NEP 2020, the state basic education department, which is imparting free and compulsory education to students from classes 1 to 8, is not only promoting Hindi in the Hindi heartland but is also encouraging 1.5 crore students to develop proficiency in four regional languages too.

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"State Council of Educational Research and Training (SCERT), UP, which is responsible for the development of curriculum and textbooks for school education in the state, has come up with a dictionary translating Hindi words into four different regional languages—Bhojpuri, Awadhi, Braj and Bundeli. The move is aimed at conserving regional dialects of the Hindi heartland and using them to better educate school kids. The dictionary is in line with the new National Education Policy (NEP) 2020," said Ganesh Kumar, director SCERT.

Old books replacing new ones

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Old textbooks 'Kalrav' of Hindi, Mathematics and English for class 1 have been replaced with new books. The new textbooks prepared include Sarangi-1 for Hindi, Anandamay Math-1 for Mathematics, and Mridangam-1 for English. Likewise, for class 2, the Hindi book 'Kislay' has been replaced with Sarangi-2, the Maths book 'Gintara' with Anandamay Math-2 and the English book with Mridangam-2.

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"The class 3 English textbook will be called Santoor, the Hindi book will be titled Veena, and Mathematics will be Anandamay Math-3. Students at government schools will be exposed to Artificial Intelligence (AI), Robotics and Coding, which will be introduced from classes 6 to 8. NEP emphasizes 360-day evaluation, following which NCERT is all for a holistic report card. 'Learning by doing' will be the focal theme," said joint director, SCERT, Pawan Sachan.

Sachan said that along with the new books, a workbook has been introduced to enable children to learn the subject faster through practice. The English textbook 'Mridangam' has been customised, and a practice book has been prepared. He said the new NEP has laid emphasis on ensuring that children do not feel the pressure of studies.

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THE TIMES OF INDIA

Only 50% schools under CCTV watch puts students at risk

Mar 22, 2025, 01.02 AM IST



Pune: The safety of students remains at risk as 50% schools in the state are not covered by CCTV cameras. Last year, the state govt mandated all schools to install closed-circuit television cameras in public areas of their campuses. However, only 50% of the one lakh schools complied. The rule was made compulsory in the wake of child sexual abuse incidents in the past on schools' premises.

In a recent question-hour session of the state assembly, minister of school education Dada Bhuse provided information on the compliance so far and stated that the installation was going on in many schools. Bhuse said the expenses for installing CCTVs were to be borne by the schools through CSR, public participation, and other modes.

Only 50,000 of 1,08,082 schools in the state have installed CCTV, according to the minister. Legislative council members Kiran Sarnaik, Milind Narvekar, and Sunil Shinde brought attention to the lack of surveillance in schools across districts during a question-and-answer session.

After the outrage from parents and residents over the abuse of two young girls in Badlapur, the state govt ordered all private and govt schools to install CCTVs within a month. "Schools failing to do so would have their

recognition revoked, as per the directive issued on Sept 26, 2024. Yet, govt's lack of seriousness regarding safety of students has been highlighted," Sarnaik said.

He also requested financial aid for private unaided schools to install CCTV cameras. "However, the installation of four CCTV cameras costs Rs 40,000. Consequently, these private unaided schools will not receive grants for CCTV. Schools are expected to bear the cost themselves as per the education minister. Nonetheless, the govt should provide grants for CCTV to private unaided schools operating in rented buildings in rural areas," he added.

quotes

Head: Dist Planning Committees Can Help

The GR tells the education department in each district to ensure that there are CCTV cameras in all schools. But there is no funding allocated for it. So, there are hardly any cameras in govt schools in the corporation and ZP areas. Govt is not doing anything but they are putting pressure on private schools to ensure camera coverage

Mahendra Ganpule I Former vice-president of State Federation of Principals

There is no separate govt funding for this initiative at the moment. It is expected that the district planning committees will fund the CCTV cameras for govt schools in their jurisdiction as they are expected to spend at least up to 5% of their total funds on the education sector. Hence, we appeal to all districts to make this a priority for the safety of students

Sharad Gosavi I State director of primary education

Printed from
THE TIMES OF INDIA

NCERT books for UP Board classes 9-12 to be available in July 1st week

Mar 22, 2025, 11.53 PM IST



Prayagraj: Over one crore students from classes 9 to 12 of 27,000 schools affiliated with the UP Board will have to wait at least three months for National Institute of Educational Research and Training (NCERT) books in the new session which is set to start on April 1. Officials said the books will be available only at the end of June or first week of July.

Sources said the UP Board issued the tender for its books of Hindi, Sanskrit and Urdu on March 12 and will open it on April 4, but the permission for the tender for NCERT books has not been received from the govt yet. Although, the director of secondary education and chairman of the UP Board, Mahendra Dev, sought permission from the govt in Oct itself to seek copyright of the books from NCERT. They added that the permission is expected by the end of March, after which the printing process will start, and it will take at least three months for the books to come to the market. It usually takes one month for the tender to be issued. After that, publishers take about a month to prepare, and then a minimum of one month is required from publication to delivery to the market.

However, the bright side is that the govt has allowed payment of more than Rs 2 crore of royalty and GST, which has cleared the way for the publication of NCERT books in this session. Last year, books were not published due to

a dispute over money between UP Board and publishers. UP Board secretary Bhagwati Singh said: "The process of publishing books has started, and it will be available in the market in three months."

This is not the first time that the publishing of the books has been delayed. Despite the new session starting on April 1 and the claims of the secondary education department to make the books available on time, the books reach the market only by July every year. In fact, last year, the books could not be printed at all. In the sessions before that too, the books were available only by July. Due to this, most of the students had to buy expensive and unauthorised books.

Maha board to align curriculum with NCERT

Hindustan Times ST (Jaipur) · 22 Mar 2025 · HT Correspondent htmumbai@hindustantimes.com

The Maharashtra government has begun aligning the curriculum of state-run schools with the National Council of Educational Research and Training (NCERT) framework, beginning with class 1 from the 2025-26 academic year, which begins on June 15. Additionally, state board schools will gradually implement the Central Board of Secondary Education's (CBSE) timetable, in which the academic year begins on April 1, officials said.

The new Class 1 textbooks will be available before June 15, while the curriculum for classes 2-12 will be updated gradually by 2028, ensuring a complete shift to the NCERT framework, according to Ranjeet Singh Deol, principal secretary of the school education department.

"The [new class 1] books are designed by the State Council for Educational Research and Training (SCERT) after required modifications," he said.

The push for CBSE-aligned education is part of the Mahayuti government's broader education reforms. Chief minister Devendra Fadnavis, in a review meeting of the school education department, had emphasised the need to improve educational quality in state-run schools and instructed officials to incorporate CBSE standards while adapting them to the state's requirements. Maharashtra also plans to align its schools' academic calendar with the CBSE's. In a written reply to Bharatiya Janata Party MLA Prasad Lad's question in the state legislative council on whether this would be done from the 2025-26 academic year, school education minister Dada Bhuse said on Thursday that discussions are ongoing, and a final decision has not yet been made.

Bhuse also stated that while efforts are underway to introduce CBSE-style textbooks in Marathi and other regional languages, the full adoption of the CBSE timetable remains uncertain. Given that the state exams are scheduled until April 24, starting the new academic year from April 1 would not be feasible, he added.

SOCIAL NEWS XYZ
The Millennial Media

Implementation of CBSE pattern will be fatal to classical language Marathi, culture, and tradition: Supriya Sule

POSTED BY: GOPI MARCH 21, 2025



Mumbai, March 21 (SocialNews.XYZ) NCP-SP MP Supriya Sule on Friday took strong objection to the Maharashtra School Education Minister Dadaji Bhuse's announcement for implementing the CBSE pattern from the academic year 2025-26 for Class 1 in government schools, saying that it will be fatal to the classical language Marathi, culture, and tradition and urged the decision be reconsidered as it has been made without taking the stakeholders into confidence.

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"Maharashtra has a very bright educational tradition. But it is a very regrettable matter that the government has decided to ignore it and follow other boards. It seems that the state government has planned to completely close the state's SSC board through this. I fear whether this decision will erase the identity of our Maharashtra which has a rich tradition of education. This decision will be fatal to the classical language Marathi, culture, and tradition. I humbly request the state government to please reconsider this decision," said Sule in a letter to the Minister.

"Setting aside the state's rich tradition in education and heading toward the imitation of other boards is deeply distressing. This decision to introduce the curriculum of another board in such a manner seems to suggest that the real objective is to completely shut down the SSC Board, which symbolises the identity of our state. Maharashtra has a grand tradition of saints and social reformers. The saints carried out the work of public education through their devotional poetry and discourses. In such a context, when implementing another board's curriculum, there is a concern whether our Marathi language, which has been granted the status of a classical language, will be accorded the respect it deserves. The decision is detrimental to the glorious tradition of Marathi literature, art, and culture, and this is truly a painful matter," she contended.

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The NCP-SP lawmaker said that there are still many issues that need to be addressed to ensure quality education - adequate physical infrastructure, a sufficient number of teachers, the burden of non-teaching work, and the unresolved problems of teachers.

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"It is extremely shameful that teachers are being driven to suicide due to these unresolved issues. Even regarding the ongoing examination schedule, various organisations and education experts have strongly opposed it and pointed out several technical flaws. Yet the Education Department seems to be adamant about pushing its own narrative. Because of this, there are disruptions in the travel plans of parents who have migrated and wish to return to their native places, leading to significant financial burdens and additional inconvenience for them," she said.

According to the School Code/MEPS Act, the complete responsibility, authority, and management of student assessment in private schools lies with the school head or the principal. However, without consulting or taking into confidence those who hold this authority, government officials are attempting to strip principals of their rightful powers without any discussion, she said.

Sule claimed there is a growing tendency within the government to act arbitrarily - without obtaining approval from any competent authority, and bypassing constitutional provisions, laws, and rules.

Transferring responsibilities such as curriculum development, textbooks, and teacher training from the Board to the State Council of Educational Research and Training (SCERT) without involving the legislature is the height of this arbitrariness. Following this, there have been repeated instances of encroaching upon the rights of others, she alleged.

In reality, any changes made must be submitted for approval to the competent authorities, but this process is being ignored. By giving the SCERT all the powers, both the Board and Balbharati have been sidelined. "This clearly shows that such an important decision regarding education has been made without consulting experts and scholars in the education field," Sule alleged.

Source: IANS

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School Education · 7 Min Read

Empowering school leadership, driving mindset change

India's education system faces significant challenges despite achieving near-universa enrollment in primary classes. Enhancing school leadership, empowering teachers, an implementing innovative teaching methods are crucial to improving student learning outcomes and reducing dropout rates among marginalised communities.

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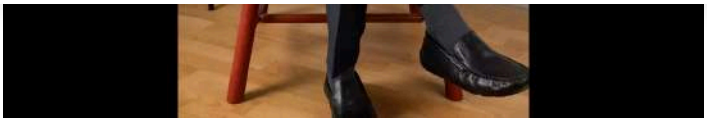
Contributed By: ***Shivaji Dam, Managing Trustee, Kotak Education Foundation***

India's education system, among the largest in the world, schools 265 million children through early childhood, primary, secondary, higher

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Shivaji Dam, Managing Trustee, Kotak Education Foundation

right to children aged 6 to 14. The government has done laudable work in achieving almost universal enrolment in primary classes.



However, learning levels are a cause of concern. Many students in Class 5 and 8 cannot read a Class 2-level text or solve basic grade-appropriate arithmetic problems. Dropout rates after Class 8 are high among children from underserved and rural communities. Lack of appropriate student learning and high dropouts lead to a lack of appropriate job opportunities at acceptable remunerations, resulting in a generational disadvantage – a poor man's child remains poor.

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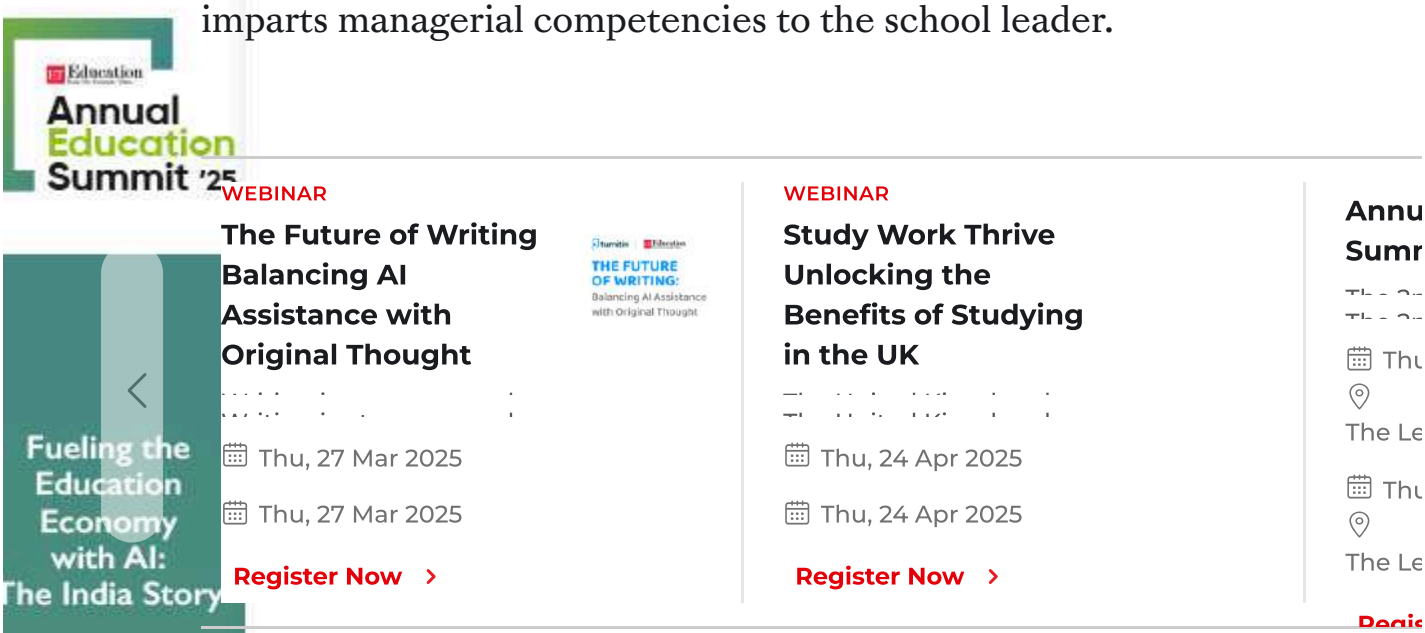
Access to quality education can open doors of opportunity for marginalised children. School leaders and teachers play a vital role in

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Qualified, experienced teachers who grow into positions of school leadership based on seniority, may not be equipped with administrative and managerial competencies required in their new role. They lack the abilities of strategic planning, managing different stakeholders or motivating teaching staff who, till recently, were their peers but are now subordinates. There is no appropriate training institution or course that imparts managerial competencies to the school leader.



Principals of schools catering to underserved communities face multiple challenges like unsupportive trustees, uncooperative teachers, indifferent parents, mediocre or difficult students. As a result, they develop a strong negative mindset and allow the school to function like it did, earlier. However, the school transforms if the Principal develops a positive 'I-Can-Do-It' attitude. I am acquainted with many such Principals whose change of mindset helped increase Student Learning Outcomes.

Creating a Vision – In my experience, several schools do not have a

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School Vision Statements can spell out many different ambitions and aspirations. Some focus on making the school a hub of academic brilliance while others aim to develop a good grooming ground for sportspersons. There are School Visions of inclusive cultures embracing diverse learners and children with disabilities and those that build pride in national or ethnic identity.

One school wanted every student to get 60% or higher in SSC. They created SMART goals and implemented a series of actions towards attaining them. In 5 years, they were able to achieve their objective.

Another school wanted to be strong in cultural activities. The Principal & Teachers were encouraged to tie up with individual art connoisseurs and cultural organisations to train and give students exposure to quality music, dance, dramatics and more. Children excelling in various art forms got the opportunity to showcase their talents on a reputed stage, boosting their confidence and building the school's name and repute.

360

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teachers to their responsibility for student development, and how their teaching inputs shaped the foundation of their students' academic performance and success in life.

Establishing a Safe, Supportive, Positive School Climate – Leaders who ensure all voices are heard, encourage open communication, healthy debate and conflict resolution, build a safe, positive learning environment that supports student creativity, problem-solving abilities and 21st-century skills.

Annual Education Summit '25

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Among the many remarkable practices introduced by the Secondary Headmaster of a school that grew from 25 students to a vibrant community of 2,000 learners, was Bal Sabha. A student-led assembly held every month, Bal Sabha provided a platform for students to discuss diverse learning needs, pressing issues, societal challenges. Every voice was valued. It built trust and confidence, encouraged transparency and dialogue, and nurtured student leaders.

Empowering Teachers – Leadership that supports professional development, mentorship and collaborative environments, helps teachers thrive.

In one school with over 3,000 students, 50-60% of students were dropouts before Class 9. The newly appointed Principal faced resistance to his initiatives from the teaching staff. Trained to respond with understanding and empathy, he held staff meetings and brainstorming

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Dropouts reduced significantly. Over time, the school's academic results improved remarkably.

Teacher Observation is a practice that provides constructive, objective, non-judgmental feedback to help teachers improve their teaching skills, student engagement and learning outcomes. Lesson structuring, preparation, communication styles, use of multimedia resources, student management are just some of the areas that can be observed and scored on an observation rubric. Several Principals who adopted this practice successfully, used structured Glow & Grow forms with qualitative comments and points. The Glow section highlighted the teacher's strengths, positive practices, effective strategies. Grow identified areas of development, offered concrete suggestions for improvement, scheduled next steps and follow-up conversations for a tangible timetable of progress.

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Teachers as changemakers

Studies have shown that effective teachers can substantially enhance student motivation and long-term academic success, including children from marginalised and vulnerable communities, children of migrants like construction workers and agricultural workers, children with physical and learning disabilities. Good teachers cultivate students' cognitive and critical thinking abilities, skills, values and attitudes. They enable students to learn better, shine academically, break gender stereotypes, and create a foundation for them to get better jobs.

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In one school, teachers brought to life, science subjects like biology, botany, ecology, by guiding students to grow a herbal garden. Students were taught how to plant herbs; sunlight, water and soil conditions required; medicinal and aromatic properties; English, vernacular and botanical names; composting and more. Student involvement was very high. Learning became an activity-based practical experience, fostering a powerful connection with nature and an upward spike in learning outcomes.

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Personalised Learning Approach – Every student learns differently. Teachers who recognise this and adapt their instruction accordingly contribute significantly to individual student growth.

Instead of a one-to-many teaching approach, teachers in some schools are being coached to divide students into groups, assign a topic, task them with research, discussion, preparation and presentation. This leads to planning, collaboration, critical thinking and improved communication skills.

Primary section class teachers, especially in semi-urban/rural schools, handle multiple classes of 30-40 students, from Grades 1 to 4, teaching diverse learners in different age groups. The teacher's inability to handle students of different classes, combined with other challenges, leads to a learning deficit for some students. Foundational Literacy and Numeracy (FLN) initiatives, aligned with NEP 2020 and NIPUN Bharat objectives, attempt to address this learning deficit. They train teachers to use

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schools. Engaging, child-friendly FLN Bhasha Peti, Ganit Peti (Literacy Kit, Math Kit), FLN Math Markets and FLN Learning Spaces strengthen foundational skills.

Fostering Practical Knowledge and Vocational Skills – A large number of children in rural areas are unlikely to get engaged in vocations other than agriculture. I have often wondered why these children cannot be taught more about agriculture.

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Understanding water conservation, seed and soil types, fertilisers, new farming techniques, different irrigation systems, or acquiring technical know-how in crop cultivation, could equip them with useful knowledge and skill sets to raise agricultural productivity and make farming more remunerative.

Architects of change shaping a future-ready generation

As per one study, 33% of Student Learning Outcomes is contributed directly by the Teacher and upto 20-25% is contributed by the Head Teacher.

In my journey of 17 years in the education space, a little bit of mentoring and handholding with Principals and Teachers, and empowering them with appropriate training, tools and techniques, can positively transform Student Learning Outcomes.

The Indian Express, 23 March 2025, Page No. 4

FEE DISPUTE: NOTICE ISSUED TO ONE BRANCH, NCPCR TAKES NOTE

'Child made to sit in library, not allowed in class': Parents allege harassment at DPS branches

SOPHIYA MATHEW
NEW DELHI, MARCH 22

SEVERAL PARENTS of students studying in Delhi Public School (DPS) branches at Vasant Kunj, Rohini, and Dwarka have raised concerns about their children facing harassment amid an ongoing fee hike dispute with school authorities.

A parent of a Class X student at DPS Dwarka, who refused to pay the disputed fees, alleged, "Today was the first class for my child... To our horror... they had to sit in the library the entire day and were not allowed to sit for any classes. Attendants accompanied the children to... the washrooms... A few classmates bullied my child, asking 'Can't your father afford to pay the school fees?'"

The dispute has been raging since last year. Parents had earlier claimed the action followed their refusal to pay the revised fee, which they say was increased "without following Directorate of Education (DoE) norms".

Following the latest complaints, a notice has gone out to one school and the National Commission for Protection of Child Rights has taken note.

On March 18, Dr Rakesh Rahi, Deputy Director of Education (DDE) Northwest B-II, issued an advisory to the DPS Rohini branch asking it not to strike off the names of students.

The same day, the DDE passed an order directing the school "not to withhold result of any student... not to deny marksheet and not to discriminate against any student on account of non-payment of arrears of hiked fee".

Stating that the matter is subjudice before the Delhi High Court, it also said if the matter is decided in favour of the school, parents will be bound to follow the court's directions. The HC is hearing a plea moved by the Rohini branch, which challenged the DoE's order of suspension of its recognition in December 2022.

On March 13, the NCPCR issued a notice to the Deputy Director of Education (DDE), (South West-A), stating that several parents of DPS Vasant Kunj alleged their "children are forced to sit in the library the entire day and not allowed to attend classes". The notice asked the DDE to ensure "the academic year of the child is not disrupted under any circumstances".

When contacted, DPS Vasant Kunj Principal Deepti Vohra and DPS Rohini Principal Kanika Sachdeva Govi declined to comment. The school principal of the Dwarka branch was not available to respond to queries.

According to parents, among the concerns raised with regard to the alleged arbitrary fee hikes include the formation of PTAs (Parent-Teacher Associations) in an unregulated manner, isolating students, displaying the names of parents and children in the public domain despite paying approved fees, as well as a threat to strike off their wards' names.

On Thursday, about 50 parents whose children study in DPS Dwarka submitted a complaint to the DoE. According to the complaint, the school served showcause notices through email on March 13 threatening to strike off the names of their wards from the rolls if the unapproved hiked fees were not paid.

Mahesh Mishra, parent of a Class 8 student at DPS Dwarka, said, "DPS School showcases its achievements in the public domain... Despite its reputation... the activities and practices of schools operated by DPS Society have been a matter of controversy and discussion for years."

A parent of a Class XI student of DPS Rohini alleged, "Recently, separate PTMs were held for parents of class IX and XI students who paid the fees... progress reports were not given to those whose parents didn't pay the hiked amount..."

A parent of a Class X student at the Vasant Kunj branch claimed, "My child informed me that after assembly on the first day... they were asked to stay back in the field.... they were then made to sit in the library... This has made my child very scared to go to school till the issue is sorted..."

A parent whose child goes to DPS Vasant Kunj said, "... Most parents have now submitted undertakings that they will pay the arrears, out of fear."

हिन्दुस्तान, 24 मार्च 2025, पृष्ठ संख्या -15

खुलासा | झारखंड में प्राइमरी से लेकर हाइयर सेकेंडरी तक कम होता ग्रॉस एनरोलमेंट रेशियो, प्राइमरी में 92.19% और अपर प्राइमरी में 83.26% बच्चों का नामांकन

आठवीं तक पढ़ने वाले आधे बच्चे 11वीं की नहीं कर रहे पढ़ाई

रांची, हिन्दुस्तान ब्यूरो। झारखंड में आठवीं तक की पढ़ाई करने वाले आधे बच्चे 11वीं की पढ़ाई नहीं कर पा रहे हैं। स्कूलों में पढ़ने वाले छात्र-छात्राओं का सकल नामांकन अनुपात (ग्रॉस एनरोलमेंट रेशियो) क्लास वार कम हो रहा है।

प्राइमरी, अपर प्राइमरी, सेकेंडरी और अपर सेकेंडरी में जैसे-जैसे ऊपर के क्लास आ रहे हैं, लगातार ग्रॉस एनरोलमेंट रेशियो कम हो रहा है। राज्य के प्राइमरी स्कूलों (पहली से पांचवीं कक्षा वाले) में 92.19 फीसदी बच्चे नामांकित हैं। जबकि अपर प्राइमरी (छठी से आठवीं) में यह आंकड़ा 83.26 फीसदी है। हाई स्कूल (नौवीं-10वीं) जाते-जाते घट कर 62.59 फीसदी हो जाता है। वहीं, हाइयर सेकेंडरी (11वीं-12वीं) में 41.29 फीसदी ही पढ़ाई कर पा रहे हैं।

राज्य के प्राइमरी स्कूलों में 92.02 फीसदी छात्र, जबकि 93.22 फीसदी छात्राएं नामांकित हैं। चतरा, देवघर, गढ़वा, गिरिडीह, गोड्डा, कोडरमा, लातेहार, लोहरदगा, पाकुड़, पलामू, पश्चिमी सिंहभूम, साहिबगंज में 100 फीसदी से ज्यादा



ग्रॉस एनरॉलमेंट रेशियो

क्लास	छात्र	छात्रा	कुल
प्राइमरी	92.02	93.22	92.19
अपर प्राइमरी	82.41	84.17	83.26
सेकेंडरी	59.82	64.67	62,59
हाइयर सेकेंडरी	39.83	42.81	41.29

आंकड़े प्रतिशत में

नामांकन हुआ है। वहीं, धनबाद, पूर्वी सिंहभूम ऐसे जिले हैं, जहां 70 फीसदी से कम नामांकन है।

वहीं, अपर प्राइमरी में 82.41 फीसदी लड़कों और 84.17 फीसदी लड़कियों का नामांकन है। इसमें सिर्फ साहिबगंज, कोडरमा, पलामू में ही 95 फीसदी से अधिक का नामांकन है, जबकि 70 फीसदी कम नामांकन में धनबाद व सरायकेला खरसावां जिला है। यही हाल हाईस्कूलों के लिए भी है। यहां लड़कों का ग्रास एनरॉलमेंट रेशियो 59.82 फीसदी है, जबकि लड़कियों का 64.67 फीसदी है।

इसमें कोडरमा, लोहरदगा, पलामू, रांची में 70 फीसदी से अधिक जीईआर है, जबकि गोड्डा, जामताड़ा, पाकुड़ व साहिबगंज में 50 फीसदी से भी कम है। इसी तरह हाइयर सेकेंडरी में 39.83 फीसदी छात्र व 42.81 फीसदी छात्राओं का जीईआर है।

रांची का जाईआर 50 फीसदी से अधिक: बोकारो, हजारीबाद, कोडरमा, पलामू, रामगढ़, रांची का जाईआर 50 फीसदी से अधिक है। वहीं, सबसे कम पाकुड़ का 19 फीसदी, चतरा, दुमका, गोड्डा, गोड्डा, जामताड़ा, साहिबगंज व सिमडेगा में 30 फीसदी से कम जीईआर है।

Financial Express
24 March 2025, Page No- 7

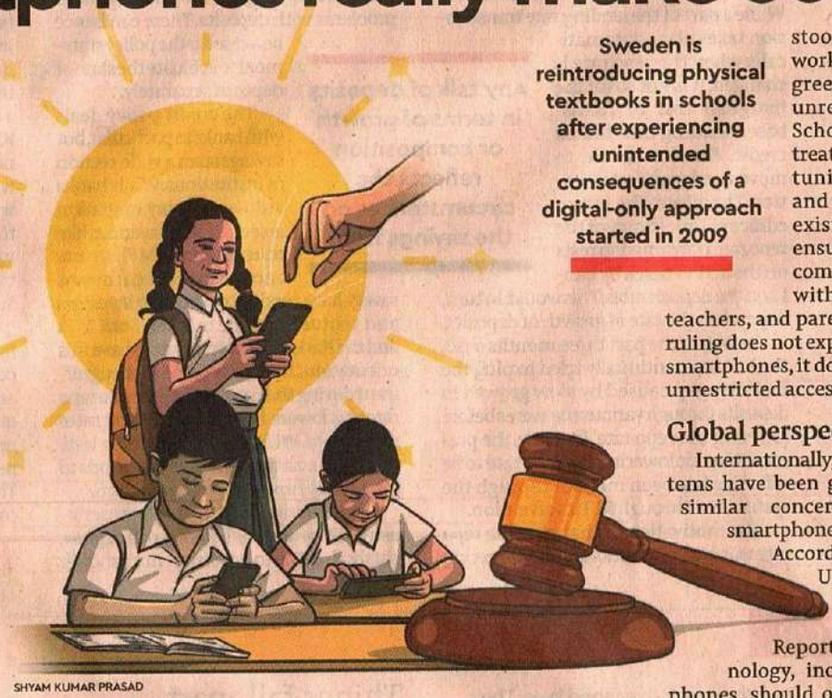
SMARTPHONES IN SCHOOLS

Do smartphones really make our kids smart?

• Interpreting the Delhi High Court's latest judgment



■ ASHOK PANDEY



SHYAM KUMAR PRASAD

Sweden is reintroducing physical textbooks in schools after experiencing unintended consequences of a digital-only approach started in 2009

ON FEBRUARY 28, Justice Anup Jairam Bhambhani of the Delhi High Court delivered a crucial judgment concerning the use of smartphones in schools. While some have interpreted it as complete relaxation of existing restrictions, a closer analysis reveals that the ruling reinforces structured policies that some schools already practice. Equally, the judgment nudges schools to devise a comprehensive policy that is transparent and fair. Let's analyse what this judgment means for educators, students, and parents.

Current status and logistical challenges

Most schools prohibit the open use of smartphones within their premises. Schools have arrangements for safe deposit of smartphones, particularly for students who need them for safety reasons. But managing this process efficiently adds an administrative burden, requiring a careful balance between student safety and operational feasibility.

The ruling also prohibits smartphone use in classrooms, common areas, or school vehicles, and certainly not that's detrimental to studies. Schools have always feared misuse and asked what is the necessity of bringing smartphones to schools at all? While the judgment does not support a complete ban, it emphasises structured regulation, leaving it to schools to frame policies that align with their educational priorities.

Another aspect that requires clarity is whether these guidelines apply equally to all students, from a four-year-old to a 17-year-old? Should primary schoolchildren be allowed to bring smartphones under the same conditions as senior students?

The High Court order: Not a free pass

The judgment is best understood as a framework rather than a green light for unrestricted use. Schools should treat it as an opportunity to reaffirm and refine their existing policies, ensuring clarity in communication with students, teachers, and parents. While the ruling does not explicitly prohibit smartphones, it does not endorse unrestricted access either.

Global perspective

Internationally, education systems have been grappling with similar concerns regarding smartphone use in schools. According to the UNESCO's Global Education Monitoring Report (2023), technology, including smartphones, should only be used in classrooms when it demonstrably enhances learning outcomes. The report also highlights concerns that excessive smartphone use can distract students and negatively impact academic performance.

By the end of 2023, approximately 30% of education systems worldwide had implemented bans on smartphone use in schools, and the number rose to 40% by 2024. Countries like France and the Netherlands have enforced strict policies regulating smartphone usage, ensuring that technology remains a tool for learning rather than a distraction. Sweden, on the other hand, decided recently to reintroduce physical textbooks after experiencing unintended consequences of a digital-only approach introduced since 2009.

These international trends suggest that the Delhi High Court's ruling is not an isolated development but rather part of a global movement towards structured and regulated smartphone use in schools. Given the considerations in the judgment, schools should take steps to clarify existing policies, frame age-appropriate policies, engage with parents, and explore alternative communication methods.

Conclusion

The Delhi High Court ruling is not a seismic shift but a structured reinforcement of practices already in place. Schools must approach it with clarity and responsibility, ensuring that it is not misinterpreted as permission for unrestricted smartphone use. Instead, this advisory should be seen as an opportunity to reaffirm policies that support student well-being, academic focus, and digital responsibility. School leaders must proactively shape the discourse to prevent confusion and ensure smooth implementation in the best interest of students and educators alike.

The author is a former school principal. Views are personal

24 March 2025, The Hindu, Page No - 17

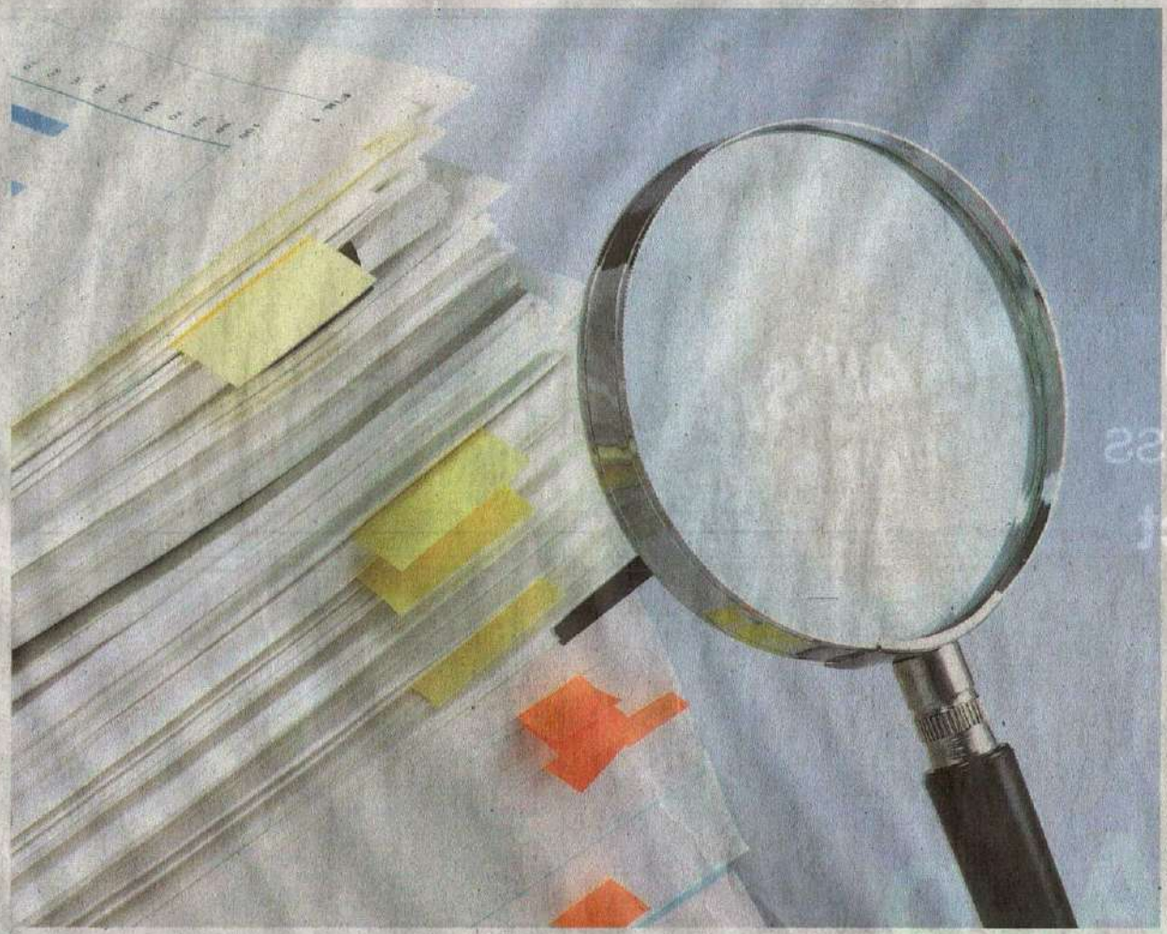
Need for quality checks

What is required is a metric to evaluate constructive research contribution, rather than going by the citation index

Subhajit Ghosh

Today, the performance of faculty members in most academic institutes, especially in Engineering, is being judged by their research output. However, this begs certain pressing questions. Why is so much thrust being put on the 'research' component for career advancement when a large number of institutions do not have a sound research infrastructure, unlike some premier government-funded tech institutes? Why is it not sufficient if faculty focus on imparting skills to students through innovative teaching and lab-related work, along with additional responsibilities such as mentoring and career guidance? Of course, with rapid developments and changes in technology, faculty members have to upgrade their knowledge to help students learn and evolve.

As of now, there are not too many effective guidelines to assess a researcher's true potential. A key yardstick of assessment is the citation index. Many institutes have been rewarding faculty researchers based on their citation index, which translates to having a good citation score in indexing sites such as *Google Scholar*, *Scopus*, *Web of Science*, *Research Gate*, and others. This system is a catalyst to some faculty researchers producing quantitative research and even being mentioned as the top 1% or 2% researchers in a list by a top-ranking world institute.



GETTY IMAGES/ISTOCKPHOTO

Limitations

Evaluating research contributions through citations can be erroneous. Assume that a researcher makes a crazy claim and writes a number of bad research papers. It is obvious that an avalanche of criticism from expert researchers in the area will follow. This will enable the researcher to become one of the most cited researchers with a good citation index. The moot question is: how do we evaluate what is 'good' and what is a 'less acceptable' research. There are additional issues of ghost writing of research papers and the problem of predatory journals.

There have been instances of researchers routinely flaunting their Google citation count and h-indexes of their research on social media, which are higher than the citation count of few internationally-acclaimed Indian researchers. It would be a stretch of imagination to conclude that such researchers are superior than the internationally-acclaimed ones. One can always come up with a counter-argument as to why not?

The objective is not to belittle researchers having an impressive citation count. As outlined earlier, high citation count can arise out of not-so-great research. It can also increase when researchers form a group and keep referencing each other within the group, often with little reason. Many universities/institutes have started rewarding researchers based on the number of index papers and citation counts in the absence of a more comprehensive measure for qualitative research.

Unless we develop a good enough metric to evaluate constructive research contribution, it will be difficult to bring ethical practices in academic publications in most institutions. There is a need for the people at the helm of policy-making committees in these institutions to ponder over and stem the flow of a large number of publications with insignificant contributions, written merely to increase the count number.

The writer is a Professor of Computer Science and Engineering with three decades of experience and based in the National Capital Region. Email: professor.sghosh@gmail.com

Ministry of Education

EDUCATION FOR ALL

Posted On: 24 MAR 2025 3:25PM by PIB Delhi

The Department of School Education and Literacy is implementing an integrated centrally sponsored scheme for School education- Samagra Shiksha. The scheme treats school education holistically, without segmentation from pre-primary to class XII in alignment with the recommendations of the National Education Policy (NEP) 2020 and aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process.

Under Samagra Shiksha, financial assistance is provided to States and UTs for implementation of various provisions of Samagra Shiksha Scheme including free uniform to eligible children at elementary level, free textbooks at elementary level, reimbursement under RTE Act, various qualitative components development of primers/textbooks for tribal language, teaching learning materials, transport/escort facility up to secondary level, special training for age appropriate admission of out of school children and residential as well as non-residential training for older children, seasonal hostels / residential camps, special training centers, age-appropriate residential and non-residential training, support to Out of School Children (16 to 19 years) for completion of education through NIOS/SIOS, Holistic Progress Card, bilingual teaching material and books.

Further, financial assistance is also provided to the States and UTs for opening/strengthening of new schools upto senior secondary level, construction of school buildings & additional classrooms, development/strengthening of school infrastructure in northern border areas under Vibrant Village Programme, setting up, up-gradation and running of Kasturba Gandhi Balika Vidyalayas, setting up of Netaji Subhash Chandra Bose Avasiya Vidyalayas, construction of hostels for PVTGs under PM-JANMAN, construction of hostels under Dharti Aaba Janjatiya Gram Utkarsh Abhiyan for unsaturated ST population, strengthening of teacher education and strengthening of DIETs/BRCs/CRCs, provision of ICT and digital interventions.

Under the student-oriented component for the children with special needs, financial assistance is provided for identification and assessment of children with special needs, aids and appliances, braille kits and books, appropriate teaching learning material and stipend to girl students with disability etc. It also has provisions for creation of differently-abled friendly infrastructure such as ramps, ramps with handrails and differently-abled friendly toilets for barrier free access in schools. Further, to improve the identification of CwSN, the Government has introduced the Prashast App for early screening and identification of CwSN in regular schools. Teacher capacity building programs are being undertaken under NISHTHA in hybrid mode to train general teachers to address the learning needs of CwSN.

The New India Literacy Programme (NILP) popularly known as ULLAS - targets non-literates aged 15 years and above who have missed formal schooling and provide educational opportunities to them to make them literate. It is being implemented from FY 2022-23 to 2026-27. A dedicated ULLAS App has been created for registering learners and volunteer teachers. Till now, over 2.20 crore learners and more than 40 lakh volunteer teachers have registered on the app. The App also contains TLM in the form of ULLAS primers in all languages.

The Scheme supports creation and strengthening of infrastructure like, School buildings, Additional Classrooms, Toilets, Drinking Water, Ramp and Handrails, electrifications, Boundary wall, Science labs, Library Rooms, Computer Rooms, and Major Repairs works as per state requirements.

To bridge the gap between rural and urban areas in educational access, digital initiatives like ICT Labs, Smart Classrooms, PM e-Vidya including DIKSHA and SWAYAM PRABHA DTH-TV Channels are also being supported under the scheme.

The annual plans are prepared by the States and UTs as per their requirements/ priority including creation/ strengthening of infrastructure, support to teachers' salary etc. and same is reflected in their respective Annual Work Plan and Budget (AWP&B) Proposals. These plans are then appraised and approved by the Project Approval Board (PAB) in the Department of School Education & Literacy in consultation with the States and UTs as per the programmatic and financial norms of the scheme and physical and financial progress of the State for the interventions approved earlier.

The information was given by the Minister of State for Education, Shri Jayant Chaudhary in a written reply in the Lok Sabha today.

*****

MV/AK

(Release ID: 2114376) Visitor Counter : 1152

Read this release in: Urdu , Hindi , Tamil

NEP-2020 not just a policy but a vision document: DSEK

Will prove to be game changer in country's education sector: Dr Itoo

RK News

Last updated: March 24, 2025 4:16 am



Srinagar, Mar 23: Director School Education Kashmir (DSEK) Dr G N Itoo has said the National Education Policy (NEP) 2020 is not just a policy but a vision document which will prove to be a game changer in the education sector of the entire country as well as Jammu and Kashmir.

He expressed these things while addressing the one-day conference on the topic "NEP-2020 and flexibility in curriculum and integration of vocational education" in Ganderbal district as the chief guest.

During the conference held at Boys Higher Secondary School Ganderbal, Dr Itoo, in his presidential

address, said the initiatives taken by the government in the recent budget to make Jammu and Kashmir an Educational HUB are part of the framework of this policy.

He said under the initiatives to make Jammu and Kashmir an Educational HUB, 15,000 pre-primary schools (K-G's) will be developed in "Early childhood education" with a target of enrolling about 180,000 children, which will bring a new change in the education sector of Jammu and Kashmir.

Talking about educational technology and digitization, the DSEK said under this initiative 600 ICT labs, 2000 smart classrooms and 52 Tinkering labs will be established, while under the Universal Education initiative, the target is to bring 46,000 out-of-school children into the fold of education, and special attention will be given to the "Girl Child".

Dr Itoo further said that under the New Education Policy, children in schools will be trained in such skills which can be useful for them in practical life.

He announced that several programmes will be organised in the coming days in all the 374 clusters of the valley to disseminate information about the education policy so that all children and their parents are fully aware of the merits and advantages of the New Education Policy.

Chief Coordinator NEP-2020 of the University of Kashmir, Professor Mushtaq Ahmed Siddiqui, and Co-ordinator DYD, University of Kashmir, Professor Syed Afshana, while addressing the conference highlighted the policy's need in the present modern era.

KASHMIR READER

CITY

NEP 2020 not just a policy but a vision document: Dir School Edu

*By **KR Desk** 1:25 am March 24, 2025 0 0*

Policy will prove to be game changer in education sector: Dr. G.N. Itoo

SRINAGAR: Director School Education Kashmir Dr. G.N. Itoo has said that the National Education Policy 2020 is not just a policy but a vision document which will prove to be a game changer in the education sector of the entire country as well as Jammu and Kashmir.

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Chief Coordinator NEP-2020,of University of Kashmir Professor Mushtaq Ahmed Siddiqui, and Co-ordinator DYD, University of Kashmir Professor Syed Afshana, while addressing the conference highlited the need of the policy in present modern era.

Professors also apprised the concerned about the different tools and ways with regard to face the challenges during implementation of this policy at the grass-root level.

Hindustan Times

Nainital ki sair, Hamara Hindustan: Two new chapters added for Urdu students of government-run schools

By K Sandeep Kumar , Prayagraj

Mar 24, 2025 06:12 PM IST

یو پی کے سرکاری اسکولوں میں اردو طلباء کو "ہمارا ہندوستان" اور "نینی تال کی سیر" جیسے نئے مضامین پڑھائے جائیں گے۔

Story continues below advertisement

Urdu students enrolled in class 3 of government-run primary (classes 1 to 5) and composite (classes 1 to 8) schools functioning under the UP Basic Education Council across the state will also study about the significance of Sangam, the confluence of the Ganga and Yamuna in Prayagraj.



(Pic for representation only)

Story continues below advertisement

ZOHO

The topic on Sangam has been included in 'Hamara Hindustan' which is one of the two chapters included in their Urdu textbook Sitar-1, said officials of the state basic education department. Another chapter is 'Nainital ki sair'. Adapting NCERT's Urdu book Sitar-1 in the context of Uttar Pradesh, which is being introduced in the schools from new year 2025-26, experts of the State Institute of Education (SIE)-Prayagraj have added these two chapters to the book.

Class 12 Bihar Board results are out! Click NOW to see your scorecard.

under the UP Basic Education Council.

It is worth mentioning that NCERT-prescribed books are being adapted as per UP's needs and with NCERT's permission before being introduced for different classes of government-run primary and upper primary schools in a phased manner. This process began last year with classes 1 and 2 and has now extended to class 3.

Story continues below advertisement



PROMOTED





As part of the exercise, in place of the 'Bhalaaye' story in NCERT Urdu textbook of class 3, 'Hamara Hindustan' based on Indian unity, civilization and culture has been added, said Naval Kishore, principal of the State Institute of Education (SIE)-Prayagraj.

This lesson describes Indian culture as well as the confluence of Ganga and Yamuna located in Prayagraj, a major pilgrimage site of Uttar Pradesh. There is also a mention of Taj Mahal, one of the seven wonders of the world in the chapter.

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There is a mention of great Indian personalities like Gautam Buddha, Moinuddin Chishti, Guru Nanak and Mahatma Gandhi. There is also mention of local languages spoken in different states of India and emphasis has been laid on learning the national language Hindi, he added.

Story continues below advertisement



Apart from this, the chapter on ‘Kashmir’ has been replaced for UP with a chapter ‘Nainital ki sair’ (A trip to Nainital).

In this chapter too the journey starts from the historical and cultural city of Prayagraj. There is a description of other cities of the state like Lucknow and Bareilly falling on the way of the journey. The names of some famous places of Nainital which are in English have been used as is in Urdu, which would be easy for class 3 children to read/pronounce like Tiffin Top, Snow View, China Peak etc.

Through these chapters, efforts have been made to provide a fillip to the vocabulary of children through words used in daily life like station, bus, trolley, ‘itminaan’, ‘hairat’, ‘jhurjhuri’ etc.

Story continues below advertisement

Book to help develop understanding towards environment

The newly developed environment textbook of class 3 students 'Hamara Adbhut Sansar' is based on four themes: Our family and community, life around us, gifts of nature and what is around us. Experts say that this will develop understanding in children towards their family, their neighbourhood, gifts given by nature as well as the environment around them. While reading the textbook, children will feel a sense of belonging and attachment towards the environment which is its main feature.

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TRENDING NOW

E-Paper

Govt aims to enroll 46,000 'out of school' children in Kashmir: DSEK

ily Excelsior - March 24, 2025

Excelsior Correspondent

Srinagar, Mar 23: Director of School Education Kashmir (DSEK), Dr. G.N. Itoo, announced today that the government aims to enroll 46,000 out-of-school children, with a special focus on girls' education.

Dr. Itoo made these remarks while addressing a one-day conference on "NEP-2020: Flexibility in Curriculum and Integration of Vocational Education" in Ganderbal district as the chief guest.

He also said that the National Education Policy (NEP) 2020 is not just a policy but a vision document that will be a game-changer in the education sector.

He emphasized that NEP 2020 will transform the education sector not just across the country but also in J&K and noted that the Government is targeting the enrollment of 180,000 children.

Speaking at the event held at Boys Higher Secondary School, Ganderbal, he highlighted that recent Government initiatives in the budget to establish J&K as an educational hub align with the policy's framework.

Dr. Itoo stated that under the initiative to make J&K an educational hub, the Government plans to develop 15,000 pre-primary schools (KGs) under the Early Childhood Education program, targeting the enrollment of 180,000 children, bringing a significant transformation to the education sector in the region.

Discussing educational technology and digitization, he announced that under this initiative: 600 ICT labs, 2,000 smart classrooms, and 52 tinkering labs will be established.

"Additionally, under the Universal Education initiative, the Government aims to bring 46,000 out-of-school/ drop outs children into the education system, with special attention given to the girl child," he said.

Dr. Itoo further said that under NEP 2020, students will be trained in practical skills that will be useful in real-life applications.

Chief Coordinator NEP-2020 at the University of Kashmir, Professor Mushtaq Ahmed Siddiqui, and Coordinator DYD, University of Kashmir, Professor Syed Afshana, also addressed the conference.

Daily Excelsior

https://www.dailyexcelsior.com

Hindustan Times

Delhi govt to prepare action report on deteriorating conditions of schools, says Education Minister Ashish Sood

PTI | , New Delhi

Mar 24, 2025 07:49 PM IST

The education minister's response came following concerns raised by various MLAs regarding school infrastructure during ongoing Delhi Assembly Budget Session.

Story continues below advertisement

Delhi Education Minister on Monday informed the Assembly that an action report would be prepared on the deteriorating condition of schools in the national capital.

Hindustan Times



The Delhi Government is set to prepare an t action report on the deteriorating condition of schools in the national capital. (AP File Photo/Representative image)

Story continues below advertisement



Speaking at the ongoing Delhi Assembly Budget Session, Minister Ashish Sood addressed concerns raised by various MLAs regarding school infrastructure.

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Also read: Pressure to perform, extreme competition burdens students mental health: SC

A five-time BJP MLA from Gandhi Nagar, Arvinder Singh Lovely, highlighted the poor condition of a school on Brahmapuri Main Road and said several schools in the Trans-

He urged the minister to provide details of such schools, to which Sood assured that the necessary information would be collected and presented in the House.

Similarly, BJP MLA Kulwant Rana pointed out the dilapidated condition of a school in Saheb Haderi.

Also read: Bihar board 12th result 2025: When did BSEB announce Inter results previously? A look at last 2 years' trends

Story continues below advertisement



"The previous government constructed the school, but within two years, its roof collapsed. What was the reason behind this, and will the building be reconstructed?" he asked.

Raising concerns about Pratibha Schools, BJP MLA OP Sharma from Vishwas Nagar claimed that several of them, built between 1993 and 1998, were shut down by the previous government.

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Q. Should schools have a four-day workweek to reduce student stress?

Yes

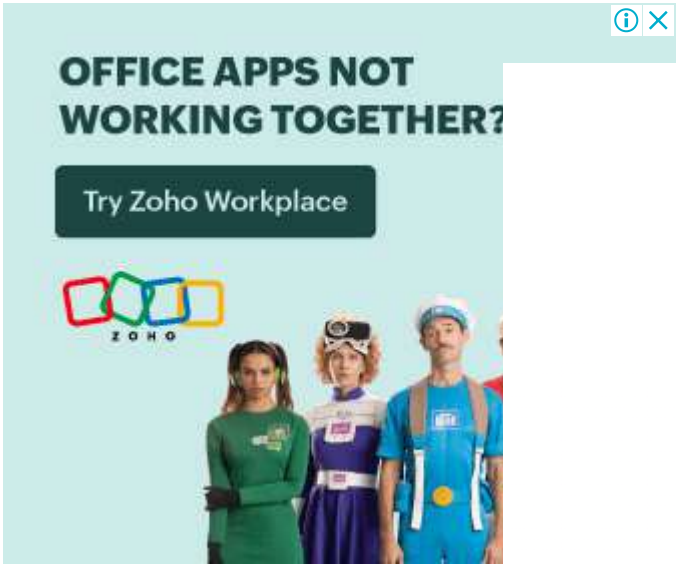
No

In response to these concerns, Sood said, "An action report on the condition of schools will be prepared and presented in the House."

Also read: Murmu asks tribals to be educated and take benefits of welfare schemes

Meanwhile, AAP leader Sanjeev Jha inquired about the number of students who had received financial aid at Delhi University by February 25. Sood assured that a detailed report on the matter would be provided to the Assembly.

Story continues below advertisement



The five-day budget session of the eighth Delhi Assembly is underway.

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EXAM AND COLLEGE GUIDE

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War chat row: White House says no classified material were shared on Signal

राष्ट्रीय सहारा, 25 मार्च 2025, पृष्ठ संख्या – 1

विवि में अब अप्रेंटिसशिप आधारित UG कोर्सेज

■ राकेश नाथ

नई दिल्ली। एसएनबी

- 3 साल के यूजी कोर्सेज में एक से तीन सेमेस्टर अप्रेंटिसशिप चलेगी
- ऐसे कोर्सेज में छात्रों को अप्रेंटिसशिप का स्टाईपेंड भी दिया जाएगा
- विश्वविद्यालय अनुदान आयोग ने जारी की नई गाइडलाइन

देशभर के विश्वविद्यालयों में अब अप्रेंटिसशिप आधारित अंडरग्रेजुएट कोर्सेज चल सकेंगे। ऐसे अंडरग्रेजुएट कोर्सेज में एक से तीन सेमेस्टर की अवधि अप्रेंटिसशिप की होगी। योजना के तहत तीन साल के अंडरग्रेजुएट कोर्सेज में एक से तीन सेमेस्टर की अप्रेंटिसशिप चलेगी। इसी प्रकार चार साल के अंडरग्रेजुएट कोर्सेज में दो से चार सेस्टर की अप्रेंटिसशिप होगी। ऐसे कोर्सेज में छात्रों को अप्रेंटिसशिप का स्टाईपेंड भी दिया जाएगा। छात्रों को रोजगार योग्य बनाने के लिए इस तरह के अंडरग्रेजुएट कोर्सेज चलाने के लिए विश्वविद्यालय अनुदान आयोग ने अपनी गाइडलाइंस जारी की है। राष्ट्रीय शिक्षा नीति को ध्यान में रखते हुए इसको मूर्त्त रूप दिया गया है।

विश्वविद्यालय अनुदान आयोग की गाइडलाइंस के अनुसार तीन महीने की अप्रेंटिसशिप के लिए दस क्रेडिट्स मिलेंगे। अप्रेंटिसशिप के दौरान छात्र उद्योगों में प्रशिक्षण प्राप्त करेंगे। यूजीसी के अनुसार अप्रेंटिसशिप आधारित अंडरग्रेजुएट कोर्सेज चलाने के लिए किसी भी विश्वविद्यालय का नैक की स्कोरिंग प्राप्त हो या एनआईआरएफ की रैंकिंग प्राप्त होना जरूरी है। यूजीसी की गाइडलाइंस के अनुसार विश्वविद्यालयों को अप्रेंटिसशिप आधारित अंडरग्रेजुएट कोर्सेज में अप्रेंटिसशिप शेड्यूल तय करने की छूट होगी। गाइडलाइंस के अनुसार कोर्स के पहले सेमेस्टर में अप्रेंटिसशिप नहीं कराया जा सकता है। हालांकि कोर्स के आखिरी सेमेस्टर में अप्रेंटिसशिप कराया जा सकता है। इन कोर्सेज में करार करने के लिए विश्वविद्यालयों को उद्योग अथवा संस्थान के साथ करार करना होगा। यूजीसी ने इस गाइडलाइंस का उल्लंघन करने पर दंड का प्रावधान किया है। इसके तहत यूजीसी द्वारा जांच समिति गठित की जाएगी। नियमों का उल्लंघन करने पर विश्वविद्यालय को यूजीसी की योजना से बाहर किया जा सकता है। दूसरा विश्वविद्यालय को डिग्री कोर्सेज को चलाने पर प्रतिबंधित किया जा सकता है। तीसरा विश्वविद्यालय को डिस्टेंट लर्निंग कोर्सेज चलाने पर रोका जा सकता है। चौथा विश्वविद्यालय को उच्च शिक्षण संस्थान की लिस्ट से हटाया जा सकता है।

The Tribune, 25 March 2025, Page No- 2

Rahul leads NSUI protest march against NEP-2020, paper leaks

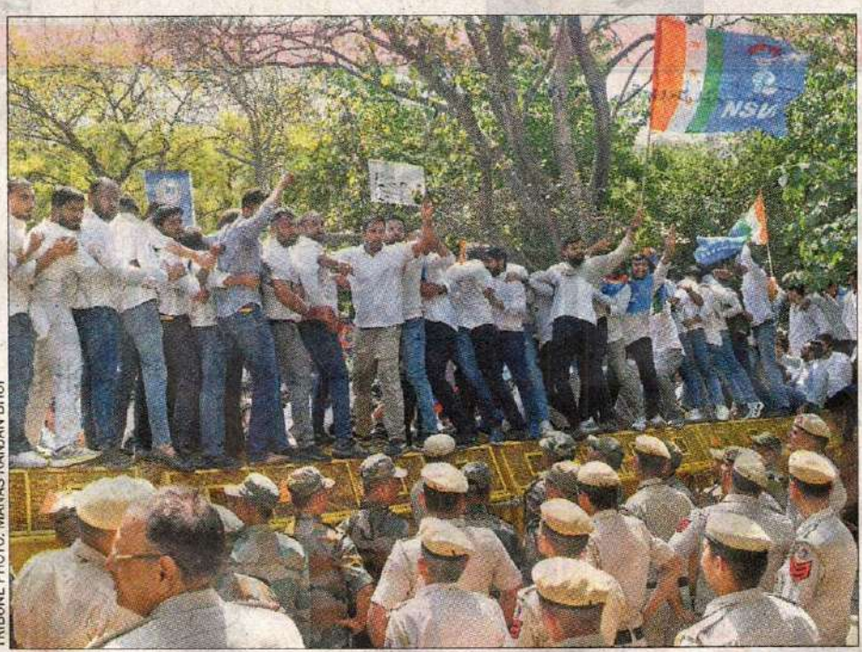
ANSHITA MEHRA
TRIBUNE NEWS SERVICE

NEW DELHI, MARCH 24

Leader of Opposition in Lok Sabha, Rahul Gandhi, joined thousands of students in a massive protest march to Parliament on Monday, led by the National Students' Union of India (NSUI) and student organisations from the INDIA Alliance. The demonstrators voiced strong opposition to the National Education Policy-2020, frequent paper leaks, the University Grants Commission's (UGC) draft regulations and the growing privatisation of education. Several senior MPs from the INDIA Alliance also participated in support.

Addressing students at Jantar Mantar, Gandhi accused the BJP-RSS of attempting to control the education system to curb independent thought.

"The BJP and RSS want to control education to suppress independent thinking. Students must resist their agenda, unite, and take this movement nationwide. This is a fight for India's future," he said.



TRIBUNE PHOTO: MANAS RANJAN BHUI

Members of INDIA Alliance Student Organisation during a protest at Jantar Mantar, New Delhi.

NSUI national president Varun Choudhary, who led the march, criticised the government's handling of education policies and examination processes. "The BJP government is systematically destroying India's education system through privatisation, exam scams and anti-student policies such as NEP-2020. Lakhs of students are suffering due to repeated paper leaks and irregularities in competitive exams, yet the government refuses to take accountability," he said.

Choudhary also accused the government of using force to suppress student voices. "Instead of addressing our legitimate concerns, the BJP government is using police force to silence students. But, let me make it clear — this movement will not stop here. The NSUI, along with the students of India, will continue this fight until the government is held accountable and necessary reforms are implemented," he added.

Despite the protest being largely peaceful, the Delhi Police detained over 100 students, including Choudhary. The police claimed the march did not have prior permission, leading to the detentions.

Following the detentions, the NSUI and INDIA Alliance student organisations vowed to intensify their agitation in the coming days.

"The youth of this country will not tolerate an education system that serves the interests of a few while jeopardising the future of millions," NSUI leaders said.

The Pioneer, 25 March 2025, Page No- 4

CBSE to allow calculators for class 12th accountancy exam

PIONEER NEWS SERVICE ■ New Delhi

The Central Board of Secondary Education (CBSE) is examining a proposal to allow use of basic non-programmable calculators in class 12 accountancy exams to ease cognitive load associated with lengthy calculations, according to board officials.

A panel will be formed to formulate guidelines on their use to ensure uniformity, they added.

While CBSE allows students with special needs in both classes 10 and 12 to use calculators, the Council for the Indian School Certificate Examinations (CISEC) allowed class 12 students to use calculators in 2021.

"The board's curriculum committee had proposed that basic, non-programmable calculators be allowed in class 12 accountancy examination, limited to functions necessary for typical financial calculations, such as addition, subtraction, multiplication, division, and percentage calculations," a senior board official said.

"A panel will be formed to provide clear guidelines regarding acceptable calculator models to ensure uniformity and prevent the use of advanced or programmable devices. The curriculum committee has also argued that allowing calculators will ease the cognitive load of lengthy calculations and help students by reducing their stress and improving exam performance. With the move, the board also aims to enhance analytical responses, align with international standards, and support the National Education Policy (NEP)'s focus on higher-order thinking skills.

Other key proposals being considered by the board include piloting an On-Screen Marking (OSM) system for small-volume subjects and implementing a new re-evaluation process in board exams.

"To reduce the time spent on sending answer books to evaluation centres physically, the examination committee of the board proposed implementing On-Screen Marking (OSM) which will entail scanning and uploading answer sheets for digital evaluation, ensuring a faster and more efficient evaluation process.

"The proposal of OSM may be rolled out on a pilot basis in a few subjects in the main examination in both Classes 10 and 12 science or mathematics supplementary examination and mathematics for revaluation from 2024-25 academic session," the official added.

Millennium Post, 25 March 2025, Page No-1

STUDENTS' MENTAL HEALTH CONCERNS

SC sets up task force on students' suicides in educational institutions

The NTF will have authority to conduct surprise inspections at any higher educational institution and must submit an interim report within four months

MPOST BUREAU



CLOSER LOOK

- The court directed Delhi Police to register an FIR regarding two IIT Delhi students who died by suicide in 2023
- Official data revealed 98 student suicides in higher educational institutes since 2018, with IITs accounting for the highest number (39 cases)
- The bench criticised existing frameworks as "inadequate and ineffective" in addressing student mental health concerns and preventing suicides on campuses

NEW DELHI: The Supreme Court on Monday established a National Task Force (NTF) to address the growing concern of student suicides in higher educational institutions across India. The decision came as the court noted a "disturbing pattern" of such incidents, highlighting the need for a comprehensive framework to prevent these tragedies.

A bench comprising Justices J B Pardiwala and R Mahadevan issued the order while hearing an appeal from parents of two students who died by suicide at the Indian Institute of Technology (IIT), Delhi, in 2023. The court directed Delhi Police to register an FIR based on the complaints filed by the families of the deceased students.

"The recurring instances of student suicides in higher educational institutions, including private educational institutions, serve as a grim reminder of the inadequacy and ineffectiveness of the existing legal and institutional framework in Continued on P4

SC Collegium

receiving information about the incident. In his preliminary findings dated March 21, Chief Justice Upadhyaya noted: "The enquiry conducted by me, prima facie, does not reveal possibility of entry or access to the room by any person other than those residing in the bungalow, the servants, the gardeners and CPWD personnel, if any." He concluded that "the entire matter warrants a deeper probe." In an unprecedented move, the Supreme Court uploaded the in-house inquiry report on its website on March 22, including photos and videos of the alleged cash discovery.

The Supreme Court has since constituted a three-member inquiry committee comprising Justice Sheel Nagu (Chief Justice of Punjab and Haryana High Court), Chief Justice G.S. Sandhawalia (Himachal Pradesh), and Justice Anu Sivaraman (Karnataka High Court) to conduct a more thorough investigation.

Justice Varma's judicial work has been withdrawn pending the outcome of this inquiry. His proposed transfer will take effect once the Centre accepts the collegium's recommendation.

Justice Varma began his legal career in 1992 and was appointed as an additional judge of the Allahabad High Court in 2014. He became a permanent judge in 2016 before being appointed to the Delhi High Court in October 2021. Meanwhile, lawyers of Allahabad High Court Bar Association said that they will stage an indefinite strike from March 25 onwards following Justice Yashwant Varma's proposed transfer to Allahabad High Court.

The Times of India, 25 March 2025, Page No- 1

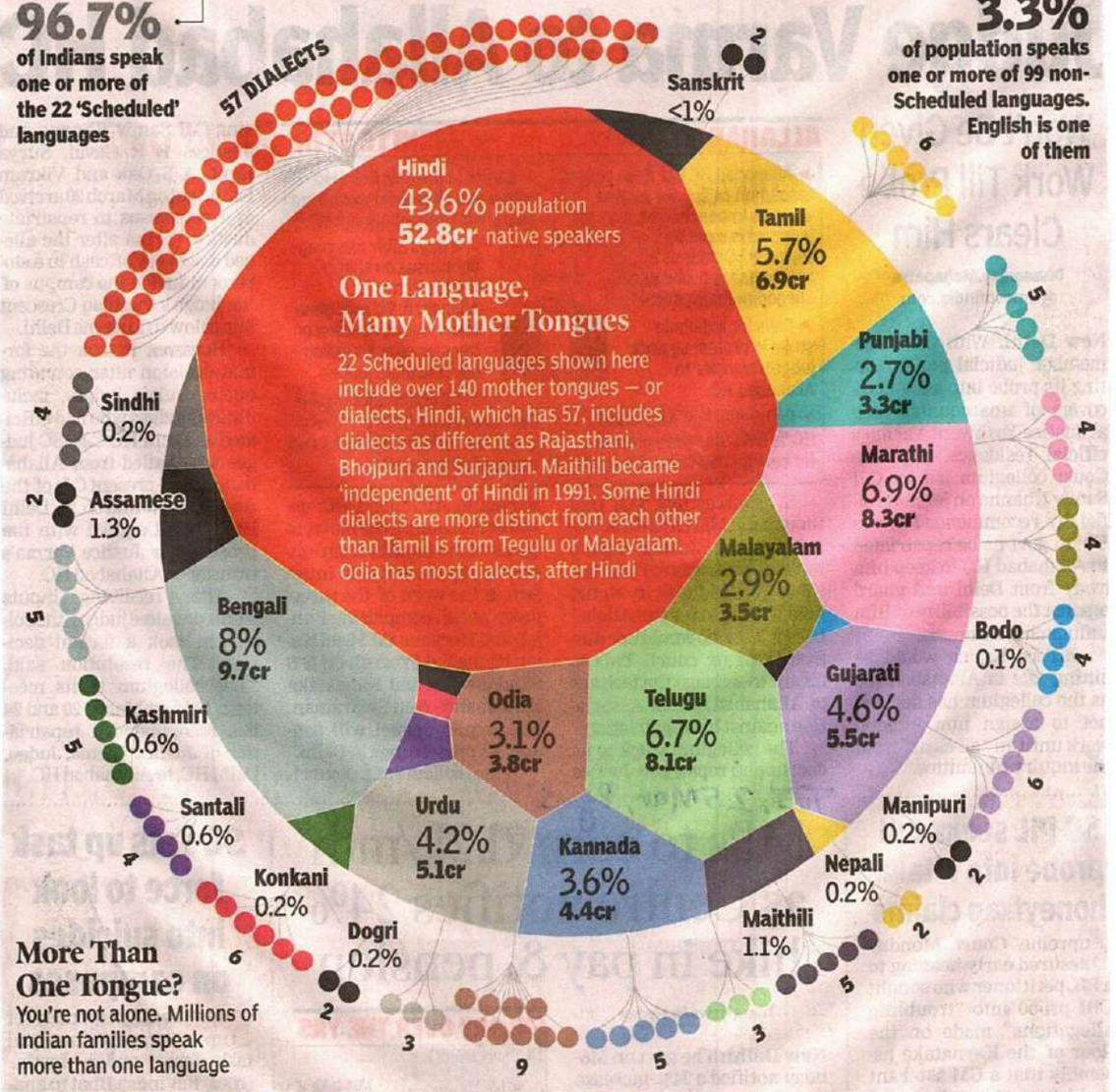
BEYOND HINDI VS TAMIL

What India's language data really tells us

Language is more than just a political debate in India. It's a marker for migration, urbanisation, class, and identity. While headlines focus on Hindi vs Tamil, the real story is richer — multilingual states, English's quiet rise, and Hindi's changing role. Charts below reveal India's linguistic landscape in surprising ways

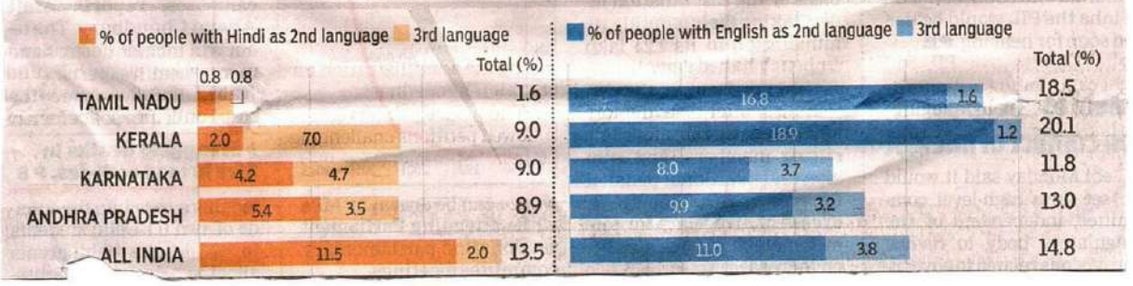
96.7% of Indians speak one or more of the 22 'Scheduled' languages

3.3% of population speaks one or more of 99 non-Scheduled languages. English is one of them

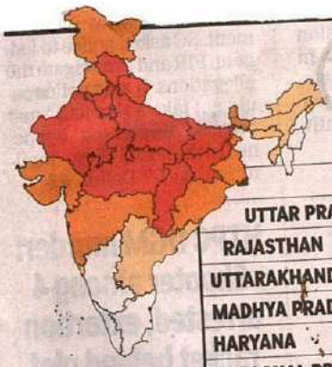


More Than One Tongue?
You're not alone. Millions of Indian families speak more than one language

Hindi Scores A Triple 9 Down South, But Just 1.6% In TN; Kerala Tops In English



The Times of India, 25 March 2025, Page No - 1



Every State Is A Mini-India!

It's hard to find monolingual adults in India. Every state has at least five major languages spoken by at least 10,000 or more people

(States/UTs listed per their status in 2011)

TOP 5 LANGUAGES IN EACH STATE

	1	2	3	4	5
UTTAR PRADESH	Hindi	Urdu	Punjabi	Bengali	Sindhi
RAJASTHAN	Hindi	Bhili/Bhilodi	Punjabi	Urdu	Sindhi
UTTARAKHAND	Hindi	Urdu	Punjabi	Bengali	Nepali
MADHYA PRADESH	Hindi	Bhili/Bhilodi	Marathi	Gondi	Urdu
HARYANA	Hindi	Punjabi	Urdu	Bengali	Lahnda
HIMACHAL PRADESH	Hindi	Punjabi	Nepali	Kinnauri	Kashmiri
NCT OF DELHI	Hindi	Punjabi	Urdu	Bengali	Maithili
CHHATTISGARH	Hindi	Gondi	Odia	Halabi	Kurukh/Oraon
BIHAR	Hindi	Maithili	Urdu	Bengali	Santali
CHANDIGARH	Hindi	Punjabi	Urdu	Nepali	Bengali
JHARKHAND	Hindi	Santali	Bengali	Urdu	Ho
DAMAN & DIU	Gujarati	Hindi	Marathi	Bengali	Odia
D&N HAVELI	Bhili/Bhilodi	Hindi	Gujarati	Marathi	Konkani
JAMMU & KASHMIR	Kashmiri	Hindi	Dogri	Punjabi	Bhotia
A&N ISLANDS	Bengali	Hindi	Tamil	Telugu	Nicobarese
MAHARASHTRA	Marathi	Hindi	Urdu	Gujarati	Bhili/Bhilodi
PUNJAB	Punjabi	Hindi	Urdu	Bengali	Lahnda
GUJARAT	Gujarati	Hindi	Sindhi	Marathi	Bhili/Bhilodi
SIKKIM	Nepali	Hindi	Bhotia	Limbu	Lepcha
WEST BENGAL	Bengali	Hindi	Santali	Urdu	Nepali
ODISHA	Odia	Hindi	Kui	Santali	Urdu
GOA	Konkani	Marathi	Hindi	Kannada	Urdu
ASSAM	Assamese	Bengali	Hindi	Bodo	Miri/Mishing
ANDHRA PRADESH	Telugu	Urdu	Hindi	Tamil	Marathi
TRIPURA	Bengali	Tripuri	Hindi	Mogh	Odia
LAKSHADWEEP	Malayalam	Tamil	Hindi	Bengali	Telugu
ARUNACHAL	Nissi/Dafla	Adi	Bengali	Hindi	Nepali
MEGHALAYA	Khasi	Garo	Bengali	Hindi	Nepali
PUDUCHERRY	Tamil	Telugu	Malayalam	Urdu	Hindi
KARNATAKA	Kannada	Urdu	Telugu	Tamil	Marathi
NAGALAND	Kontak	Ao	Lotha	Angami	Chakru/Chokri
MANIPUR	Manipuri	Mao	Thado	Tangkhul	Kabui
MIZORAM	Lushai/Mizo	Bengali	Lakher	Tripuri	Pawi
TAMIL NADU	Tamil	Telugu	Kannada	Urdu	Malayalam
KERALA	Malayalam	Tamil	Tulu	Kannada	Konkani

Of 35 states and UTs, **Hindi is the most spoken language in**

11

Second most spoken language in

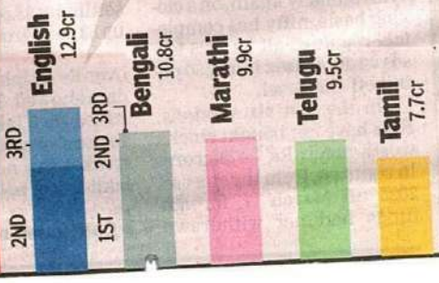
10

And is among 5 major languages in

8



Nobody's Mother Tongue, But Most Spoken After Hindi



English is a language barely any Indian inherits (mother tongue of only 0.2%), but everybody wants to learn or is learning—making it **the second most spoken after Hindi**

43% increase in no. of non-native English speakers between 2001 and 2011, versus **26%** for Hindi. Nearly 13cr Indians speak English as a 2nd or 3rd language, versus only 2.6 lakh as native. **The undeclared national language?**

*Total dialects (or mother tongues) are more. Only dialects spoken by more than 10,000 counted here. Total 2,843 dialects recorded by Census 2011

Data: **Census 2011** • Graphic: Sajeev Kumarapuram

The Statesman, 25 March 2025, Page No - 7

Books have changed, just like us

KIM SEONG-KON

No one would deny that books are one of the great inventions of human civilization. From books, we learn about other people and other cultures, and we can indirectly experience a world we have never seen. By reading books, we can obtain invaluable information and knowledge, experience epiphanies and profound realizations. Books also broaden the horizon of our minds and quench our thirst for the unknown. In that sense, "A book is a gift you can open again and again," as Garrison Keillor put it.

Sages have acknowledged the importance of books. Carl Sagan once wrote, "One glance at a book and you hear the voice of another person, perhaps someone dead for 1,000 years. To read is to voyage through time."

Indeed, by reading books, we can make a journey into the past as well as the future. George R. R. Martin said, "A reader lives a thousand lives before he dies." It is true that books enable us to live others' lives metaphorically and greatly expand the scope of our perspectives.

The great Argentine writer Jorge Luis Borges, too, praised the book, saying "Of all man's instruments, the most wondrous, no doubt, is the book. The other instruments are extensions of his body." He came up with examples: "The microscope, the telescope, are extensions of his sight; the telephone is the extension of his voice; then we have the plow and the sword, extensions of the arm." He concluded, "But the book is something else altogether: the book is an extension of memory and imagination."

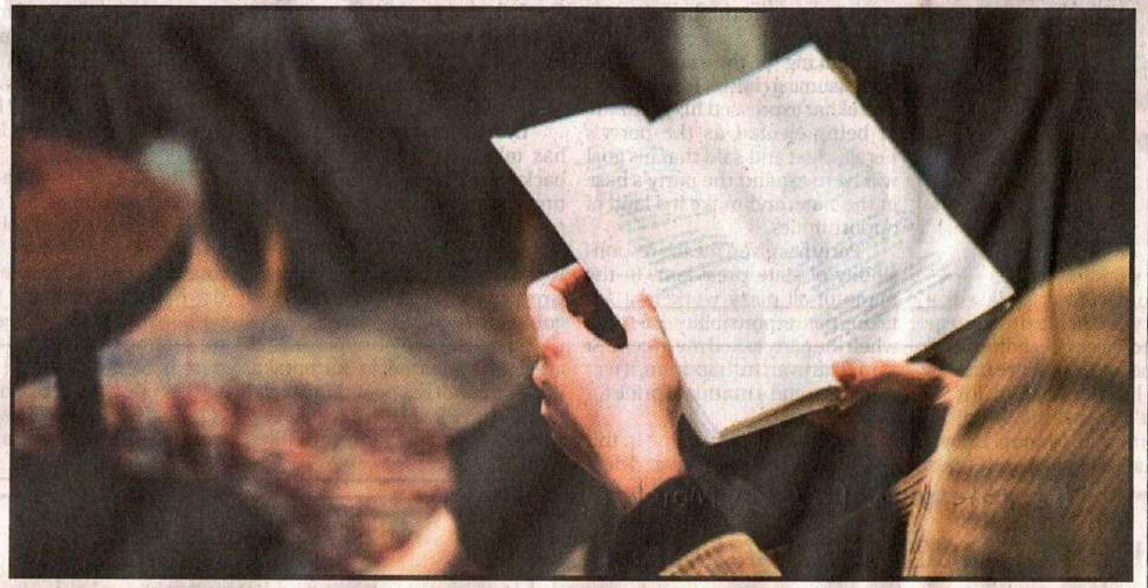
Borges lived in the era of printed books, not e-books. If he still lived today, Borges would no doubt be dazzled by the electronic media and the flood of information provided by computers, tablets and mobile phones, all of which have successfully replaced paper books. However, I suspect he would admire these electronic devices that have replaced paper books in our time.

Borges was a true postmodern pioneer who could foresee amazing changes in the future. Even before television was popularized, not to mention computers, he already foresaw the age of virtual reality, in which fiction and fact, fantasy and reality, or truth and fake news, are intricately intertwined.

If he lived today, Borges would state that computers, tablets and mobile phones are different types of books, and thus, they, too, are undoubtedly an extension of our memory and imagination. He would also say that even though the essence of books may never change, the vessels that contain books can alter and vary, depending on different eras.

Indeed, a book does not necessarily have to be printed on paper only. In fact, the form of a book may vary, according to the times. Initially, books began with cave engravings, then with papyrus made with sheepskins. When Gutenberg invented printing types, paper books appeared and have flourished until today.

Therefore, we need to overcome the old-fashioned, narrow mindset that is stuck in the Gutenberg era, breaking the nutshell of our notion of



books. We should be open-minded to cope with rapid and radical changes taking place in our times due to advanced electronic technology.

In the eyes of the younger generation, electronic devices have already replaced paper books. Therefore, the older generation's lamentation that today's young people do not read books because of mobile phones is, in fact, far from the truth. Looking at their smartphones, young people are, in fact, reading books. It would be wrong, therefore, if we thought that only paper books are real books; electronic devices are books, too.

Even electronic books have a variety of types, such as e-books, audiobooks or visual books. There are also webtoons and animations, which can also be called "books," available on computer screens or mobile phones. The tools for writing, too, will continue to change. In the past, the pen replaced the calligraphy brush. Now, the computer keyboard has replaced the pen. These days, our voice is beginning to replace the keyboard, thanks to voice recognition technology.

Of course, paper books will not vanish overnight. Instead, they will exist side by side with electronic books for a while. The reason is that even though our minds are accustomed to electronics, our bodies are still analog. Eventually, however, paper books will disappear, just like the older generation itself will, and electronic books will replace paper books, just as the younger generation does the older generation. The process may be slow, and yet surely it will happen. Meanwhile, they will coexist peacefully, and we should pursue harmony between the two.

Reflecting on paper books in this electronic era, we realize that the transition of books resembles that of the human generations. Standing between the two, we realize the unchangeable law of nature called, "transition." We become sad and nostalgic toward what is vanishing, and at the same time, we become excited and hopeful about the new.

The Korea Herald/ANN.

Samagra Shiksha transforms school education with inclusivity and innovation

By **digitalLEARNING Network** - March 25, 2025

The Department of School Education and Literacy is implementing Samagra Shiksha, a centrally sponsored initiative designed to provide a unified, holistic framework for school education from pre-primary to Class XII. The scheme aligns with the National Education Policy (NEP) 2020, focusing on inclusive and equitable learning environments that cater to diverse backgrounds, multilingual needs, and varied academic abilities.

Under Samagra Shiksha, financial assistance is extended to States and Union Territories (UTs) to support multiple educational initiatives. These include free uniforms and textbooks for eligible elementary-level students, Right to Education (RTE) reimbursements, transport and escort facilities up to the secondary level, and residential as well as non-residential training programs for out-of-school children. Additionally, resources are allocated for the development of bilingual teaching materials, Holistic Progress Cards, and tribal language primers.

The scheme also aims at infrastructure enhancement, supporting the establishment and expansion of schools up to the senior secondary level. This includes new school buildings, additional classrooms, digital interventions such as smart classrooms and ICT labs, science laboratories, libraries, computer rooms, and major repair works. Special focus is given to schools in northern border regions through the Vibrant Village Programme, as well as the development of Kasturba Gandhi Balika Vidyalayas and Netaji Subhash Chandra Bose Avasiya Vidyalayas.

For children with special needs (CwSN), the scheme provides support for identification, ass assistive devices, Braille kits, customised learning materials, and a stipend fo disabilities. Schools are also being equipped with ramps, handrails, and accessible toilets to create a barrier-free learning environment. The government has introduced the Prashast App for the early screening and identification of CwSN in regular

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schools, while teacher training under NISHTHA ensures educators are equipped to cater to their needs.

Additionally, the New India Literacy Programme (NILP), also known as ULLAS, aims to provide educational opportunities to non-literate individuals aged 15 years and above who have missed formal schooling. Running from 2022-23 to 2026-27, the initiative leverages the ULLAS App, which has already registered over 2.2 crore learners and more than 40 lakh volunteer teachers. The app offers learning resources in multiple languages to enhance literacy levels nationwide.

Also Read: Nord Anglia Education acquired in a landmark $14.5 billion deal

The scheme also supports digital learning initiatives such as PM e-Vidya, DIKSHA, and SWAYAM PRABHA DTH-TV Channels, ensuring quality education reaches even the most remote areas. States and UTs submit their Annual Work Plan and Budget (AWP&B) Proposals, which are then reviewed by the Project Approval Board (PAB) for funding allocation based on programmatic and financial norms.

This information was shared by the Minister of State for Education, Shri Jayant Chaudhary, in a written response in the Lok Sabha yesterday.

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Ministry of Education

Ministry of Education launches "Baalpan ki Kavita initiative: Restoring Bhartiya rhymes/poems for young children"

Posted On: 25 MAR 2025 6:21PM by PIB Delhi

The National Education Policy (NEP), 2020 emphasizes the critical importance of universal and high-quality Early Childhood Education along with the power of multilingualism and the importance of including children's languages in primary education. To fulfil the vision of NEP 2020, the Department of School Education & Literacy (DoSE&L), Ministry of Education has launched "***Baalpan ki Kavita initiative: Restoring Bhartiya rhymes/poems for young children***" for preparing a compendium of nursery rhymes/poems in all Bhartiya Bhasha and also in English, focusing on content relevant to the Indian context. The purpose of this initiative is that the young children can have better learning at the Foundational stage by becoming familiar with the world around them through easily understandable and joyful poems and rhymes, in their mother tongue.

To further this initiative, the DoSE&L in collaboration with MyGov is inviting contribution to the "***Baalpan ki Kavita initiative: Restoring Bhartiya rhymes/poems for young children***". The participants of the contest can send existing poems/rhymes popular in folklore (mentioning the name of the author) or newly composed joyful poems/rhymes under three categories:

- Pre-primary (ages 3-6)
- Grade 1 (ages 6-7)
- Grade 2 (ages 7-8)

Entries are invited in all Indian language (Bhartiya Bhasha), also in English, and can include regional rhymes/poems that hold cultural significance in Indian context. The competition is starting from 26.03.2025 till 22.04.2025, on the MyGov website **(https://www.mygov.in/).** There is no entry fee for participation. Other details of the competition can be seen on MyGov website.

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MV/AK

(Release ID: 2114973) Visitor Counter : 1337

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THE TIMES OF INDIA

Maharashtra minister clarifies that state board will stay even after CBSE's implementation

IANS | Mar 25, 2025, 09.36 AM IST



MUMBAI: Maharashtra school education minister Dadaji Bhuse told the state assembly that even though the government has decided to implement CBSE pattern for the first standard in the government schools, the state SSC Board will not be closed. Bhuse made a statement amid strong criticism from the opposition parties and other stakeholders.

"State SSC Board will not be closed. Maharashtra has a bright education tradition. Therefore, there is no plan to close the state board that represents the existence of our state. On the contrary, the education department has said that this is a step to make the state board more capable. It is being planned to implement several textbooks based on the new state curriculum.

He said that the Education Department has prepared Maharashtra's own CBSE curriculum for examination system based on the National Curriculum Framework (School Education) and National Curriculum Framework prepared under the National Education Policy 2020.Necessary changes have been made in it for the positive benefit of students in our state," said the minister.

As per the new curriculum, the work of creating textbooks for the first standard through Balbharti is underway. For the state, the curriculum/syllabus for Class 1 to 10 is being created through State Council for Educational

Research and Training (SCERTM). He said the students will be able to gain State, national and world level knowledge.

"CBSE curriculum is useful for competitive exams and is beneficial for national level competitive exams like JEE, NEET, UPSC," he commented. "The emphasis is given on soft skills and counselling focuses on the personal development of students, teaching them communication skills, leadership qualities, creativity, and stress management," said the minister.

Earlier, NCP SP MP Supriya Sule on last Friday took strong objection to the school education department Dadaji Bhuse's announcement to implement CBSE pattern from the academic year 2025-25 for first standard in government schools saying that it will be fatal to the classical language Marathi, culture and tradition.

In a letter to the minister, Sule has urged the state government to reconsider the decision. "Maharashtra has a very bright educational tradition. But it is a very regrettable matter that the government has decided to ignore it and follow other boards. It seems that the state government has planned to completely close the state's SSC board through this. I doubt whether this decision will erase the identity of our Maharashtra which has a rich tradition of education. This decision will be fatal to the classical language Marathi, culture and tradition. I humbly request the state government to please reconsider this decision," said Sule.

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THE TIMES OF INDIA

Delhi education minister vows to improve school infrastructure amid concerns regarding their deteriorating condition

PTI | Mar 25, 2025, 09.31 AM IST



NEW DELHI: Delhi Education Minister on Monday informed the Assembly that an action report would be prepared on the deteriorating condition of schools in the national capital. Speaking at the ongoing Delhi Assembly Budget Session, Minister Ashish Sood addressed concerns raised by various MLAs regarding school infrastructure. A five-time BJP MLA from Gandhi Nagar, Arvinder Singh Lovely, highlighted the poor condition of a school on Brahmapuri Main Road and said several schools in the Trans-Yamuna region were in a similar state.

He urged the minister to provide details of such schools, to which Sood assured that the necessary information would be collected and presented in the House.

Similarly, BJP MLA Kulwant Rana pointed out the dilapidated condition of a school in Saheb Haderi.

"The previous government constructed the school, but within two years, its roof collapsed. What was the reason behind this, and will the building be reconstructed?" he asked.

Raising concerns about Pratibha Schools, BJP MLA OP Sharma from Vishwas Nagar claimed that several of them, built between 1993 and 1998, were shut down by the previous government.

He urged the government to reopen these schools to support talented students.

In response to these concerns, Sood said, "An action report on the condition of schools will be prepared and presented in the House."

Meanwhile, AAP leader Sanjeev Jha inquired about the number of students who had received financial aid at Delhi University by February 25. Sood assured that a detailed report on the matter would be provided to the Assembly.

The five-day budget session of the eighth Delhi Assembly is underway.

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THE TIMES OF INDIA

CBSE schools roll out bridge courses for new NEP syllabus

Mar 25, 2025, 11.51 PM IST



Ranchi: CBSE schools are set to begin bridge courses to ensure a smooth transition to the new syllabus of the New Education Policy (NEP), 2020.

These courses will help students adapt to the changes in the new textbooks of the National Council of Educational Research and Training (NCERT) that will be introduced from the 2025-26 academic session. The NEP 2020 focuses on curriculum reforms, activity-based learning and concept clarity.

New textbooks were already introduced for Bal Vatika and Classes I, II, III and VI in the previous academic session. In this session, the syllabus changes are for classes IV, V, VII and VIII.

Speaking on the issue, Sarala Birla School principal Paramjeet Kaur said, "NCERT has already announced that new textbooks will be introduced for classes IV, V, VII and VIII in the upcoming session. The schools conduct recap classes to familiarise the students with the syllabus modifications and ensure they do not face difficulties in adapting to the new content."

The duration of the courses, which will begin from April 1 alongside the new academic session, will be of 15 to 30 days for classes V and VII, and 45 days for Class VIII.

Experts said the NCERT has reduced content while increasing interactive activities to promote practical learning in the revised textbooks. Additionally, more illustrations, case studies and real-life applications have been included to make learning engaging.

Neeraj Sinha, principal of Firayalal Public School, said, "CBSE has been conducting bridge courses for senior classes (XI and XII) for several years. Now, with changes in NCERT textbooks, similar efforts are being extended to middle school students. With these changes, CBSE has emphasised the need for bridge courses to help students transition from the old syllabus to the new one seamlessly."

Principal of Kairali School, Rajesh Pillai, added, "Bridge courses help schools provide students with a foundational knowledge of their new syllabus while reinforcing key concepts from the previous academic year at the beginning of the new session."

The Indian EXPRESS
JOURNALISM OF COURAGE

CBSE mulls allowing non-programmable, basic calculators for class 12 Accountancy exam

CBSE is considering allowing basic non-programmable calculators in class 12 accountancy exams to reduce cognitive load. A panel will set guidelines for uniform use, aligning with the NEP and international standards.

By: PTI
New Delhi | Updated: March 25, 2025 08:13 IST

NewsGuard

2 min read



CBSE considers allowing basic calculators for class 12 Accountancy paper (Express Photo by Manoj Kumar/Representative image)

The Central Board of Secondary Education (CBSE) is examining a proposal to allow use of basic non-programmable calculators in class 12 accountancy exams to ease cognitive load associated with lengthy calculations, according to board officials.

A panel will be formed to formulate guidelines on their use to ensure uniformity, they added. While CBSE allows students with special needs in both classes 10 and 12 to use calculators, the Council for the Indian School Certificate Examinations (CISEC) allowed class 12 students to use calculators in 2021.



“The board’s curriculum committee had proposed that basic, non-programmable calculators be allowed in class 12 accountancy examination, limited to functions necessary for typical financial calculations, such as addition, subtraction, multiplication, division, and percentage calculations,” a senior board official said.

“A panel will be formed to provide clear guidelines regarding acceptable calculator models to ensure uniformity and prevent the use of advanced or programmable devices. The curriculum committee has argued that the move will allow students to allocate more time to analytical responses and case study assignments,” the official added.

The curriculum committee has also argued that allowing calculators will ease the cognitive load of lengthy calculations and help students by reducing their stress and improving exam performance. With the move, the board also aims to enhance analytical responses, align with international standards, and support the National Education Policy (NEP)’s focus on higher-order thinking skills.



Other key proposals being considered by the board include piloting an On-Screen Marking (OSM) system for small-volume subjects and implementing a new re-evaluation process in board exams. “To reduce the time spent on sending answer books to evaluation centres physically, the examination committee of the board proposed implementing On-Screen

Marking (OSM) which will entail scanning and uploading answer sheets for digital evaluation, ensuring a faster and more efficient evaluation process.

“The proposal of OSM may be rolled out on a pilot basis in a few subjects in the main examination in both Classes 10 and 12; science or mathematics supplementary examination and mathematics for revaluation from 2024-25 academic session,” the official added.

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This article went live on March twenty-fourth, twenty twenty-five, at fifty-seven minutes past five in the evening.

TAGS: Board Exam | Board Exams 2025 | CBSE | CBSE 12th Results | CBSE Board | CBSE Board Exams | Class 12 Results

THE NEW INDIAN EXPRESS

Advertisement

Delhi

'Nearly 5 lakh students failed to get admission to DU in last three years': Education Ministry

Union Minister of State for Education Sukanta Majumdar, in a written reply in the Lok Sabha, shared the data of applications and admissions in DU from 2022 to 2024.



University of Delhi File Photo | EPS

Ifrah Mufti

Updated on: 25 Mar 2025, 8:07 am · 2 min read

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NEW DELHI: Nearly five lakh applicants could not secure a seat in Delhi University (DU) in the last three years, the education ministry told Parliament on Monday, adding that the university saw a surge in the number of applications received each year against the limited number of seats.

THE NEW INDIAN EXPRESS

students could not secure admission in DU over the past three years (2022, 2023 and 2024). As many as 6,69,100 applications were received during this period, but only 2,04,230 applicants gained admission.

In 2022, a total of 1,76,221 applications were received. As many as 65,225 of the applicants secured admission, while 1,10,996 did not make it. Likewise, in 2023, the number of applications stood at 2,46,685.

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However, only 68,583 candidates gained admission while 1,78,102 students couldn't secure seats. And in 2024, over 2.46 lakh students applied for admission to the Central university. Of them, 70,422 secured admission, while 1,75,772 applicants could not bag a seat, as per the ministry data.

The ministry also shared data on the appointment of teaching and non-teaching staff at the university. "The university has stated that the total numbers of teaching and non-teaching staff appointed in DU in the last 10 years are 499 and 221, respectively," it stated.



APPLICANTS IN DU

YEAR	APPLICATIONS RECEIVED	NO. OF ADMISSIONS MADE	NO. UNABLE TO GET ADMISSIONS
2022	1,76,221	65,225	1,10,996
2023	2,46,685	68,583	1,78,102
2024	2,46,194	70,422	1,75,772

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अमर उजाला, 26 मार्च 2025, पृष्ठ संख्या - 7

60 नए सीएम श्री स्कूल खुलेंगे, शुरू होगी राष्ट्रनीति

दिल्ली सरकार ने हर बच्चे की अच्छी और सुगम शिक्षा के लिए खोला खजाना

बजट 2025-26

रश्मि शर्मा

नई दिल्ली। दिल्ली सरकार ने हर बच्चे को अच्छी और सुगम शिक्षा के लिए अपना खजाना खोल दिया है। सरकार ने वर्ष 2025-26 के कुल 1,00,000 करोड़ रुपये के बजट में शिक्षा के लिए 19,291 करोड़ का प्रावधान किया है। यह कुल बजट का सर्वाधिक 19.29 फीसदी है, हालांकि पिछले साल के मुकाबले करीब दो फीसदी कम है। तत्कालीन आम आदमी पार्टी की सरकार की तरह ही भाजपा की सरकार ने भी शिक्षा को सर्वोच्च प्राथमिकता दी है।

मुख्यमंत्री रेखा गुप्ता ने शिक्षा का बजट पेश करते हुए कहा कि स्वामी विवेकानंद ने कहा था यदि गरीब छात्र शिक्षा के लिए नहीं पहुंच सकता तो, शिक्षा उसके पास पहुंचनी चाहिए। हमारी सरकार की प्राथमिकता रहेगी कि हर बच्चे को अच्छी और सुगम शिक्षा मिले, वो भी उनके घर के नजदीक हो। सरकार गुणवत्तापूर्ण शिक्षा सुनिश्चित करने के लिए आगामी सत्र 2025-26 से 60 नए सीएम श्री स्कूल खोलेगी।

सांकेतिक



यह स्कूल पीएम श्री स्कूल की तर्ज पर ही खोले जाएंगे। इनमें नेशनल करिकुलम फ्रेमवर्क फॉर स्कूल एजुकेशन 2023 लागू किया जाएगा। इन्हें खोलने के लिए 100 करोड़ रुपये की बजट राशि रखी गई है।

वहीं सरकार 1200 छात्रों को निःशुल्क लैपटॉप देगी। दसवीं के परिणाम के आधार पर 11वीं में शीर्ष प्रदर्शन करने वाले छात्रों को दिया जाएगा। इसके लिए 7.5 करोड़ की राशि रखी गई है। वहीं एआई के उपयोग से देशी-विदेशी भाषाएं सिखाई जाएगी। इसके लिए 100 सरकारी स्कूलों में डॉ. एपीजे अब्दुल कलाम भाषा प्रयोगशालाएं स्थापित की जाएंगी। इसके लिए 21 करोड़ रुपये की राशि प्रस्तावित की है। इनमें अंग्रेजी, हिंदी, संस्कृत, फ्रेंच, जर्मन और स्पेनिश भाषा सिखाई जाएंगी।

50 करोड़ से 175 कंप्यूटर लैब स्थापित की जाएंगी

बजट में सीबीएसई के मानदंडों के अनुसार सरकारी स्कूलों में 175 कंप्यूटर लैब स्थापित करने की घोषणा की गई है। इसके लिए 50 करोड़ रुपये की राशि आवंटित की गई है।

जेईई, नीट, क्लैट, सीए और सीयूईटी के लिए मिलेगा मार्गदर्शन

सरकार जेईई, नीट, क्लैट, सीए और सीयूईटी के मार्गदर्शन के लिए पंडित मदनमोहन मालवीय विद्या शक्ति मिशन की शुरूआत करने जा रही है। इसे राष्ट्रीय शिक्षा नीति 2020 के अनुरूप बनाया गया है। इसके लिए 21 करोड़ की बजट राशि रखी गई है।

राष्ट्रनीति के तहत छात्र मंत्री और प्रशासनिक अधिकारियों से करेंगे संवाद

दिल्ली सरकार राष्ट्रीय शिक्षा नीति के अनुरूप पहली बार राष्ट्रनीति की शुरूआत करने जा रही है। इसके लिए 1.5 करोड़ का विशेष बजट आवंटन किया गया है। इसमें सरकारी स्कूलों के बारहवीं कक्षा तक के छात्रों को शामिल किया जाएगा। इसके तहत छात्रों को जिम्मेदार, जागरूक और सक्रिय नागरिक बनाने के लिए मंत्रियों और प्रशासनिक अधिकारियों से संवाद करवाया जाएगा। यह कार्यक्रम उन्हें लोकतंत्र, सक्रिय नागरिकता और नीति निर्माण का व्यावहारिक ज्ञान प्रदान करेगा। इसमें उन्हें भारत के ग्रामीण और दूरदराज के इलाकों का वर्चुअल दौरा भी करवाया जाएगा।

तकनीकी शिक्षा के लिए 618 करोड़ का बजट

दिल्ली सरकार ने स्कूली शिक्षा के साथ-साथ उच्च शिक्षा का भी बजट में ध्यान रखा है। तकनीकी शिक्षा के लिए विभिन्न योजनाओं में 618 करोड़ की राशि आवंटित की गई है। इसमें दिल्ली कौशल और उद्यमिता विश्वविद्यालय के लिए 230 करोड़ रुपये, नेताजी सुभाष तकनीकी विश्वविद्यालय के लिए 57 करोड़ रुपये, दिल्ली फॉर्मयूस्टिकल साइंस एंड रिसर्च यूनिवर्सिटी के लिए 37 करोड़, इंदिरा गांधी दिल्ली तकनीकी महिला विश्वविद्यालय के लिए 21.50 करोड़ रुपये और दिल्ली तकनीकी विश्वविद्यालय के लिए 42 करोड़ रुपये रखे गए हैं। इंडस्ट्रियल ट्रेनिंग इंस्टीट्यूट (आईटीआई) के लिए 68.98 करोड़ रुपये प्रस्तावित किए हैं।

नरेला में विश्वविद्यालयों के कैंपस के विस्तार को मिलेगी रफ्तार

दिल्ली में शिक्षा संरचना को मजबूत करने के लिए नरेला में एक सब सिटी (एडु सिटी) स्थापित की जा रही है। इसके लिए डीडीए ने इंदिरा गांधी तकनीकी महिला विश्वविद्यालय के लिए 160 एकड़ आवंटित की है। वहीं डीडीए ने 1270 फ्लैट चार विश्वविद्यालयों (दिल्ली कौशल एवं उद्यमिता विश्वविद्यालय, दिल्ली फॉर्मस्टियुकल रिसर्च एंड साइंस यूनिवर्सिटी, गुरु गोबिंद सिंह इंद्रप्रस्थ विश्वविद्यालय, व डीटीयू) को दिए गए हैं। इससे वे नरेला में अपने परिसरों की स्थापना कर सकेंगे। इसके लिए 500 करोड़ रुपये की राशि आवंटित की गई है

बजट की अन्य मुख्य बातें

- आईटीआई पूसा परिसर के पुनर्विकास और आईटीआई शाहदरा परिसर के अतिरिक्त भवन निर्माण के लिए 20.65 करोड़ का बजट प्रस्तावित है।
- उद्यमिता को बढ़ावा देने के लिए स्टेट इनक्यूबेशन पॉलिसी के तहत 11 इनक्यूबेशन सेंटर के लिए 2.43 करोड़ का बजट प्रस्तावित किया गया है।
- प्रशिक्षण एवं तकनीकी शिक्षा विभाग के लिए कुल 886.15 करोड़ का बजट आवंटित किया गया है

नौवीं से बारहवीं तक बनेंगी स्मार्ट कक्षाएं

दिल्ली सरकार ने नौवीं से बारहवीं तक की सभी कक्षाओं में स्मार्ट कक्षाएं स्थापित करने की घोषणा की है। यह चरणबद्ध तरीके से 7 हजार कक्षाओं को कवर करेगा। इसके तहत पहले चरण में लगभग 2000 कक्षाओं को स्मार्ट कक्षाओं में बदला जाएगा। स्मार्ट कक्षाओं में इंटरेक्टिव पैनल, प्रोजेक्टर, ऑडियो-विजुअल एड, व इंटरनेट कनेक्टिविटी होगी। इसके लिए 100 करोड़ रुपये का प्रस्ताव रखा गया है।

20 करोड़ से शुरू होगा नींव प्रोग्राम

आठवीं से बारहवीं तक के सभी स्कूलों में 20 करोड़ की राशि से सरकार नींव (न्यू इरा ऑफ इंटरप्रिन्यूरियल इकोसिस्टम एंड विजन) कार्यक्रम शुरू करेगी। यह प्रोग्राम उद्यमिता शिक्षा को वित्तीय और डिजिटल साक्षरता के साथ एकीकृत कर अनुभवी शिक्षा पर जोर देकर छात्रों को कौशलों से लैस किया जाएगा। इसके लिए 20 करोड़ की राशि प्रस्तावित की गई है।

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बजट में स्वास्थ्य-शिक्षा और परिवहन सुविधाओं पर जोर

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मुख्यमंत्री रेखा गुप्ता ने मंगलवार को दिल्ली विधानसभा में वित्त वर्ष 2025-26 का बजट पेश किया। बजट में स्वास्थ्य, शिक्षा, जल प्रबंधन, उद्योग और झुग्गी-झोपड़ी पुनर्वास पर खास ध्यान दिया गया है।

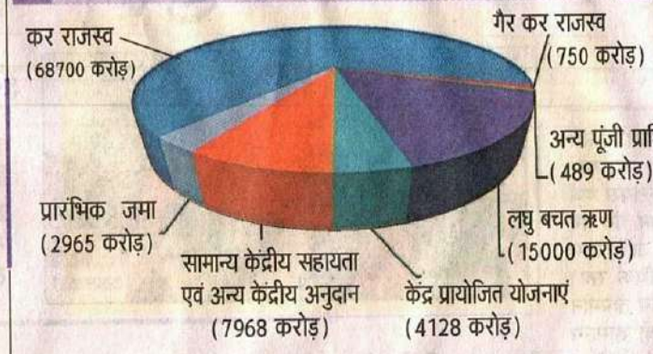
रेखा गुप्ता ने स्वास्थ्य क्षेत्र के लिए 12893 करोड़ रुपए के बजट की घोषणा की। इसमें दिल्ली के 10 से 12 अधूरे अस्पतालों को 1000 करोड़ रुपए का आबंटन किया गया है। आरोग्य आयुष मंदिर के लिए 320 करोड़ रुपए निर्धारित किए गए हैं। साथ ही, प्रधानमंत्री जन आरोग्य योजना के तहत केंद्र सरकार द्वारा दिए जाने वाले 5 लाख रुपए के बीमा को दिल्ली सरकार अतिरिक्त 5 लाख रुपए टाप-अप करके 10 लाख रुपए तक का लाभ देगी। इस योजना के लिए 2144 करोड़ रुपए का प्रावधान किया गया है। परिवहन क्षेत्र के लिए 12952 करोड़ रुपए की राशि का बजट आबंटन किया है।



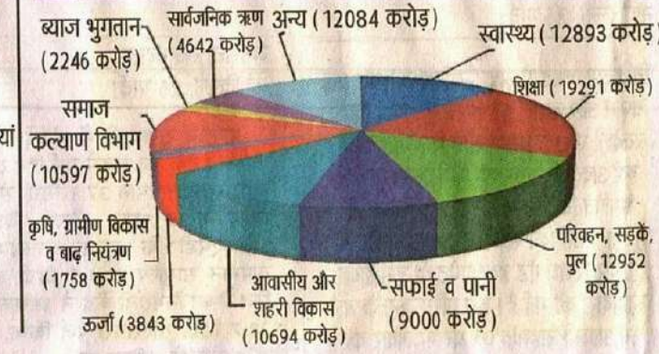
बजट में अलग-अलग मद के लिए आबंटित राशि की बात करें तो सड़क एवं पुल अवसंरचना सुधार के लिए 3843 करोड़ रुपए की राशि का प्रावधान किया गया है। मुख्यमंत्री विकास निधि की शुरुआत की गई जिसमें 1400 करोड़ रुपए का प्रावधान किया है। झुग्गी झोपड़ियों और जेजे बस्तियों के लिए 696 करोड़ रुपए का प्रावधान भी बजट में किया गया है। विधायकों के लिए विधायक निधि के लिए 350 करोड़ रुपए और अटल कैंटीन स्थापना को 100 करोड़ रुपए बजट में रखे गए हैं। यमुना नदी की सफाई के लिए 500 करोड़ रुपए भी आबंटित किए हैं जिससे 40 केंद्रीयकृत सीवरेज उपचार संयंत्र स्थापित होंगे।

रेखा गुप्ता ने पूर्ववर्ती सरकार पर निशाना साधते हुए आगे कहा कि पिछली सरकार की नीतियों की वजह से दिल्ली की जनता त्रस्त रही। पिछली सरकार ने यहां की अर्थव्यवस्था को दीमक की तरह खोखला किया। सरकारी आय इसलिए घटी क्योंकि जो राजस्व सरकार को मिलना चाहिए था वो पिछली सरकार से संबंधित लोगों को मिल रहा था, खजाने में नहीं आ रहा था। इसलिए दिल्ली पिछड़ती गई। इसके अलावा सामाजिक सुरक्षा और जनकल्याण से जुड़ी अनेक योजनाओं पर खर्च करने के लिए बजट में 10,047 करोड़ रुपए का प्रावधान किया गया है। पीएम किसान सम्मान निधि राज्य टाप अप योजना के लिए चार करोड़ से ज्यादा की राशि रखी है। इसके अलावा सार्वजनिक परिवहन प्रणाली में सुधार के लिए 12,952 करोड़ रुपए का प्रावधान किया गया है। महिला समृद्धि योजना के लिए बजट में 5100 करोड़ रुपए की बजटीय राशि का प्रावधान किया गया है। सिंचाई एवं बाढ़ नियंत्रण विभाग के लिए 603 करोड़ रुपए का आबंटन किया गया है। बिजली विभाग को अलग-अलग योजनाओं के लिए 3,847 करोड़ का प्रावधान किया गया है। स्थानीय निकायों को 6897 करोड़ रुपए और विभिन्न न्यायिक परियोजनाओं के लिए 927 करोड़ का प्रावधान किया गया है।

कहां से आएंगे रुपए



कहां खर्च होंगे रुपए



खुलेंगे 60 'सीएम श्री स्कूल', विदेशी भाषा सीखेंगे छात्र

जनसत्ता संवाददाता
नई दिल्ली, 25 मार्च।



मुख्यमंत्री रेखा गुप्ता ने बजट प्रस्तुत करते हुए शिक्षा क्षेत्र पर विशेष बल दिया है। मुख्यमंत्री ने इस बार 19,291 करोड़ रुपए की राशि का आबंटन अगले वित्तीय वर्ष के लिए किया है, जोकि पिछले बजट की तुलना में 18 फीसद ज्यादा बताया गया है। भाजपा सरकार ने अगले वित्त वर्ष में 'पीएम श्री' की तर्ज पर दिल्लीभर में 60 'सीएम श्री स्कूल' खोलने की घोषणा भी की है। साथ उद्यमिता को बढ़ावा देने के लिए भाषा प्रयोगशालाएं, आधुनिक कंप्यूटर प्रयोगशालाएं और स्टार्टअप सहायता केंद्र आदि की स्थापना की जाएगी।

दिल्ली सरकार ने राष्ट्रीय राजधानी में शिक्षा के बुनियादी ढांचे को मजबूत करने के मकसद से 'सीएम श्री स्कूलों' की स्थापना के लिए 100 करोड़ रुपए का प्रावधान बजट में किया है और नरेला में एक शिक्षा केंद्र के लिए 500 करोड़ रुपए भी बजट में आबंटित किए हैं। वार्षिक बजट पेश करते हुए सरकार की डिजिटल लर्निंग की प्रतिबद्धता का उल्लेख करते हुए कहा कि कक्षा 10 के 1200 छात्रों को मुफ्त लैपटाप प्रदान करने की घोषणा भी की। इसके लिए 7.5 करोड़ रुपए का प्रावधान बजट में किया गया है। मुख्यमंत्री ने बहुभाषा कौशल के विकास के लिए डा एपीजे अब्दुल कलाम के नाम पर 100 नई भाषा प्रयोगशालाएं स्थापित करने और इसके लिए 21 करोड़ रुपए आबंटित करने की घोषणा भी बजट में की है।

राष्ट्रीय सहारा, 26 मार्च 2025, पृष्ठ संख्या - 3

पीएमश्री की तर्ज पर दिल्ली में खुलेंगे सीएमश्री स्कूल

■ राकेश नाथ

नई दिल्ली। एसएनबी

दिल्ली सरकार पीएमश्री स्कूल की तर्ज पर अब दिल्ली में नए सीएमश्री स्कूल स्थापित करेगी। सरकार द्वारा दिल्ली में 60 नए सीएमश्री स्कूल खोले जाएंगे। यह स्कूल राष्ट्रीय शिक्षा नीति का अनुपालन करेंगे। दिल्ली सरकार ने मंगलवार को वित्त वर्ष 2025-26 के शिक्षा बजट में इसकी घोषणा की। इन नए स्कूलों को खोले जाने को लेकर सरकार ने 100 करोड़ रुपए की बजट राशि घोषित की है।

सरकार जेईई, नीट, क्लैट, सीए और सीयूईटी परीक्षाओं की तैयारी के लिए पंडित मदनमोहन मालवीय विद्या शक्ति मिशन की शुरुआत करेगी। इस योजना के तहत छात्रों को प्रोफेशनल मार्गदर्शन दिया जाएगा। इसके लिए सरकार ने 21 करोड़ की राशि तय की है। सरकार ने अपने शिक्षा बजट में नई-नई योजनाओं को शुरू किये जाने की घोषणा की है। सरकार स्कूलों में राष्ट्रनीति योजना की शुरुआत करेगी। इसके तहत दिल्ली सरकार के स्कूलों के बारहवीं तक के छात्रों को शासन, लोकतंत्र और नीति व्यावहारिक ज्ञान प्रदान करेगा। सरकार ने 100 सरकारी स्कूलों में डॉ एपीजे अब्दुल कलाम भाषा प्रयोगशालाएं स्थापित करेगी। इसमें आधुनिक तकनीक और आर्टिफिशियल इंटेलिजेंस के जरिये अंग्रेजी, हिन्दी, संस्कृत, फ्रेंच, जर्मन और स्पेनिश सरीखी भाषाएं सिखाई जाएंगी। केजी से बारहवीं कक्षा के विद्यार्थियों के लिए साइंस ऑफ लिविंग कार्यक्रम शुरू किया जाएगा। सरकार अपने स्कूलों में 175 नई प्रयोगशालाएं स्थापित की जाएंगी। इसके लिए 50 करोड़ रुपए तय किये गये हैं। स्कूलों में नौवीं से बारहवीं तक के सात हजार कक्षाओं में स्मार्ट क्लासरूम स्थापित किये जाएंगे। पहले चरण में दो हजार कक्षाओं को स्मार्ट क्लासरूम बनाया जाएगा। इसके लिए 100 करोड़ रुपए का प्रावधान किया गया है। दसवीं के नतीजों के आधार पर ग्यारहवीं के 1200 टॉपर्स को निशुल्क लैपटॉप दिया जाएगा। इसके लिए 7.5 करोड़ रुपए घोषित किए गए है। कक्षा आठवीं से 12वीं तक के छात्रों के उद्यमिता और कौशल विकास के लिए न्यू ईरा ऑफ एंटरप्रेन्योरियल इकोसिस्टम एंड विजन कार्यक्रम शुरू किया जाएगा। सरकार ने तकनीकी शिक्षा के लिए 618 करोड़ रुपए का प्रावधान किया है। सरकार ने दिल्ली स्किल यूनिवर्सिटी के लिए 230 करोड़ रुपए, नेताजी सुभाष टेक्निकल यूनिवर्सिटी के लिए 57 करोड़, दिल्ली फॉर्मासिटिकल यूनिवर्सिटी के लिए 37 करोड़, आईजीडीटीयू के लिए 21.50 करोड़, डीटीयू के लिए 42 करोड़ व आईटीआई के लिए 68.98 करोड़ का प्रावधान किया गया। सरकार नरेला में एजु सिटी स्थापित करेगी। इसके लिए आईजीडीयू को को 160 एकड़ जमीन, चार विश्वविद्यालयों को 1270 फ्लैट डीडीए द्वारा आवंटित किए गए है। इन योजनाओं के लिए 500 करोड़ का प्रावधान किया गया है। आईटीआई पूसा के पुनर्विकास और आईटीआई शाहदरा परिसर के निर्माण 20.65 करोड़ का प्रावधान किया गया है।

- दिल्ली में 60 नए सीएमश्री स्कूल खोले जाएंगे
- स्कूलों में राष्ट्रनीति योजना लागू होगी शासन-नीति का देंगे ज्ञान
- 100 सरकारी स्कूलों में भाषा प्रयोगशालाएं स्थापित होंगी
- 175 नई कम्प्यूटर लैब स्थापित की जाएंगी
- 11वीं के स्कूल टॉपरों को दिया जाएगा निशुल्क लैपटॉप

हिन्दुस्तान, 26 मार्च 2025, पृष्ठ संख्या - 2

सीएमश्री स्कूलों से संवारेंगे भविष्य

शिक्षा

19 फीसदी हिस्सा कुल बजट का शिक्षा पर खर्च करेगी सरकार

100 करोड़ का बजट दिया गया 60 नए सीएमश्री स्कूल खोलने के लिए

नई दिल्ली, प्रमुख संवाददाता। मुख्यमंत्री रेखा गुप्ता की ओर से पेश बजट शिक्षा के लिए खास है। पहली बार राजधानी के छात्रों के लिए पीएमश्री की तर्ज पर सीएमश्री स्कूल, 10वीं की पढ़ाई पूरी कर चुके 1200 छात्रों को 11वीं में मुफ्त लैपटॉप, भाषाई दिक्कत को देखते हुए छात्रों के लिए भाषा लैब बनाने बनाने सहित कई घोषणाएं की हैं।

भाजपा सरकार ने कुल बजट का 19 फीसदी शिक्षा के लिए रखा है। इसके लिए 19,291 करोड़ रुपये आवंटित किए गए हैं। मुख्यमंत्री रेखा गुप्ता ने बजट पेश करते हुए कहा कि सभी बच्चों को उनकी आर्थिक पृष्ठभूमि से परे गुणवत्तापूर्ण शिक्षा सुनिश्चित करने के लिए हम आगामी सत्र 2025-26 से 60 नए सीएम श्री स्कूल खोलने की घोषणा करते हैं। यह स्कूल राष्ट्रीय शिक्षा नीति का पूर्ण अनुपालन करेंगे और इनमें नेशनल करिकुलम फ्रेमवर्क फॉर स्कूल एजुकेशन 2023 लागू किया जाएगा। ये स्कूल पीएमश्री स्कूलों की तर्ज पर ही खोले जाएंगे। इस योजना के लिए वित्त वर्ष 2025-26 में 100 करोड़ की बजट राशि रखी गई है।

100 स्कूलों में भाषा लैब बनेंगी

दिल्ली के 100 सरकारी स्कूलों में डॉ. एपीजे अब्दुल कलाम भाषा प्रयोगशालाएं स्थापित की जाएंगी। इन प्रयोगशालाओं में आधुनिक तकनीक और आर्टिफिशियल इंटेलिजेंस का उपयोग करके अंग्रेजी, हिंदी, संस्कृत, फ्रेंच, जर्मन और स्पेनिश जैसी कई भाषाएं छात्रों को सिखाई जाएंगी।



विद्या शक्ति मिशन की शुरुआत की जाएगी

राजधानी में गरीब या सामान्य बच्चों के लिए भी कोचिंग की सुविधा मंहगी है। इसकी जरूरत को देखते हुए दिल्ली सरकार पहली बार महामना पं. मदनमोहन मालवीय विद्या शक्ति मिशन की भी शुरुआत की जाएगी।

बजट में 11 इंक्यूबेशन सेंटर का भी प्रस्ताव

स्टेट इंक्यूबेशन पॉलिसी के तहत 11 इंक्यूबेशन सेंटर बजट में प्रस्तावित है। प्रशिक्षण एवं तकनीकी शिक्षा विभाग के लिए बजट में कुल 886.15 करोड़ का बजट आवंटित किया गया है।

The Pioneer, 26 March 2025, Page No-10, 3

CM Rekha Gupta announces education boost with ₹19,291 crore allocation

PRESS TRUST OF INDIA ■ New Delhi

In a major push for education and entrepreneurship, Delhi Chief Minister and Finance Minister Rekha Gupta on Tuesday announced a slew of initiatives, including CM Shri schools, language laboratories, modern computer labs and startup support centres.

The government has allocated ₹100 Crore to set up new CM Shri schools and ₹500 Crore for an education hub in Narela, aiming to strengthen Delhi's education infrastructure.

Talking about the AAP government's education policy, the Delhi CM accused it of manipulating student performance data. "The AAP government has failed many students in 9th and 11th standard so that their 10th and 12th results appear better," she alleged.

The Chief Minister, during the press conference, said that the education sector has got a major boost as the government has increased allocation of ₹19,291 Crore, a 17% rise from the previous year's Budget of ₹16,396 Crore.

While presenting Delhi's annual budget of FY26, the chief minister highlighted the government's commitment to digital learning by announcing free laptops for 1,200 Class 10 students, and set aside ₹7.5 Crore for the initiative.

For the development of multilingual skills, 100 new language labs named after Dr APJ Abdul Kalam will be established, offering courses in French, German, English, Spanish, and other languages. The project has been allocated ₹21 Crore. The chief minister also introduced a new scheme, 'New Era of Entrepreneurial Ecosystem and Vision', designed to instill business mindset in students, and allocated ₹20 Crore to support this initiative.

Additionally, several startup support centres will be set up across Delhi to help young entrepreneurs with financial assistance and guidance.

Recognising the need for modern infrastructure, Rekha Gupta announced the establishment of 175 new computer labs and smart classrooms, with an investment of ₹50 Crore.

"In many of Delhi's existing schools, computer systems are outdated, and this initiative aims to upgrade facilities for students," she said.

The budget also emphasised on technical education, with a fund of ₹230 Crore for institutions such as Delhi Silk Entrepreneur University, ₹57 Crore for Netaji Subhas University of Technology, ₹42 Crore for Delhi Technological University, and ₹68 Crore for Industrial Training Institutes.

"₹886 Crore has been allocated for training and technical education programmes," the CM announced.

₹19,291 crore for education

PIONEER NEWS SERVICE ■ New Delhi

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Additionally, several startup support centres will be set up across Delhi to help young entrepreneurs with financial assistance and guidance.

The Statesman, 26 March 2025, Page No- 8

Announcement on state autonomy soon to uphold state's rights: Stalin

TN Chief Minister rules out any review or rethink on the two-language policy of Tamil and English

STATESMAN NEWS SERVICE
CHENNAI, 25 MARCH

State autonomy is a prerequisite to secure the rights of the states and for protecting the Tamil language, Tamil Nadu Chief Minister MK Stalin said on Tuesday and informed the Assembly that an announcement in this regard would be made soon.

Responding to a special calling attention on the two-language policy in the House, the Chief Minister ruled out any review or rethink of the two-language policy of Tamil and English. Describing it as the guiding principle and vision, he said the state government would forgo the funds from the Union Government to uphold the language policy.



"It was Tamil and English that have put the state on the world map for over half a century. No matter the amount of criticism aimed at us, we will not compromise on this vital principle; we will not abandon it. Even if the Centre gives Rs 10,000 crore, we won't submit to the three-language formula. For, we are not slaves and this is not about money but concerns our distinctive ethnic identity and the future of our younger generations," he said.

Participating in the debate, parties cutting across the political spectrum, barring the BJP, demanded that the two-language policy in vogue since 1968 should not be tampered with. Legislators from VCK and the PMK as well as Congress opposed any move to introduce the three-language formula of the New Education Policy.

Meanwhile, DMK Parliamentary party leader Kanimozhi, MP, posting on 'X' the Union Education Ministry's response to her query, said there is no teacher for Tamil in all the Kendriya Vidyalayas in Tamil Nadu while for Hindi it is 86 for Hindi and 65 for Sanskrit. "Whose mother tongue are you teaching in Kendriya Vidyalayas and whose mother tongue are you teaching? Has Sanskrit and Hindi been enshrined as national languages in the Constitution or is this the nationalism that the BJP strives to construct?" she asked, adding that DMK has been opposing this imposition of Sanskrit and Hindi in the guise of a three-language formula.

Hindustan Times, 26 March 2025, Page No - 6

19.3%: Education gets largest share in budget

Aheli Das
letters@hindustantimes.com

NEW DELHI: The Delhi government on Tuesday allocated the highest chunk of the budget proposals to the education sector, amounting to ₹19,291 crore — 19.29% of the ₹1 lakh crore budget for the 2025-26 fiscal. This allocation was a significant increase from the revised estimate of ₹15,924 crore from last year's budget.

Presenting this year's budget, chief minister Rekha Gupta said ₹100 crore has been allocated for the opening of 60 new CM Shri schools from the upcoming 2025-26 session, in line with the PM Shri schools. "These schools will be fully compliant with the National Education Policy (NEP) 2020 and will implement the National Curriculum Framework for School Education (NCFSC) 2023," she said.

An additional ₹100 crore has been set aside for smart classrooms for grades 9 to 12, covering a total of 7,000 classrooms in a phased manner.

"Our target is to make at least 7,000 classes computerised and to make them smart classes, in a phased manner, so that we reach a level where every class can be called a smart class," she said.

The government has also proposed a budget of ₹50 crore to provide 175 new computer labs in government schools as per Central Board of Secondary Education (CBSE) norms, and ₹7.5 crore to provide free laptops to 1,200 top performing students of class 11, based on board results, to encourage academic excellence.

Another project, the New Era of Entrepreneurial Ecosystem and Vision (NEEEV) programme, will be started in all schools from classes 8 to 12. "A budget amount of ₹20 crore has been kept for this scheme," Gupta said.

A budget of ₹618.00 crore has been proposed for various schemes under the technical education header, which includes an allocation for the Delhi Skill and Entrepreneurship University, Netaji Subhash Technical University, Delhi Pharmaceutical Sciences and Research University, Indira Gandhi Delhi Technical University for Women, Delhi Technical University, and Industrial Training Institutes.

A further ₹500 crore has been proposed to enable universities like DTU, DSEU, DPSRU, and Guru Gobind Singh Indraprastha University expand their campuses.

In addition, the redevelopment of ITI Pusa and the construction of ITI Shahdara have been proposed, along with an allocation of ₹886.15 crore for the Department of Training and Technical Education.

Welcoming the allocations, state education minister Ashish Sood said, "To further strengthen the education sector, ₹19,291 crore has been allocated for the year 2025-26, which is 18% higher than the previous AAP government's 2024-25 budget," he said in a statement.

The budget also found appreciation from schools. Jyoti Arora, principal of Mount Abu Public School in Rohini, said, "The budget lays a visionary roadmap for the education sector."

The Hindu, 26 March 2025, Page No- 2

Education gets lion's share; CM Shri schools, language labs, free laptops in offing

EDUCATION

Ashna Butani
NEW DELHI

With the highest share allocated to the education sector in the Delhi budget, Chief Minister Rekha Gupta on Tuesday announced setting up an education sub-city in Narela, northwest Delhi, 'CM Shri' schools and smart classrooms, and free laptops to 1,200 meritorious Class X students.

Though a total of ₹19,291 crore was allocated to the sector, making up 19.29% of the budget, senior Aam Aadmi Party leader and Leader of the Opposition Atishi said it was a departure from the past as the sector received 22% to 25% of the total allocation in her party's rule.

Ms. Gupta said 60 'CM Shri' schools would be established in line with the National Education Policy. These schools will be similar to the Centre's 'PM Shri' schools, which are aimed at quality education and holistic development with smart classes, vocational classes, and other modern facilities.

For the education sub-city in Narela, ₹500 crore has been allocated. Delhi Lieutenant-Governor V.K. Saxena had earlier directed the Delhi Development Authority to develop an education hub in Narela.



CM Rekha Gupta says a 'Rashtraneeti' programme will be launched to teach governance, democracy and policymaking. FILE PHOTO

Ms. Gupta said 7,000 smart classrooms with facilities such as interactive panels and audiovisual aids would be set up for Classes 9 to 12 in a phased manner.

New programmes

She said a 'Rashtraneeti' programme will be launched for students from KG to Class XII, to provide practical knowledge of governance, democracy, active citizenship and policymaking. She added that the students would also be taught yoga and meditation under 'Science of Living'.

Ms. Gupta said language laboratories will be set up in 100 government schools, which will use technology such as AI to teach multiple languages.

The CM attacked the previous AAP government, alleging that over 1.5 lakh students fail in Classes IX and XI every year. "Students, who would shape Delhi's future, are left helpless today because of the corrupt policies of the previous government," she alleged.

Education Minister Ashish Sood said, "AAP allocated a budget of ₹16,000 crore for education, out of which they spent only around ₹14,000 crore."

Responding to the allegations, Ms. Atishi said, "For the first time in 10 years, the education sector has been allotted less than 20% of the total budget. This makes it clear that the BJP is not committed to the education of poor children in government schools."

The Times of India, 26 March 2025, Page No- 1, 26

U'khand govt schoolkids say 'ni hao' to Mandarin

Kalyan.Das@timesofindia.com

Dehradun: 'Ni hao' is as good as 'namaste' for 250-odd students of Class 11 and 12 in 15 govt schools of Uttarakhand, thanks to Doon University's initiative to teach them Mandarin, the official language of China. The aim: to equip them with "language skills to tap into global job markets while also supporting national security interests amid ongoing border tensions with China".

The project was initiated by Pauri Garhwal DM Ashish Chauhan in 2023, following discussions between former CDS Gen Bipin Rawat and Doon University VC Surekha Dangwal in 2021.

Spoken Sanskrit in 13 U'khand villages

Thirteen villages, one in each district of Uttarakhand, are being selected as Aadarsh Sanskrit Gram to encourage locals to converse in Sanskrit. In Dimar village of Chamoli, home to those who oversee worship at Badrinath, language trainers will be deployed in April. **P9**

"This is the first time in India that Mandarin is being taught in govt schools under such an initiative," said Shanky Chandra, HoD (Chinese Studies) at Doon University.

▶**Continued on P 26**

'Learning Mandarin will boost job prospects significantly'

▶**Continued from P 1**

The project began on a pilot basis in 2023, and the positive response from students encouraged us to continue."

Chandra added: "Currently, the programme runs in 15 PM SHRI (Pradhan Mantri Schools for Rising India) schools, which have online teaching facilities, as we lack, as of now, the required resources for physical classes."

Fluency in Mandarin — a language with over 50,000 characters — typically requires mastery of at least 3,000 to 5,000 characters, and the intricate writing system and tonal nature of it make it one of the most challenging languages to learn.

Chandra, an alumnus of Harvard University, emphasised the project's potential for creating employment opportunities. "Learning Mandarin will significantly improve job prospects as China is one of India's largest trade partners. Last year, three of our students who passed Class 12 secured well-paying jobs in the neighbouring country solely due to their language skills."

A faculty member said that the experiment could extend beyond economic opportunities and prove beneficial for the country's national security interests

He said, "Many other opportunities open up as interpreters and translators are hired by the ministry of external affairs and even private companies. Plans are also in place to offer foreign scholarships based on student proficiency tests."

Another faculty member of the university said the experiment could extend beyond economic opportunities and prove beneficial for the country's national security interests. "Given the border issues with China, there is a growing demand for Mandarin-speaking personnel in defence establishments and security operations. These students could play a crucial role in fulfiling these needs in the future," he told **TOI**, requesting anonymity.

Commending the efforts of the university, Dangwal said, "We are putting our best into helping the children develop foreign language skills. This initiative has the potential to expand."

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Strengthen SCERT for Qualitative Improvement in Education : School Education Minister Shri Singh

Seek Help from Public Representatives to Increase School Enrollment
Task Force Meeting Chaired by School Education Minister Shri Singh

Bhopal : Wednesday, March 26, 2025, 19:47 IST



School Education Minister Shri Uday Pratap Singh emphasized the need to strengthen the State Council of Educational Research and Training (SCERT) to further enhance the quality of school education in the state. He stressed the importance of teacher training and keeping educators continuously updated with modern technology. He also stated that all sections of society should contribute to increasing student enrollment in the upcoming academic session, which begins on April 1. Minister Singh was addressing a meeting of the Task Force Committee on the implementation of the National Education Policy (NEP) 2020 at the ministry on Wednesday. Various members of the Task Force provided their suggestions on different topics.

During the meeting, the Minister directed that teachers engaged in academic activities should have minimal administrative burdens. He emphasized the optimal utilization of available resources in schools. To improve enrollment rates, headmasters have been assigned the responsibility of ensuring the re-admission of students after issuing their Transfer Certificates (TCs). The field staff of the education department will conduct a school-wise review of this process. A suggestion was also made to introduce yoga education at the elementary level.

Implementation of the National Education Policy

The meeting highlighted that around one lakh children are enrolled in 4,473 pre-primary schools. Teachers of these schools have been trained in early childhood care and education. Additionally, arrangements have been made on the education portal to provide PM Nutrition to children enrolled in pre-primary classes. Training facilities have been set up for approximately 40,000 Anganwadi workers. Under Mission Ankur, learning kits and Magic Pitara (Magic Box) have been provided in primary classes. A FLN Mela (Foundational Literacy and Numeracy Fair) was organized for Class 1 and 2 students and their parents to enhance basic literacy and numeracy skills, with an arrangement to provide capacity assessment cards to parents. The Floor Game initiative has been introduced to foster learning through play-based education.

Online Tracking to Reduce Dropout Rates

An online tracking system has been established for students to monitor their progress. Efforts are being made to ensure that scholarships, uniforms, and bicycles are provided in sync with the academic session. School Education Secretary Dr. Sanjay Goyal stated that free textbooks would be distributed to students in April itself. Departmental officials have been instructed accordingly. Additionally, 3,471 high and higher secondary schools in the state have been equipped with advanced Information and Communication Technology (ICT) labs. Financial assistance has also been provided for tablets to 44,000 teachers of high and higher secondary schools.

The Task Force Committee meeting was attended by the Chairman of the State and Fee Regulatory Committee, Shri Ravindra Kanhere; Director of Hindi Granth Academy, Shri Ashok Kandel; Commissioner of Public Instructions, Smt. Shilpa Gupta, Secretary of the Board of Secondary Education, Shri Krishnadev Tripathi; former Commissioner of Public Education, Smt. Jayshree Kiyawat, former Additional Director of Public Education, Shri Dhirendra Chaturvedi, and other members.

Mukesh Modi

महत्वपूर्ण वेब लिंक्स

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- अधिसूचना (सूचना के अधिकार)
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Stopping funds of states disagreeing to implement PM SHRI school scheme not justified: Parliamentary panel

The Parliamentary Standing Committee on Education, Women, Children, Youth and Sports headed by senior Congress MP Digvijaya Singh recommended immediate release of pending Samagra Siksha Abhiyan funds to states like Kerala, Tamil Nadu and West Bengal to prevent disruption in salaries, teachers training programs, and school infrastructure maintenance.



Shemin Joy | DHNS

Last Updated : 26 March 2025, 17:26 IST

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Members in the Lok Sabha in the Parliament, in New Delhi. Credit: PTI File Photo

New Delhi: At a time Tamil Nadu is in confrontation with the union government over its refusal to implement the National Education Policy (NEP) owing to its opposition to the three-language formula, a Parliamentary panel has said that there is no justification for stalling funds to the state as well as to Kerala and West Bengal for not accepting NEP or PM SHRI schools scheme.

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teachers training programs, and school infrastructure maintenance.

The total funds under SSA pending for Tamil Nadu is Rs 2,152 crore while for Kerala, it is Rs 859.63 crore and over Rs 1,000 crore for West Bengal, the report on Demands for Grants for the Department of School Education in the Ministry of Education said.

Tamil Nadu had refused to implement the PM SHRI scheme as it is opposed to the NEP 2020 that insists on a three-language formula. Kerala and West Bengal also have not signed the MoU with the Ministry of Education for its implementation.

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The Department of School Education has told the committee that PM SHRI is the model school scheme developed under the NEP and the SSA is the programme to achieve the NEP goals.

"This appears to be the reasoning behind the decision to halt SSA grants to states not signing the PM SHRI MoU. However, the Committee takes the view that this reasoning is not factual or justified. The SSA predates PM SHRI and is intended to help states to achieve the targets of the Right to Education Act," it said.

Taking serious note of the non-release of SSA funds to the three states, the report said the Right to Education is a law passed by Parliament and confers education as a fundamental right onto every child. The SSA, as a scheme that enforces the fundamental right-based RTE, cannot be bypassed by the NEP, which is an executive policy statement, it said.

Observing that Kerala, Tamil Nadu and West Bengal have demonstrated strong educational outcomes with a Gross Enrollment Ratio (GER) significantly above the national average, the report said that underfunding and delays in transfer of SSA funds, however, have constrained further advancements in their school infrastructure, teacher training, and student support.

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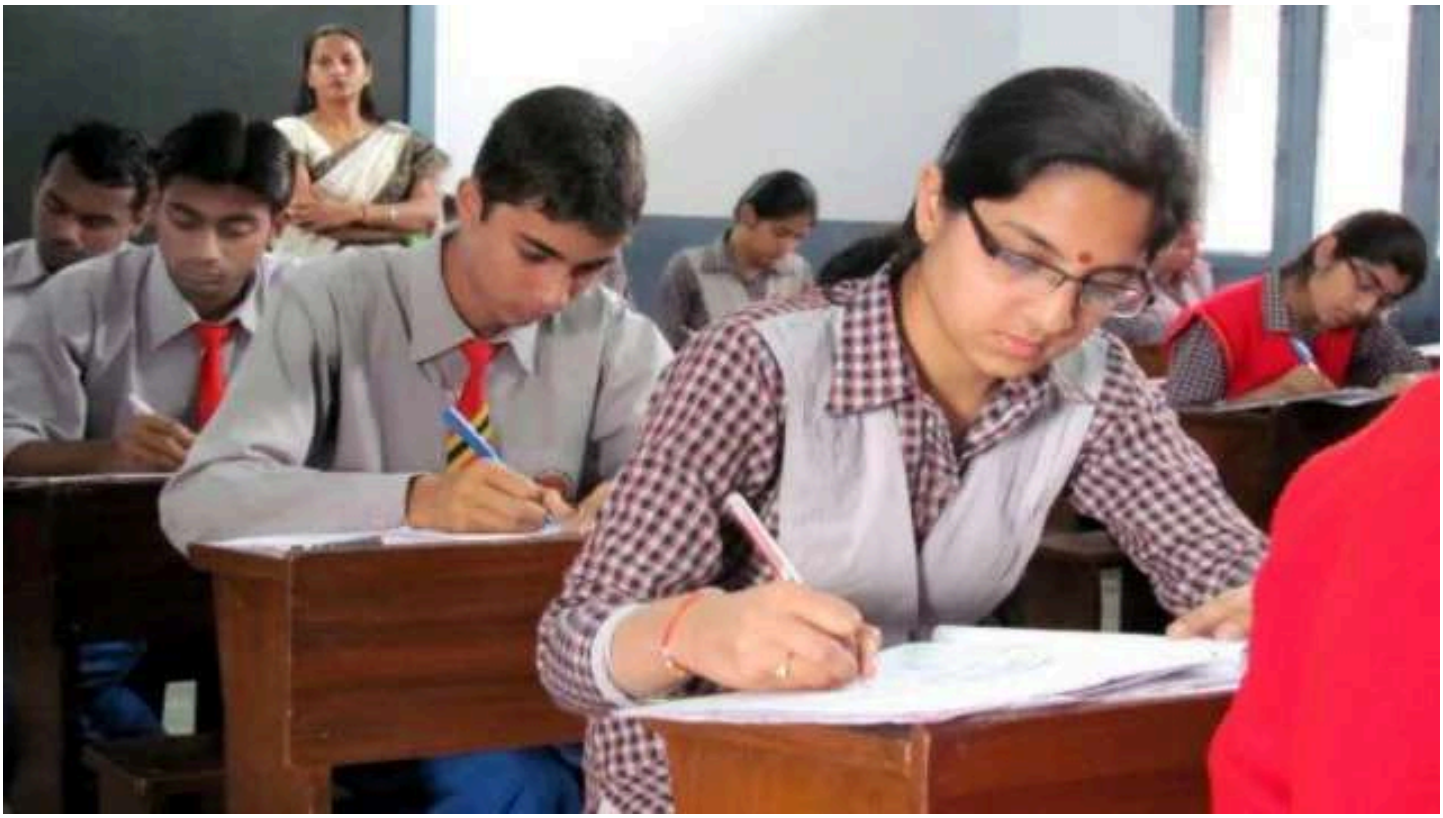
State board schools to convert to CBSE curriculum in phased manner by 2028

Experts from Balbharati, the state textbook bureau, are currently studying NCERT textbooks to prepare the state board textbooks.

Written by Soham Shah
Pune | Updated: March 26, 2025 09:54 IST

NewsGuard

3 min read



School Education Minister Dada Bhuse stated that the CBSE pattern will emphasise understanding concepts over rote learning. (File Photo)

Maharashtra school education minister Dada Bhuse said in the Legislative Assembly on Monday that state board schools will transition to a CBSE curriculum in a phased manner by 2028.

He informed the Assembly that the curriculum for Class 1 will be updated starting in the upcoming academic year. Changes to the curriculum for other grades will occur in the following years—classes 2, 3, 4, and 6 will be revised in 2026; classes 5, 7, 9, and 11 will undergo changes in 2027 and finally, classes 8, 10, and 12 will be updated in 2028.

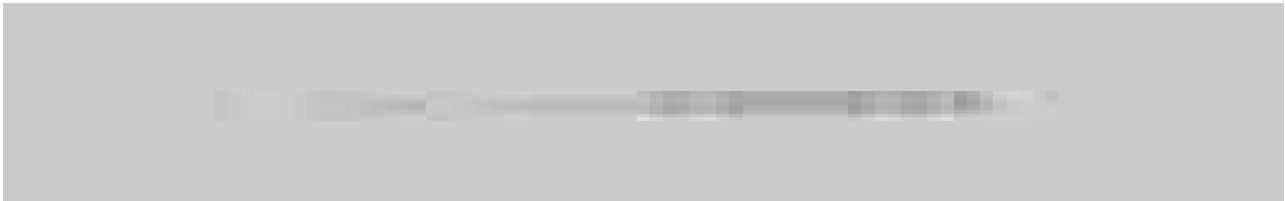
Bhuse stated that the CBSE pattern will emphasise understanding concepts over rote learning. It will incorporate Continuous and Comprehensive Evaluation (CCE), which focuses on ongoing development rather than just final examinations. He mentioned that this approach would enhance students' knowledge at the state, national, and international levels. Additionally, it will be beneficial for students preparing for competitive exams such as NEET, JEE, and UPSC.

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Experts from Balbharati, the state textbook bureau, are currently studying NCERT textbooks to prepare the state board textbooks. Balbharti is still preparing the Class 1 textbook. Bhuse emphasised that the state board will continue to exist and that parents will not feel pressured to enrol their children in any specific board. He also assured that the importance of the Marathi language will remain intact, as all private and government schools have been instructed to teach Marathi.

Educators react

Talking about the shift to CBSE curriculum, Rajendra Tathawde, principal of Pune Municipal Corporation-run (PMC) Marathi-medium school MANAPA Shala Khandwenagar, said, "When we went for training this year, we really liked this change that is going to be introduced. If implemented properly, change will be extremely beneficial to students, as even the poorest kids will be able to get good quality education. But it will take some time to match it with the SSC curriculum, as it is a bit more difficult."



Ashok Langhe, principal of PMC's Rashta Sant Acharya Anand Rushi English school, said, "This curriculum change will be good for the students. State board students find it difficult to compete with other boards in Classes 11 and 12 as their physics and maths portion is more

detailed. They struggle in competitive exams. Our teachers are well trained, and if they are given more extensive training for the change in curriculum, they can definitely adjust to it."

However, a teacher at a PMC-run school told The Indian Express that the long training programmes organised for the educators under the New Education Policy (NEP) 2020 are stressful. "We are required to attend full-day training, sometimes there are virtual meetings even on holidays. This means that teachers are absent from classes and students miss out. A teacher has to manage two classes as the other teacher is attending trainings. This is highly detrimental to students and teachers both. The change in curriculum is good, but the implementation needs to be non-stressful."



Soham Shah Follow

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 i ***... Read More***

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Human Development

Reflections on how the New Education Policy plays out in the classroom

26 March, 2025

Notes from the Field



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The National Education Policy, 2020 emphasises the acquisition of foundational literacy and numeracy by Standard 2. Yet, little is known about how the related initiatives have translated into changes in teaching-learning in the classroom. In this note, Bhattacharjea, Bhutada and Bisht share insights from a study involving classroom observations and teacher interviews across eight states in India – on aspects such as classroom composition, teachers' attitudes towards young children, and teaching methods.

The National Education Policy (NEP), 2020 frames universal acquisition of Foundational Literacy and Numeracy (FLN) as an urgent national mission, stating that "The rest of this Policy will become relevant for our students only if this most basic learning requirement (that is reading, writing, and arithmetic at the foundational level) is first achieved". Since the release of NEP, central and state governments have put enormous efforts into rolling out programmes intended to meet the goal of ensuring that every child acquires FLN by Standard 2, the end of the newly designated 'foundational stage' of education for 3-8-year-olds.

The National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Mission provides a roadmap for achieving these objectives. The extensive guidelines published in 2021 lay out the Mission's implementation, defining the learning goals that must be achieved at every step of the foundational stage to ensure that this objective is achieved by 2026-27. It also lays out desired classroom teaching-learning practices, such as creating an inclusive classroom environment, using innovative play- and activity-based approaches, and ensuring availability and usage of Teaching Learning Material (TLM), among others.

This national mission has subsequently been adapted and contextualised at the state level, and as of January 2025, all states and Union Territories in India are implementing FLN programmes in some form. Capacity-building programmes on FLN for teachers and interventions such as '*Vidya Pravesh*', a three-month play-based school preparation module for students entering Standard 1, are common across most states, while other initiatives may be specific to one or a subset of states.

The Annual Survey of Education Report (ASER) 2024 provides some indicators of the percolation of these policy pushes to individual schools. More than 80% of the 15,728 schools across the country that were visited as part of the survey reported having received a directive from the government to implement FLN activities for Standards 1-3 in both the current and previous academic years, and TLM other than textbooks was observed in more than 85% Standard 1 and 2 classrooms. The survey data also show that in over 75% of the schools visited, at least one teacher had received in-person training on FLN.

However, little information is available – either in ASER or from other sources – on how these initiatives have translated into changes in teaching-learning in the classroom. In mid-2024, prior to the rollout of the ASER 2024 survey, an ASER Centre team set out to explore this question. We did so in two ways. First, a classroom observation tool was designed and piloted

to capture key elements of the classroom environment and the nature of the interactions taking place within it. Based on these observations, an interview guide was developed to explore observed teachers' perspectives on teaching and learning, understand what they thought had changed post NEP 2020, and what challenges remained. This 'deep dive' exercise was conducted in Standard 2 classrooms in 24 schools spread across one district each in eight states, reflecting a variety of geographies and socioeconomic and educational conditions (Assam, Chhattisgarh, Himachal Pradesh, Madhya Pradesh, Odisha, Rajasthan, Uttar Pradesh, and West Bengal). In each district, a 'convenience' sample of one remote rural school, one well-connected rural school, and one urban school was chosen. A total of 45 lessons were observed in these 24 classrooms, and subsequently conversations were held with all 24 teachers. In this note, we describe key findings and takeaways from this exercise.

Classroom composition

The Standard 2 students and teachers whom we observed were studying and working in teaching-learning contexts that varied enormously from school to school, depending on the number of classrooms and teachers available, and the number of students in each grade. These differences had less to do with physical infrastructure (all these schools had water, electricity, toilets, and other key facilities) than with the combination of grades sitting together.

While the RTE (Right of Children to Free and Compulsory Education Act, 2009) and NEP 2020-prescribed teacher to student ratio of 1:30 was exceeded in only three of these 24 classrooms[1] (one each in West Bengal, Himachal Pradesh, and Chhattisgarh), the grade composition varied enormously. Only 10 classrooms were exclusively for Standard 2 students, while the other 14 were multigrade. The schools visited as part of ASER 2024 had a similar proportion of multigrade Standard 2 classrooms (more than 60%). In our sample of 24 schools, regardless of class strength, all three classrooms visited in Assam and West Bengal were single grade classrooms for Standard 2; in Rajasthan and Odisha, all three classrooms were multigrade. In most other states the larger urban school in the sample had single grade classrooms, while in the rural remote and rural well-connected schools, they were multigrade.

Moreover, teaching was by no means teachers' only responsibility. In one school, one of the two teachers appointed was also the acting Head Teacher, and was additionally responsible for the newly created pre-primary class. In many schools, teachers told us that the focus on collecting and documenting student-level outcomes has increased time spent on reporting at the expense of time available for teaching.

Teachers and teaching

Despite this, in almost all of the classrooms we visited, teachers were present and involved with teaching-learning activities: what is known as teachers' 'time on task'[2] was very high. Even in cases where the teacher was not actively working with the Standard 2 students who were the focus of our observation, this was often because they were working with another

grade sitting in the same classroom or attending to other school tasks, such as checking notebooks.

We summarise below some key aspects of these teachers' teaching practice that we observed and subsequently talked to them about, categorised into two broad areas: attitudes towards young children in the 'foundational' stage, and teaching methods and materials used in the classroom.

> *"Children in Standards 1 to 3 do not know how to read in the beginning, I start them with vowels and consonants, then when they learn to read a little, I start teaching them how to read words. These three classes sit together. Similarly, Standards 4 and 5 sit together, I teach them one day and then they keep doing their work. First, I ask them to read, then make them understand and do question/answer exercise; if something is left then I give it to them as homework. Right now, there are some children [in Standard 4 and 5] who are not able to read, so I group them together and do activities that I do with Standard 2 and 3. Overall, if the child knows how to read a book, then he can handle the other subjects easily, there is no problem."*
>
> - A teacher in Rajasthan

> *"They are young children; we have to pamper them a little bit. If we create a fearful atmosphere, they would not even come to school. It is important for them to be fond of us. If they do not get attached to us, then how will they be attached to their studies?"*
>
> - A teacher in Chhattisgarh

Attitude towards young children

Our conversations with teachers made it clear that one key message that has been understood and accepted is that the early years of school require a different approach to teaching-learning. Without explicit prompting, many teachers spoke about what makes the 'foundational' age group special and why young children need to be treated differently. They articulated the importance of the transition from home to school and described how young children needed to enjoy coming to school and not feel afraid, before focusing on their studies. It was interesting to note that this conception of teaching-learning extended beyond the initial few months after children join school, to the entire foundational stage of schooling.

Notably, these attitudes were not only articulated during the interview, they were also visible in teachers' actions in the classroom. Most teachers knew their students by name and many exhibited warm, positive behaviours towards them, such as praising or encouraging one or more students and smiling, laughing or joking with them. Although some amount of verbal abuse, physical punishment, and other forms of what we categorise as 'discouraging' behaviours were also observed, for the most part teachers' treatment of these young students did seem to reflect an overall understanding that gentleness and warmth is more important than discipline at this early stage in their school trajectories.

However, this attitude did not always extend to the belief that all children can learn. Despite these feelings of kindness and understanding towards young children, many teachers continued to categorise students into 'bright' students who can learn and 'weak' ones who

cannot. As discussed below, students' abilities and learning levels did not appear to inform observed teachers' overall approach to classroom teaching.

Interviewer: What do you do to support those [students] who do not come [to school] daily?

"First, I tell them how to complete [the task], then I ask them to read what they have done. Sometimes, I ask other children to teach them. This is how I approach it. Some children are able to catch up, however, some are weak, so they remain weak. Their mind is weak, so despite my persistent effort, they are only able to learn a little after a long time."

- A teacher in Madhya Pradesh

Teaching methods

At first glance, the teaching-learning activities taking place in these classrooms look quite similar to traditional chalk-and-talk methods. Across the 215 'snapshots'[3] taken in these 45 lessons, teachers were most often doing whole-group teaching activities, mainly speaking to or asking questions to the whole [Standard 2] class (referred to as 'one-way' or 'two-way' interaction). More than three-quarters of the time, they were standing or sitting in front of the class while teaching.

However, many teachers were doing things differently. In the majority of these lessons, teachers tried to ensure that most students participated in some way, including by going up to students sitting in the middle or back of the class (30 of the 45 lessons observed). Many teachers tried to contextualise the content for their students by using local examples (27 of 45 lessons), and some interacted with students in local languages (8 of 45 lessons). In 17% of the snapshots where teachers were observed engaging with students in Standard 2, they used some form of TLM (other than textbooks): materials on the walls, workbooks or practice books, occasionally puzzles or games. In almost 15% of the snapshots, teachers were either moving around the class, or sitting on the ground with their students. While these kinds of practices were still not dominant in the teaching methods we observed, they seemed to reflect both a shift in focus and understanding of their role in the classroom as well as the difficulties of implementing some of the NIPUN guidelines given the ground realities that teachers face.

Students

NIPUN guidelines emphasise creating a classroom that has an interactive learning environment, encouraging students to think, express, and collaborate. Teachers are encouraged to create a child-friendly classroom to engage every child in reading, writing, and early math, using contextually relevant activities that progress from simple to complex and play-based pedagogies. A print- and material-rich setting is central to such a classroom.

As described earlier, these classrooms did seem to be friendly. Students were mostly treated with kindness and were not scared of their teachers – in fact sometimes the very opposite was observed.

However, this rarely translated into differences in the kinds of learning activities that most students were engaged in. Teachers do engage students for most of the time, but as

> *When the teacher entered the classroom, all the children ran toward her – some to touch her feet, others to give her a hug – and she also embraced them. She then addressed the class, reminding them of what she had taught them to do when someone comes to the class: "Say good morning!"*
>
> - Field notes, Rajasthan

mentioned earlier their methods are often more traditional than aligned with the NIPUN Guidelines. There were only four snapshots where most students were doing a play-based learning activity; in 55 snapshots students were engaged in choral repetition either led by the teacher or another student.[4] In about a quarter of these snapshots (64), students were doing a writing activity – either copying or taking dictation (independent writing was not recorded in any of the snapshots). Small-group activities were observed in just one classroom. Perhaps most strikingly, despite the influx of TLM into schools across the country, students were observed using any form of TLM other than textbooks and notebooks in just six snapshots.

Way forward

The NEP and NIPUN Bharat Mission have provided a starting point, and the rationale for why FLN is important and how best to ensure that students acquire these skills. These ideas appear to have been communicated clearly and on scale. States have adopted and adapted these policy prescriptions in different ways; but the large-scale rollout of FLN training programmes for teachers is common to all. While some teachers have found these trainings to be useful, others expressed that they did not offer opportunities to discuss challenges. Absent the space to discuss, practice, and then adapt the new methods and materials as needed, teachers are often unable to make full use of the guidelines and materials provided to them. For instance, in most cases even though the focus on TLM was clear to all the teachers we spoke to, those who actually used any form of TLM in the classroom did so in 'demonstration' mode – in all but one case it was the teacher using the TLM, not the students. Going forward, creating spaces for practice, discussion, and adaptation may be vital to increasing uptake. Additionally, post-training support systems to teachers are also of vital importance, an element still reported to be missing or ineffective in several of the states visited. Lastly and most crucially, decisions on what and how to teach are still based primarily on syllabus completion. Resolving the inherent contradiction between ensuring universal FLN and syllabus completion is a question that the system has yet to reckon with in a systematic way.

There is little doubt that some things have changed for the better since the rollout of NIPUN Bharat and its adaptations across the country. Whether or not the specific recommendations of NIPUN are in place on the ground, the clear focus on FLN goals, and the resultant visibility of FLN in schools and among teachers, is in itself a big step forward. This is reflected in the fact that for the first time in 20 years of ASER, learning levels in the foundational stage have improved substantially.

A version of this piece first appeared in the ASER 2024 Report.

Notes:

1. For the sake of convenience, we use the term 'classroom' to denote a set of students taught by a single teacher during the observation, even though two of these 24 'classrooms' were actually outside (one in a *verandah*, one outdoors).

2. In this context, 'time on task' refers to the proportion of time that a teacher is engaged in active instruction during a lesson. Students' 'time on task' is the proportion of time that students engage with learning activities during a lesson.

3. After filling some general information about the classroom, observers recorded a 'snapshot' of the classroom – what the teacher was doing, what most students in Standard 2 were doing, and what materials were being used in that specific moment. Repeat snapshots were recorded every eight minutes for the entire duration of the lesson.

4. These were not mutually exclusive options since students could have been doing multiple activities at the same time, for example simultaneously listening to the teacher and writing in their notebooks.

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THE TIMES OF INDIA

New CBSE-integrated curriculum’s focus on practical learning, regional context: Bhuse

Mar 26, 2025, 12.27 AM IST



Pune: State school education minister Dada Bhuse on Monday moved to clarify doubts swirling around the integration of the Central Board of Secondary Education (CBSE) pattern in the curriculum for state board schools in the upcoming academic year.

After submitting the entire plan for implementation of the newly developed curriculum for Stds I to IX to the state assembly on Monday, Bhuse stated that it lays more emphasis on practical learning and regional context.

After the minister's announcement of the adoption of the CBSE pattern in state board schoolbooks last week, confusion had prevailed among parents, students, schools, and teachers.

Now, Bhuse has clarified that students will engage with local history, geography, and cultural elements while developing critical thinking skills. Balbharati will develop supplementary learning materials to support the new curriculum, which will be available in multiple languages, including Marathi, to ensure accessibility for all students.

The minister also said that the newly integrated curriculum would be beneficial for competitive exams like JEE, NEET, and UPSC at the national level.

He said, "With the cooperation of informed parents and the positive efforts of teachers, the implementation of the New Educational Policy (NEP) can be carried out progressively in Maharashtra. The textbooks created by the National Council of Educational Research and Training (NCERT) have been studied by Balbharati experts. Necessary changes have been made to create state-specific textbooks."

Maharashtra issued a govt order on June 24, 2022, accepting the NEP 2020. Subsequently, with the help of expert committees, state curriculum frameworks were developed considering the educational background and needs of the state. Foundational stage curriculum and course development were also undertaken.

NEP discourages rote-based examinations. Therefore, the exam system of CBSE will be integrated into the Maharashtra State Board's evaluation system, with necessary changes and improvements implemented. Drafts were posted on the SCERT website for public feedback, and based on the responses, both curriculum drafts were finalised and approved by the state-level steering committee on Sept 9, 2024.

"We conducted discussions with representatives of various teachers' organisations. With the help of expert committees, a curriculum was developed for the foundational stage, preschool to Std II, and the final draft received approval from the state-level steering committee. Work has begun on developing textbooks for Std I under the new curriculum through Balbharati. The curriculum for Std I to X is being developed by the State Council of Educational Research and Training (SCERT) for the state," clarified Bhuse.

However, Mukund Kirdat of the AAP Parents Union said the journey to implement the CBSE pattern in the state board curriculum was undertaken rapidly by the education minister, without consulting all relevant stakeholders. "Instead of making such decisions during the exam period, it is expected that detailed discussions with experts, teachers and parents take place allowing for sufficient time. This approach of flattening education diversity and opening it up as a service sector for private profiteering is dangerous," he said.

Mahendra Ganpule, former vice president, State Headmasters' Association, pointed out, "The curriculum will be prepared by Balbharati, and evaluation will be done according to the state curriculum framework guidelines. The examination process will be conducted through the SSC board in our existing manner. This is all clear, so why create unnecessary confusion by calling it the CBSE pattern? It is sufficient to say that the curriculum will enhance the ability to face competitive exams like NEET and JEE."

Guidelines for summer conditions issued to edu dept

In light of the potential for severe health issues due to heatwaves, the state revenue and forest departments issued guidelines to all district collectors for various departments on Monday. Instructions for the education department include adjusting school timings, granting holidays based on heatwave conditions, advising students to avoid outdoor physical activities during summer, and conducting exams only in the morning session, stated a circular released by Sanjeev Rane, under-secretary of the revenue and forest departments. The SCERT has announced the schedule for this year's annual exams and periodic assessments, which will continue until the end of April. Due to the intensity of the heat and water scarcity issues in different parts of the state, teachers, principals, institution administrators, and parents had opposed this schedule. However, despite the opposition, the council has not altered the timetable.

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NEP discourages rote-based examinations. Therefore, the exam system of CBSE will be integrated into the Maharashtra State Board's evaluation system, with necessary changes and improvements implemented. Drafts were posted on the SCERT website for public feedback, and based on the responses, both curriculum drafts were finalised and approved by the state-level steering committee on Sept 9, 2024.

"We conducted discussions with representatives of various teachers' organisations. With the help of expert committees, a curriculum was developed for the foundational stage, preschool to Std II, and the final draft received approval from the state-level steering committee. Work has begun on developing textbooks for Std I under the new curriculum through Balbharati. The curriculum for Std I to X is being developed by the State Council of Educational Research and Training (SCERT) for the state," clarified Bhuse.

However, Mukund Kirdat of the AAP Parents Union said the journey to implement the CBSE pattern in the state board curriculum was undertaken rapidly by the education minister, without consulting all relevant stakeholders. "Instead of making such decisions during the exam period, it is expected that detailed discussions with experts, teachers and parents take place allowing for sufficient time. This approach of flattening education diversity and opening it up as a service sector for private profiteering is dangerous," he said.

Mahendra Ganpule, former vice president, State Headmasters' Association, pointed out, "The curriculum will be prepared by Balbharati, and evaluation will be done according to the state curriculum framework guidelines. The examination process will be conducted through the SSC board in our existing manner. This is all clear, so why create unnecessary confusion by calling it the CBSE pattern? It is sufficient to say that the curriculum will enhance the ability to face competitive exams like NEET and JEE."

Guidelines for summer conditions issued to edu dept

In light of the potential for severe health issues due to heatwaves, the state revenue and forest departments issued guidelines to all district collectors for various departments on Monday. Instructions for the education department include adjusting school timings, granting holidays based on heatwave conditions, advising students to avoid outdoor physical activities during summer, and conducting exams only in the morning session, stated a circular released by Sanjeev Rane, under-secretary of the revenue and forest departments. The SCERT has announced the schedule for this year's annual exams and periodic assessments, which will continue until the end of April. Due to the intensity of the heat and water scarcity issues in different parts of the state, teachers, principals, institution administrators, and parents had opposed this schedule. However, despite the opposition, the council has not altered the timetable.

The Indian EXPRESS
JOURNALISM OF COURAGE

Gujarat, Punjab lead with three languages taught in 95% schools: Data

Gujarat and Punjab top the list of states in implementing the three-language policy, with over 95% of schools teaching three languages, according to data shared by Union Minister of State for Education Jayant Chaudhary in Parliament. While 97.6% of schools in Gujarat teach three languages, this figure is 96.2% in Punjab, followed by 89.2% in […]

By: **Express News Service**
New Delhi | March 26, 2025 04:40 IST

NewsGuard

2 min read



In eight other states and one Union Territory, less than 50% of schools teach three languages: Andhra Pradesh (43.5%), Assam (33.6%), Bihar (49.8%), Goa (47.6%), Jharkhand (39%), Meghalaya (18.9%), Odisha (47.9%), West Bengal (48.5%) and Puducherry (39.5%).

Gujarat and Punjab top the list of states in implementing the three-language policy, with over 95% of schools teaching three languages, according to data shared by Union Minister of State for Education Jayant Chaudhary in Parliament.

While 97.6% of schools in Gujarat teach three languages, this figure is 96.2% in Punjab, followed by 89.2% in Sikkim, the data showed. Gujarat has made the learning of Gujarati mandatory in schools, while Punjab has made Punjabi mandatory.

The national figure is 61.6%, the data showed.

Chaudhary shared the data Monday in response to a question by DMK MP Kanimozhi Karunanidhi seeking details of languages taught under the three-language formula in different states.

Tamil Nadu and the Centre have been at loggerheads over the implementation of the three-language policy (two of them being native to India) as mentioned in the National Education Policy (NEP) 2020. The DMK has alleged the policy could lead to the "imposition" of Hindi.

According to the data, Kerala and Karnataka, which follow the three-language policy, have more than 70% of schools teaching three languages — 71.7% in Kerala and 76.4% in Karnataka.



Among the northern states, Uttar Pradesh has 82.8% of schools teaching three languages, while in Madhya Pradesh this figure is 55.4%. Delhi recorded a figure of 58.7%.

At the bottom of the list are Arunachal Pradesh (0.3% of schools teaching three languages), Nagaland (2.5%), and Tamil Nadu (3.2%).

In eight other states and one Union Territory, less than 50% of schools teach three languages: Andhra Pradesh (43.5%), Assam (33.6%), Bihar (49.8%), Goa (47.6%), Jharkhand (39%), Meghalaya (18.9%), Odisha (47.9%), West Bengal (48.5%) and Puducherry (39.5%).

To another question in the Lok Sabha — on third-language options in UP, MP and Bihar – Chaudhary's response said that UP offers Urdu/Sanskrit as third-language, while MP offers

Sanskrit, Hindi, Urdu, Punjabi or Marathi, and Bihar offers Urdu/Sanskrit.

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This article went live on March twenty-sixth, twenty twenty-five, at forty minutes past four in the morning.

TAGS: National Education Policy

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DIET, NCERT New Delhi organizes orientation program on Holistic Progress Card for Headteachers of Kargil

26 MARCH 2025 / NO COMMENTS /

NEWS DESK



Kargil, March 26, 2025: On March 25, 2025, the District Institute of Education and Training (DIET) Kargil, in collaboration with NCERT New Delhi, organized an orientation program on the Holistic Progress Card (HPC) for Headteachers of Kargil district.

A total of 80 Headteachers from various zones participated in the training. Resource Persons from NCERT, conducted sessions on different components of the Holistic Progress Card (HPC) in the context of the National Curricular Framework (NCF-FS & SE).

In her keynote address, Syeda Banoo, Principal of DIET Kargil, expressed gratitude to PARAKH NCERT for providing expert guidance for the program.

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Professor Indrani, Head/CEO of PARAKH, in her audio address, emphasized the significance of the Holistic Progress Card and discussed key challenges in its implementation.

The Holistic Progress Card (HPC) under PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) by NCERT is designed

The HPC promotes competency-based assessments, fostering critical thinking, creativity, and problem-solving skills rather than rote memorization. By integrating qualitative and quantitative measures, it aims to provide a well-rounded student profile, encouraging personalized learning and holistic growth.

News Desk voiceofladakh786@gmail.com
https://voiceofladakh.in/

TAGS: DIET KARGIL, NCERT

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THE TIMES OF INDIA

‘Lessons’ for AAP: CM Rekha Gupta's Delhi budget gives highest allocation for education sector

TNN | Mar 26, 2025, 12.49 PM IST



NEW DELHI: Chief minister and finance minister Rekha Gupta unveiled a range of initiatives on Tuesday as part of the Delhi Budget to boost education and school infrastructure.
These include the development of an education hub in Narela in north Delhi, the establishment of CM Shri Schools, the introduction of language laboratories and modern computer labs and new schemes for technical education.

Education cornered the highest allocation in the 2025-26 budget with Rs 19,291 crore — a 17.7% increase over the last fiscal's allocation. Taking potshots at the previous govt, CM said, "It claimed to prioritise education in Delhi, but its actions were contrary. It misled Delhi on education and its policies deprived children of a promising future."

A big chunk of the allocation — Rs 618 crore — was earmarked for technical education schemes, while another Rs 886 crore was allocated to the Department of Training and Technical Education, highlighting govt's focus on this sector.
The budget allocated Rs 230 crore to Delhi Skill and Entrepreneurship University, Rs 57 crore to Netaji Subhas Technical University, Rs 37 crore to Delhi Pharmaceutical Sciences and Research University, Rs 21.5 crore to Indira

Gandhi Delhi Technical University for Women and Rs 42 crore to Delhi Technical University. Additionally, Rs 69 crore was proposed for the Industrial Training Institutes.

The budget set aside Rs 100 crore to establish 60 new CM Shri Schools from the 2025-26 academic session. These schools, modelled after PM Shri Schools, will align with the National Education Policy, 2020, and implement the National Curriculum Framework.
The launch of Mahamana Pandit Madan Mohan Malaviya Vidya Shakti Mission was given Rs 21 crore and it aims to provide professional guidance to students preparing for engineering, medical and university entrance exams.

Gupta highlighted the commitment to modernising education, stating, "The previous govts neglected educational infrastructure, leaving outdated computers in schools. We have allocated Rs 50 crore for 175 new computers and Rs 100 crore for smart classes and targeted the computerisation of at least 7,000 classrooms. We are also committed to providing free laptops to 1,200 top-performing students transitioning from Class X to XI and have a budget of Rs 100 crore for this."

The edu-city to be developed in Narela will have the campuses of various educational institutions. A 160-acre land was allotted to Indira Gandhi Delhi Technical University for Women to establish its campus, and 1,270 flats will be provided to four universities to help them expand or set up campuses there.

There were plans to build upon several initiatives of the previous administration. The Science of Living programme, allocated Rs 1.5 crore, will focus on holistic development for students, promoting mental well-being and life skills akin to AAP's Happiness Curriculum.

Expanding on AAP's Business Blasters programme, the BJP govt introduced NEEEV (New Era of Entrepreneurial Ecosystem and Vision) programme for students in classes VIII-XII to integrate entrepreneurship education with financial and digital literacy and allocated Rs 20 crore for this.

The Rashtraneeti initiative with an allocation of Rs 1.5 crore will provide practical knowledge of governance through youth parliaments, digital programmes and community engagement.

The budget also earmarked Rs 21 crore to establish Dr APJ Abdul Kalam Language Laboratories in 100 govt schools, yoking technology and AI to teach languages, including English, Hindi and French.

"This budget places a strong emphasis on Delhi's youth and future generations," commented education minister Ashish Sood.

जनसत्ता, 27 March 2025, पृष्ठ संख्या - 3

निजी स्कूलों को चेतावनी, छात्रों को वर्दी, किताब खरीदने को मजबूर न करें

जनसत्ता संवाददाता
नई दिल्ली, 26 मार्च।

दिल्ली सरकार ने निजी स्कूलों की मनमानी रोकने की दिशा में अहम कदम उठाए हैं। दिल्ली के शिक्षा निदेशालय की ओर से आदेश जारी किए गए है कि निजी स्कूलों में दाखिला लेने वाले छात्रों पर वर्दी, किताबें और अन्य लेखन सामग्री खरीदने के लिए दबाव नहीं डाला जाएगा। अभिभावकों की लगातार मिल रही शिकायतों को गंभीरता से लेते हुए यह आदेश जारी किए गए हैं। दिल्ली के शिक्षा मंत्री आशीष सूद ने इस बाबत सभी निजी स्कूलों को सख्त चेतावनी भी दी है। मंत्री आशीष सूद ने कहा कि दिल्ली के हर बच्चे को गुणवत्तापूर्ण शिक्षा दिलाने का संकल्प पूरा करने की हमारी सरकार की प्रतिबद्धता है। उन्होंने कहा कि निजी स्कूलों में दाखिला लेने वाले छात्रों के अभिभावकों की तरफ से लगातार इस संबंध शिकायतें मिल रही थीं।

मंत्री सूद ने बताया कि निजी स्कूलों को निर्देश इसलिए जारी करना पड़ा क्योंकि दिल्ली सरकार को छात्रों से वर्दी और किताबें किसी विशेष दुकानदार से खरीदने के लिए बाध्य करने की कई शिकायतें मिल रही थी।

The Times of India, 27 March 2025, Page No- 7

Govt Cracks Whip On Sale Of Books, School Uniforms

Says Can't Force Purchase From Specific Vendor, Issues Norms

Meghna.Dhulia
@timesofindia.com

New Delhi: Aiming to protect parents from an unnecessary financial burden and ensure transparency, Delhi govt has issued guidelines to private schools on the sale of books, uniforms and writing material.

Delhi education minister Ashish Sood on Wednesday said that the new directives, which prohibit private schools from forcing parents and students to buy education material from specific shops or vendors, were issued after several grievances were received. The guidelines by the Directorate of Education apply to all private unaided recognised schools in the city and focus on regulating the sale of educational material and uniforms.

"It was observed that various private unaided recognised schools were compelling students to purchase education material, such as books, guides, ties, belts, notebooks, uniforms and bags, from specific private vendors. This raises concern as students should have the freedom to choose their educational supplies," Sood said.

One key instruction mandates that private schools must prominently display a list of prescribed educational material and other required items for students. In line with this, schools have been prohibited from forcing parents and students to buy books, uniforms or other material from specific vendors or shops. This would ensure that families have the freedom to choose their suppliers and avoid any unnecessary costs.

"Private schools must transparently display the list of prescribed books, educational material and other required items on the school premises. This information must be displayed prominently on school notice boards and the official websites. Any private school found concealing this information or misleading students and parents will face legal consequences," Sood said.

All schools must ensure that they display this list in a public place within the school campus, and any school failing to comply will be held accountable, the minister added.

Additionally, the guidelines stipulate that students are allowed to use textbooks and study material that align with the official curriculum and examination guidelines. The procurement of these books must adhere to the guidelines issued by the education board, preventing schools from pushing additional purchases beyond the required curriculum. This would help avoid undue financial strain on parents.

Schools have also been instructed to provide a list of books and writing material for the upcoming academic session on their websites and display the specifications of uniforms well in advance. Importantly, once the uniform design and specifications are set, they must remain unchanged for at least three years to prevent unnecessary expenditures on parents, state the guidelines.

Additionally, the schools must offer a list of local vendors where parents can purchase books, writing material and uniforms, ensuring multiple purchasing options. DoE will closely monitor compliance with the guidelines and take strict action against schools found in violation.

The education department has urged parents to report any violations through the provided contact details, ensuring the effective enforcement of the rules to maintain fairness and affordability in education.

Parents have expressed growing concerns over the escalating cost of textbooks, pointing out that the schools had asked students to purchase expensive books from private publishers. Many have voiced frustration over what they perceive to be an unfair financial burden, especially for larger families with several children in school. They argued that the mandatory purchase of high-priced textbooks has caused significant financial strain, making it increasingly difficult for some families to meet educational expenses.

TURNING OVER A NEW LEAF

Key instructions for all private unaided recognised schools in Delhi

- Display **class-wise list of books/writing material** and uniform details in advance for upcoming session
- **Avoid pressuring parents** to buy extra study materials
- No compulsion to buy from **specific vendors for books or uniforms**
- Uniform design & colour **should remain unchanged** for at least 3 years
- Allow students to use **study materials approved by official curriculum**
- List at least **five nearby vendors** for books, materials, and uniforms
- Follow **Board guidelines** for book procurement

The Statesman, 27 March 2025, Page No- 4

Schools can't force students to buy books, uniforms: Sood

The Education Minister says that following grievances from many parents and students, the government has issued new directives to private unaided recognised schools

STATESMAN NEWS SERVICE
NEW DELHI, 26 MARCH


SNS PHOTO

Delhi's Education Minister Ashish Sood said on Wednesday that following the grievances of many parents and students, the government has issued new directives to private unaided recognized schools on the sale of books, writing materials, and uniforms.

According to him, it has been observed that various private unaided recognized schools were allegedly compelling students to purchase education materials, such as books, stationary, notebooks, uniforms and bags from specific private vendors.

The minister said such instances raise concerns, as students should have the freedom to choose their educational supplies.

He said instructions have also been given that students who get admission under the EWS category shall not be charged for uniform and stationary as the same is provided to them free of cost by the government.

He also said that private schools must transparently display the list of prescribed books, educational materials and other required items in the school premises, and this information must be displayed prominently on school notice boards and the official websites.

The minister warned that any private school found concealing this information or misleading students and parents will face legal consequences.

Failure to adhere to these guidelines will be considered a violation of the Delhi School Education Act, 1973. Further appropriate action under BNS and BNSS against such malpractices will also be taken up as applicable.

The minister said that the Delhi government remains committed to making education affordable and accessible for all. Parents are encouraged to report any violations to the helpline or the Directorate of Education.

He also said that all schools must ensure that they display this list in a public place within the school campus. Any school failing to comply will be held accountable, Sood added.

The guidelines, issued by the Directorate of Education, aim to protect parents from unnecessary financial burdens and ensure transparency in educational expenses.

Under the powers vested in the Directorate of Education by Rule 43 of the Delhi School Education Act and Rules (DSEAR) 1973 and Rule 26 of the Delhi Right of Children to Free and Compulsory Education Rules, 2011, nine key instructions have been mandated for all private unaided recognized schools in Delhi.

These include parents must not be forced to buy from specific vendors or school-appointed suppliers, uploading the list of books and uniform specifications on their official website before the academic session begins and schools and principals must also ensure that students and parents are not pressured to purchase extra study materials beyond the prescribed curriculum.

The Directorate of Education will closely monitor adherence to these guidelines and take strict action against violations.

The government said that the parents and stakeholders concerned are encouraged to report any violations to the concerned Nodal Officer, Deputy Director of Education (PSB).

The Hindu,
27 March 2025,
Page No- 6

The CBSE's 'two-exam scheme' overcomplicates things



Jehosh Paul

is a lawyer and research consultant

The draft scheme by the Central Board of Secondary Education (CBSE) to allow, from 2026, students of Class 10 to take their board examinations twice in an academic session (tentatively scheduled for February/March and in May) has been positioned as a student-friendly reform aligned with the National Education Policy (NEP) 2020. The proposed shift, titled "Draft Scheme for Two Examinations, Class X from 2026", is meant to reduce the immense pressure on students, offer them an additional opportunity to improve their scores, and move towards a more holistic assessment model. On paper, this seems to be a progressive step, but a closer look at the draft policy reveals several operational, financial, and pedagogical concerns that could ultimately make the system more cumbersome rather than more effective.

Logistical issues, more stress

While the NEP 2020 calls for a shift towards conceptual learning and competency-based assessment, the CBSE's draft policy focuses primarily on scheduling and logistics. The draft states that board exams will test 'core capacities/competencies rather than months of coaching and memorization', but it remains unclear how question papers will be redesigned to reflect this shift. Without further clarity there is a risk that the emphasis on multiple examinations may still lead to 'coaching-driven preparation' rather than genuine conceptual learning. Instead of reducing student anxiety, this reform might result in students preparing intensively for two rounds of examinations rather than one, exacerbating rather than alleviating the burden.

The logistical demands of implementing this scheme are daunting. The CBSE's own data projects that 26.6 lakh students will appear for the Class 10 examinations in 2026. With two examination cycles, the number of answer scripts for evaluation will exceed 1.72 crore. Managing this scale effectively requires a vast pool of evaluators and a system that ensures uniform grading standards.

The overlap with the Class 12 examinations ('about 20 lakh students in 2026') adds another layer of administrative complexity, stretching school resources and placing an additional burden on the teachers responsible for evaluation. Schools will have to conduct multiple examinations for the same subjects at different times, secure and manage question papers across multiple test windows, and ensure fairness in the allocation of examination dates. All of this could become a significant logistical challenge.

The policy also raises questions on whether the proposed time gap between the two examinations would be sufficient for meaningful remediation. For example, students who do not perform well in February will have only about two months to prepare for the second attempt in May. This short window makes it difficult for students to make a genuine effort to improve their conceptual understanding. Without structured remedial support from schools, many may just attempt to re-memorise material rather than addressing fundamental gaps in their learning. This contradicts the NEP's stated vision of reducing dependence on rote learning and fostering deeper understanding.

The CBSE's draft scheme for Class 10 students seems progressive but a closer look raises operational, financial and pedagogical concerns

The issue of examination fees and equity

The financial implications of this scheme could also disproportionately affect economically weaker students. The policy mandates an enhanced (and non-refundable) examination fee to be collected at the time of registration, covering both examination attempts. This means that students who are confident about appearing only once will still have to pay for two examinations, imposing an unnecessary financial burden. For students from marginalised backgrounds, this cost increase could be a significant barrier, contradicting the NEP's broader goal of equitable education. If private coaching centres begin capitalising on the two-examination format by offering specialised coaching for the second attempt, the policy might further entrench inequalities in educational access.

The impact of this scheme on school calendars and the transition to Class 11 also requires further scrutiny. If results for the second examination are only declared by June-end, this compresses the admission cycle for higher secondary education. Schools typically begin their academic session in April or May, which means that students awaiting the second examination results might face delays in securing admission or finalising subject streams. This could create confusion for both students and school administrators, particularly in States where Class 11 admissions are already a competitive and tightly scheduled process.

What should be done

If the CBSE genuinely wants to align itself with the NEP's vision, it must go beyond logistical restructuring and ensure that competency-based assessments are effectively implemented. A structured remedial programme should be integrated between the two examinations so that students who perform poorly in the first attempt have a real chance at improvement rather than just getting another opportunity to attempt the same test. The examination fee structure should be revised to ensure that students who opt for only one attempt are not penalised financially.

While there are reports that a pilot is under way in 30 schools in the science and social science subjects, where students are being assessed internally at two levels based on their choice, the ultimate design of the policy must still undergo a thorough review of these pilot outcomes. Any broader implementation should be in phases, beginning with additional pilot programmes in different regions. A trial phase in varied contexts would allow policymakers to assess practical challenges, refine logistics and gather feedback from schools, teachers and students before expanding it to the national level. Without such a phased approach, the scale of this change could lead to serious administrative challenges that disrupt rather than improve the board examination system.

The intention behind the reform is commendable, but intent alone is not enough. A scheme of this magnitude requires careful planning, clear communication, and a genuine commitment to shifting India's assessment culture towards holistic and meaningful learning. As it stands, the CBSE's two-examination policy risks becoming another bureaucratic overhaul that increases complexity without addressing the core issues that plague India's school examination system.

The views expressed are personal

The Pioneer, 27 March 2025, Page No- 3

Delhi government cracks down on private schools' monopolistic practices

PIONEER NEWS SERVICE ■ New Delhi

Private schools compelling parents to purchase books and uniforms from particular shops will face action, the Delhi Directorate of Education (DoE) said in an order asking the schools to display a list of at least five vendors on their websites and notice boards. The government said that the move will protect parents from unnecessary financial burdens and ensure transparency in the system.

The DoE has directed schools to implement its directives failing which strict action will be taken against them. The move comes after the DoE received several complaints against some private schools for compelling parents to purchase books, uniforms and study materials from particular vendors. "Schools must display information about books, uniforms, and their availability at multiple vendors on both their official websites and notice boards," the department said.

It has often been observed that various private unaided recognised schools were compelling students to purchase education materials, such as books, guides, ties, belts, notebooks, uniforms and bags from specific private vendors.

Parents demand that their children students should have the freedom to choose their educational supplies.

The DoE also instructed the schools not to change the colour, design or any other specification in uniforms for at least three years once prescribed. The department has urged parents to report any violations to the nodal officer, assuring strict action against defaulting schools.

"If any violations are reported, appropriate action under BNS and BNSS will be taken against such malpractices," it stated.

The DoE clarified that students should be free to purchase study materials from vendors of their choice at fair market prices. The directive aims to prevent commercial exploitation and promote fair competition, it said, adding that schools must also allow students to use books and study materials aligned with the official curriculum and examination guidelines. Private schools have also been instructed to display the names, addresses, and contact details of vendors located near the school where all necessary study materials are available.

Education Minister Ashish Sood said that private schools must transparently display the list of prescribed books, educational materials and other required items in the school premises. This information must be displayed prominently on school notice boards and the official websites. Any private school found concealing this information or misleading students and parents will face legal consequences.

He also said that all schools must ensure that they display this list in a public place within the school campus. Any school failing to comply will be held accountable. Under the powers vested in the Directorate of Education, nine key instructions have been mandated for all private unaided recognized schools in Delhi. These includes parents must not be forced to buy from specific vendors or school-appointed suppliers, uploading the list of books and uniform specifications on their official website before the academic session begins and schools and principals must also ensure that students and parents are not pressured to purchase extra study materials beyond the prescribed curriculum.

The Directorate of Education will closely monitor adherence to these guidelines and take strict action against violations.

Parents and stakeholders concerned have been requested to report any violations to the Nodal Officer, Deputy Director of Education (PSB), via email at ddeact1@gmail.com or through the helpline number 9818154069. The government directives said that failing to adhere to the guidelines will be considered a violation of the Delhi School Education Act and appropriate action under BNS and BNSS against such malpractices will also be taken up. The Delhi Government remains committed to making education affordable and accessible for all.

The Times of India, Page No- 1, 19

Withholding funds in PM SHRI row unfair: Parl panel

TIMES NEWS NETWORK

New Delhi: Non-allocation of funds to states that have not signed MoUs to implement the PM SHRI scheme is unfair, a parliamentary panel has said, recommending that the education ministry reconsider its policy regarding the release of grants under the Samagra Shiksha Abhiyan.

The committee on education, women, children, youth and sports, chaired by Congress MP Digvijaya Singh, has stressed that no state should be placed at a disadvantage for not implementing NEP or SSA.

> "The total pending funds under this scheme are substantial, with over ₹1,000cr owed to West Bengal, ₹859.63cr to Kerala and ₹2,152cr to Tamil Nadu
> —Parliamentary committee

The non-binding recommendation comes amid the row between the Centre and TN over stoppage of Rs 2,152 crore in funds, following the state's refusal to adopt National Education Policy 2020 and its three-language formula.

▶Continued on P 19

'TN, Kerala, WB suffering due to fund delays'

▶Continued from P 1

The panel acknowledged that 33 out of 36 states and UTs have signed MoUs and are implementing the PM SHRI scheme, which aims at creating uniform assessment and curriculum standards at the national level. However, the committee deemed it unfair to penalise the remaining states by halting SSA grants.

"The committee takes serious note of the non-release of SSA funds to certain states which have not signed MoUs for implementing the PM SHRI scheme. The total pending funds under this scheme are substantial, with over Rs 1,000 crore owed to West Bengal, Rs 859.6 crore to Kerala and Rs 2,152 crore to Tamil Nadu," said the panel's report tabled in the Rajya Sabha on Wednesday.

The committee strongly recommended the immediate release of SSA funds to affected states

The panel said states like Tamil Nadu, Kerala and Bengal, which boast gross enrolment ratios above the national average, are suffering due to the delayed release of SSA funds. "Underfunding and delays have constrained advancements in school infrastructure, teacher training, and student support in these states," the report said.

Tamil Nadu, for instance, was allocated Rs 3,586 crore under the SSA for FY 2024-25, with Rs 2,152 crore as the central govt's share.

However, because of the TN govt's refusal to implement NEP, the amount has not been disbursed despite repeated requests, severely impacting salaries of teachers, RTE reimbursements and transportation for students in remote areas.

The committee strongly recommended the immediate release of SSA funds to affected states, warning that prolonged delays could disrupt school operations and salaries of teachers. It should be ensured that "SSA funding allocations are not linked to the acceptance of other schemes like PM SHRI and that no state is placed in a disadvantageous position for refusing NEP", the report said.

The panel urged the education ministry to adopt a need-based, objective model for equitable fund distribution across states, preventing any discrimination.

The Tribune, 27 March 2025, Page No- 1, 8

Haryana govt schools grapple with poor infra

BHARTESH SINGH THAKUR
TRIBUNE NEWS SERVICE

CHANDIGARH, MARCH 26

The Haryana Government today admitted in the Vidhan Sabha that schools are short of at least 11,475 rooms, including 6,848 classrooms, while the vacancy rate among post graduate teachers (PGTs) stands at 22.6 per cent.

Replying to a Calling Attention Notice moved by Congress MLA Ashok Arora on the "pitiable" condition of government schools, Education Minister Mahipal Dhanda said as per a review of infrastructure conducted on May 10, 2023, it was assessed that 8,240 classrooms, 5,630 other rooms and 321 boundary walls were required. To bridge the gap, the Education Department sanctioned Rs 473.44 crore in 2023-24 and an additional Rs 306.84 crore in 2024-25.

He informed the Assembly that 1,392 classrooms, 1,003 other rooms and 172 boundary walls were scheduled to be completed between April 2023 and January this year. Even if it is assumed that these projects have been completed, 6,848 classrooms and 4,627 other rooms are still required.

Dhanda admitted that work on 1,144 classrooms, 624 other rooms, and 192 boundary walls was in progress and was

CONTINUED ON PAGE 8

Short of 6,848 classrooms, 22.6% PGT teachers



Haryana govt schools grapple with...

FROM PAGE 1

likely to be completed between June and December this year. Additionally, for 3,237 classrooms, 1,385 other rooms and 118 boundary walls, the work has been approved, and the tendering process is underway. It is likely to be completed between April 2025 and March 2026.

To address the remaining infrastructure gap, further approvals would be issued from the budget allocated for 2025-26, Dhanda said.

He further said as per the assessment on May 10, 2023, drinking water was unavailable in 131 government schools, boys' toilets in 1,047 schools, girls' toilets in 538 schools and electricity connections in 236 schools. To address these deficiencies, Rs 43.48 crore was approved in 2023-24, and at present, these facilities were available in all schools, Dhanda claimed.

There are 14,295 government schools in the state. On the shortage of teachers, the minister informed the House that against the sanctioned strength of 37,738 PGTs, 8,519 posts were vacant, indicating a 22.6 per cent shortfall. Among trained graduate teachers (TGTs), there is a shortage of 4,583 (11.5 per cent) with the requirement being 39,828. Among primary teachers, the sanctioned strength is 37,759 but there is a vacancy of 2,557, implying a shortfall of 6.8 per cent.

Overall, there is a shortage of 15,659 teachers (13.6 per cent) out of the total required strength of 1.15 lakh. The government currently employs 80,640 regular teachers, 11,916 guest teachers, and 7,110 teachers hired through the Haryana Kaushal Rozgaar Nigam (HKRN). The minister informed the House that appointment letters for 1,704 PGTs would be issued soon, and 4,550 vacant posts would be filled through promotions. For 3,427 TGT posts, an indent has been sent to the HKRN, while for the recruitment of 1,456 primary teachers, an indent has been sent to the Haryana Staff Selection Commission.

Former CM Bhupinder Singh Hooda remarked, "Parents enrol their children in private schools due to the lack of teachers in government schools. However, private institutions charge exorbitant prices for books and other essentials."

The Hindu, 27 March 2025, Page No- 6

The issue is about the 'quality' of India's publications



Gautam R. Desiraju

is Professor Emeritus, Indian Institute of Science. His H-index is 105



Mirle Surappa

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At a public function, in February 2025, to commemorate National Science Day, the Union Minister for Science and Technology said that "India will overtake the U.S. in the number of scientific publications by 2029". He went on to say that China with 8,98,949 publications is in the lead followed by the United States with 4,57,335 publications, followed by India with 2,07,390 papers. The Chinese research output has both quantity and quality. China's figures are in parallel with the very heavy investments made in the spheres of education and science and technology, and are described in their impressive medium-to-long term plan (MLP) for the development of science and technology launched in several phases since 2006. Investments of a similar high order will be required in India for a significant breakthrough and difference.

An international comparison

The comparison between scientifically advanced countries and India in the matter of money spent on civilian research as a percentage of GDP is shocking. Here are the data for six countries: Israel 6.30%; South Korea 4.9%; Japan, 3.3%; the U.S., 3.46%; Germany 3.13%; China 2.4%, and India 0.67%. Can we even talk about Viksit Bharat 2047 with data like this? Releasing documents such as "India Rankings 2024" by the Department of Higher Education or "Expanding Quality Higher Education through States and State Public Universities" by NITI Aayog are just that – documents that are all sound and fury and signifying nothing.

The scholarly output of India's total publications in all disciplines including science and engineering for 2024 (Clarivate), on February 25, 2025, stands at 1,91,703; the corresponding number for the U.S. is 6,48,905. These numbers are slightly different from those given by the Minister, but the conclusion is the same. The fact is that India cannot overtake the U.S. by 2029. Clarivate further depicts the CNCI value (quality indicator of publications) and places India at just 0.879 as opposed to 1.12 and 1.25 for China and the U.S., respectively. Out of 30 ranked countries, India stands at a glorious 28.

The Minister's sense of delusionary self-comfort in having 5,351 Indian scientists figure in the list of the top 2% of scientists across the world in 2023 is downright bizarre. Rankings of India's 5,351 scientists range from 163 (highest) to 68,55,948 (lowest). In contrast, in Japan, 5,608 scientists figure in the top 2%, with their ranks ranging from 79 to 26,24,763.

Similarly, Germany has 10,420 scientists in the list of top 2%, ranging in ranks from 6 to 10,80,081. The numbers speak for themselves.

The real benchmarks

Quantity is not quality. What is the quality of Indian publications when they are held up against harsh international benchmarks such as the Hirsch Index (H-Index) of our scientists and the Impact Factor (IF) of the journals where we publish? What is important is whether a paper is read widely, is useful to others, and, in the ultimate test, whether it is cited by one's peers. When judged by these benchmarks, the Minister's remarks smack of smug narcissism, nothing more.

There are journals and journals. Bradford's empirical law of concentration of journal articles in scientific periodicals (1934) is applicable to the research productivity of ranked Higher Education Institutions (HEI). It states that articles in a given subject concentrate heavily in a relatively small number of highly productive journals.

One of us has been a research chemist for 50 years and a representative analysis using the ISI Thomson Web of Science, of papers published in the three top chemistry journals between 2017 and 2024 (both years inclusive) is revealing. The figures for the U.S., China and India (in that order) are: Angewandte Chemie International Edition (IF 16.60; numbers of papers: 4554, 10305, 501), Journal of the American Chemical Society, JACS, (16.38; 8503, 5521, 305), and Chemical Communications (6.22; 2553, 9820, 1347). The relative Indian contribution goes up as the impact factor (IF) of the journal goes down. In any event, India compares poorly with China and the U.S.

A more detailed look at these statistics shows that the Indian position is fundamentally flawed. Considering only papers in JACS, it is seen that the Chinese Academy of Sciences, CAS, (444) has nearly 15 times the number of papers as all the Council of Scientific and Industrial Research (CSIR) laboratories in India put together (29). The great breadth of the Chinese output in these CAS papers is also noteworthy.

Continuing with JACS papers between 2017 and 2024 (both years inclusive), not only do the prestigious CAS and Peking University (359) have high outputs but also the next tier of universities such as Tsinghua (289), Fudan (214), Nanjing (284), Nankai (258), Jilin (145), Xiamen (241) and Sun Yat-sen (145). All the Indian Institutes of Technology taken together have only 68 papers in this journal in the above-mentioned time period. All the IITs put together are five times less than just one second-tier Chinese university. Nothing in India measures up to the Chinese yardstick. There will be a real pay-off only if India invests in training young people in the universities well. This is where China has correctly placed its money, and where India is off track.

Even as the scope and spread of the malaise in Indian science is justified through quantifiable metrics, a sense of false security has crept in, entrenched by self-deluding statements such as this one from one of the highest officials in Indian Science and Technology, the Principal Scientific Adviser, that "India is rapidly becoming a global research powerhouse". Such statements deliberately mislead and obfuscate.

Questionable ethics and practices in India

The perverse incentives which characterise Indian science and technology have resulted in the cancerous growth of downright fraud and unethical practices. The scale of the problem has become all-pervasive, and has brought international ignominy to India. By 2020, the science and technology complex of India had degraded so rapidly that a wave of retractions, paid publications, publications in fake journals, and downright piracy began to inundate India's science and technology output. The existence of so many fraudulent papers is only possible when the entire system is clientelist and based on trading favours.

In 2019, the U.S. Ninth Circuit Court of Appeals affirmed a District Court decision against the Hyderabad-based Omics group arising from a suit instituted by the Federal Trade Commission (FTC). The FTC clinched a $50 million fine against the group for, *inter alia*, misrepresenting its peer review practices, its editorial board members, its journals' impact factors, and deceptive indexing claims. All in all, around 69,000 articles were published by the Omics group with little or no peer review, polluting the global scientific corpus for years to come.

India has perfected the art of spurious, low quality, and potentially outright fabricated scientific output being accommodated in questionable journals, mostly as a means for scientists to justify their mandated minimum number of published research pieces. A study in 2018 estimated that 62% of all standalone fake journals in the world are published in India, and around 10% of the entire country's total research output may be fake to begin with.

It is better if the Minister asks the science departments to figure out why the quality of India's publications is so bad instead of dwelling on the quantity. As Einstein said, "Not everything that can be counted counts. Not everything that counts can be counted."

The views expressed are personal

Science officials need to figure out why India's publications are so bad in terms of 'quality' rather than exhibit delusionary self-comfort about 'quantity'

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Yet Again, Parents Made To Buy Pvt Books '10x Costlier Than NCERT'

CITY | Mar 27, 2025, 00:21 IST



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Bhopal: Children in the city are paying a heavy price just to receive basic education and their parents say that this manufactured inflation reeks of commercial exploitation on the part of many schools and authorities.

With the commencement of a new academic session, several schools and private publishers in Bhopal seem to have returned to their old practice of enabling the sale of costly textbooks. But now, a single book for class 3 costs around Rs 600, which is 10 times costlier than the NCERT book of the same class.

Parents pointed out that while an NCERT book is priced at Rs 60-65, the private publications, which are being imposed and pushed on them, are being sold at rates reaching Rs 600. Several of these books remain unused throughout the academic year, they added.

This pricing disparity has created significant concern amongst parents who are struggling to manage educational expenses and growing inflation in other parts of life. Many families are forced to purchase multiple textbooks for different subjects, causing their expenses to multiply substantially. The financial burden becomes even more challenging for parents with more than one school-going child.

Parents Question Necessity Of Expensive Textbooks Instead Of NCERT Material

Parents in the city have questioned the necessity of such expensive textbooks, especially when govt-approved NCERT materials cover the same curriculum effectively. "The quality of content in private publications, while sometimes supplemented with additional exercises and colourful illustrations, does not necessarily justify the steep price difference," said Akhilesh Jaisawal, father of a class 6 student.

Schools often mandate the purchase of specific private publications, leaving parents with no choice but to comply. This practice has led to growing dissatisfaction among parents. Parents' associations have begun raising their voices against what they perceive as commercial exploitation in education.

Weight Of Textbooks

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Some schools have started implementing digital learning solutions, yet they continue to insist on physical textbooks from private publishers. This dual requirement further increases the financial burden on parents. The digital transition, whilst progressive, has not reduced the dependency on expensive printed materials.

No Strict Regulation To Check This: Parents

District education officers in Bhopal have received complaints about this practice. However, the absence of strict regulations regarding textbook pricing allows publishers to set high rates. Some education activists advocate for price caps on private textbooks to make them more affordable.

The environmental impact of unused textbooks is another concerning aspect. Many books, purchased at high costs, end up being discarded or recycled without being fully utilised. This wastage contradicts environmental consciousness efforts promoted by schools.

'Is There A Commercial Arrangement In Place?'

Parents are increasingly calling for transparency in the very process of textbook selection.

They question whether the choice of expensive private publications is based on educational merit or influenced by commercial arrangements between schools and publishers. "The situation requires a balanced approach that considers quality education while ensuring affordability and fairness. Educational authorities need to evaluate the necessity of expensive private publications when cheaper alternatives meeting curriculum requirements are available," said another parent, Ashish Pawar on the matter.

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School enrollments decline in last 2 years, elementary level sees 8% drop: Govt

At the secondary level (classes 9-10), the GER of tribal students dropped from 78.1 per cent in 2021-22 to 76.9 per cent in 2023-24, the data showed.



PTI

Last Updated : 27 March 2025, 18:22 IST

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Representative Image of a school classroom. Credit: iStock Photo

New Delhi: The country has reported a worrying drop in school enrollments in 2023-24, especially at the elementary level where numbers declined by around eight percentage points compared to 2021-22, according to government data presented in Parliament on Thursday.

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In comparison, the GER of students from all communities dropped sharply from 100.13 per cent in 2021-22 to 91.7 per cent in 2023-24.

At the secondary level (classes 9-10), the GER of tribal students dropped from 78.1 per cent in 2021-22 to 76.9 per cent in 2023-24, the data showed.

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Also Read: Indian billionaires' wealth a third of country's GDP; Adani biggest wealth gainer



For students from all communities, the GER at the secondary level decreased from 79.56 per cent in 2021-22 to 77.4 per cent in 2023-24.

At the senior secondary level (classes 11-12), the GER of ST students dropped to 52 per cent in 2021-22 to 48.7 per cent in 2023-24.

In comparison, the GER of students from all communities at this level dropped from 57.56 per cent in 2021-22 to 56.2 per cent in 2023-24.

On Wednesday, Congress MP Pramod Tiwari demanded a clarification from the government on the "significant decline" in school enrolment in recent years, alleging that the Narendra Modi dispensation was not serious about education.

Referring to a report of the United District Information System for Education (UDISE), a database developed and managed by the Union education ministry, he said in Rajya Sabha that it showed an unprecedented decline in school enrolment in recent years and how the Modi government had failed to secure youngsters' futures.

The decline reflects rising economic disparity and financial mismanagement, Tiwari said.

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Kerala raises age for class 1 admissions to 6 yrs: State Education Minister

Sivankutty emphasised the importance of raising awareness among children about drug abuse and identifying the channels through which drugs reach them

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Additionally, Parents' Groups Have Been Formed To Increase Awareness And Vigilance Against Drug Use On School Campuses. | File Image

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2 min read Last Updated : Mar 27 2025 | 8:27 PM IST

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Kerala General Education Minister V Sivankutty announced on Thursday that the minimum age for admission to Class 1 in the state has been raised to six years.

The minister made the announcement during a press conference held here.

Sivankutty said that, until now, children could be admitted to Class 1 at the age of five, but scientific studies suggest that they are better prepared for formal education after turning six.

"That is why all countries with well-developed education systems set the age of entry for formal education at six years or above," Sivankutty said.

In Kerala, parents have traditionally enrolled children in Class 1 at the age of five, he noted.

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However, more than 50 per cent of students now begin school at age six, and this trend should be encouraged, he added.

Sivankutty said the revised age requirement for Class 1 admissions would come into effect from the 202627 academic year.

Apart from the age revision, the Minister also discussed the government's efforts to curb drug abuse among students.

He said a Standard Operating Procedure (SOP) has been prepared to address drug-related issues, covering aspects such as detection, reporting, and remedial measures.

Additionally, parents' groups have been formed to increase awareness and vigilance against drug use on school campuses.

An action plan has also been implemented at the school level, focusing on students' physical, mental, and social well-being, he said.

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THE TIMES OF INDIA

Goa Board introduces competency-based questions for Class X exams starting 2026

TNN | Mar 28, 2025, 12.11 AM IST



Panaji: From 2026, Class X exams will feature more competency-based questions such as those on case studies, the chairperson of the Goa Board of Secondary and Higher Secondary Education, Bhagirath Shetye, said on Thursday.“The NEP was implemented for Class IX last year. Those students will enter Class X this year,” Shetye said. “Accordingly, we will have more competency-based questions for them. We had already introduced them at a small scale with 5-10% of such questions in 2025. In 2026, we will increase them to 10-15%.”

He said the aim is to reduce memory-based questions and to discourage learning by rote.Shetye said the decision adheres to recommendations made under the NCERT’s Parakh initiative. He said a series of training sessions in this direction is already being held by the board for teachers.

He said that as four new subjects have been introduced in line with the NEP, the Board will conduct the Class X exam as usual for six subjects in 2026. But for the four new subjects, the Board will frame question papers and the schools will evaluate the answer sheets.

The new subjects are PE, vocational education, art education, and interdisciplinary studies.Under the NEP, central govt is looking at establishing equivalence across education boards on the parameters of assessment, administration, infrastructure, curriculum, and inclusiveness.

The pilot study by NCERT found that Goa had done well on all parameters but showed that almost 58% of questions in Goa Board Class X and XII papers test the student's memory and ability to recall, with only 21% application-type questions, and no questions requiring analysis.

High school results to be declared by April 15

Panaji: The Goa Board of Secondary and Higher Secondary Education has set a target of April 15 to declare the Class X results, chairperson Bhagirath Shetye said on Thursday. He said 90% of paper corrections have already been completed.

Shetye went on to dispel "rumours" that results of the Class X exams will be declared on April 5 or 6. "One should not believe any other source than the Board. Students should keep checking for updates on the Board's website," he said.
Class XII paper correction centres were increased from two to six. Similarly eight more centres have been added for Class X, he said.
"For instance, teachers from Quepem had to earlier come to Margao for paper corrections. But with the addition of new centres, it has become convenient for teachers. It also made the system more efficient and thus we could declare the results early," said Shetye. tnn

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Delhi schools barred from forcing parents to buy books and uniforms from specific vendors

The Delhi government has directed private schools to allow parents to choose where to buy books, uniforms, and stationery, ensuring transparency and affordability

Curated by Arunima Jha

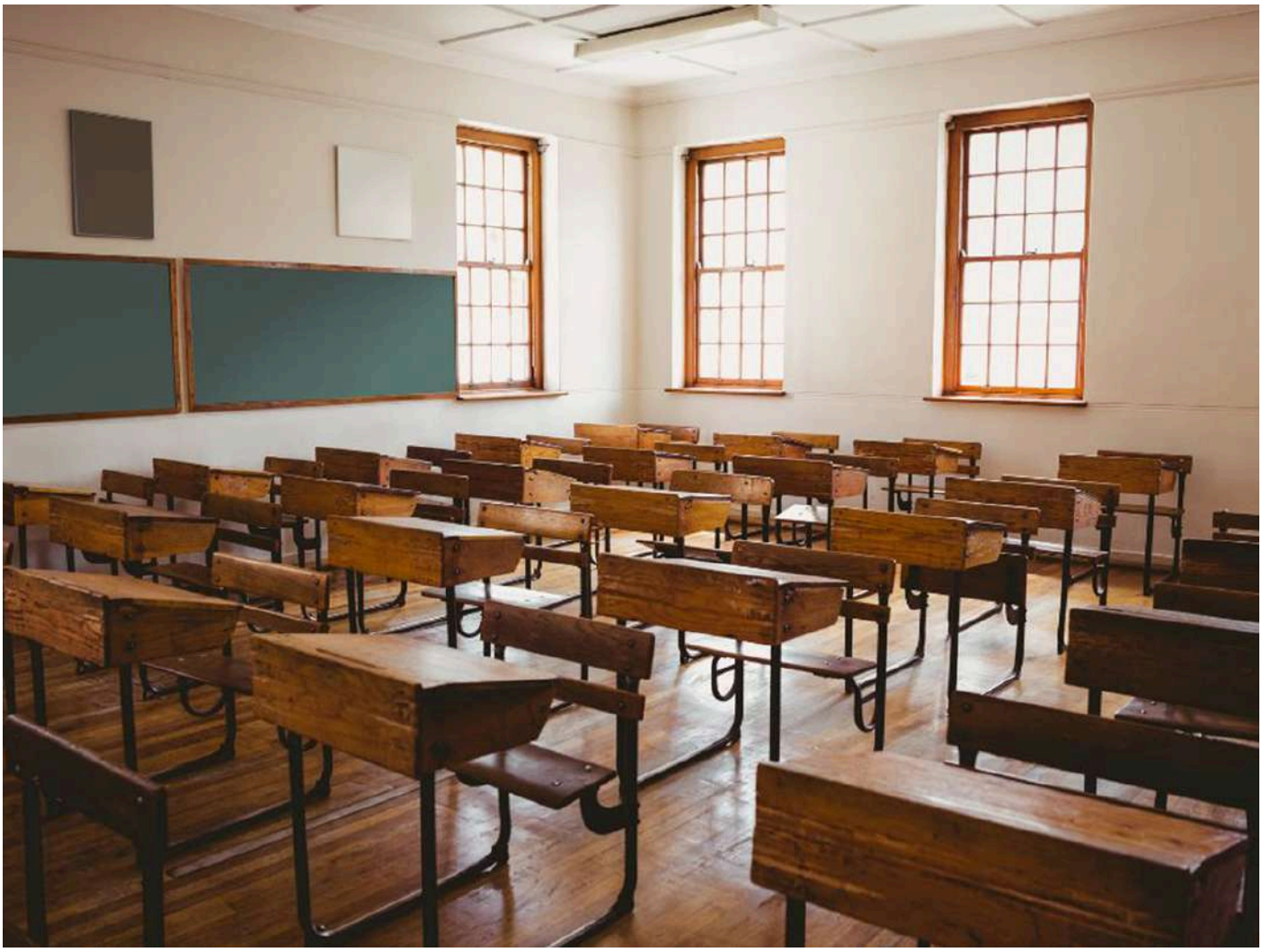


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Mar 27, 2025

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The Delhi Directorate of Education (DoE) has come out with new guidelines banning private schools from forcing parents to buy books, uniforms, or stationery from particular vendors. Education Minister Ashish Sood made it clear that schools should not force students to buy extra material outside the prescribed curriculum. For transparency, schools have to put up class-wise lists of books and writing materials for the next session on their websites, along with uniform details.

Guidelines from the DoE:

- Transparency in book lists: Schools should display the list of prescribed books, study materials, and uniforms on their premises, notice boards, and official websites. The list should also include details of several vendors from where these things can be bought, so that parents have the option to buy from their choice of source.

- No compulsion to buy from specific vendors: Schools are prohibited from compelling parents to buy educational materials from specific shops or organizations. Any move to monopolize such purchases will attract stern legal action.

- Standardisation of uniforms: Schools are prohibited from changing the design, color, or specifications of uniforms too often. A uniform design, once set, must not be changed for at least three years.

- Regulated procurement of books: Schools must follow CBSE, ICSE, and State Board guidelines while prescribing textbooks and are not allowed to enforce additional study materials outside the approved curriculum.

- Prevention of unnecessary expenditure by parents: Students and parents must not be pushed to buy additional materials outside of what is prescribed. Offences will be acted upon under the Delhi School Education Act and Rules (DSEA&R), 1973.

DoE has cautioned that any private school discovered hiding information or giving false statements to students and parents will be subjected to legal action. Also, all schools are required to make this information available in a public area within the school complex. Failure to comply will see accountability actions being imposed.

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CBSE cracks down on 'Dummy Schools,' students not attending regular schools can't sit for class 12 exams

PTI | Mar 27, 2025, 05.26 PM IST



NEW DELHI: CBSE (Central Board of Secondary Education) has announced that students not enrolled in regular schools will be banned from appearing for the Class 12 board examinations. According to CBSE officials, students and parents must ensure enrollment in legitimate, accredited schools and not in "dummy schools." As part of its ongoing crackdown on this practice, CBSE is considering amendments to its examination bylaws, which could require affected students to take the National Institute of Open Schooling (NIOS) test instead. This move is aimed at upholding the integrity of the examination process and ensuring students are properly registered in genuine educational institutions.

"In case candidates are found missing from school or are found to be non-attending during surprise inspections undertaken by the board, such candidates may not be allowed to appear for the board examination. The onus of not attending regular school also falls on the concerned student and his or her parents," a senior board official told PTI.

The official said action against schools promoting such a "dummy" culture or sponsoring non-attending students will be taken in accordance to the board's affiliation and examination bye-laws.
The issue was also taken up in the recent Governing Board Meeting of the board where it was recommended that the decision be implemented from academic session 2025-2026.

"In the examination committee the matter was discussed elaborately and came to the conclusion that as per the board regulations, a minimum of 75 per cent attendance is mandatory for students to be eligible to appear for the board examinations."
In case the required attendance is not met, merely enrolling at a non-attending school may not entitle such students to appear for the CBSE examination, he said.

"Such students may approach the NIOS to appear in the examination if not allowed by CBSE. It was also discussed that the board offers a 25 per cent relaxation only in cases of exigencies such as medical emergencies, participation in national or international sports events and other serious reasons," the official added.

The board is considering that those students who do not have required attendance, the board may not consider their candidature and disciplinary action may also be taken against the school for referring such students for the exam.

"It was also decided that CBSE may explore with NIOS on the above proposal and prepare the guidelines which could be issued in the next academic session," the official added.

Scores of students preparing for engineering and medical entrance exams prefer to take admission in dummy schools so that they can focus solely on their preparations for competitive exams. They do not attend classes and straightaway appear in the board exams.

Aspirants also choose dummy schools to take advantage of state-specific quotas for admissions to medical and engineering colleges. For example, candidates who complete their senior secondary education in Delhi become eligible for the Delhi state quota in medical colleges, giving them an additional incentive to enrol in dummy schools in the capital.

The rise of dummy schools is a growing concern, particularly for students preparing for competitive engineering and medical entrance exams. Many students enrol in dummy schools, allowing them to bypass regular attendance while focusing entirely on exam preparation. These students only appear for board examinations.

दैनिक जागरण, 28 मार्च 2025, पृष्ठ संख्या - 12, जागरण सिटी-I

दिल्ली के सरकारी स्कूलों में शुरू होगा नैतिक मूल्य और एआइ पर पाठ्यक्रम

जागरण संवाददाता, नई दिल्ली: राजधानी के सरकारी स्कूलों में जल्द ही बुजुर्गों की देखभाल, योग और स्वयं सहायता जैसे विषय पाठ्यक्रम का हिस्सा होंगे।

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एससीईआरटी) के एक अधिकारी ने कहा कि साइंस आफ़ लिविंग नामक एक नया पाठ्यक्रम छात्रों को योग, माइंडफुलनेस और स्ट्रेचिंग एक्सरसाइज सहित ध्यान के विभिन्न रूपों से परिचित कराएगा। यह पाठ्यक्रम केजी से 10वीं तक के छात्रों के लिए होगा। अधिकारी ने बताया कि शिक्षा विभाग आर्टिफिशियल इंटेलिजेंस (एआइ) पर केंद्रित नए पाठ्यक्रम भी



विकसित कर रहा है।

अधिकारी ने बताया कि जैसे-जैसे तकनीक विकसित होती जा रही है, कौशल को उन्नत करने की आवश्यकता अनिवार्य हो गई है। इस मांग को पूरा करने के लिए, हम नए पाठ्यक्रमों पर काम कर रहे हैं, जो छात्रों को तकनीक कुशल बनाएंगे। कई मौजूदा पाठ्यक्रमों के प्रभाव को बढ़ाने के लिए नए तत्वों के साथ संशोधित किया जा रहा है।

इनमें से एक है न्यू एरा आफ एंटरप्रेन्योरियल इकोसिस्टम एंड विजन (एनईवी) या जो छात्रों को व्यवसाय से जुड़ी गतिविधियों से परिचित कराएगा।

एनईवी बिजनेस ब्लास्टर्स कार्यक्रम से अलग होगा और इसमें गतिविधियों का एक नया सेट पेश किया जाएगा। साथ ही राष्ट्रनीति नामक एक और नया कार्यक्रम सभी कक्षाओं के छात्रों के लिए शुरू किया जाएगा, ताकि उन्हें शासन, लोकतंत्र, सक्रिय नागरिकता और नीति निर्माण का व्यावहारिक ज्ञान दिया जा सके।

पाठ्यपुस्तकों में गुम असली नायक

औरंगजेब के महिमामंडन का मामला खत्म भी नहीं हुआ था कि बाबर का उल्लेख कर राणा सांगा पर आपत्तिजनक टिप्पणी की गई। औरंगजेब का महिमामंडन फिल्म छावा की सफलता के बाद शुरू हुआ था। इस फिल्म में दर्शाई गई औरंगजेब की क्रूरता एवं मजहबी कट्टरता के कारनामों से लोग स्तब्ध रह गए। इस फिल्म में स्वराज्य और स्वाभिमान की रक्षा के लिए प्राणों की बाजी लगाने वाले छत्रपति संभाजी और उन्हें अमानुषिक यातनाएं देने वाले औरंगजेब का चित्रण किया गया है। संभाजी जैसे नायक की वीरता और निःस्वार्थता की कहानी देखकर स्वाभाविक रूप से यह प्रश्न उठता है कि आखिर किन कारणों से हमारी पाठ्यपुस्तकों में आततायी शासकों एवं विदेशी आक्रांताओं का महिमामंडन किया गया और महानायक सी पात्रता रखने वाले भारतीय योद्धाओं की उपेक्षा की गई? उन्हें मुख्यधारा तो दूर, हाशिए पर भी जगह नहीं दी गई।

छत्रपति संभाजी, पेशवा बाजीराव, लचित बरफुकन, ललितादित्य मुक्तापीड, बप्पा रावल, राणा सांगा, महाराणा कुंभा, सरदार हरि सिंह नलवा जैसे राष्ट्र नायकों की वीरता और सिख गुरुओं एवं उनकी संतानों की बलिदानी परंपरा की तुलना में तुर्कों, अफगानों, मुगलों और अंग्रेज लार्डों के अतिरंजित यशोगायन को भला कैसे उचित एवं तर्कसंगत ठहराया जा सकता है? कैसी विडंबना है कि इतिहास की हमारी पाठ्यपुस्तकों में एक ओर मुगलों की पूरी की पूरी वंशावली रटा दी गई, उन्हें उदार और न्यायप्रिय सिद्ध करने के लिए मिथ्या कहानियां रची गईं तो दूसरी ओर छत्रपति शिवाजी, महाराणा प्रताप, राजा कृष्णदेव राय, राजराजा चोल जैसे अनेक वास्तविक महानायकों को चंद पृष्ठों में समेट दिया गया?

भारत ने अपनी सांस्कृतिक एवं राष्ट्रीय अस्मिता की रक्षा के लिए कितना कुछ भोगा, यह हमें विस्तार से बताया जाना चाहिए था, पर हुआ इसके ठीक विपरीत। हमारे आहत स्वाभिमान और अतीत के जख्मों पर मरहम लगाने के बजाय स्वतंत्र भारत की अधिकांश सरकारों द्वारा उस पर नमक छिड़कने का ही कार्य किया गया। हद तो यह है कि देश में आततायी आक्रांताओं के नाम



प्रणय कुमार

भारत ने अपनी अस्मिता की रक्षा के लिए कितना कुछ भोगा, यह हमें विस्तार से बताया जाना चाहिए था



राणा सांगा पर सपा सांसद के विवादित बोल ● फाइल

पर सड़कों, शहरों, चौक-चौराहों एवं सार्वजनिक भवनों आदि के नाम रखे गए और स्वतंत्रता के बाद भी उन्हें यथावत रहने दिया गया। देश के न केवल दूर-दराज के इलाकों, बल्कि राष्ट्रीय राजधानी की सड़कों के नाम भी आक्रांताओं के नाम पर मिल जाते हैं। उन्हें देखकर वर्तमान पीढ़ी के मन में कैसा भाव जगता होगा? भला कोई देश आक्रमणकारियों का गुणगान कैसे कर सकता है? क्या इंग्लैंड में हिटलर के नाम पर किसी सड़क, भवन या चौक-चौराहे के नाम रखे जाने की कल्पना भी की जा सकती है? इंग्लैंड तो छोड़िए, जर्मनी तक में हिटलर के नामो-निशान नहीं मिलते, परंतु स्वतंत्र भारत में यह सब देखने को मिलता है। बर्बरता की सभी सीमाएं लांघ जाने वाले आक्रांताओं के नाम पर इमारतों-सड़कों-शहरों के न केवल नाम रखे गए, बल्कि उन नामों पर जलसे और जश्न मनाए गए। यदि किसी प्रबुद्ध व्यक्ति अथवा संगठन आदि ने आक्रांताओं द्वारा की गई क्रूरता का विरोध किया तो उलटे उन्हीं पर सांप्रदायिकता का आरोप मढ़ दिया गया।

मुगलों का महिमामंडन करने वाले बुद्धिजीवी क्या यह नहीं जानते कि मुहम्मद बिन कासिम, महमूद गजनी, मोहम्मद गोरी, अलाउद्दीन खिलजी, तैमूर, नादिर, अब्दाली आदि की तरह मुगल भी विदेशी आक्रांता थे, जिन्हें अपनी पृथक पहचान पर बड़ा गर्व था। उन्होंने भारत से लूटे गए धन का बड़ा हिस्सा समरकंद, खुरासान, दमिश्क, बगदाद जैसे शहरों एवं इस्लामिक खलीफाओं की शानो-शौकत पर खर्च किया। वे स्वयं को तैमूरी नस्ल से जोड़कर देखते थे। जिस तैमूर ने तत्कालीन विश्व की लगभग पांच प्रतिशत आबादी का कत्लेआम किया, जिसने दिल्ली से लेकर हरिद्वार तक निर्दोष एवं निहत्थे लोगों का अकारण खून बहाया, उससे जुड़े होने में वे गौरव का अनुभव करते रहे।

मुगल शासकों में औरंगजेब तो मजहबी कट्टरता का पर्याय था। नौ अप्रैल, 1669 को उसके द्वारा जारी राज्यादेश उसकी कट्टरता का प्रमाण है। इसमें उसने सभी हिंदू मंदिरों एवं शिक्षा केंद्रों को नष्ट करने के आदेश दिए थे। इस आदेश को काशी-मथुरा समेत उसकी सल्तनत के सभी 21 सूबों में लागू किया गया था। इस आदेश का जिक्र उसके दरबारी लेखक मोहम्मद साफी मुस्तइद खां ने अपनी किताब मआसिर-ए-आलमगीरी में किया है। मजहबी जुनून में उसने गैर इस्लामी त्योहारों एवं धार्मिक प्रथाओं पर प्रतिबंध लगा दिया। इस दौरान जजिया लगा, सनातनियों को दोयम दर्जे का नागरिक बनकर जीने को अभिशप्त किया गया तथा सिखों के नौवें गुरु तेगबहादुर और उनके तीन अनुयायियों भाई मतिदास, सतीदास और दयालदास को अत्यंत निर्दयता के साथ मरवा दिया गया।

क्रूर औरंगजेब के बारे में हाल तक एनसीईआरटी की पाठ्यपुस्तकों में यही पढ़ाया जाता रहा कि वह टूटे मंदिरों के निर्माण के लिए दान दिया करता था। क्रूर आक्रांताओं एवं आततायी शासकों में नायकत्व देखने की प्रवृत्ति विभाजन की विषबेल को सींचती और समाज को बांटती है। यह समय की मांग है कि संभाजी या राणा सांगा जैसे योद्धाओं को हमारी पाठ्यपुस्तकों में समुचित स्थान मिले, ताकि कोई आततायियों का गुणगान करने की मूर्खता न कर सके।

(लेखक शिक्षाविद् हैं)

response@jagran.com

नवभारत टाइम्स, 28 मार्च 2025, पृष्ठ संख्या, 8, 10

स्टूडेंट्स को दें फ्री किताबें, वरना होगा एक्शन : DoE

■ NBT रिपोर्ट, नई दिल्ली

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दिल्ली सरकार के शिक्षा निदेशालय ने सभी प्राइवेट स्कूलों से कहा है कि इकनॉमिकली वीकर सेक्शन/डिसएडवांटेज ग्रुप/चाइल्ड विद स्पेशल नीड्स (ईडब्ल्यूएस/डीजी/सीडब्ल्यूएसएन) कैटिगरी के स्टूडेंट्स को फ्री में किताबें, यूनिफॉर्म, स्टेशनरी जल्द से जल्द दी जाए। शिक्षा निदेशालय ने कहा है कि राइट टु एजुकेशन (आरटीआई) के तहत किसी स्टूडेंट को छोड़े यह सुविधाएं दी जाएं। निदेशालय ने स्कूलों को आगाह किया है कि इस आदेश को ना मानने पर स्कूल प्रशासन पर सख्त एक्शन लिया जाएगा।

फीस समेत फ्री किताबों, यूनिफॉर्म, लिखने की सामग्री के लिए सरकार की ओर से फ्रीशिप स्कीम के अंतर्गत आने वाले ईडब्ल्यूएस/डीजी/सीडब्ल्यूएसएन के हर बच्चे के लिए हर महीने प्राइवेट स्कूलों को राशि भी दी जाती है। निदेशालय ने यह भी कहा है कि वो इन चीजों के लिए निदेशालय की वेबसाइट में जल्द डेटा अपलोड करें। निदेशालय का कहना है कि जो इस सर्कुलर का पालन नहीं करेंगे, उन पर सख्त एक्शन लिया जाएगा। विभाग ने शिकायतों के लिए एक नोडल ऑफिसर को तैनाव किया गया है। ddeact1@gmail.com पर या हेल्पलाइन नंबर 9818154069 पर शिकायत की जा सकती है।

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■ **नई दिल्ली:** संसदीय पैनल ने कई शैक्षिक वस्तुओं (एजुकेशनल गुड्स) और सेवाओं पर 18% तक जीएसटी लगाए जाने को गंभीर बताते हुए कहा है कि इससे छात्रों के लिए शिक्षा प्राप्त करना वित्तीय रूप से मुश्किल हो रहा है। पैनल ने कहा है कि केंद्र सरकार के लिए यह अनिवार्य है कि वह शिक्षा पर कर लगाने के बजाए इसे सभी के लिए सुलभ बनाए। स्कूली शिक्षा को जीएसटी मुक्त बनाना चाहिए। समिति ने सिफारिश की है कि शिक्षा विभाग को अगले तीन महीनों के अंदर वित्त मंत्रालय व जीएसटी परिषद के साथ ट्यूशन फीस और पाठ्यपुस्तकों को जीएसटी मुक्त करने के मुद्दे को सक्रिय रूप से उठाना चाहिए।

समिति ने कहा है कि यह जानकर निराशा हुई कि हायर एजुकेशन डिपार्टमेंट ने कहा है कि उसने शैक्षिक वस्तुओं और सेवाओं पर कर के संबंध में डेटा एकत्र नहीं किया है। इसीलिए सरकार इनपर कर की दर कम करने के लिए कोई पहल नहीं कर पा रही है। उच्च शिक्षा संस्थानों को उनके द्वारा खरीदी जा रही वस्तुओं और सेवाओं पर भी जीएसटी की उच्च दर है, इसमें भवनों के निर्माण पर 18% जीएसटी और लैब रिसर्च के लिए उपकरणों पर जीएसटी शामिल है। लैब केमिकल पर सीमा शुल्क में 10 से 150% की बढ़ोतरी के कारण साइंटिफिक रिसर्च और लैबोरेटरी के लिए उपकरणों की लागत बढ़ गई है।

दो बार बोर्ड परीक्षा हो तो परीक्षा शुल्क न बढ़े : समिति का कहना है कि दो वार्षिक बोर्ड परीक्षाओं के लिए सीबीएसई की ड्राफ्ट पॉलिसी में परीक्षा शुल्क में योजनाबद्ध बढ़ोतरी की बात कही गई है। परीक्षा शुल्क में बढ़ोतरी सभी के लिए नहीं बल्कि उन छात्रों के लिए की जानी चाहिए, जो बोर्ड परीक्षाओं में अतिरिक्त प्रयास दे रहे हैं।

सीबीएसई को फटकार : रिपोर्ट में कहा है कि सीबीएसई में कुल 1795 स्वीकृत पदों में से 779 पद रिक्त हैं, जो कुल स्वीकृत पदों का 43.39 प्रतिशत है। समिति के 349वें प्रतिवेदन में यह सिफारिश की गई थी कि स्थायी पदों के साथ रिक्तियों को भरने की प्रक्रिया को 2023 के अंत तक पूरा किया जाए। समिति अपनी सिफारिशों के संबंध में विभाग और सीबीएसई के लापरवाह रवैये को गंभीरता से लेती है और स्कूल शिक्षा विभाग और सीबीएसई को निर्देश देती है कि वे मिशन मोड में और समयबद्ध तरीके से बैकलॉग रिक्तियों सहित खाली पदों को जल्द से जल्द और 2025 के अंत तक भर लें।

UPSC एग्ज़ाम के तुरंत बाद आए आंसर की : पैनल

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■ **नई दिल्ली:** यूनियन पब्लिक सर्विस कमीशन (UPSC) को सिविल सर्विसेज प्रारंभिक परीक्षा के तुरंत बाद आंसर की (Answer Key) जारी करनी चाहिए, जिससे परीक्षा में शामिल होने वाले अभ्यर्थी मुख्य परीक्षा से पहले सवाल-जवाब से जुड़ी संभावित गलतियों को चुनौती दे सकें। UPSC को आंसर की जारी करने और एग्जामिनेशन के स्ट्रक्चर से जुड़े अहम मुद्दों पर विचार करने के लिए एक टीम बनानी चाहिए। संसद की एक स्थायी समिति ने गुरुवार को राज्यसभा में पेश अपनी रिपोर्ट में ये बातें कही हैं। समिति ने UPSC एग्जामिनेशन में पारदर्शिता और निष्पक्षता से जुड़ी चिंताओं को दूर करते हुए पूरी परीक्षा प्रक्रिया को आधुनिक बनाने पर जोर दिया है और बासवान समिति की सिफारिशें लागू करने की टाइमलाइन बनाने को कहा है।

> संसद की स्थायी समिति ने राज्यसभा में पेश रिपोर्ट में परीक्षा प्रक्रिया आधुनिक बनाने पर जोर दिया

बोर्ड परीक्षा में बैठने से रोके जा सकते हैं डमी स्कूलों के विद्यार्थी : सीबीएसई

नई दिल्ली, प्रेट्र: इंजीनियरिंग और मेडिकल कालेजों की प्रवेश परीक्षा की तैयारी करने वाले ऐसे विद्यार्थी जो हाजिरी से बचने के लिए डमी स्कूलों में प्रवेश ले लेते हैं, उन्हें बोर्ड परीक्षा में शामिल होने से रोका जा सकता है। सीबीएसई ने साफ कहा है कि डमी स्कूलों में प्रवेश लेने की पूरी जिम्मेदारी अभिभावकों-विद्यार्थियों की है।

इंजीनियरिंग-मेडिकल प्रवेश की तैयारी में लगे कई विद्यार्थी लेते हैं इनमें प्रवेश, अगले सत्र से उपनियमों में संशोधन पर विचार

डमी स्कूलों पर लगाम लगाने की कड़ी में सीबीएसई परीक्षा से जुड़े उपनियमों में संशोधन का विचार कर रही है ताकि ऐसे स्कूलों में प्रवेश लेने वाले विद्यार्थियों को परीक्षा देने से रोका जा सके। इनको नेशनल इंस्टीट्यूट आफ ओपन स्कूलिंग (एनआइओएस) परीक्षा देनी होगी। बोर्ड के एक वरिष्ठ अधिकारी ने बताया, "बोर्ड द्वारा किए गए औचक निरीक्षण के दौरान अगर विद्यार्थी स्कूलों में गैरहाजिर मिले या पता चला कि वे नहीं आते हैं, तो ऐसे छात्रों को बोर्ड परीक्षा में शामिल होने से रोका जा सकते है।"

अधिकारी ने कहा कि विद्यार्थियों की गैर-हाजिरी को प्रायोजित करने वाले स्कूलों पर बोर्ड की संबद्धता और परीक्षा उपनियमों के मुताबिक कार्रवाई की जाएगी। अगर ऐसे छात्रों को सीबीएसई अनुमति नहीं देता है तो वे परीक्षा के लिए एनआइओएस के पास जा सकते हैं। गौरतलब है कि मेडिकल और इंजीनियरिंग कालेजों में प्रवेश में राज्यों के विशेष कोटा का फायदा उठाने के लिए विद्यार्थी डमी स्कूल चुनते हैं। जैसे दिल्ली से 12वीं करने वाले विद्यार्थी दिल्ली के मेडिकल कालेजों में राज्य कोटा के हकदार हो जाते हैं, कई अन्य राज्यों के विद्यार्थी भी राजधानी के डमी स्कूलों में प्रवेश को वरीयता देते हैं।

← दैनिक जागरण, 28 मार्च 2025, पृष्ठ संख्या - 4

जनसत्ता, 28 मार्च 2025, पृष्ठ संख्या – 10

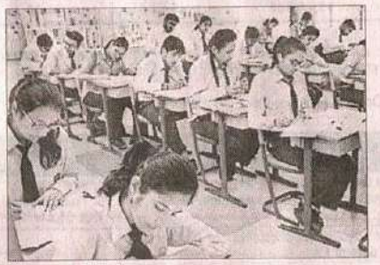
केंद्रीय माध्यमिक शिक्षा बोर्ड की सख्ती | परीक्षा | नियमित कक्षाएं संचालित न करने वाले विद्यालयों को चेतावनी

नियमित कक्षाओं में न जाने वालों को बोर्ड की परीक्षा की अनुमति नहीं

जनसत्ता ब्यूरो
नई दिल्ली, 27 मार्च।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने (डमी स्कूलों) नियमित कक्षा संचालित न करने वाले विद्यालयों में प्रवेश लेने वाले छात्रों को चेतावनी देते हुए कहा है कि जो छात्र नियमित कक्षाओं में शामिल नहीं होंगे, उन्हें 12वीं की बोर्ड परीक्षा में बैठने की अनुमति नहीं दी जाएगी। बोर्ड के एक अधिकारी ने कहा कि डमी स्कूलों में प्रवेश के दुष्परिणामों की जिम्मेदारी स्वयं विद्यार्थियों और अभिभावकों की होगी।

सीबीएसई डमी स्कूलों के खिलाफ जारी कार्रवाई के तहत परीक्षा उपनियमों में बदलाव करने पर विचार कर रही है, ताकि ऐसे छात्रों को बोर्ड परीक्षाओं में बैठने से रोका जा सके। इन्हें राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान (एनआइओएस) की परीक्षा देनी होगी। बोर्ड के एक वरिष्ठ अधिकारी ने बताया कि यदि कोई परीक्षार्थी स्कूल से गायब पाया जाता है या बोर्ड द्वारा किए गए औचक निरीक्षण के दौरान अनुपस्थित पाया जाता है, तो ऐसे परीक्षार्थियों को बोर्ड परीक्षा में बैठने की अनुमति नहीं दी जाएगी। नियमित तौर पर कक्षाओं में शामिल नहीं होने के दुष्परिणामों के लिए संबंधित छात्र और उसके अभिभावक जिम्मेदार होंगे। ह्यडमीह्व संस्कृति को बढ़ावा देने वाले या गैर-हाजिर छात्रों को प्रायोजित करने वाले विद्यालयों के खिलाफ बोर्ड की संबद्धता और परीक्षा उपनियमों के अनुसार कार्रवाई की जाएगी।



बोर्ड के अधिकारी ने बताया कि बोर्ड परीक्षाओं में शामिल होने के लिए छात्रों की न्यूनतम 75 फीसद उपस्थिति अनिवार्य है। *बोर्ड* केवल चिकित्सा आपात स्थिति, राष्ट्रीय या अंतरराष्ट्रीय खेल आयोजनों में भागीदारी और अन्य गंभीर कारणों जैसे मामलों में ही 25 फीसद की छूट प्रदान करता है।

यह मुद्दा बोर्ड की हाल ही में हुई शासकीय बोर्ड बैठक में भी उठाया गया था, जहां यह सिफारिश की गई थी कि इस निर्णय को शैक्षणिक सत्र 2025-2026 से लागू किया जाए। अधिकारी ने बताया कि परीक्षा समिति में इस मामले पर विस्तार से चर्चा की गई और यह निष्कर्ष निकला कि बोर्ड के नियमों के अनुसार, बोर्ड परीक्षाओं में शामिल होने के लिए छात्रों की न्यूनतम 75 फीसद उपस्थिति अनिवार्य है।

हिन्दुस्तान, 28 मार्च 2025, पृष्ठ संख्या – 1

सख्ती : सीबीएसई 'डमी स्कूल' के छात्रों को बोर्ड परीक्षा से बाहर करेगा

नई दिल्ली, वरिष्ठ संवाददाता। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने 'डमी स्कूलों' में पढ़ने और प्रवेश लेने वाले छात्रों को चेतावनी दी है। सीबीएसई ने कहा है कि जो छात्र नियमित कक्षाओं में शामिल नहीं होंगे, उन्हें 12वीं की बोर्ड परीक्षा में बैठने की अनुमति नहीं दी जाएगी। ऐसे छात्रों को परीक्षा के लिए पंजीकृत करने वाले स्कूलों के खिलाफ भी अनुशासनात्मक कार्रवाई की जा सकती है।

सीबीएसई डमी स्कूलों के खिलाफ जारी कार्रवाई के तहत परीक्षा उपनियमों में बदलाव करने पर भी विचार कर रहा है। ऐसे छात्रों को राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान से परीक्षा देनी होगी। यही नहीं, 'डमी संस्कृति' को बढ़ावा देने वाले या गैर-हाजिर छात्रों को प्रायोजित करने वाले विद्यालयों के खिलाफ बोर्ड की संबद्धता और परीक्षा उपनियमों के तहत कार्रवाई की जाएगी।

बता दें कि यह मुद्दा बोर्ड की हाल ही में हुई शासकीय बोर्ड बैठक में भी उठाया गया था। बैठक में यह सिफारिश की गई थी कि इस निर्णय को शैक्षणिक सत्र 2025-2026 से लागू किया जाए। सीबीएसई के अधिकारी ने बताया कि नियमों के तहत बोर्ड परीक्षाओं में शामिल होने के लिए छात्रों की न्यूनतम 75 प्रतिशत उपस्थिति अनिवार्य है।

अनुमति नहीं मिली तो एनआईओएस ही सहारा



बैठक में सामने आया है कि यदि सीबीएसई से अनुमति नहीं मिलती है तो ऐसे छात्र परीक्षा में बैठने के लिए एनआईओएस से संपर्क कर सकते हैं। बोर्ड केवल चिकित्सा, आपात स्थिति, राष्ट्रीय या अंतरराष्ट्रीय खेलों में भागीदारी के मामले में ही 25% की छूट देता है। बोर्ड विचार कर रहा है कि जिन छात्रों की उपस्थिति अपेक्षित नहीं होगी, बोर्ड उनके प्रार्थना पत्र पर विचार नहीं करेगा।

करोड़ों का कारोबार P02

राष्ट्रीय सहारा, 28 March 2025, पृष्ठ संख्या -2

बच्चे पढ़ेंगे 'विकास भी-विरासत भी' आधारित शिक्षा : चहल

■ सहारा न्यूज ब्यूरो

नई दिल्ली।

नई दिल्ली नगर पालिका परिषद (एनडीएमसी) के स्कूलों के 28000 बच्चे पहली बार विकास भी-विरासत भी, का पाठ पढ़ेंगे। यह जानकारी उपाध्यक्ष कुलजीत सिंह चहल ने संवाददाता सम्मेलन में दी है। उन्होंने बताया है कि यह बदलाव राष्ट्रीय शिक्षा नीति का नतीजा है और इसे प्रधानमंत्री नरेंद्र मोदी ने आगे बढ़ाया है। आर्टिफिशियल, इंटेलिजेंस, समग्र विकास और अनुभवनात्मक शिक्षा पर विशेष फोकस किया गया है।

उपाध्यक्ष का कहना था कि परिषद के 45 स्कूलों में कक्षा 3 से 12वीं तक के बच्चों को विकास भी-विरासत भी की थीम पाठयक्रम तैयार किया गया है। इसमें मुख्य रूप से प्राकृतिक परिवेश में एकीकृत शिक्षा, योगा और ध्यान का अभ्यास, अनुशासन और एकाग्रता के लिए मंत्रोच्चारण, मानवता और भाईचारे के मूल्य व स्वच्छता पर विशेष पाठ्यक्रम शामिल है। उन्होंने बताया कि कक्षा 9 से 12वीं तक के बच्चों को प्रशिक्षित करने के लिए आर्टिफिशियल इंटेलिजेंस और जनरेटिव कार्यशालाएं आयोजित की जाएंगी। उनका कहना था कि यह एआई स्वास्थ्य, शिक्षा और कृषि के क्षेत्र में क्रांति लाएगा और युवाओं के लिए नए अवसर पैदा कर सकता है। इन कार्यशालाओं में छात्र नैतिकता और तकनीक के दुरुपयोग को रोकने, प्रोजेक्शन का मूल्यांकन, प्रमाणन और प्रदर्शनी, आर्टिफिशियल इंटेलिजेंस और जनरेटिव, एआई के काम करने का तरीका और रोजमर्रा के जीवन में महत्व, वर्चुअल रियल्टी और सिमुलेटर्स का शिक्षा में इस्तेमाल, जेन एआई के माध्यम से क्रिएटिविटी-ग्राफिक्स, फोटो, वीडियो और संगीत में कला, संस्कृति और अनुभवात्मक शिक्षा पर फोकस होग।

उपाध्यक्ष ने बताया कि एनडीएमसी का नेशकल गैलरी ऑफ मॉडर्न आर्ट (एजीएमए) के साथ सहयोग होगा। जिससे छात्र प्रतिष्ठित कलाकारों से प्रेरणा ले सकेंगे और शिक्षकों को अपनी कला और शिक्षण कौशल को बेहतर बनाने का अवसर मिलेगा। इसके साथ ही एनडीएमसी ने छात्रों के लिए शैक्षणिक भ्रमण भी तय किए हैं। इसमें एयर फोर्स, मौसम, इसरो, बोटेनिकल पार्क समेत अन्य शोध संस्थानों का बच्चे भ्रमण कर सकेंगे। बीते साल एनडीएमसी के 20 स्कूलों के छात्रों ने इसरो का भ्रमण किया था।

एनडीएमसी स्कूल

- एआई आधारित शैक्षणिक पाठ्यक्रम पर होगा जोर
- राष्ट्रीय शिक्षा नीति पर आधारित पाठ्यक्रम तैयार

The Times of India, 25 March 2025, Page No- 3, 26

Delhi govt school students will get free NEET, CUET coaching

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New Delhi: Delhi govt will offer free coaching to Delhi govt school students preparing for the NEET and CUET exams. This initiative is expected to benefit approximately 1.6 lakh students, the chief minister has said.

The Directorate of Education on Thursday signed a memorandum of understanding (MoU) with BIG, a joint initiative of NSDC International, the ministry of skills, and Physics Wallah Limited, in the presence of chief minister Rekha Gupta and education minister Ashish Sood on the Vidhan Sabha premises.

Students will receive six hours of daily online coaching from April 2 to May 2. The sessions will cover a wide range of subjects, among these physics, chemistry, biology, mathematics, general aptitude and English. In total, the students will have access to 180 hours of free online coaching.

"This MoU was signed to provide exclusive 30-day free online coaching for students of DoE to prepare for NEET-2025 and CUET (UG)-2025, paving the way for their admission to medical colleges and central universities," Gupta said. "This initiative will benefit 1.6 lakh students from Delhi govt schools, ensuring that the maximum number of them qualify for these prestigious entrance exams. With this support, more students will have the opportunity to pursue their dreams of becoming doctors and securing admissions in top universities," she added.

Officials said that the initiative could help students unable to fulfil their academic aspirations because of financial constraints. "The govt remains steadfast in its commitment on securing a bright future for the students, encouraging maximum participation. This pro bono initiative will equip our students with the necessary guidance to excel in these crucial exams, significantly enhancing their chances of securing admission to top medical colleges and central universities," Sood said.

The programme will also provide PDF notes designed for structured revision. Regularly scheduled tests will monitor students' progress. This will allow students to track their performance.

Healthy budgetary allocation must for infra, health, edu: SC

'Rich Will Get Better Facilities, Poor None If Key Sectors Privatised'

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New Delhi: Supreme Court on Thursday underlined the importance of healthy budgetary allocation by states for improving infrastructure, health and education and said mindless privatisation of these key sectors linked to human resource development would spell disaster.

"It is high time for states to dedicate a part of their budget for development of infrastructure, health and education sectors. Otherwise, all these would be in private hands and commercially exploited. It will lead to the rich getting better amenities and the poor nothing," a bench of Justices Surya Kant and N Kotiswar Singh said.

SC was also against selling state assets to fund development projects. "Selling assets to generate funds is not a solution. The political executive has a better understanding of the issues than us. So, they must take policy decisions in this regard," the bench said.



The court was hearing a dispute relating to 38 acres of prime land which was purchased in 1964 by a cooperative society for building houses for its members. However, the land came to be encroached, and the society could never take possession of it

The court was hearing a dispute relating to 38 acres of prime land situated between Hyderabad and Secunderabad, which was purchased in 1964 by Kalyan Nagar Cooperative Society for construction of houses for its members. However, the land came to be encroached, and the society could never take possession of it.

After hearing additional solicitor general Aishwarya Bhati for Telangana govt, senior advocate Menaka Guruswamy for the civic body and senior advocate Guru Krishna Kumar for the society, the bench found that most encroachers were slum dwellers who had moved out after transferring their land to other people who had now built multi-storied houses there.

SC laid out the options to be weighed by the state — compensation to be paid by the authorities to society members at present market rate and recovery of the amount from the encroachers as regularisation and development fee; find alternative parcels of land for allotment to the society and to the encroachers and use the vacated land for commercial use or other projects that would get investment for the state.

SC was against selling state assets to fund development projects. The political executive must take policy decisions in this regard, it said

"Decision on this issue will require detailed deliberations on the suggested options. The state could also think of any better option," the bench said and allowed the state to consult the society to resolve the issue. It sought an affidavit from the state along with the resolution plan in eight weeks.

The Indian Express, 28 March 2025, Page No-5

EDUCATION MINISTER INFORMS ASSEMBLY

'CM Shri schools with robotic labs; bag-free Saturdays till Class 8'

EXPRESS NEWS SERVICE
NEW DELHI, MARCH 27

ROBOTICS LABORATORIES, AI-supported libraries, AR/ VR-enabled smart classrooms, and face recognition-based attendance to track students — these facilities will be available across 60 solar-powered and zero-waste campuses of CM Shri schools in Delhi, in tune with the Centre's 'PM Shri' schools, outlined Delhi Education Minister Ashish Sood in the Assembly on Thursday.

Earlier on Tuesday, Delhi Chief Minister Rekha Gupta had announced a budget of Rs 19,291 crore for the education sector, against Rs 16,396 crore the previous fiscal year. The BJP government has announced fresh initiatives in the sector, including a Rashtraneeti Curriculum, New Era of Entrepreneurial Ecosystem and Vision (NEEV) Entrepreneurship Programme, Mahamana Pandit Madan Mohan Malaviya Vidya Shakti Scheme, and Dr A P J Abdul Kalam language labs.

Additionally, nursery to Class 8 students will have "bagless" Saturdays under the 'Shiksha Saathi Buddy' scheme — wherein a senior student, a personal mentor and guide, would be allotted to a group of 10 children. In the Rashtraneeti curriculum — aimed at instilling governance and policy-making skills among school students — Youth Parliament, MUNs, and policy simulations would be organised, the House was informed. "... NEEV would provide funding up to Rs 20,000, but with the right team, right mentorship, and real-world execution," Sood told the Assembly.



Under the 'Shiksha Saathi Buddy' scheme, nursery to Class 8 students will have 'bagless' Saturdays. *File*

For digitisation, free laptops would be provided to those excelling in Class 10 board exams, he said, adding that the government also plans to set up 175 new computer labs across these schools, as per the CBSE standards.

Sood assured there "would not be any delay in salary payments to teachers and staff across the 12 fully government-funded Delhi University (DU) colleges, stating that the BJP-led government has cleared the dues".

Kerala to raise school entry age from 5 to 6

The Hindu Bureau
THIRUVANANTHAPURAM

The State intends to make six the age of admission to Class I from the 2026-27 academic year, Kerala's Minister for General Education V. Sivankutty has said. A policy decision in the matter will be taken by the government.

Addressing a press meet here on Thursday, Mr. Sivankutty said the age of admission to Class I in the State was five. However, scientific studies indicated that children became ready to start formal education after the age of six.

More than 52% of the children in Kerala already take admission to Class I at the age of six. So, the shift in minimum admission age from five to six would be a gradual process so that there is no steep fall in Class I admissions.

The Hindu, 28 March 2025, Page No-6

The Pioneer, 28 March 2025, Page No- 1

CBSE to prohibit exams for dummy school students

DEEPAK KUMAR JHA ■ New Delhi

The largest secondary education board of country — Central Board of Secondary Education (CBSE) — with more than 40 lakhs passouts on an average annually, has launched a massive crackdown on 'dummy' schools which has been mushrooming in connivance with the competitive exams' coaching centres to facilitate 12th board exam aspirants without going to schools.

Authorities at CBSE, which has been on crackdown spree for some time now and has conducted 400 such surprise operations, said class 12 students enrolled in 'dummy schools' shall be prohibited from taking board exams. A minimum of 75 per cent attendance is mandatory for students to be eligible to appear for the board examinations. In case the required attendance is not met, merely enrolling at a non-attending school may not entitle such students to appear for the CBSE examination and such students may approach the National Institute of Open Schooling (NIOS) to appear in the examination if not allowed by CBSE.

The Delhi High Court has also addressed the issue of dummy schools, labelling their operation as a "fraud." The court ordered CBSE and the Delhi government to take action. On January 27, 2025, a Bench led by Chief Justice DK Upadhyaya and Justice Tushar Rao Gedela directed authorities to enforce attendance standards at these institutions. The court also demanded a detailed affidavit from both CBSE and the Delhi government outlining measures to prevent fraudulent admissions and ensure a well-rounded educational experience for students.

Officials said the responsibility lies on both the parents and students for regular school attendance failing which they will have serious repercussions. In recent times there had been a fashion in the country that students preparing for competitive entrances like engineering (JEE) or medicals (NEET) get enrolled in a CBSE affiliated school after 10th to complete plus two without even going to schools and directly appear for the 12th board exams, and all facilitated by the coaching centres.

For instance thousands of students from across the country have made their base for entrance exams preparations in the coaching hub of Kota in Rajasthan while they are enrolled for school education in their States. "The practice of students attending coaching centres while being officially enrolled in schools has to come to an end. Whichever the Board exams, be it CBSE, ICSE any State Education Boards, a certain criteria of attendance requirements is a must to enable the student to appear for the exam," said a senior Education Ministry official.

The officials said that National Education Policy (NEP) 2020 is to encourage holistic learning but the coaching centres and parents together seems to prioritise coaching centres over regular schooling for the millions of students.

The issue of dummy schools came into the spotlight when a student from such an institution recently secured the top position in the JEE (Main). SGN Public School in Nangloi, where the student was registered, had been disaffiliated last year due to multiple violations, including enrolling students who did not attend classes. A surprise inspection uncovered the school's non-compliance with CBSE norms, prompting strict action.

In its ongoing crackdown the CBSE is likely amend examination bye-laws to disallow such students from appearing in the board exams and will have to take the NIOS test.

The Times of India, 28 March 2025, Page No- 6

EWS violations: Govt glare falls on pvt schools

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New Delhi: Delhi govt has issued strict instructions to private schools in Delhi, directing them not to demand money from students admitted under EWS, DG or CWSN categories for providing uniforms, books and writing material. A helpline number has also been notified to address grievances and complaints.

Private schools in Delhi have faced repeated legal challenges over violations of EWS quota, which aims to ensure equitable access to education for underprivileged children. Despite the regulations, many parents have voiced concerns about their struggles to access the benefits intended for their children under EWS category.

"Anyone found violating the order will face strict action. We will ensure parents are not cheated," said education minister Ashish Sood on Wednesday.

The Directorate of Education (DoE) issued the order after it received several complaints from parents.

"On several occasions, it is observed... that many of the private unaided recognised schools do not provide free books, uniforms and writing materials to EWS/DG/CWSN children, and demand money from parents to provide these," stated the DoE order.

"All DDE (districts) are directed to ensure the compliance of directions issued by the department and take appropriate action on the grievances registered by EWS/DG/CWSN parents," it added.

Complaints can be lodged at ddeact1@gmail.com or via helpline 9818154069. In 2016, Delhi govt issued a warning to private schools, prohibiting them from charging money for uniforms and books from EWS students after receiving numerous complaints from parents. In 2023, Delhi High Court stated that Delhi govt must provide uniforms to EWS students, rather than offering cash allowances.

EDUCATION MINISTER SAYS

Anyone found violating the order will face strict action. We will ensure parents are not cheated

Several parents TOI spoke to raised concerns over not being able to avail benefits. For instance, Rajesh, father of a Class I student in a south Delhi school, shared his difficulties in obtaining the uniform promised to his child.

"The school was supposed to provide a complete uniform for my child, and I was assured of this while enrolling him. However, when I went to collect the uniform, I was only given a shirt and a belt. The school told me I would have to purchase the shoes, shorts and socks. This has placed a heavy burden on my limited monthly income of Rs 8,000," he said.

Laxmi, another parent, recalled her experience when her daughter was admitted to a school under EWS quota.

"When I went to collect my daughter's books in the first year, I was asked to pay upfront, with the assurance I would be reimbursed later. While I did receive some reimbursement, it was only a quarter of what I spent. When I questioned this, I was told that was all they could offer," she said.

Other parents have faced similar issues with school fees and the pricing of school material. "At first, the school provided free books and uniforms, but soon they began asking us to pay. It got worse when they insisted we buy everything directly from the school. For example, a T-shirt that costs Rs 200 outside was priced at Rs 800 at the school," one parent claimed.

Private schools in Delhi are required to reserve 25% of seats for children from EWS, disadvantaged groups, and those with special needs, as per provisions of RTE Act. The Act entitles students from these categories to free books, uniforms and writing materials. However, parents continue to face challenges in securing the promised benefits.

The Pioneer, 28 March 2025, Page No- 2, 3

Udaan school aims to give wings to children

PRESS TRUST OF INDIA ■ New Delhi



Rohini Nakshatra, in Vedic astrology, symbolises growth, fertility, and prosperity, besides being considered as auspicious. Not without reason, Rohini in North Delhi is becoming home to a school dedicated to growth and empowerment of special children.

Inaugurated early this week by Narendra Nath Misra, Independent, Non-Executive Director, and Gajanan S Kale, CEO, Tata Power Delhi Distribution Ltd.

Along with top dignitaries of the company, the 'Udaan Special Learning School', is an inspiring initiative of Tata Power Delhi Distribution Ltd along with partner NGO, Viklang Sahara Samiti Delhi (VSSD). The school primarily caters to special children aged 6 to 18 years, targeting those with intellectual disabilities, hearing and speech impairments, and mental developmental issues. Currently, 50 beneficiaries have already enrolled in the program, which offers a structured curriculum that emphasises daily living skills, and vocational training. "Every child deserves encouragement and the opportunity to realise their potential. Udaan Special Learning School aims to give wings to the dreams of children with special needs by providing rehabilitation services and vocational training while creating skilled professionals to support individuals with intellectual, speech, and hearing disabilities. Through guidance, training, and care, this initiative seeks to nurture their abilities and empower them to lead confident, self-reliant lives," said Kale on the occasion.

Free NEET, CUET coaching for Class 12 students



Delhi CM Rekha Gupta with Education Minister Ashish Sood during MOU signing PTI

PIONEER NEWS SERVICE ■ New Delhi

In a significant step toward empowering students from Delhi Government schools, the Delhi Government has partnered with PhysicsWallah (PW) to provide free coaching for Class 12 students preparing for NEET and CUET (UG) 2025. Under this initiative, 1.63 lakh students will have access to a 30-day online crash course from April 2 to May 2, with six hours of daily classes.

A Memorandum of Understanding (MoU) was signed between the Delhi Directorate of Education and BIG Institute and Physics Wallah Limited is a joint initiative of a joint initiative of NSDC International, Ministry of Skills, Government of India that will provide free online coaching for NEET and CUET to 1.63 lakh government school students.

The MoU was signed in the presence of Chief Minister Rekha Gupta and Education Minister Ashish Sood.

Speaking after signing the MoU, Chief Minister Rekha Gupta said, "This MoU has been signed to provide exclusive 30-day free online coaching for students of the Directorate of Education (DoE) to prepare for NEET-2025 and CUET (UG)-2025, paving the way for their admission into medical colleges and central universities."

The Chief Minister said the initiative aims to help government school students secure admissions in medical and engineering colleges.

"With this, more and more students from Delhi government schools will get the opportunity to enrol in good colleges and successfully clear entrance exams for medical and engineering programmes," she said.

Sood said that as part of this effort, the Delhi Government has signed an MoU with BIG, which is a part of NSDC, to offer a 30-day free online crash course-totalling 180 hours, with six hours of coaching each day-for NEET 2025 and CUET (UG) 2025 aspirants.

"This pro bono initiative will equip our students with the necessary guidance to excel in these crucial exams, significantly enhancing their chances of securing admission into top medical colleges and central universities," he added.

The Minister assured that the government remains committed to strengthening educational opportunities and will continue to take steps to support students in their journey towards higher education and professional success.

Under this initiative, students will receive six hours of daily online coaching from April 2 to May 2, 2025, covering subjects such as Physics, Chemistry, Biology, Mathematics, General Aptitude and English, according to a statement. The programme includes PDF notes for structured revision, regular scheduled tests to track progress and a dedicated doubt-resolution mechanism for continuous support, it said.

The statement said the initiative would be a 'game-changer' for students from marginalised communities, ensuring that financial constraints do not hinder their academic aspirations.

Millenium Post, 28 March 2025, Page No- 3

MAJOR CURRICULUM UPDATE

Govt schools to start courses on elderly care, yoga, AI...

AIMAN FATIMA

NEW DELHI: Delhi government schools are set to undergo a major curriculum update with the introduction of new subjects focusing on self-help, technology, and governance. A new course called Science of Living will be introduced for students from Kindergarten to Class 10, covering elderly care, yoga, meditation, and mindfulness.

The initiative aims to promote holistic well-being, encouraging students to develop habits that enhance both their mental and physical health. The curriculum will include various meditation techniques, stretching exercises, and mindfulness practices to help young learners build a strong foundation for personal well-being.

In addition to wellness education, Delhi's education department is also developing courses on Artificial Intelligence. With technology evolving rapidly, these courses will help students stay ahead in an increasingly digital world. An official from the State Council of Educational Research and Training (SCERT) said that skill development is essential in today's changing landscape, and new courses are being designed to prepare students for a future driven by technology.

Entrepreneurship is another key area that will see an upgrade. A new initiative, New Era of Entrepreneurial Ecosystem and Vision (NEV), will introduce students to business-related activities. Unlike the existing Business Blasters programme, NEV will bring a fresh approach with different activities to help students understand entrepreneurship in a practical way.

Alongside technology and business, governance and policymaking will also be integrated into the curriculum. A new programme called Rashtraneeti will be introduced to provide students with practical knowledge of governance, democracy, and active citizenship. The initiative aims to create awareness among students about the functioning of the government and their role as responsible citizens.

With these changes, Delhi's school curriculum is being reshaped to ensure that students receive a well-rounded education. By incorporating wellness, technological skills, entrepreneurship, and governance into their learning, the education system is preparing students for a more informed and capable future.

KEY POINTS

- The initiative aims to promote holistic well-being, encouraging students to develop habits that enhance both their mental and physical health
- The curriculum will include various meditation techniques, stretching exercises, and mindfulness practices to help young learners build a strong foundation for personal well-being
- In addition to wellness education, Delhi's education department is also developing courses on Artificial Intelligence

Govt schools to begin non-plan admissions for Classes 6–9 from Apr 1

OUR CORRESPONDENT

NEW DELHI: The Directorate of Education (DoE) has announced that non-plan admissions for Classes 6 to 9 in Delhi government schools for the 2025-26 academic session will begin on April 1. The admissions will take place in three phases, with the first running from April 1 to 8, the second from May 1 to 24, and the third from July 1 to 25.

For students transferring to Classes 6 and 7, the admission process will be conducted online. However, out-of-school children aged between 10 and 13, including dropouts, will need to register in person at their nearest school. These students will undergo an evaluation to assess their literacy and numeracy skills before being placed in an appropriate class. Students enrolled in Non-Standard Organisation (NSO) categories within government or aided schools will not be eligible for this admission process and must seek readmission or transfer through their respective schools.

School allotments will be determined through an online system, taking into account available infrastructure and vacancies. If no suitable school is available in a given cluster, the district education officer will assign one in a nearby cluster. In cases where parents make errors in their applications, they will have the option to delete and resubmit the forms before the deadline, with OTP-based validation in place for corrections.

Students seeking admission to Class 9 who have not completed the online process during any of the cycles can submit a manual application at their nearest school by August 5. The final admission list will be updated on August 11, and the last date for admission is August 31. The age criteria for each class have been set, but students with disabilities will be granted relaxations ranging from six months to four years.

The Hindu, 28 March 2025, Page No- 12

The flawed push for a third language

While students can study multiple languages privately, it's not cost-effective to fund the teaching of more than two languages in public schools. When India's schools struggle with basic proficiency in two languages, enforcing a third without any clear benefits is deeply flawed

FULL CONTEXT

K. Ashok Vardhan Shetty

Evidence-based policymaking relies on data, research, and statistical analysis – not ideology, untested assumptions or political convenience. It ensures that policies address real needs, maximise effectiveness, and avoid unnecessary burdens. By this standard, the National Education Policy (NEP) 2020's push for a third language in schools fails to meet the mark.

What do surveys say?

Any discussion on teaching a third language must begin with an honest evaluation of India's school system and its capacity to teach subjects effectively. The Programme for International Student Assessment (PISA), a global test which evaluates reading, math, and science skills of 15-year-olds, conducted every three years by the Organisation for Economic Co-operation and Development, highlights India's struggle. In 2009, India ranked 73 out of the 74 participating countries, ahead of only Kyrgyzstan. Since then, India has withdrawn from PISA. In contrast, countries like Singapore, China, South Korea, Estonia and Finland have consistently ranked near the top, reflecting the strength of their school education systems.

Domestic surveys paint an equally dismal picture. The National Achievement Survey (NAS), conducted every three years since 2001, assesses learning outcomes in Classes 3, 5, 8, and 10. NAS 2017 found that only 48% of Class 8 students could read a simple paragraph in their regional language or Hindi; only 47% could write an essay or letter; and just 42% had a good grasp of grammar. NAS 2021 showed slight improvements of 56%, 49%, and 44%, respectively. NAS 2018 found that English proficiency, tested only at the Class 10 level, was equally poor. Notably, NAS does not assess third-language proficiency, raising concerns about policymakers' reluctance to scrutinise its effectiveness.

The Annual State of Education Report (ASER), conducted by the NGO Pratham, assesses school enrolment and learning outcomes in rural India. ASER 2018 found that 27% of Class 8 students couldn't read even a Class 2-level text properly in their regional language or Hindi. This worsened to 30.4% in 2022. In 2016, the percentage of Class 8 students who could not read even simple sentences in English was 73.8%; in 2022, it was still a staggering 53.3%. Like NAS, ASER does not evaluate third-language proficiency.

Many of India's school students are struggling with even their mother tongue and barely managing English, which raises the question: isn't it better to teach two languages well rather than three poorly? The absence of credible data on third-language proficiency shields the policy from scrutiny. Even NEP 2020 fails to address this data gap.

Therefore, wouldn't it be wiser to allocate scarce resources toward strengthening core subjects like math and science, and emerging technologies such as Artificial Intelligence (AI)? China is already piloting AI in 184 schools, including for six-year-olds. Estonia, Canada, South Korea, and the U.K. are integrating AI into secondary education.

What does research say?

NEP 2020's trilingual policy oversimplifies a complex issue, offering a single-sentence endorsement without references to global best practices.



Standing strong: MPs hold a protest on the three-language issue, in Parliament on March 11. ANI

The Cambridge Handbook of Third Language Acquisition highlights that cognitive benefits occur when learners are challenged but not overwhelmed. Learning a third language (L3) increases cognitive load. If students are still struggling with their first (L1) and second (L2) languages, learning L3 may exceed their cognitive capacity, causing mental fatigue and diminished learning efficiency. It also reduces practice time for L1 and L2, risking their attrition, with L2 being more vulnerable. Cross-linguistic interference can cause pronunciation, grammar, and vocabulary mix-ups. Achieving equal fluency in three languages is rare; one typically dominates while the others weaken. Research also shows that language similarity impacts learning ease. Speakers of Marathi, Punjabi, and Odia (Indo-Aryan languages family) experience facilitative transfer when learning Hindi as L3 due to shared grammar, vocabulary, and phonetics. In contrast, Tamil (Dravidian), Santali (Austro-Asiatic), and Mizo (Sino-Tibetan) speakers face non-facilitative transfer, making L3 acquisition much harder and creating an asymmetric learning burden.

NEP 2020's rigid trilingual mandate overlooks these complexities.

Implementation challenges

While students can study multiple languages privately, it's not cost-effective to fund the teaching of more than two languages in public schools. Adding a third language requires significant investments in teacher recruitment, training, textbooks, and technology – a major challenge for rural schools and budget-constrained States.

NEP 2020 claims that no language will be forced on States, and students are free to choose any three languages, provided that at least two are native to India. However, this "choice" is illusory. Imagine a school in Tamil Nadu where 30% of students want to learn Telugu, 20% Malayalam, 20% Kannada, 10% Hindi, and 10% Sanskrit as their third language. Such varied preferences make it impractical to hire enough qualified teachers for each language. There is a hidden push here for Hindi or Sanskrit in non-Hindi-speaking States because cost and supply constraints will compel schools to offer one or both as the third language.

NEP 2020's three-language policy ignores these real-world challenges.

A policy stuck in the past

NEP 2020 vaguely mentions using technology for language learning but overlooks the game-changing potential of AI-powered translation tools. They can instantly translate text, images, and audio across languages, and also convert text in any language to audio in another language and vice versa, reducing the necessity for multilingual education in its current form.

While learning one's mother tongue or regional language and English are essential for foundational literacy and should be taught using traditional classroom methods enhanced by modern digital tools, the third language doesn't require the same proficiency or classroom instruction. Instead, why not leverage AI to let students learn additional languages independently, based on their needs and at their own pace? This approach would be cost-effective and flexible.

The NEP 2020's approach to language learning clashes with the aspirations of parents and students. It treats languages as cultural pursuits, ignoring their practical value in the job market. Additionally, the policy reveals its ideological bias by dedicating more discussion to Sanskrit – a language with little practical use and limited career opportunities – than English. At a time when nations across Europe, Asia and Latin America, including Russia, China, South Korea, Japan and Brazil, are actively promoting English education, the NEP 2020 fails to acknowledge its crucial role in higher education, science and technology, and global job markets.

Lessons from Singapore

In *From Third World to First*, Lee Kuan Yew, himself of Chinese origin, recounts how he resisted intense pressure from Singapore's Chinese majority (74.3% of population) to declare Mandarin as the sole national language. Recognising that this would alienate Malays (13.5%), Tamils (9%) and other minorities, and to ensure fairness, Lee chose English – a colonial legacy but a neutral language – as Singapore's lingua franca.

Singapore adopted a bilingual education system, with students learning English as their first language and their mother tongue (Mandarin, Malay, or Tamil) as the second. Parents supported English-medium education for better career prospects, while the mother tongue reinforced cultural identity. This policy fostered national cohesion, prevented ethnic tensions, and ensured cultural preservation. English also drove Singapore's economic rise, transforming it into a global hub for multinational corporations, finance, and innovation. Singapore's school education system is among the best in the world – in PISA rankings, it was 1 in 2015, 2 in 2018, and 1 again in 2022.

Why Hindi won't work as a unifier

The 2011 Census states that 43.63% of Indians speak Hindi. However, noted scholar G.N. Devy, in *India: A Linguistic Civilization*, reveals this figure is inflated by including 53 other languages as "dialects" of Hindi. Several of these languages like Awadhi, Bhojpuri, Brajbhasha, Magadhi, Chattisgarhi, and Rajasthani, are completely independent languages, much older than Hindi. Excluding these, true Hindi speakers account for just 25% of the population.

Moreover, the 2011 Census highlights that 63.46% of Indians have never left their birthplace, 85.27% remain within their native district, and 95.28% never migrated out of their home State. With job opportunities concentrated in non-Hindi speaking States in the south and west and New Delhi, inter-State migrations are mostly away from the Hindi heartland. When only 25% of Indians speak Hindi and 95% of Indians remain within their home States and use only their languages, the push for Hindi as a national lingua franca, whether direct or indirect, is completely misguided.

The idea that a single language is essential for national unity is a European import. In the 19th and 20th centuries, Germany, Italy, Poland, Hungary, Romania and several other European countries embraced linguistic nationalism. But applying this model to India – one of the world's most linguistically diverse civilisations – is deeply flawed. It is like replacing a vibrant, biodiverse forest with a sterile monoculture. Historian John Keay, in *Midnight's Descendants*, credits India's linguistic flexibility for its unity, unlike Pakistan, which tried imposing Urdu as the sole national language, alienating Bengalis and leading to Bangladesh's creation. India recognised 22 languages in the Constitution's Eighth Schedule, reorganised States linguistically, and retained English as an official language – defusing tensions, preserving unity, and strengthening federalism.

Evidence over ideology

The NEP 2020's mandatory three-language policy is a textbook example of ideology trumping evidence. When India's schools struggle with basic proficiency in two languages, enforcing a third without any clear benefits or consideration for cognitive strain, funding and implementation is deeply flawed.

One reason non-Hindi speaking southern States, particularly Tamil Nadu, outperform the Hindi heartland economically is because of their greater embrace of English. Tamil Nadu's successful two-language policy, in place since 1968, proves that linguistic pragmatism fuels progress. Yet, NEP 2020 disregards both internal successes and global best practices, pushing a rigid trilingual mandate.

India should learn from Singapore and adopt a pragmatic two-language policy, emphasising English for global competitiveness and regional languages for cultural preservation. Linguistic nationalism must give way to policies that empower students.

Writer is a retired IAS officer and former VC of Indian Maritime University, Chennai.

THE GIST

- *The Cambridge Handbook of Third Language Acquisition* highlights that cognitive benefits occur when learners are challenged but not overwhelmed. Learning a third language (L3) increases cognitive load.
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NCERT module on internet addiction to promote digital literacy among students: Education ministry

The module on 'Internet Addiction' aims to equip students with self-regulation techniques while empowering educators and parents to promote a healthy digital lifestyle, the ministry said.



The NCERT released the module at the project programme review meeting in Dehradun. (Representational image: Wikimedia Commons)

Suviral Shukla | March 28, 2025 | 04:20 PM IST

NEW DELHI: The National Council of Education Research and Training (NCERT) has unveiled a module on internet addiction to address the growing concern of excessive internet use among students, the ministry of education said.

The module on 'Internet Addiction' aims to equip students with self-regulation techniques while empowering educators and parents to promote a healthy digital lifestyle, the ministry said.

The module helps in identifying signs and symptoms of internet addiction, and offers strategies for balanced screen time and digital detox. In addition, it addresses the impact of excessive internet usage on mental, physical and academic well-being of students. The module also provides guidance for parents and teachers on monitoring and managing internet usage.

The council released the module at the project programme review meeting in Dehradun. The initiatives align with the vision of National Education Policy (NEP 2020) to integrate mental wellbeing and to promote digital literacy among students, as per the ministry of education.

Also read

ITEP set for exponential growth as 1,400 institutes seek to launch new four-year teacher training course

NCERT module on 'Internet Addiction'

As per the NCERT module, the different types of internet related addiction are:

- **Social Networking:** Excessive use of social media platforms such as Facebook, Facebook Messenger, Instagram, LinkedIn, Twitter, WhatsApp, Snapchat, Pinterest, YouTube, and many more, results in social networking addiction.
- **Online Shopping:** Compulsive buying disorders is characterised by excessive, unnecessary spending on different online products while leads to the development of emotional disturbances and financial problems.
- **Gaming:** As per the date, the number of people who play games is estimated to be more than 3 billion. The harmful consequences of excessive gaming were also recognised by the World Health Organisation (WHO), and gaming disorder (GD) was included in their 2016 release of the 11th revision of the International Classification of Diseases (ICD-11).
- **Online Gambling:** This includes virtual poker, online casinos, and sports betting, as well as bingo, lotteries, mobile gambling, virtual sports, and many more. Compulsive gambling is marked by an intense, uncontrollable urge to gamble.
- **OTT:** Netflix, Disney+, YouTube, and Amazon Prime Video, one of the most popular Over-the-top (OTT) platforms, provide endless entertainment options for viewers. While these platforms offer educational and recreational content, excessive use can lead to
- addiction, especially among children.
- **Pornography:** Children are increasingly exposed to online pornography, often unintentionally by accidental exposure such as curiosity, pop-up ads, misleading links, and social media. Moreover, curiosity, peer influence, and unrestricted internet access also exposes them to these sites. Hence, as a result, children develop distorted views on relationships and sexuality.

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THE TIMES OF INDIA

CBSE planning stricter rules in drive against 'dummy' schools

TNN | Mar 28, 2025, 06.26 AM IST



New Delhi: As a next step in its mission against "dummy schools", CBSE is contemplating amendments to its examination bylaws to prevent students enrolled in such schools or those missing regular classes from appearing for Class XII board examinations. Officials clarified that the responsibility for enrolling in such schools lies with students and their parents.

As part of its ongoing crackdown, the board is considering disallowing students lacking regular attendance from taking board exams, requiring them instead to appear for National Institute of Open Schooling (NIOS) examination. "In case students are found missing from school during surprise inspections, they may be barred from appearing for the board exams," a senior CBSE official said.

Schools promoting or sponsoring non-attending students could face disciplinary action under the board's affiliation and examination bylaws.

The matter was recently discussed during a CBSE governing board meeting, where it was recommended that the proposed regulations be implemented from 2025-2026 academic session.

The board is also considering disciplinary action against schools referring ineligible students for exams.

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THE TIMES OF INDIA

Attendance down in schools across Maharashtra as heat takes over, edu minister Dada Bhuse instructs schools to start & end early

Mar 28, 2025, 02.11 AM IST



Pune: Peak summer heat across the state in March has begun to affect attendance in classrooms with teachers recording an 18 to 25% drop in the daily headcount since last week.

Several parents said that children are refusing to go to school as they feel hot and tired after travelling in cramped autorickshaws and vans. Those who walk to school or use the public transport fared no better.

Pune on Wednesday experienced its hottest March day when the maximum temperature touched 41.4 degrees celsius. Several other places across the state also saw high daytime temperatures.

On Thursday, education minister Dada Bhuse told TOI that local civic bodies in every district have been instructed to start and end schools early and exams must begin by 8am so that students can be back home before noon.

He said, "We have already informed all education officers in the state that the local govt, including municipal corporations, local self-govt, zilla parishads and others, to adjust the timings as per the local heat conditions. The exams will be conducted in the early hours of the day and schools should ensure that students are released as

soon as the paper is over so that the afternoons are spent by them inside their residences without feeling the effects of the summer heat."

The uniform timetable introduced by the state govt this year for state board schools to conduct the examinations extends the academic year by a fortnight. Exams for standards I to IX will get over by April 25 and results will be announced on May 1. Schools in the previous years closed by April 10.

Prachi Nalawade, principal of a Pune-based school, said the heat has made students casual about attending school. "We have sent messages to the parents and have received feedback that their children are falling ill or feeling tired, and want to study at home for the exams instead of travelling to school," she added.

With another month to go before the academic session ends, parents are worried about how their children will study and take the annual exams in the heat which may also cause a variety of health problems from nosebleeds to heatstroke.

Manisha Gosavi, a parent, said even if the school ends at 11am, the heat is already high and worsens by the time the children reach home.

"My child uses public transport for school commute and he has to take a lot of care to ensure that there is no impact of heat. I ensure that he is hydrated and eats healthy food because the exams are approaching and I do not want him to fall ill now," she added.

Maharashtra State Federation of Primary Teachers has written to the state education department about the concerns raised by parents from across the state about the examinations in April.

President of the federation Vijay Kombey said, "When the education department released the exam timetable, we raised the issue citing intense heat conditions. We have received over 1,000 objections from parents across

the state, including Vidarbha and Marathwada regions, where summer is harsh, stating that the education department should follow the usual timetable."

Mahendra Ganpule, former vice-president of State Headmasters' Association, said, "Schools are reporting incidents of students falling sick, and many districts are reporting cases of heatstroke even before the exams have started. The education department must rethink the new timetable as it will reflect on students' performances."

Bhuse said that the schools have been mandated to complete 200 days for Std I to IV and 220 days from Std V to IX . "If we conduct exams in March, the syllabus remains incomplete, and different surveys point out state board students being incompetent in reading, writing, and mathematics skills. In such a case, we have to ensure that the syllabus is completed on time and academic days are also completed," he added.

THE NEW INDIAN EXPRESS

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Kerala

Age of class I admission to be six from 2026-27 academic year

Already, over 52% students admitted in state schools are aged six years and above, the minister said.



A time frame of one year has been provided for its implementation to enable parents and children to be prepared for the shift. Photo | Express

Express News Service

Updated on: 28 Mar 2025, 7:45 am · 1 min read

THE NEW INDIAN EXPRESS

the minimum age of admission to Class I in state schools from 2026-27 academic year, General Education Minister V Sivankutty said in Thiruvananthapuram on Thursday.

Already, over 52% students admitted in state schools are aged six years and above, the minister said. A policy decision on making six years the minimum age for admission will be taken by the government soon.

According to Sivankutty, a time frame of one year has been provided for its implementation to enable parents and children to be prepared for the shift.

The National Education Policy (NEP) 2020 had mandated admission to Class I at the age of six years and the Union government had been repeatedly urging states to follow the norm.

The state had deferred the implementation owing to the concern that there would be no admission to Class I if it is implemented at one go in a particular academic year.

Meanwhile, CBSE schools have been giving admission to children in Class I at the age of five. However, the parents were required to give an undertaking that the school or management would not be responsible for loss of a year if the age criteria of six years is strictly implemented during the course of the child's education.

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रोजनामा राष्ट्रीय सहारा, 28 मार्च 2024, पृष्ठ संख्या - 1, 5

'एमपी माध्यमिक शिक्षा बोर्ड की परीक्षाएँ भी साल में दो बार होती हैं।'

ایم پی سیکنڈری ایجوکیشن بورڈ کے امتحانات بھی سال میں 2 بار

بھوپال ، (ایجنسیاں) سی بی ایس ای یعنی سنٹرل بورڈ آف سیکنڈری ایجوکیشن کی طرز پر مدھیہ پردیش بورڈ بھی اب سال میں 2 بار امتحانات منعقد کرے گا۔ اس کیلئے ریاستی حکومت نے مدھیہ پردیش بورڈ آف سیکنڈری ایجوکیشن ریگولیشن 1965 میں تبدیلی کی تجویز بھی دی ہے۔ اس کا مسودہ 15 دنوں کیلئے لوگوں کے درمیان جاری کر دیا گیا ہے تاکہ اس پر اعتراضات اور تجاویز دی جاسکیں۔ ریاستی حکومت حتمی تبدیلیاں کرنے سے پہلے تمام آراء کا جائزہ لے گی۔ ریاستی حکومت کی طرف سے مجوزہ تبدیلیوں کے مطابق، بورڈ ہر سال 2 بار ہائی اسکول اور ہائیر سیکنڈری طلبا کیلئے امتحانات کا انعقاد کرے گا۔ پہلا اور مرکزی امتحان فروری-مارچ میں اور دوسرا امتحان جولائی-اگست میں ہوگا۔ پہلے امتحان میں کم نمبر حاصل کرنے والے یا فیل ہونے والے امیدوار دوسرے امتحان میں اپنا نتیجہ بہتر کر سکیں گے۔ دوسرا امتحان دینے والے امیدواروں کو نتیجہ کے اعلان تک اگلی کلاس میں عارضی داخلہ دیا جائے گا، جو طلبا پہلے امتحان میں فیل ہو گئے ہوں یا پہلے امتحان میں ایک یا زیادہ پیپرز میں فیل ہو گئے ہوں وہ دوسرا امتحان دے سکتے ہیں۔ واضح رہے کہ سی بی ایس ای بورڈ نے اعلان کیا تھا کہ سال میں دو بار امتحانات منعقد کرنے کا ضابطہ سال 2026 سے لاگو کیا جائے گا۔ بچوں کے امتحان کے دباؤ کو دیکھتے ہوئے بورڈ نے یہ فیصلہ کیا ہے۔ مرکزی وزیر تعلیم دھرمیندر پردھان نے کہا کہ جے ای ای کی طرح دو بار امتحان لینے سے بچوں کو ذہنی طور پر فائدہ ہوگا۔ ایک بار جب اسکور نیچے چلا جائے تو وہ دوسری بار اسے بہتر کر سکیں گے۔

تعلیمی نصاب اسکول سے خریدنے پر مجبور نہیں ہوں گے والدین

اسکولوں کی بڑھتی منمانی کے خلاف ڈائریکٹوریٹ نے کسا شکنجہ، ہیلپ لائن نمبر اور ای میل آئی ڈی جاری

فصیح احمد صدیقی

نئی دھلی (ایس این بی)

اسکولوں میں نیا سیشن اگلے ماہ یکم اپریل سے شروع ہونے جا رہا ہے۔ ڈائریکٹوریٹ آف ایجوکیشن نے پرائیویٹ اسکولوں کی جانب سے کتابوں، اسکول یونیفارم اور تحریری مواد کی من مانی فروخت کو روکنے کے لیے کمر کس لی ہے۔ اب اسکول والدین پر خریداری کے لیے دباؤ نہیں ڈال سکیں گے۔ والدین ڈائریکٹوریٹ آف ایجوکیشن کی طرف سے جاری کردہ ہیلپ لائن نمبر اور ای میل پر براہ راست شکایت کر سکیں گے۔ اسکولوں کو یونیفارم، کتابوں اور تحریری مواد کی دستیابی کے لیے کم از کم 5 قریبی دکانداروں، دکانوں یا اس سے زیادہ کے نام، پتے اور ٹیلی فون نمبر ظاہر کرنے ہوں گے۔ اسکول کسی بھی والدین اور طالب علم کو کسی بھی منتخب دکاندار سے کتابیں/تحریری مواد اور اسکول یونیفارم خریدنے پر مجبور نہیں کریں گے۔ اسکول یونیفارم کے رنگ، ڈیزائن کو تبدیل نہیں کرے گا، ایک بار فیصلہ کرنے کے بعد کم از کم 3 سال تک۔ اس سلسلے میں ڈائریکٹوریٹ کی پرائیویٹ اسکول برانچ نے حکم نامہ جاری کر دیا ہے۔ والدین تعلیمی مواد خریدنے کے لیے آزاد ہیں ڈائریکٹوریٹ کو والدین اور دیگر تنظیموں کی جانب سے شکایات موصول ہوئی ہیں کہ اسکول ان پر نجی دکانداروں سے کتابیں، یونیفارم، بیگ اور دیگر تعلیمی مواد خریدنے کے لیے دباؤ ڈال رہے ہیں، جس کی وجہ سے والدین پر مالی بوجھ بڑھتا جا رہا ہے۔



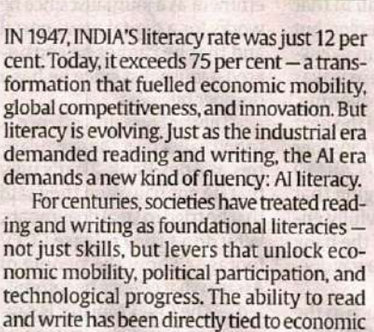
حکم نامہ کے مطابق والدین تعلیمی مواد خریدنے کے لیے آزاد ہیں۔ اسکول کسی خاص وینڈر سے تعلیمی مواد کی خریداری پر مجبور نہیں کر سکتے۔ پرائیویٹ اسکولوں کو مقررہ کتابوں، تدریسی مواد اور دیگر ضروری اشیاء کی فہرست اسکول کے احاطے میں شفاف طریقے سے آویزاں کرنا ہوگی۔ طلبا اور والدین کو ان کی دستیابی سے آگاہ کرنا ہوگا، جس کی معلومات کو اسکول کے نوٹس بورڈ، اسکول کی ویب سائٹ اور عوامی مقامات پر آویزاں کرنا ہوگا۔ کسی مخصوص فروخت کنندہ سے خریدنا ضروری نہیں ہے اسکول طلبا اور والدین کو کسی مخصوص دکاندار، دکان یا تنظیم سے کتابیں، اسکول یونیفارم یا کوئی اور تعلیمی مواد خریدنے پر مجبور نہیں کریں گے۔ کتابوں کی خریداری میں بورڈ آف ایجوکیشن (State /ICSE/ CBSE (Primary Education Authority/ Board کی طرف سے جاری کردہ رہنما خطوط پر عمل کرنا ضروری ہے۔ اسکول مقررہ نصاب سے باہر اضافی مطالعاتی مواد کی خریداری پر مجبور نہیں کریں گے۔ اسکول سے ضروری ہے کہ وہ کتابوں/تحریری مواد کی فہرست (کلاس وار) اسکول کی ویب سائٹ پر اور نمایاں جگہوں پر قواعد کے مطابق ظاہر کرے۔ اسکول یونیفارم کے بارے میں بھی معلومات دینی ہوگی۔ والدین کے مسائل کو حل کرنے کے لیے ڈائریکٹوریٹ نے پرائیویٹ اسکول برانچ کے ڈپٹی ایجوکیشن ڈائریکٹر منیش جین کو نوڈل آفیسر مقرر کیا ہے۔ والدین ای میل ddeact1@gmail.com اور ہیلپ لائن نمبر 9818154069 پر شکایات درج کر سکیں گے۔ ساتھ ہی 1973 DSEA&R کے سیکشن 24 کے تحت احکامات کی تعمیل نہ کرنے والے اسکولوں کے خلاف کارروائی کی جائے گی۔ اس کے علاوہ، ایسی بدانتظامی کے خلاف بھی مناسب کارروائی کی جائے گی۔

'अभिभावकों को स्कूल से पाठ्यक्रम खरीदने के लिए बाध्य नहीं किया जाएगा'।

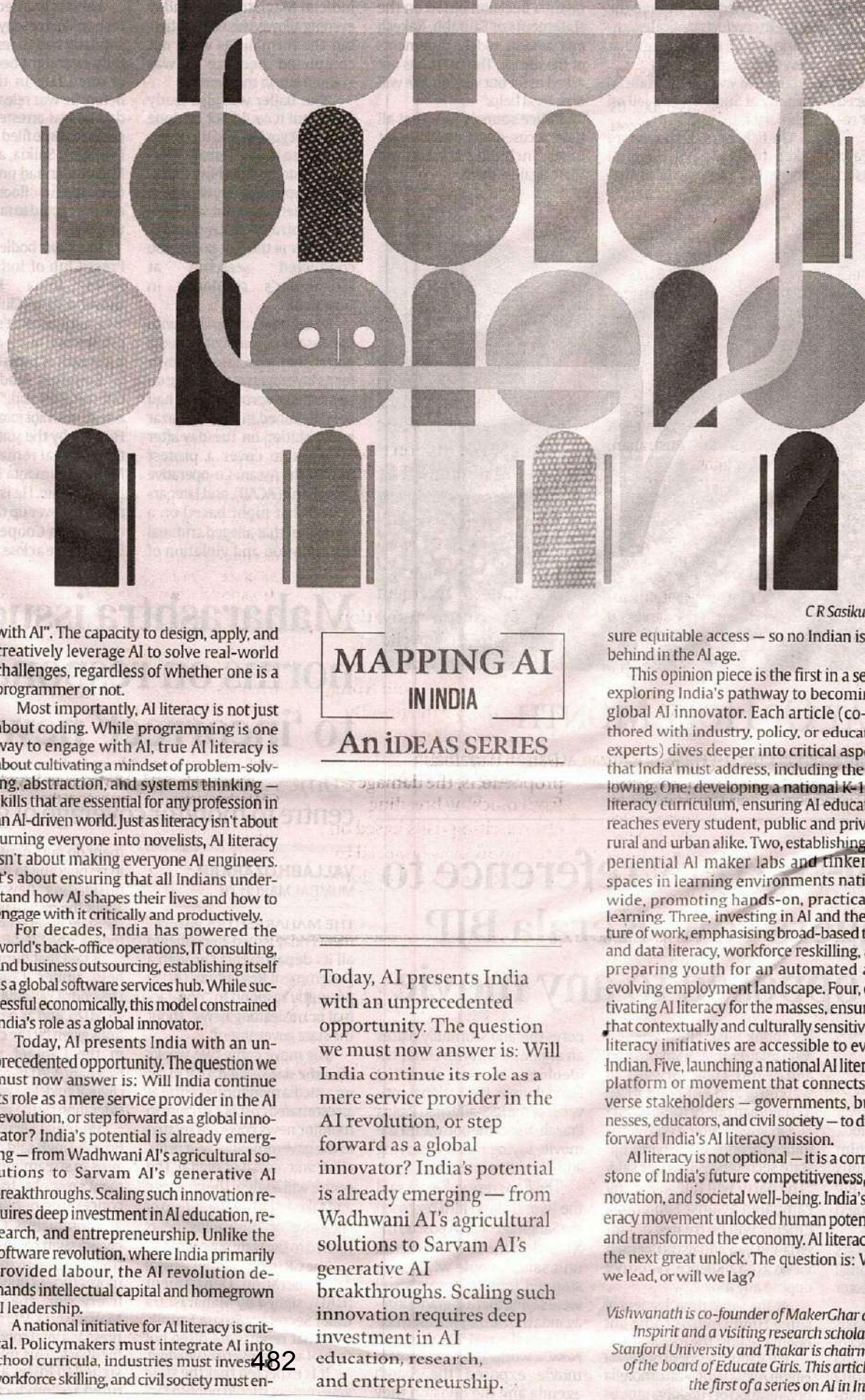
The Indian Express, 29 March 2025, Page No- 15

The new reading and writing

Past generations prioritised literacy as a fundamental right and a strategic necessity. We must now make the case for AI literacy as an essential skill for the next generation of young Indians



ADITYA VISHWANATH AND UJWAL THAKAR



C R Sasiku

IN 1947, INDIA'S literacy rate was just 12 per cent. Today, it exceeds 75 per cent — a transformation that fuelled economic mobility, global competitiveness, and innovation. But literacy is evolving. Just as the industrial era demanded reading and writing, the AI era demands a new kind of fluency: AI literacy.

For centuries, societies have treated reading and writing as foundational literacies — not just skills, but levers that unlock economic mobility, political participation, and technological progress. The ability to read and write has been directly tied to economic productivity, global competitiveness, and social mobility, and nations that invested in universal literacy saw disproportionate growth in human capital and innovation.

Today, we stand at a similar inflection point with artificial intelligence (AI). Just as past generations prioritised literacy as a fundamental right and a strategic necessity, we must now make the case for AI literacy as an essential skill for the next generation of young Indians. AI is no longer confined to research labs or software firms — it is embedded in our workplaces, our classrooms, our banks, our courts, and even our entertainment choices.

If "AI is the new electricity'" powering change in unseen ways, then AI literacy must be the new reading and writing. The ability to understand, interpret, and apply AI will define who creates the future and who merely consumes it. The question is not whether AI will reshape the Indian economy — it already is — but whether young Indians will have the agency and skills to shape AI rather than be shaped by it.

Computational thinking (CT) — promoted in the early 2000s by scholars like Jeannette Wing of Columbia University — was envisioned as a foundational skill for every child, comparable to maths or reading. It emphasised problem-solving, abstraction, and designing solutions rooted in computational logic.

While countries globally have embraced CT within K-12 curricula, India's journey has been slower and largely industry-centric, often reduced to IT sector-focused skilling programmes and crash courses. This narrow approach is insufficient. Comprehensive AI literacy must now encompass all layers of Indian society — from foundational K-12 education to extensive higher education programmes, targeted workforce training, inclusive micro-courses for diverse non-technical professions, and broad-based, culturally aware initiatives aimed at AI literacy for the masses. Every Indian, regardless of geography, age or occupation, should have the opportunity to engage with AI literacy deeply and meaningfully.

But what does AI literacy actually mean? Here are three distinct ways to define it.

One, AI literacy as "human-AI collaboration". Understanding how AI systems work and how to effectively collaborate with them as co-pilots, rather than being passive users. Two, AI literacy as "critical AI awareness". The ability to interpret and critique AI-generated content, recognising bias, fairness, and ethical implications in automated decision-making. Three, AI literacy as "problem-solving with AI". The capacity to design, apply, and creatively leverage AI to solve real-world challenges, regardless of whether one is a programmer or not.

Most importantly, AI literacy is not just about coding. While programming is one way to engage with AI, true AI literacy is about cultivating a mindset of problem-solving, abstraction, and systems thinking — skills that are essential for any profession in an AI-driven world. Just as literacy isn't about turning everyone into novelists, AI literacy isn't about making everyone AI engineers. It's about ensuring that all Indians understand how AI shapes their lives and how to engage with it critically and productively.

For decades, India has powered the world's back-office operations, IT consulting, and business outsourcing, establishing itself as a global software services hub. While successful economically, this model constrained India's role as a global innovator.

Today, AI presents India with an unprecedented opportunity. The question we must now answer is: Will India continue its role as a mere service provider in the AI revolution, or step forward as a global innovator? India's potential is already emerging — from Wadhwani AI's agricultural solutions to Sarvam AI's generative AI breakthroughs. Scaling such innovation requires deep investment in AI education, research, and entrepreneurship. Unlike the software revolution, where India primarily provided labour, the AI revolution demands intellectual capital and homegrown AI leadership.

A national initiative for AI literacy is critical. Policymakers must integrate AI into school curricula, industries must invest in workforce skilling, and civil society must ensure equitable access — so no Indian is left behind in the AI age.

MAPPING AI IN INDIA

An IDEAS SERIES

Today, AI presents India with an unprecedented opportunity. The question we must now answer is: Will India continue its role as a mere service provider in the AI revolution, or step forward as a global innovator? India's potential is already emerging — from Wadhwani AI's agricultural solutions to Sarvam AI's generative AI breakthroughs. Scaling such innovation requires deep investment in AI education, research, and entrepreneurship.

This opinion piece is the first in a se exploring India's pathway to becomi global AI innovator. Each article (co- thored with industry, policy, or educa experts) dives deeper into critical asp that India must address, including the lowing. One, developing a national K-1 literacy curriculum, ensuring AI educa reaches every student, public and priv rural and urban alike. Two, establishing periential AI maker labs and tinker spaces in learning environments nati wide, promoting hands-on, practica learning. Three, investing in AI and the ture of work, emphasising broad-based and data literacy, workforce reskilling, preparing youth for an automated evolving employment landscape. Four, tivating AI literacy for the masses, ensu that contextually and culturally sensitiv literacy initiatives are accessible to ev Indian. Five, launching a national AI liter platform or movement that connects verse stakeholders — governments, b nesses, educators, and civil society — to d forward India's AI literacy mission.

AI literacy is not optional — it is a cor stone of India's future competitiveness, novation, and societal well-being. India's eracy movement unlocked human poten and transformed the economy. AI literac the next great unlock. The question is: W we lead, or will we lag?

Vishwanath is co-founder of MakerGhar a Inspirit and a visiting research schola Stanford University and Thakar is chairm of the board of Educate Girls. This articl the first of a series on AI in In

The Hindu, 29 March 2025, Page No. 12

One in five parents in India faces parenting challenges: CBSE survey

Maitri Porecha
NEW DELHI

With a view to strengthen parent-child-school partnerships across India, the Central Board of Secondary Education (CBSE) has designed a parenting calendar that proposes a series of orientations and initiatives to provide holistic support to students and parents, aligning with the National Education Policy, 2020. The calendar was designed based on a survey of parents.

The survey conducted by the CBSE garnered responses from 13,000 parents across India, including from Delhi, Odisha, Uttar Pradesh, Rajasthan, Karnataka, Andhra Pradesh, Ladakh and Manipur, with 69.6% of the respondents being mothers, 28.2% being fathers and 2.1% guardians.

The survey indicated that while the parents felt confident in managing their children's education and behaviour, many still required structured guidance, resources, and support from schools. Strengthening parent-school collaboration through workshops, teacher engagement, and accessible parenting resources can bridge the existing gaps, ensuring a more holistic approach to child development, it said.



Strengthening parent-school collaboration can ensure a more holistic approach to child development, the survey says. M.A. SRIRAM

According to the survey, 19.7% of parents, or around one in five, indicated that they were still navigating challenges of parenting; 43.5% believed they fully understood the impact of their parenting choices on their child's growth; 36.8% expressed a desire to learn more; 12.3% said they sought guidance to help their child build social skills and relationships; 10.9% sought help in managing their own emotions and their children, and 11% said they sought help in setting rules, boundaries and encouraging the child.

Other areas of concern where parents sought guidance were guiding the child with patience and positive feedback (12.1%), communicating effectively with children (11.1%), guiding their child with patience and positive feedback (7.5%), saying no respectfully without causing conflict (9.5%), supporting academic learning (13.7%), and time management as well as study habits (11.8%).

While 54.4% of parents felt confident in managing behavioural issues, 40.1% struggled at times, and 5.5% required more support. In academics, 53.5% of parents felt assured, while 40.9% reported occasional difficulties, and 5.6% needed additional help.

The Pioneer, 29 March 2025, Page No – 6

Education of the heart!

India's journey toward progress hinges on the harmony between social cohesion, religious amity, and unwavering national commitment to education



Social cohesion and religious amity, harmonised with undiluted commitment to the nation create a sound foundation for its progress, growth and development. It has become critical in India, blessed by diversities of numerous kinds. Deeply devastated, exploited and squeezed by invaders, looters and alien rulers, India is yet to regain its socio-economic advancement to an acceptable level. Providing a free ration to 800 million of its citizens says much more than the mere numbers! The post — independence achievements are not insignificant but are certainly inadequate. Gandhi had, with great sensitivity, drawn the attention of the nation — and every citizen — towards their obligations to the 'last man in the line'! It is the essence of '*Sarva Bhut Hite Ratah*', that defines the everyday life of a traditionally-linked Indian family, that still takes note of the food and water of the animals and birds around, and also the care of the trees, plants, herbs and shrubs. It is implicit in this culture that everyone deserves his share of the bounty of nature, and also a place of equality and dignity in the man — made social and cultural mores.

The Constitution of India assures it all in terms of equality of opportunity, liberty, and brotherhood. After having celebrated three-quarters of a century of *swaraj*, it certainly is not an encouraging situation to notice that more than half of the population of my county does not have the economic strength and adequate earnings to purchase the ration of their choice, and have to depend on free ration. It would be incorrect to say that it does not hurt their dignity and self — confidence. It does. And so, it must make every Indian outside the pale of these 800 million to think about how each one of them could contribute to the national efforts being made to make India move ahead. Post — independence India moved ahead in literacy from about 18 per cent to 80 per cent, a great achievement for a nation that increased its population in the intervening period by more than 1000 million. It had begun its journey of the last over 77 years under an acute shortage of resources of every kind. Its outstanding strength at the transition point was the national values that were cemented during the freedom struggle. There were considerable apprehensions — whether these values could be sustained by those who would taste power for the first time, experience, and witness the realities of the adage that 'power corrupts, and absolute power corrupts absolutely'.

Dr BR Ambedkar made a historic speech on November 25, 1949 in the Constituent Assembly, the following extract of it me be relevant here, "However good a Constitution may be, it is sure to turn out bad because those who are called to work it, happen to be a bad lot. However bad a Constitution may be, it may turn out to be good if those who are called to work it, happen to be a good lot."

He elaborates further, "The Constitution can provide only the organs of State such as the Legislature, the Executive and the Judiciary. The factors on which the working of those organs of the State depends are the people and the political parties they will set up as their instruments to carry out their wishes and their politics." As democracy was gradually taking root, initial euphoria was normalising, the generation that had fought in the freedom struggle because of inner urge, commitment, and moral strength, was leaving the scenario, getting replaced by the next generation that had not witnessed the hoary period of colonialism, but had seen how power could be the source of riches, quick economic jump, and help one rise swiftly in influence and authority that invariably comes with the riches, no matter how were these accumulated. Dr Ram Manohar Lohia, a great intellectual amongst politicians had warned the future leaders to keep away from "*Sampatti and Santati*", lure of wealth, and love for the children and family! Sadly enough, these two have become the vane of the current political scenario. Our pride in the great ancient culture, thought and values stands deeply hurt when the known corrupt unashamedly occupy positions of power, serve only themselves and their clan, and ignore the basic values of democracy!

In a letter, Mahatma Gandhi wrote on April 25, 1922, Gandhi mentioned that the ray of hope for the deprived, excluded and suffering Indians was the universalisation of education, "But there is hope, if education spreads throughout the country. From that people would develop from their childhood qualities of pure conduct, God fearing, love. *Swaraj* would give us happiness only when we attain success in the task. Otherwise, India would become the abode for grave injustice and tyranny of the rulers." Our advancement in expanding education, though inadequate is certainly worth appreciation. We are not far away from achieving universalisation of elementary education. Then why have we not been able to get rid of acute poverty, deprivation, unemployment, and exclusion? Intellectuals not constrained by ideological commitments must sit together and attempt to find a solution. Have we seriously erred in imparting education?


JS RAJPUT

His Highness the Dalai Lama, talking about education remarked, "My hope and wish is that one day, formal education will pay attention to what I call the 'education of the heart'. Who could be a better person than him to articulate on this much sought — after aspect of life and of living, which has a direct bearing on the quality of individual life, family life and human relationships on broader including global scale. Quoting one of his earlier statements, a query was posed to him 'What is education of the heart'? His response was clear, and within everyone's comprehension, "In a few words: love, compassion, justice, forgiveness, carefulness, tolerance, and peace. This education is necessary from kindergarten to higher schooling and universities. I mean social, emotional, and ethical learning. We need a worldwide initiative for educating heart and mind, in this modern age." He goes on to articulate how our education systems primarily focus on preparation for earning a livelihood. Even that mostly remains inadequate, and bereft of skill development. More than this, moral, ethical and human values often get neglected. Unless priorities are seriously readjusted, the world of peace will remain just a Utopian wish. Further, intolerance has to be completely replaced by acceptance, and this can be achieved only by a pure heart! Education systems conscious of this basic responsibility shall prepare a future leadership that would not only be committed to creating a peaceful world but shall be confident of their success in such an endeavour. They have necessarily to be active, alert, aware, compassionate, and ever — keen to create stronger emotional human relationships. Hope lies only in such young persons. They have role models to guide them. The Life of Nelson Mandela if put up appropriately before a sensitive learner invariably sows the seeds of unwavering commitment to the cause, and to the basics of humanity. It is an unprecedented saga of forgiveness, from the inner core of the heart. It is also a great example of lifelong learning, converting the worst of conditions into great learning opportunities. Mandela educates us: 'we are not born to hate; we are taught to hate. We need to be taught to love'.

(The author works in education, social cohesion and religious amity. He is an Atal Fellow with PMML, New Delhi. Views expressed are personal)

The Indian EXPRESS
JOURNALISM OF COURAGE

School enrollments decline in last 2 years, elementary level sees 8% drop: Govt

School enrollments across India, particularly for tribal students, have sharply declined at all levels, with the gross enrollment ratio dropping significantly from 2021-22 to 2023-24, raising concerns over education quality.

By: **Education Desk**
New Delhi | Updated: March 29, 2025 07:13 IST

NewsGuard

2 min read



School enrolment rates recorded severe shortfall as per recent govt data (Source: File/Representative image)

A sharp decline in school enrollments across India, particularly at the elementary level, was reported in government data presented in Parliament on Thursday. According to figures

shared in the Lok Sabha by Union Minister of State for Tribal Affairs Durgadas Uikey, the gross enrollment ratio (GER) of tribal students at the elementary level saw a worrying drop from 103.4 per cent in 2021-22 to 97.1 per cent in 2023-24.

The GER for students across all communities also registered a significant fall, declining from 100.13 per cent in 2021-22 to 91.7 per cent in 2023-24.

The declining trend was evident at higher levels of schooling as well. At the secondary level (classes 9-10), the GER of tribal students fell from 78.1 per cent in 2021-22 to 76.9 per cent in 2023-24, while for students from all communities, the figure dropped from 79.56 per cent to 77.4 per cent in the same period.

The situation appeared more concerning at the senior secondary level (classes 11-12), where the GER for tribal students declined from 52 per cent in 2021-22 to 48.7 per cent in 2023-24, while the overall GER for students of all backgrounds dropped from 57.56 per cent to 56.2 per cent.

Congress MP Pramod Tiwari raised concerns over the “significant decline” in school enrolments. Speaking in the Rajya Sabha on Wednesday, Tiwari referred to a report from the United District Information System for Education (UDISE), a database managed by the Union Education Ministry for hyperlocal tracking of Education related information, which highlighted an unprecedented drop in school enrollments. Accusing the Narendra Modi government of failing to prioritise education, he alleged that economic disparity and financial mismanagement were driving the downward trend.

The report also pointed to underutilised classrooms in states such as Uttar Pradesh, Madhya Pradesh, and Assam, alongside concerns over inadequate infrastructure and excessive student load in states like Telangana, West Bengal, and Punjab. Tiwari called for urgent government intervention to address these structural deficiencies and ensure that declining enrollment rates do not further impact students’ futures.

(With inputs from PTI)

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This article went live on March twenty-eighth, twenty twenty-five, at forty-three minutes past four in the evening.

TAGS: Central Educational Institutions | Child Education | Children Education | Department Of Education

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THE TIMES OF INDIA

NEP effect: State set to embrace 3-yr pre-primary education

Mar 29, 2025, 09.44 PM IST



Thiruvananthapuram: Pre-primary education in the state will become a three-year programme following the state govt's belated decision to adopt the National Education Policy (NEP) 2020's age criteria for admission to Class I. State council of educational research and training (SCERT) has drafted a plan to implement this from the next academic year.

General education minister V Sivankutty had the other day announced the govt's move to raise the minimum age for admission to Class I from five to six years in schools following the state syllabus. The shift is seen as a climbdown from the state's earlier stance, as compliance with the NEP's age criteria is necessary to secure funds under the PM SHRI (Pradhan Mantri Schools for Rising India) project.

"The proposed three-year pre-primary course is part of the decision to increase the minimum age for Class I admission. Several other changes are also imperative in this regard," said SCERT director R K Jayaprakash. The NEP envisions a five-year foundational stage, comprising three years of early childhood care and education, followed by Classes I and II. The govt has tasked SCERT with formulating a comprehensive plan and curriculum for pre-primary education.

The adoption of the NEP will have a ripple effect on the state's general education structure. At present, primary school includes classes up to Class IV, but under the new framework, Class V will also be part of the preparatory stage. This will necessitate the restructuring of lower primary (LP), upper primary (UP), high school and higher secondary sections.

According to sources, the govt is trying to minimise the impact of adopting the NEP's minimum age criteria. As a result, it may not strictly follow the NEP's recommended structure. The middle school stage may include only Classes VI and VII, rather than Classes VI, VII and VIII, as prescribed by the NEP.

The changes in LP and UP sections will also alter staff strength calculations, potentially leading to surplus staff in many schools. The govt has not taken a decision on how to deal with such eventualities.

Hindustan Times, 30 March 2025, Page No- 8

DoE tells schools to act against honking

Varun Bhandari
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NEW DELHI: The Directorate of Education (DoE) has directed all schools in Delhi to take strict action against illegal parking and unnecessary honking near their premises. The order was issued after the Delhi Pollution Control Committee (DPCC) highlighted concerns about increasing noise levels and congestion outside school buildings in a letter to civic agencies, including DoE, and issued guidelines.

The order asks all government, government-aided, and private unaided recognised schools to comply with the new guidelines, which include preparing an awareness plan in schools about silence zones, and for school principals to send letters to SHOs to control illegal parking and unnecessary honking.

"All deputy directors of education (DDEs) at the district and zonal levels have been asked to inform school heads and ensure compliance with these measures," said Dr CS Verma, deputy director of education (science). The order underlined the urgency of controlling vehicular chaos in school zones.

Jyoti Arora, principal, Mount Abu School in Rohini, said that illegal parking and honking around school premises is a longstanding problem in Delhi. "We are fighting a court case regarding an illegal auto stand near one of our schools," she said, adding that the morning traffic situation in front of the school is worse. "We have informed authorities, sensitised our security guards, put up sign boards and sought administration help, but the situation is not improving," she added. She said that e-rickshaws and street vendors add pressure to the already congested roads.

Aprajita Gautam, president, Delhi Parents' Association, said schools may face challenges in implementing the order as most of them are located in traffic zones. "Schools should issue guidelines for their transportation services and install no-honking boards in their surrounding areas," she said.

> All DDEs at the district and zonal levels have been asked to ensure compliance with these measures.
>
> **DR CS VERMA,** DDE (science)

PARENTS PROTEST AGAINST SCHOOLS FOR DEMANDING 'UNLAWFUL FEES'

Varun Bhandari
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NEW DELHI: Parents have accused several schools across Delhi of violating DoE norms by increasing fees without permission and withholding exam results over non-payment of hiked fees, and held protests against the schools.

Some of the schools named by parents are Maharaja Agrasen School in Pitampura, Srijan Public School in Model Town and Poorna Prajna School in Vasant Kunj. While the school administrations of the former two did not respond to HT's queries, Anju Singh, vice-principal of Poorna Prajna School said the order related to fee hike is subjudice and the school does not want to comment on that. "Our fee is only in the bracket of a few thousands," she told HT.

A senior DoE official on condition of anonymity said there have been complaints against several schools about unauthorised fee hike. "The matter is sub judice," the official said adding that next hearing is in May 2025.

The Pioneer - 30 March 2025, Page No - 3

Government orders schools to address parking issues

PIONEER NEWS SERVICE ■ New Delhi

The Delhi government has directed all private and government schools to write to police to address the issues of unauthorised parking and unnecessary honking around educational institutions as part of efforts to curb noise pollution.

In an order issued on Thursday, the Delhi Directorate of Education (DoE) instructed schools to prepare an 'Action Taken Report' (ATR) on measures implemented to control noise pollution and submit it by March 3.

The directive from the DoE was followed by a letter from the Central Pollution Control Board (CPCB) regarding the enforcement of the Noise Pollution (Regulation and Control) Rules, 2002, in schools by writing to the SHOs and preparing an ATR.

RN Jindal, Chairperson of Sovereign School in Rohini, highlighted the challenges faced due to unauthorised parking near school premises.

"Our school is located in a residential area, and overnight parking leads to major difficulties in cleaning the surroundings in the morning," he said.

He said that the congestion makes it challenging to ensure smooth movement near the school gates. "We will write to the SHOs regarding the issue and hope their intervention helps in resolving it," Jindal said.

Shudha Acharya, Principal of ITL International School in Dwarka, shared similar concerns and emphasised the need for external support to regulate parking around schools. "Our school security guards try their best to manage the parking situation within the premises. However, outside the school, unauthorised vehicles are often parked, creating congestion," she said.

The directive from the DoE was followed by a letter from the CPCB regarding the enforcement of the Noise Pollution (Regulation and Control) Rules, 2002, in schools by writing to the SHOs and preparing an ATR

It becomes difficult to locate the owners and request them to move their vehicles, Acharya said. "As per the instructions, we will be reaching out to SHOs, seeking their assistance in addressing the parking problems and curbing unnecessary honking near the school," she said.

The CPCB has also requested the education department to collaborate with urban local bodies to create awareness about noise pollution in schools. Additionally, the department has been asked to support the Department of Environment in organising webinars in the school.

The Pioneer, 31 March 2025, Page No- 2

Punjab new initiative to make education more effective

PRESS TRUST OF INDIA ■ Chandigarh

The Punjab government is set to launch a new initiative aimed at encouraging parents to actively participate in their child's learning journey through play-based activities.

Social Security, Women, and Child Development Minister Baljit Kaur on Sunday said the 'Aarambh' programme will be implemented in eight districts — Ludhiana, SAS Nagar, Patiala, Sangrur, Sri Muktsar Sahib, Tarn Taran, Rupnagar and Amritsar — in the first phase.

The initiative is expected to commence soon and will be a significant step towards strengthening foundational education for children. It will serve as a model for future expansion across the state, an official statement said. The minister said the programme aims to create an engaging and interactive learning environment for both parents and children. It will foster cognitive, emotional, and social development among young learners.

She emphasised that this initiative highlights the Punjab government's commitment to strengthening early education and empowering families to play an active role in their children's academic growth.

Kaur urged parents and educators across Punjab to actively participate in this initiative to make early education more effective and enjoyable. She said the state government is making all possible efforts to ensure the holistic development of children.She asserted that initiatives like 'Aarambh' will contribute significantly to realising the vision of a 'Rangla' (vibrant) Punjab.

Meanwhile, the Punjab government's mega parent-teacher meeting held recently saw the participation of more than 20 lakh parents, Education Minister Harjot Singh Bains said.

"The massive success of the mega PTM is a testament to the Punjab government's commitment to creating a collaborative and supportive learning environment for all students," Bains said.

He said over 100 schools were visited by Cabinet ministers or MLAs, while education department officials visited 5,849 schools.

DoE directs schools to protect kids from heat-related illnesses

Hindustan Times, 31 March 2025, Page 3

Varun Bhandari
letters@hindustantimes.com

NEW DELHI: With temperatures expected to soar in the coming days, the directorate of education (DoE) has directed city schools to take immediate precautions to safeguard students from heat-related illnesses.

In an official circular released on March 29, the DoE said all government, government-aided, and private schools must ensure basic measures, such as providing drinking water, scheduling water breaks, and maintaining proper ventilation in classrooms. "Since students are among the most vulnerable groups, it is crucial to take preventive steps," the circular read. Among other measures schools must implement are avoiding afternoon assemblies, encouraging students to cover their heads when travelling to and from school, keeping fans in working condition, and reporting heat-related illness to the nearest health facility, the advisory read.

Mallika Preman, principal, Tagore International School, said the measures are already in place and the school is taking extra care to mitigate any such incident.

Aprajita Gautam, president, Delhi Parents' Association, said DoE should ensure strict implementation of the circular in all schools.

The Statesman, 31 March 2025, Page - 3

PM unveils summer vacation calendar for children

STATESMAN NEWS SERVICE
NEW DELHI, 30 MARCH

Prime Minister Narendra Modi, on Sunday, unveiled a unique calendar for children for their upcoming summer vacation and called upon them to inculcate a new hobbies and hone their skills.

In his monthly "Mann Ki Baat" broadcast, he pointed out that this time of the year, children eagerly await summer vacations. With a tinge of nostalgia, he recounted how he used to spend summer vacation in his childhood days. "I remember my childhood days when my friends and I used to play one prank or the other all day long. But simultaneously, we used to do something constructive and learn too. Summer days are long and children have a lot to do during the time. This is the time to inculcate a new hobby as well as hone your skills," he said.

The prime minister said today, there is no dearth of platforms for children where they can learn a lot. Citing an example, he said if an organisation is running a technology camp, children can learn about open-source software along with developing apps. "Be it the environment, be it theatre, or be it leadership, courses on various subjects are being conducted... They can join them as well. There are many schools that teach speech or drama, which are very useful for children. Apart from all this, you also have the opportunity to join volunteer activities and service endeavours going on at many places during these holidays," he said, advising them to join such programs.

He asked to share if any organisation, school, social institution, or science centre is organising such summer activities with '#MyHolidays' and added that this would help children and their parents from across the country to get information about these easily. Introducing MY-Bharat special calendar, Modi said this has been prepared for this summer vacation. "I want to share some unique efforts through the MY-Bharat calendar. For example, in the study tour of MY-Bharat, you can know how our 'Jan Aushadhi Kendras' function. You can undergo a unique experience in the border villages by becoming a part of the vibrant village campaign. Along with this, you can definitely become a part of the cultural and sports activities there. At the same time, by participating in the padyatra on Ambedkar Jayanti, you can also spread awareness about the values of the Constitution," he said.

Calling upon children and their parents to share their holiday experiences with '#HolidayMemories', the prime minister said he would try to include their experiences in the upcoming 'Mann Ki Baat'.



Emphasising water conservation, he highlighted the efforts being undertaken across the country in this regard. "As soon as the summer season approaches, preparations for saving water begin in many cities and villages. In many states, works related to water harvesting and water conservation have gained new momentum. The Ministry of Jal Shakti and numerous NGOs are working in that direction. Thousands of artificial ponds, check dams, borewell recharge and community soak pits are being constructed in the country," the prime minister said.

Mentioning the 'catch the rain' campaign, he said like every year, this time too, preparations have been made on a war footing for the campaign. "This campaign too is not of the government... but of the society, of the Janata-Janardan; the people. Jal Sanchay-Jan Bhagidari Abhiyan is also being run to connect more and more people with water conservation. The endeavour is to safely pass on the natural resources that we have, to the next generation. By conserving raindrops, we can save a lot of water from getting wasted," Mr Modi said. The prime minister also mentioned 'textile waste' and said it has become a major cause of worry for the whole world. "Nowadays, the trend of getting rid of old clothes as soon as possible and buying new ones is increasing all over the world. Have you ever thought about what happens to the old clothes that you stop wearing? This becomes textile waste. A lot of global research is being done on this subject. It has come to light in a research that only less than one per cent of textile waste is recycled into new clothes... less than even one per cent," he said.

Pointing out that India is the third largest generator of textile waste in the world, he commended the efforts being undertaken to deal with this challenge. "Many Indian start-ups have been working on textile recovery facilities. There are many such teams that are also working for the empowerment of our ragpicker brothers and sisters. Many young friends are involved in the efforts towards sustainable fashion. They recycle old clothes and footwear and distribute them to the needy. Many items like decorative pieces, handbags, stationery and toys are being made from textile waste," the prime minister said.

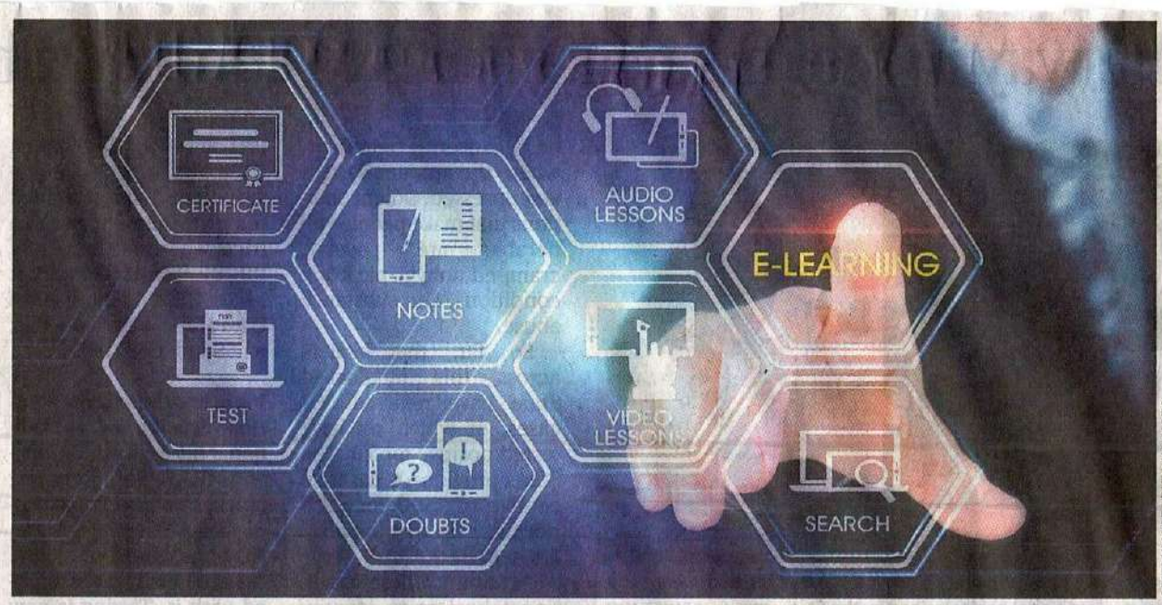
On the upcoming International Yoga Day, Mr Modi called upon the countrymen to include yoga in their life. He called it a matter of pride for all of us that today the curiosity about India's yoga and traditional medicine is rising, all over the world.

Talking about Mahua flowers, he said cookies are being made from Mahua flowers in the Chhindwara district of Madhya Pradesh and added that these cookies are becoming very popular.

Mr Modi also mentioned Krishna Kamal flower and urged people to write about the unique journey of flowers in their area. Making a mention of Khelo India Para Games concluded recently, he said the players surprised everyone with their dedication and talent, once again. "This time, more players participated in these games than earlier. This shows how popular Para Sports is becoming. I congratulate all the players participating in the Khelo India Para Games for their sterling efforts," he added.

The Hindu, 31 March 2025, Page No- 3

John J. Kennedy



GETTY IMAGES/ISTOCKPHOTO

The e-learning challenge

While online education is not a failed experiment, it is far from realising its full potential

Online education was once seen as a game-changer, promising accessibility, flexibility, and borderless learning. Platforms like SWAYAM, Coursera, edX, and Udemy have expanded learning opportunities for millions. However, low completion rates remain a major challenge. In India, less than 4% of SWAYAM students have completed their courses since its launch in 2017, while global MOOCs report completion rates of only 5-15%. Despite rising enrollments, retention is a challenge. A 2019 MIT-Harvard study found MOOC completion rates averaging just 3.13%. Coursera fares slightly better at 15% for paid courses but only 5% for free ones. EdX has completion rates of 10-12%.

This pattern reflects a global issue: attracting learners is easier than keeping them engaged. The parliamentary panel that studied the digital initiatives cites SWAYAM's outdated content, rigid teaching methods, poor infrastructure, and untrained instructors as key issues. Also, the digital divide has worsened accessibility. Oxfam India's 2022 report found that only 4% of Scheduled Caste and Scheduled Tribe students and 7% of Other Backward Classes students have Internet-enabled computers.

Drawbacks

One of the most common criticisms of online courses is that the content is often outdated or irrelevant to learners' needs. In a rapidly evolving job market, learners seek skills that are immediately applicable. However, many online courses fail to keep pace with industry trends. Many courses follow rigid structures that don't account for diverse learner needs. Working professionals may struggle with fixed schedules, while students in rural areas face connectivity issues. The digital divide remains a major barrier. In India, only 24% of households have Internet access, according to the National Sample Survey Office (NSSO) 2017-18 report. Even among those with access, low bandwidth, lack of devices, and unreliable electricity hinder participation. Online learning also demands a high degree of self-discipline and motivation, which many learners lack. Teachers, too, struggle to make online courses engaging. The parliamentary panel noted that SWAYAM instructors face inadequate training, low compensation, and technical hurdles, undermining their effectiveness.

A key recommendation is to link online education with job placements. Currently, most platforms, including SWAYAM, lack robust mechanisms to connect learners with employers. This disconnect reduces the perceived value of online courses, especially for job-seekers. Global platforms often collaborate with top universities and industry leaders to offer cutting-edge content. Paid courses on platforms like Coursera see higher completion rates, suggesting that financial investment increases learner commitment. SWAYAM, being free, lacks this incentive. Additionally, global platforms offer certifications recognised by employers, adding value to their courses. SWAYAM's certifications, while recognised by some Indian universities, lack widespread industry acceptance.

Suggestions

The challenges to online education are significant but not insurmountable. Courses must be regularly updated to reflect industry trends and tailored to local contexts. For instance, SWAYAM could collaborate with Indian industries to address specific skill gaps. Instructors need better training to deliver engaging online content, including technical and pedagogical strategies. Governments and private players must work together to improve Internet access and affordability through initiatives like subsidised devices and community Internet centres. Gamification, interactive quizzes, and peer-to-peer learning can make courses more engaging, as seen with platforms like Duolingo. Establishing placement cells or partnering with recruiters can enhance the value of online courses. The parliamentary panel's recommendation to connect SWAYAM students with employers is a step in the right direction. Courses should also allow learners to progress at their own pace and choose modules aligned with their goals. Micro-credentials and stackable certificates can add further value.

Online education is not a failed experiment but is far from realising its full potential. It can become a powerful tool for inclusive and flexible learning with targeted interventions such as updating content, improving teacher training, bridging the digital divide, and linking education to employment. Abandoning it is not the solution; stakeholders must work collaboratively to address its shortcomings. As the world welcomes digital transformation, online education must evolve to meet the needs of learners and employers alike. Only then can it fulfill its promise of democratising access to quality education.

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

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Home › Bhopal › 'NCERT Books To Be Mandatory In All Schools,' Says Education Minister Rao Uday Pratap Singh

'NCERT Books To Be Mandatory In All Schools,' Says Education Minister Rao Uday Pratap Singh

School education Minister Rao Uday Pratap Singh has said that NCERT books will be made compulsory in all schools of Madhya Pradesh.

Staff Reporter | **Updated:** Monday, March 31, 2025, 09:23 AM IST



'NCERT Books To Be Mandatory In All Schools,' Says Education Minister Rao Uday Pratap Singh | IStock images



Bhopal (Madhya Pradesh): School education Minister Rao Uday Pratap Singh has said that NCERT books will be made compulsory in all schools of Madhya Pradesh.

He said that it has an authentic syllabus and its price is also low. Singh was speaking in Gadarwara on Saturday. He said that this step is being taken under the new education policy.



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CBSE affiliated schools will be allowed to include some local level books according to their prescribed criteria. It, however, will be mandatory for these schools to use NCERT books as well.

Singh said that efforts are being made to implement the new education policy under the leadership of the Chief Minister and the Prime Minister. And whatever can be maintained at the local level in the prescribed standards for a CBSE school, Singh added.

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Govt advances vacation for kids in Classes I-V as summer intensifies

Mar 31, 2025, 12.17 AM IST



Chennai: In view of prevailing heat conditions in the state, directorate of elementary education has advanced the third term (annual exam) schedule for Classes I to V in govt schools this year. According to the revised schedule, students will appear for the exams from April 7 to 17. The kids studying in Classes I to III will take their final exam on April 11.

"Due to demands from parents and an order from chief minister M K Stalin, the schedule for exams for primary classes has been advanced by a few days," a release from the directorate of elementary education said. As per the earlier schedule, the exams were to be conducted from April 9 to 21.

Teachers said young kids were not able to cope with the hot weather. "We are witnessing a spike in heat-related diseases, including skin rashes among young children. So, this early summer vacation will help them to stay safe," said Robert, a secondary school teacher.

There are around 20 lakh children studying in Classes I to V in govt primary and middle schools across the state. They will write the exam for 60 marks from 10 am to noon. For students studying in Classes VI to IX, there will not be any change in the schedule.

"The exams for Classes VI to IX are scheduled whenever there is a gap between exams for Class X students. So, changing the schedule for these students will be tough," said an official from the school education department. The exams for these students will end on April 24.

Parents have demanded that all primary schools in the state declare summer vacation according to the revised schedule from the directorate of elementary education. CBSE schools will start the new academic year in the first week of April and close for summer vacation in the last week of the month.

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THE TIMES OF INDIA

'Education system is being Indianised': Maharashtra CM Devendra Fadnavis says Sonia Gandhi should support National Education Policy

TIMESOFINDIA.COM | Mar 31, 2025, 12.56 PM IST



NEW DELHI: Maharashtra chief minister Devendra Fadnavis endorsed the New Education Policy (NEP) on Monday, describing it as the "Indianisation" of India's education system.
"I think this (NEP) is Indianisation of the education system of India..." Fadnavis stated whilst speaking to journalists in Nagpur.

— PTI_News (@PTI_News)

This statement follows Congress Parliamentary Party (CPP) chairperson Sonia Gandhi's sharp criticism of the Centre regarding NEP in The Hindu, where she accused the government of implementing "three core agendas -- centralisation, commercialisation and communalisation".
In response, chief minister Fadnavis suggested that Sonia Gandhi should acquire more information and back the 'Indianisation' of the education system.
The chief minister remarked, "If the Education Policy that Macaulay brought to enslave our country, if that system is replaced and Indianisation is done, I think no one should have any problem with that. Any patriot will support it.

I think Sonia Gandhi ji should know more about it and fully support the Indianisation of the Indian education system."

On Saturday, Defence Minister Rajnath Singh called for an end to the practice of dividing the country based on language. He affirmed the Bharatiya Janata Party's (BJP) commitment to safeguarding Hindi and all other Indian languages.

"Some people are unnecessarily creating controversy over Tamil and Hindi languages. However, the BJP is fully committed to protecting Hindi and all other Indian languages, and we are working towards that. There is no competition between Hindi and other Indian languages, but rather a spirit of cooperation among them. Hindi strengthens all Indian languages, and all Indian languages strengthen Hindi," Rajnath Singh said.

"This trend of dividing the country in the name of language must stop. And if anyone can spread this message effectively and play an active role in it, I believe our sisters can do it in a more impactful way," he added.

The Defence Minister made these remarks at a function honouring Tamil warrior queen Rani Velu Nachiyar.

These statements emerge amidst tensions between the Tamil Nadu government, under MK Stalin, and the Central government regarding the three-language formula proposed in the National Education Policy (NEP) 2020 and the delimitation exercise.

THE NEW INDIAN EXPRESS

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Nation

'Carnage of India's public education system must end,' Sonia Gandhi attacks Modi government on NEP

The Congress MP alleged that the Modi government's commercialisation of the education system has been happening in plain sight, in full compliance with the NEP.



The government is pushing the fulfilment of the long-standing ideological project of the Rashtriya Swayamseval Sangh and the Bharatiya Janata Party of indoctrinating and cultivating hatred through the education system, alleg Sonia Gandhi. (File Photo)

Preetha Nair

THE NEW INDIAN EXPRESS

NEW DELHI: Amid the ongoing tussle between the Centre and Tamil Nadu over the alleged imposition of Hindi in schools under the National Education Policy (NEP) 2020, Congress veteran Sonia Gandhi launched a scathing attack on Modi government accusing it of implementing its three core agendas — centralisation, commercialisation and communalisation — and warned that the carnage of India's public education system must end.

Unchecked centralisation has been the hallmark of the Modi government's functioning over the last 11 years, but its most damaging consequences have been in education, wrote the Congress Parliamentary Party chairperson in a strongly worded opinion piece for *The Hindu*. "Over the last decade, our education systems have been systematically cleansed of the spirit of public service, and education policy has been sanitised of any concerns about access to and the quality of education," she said.

Wading into the controversy over the stopping educational grants for Tamil Nadu government, Gandhi alleged that it violates constitutional morality. "Among the most disgraceful acts committed by this government is the coercion of state governments to implement the PM-SHRI (or PM Schools for Rising India) scheme of model schools by withholding the grants due to them under the Samagra Shiksha Abhiyan (SSA) as leverage," she wrote.

The Central Advisory Board of Education, comprising Ministries for Education in both the Union and state Governments, has not been convened since September 2019, she said.

"Even while adopting and implementing a paradigm shift in education through the NEP 2020, the Union government has not seen fit to consult state governments on the implementation of these policies even once. It is a testament to the government's singular determination not to heed any voice other than its own, even on a subject that is squarely in the Concurrent List of the Indian Constitution," wrote the Rajya Sabha MP.

"The lack of dialogue with states is accompanied by a bullying tendency", she added.

THE NEW INDIAN EXPRESS

"These actions betray the motivations of a government that cares more about posturing and pursuing publicity than upholding the constitutionally guaranteed Right to Education," said Gandhi.



NEP a Saffron policy, delimitation exercise for BJP's benefit, alleges TN CM Stalin

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