

EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

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विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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Preface

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

With the mandate of Dr. Dinesh Prasad Saklani, the Hon'ble Director, NCERT, the Library and Documentation Division executes several specialized services for its patrons known as *edudoc services*. In this edition of "EDUDOC SERVICES: NEWSCLIPS", the LDD has delved into and presented a compilation of newspaper clippings published in reputed newspapers related to education during the month of May 2025.

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

(Dr.Akash)
Head, LDD
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Siddaramaiah asks for socio-economic, educational survey with caste count

The Hindu Bureau
BENGALURU

Karnataka Chief Minister Siddaramaiah on Wednesday urged the Union government to conduct a socio-economic and educational survey along with the enumeration of castes.

"It is a welcome development that the BJP, which has for years been saying that caste census divides society and that it is a ploy to splinter the Hindus, has finally accepted the reality and understood the social importance of a caste census," the CM said in a statement.

He pointed out that Karnataka has already conducted the socio-economic and educational survey and the report was tabled in the State Cabinet on April 17. Efforts are being made to increase reservation for various castes based on the survey data, he said.

Mr. Siddaramaiah said the caste survey will help formulate reservation on a scientific basis, and the Supreme Court too had upheld "the necessity of



Karnataka CM Siddaramaiah

conducting the survey" when the demand for reservation was questioned in the court.

"Leader of the Opposition in the Lok Sabha Rahul Gandhi has put a lot of pressure on the Centre by sustaining the momentum for the caste census for many years now. The Narendra Modi-led government has yielded to the pressure of the Congress and its leaders," Mr. Siddaramaiah said.

The Chief Minister said the Opposition BJP in Karnataka opposed the caste census, but now the Central Cabinet has "adopted the Congress demand just like the party's guarantees were copied" by the Modi-led government, he said.

RISE OF GEN-AI IN K-12 POSSIBILITIES & PITFALLS

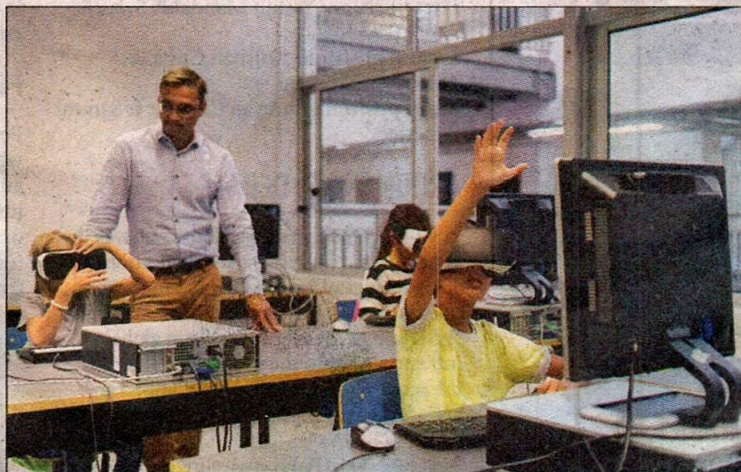
Gen-AI can be a real helping hand for teachers

ANINDITA ACHARYA

In China, elementary school students are already learning about AI, including how chatbots work and the ethics behind them. The country is also putting money into AI-powered platforms that offer personalised learning for K-12 students. In Taiwan, AI is being used to help kids learn English, with chatbot-based tools that make language practice more interactive and fun.

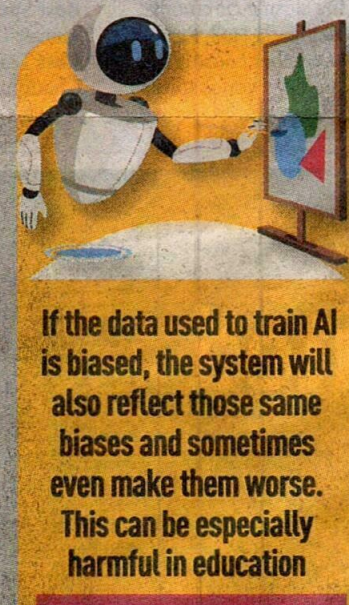
As students' needs grow more varied, schools and teachers are turning to AI to tailor lessons to each child's pace and learning style. The Covid-19 pandemic sped up the use of digital tools in classrooms, and now, with Generative AI (Gen-AI) becoming more available, it's even easier to bring tech into education. A 2024 HolonIQ report said AI use in education jumped from 25% in 2023 to 30% in 2024.

With challenges like teacher burnout, learning gaps, and complex admin work, AI offers new ways to help by lightening workloads, customizing lessons, and making learning more engaging. But then, challenges also persist. Let's take a closer look at the advantages and disadvantages of integrating Gen-AI into K-12 education:



PERSONALISED LEARNING: AI can study how a student learns, what they like, and what they struggle with. Then, it can recommend lessons, exercises, and activities just for them. For example, in science, AI tools can look at a student's answers and spot any misunderstandings. It can also find patterns in writing and grammar mistakes across multiple assignments, helping teachers give better, more targeted feedback. "The realm of Generative AI is boundless and has the potential of elevating the teaching-learning experience to a level where the classroom becomes truly inclusive. The student can be facilitated to learn at his or her own pace using customised assessment, ultimately leading to the desired learning outcomes. Moreover, the contribution of Machine Learning (ML) particularly towards guidance and counselling in K-12 education goes without saying," said Purnima Chatterjee, Principal, MP Birla Foundation Higher Secondary School in Kolkata.

COLLABORATIVE EFFORTS: Working together is one of the best ways for students to understand new ideas. With Gen-AI, it's even easier for students to brainstorm, join group discussions, and team up on projects, sometimes with classmates



If the data used to train AI is biased, the system will also reflect those same biases and sometimes even make them worse. This can be especially harmful in education

viewpoints, and help students start thinking in more creative ways.

TIME-SAVER FOR TEACHERS: Gen-AI can be a real helping hand for teachers. It can take care of routine tasks like grading or paperwork, help plan lessons faster and even assist in designing fun and meaningful classroom activities. This means teachers can spend more time actually teaching and growing in their profession, while students get a richer and more engaging learning experience. "Gen-AI can also significantly shorten teacher time for unit planning. Gen-AI can be linked to specific curriculum outcomes, and then create 70-80% of unit plans. This saves a lot of time for teachers. Teachers still need to check the units

or separate groups of students, while giving clear practice time within the context of the classroom and really help eliminate the need for outside tuition that happens," said Dr Ted Mockrish, Head of School, Canadian International School, Bangalore.

MONEY MATTERS: To work well in education, AI tools need to be trained using massive amounts of data and gathering that kind of data isn't cheap. On top of that, it takes a lot of computing power and resources to train the AI systems properly. In a country like India, where only about 52% of the population has access to the internet, rolling out Gen-AI in rural classrooms will take time and investment. This gap in access, often called the digital divide, can make things worse for students in underdeveloped areas, leaving them behind in terms of learning opportunities and skills.

BIAS IN AI: Like any technology, Gen-AI has its downsides too. One major concern is bias. If the data used to train AI is biased, the system will also reflect those same biases and sometimes even make them worse. This can be especially harmful in education, where biased responses or content can confuse young learners or reinforce stereotypes. "Gen AI work still needs to get checked because it still may be wrong. Think of the way the math was checked on NASA flight plans when computers were first used to project trajectories for space flight; the calculations were often wrong and needed double checking by a human. We are still in that phase with Gen-AI," said Dr Mockrish.

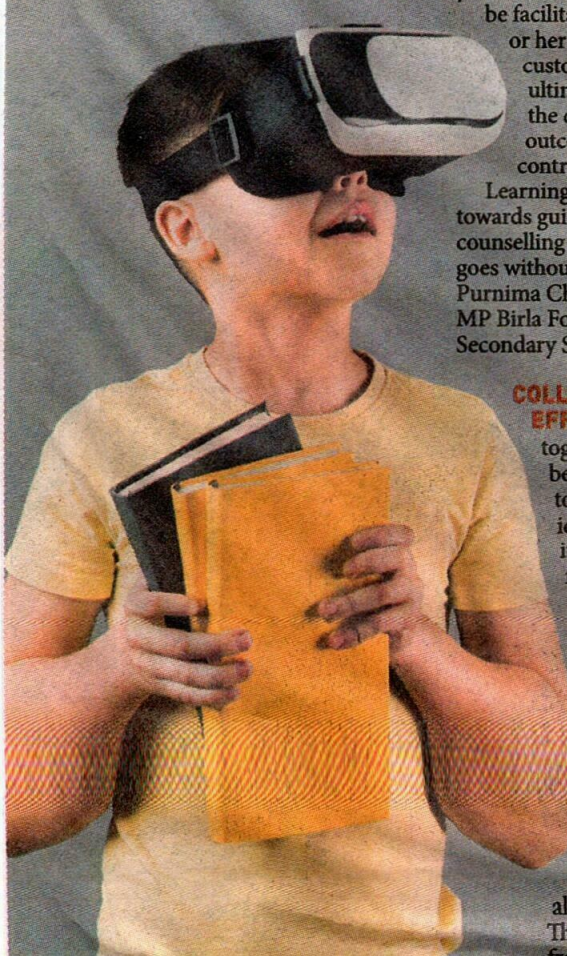
OVERDEPENDENCE ON TECHNOLOGY: One more concern is that students might start depending too much on Gen-AI for their homework or assignments. This can get in the way of building real problem-solving and critical thinking skills. "It is important to ensure that the use of Gen-AI does not infringe upon the creativity of the teacher or the student. Overdependence and overindulgence should be strongly discouraged. It is also essential to gauge the veracity of the information generated and this is where the role of the teacher in a physical classroom will always predominate," said Purnima Chatterjee.

Generative AI is no longer just

from different parts of the world. AI-powered virtual platforms make all of this possible. 2 / 358 They open up space for fresh ideas, different

and add in the remaining 20-30%, but this tool can actually help teachers focus on the critical work of what they are doing in classrooms. AI tutoring a really helpful tool as long as it is overseen by teachers. It will allow teachers to work with smaller groups

a futuristic idea. It's already making its mark in K-12 education. While there are real concerns, like limited budgets, overreliance on technology, and unequal access, the potential it holds to reshape how students learn is hard to ignore.





DR SANKU BOSE

As technology invades every aspect of our lives, one of the most profound transformations will be how students go about the learning process. The advent of Generative Artificial Intelligence (Gen-AI) is reshaping K-12 education. No, it's not just altering how students learn but also redefining the very role of educators and the traditional structure of learning environments. While the potential of this technology is immense, it comes with its own set of challenges. As India stands on the brink of major educational reforms, understanding the global experiences with AI integration can offer valuable insights.

One of the most celebrated advantages of Gen-AI is its ability to personalise learning. Unlike traditional classroom models that often apply a "one-size-fits-all" approach, AI can adapt to the individual pace, strengths, and needs of each student. Systems driven by AI can analyse student performance data to create customised pathways thus allowing a child struggling in mathematics to receive extra practice, while a student excelling in literature moves ahead at an accelerated pace. This level of personalised attention, once limited to elite private tutoring, could become accessible to millions if implemented thoughtfully.

Another major boon is the automation of grading and feedback. Teachers, often burdened with administrative tasks, can now delegate repetitive grading to AI tools, freeing them to focus more on interactive teaching and mentorship. Immediate, detailed feedback from AI also helps students learn from their mistakes in real-time, fostering a more dynamic learning cycle.

Gen-AI, further, enhances the availability of learning resources. Interactive simulations, virtual labs, tailored quizzes and even AI-driven creative writing prompts are already enriching classrooms in countries like the USA, South Korea and Finland. These innovations make subjects like science and history come alive, offering students experiential learning opportunities that textbooks alone could never provide.

However, the picture is not uniformly rosy. We should be mindful of pitfalls as well. The biggest risk associated with AI in education is over-reliance. Critical thinking, creativity, and interpersonal skills — the cornerstones of holistic development — cannot be nurtured solely through algorithmic interactions. If students depend excessively on AI-generated solutions, they risk becoming passive consumers of information rather than active problem-solvers.

Privacy and data security also remain significant concerns. Gen AI systems collect vast amounts of sensitive data about students' habits, weaknesses, and preferences. Without robust safeguards, there is potential for misuse, breaches, or

commercialisation of personal data. Countries like Germany have already introduced strict data privacy laws governing the use of AI in schools — a lesson India must heed as it drafts its own policies.

Equally alarming is the threat of widening the digital divide. While affluent urban schools in India are already experimenting with AI-driven classrooms, millions of students in rural or underprivileged areas lack even basic internet access. Without concerted efforts to bridge this gap, AI could deepen educational inequities rather than alleviate them.

Internationally, countries provide varied blueprints for AI integration. In Singapore, AI is used not just to teach core subjects but also to monitor student well-being, predicting potential mental health issues early. In Estonia, known for its digital-first initiatives, students are introduced to AI concepts as early as primary school, ensuring technological literacy from a young age. Meanwhile, the US approach remains decentralised, with schools and states experimenting independently, creating pockets of innovation and sometimes inequality.

The NEP 2020, which emphasises experiential learning and the use of technology, provides a timely platform to integrate AI thoughtfully into Indian schools

For India, these examples offer both inspiration and caution. A centralised strategy focusing on equity, teacher training, and ethical AI usage could yield transformational results. The NEP 2020, which emphasises experiential learning and the use of technology, provides a timely platform to integrate AI thoughtfully into Indian schools.


Moving forward, a balanced approach is crucial. Teachers must be trained not only to use AI tools but to teach students how to use them responsibly. Policymakers must prioritise data privacy, accessibility, and inclusivity to ensure that AI becomes a bridge rather than a barrier.

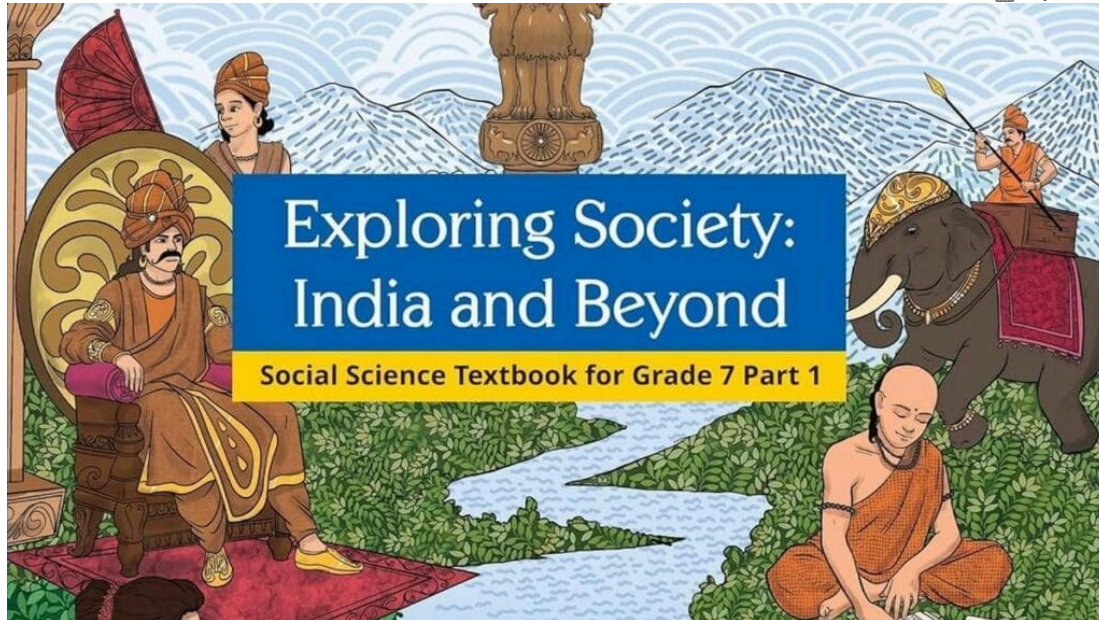
The integration of generative AI into K-12 education heralds an exciting era — one that could make learning far more engaging and effective. But realising this vision demands careful policy direction, constant vigilance, and a steadfast commitment to human-centric education. As we prepare our youth for a rapidly evolving world, the choices we make today in blending AI with education will shape their and the nation's future for decades to come!

The author is the Group CEO of Techno India Group, a visionary and an India Group. Beyond his corporate role, he is also a mentor who guides students towards resilience and self-discovery

“Saffronisation of Education”: SIO slams NCERT for erasing Mughals, Delhi Sultanate from textbooks

 Maktoob Staff

 May 1, 2025



The Students Islamic Organisation of India strongly condemned the National Council of Educational Research and Training (NCERT) for **revising** its Class 7 history textbooks and removing references to the Mughals and the Delhi Sultanate, calling it a case of “saffronisation” and “distortion” of educational content.

The National Council of Educational Research and Training (**NCERT**) has reportedly revised its Class 7 history textbooks by removing references to the Mughals and the Delhi Sultanate, and introducing content on dynasties reflecting the “Indian ethos,” along with references to the Maha Kumbh and Union government initiatives.

The student group criticised the removal, arguing they were “critical in shaping Indian society, culture, and politics,” and their complete erasure signals an “unprecedented assault on historical truth.”

“This is not academic revision; this is saffronisation—a deliberate attempt to communalise education, distort history, and mould young minds to serve the ideological interests of the ruling right-wing,” the statement read.

The SIO also expressed concern over what it called the “disproportionate glorification” of religious pilgrimages such as the Char Dham Yatra, Jyotirlingas, and Shakti Peethas in the revised textbooks.

“Instead of presenting a balanced view of India’s diverse past, the textbooks now disproportionately glorify religious pilgrimages like the Char Dham Yatra, Jyotirlingas, and the Shakti Peethas,” said the statement.

It is alleged that the books now promote a sanitised version of the varna-jati system, falsely portraying it as a source of “social stability,” thereby legitimising caste hierarchies and ignoring the centuries of oppression it engendered much before and beyond British colonialism.

The new textbook claims that the “varna-jati system” initially contributed to social stability but later became rigid, particularly under British rule, resulting in social inequalities.



“Instead of presenting a balanced view of India’s diverse past, the textbooks are promoting a singular narrative that sidelines centuries of pluralistic contributions and entrenched injustices,” the statement added.

The statement emphasised that “This is not academic revision; this is saffronisation—a deliberate attempt to communalise education, distort history, and mould young minds to serve the ideological interests of the ruling right-wing.”

The SIO urged students, teachers, historians, and concerned citizens to unite and resist what it described as the “systematic vandalism of education.”

The NCERT’s syllabus rationalisation in its textbooks has faced widespread criticism from various quarters, who have described the revamp as “saffronization,” aimed at aligning with the ruling party’s “agenda.”

Kerala Education Minister V. Sivankutty stated that the historical denial in NCERT textbooks would be raised at the Governing Council meeting in New Delhi in May.

He emphasised that altering historical events in textbooks is academically dishonest and deprives children of learning the real history, which could harm the educational sector.

बुनियादी शिक्षा से गायब कृषि ज्ञान

प्राथमिक और माध्यमिक शिक्षा में कृषि से संबंधित विषय-वस्तु अदृश्य है। 'अ' से अमरूद और 'आ' से आम के साथ आरंभ होने वाली प्राथमिक शिक्षा में कृषि के बारे में ज्यादा कुछ नहीं है। यदि छोटी आयु से ही कृषि ज्ञान-विज्ञान नहीं पढ़ाया जाएगा, तो बड़ी कक्षाओं में जाने पर बच्चे इस विषय में रुचि कैसे दिखाएंगे।

रिफेश कुमार बडोला

शरीर और मन के स्वास्थ्य के लिए सर्वाधिक आवश्यक पर्यावरण है। इसमें भी सबसे महत्वपूर्ण है जल और भोजन। यह मानव को तभी सहजता से उपलब्ध हो सकता है, जब कृषि की समुचित व्यवस्था हो। इस तरह मनुष्य के जीवन में पारंपरिक कृषि व्यवस्था अनिवार्य है। इस देश में राजनीतिक अकर्मण्यता, भ्रष्टाचार और आधुनिक विकास के तकनीकी कोण पर ही केंद्रित रहने की शासकीय महत्वाकांक्षा ने उद्योगों को प्रश्रय दिया और इसकी तुलना में कृषि क्षेत्र को उपेक्षित छोड़ दिया गया। खेती-किसानी की ऐसी उपेक्षा का प्रभाव भारतीय शिक्षा नीति पर पड़ा। फलतः प्राथमिक एवं माध्यमिक शिक्षा के पाठ्यक्रमों में कृषि से संबंधित विषय-वस्तु अदृश्य है। 'अ' से अमरूद और 'आ' से आम के साथ आरंभ होनेवाली प्राथमिक शिक्षा में कृषि के बारे में ज्यादा कुछ नहीं है। यदि छोटी आयु से ही कृषि ज्ञान-विज्ञान नहीं पढ़ाया जाएगा, तो बड़ी कक्षाओं में जाने पर बच्चे इस विषय में रुचि कैसे दिखाएंगे।

पहली से लेकर बारहवीं कक्षा तक पूरे बारह वर्षों की अवधि में जब बच्चों को कृषि और इसके विभिन्न उपक्रमों के बारे में पढ़ाया जाएगा, व्यावहारिक शिक्षण-प्रशिक्षण प्रदान किया जाएगा और कृषि-कार्यों से संबंधित विभिन्न कार्यशालाओं में जाने का अवसर उपलब्ध कराया जाएगा, तभी वे कृषि कार्यों के बारे में अपेक्षित ज्ञान से संचित हो पाएंगे। ऐसा होने पर ही उनका मन खेती से सिंचित हो पाएगा। बच्चे यदि शुद्ध आहार-विहार अपनाने के प्रति जागरूक नहीं हैं, तो इसका प्रमुख कारण यही है कि उन्हें बालपन से ही विद्यालयों में इस संबंध में शिक्षित नहीं किया गया। इसीलिए उन्हें कृषि वर्ग की प्रमुख फसलों, खाद्यान्नों, फल-फूल, वन-वनस्पतियों और औषधियों के गुण-दोषों की जानकारी भी नहीं है और संभवतः यही कारण है कि वे खानपान की बुरी आदतों से ग्रस्त हैं। घर या विद्यालयों में उन्हें इस संदर्भ में औपचारिक ढंग से ही बताया जाता है। अभिभावक, शिक्षक और नीति-निर्णयता ही जब कृषि क्षेत्र की उपेक्षा कर रहे हों, तो बच्चे इस बारे में अपेक्षा के अनुरूप ज्ञान कैसे प्राप्त कर सकते हैं!

इस काल के मनुष्य-जीवन का दुर्भाग्य ही है कि उद्योगों, कार्यालयों और प्रगति संबंधी विभिन्न परियोजनाओं के लिए आए दिन वनक्षेत्र काटे जा रहे हैं। इस तरह से रोजाना ही कृषि-क्षेत्र में कमी हो रही है। प्रकृति का असंतुलन कई दशकों से सार्वजनिक चिंता के केंद्र में है ही। प्राकृतिक असंतुलन के कारण जनजीवन प्रतिक्षण असुरक्षित होता जा रहा है। ऋतु की विकृतियां भयंकर रूप में सामने आ रही हैं। धरती, आकाश, जल, वायु और अग्नि ये सभी तत्व हर दिन मलिन हो रहे हैं। परिणामस्वरूप धरती का फसल-चक्र बिगड़ चुका है। फसलों की प्राकृतिक शक्ति लगभग समाप्त हो चुकी है। खाद्यान्न उत्पादन पूरी तरह कृत्रिम, रसायनमिश्रित और विषैले उर्वरकों व खाद पर निर्भर हो चुका है। पारंपरिक और नैसर्गिक खाद्यान्न-बीज विलुप्त होने की कगार पर हैं। ग्राम, ग्राम्य-जीवन, ग्रामीण व्यवस्था अपने अंतिम स्तर पर हैं।



विज्ञान अभिशाप बन रहा है। चारों ओर आधुनिक जीवन द्वारा उत्पन्न की गई समस्याओं, रोगों और महामारियों की असुरक्षा फैली हुई है। जीवन का स्वाभाविक आनंद क्या होता है, इससे मनुष्य अनभिज्ञ है। प्रत्येक खाद्य और पेय पदार्थ शरीर का पोषण करने के बजाय उसे

देश में जितने भी कृषि विद्यालय, महाविद्यालय, विश्वविद्यालय और अन्य शिक्षण-प्रशिक्षण संस्थान हैं, उनमें कृषि संबंधी विषयों का पठन-पाठन तो हो रहा है और यथासंभव प्रायोगिक प्रशिक्षण भी हो रहे हैं, पर वे कहीं न कहीं प्राकृतिक तत्व ज्ञान से रहित हैं। ऐसे पठन-पाठन में कृषि क्षेत्र के उत्थान के लिए येन-केन-प्रकारेण कृत्रिम कृषिकर्म की ही जानकारी दी जा रही है। बीज, खाद और फसलों के रक्षण-संरक्षण और उत्पादन के लिए रासायनिक पदार्थों का सहारा लिया जा रहा है। कृषि संस्थानों, प्रतिष्ठानों और उद्यमों में बीजों पर प्रयोग का जैसा अभ्यास कुछ दशकों से किया जा रहा है, उससे कृषि उत्पादों में कोई न कोई हानिकारक तत्व स्थायी रूप में पहुंच रहा है।

असाध्य रोगों से भर रहा है।

देश में जितने भी कृषि विद्यालय, महाविद्यालय, विश्वविद्यालय और

अन्य शिक्षण-प्रशिक्षण संस्थान हैं, उनमें कृषि संबंधी विषयों का पठन-पाठन तो हो रहा है और यथासंभव प्रायोगिक प्रशिक्षण भी हो रहे हैं, पर वे कहीं न कहीं प्राकृतिक तत्व ज्ञान से रहित हैं। ऐसे पठन-पाठन में कृषि क्षेत्र के उत्थान के लिए येन-केन-प्रकारेण कृत्रिम कृषिकर्म की ही जानकारी दी जा रही है। बीज, खाद और फसलों के रक्षण-संरक्षण और उत्पादन के लिए रासायनिक पदार्थों का सहारा लिया जा रहा है। कृषि संस्थानों, प्रतिष्ठानों और उद्यमों में बीजों पर प्रयोग का जैसा अभ्यास कुछ दशकों से किया जा रहा है, उससे कृषि उत्पादों में कोई न कोई हानिकारक तत्व स्थायी रूप में पहुंच रहा है। चूंकि यह प्रक्रिया वर्षों पुरानी हो चुकी है और कृषि से जुड़े हर व्यक्ति को इसमें अधिक शारीरिक व मानसिक श्रम नहीं करना पड़ता, इसलिए इसमें उत्पाद को पूर्णतः हानिरहित करने के नवीन प्रयास नहीं किए जा रहे हैं। आखिर में इसके अप्रत्याशित दुष्परिणाम को मनुष्य की काया ही झेल रही है। इसके अलावा व्यापारी गांवों, नगरों-महानगरों के असंगठित क्षेत्रों में मिलावटी और जहरीला अनाज बेच रहे हैं। अनाज में प्रयोग होने वाले प्राणघाती रसायनों का कारोबार भी उसी मात्रा में बढ़ रहा है।

ऐसी मानव विरोधी व्यापारिक, औद्योगिक गतिविधियों पर प्रतिबंध लगाने और इनका नियंत्रण करने के बजाय सरकारें मिलावटी अनाज खाकर स्थायी रूप में बीमार रहने वाले लोगों का इलाज करने की आड़ में बेहिसाब निजी अस्पताल खोलने को प्रोत्साहित कर रही हैं। बच्चों को कृषि शिक्षा से वंचित रख कर, उन्हें मिलावटी अनाज पर निर्भर करके और आखिर में जहरीले भोजन से क्षतिग्रस्त अंगों के इलाज के लिए निजी अस्पतालों की मर्जी पर छोड़कर किस तरह की जिम्मेदारी निभाई जा रही है? यह सवाल देश के हर संवेदनशील व्यक्ति को बुरी तरह कचोट रहा है। जब मनुष्य का तन-मन अप्राकृतिक अनाज खाकर अस्वस्थ होगा, तो समाज-परिवार में दुर्गुणों से युक्त आचार-व्यवहार ही पनपेगा और फैलेगा।

सरकारों को ऐसी मानव विरोधी, अस्वास्थ्यकर और जीवनघाती परिस्थिति को खत्म करने के लिए जरूरी कदम उठाने होंगे। इसकी शुरुआत प्राथमिक और माध्यमिक विद्यालयों में प्रकृति, पर्यावरण व कृषि कार्यों से संबंधित विषयों की बढ़ोतरी करके करनी होगी। प्रतिवर्ष बारहवीं परीक्षा उत्तीर्ण कर कई विद्यार्थी प्रौद्योगिकी और यांत्रिकी जैसे क्षेत्रों के शिक्षण-प्रशिक्षण के लिए कालेजों में प्रवेश ले रहे हैं। मानविकी, वानिकी, कृषि आदि जीवन से आवश्यक रूप में और सीधे जुड़े क्षेत्रों में उच्चतर शिक्षा प्राप्त करने की अरुचि विद्यार्थियों में आरंभ से ही रही है।

विद्यालयों के पठन-पाठन माहौल को इस सीमा तक बदलना होगा कि बच्चे प्राकृतिक जीवन की महत्ता से परिचित हो सकें। उन्हें खेती-किसानी के पुस्तकीय सिद्धांतों के साथ-साथ व्यावहारिक कृषि कार्यों से भी जोड़ना होगा। जब आने वाले पचास-तीन वर्षों तक इस प्रकार का विद्यालयी अभ्यास हर वर्ष एक दायित्व के साथ संपन्न होगा, तब आशा की जा सकती है कि मनुष्य को शुद्ध आहार प्राप्त होगा। प्राकृतिक मनुष्य-जीवन की पुनर्संरचना के लिए अब यही उपाय शेष है। यह उपाय भी विश्व की समग्र प्राकृतिक पारिस्थितिकी को तभी पुनर्जीवित कर सकेगा जब पूरी दुनिया में प्राथमिक शिक्षा में कृषि के महत्त्व, उपयोगिता और विशेषता पर प्रकाश डाला जाएगा।

राष्ट्रीय सहाय, 2 मई, 2025, पृष्ठ न० - 01

देश भर के विश्वविद्यालयों के यूजी-पीजी पाठ्यक्रमों में होगा बदलाव

■ राकेश नाथ

नई दिल्ली। एसएनबी

देशभर के विश्वविद्यालयों को चल रहे विभिन्न अंडरग्रेजुएट और पोस्ट ग्रेजुएट पाठ्यक्रमों में बदलाव करने की तैयारी है। यह बदलाव राष्ट्रीय शिक्षा नीति 2020 के अनुरूप किया जाना है। इस संबंध में विश्वविद्यालय अनुदान आयोग ने देशभर के विश्वविद्यालयों के कुलपतियों को निर्देश भेजे हैं।

विश्वविद्यालय अनुदान आयोग ने विश्वविद्यालयों को कहा है कि पाठ्यक्रमों में एक आदर्श बदलाव की आवश्यकता है। यूजीसी ने कहा है कि रटने की आदत की जगह वैचारिक समझ, आलोचनात्मक सोच, रचनात्मकता और बहु-विषयक शिक्षा तक बदलाव की जरूरत है। यूजीसी ने कहा है

कि संशोधित पाठ्यक्रम का उद्देश्य विषय-वस्तु के बोझ को कम करना, आवश्यक जीवन कौशल को शामिल करना और अनुभवात्मक, व्यावहारिक शिक्षा को बढ़ावा देना होना चाहिए। आयोग ने कहा है कि विकसित हो रहे शैक्षिक पारिस्थितिकी तंत्र में आगे रहने के लिए सबसे प्रभावी रणनीतियों में से एक अकादमिक पाठ्यक्रम का नियमित और विचारशील संशोधन है। यह सुनिश्चित करता है कि वितरित की जाने



ज्ञान-विज्ञान विमुक्तये

■ राष्ट्रीय शिक्षा नीति 2020 के तहत परिवर्तन करना होगा

■ विश्वविद्यालय अनुदान आयोग ने विवि को भेजे निर्देश

वाली सामग्री प्रासंगिक व छात्रों और समाज की जरूरतों के प्रति उत्तरदायी बनी रहे। लिहाजा यूजीसी ने कहा है कि विश्वविद्यालय और उसके संबद्ध कॉलेजों द्वारा पेश किए जाने वाले सभी पाठ्यक्रम की गहन समीक्षा, संशोधन और त्वरित कार्यान्वयन के लिए तैयार किया जाए। इसके अतिरिक्त पाठ्यक्रम संशोधन प्रक्रिया के दौरान राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के अनुरूप यूजीसी द्वारा प्रकाशित प्रमुख दस्तावेजों पर भी विचार करने का अनुरोध किया गया है। इनमें राष्ट्रीय क्रेडिट फ्रेमवर्क, राष्ट्रीय उच्च शिक्षा योग्यता फ्रेमवर्क, स्नातक कार्यक्रमों के लिए पाठ्यक्रम और क्रेडिट फ्रेमवर्क,

अल्पकालिक कौशल मॉड्यूल के माध्यम से शिक्षाविदों में कौशल को शामिल करना, अप्रेंटिसशिप एम्बेडेड डिग्री प्रोग्राम, इंटरशिप और स्नातकोत्तर कार्यक्रमों के लिए पाठ्यक्रम और क्रेडिट फ्रेमवर्क शामिल है।

डीयू के शिक्षक डॉ अनिरुद्ध सुधांशु का कहना है कि नई शिक्षा नीति में बदलाव कई बिन्दु देखे गये हैं। यह बदलाव नई शिक्षा नीति के उद्देश्यों को पूरा करने के लिहाज से किया जा रहा है। इसमें संस्कृति की भाषा और छात्रों के लिए एक सुलभ पाठ्यक्रम निर्माण बल दिया गया है, जिससे शिक्षा युवाओं पर व्यापक प्रभाव डाल सके। साथ ही विश्वविद्यालयों में बेहतर शैक्षणिक वातावरण का निर्माण हो सके। नई शिक्षा नीति के उद्देश्यों को पूरा करने के लिए पाठ्यक्रमों में बदलाव जरूरी हैं।

नव भारत टाइम्स, 2 मई, 2025, पृष्ठ न० - 06

पारंपरिक लाइब्रेरी को ई-लाइब्रेरी में बदलेंगे

■ NBT रिपोर्ट, नई दिल्ली: दिल्ली विधानसभा की पारंपरिक लाइब्रेरी को ई-लाइब्रेरी में तब्दील करने को लेकर विधानसभा सचिवालय में एक हाई लेवल मीटिंग रखी गई। बैठक की अध्यक्षता दिल्ली विधानसभा अध्यक्ष विजेन्द्र गुप्ता ने की। बैठक का उद्देश्य दिल्ली विधानसभा के पारंपरिक लाइब्रेरी को अत्याधुनिक ई-लाइब्रेरी में बदलने की दिशा में ठोस रणनीति तैयार करना था। आईटी इन्फ्रास्ट्रक्चर, मॉडर्न इंस्ट्रूमेंट्स, नए सॉफ्टवेयर के साथ यह बदलाव किया जाने का विचार है। इस लाइब्रेरी में 40,000 से अधिक दस्तावेजों का कलेक्शन मौजूद है, जो विधायी प्रक्रियाओं को जानकारियों से भरता है। संसद सचिवालय ने इस डिजिटल बदलाव में सहयोग का भरपूर दिया है।

बैठक में विधानसभा उपाध्यक्ष मोहन सिंह बिष्ट भी उपस्थित रहे। विजेन्द्र गुप्ता ने विश्वास जताया कि स्टैकहोल्डर्स इस साझा उद्देश्य के लिए सकारात्मक योगदान देंगे। गुप्ता



ने कहा कि ई-लाइब्रेरी की स्थापना न केवल अमूल्य अभिलेखीय सामग्रियों के संरक्षण में सहायक होगी, बल्कि इससे विधायी अनुसंधान को बल मिलेगा और बिना किसी बाधा के तुरंत जानकारी मिल सकेगी। दिल्ली विधानसभा पुस्तकालय का एक समृद्ध इतिहास है। 1952 में पहली विधानसभा के गठन के साथ इसकी शुरुआत हुई थी। राज्य पुनर्गठन के बाद 1958 में इसका संचालन स्थगित कर दिया गया था। बाद में इसे दिल्ली प्रशासन सचिवालय के अंतर्गत लाया गया, और 1989 में इसका प्रशासनिक नियंत्रण मेट्रोपोलिटन काउंसिल विभाग को सौंपा गया।

Liberal education in a rapidly changing world: academics to share their thoughts at The Huddle

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What kind of an education will best prepare young people to understand themselves, make thoughtful life decisions, and navigate a rapidly changing world?

At *The Hindu* Huddle session titled "Well-rounded world view: Finding a place for liberal education", Bhavani S., Dean of the School of Humanities and Performing Arts, Christ College; Jonathan Gill Harris, Professor, Ashoka University; Srinath Raghavan, Professor, Ashoka University; and Sudheesh Venkatesh, Managing Editor, Azim Premji Foundation, will explore the increasing importance of a liberal education in today's complex world.

The conversation will be moderated by Maya Thiagarajan, Educator, Teacher

The Hindu Huddle 2025 is presented by Sami-Sabinsa Group

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Trainer, and Founder, TREE. *The Hindu* Huddle will be held in Bengaluru on May and 10.

Through its broad, interdisciplinary nature, a liberal education helps students gain not just critical thinking skills but also the ability to better understand themselves and make thoughtful and ethical decisions. As we live through an AI revolution, increasing geopolitical complexity, and a frightening rise in mental health is-

issues, young people need an education that prepares them for a very uncertain future. They need a broad world view and the ability to analyse complex situations from a range of perspectives. They also need to fully understand what it means to be human and how to live a good life. A liberal education may be the best way for them to gain these skills and navigate the road ahead.

In India, college education has historically been

oriented towards a specific profession such as engineering or business, so for Indian families, the idea of a liberal education that is inherently interdisciplinary in nature and not necessarily geared towards a specific profession is fairly new.

In this session, the academics will share their thoughts on the purpose of education in today's world, the various courses and curricula that characterise a liberal education, and the ways in which a liberal education prepares young people both for the workforce and for adult life. They will also examine the challenges of a liberal education in an Indian context.

If you have any questions that you would like our moderator to ask the panellists, write to us at huddle@thehindu.co.in

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Mughal Chapters Removed

Madhavan’s remarks come at a time when the NCERT has decided to remove all references to the Mughal Empire and the Delhi Sultanate from Class 7 history textbooks. These topics have been replaced with lessons on sacred geography, the Maha Kumbh festival, and government schemes like Make in India and Beti Bachao, Beti Padhao. The decision has caused quite a stir, with people both supporting and criticising the move. Madhavan used this moment to highlight how history is often shaped by certain narratives—and how that affects how we see ourselves.

“Whose narrative is this? Who decided the syllabus? Tamil is the oldest language in the world, but nobody knows about it. The scientific knowledge hidden in our culture is being mocked right now,” he said.

‘Kesari Chapter 2’ and the Fight to Reclaim History

Madhavan also defended his film, ‘Kesari Chapter 2: The Untold Story of Jallianwala Bagh’, which has faced some criticism for creative choices. He explained that while some may accuse the makers of taking liberties, the film is trying to present a more complete version of history. “Don’t blame us for bringing the truth about history. The easiest way to discredit us is by saying that we took liberties, Going back to what I said, I shouldn’t be getting into trouble for this, because it’s a fact,” he argued.

Calling Out Whitewashed History

He also spoke strongly against the way the British version of Indian history often painted freedom fighters in a negative light, especially when it came to events like the Jallianwala Bagh massacre. “General Dyer and his granddaughter said we were a set of terrorists and looters who deserved to be shot. He stopped shooting because he ran out of bullets. How can you whitewash history to such an extent that you create a false narrative?” he said.

Madhavan's 'Kesari Chapter 2'

R Madhavan was last seen in 'Kesari Chapter 2', he plays Neville McKinley in the film, a British lawyer who opposes Akshay Kumar’s character, Sir C. Sankaran Nair, in a courtroom fight. The film tells the story of Nair’s struggle to bring justice after the 1919 Jallianwala Bagh massacre. Madhavan’s role is that of a strong antagonist, representing the British Crown in this historical legal drama.

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NCERT's attempt to change history in school textbooks undermines our diverse past

History is not written only on the pages of textbooks; history is also inscribed in the collective memory of people. Memory cannot be erased at will



In the recent past, NCERT has introduced other curriculum changes that have provoked debate. (Express file photo)



ANGSHUMAN KAR

May 2, 2025 15:40 IST ✓

First published on: May 2, 2025 at 15:35 IST

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The latest changes introduced by the National Council of Educational Research and Training (NCERT) in the social science and English textbooks for class VII have sparked many controversies. Previously, students of class VII had three separate books for history, geography, and social and political life. However, NCERT has now put these three subjects into one unified volume titled Exploring Society: India and Beyond (Part I). The second part of this new book is likely to come out within a few months. Previously class VII history book included sections on the medieval Delhi Sultanate (12th-15th centuries) and the rise of the Mughal Empire in the 16th century, but the new combined textbook has omitted these topics. NCERT has also not cleared its stance about whether these topics would be covered in the forthcoming second volume. Many educationists are sceptical about the inclusion of these topics in the second part of the book. Such scepticism is indeed not unfounded.

In the recent past, [NCERT has introduced other curriculum changes](#) that have provoked debate. For instance, last year, it made significant revisions to the class XII history syllabus, pointing out that the recent archaeological research effectively dismissed the theory that the fall of the Harappan civilisation was caused by the migration of the Aryans into India. Such a change clearly implies that the Aryans should not be considered foreigners to the Indian subcontinent. Similarly, in a class VI history textbook, the NCERT removed the word “Hindu” from a chapter on Birsa Munda. The earlier edition of the book mentioned that Birsa Munda had “opposed the missionaries and Hindu landlords.” In the new edition, the word “Hindu” was deleted from this sentence.

The new class VII social science textbook includes a chapter titled “How the Land Became Sacred.” It begins with a quotation from the Bhagavata Purana and discusses the sacredness and significance of pilgrimage sites for all religions. The chapter even contains a special section on the Kumbh Mela. Naturally, academics have questioned whether a school textbook can have a chapter on the sacred nature of religious sites at all.

It is evident that in making changes to the school textbooks, NCERT’s primary target is history. It seems that NCERT aims to present a fragmentary picture of Indian history to the students that is likely to erase the image of a country that celebrated unity in diversity. Notably, for the ideological purposes of the state, young minds happen to be the most fertile breeding ground.

Louis Althusser showed long ago that among the ideological state apparatuses, the school is the most powerful and effective one in modern times. A child spends most of the time of a day in school.

To a child, a textbook can appear as the gospel truth. This is why, silently, the state performs the task of manipulating future citizens using the school as an ideological state apparatus.

STORY CONTINUES BELOW THIS AD

Also in Opinions | Northeast India is not only magnificent but also strategically crucial. Our textbooks must reflect that

Two important points need to be noted here. First, in a post-modern sphere of understanding, nobody can call history sacrosanct. Multiple interpretations of a historical event are, of course, always available. The perspective chosen for writing a historical event determines which version of history will be presented to the readers. But can well-established facts ever be altered? For instance, Birsa Munda fought against Hindu zamindars; this is a fact. Similarly, will the history of India be complete without the Mughal era?

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Second, the NCERT is an autonomous central body. It can prepare textbooks and advise on various subjects for both the central and state school boards, but it cannot compel all the boards to adopt its

recommendations. The reason is simple. Since education is on the concurrent list of the Indian Constitution, state governments are not always obliged to accept the recommendations of NCERT. For example, in West Bengal, the English-medium schools affiliated with the state's Board of Secondary Education do not use NCERT textbooks. The same is true in many other states of India. Even the [ICSE board](#) mostly does not use NCERT books. Only the [CBSE board](#) religiously uses NCERT textbooks. So, the ideological turn is not going to have a large-scale impact across the schools.

Against this backdrop, one must return to Althusser. He maintains that even within a state-controlled system of education, there are always a few teachers who do not teach students toeing the ideological line; rather, they teach them to think differently. Many may recall the school Udayan Pandit runs in Satyajit Ray's film *Hirak Rajar Deshe*. Despite the oppression of the state, it is ultimately Udayan Pandit who comes out victorious in his rebellion against the King. There are many Udayan Pandits even in the schools that teach NCERT textbooks. It should also not be forgotten that the federal structure of India is the greatest safeguard for the ethos of unity in diversity in India. Moreover, history is not written only on the pages of textbooks; history is also inscribed in the collective memory of people. Memory cannot be erased at will.

The writer is professor, Department of English and Culture Studies, and director, Centre for Australian Studies, University of Burdwan

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Pradhan Mantri Uchchar Shiksha Abhiyan (PM-USHA) Building Stronger Institutions for a Knowledge-Driven Future

Posted On: 02 MAY 2025 3:48PM

Introduction

The **PM-USHA** is a Centrally Sponsored Scheme launched by the **Ministry of Education**, Government of India, in **June 2023**. It aims to enhance the **quality of higher education** in **State-run institutions** by promoting accessibility, equity, accountability, affordability, and quality, aligning with the five pillars of the **National Education Policy (NEP) 2020**. As the demand for higher education is increasing continuously over the years, there has been an **unprecedented expansion** in the **number of institutions, universities**, and volume of students in the country.



Recently, a two-day **National Workshop on Multi-Disciplinary Education and Research Universities (MERU)** under **Pradhan Mantri Uchchar Shiksha Abhiyan (PM-USHA)** was held on April 30, 2025 and May 1, 2025 at ICAR, New Delhi. The event saw the participation of over **64 Vice Chancellors** from over **64 different universities**, along with **State officials** represented by **State Project Directors of Higher Education**. The national workshop provided essential guidance on how best to implement various elements of the NEP in collaboration with central and state government funding. The Union Minister of State for Education and Development of the North Eastern Region announced that for **35 universities**, the Ministry is providing **Rs. 100 crore each** for **implementing 44 mandatory activities** under the MERU components. Further, during this two-day seminar **12 important sessions** were held on topics like UGC Regulations for NEP Implementation, Clustering and Collaboration for Multidisciplinary Education, Holistic Education through Integration of Skilling and Industry Connect, etc. Eminent academicians and officials participated in these speaker sessions.



Funding and Implementation

PM-USHA has an outlay of **₹12,926.10 crore** for the period **2023-24 to 2025-26**. A total of **33 States and Union Territories** have signed the **Memorandum of Understanding (MoU)** for participating in the scheme. In the first and second meetings of the **Project Approval Board** for PM-USHA, **440 units** have been approved in various States/UTs with a total amount of **₹5,613.12 crore** under various components. For FY 2025-26, the budget for this scheme has been kept **₹1,815 crore**.

PM-USHA is **funded** through the **Ministry of Education (MoE)** with **prescribed contributions** from the State governments and Union Territories (UTs). The project cost in the public-funded institutions for all sub-components is shared between the Central Government and State Governments in the ratio of **90:10** for **North Eastern States, J&K, Himachal Pradesh, and Uttarakhand** and **60:40** for the **Other States and UTs with Legislature**, the **UTs without Legislature** would be **100% centrally funded** under this scheme.

The amount of **Management Monitoring Evaluation and Research (MMER) grants** is **2%** of the **total fund approved**, out of which **1 %** will be released to the States/ UTs and **1%** will be utilized by the Centre. The fund will be utilized for activities related to the implementation and monitoring of the scheme by the States/ UTs and Centre such as **operation of the technical support group, monitoring portal** etc. All States/UTs will be eligible for these grants.



CENTRAL LEVEL STRUCTURE

The central level structure comprises four bodies namely

- ✓ National Mission Authority (NMA) which would be chaired by Hon'ble Education Minister, GoI
- ✓ Project Approval Board (PAB) which would be chaired by Secretary (Higher Education), GoI
- ✓ National Project Directorate (NPD)
- ✓ Technical Support Group (TSG)

STATE LEVEL STRUCTURE

STATE LEVEL STRUCTURE State level structure is comprised of three bodies namely

- ✓ State Higher Education Council (SHEC)
- ✓ State Project Directorate (SPD)
- ✓ State Technical Support Group (State-TSG)

INSTITUTIONAL LEVEL STRUCTURE

The project at the institutional level is managed by two bodies

- ✓ Board of Governors (BOGs)
- ✓ Project Monitoring Unit (PMU)

PM-USHA shall be implemented and monitored through an **institutional structure** of bodies with **clearly defined roles** and powers at the **Central, State, and institutional levels**. All the bodies shall **monitor** the **progress** of the scheme at their respective levels, starting right from the institutional level up to the national level.

Background

Rashtriya Uchchar Shiksha Abhiyan (RUSA) was a **Centrally Sponsored Scheme** to **fund States/UTs institutions**, with the vision to attain higher levels of access, equity, and excellence in the State higher education system with greater efficiency, transparency, accountability, and responsiveness. The **first phase** of the scheme was launched in **2013** and the **second phase** was launched in **2018**. Now, in the light of the **National Education Policy**, RUSA scheme has been launched as **PM-USHA**.

RUSA 1.0 and RUSA 2.0 have resulted in **significant progress** in a number of higher educational indicators like **Gross Enrollment Ratio (GER)**, and **Accreditation (Quality Reforms)**, **Student-Teacher ratio**, etc. However, the gap still remained vis-à-vis. access, inclusion, enrolment, quality enhancement, skilling, employability, technology, etc. and therefore, some new interventions were required for achieving the targets and reducing the gaps, ensuring better output and outcome.

PM-USHA addresses key gaps highlighted in the **NITI Aayog's Evaluation Report** by **redesigning** and **rationalizing existing schemes for greater impact**. It focuses on enhancing **graduate employability** through **market-linked courses, industry collaboration, internships, and skill-based education**. The scheme emphasizes tracking **employability outcomes, identifying skill gaps**, and introducing **employment-led vocational modules**. It promotes the use of **technology** and **open distance learning** to improve access and quality, supports institutions in **improving National Assessment and Accreditation Council (NAAC) accreditation**, and encourages quality initiatives, **virtual learning, community participation**, and gender sensitization, while closely monitoring outputs and outcomes. With the emergence of the NEP 2020 and recommendations of NITI Aayog, an effort has been made to give a new and energized structure to this phase of the scheme.

Objectives

The objectives of this scheme are:

1. To improve the **overall quality of existing state higher educational institutions (HEIs)** by ensuring their conformity to prescribed norms and standards and adoption of accreditation as a quality assurance framework.

2. Usher **transformative reforms** in the State higher education system by creating a **facilitating institutional structure** for **planning** and **monitoring** at the state level, promoting autonomy in State Universities, and improving governance in institutions.
3. Implementation of recommendations of the **NEP 2020** through **funding support** provided to State HEIs.
4. Ensure **governance, academic, and examination** (and evaluation) **reforms** in the State higher educational institutions and establish backward and forward linkages with school education on one hand and employment market, on the other hand, to facilitate self-reliance and thus creating an **Atmanirbhar Bharat**.
5. Create an enabling atmosphere in the higher educational institutions to devote themselves to **research and innovations**.
6. **Correct regional imbalances** in access to higher education by facilitating access to high-quality institutions in urban & semi-urban areas, creating opportunities for students from rural areas to get access to better quality institutions, and setting up institutions in unserved & underserved areas.
7. **Developing infrastructure** for **ODL/Online/Digital mode** of education in such States/UTs.
8. Improve equity in higher education by providing adequate opportunities for higher education to **socially deprived communities; promote inclusion of women, minorities, SC/ST/OBCs, and special-abled persons**.
9. To identify and fill up the **existing gaps** in higher education, by augmenting and supporting the State Governments' efforts.
10. Enhancing employability through **skilling and vocationalization**.
11. **Improving accreditation status** of accredited institutions and getting accreditation of non-accredited institutions.
12. Providing **better hostel facilities** in remote areas.
13. Establishing **New Model Degree Colleges** in the districts where there are no Government and Government-aided institutions. So far, the Project Approval Board has approved a total of **8 units** in the eligible States/UTs (**4 in Nagaland, 2 in Manipur and 2 in Meghalaya**) with a total amount of **₹119.98 crore** for New Model Degree Colleges.
14. Focusing on **low GER, Left Wing Extremism (LWE), border area districts, aspirational districts and districts with higher SC/ ST population**.
15. Focus on **multidisciplinary education**, including STEM, commerce and humanities fields of education.

Scope and Coverage

PM-USHA covers **government and government-aided institutions** of the States and Union Territories. It prioritizes **educationally unserved or underserved areas**, including **rural regions**, to improve their quality. Under PM-USHA, priority is given to **Focus Districts** identified by the concerned States/UTs, subject to either **5 districts** or a **maximum of 50% of their districts (whichever is higher)**, based on various criteria, including low Gross Enrolment Ratio, gender parity, population proportion and enrolment proportion for females, transgenders, Scheduled Castes, Scheduled Tribes, and Other Backward Classes, as well as Aspirational/Border Area/Left Wing Extremism prone districts. The recommendation of institutions shall be done by the **State/ UT Governments/ State Higher Education Council (SHEC)**. **The final decision shall be taken by the Centre.**

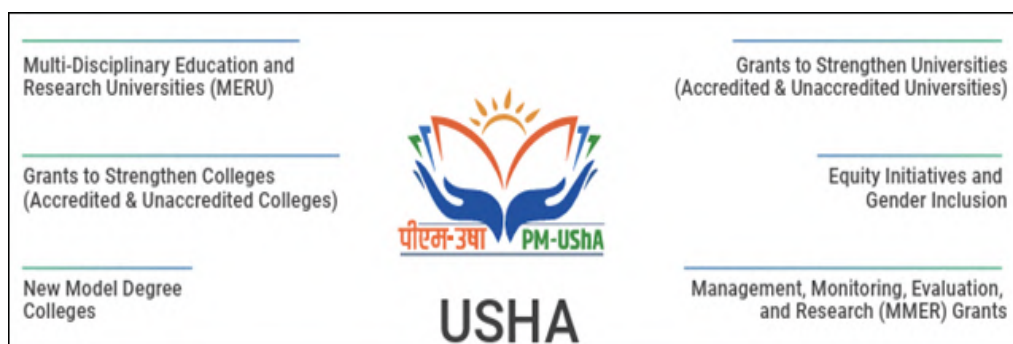
Components and Activities

The components of the scheme have been structured to improve the higher education scenario in States/UTs by targeting the:

Existing Higher Educational Institutions, in keeping with the philosophy of NEP 2020, to consolidate and transform existing institutions.

Districts as a unit of planning and strategizing for improving access and equity.

Areas with no HEIs, to improve educational parameters in un-serviced areas.





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NCERT Row: R Madhavan questions Chola empire's absence in textbooks, criticises Mughal-focused syllabus

Story by TOI Entertainment Desk • 5d • [3 min read](#)



L NCERT Row: R Madhavan questions Chola empire's absence in textbooks, criticises Mughal-focused syllabus

Actor R Madhavan has raised strong concerns over how Indian history is portrayed in school textbooks, pointing out that key parts of the country's past, especially the achievements of southern kingdoms, are often overlooked. He feels the current narrative gives disproportionate focus to certain dynasties while underplaying others like the Cholas and Pandyas. His comments come at a time when NCERT is facing criticism for its recent changes to school history books.



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In a chat with News18 Showsha, he questioned why certain parts of Indian history get more focus than others. "I might get into trouble for saying this, but I'll still say it," he began. "When I studied history in school, there were eight chapters on the Mughals, two on the Harappa and Mohenjo-daro civilisations, four on British rule and the freedom struggle, and just one chapter on the southern kingdoms — the Cholas, Pandyas, Pallavas, and Cheras."

A Glorious Empire, Barely Mentioned

Madhavan expressed disappointment over the lack of focus on the Chola Empire in school textbooks, despite its significant influence on history. He highlighted that while the Mughals and British ruled for around 800 years, the Chola Empire lasted 2,400 years and pioneered sea travel, with trade routes reaching Rome. He noted that their cultural and religious influence spread as far as Korea, yet this rich history is condensed into just one chapter.

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READ ALSO: [R Madhavan admits no one does romance like Shah Rukh Khan: 'But he needs a heroine of his age'](#)

Mughal Chapters Removed

Madhavan's remarks come at a time when the NCERT has decided to remove all references to the Mughal Empire and the Delhi Sultanate from Class 7 history textbooks. These topics have been replaced with lessons on sacred geography, the Maha Kumbh festival, and government schemes like Make in India and Beti Bachao, Beti Padhao. The decision has caused quite a stir, with people both supporting and criticising the move. Madhavan used this moment to highlight how history is often shaped by certain narratives—and how that affects how we see ourselves.

"Whose narrative is this? Who decided the syllabus? Tamil is the oldest language in the world, but nobody knows about it. The scientific knowledge hidden in our culture is being mocked right now," he said.



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'Kesari Chapter 2' and the Fight to Reclaim History

Madhavan also defended his film, 'Kesari Chapter 2: The Untold Story of Jallianwala Bagh', which has faced some criticism for creative choices. He explained that while some may accuse the makers of taking liberties, the film is trying to present a more complete version of history. "Don't blame us for bringing the truth about history. The easiest way to discredit us is by saying that we took liberties, Going back to what I said, I shouldn't be getting into trouble for this, because it's a fact," he argued.

Calling Out Whitewashed History

He also spoke strongly against the way the British version of Indian history often painted freedom fighters in a negative light, especially when it came to events like the Jallianwala Bagh massacre. "General Dyer and his granddaughter said we were a set of terrorists and looters who deserved to be shot. He stopped shooting because he ran out of bullets. How can you whitewash history to such an extent that you create a false narrative?" he said.



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Madhavan's 'Kesari Chapter 2'

R Madhavan was last seen in 'Kesari Chapter 2', he plays Neville McKinley in the film, a British lawyer who opposes Akshay Kumar's character, Sir C. Sankaran Nair, in a courtroom fight. The film tells the story of Nair's struggle to bring justice after the 1919 Jallianwala Bagh massacre. Madhavan's role is that of a strong antagonist, representing the British Crown in this historical legal drama.

https://youtu.be/W3NRbTCqzSA?si=_74Y-3YiGgOm8aE3

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Since independence, India has crafted four national education policies, in 1968, 1986, a revision in 1992, and the latest New Education Policy 2020 (NEP 2020). These policies have evolved with time from ensuring access and literacy, to focusing on equity and inclusion, to quality of education, decentralised planning and teacher training.

The first policy in 1968 emphasised basic literacy. In 1986, the spotlight shifted to quality education with such programs as Sarv Shiksha Abhiyan. It was not until 34 years later that NEP 2020 pointed out that there were 5 crore children in primary schools who lacked foundational literacy and numeracy (FLN) skills. It was an urgent call to action.

Within one year, in July 2021, the NIPUN Bharat Mission, with a deadline of 2026/27 was set up to help State and UT governments put the highest priority on education in FLN. Yet, as we near the final year of the mission, the picture is nowhere near as rosy as hoped.

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To shift focus from policy to practice, we may need to more effectively engage the private sector, especially those institutions involved in cutting-edge research on education, and look at recent evidence on what is working. Accelerating Learning for All is a disruptive way to educate children which starts with swift, effective teaching of FLN skills in an average of 45 days, then plugs into existing textbooks, to ensure newly acquired skills help children cover the textbook content more effectively, and time efficiently, leading to a quality education for all.

To ensure education is impactful and real, we need to be a little more circumspect of existing 'best' practices, even as results from them after years have not shown much traction. We need to open up to new ways of conducting education. We need to allow new practices and pedagogies to surface.

Many NGOs have been researching new and more impactful ways to educate. They need to be welcomed to showcase their results without overlapping mandates with other NGOs in the same geographies. A comparative analysis based on evidence needs to be conducted by DIETs and third parties to objectively evaluate the impact of the various approaches.

Policymakers need to support those practices that show results on the ground, then scale those ideas that show promise, then fully integrate them within systems for permanent change, to reap their benefits into the future, rather than keep filling gaps created by an inadequate education.

The author is the CEO of Dignity Education Vision International (DEVI Sansthan).

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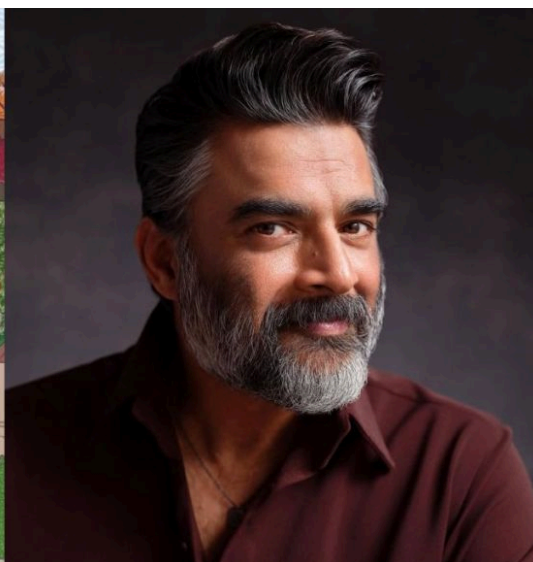
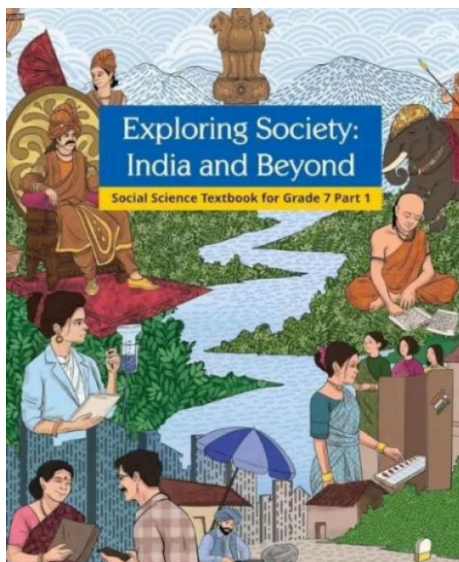
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NCERT textbook revision: R Madhavan comments 'I might get into trouble for saying this but...'

"The British and the Mughals ruled us for close to 800 years, but the Chola Empire is 2,400 years old," said Madhavan commenting on the lack of representation of Dravidian history and the recent revisions in the NCERT textbooks.

Written by [FE Online](#)

May 2, 2025 13:00 IST



Kesari 2 star R Madhavan reacted on the recent NCERT syllabus change and deletion of chapters from Class 7 textbooks.

Popular actor R Madhavan who plays the role of the antagonist [Akshay Kumar's Kesari Chapter 2](#), in an interview with News 18 recently commented on the NCERT textbook revisions. After the section of Mughal Empire was deleted from Class 7 textbook, the actor questioned, "I might get into trouble for saying this, but I'll still say it. When I studied history in school, there were eight chapters on the Mughals,

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two on the Harappa and Mohenjo-daro civilisations, four on British rule and the freedom struggle, and just one chapter on the southern kingdoms — the Cholas, Pandyas, Pallavas, and Cheras”.

The National Council of Educational Research and Training (NCERT) has [removed key sections on the Delhi Sultanate](#), Mughal Empire, caste system, and social movements from the Class 7 history textbook. New additions highlight government schemes like [Make in India](#) and Beti Bachao, and cultural topics like Char Dham pilgrimages.

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NCERT drops all portions on Mughals, Delhi Sultanate from Class 7 books, adds Maha Kumbh – Here's how internet reacted

“The British and the Mughals ruled us for close to 800 years, but the Chola Empire is 2,400 years old,” Madhavan claimed. He further added, “They were pioneers of sea travel and naval power. They had spice routes that extended to Rome. Where's that part of our history? Where's the mention of us building temples all the way to Angkor Wat with our mighty naval forces? Jainism, Buddhism, and Hinduism spread to China. People in Korea speak half Tamil because that's how far our language reached. And we encapsulated all of this in just one chapter.”

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He further questioned who decided the syllabus for the students and the second-hand narrative set for them. Furthermore, he expressed how the British Government created a “false narrative” of the Jallianwala Bagh massacre, putting the onus of fault on the Indians who died. To this he cleverly added that he shouldn't be getting into trouble for stating the facts.

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Kesari Chapter 2: The Untold Story of the Jallianwala Bagh is a film which marks the 106th anniversary of the horrific event in Indian history. As per Madhavan the film “sets the narrative right” and how they are not mere “creative liberties” taken by the team. Based on C. Sankaran's biography, the lawyer who took the British to court, General Dyer was truly accountable for the massacre.

Currently, the NCERT textbooks carry the content on Mughals and Delhi Sultanate. However, they are to integrate a new chapter called “How the Land became Sacred” which will emphasise on jyotirlingas, Char Dham yatra, Shakti pithas and sacred geographies. These changes align with the New Education Policy (NEP) and the National Curriculum Framework (NCFSE) 2023. It has been clarified that more revisions and changes are expected.

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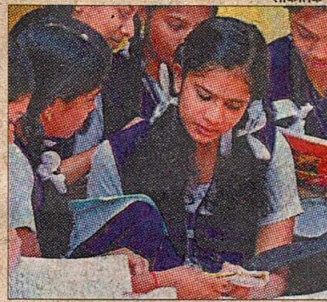
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नई दिल्ली। दिल्ली के सरकारी, सरकारी सहायता प्राप्त स्कूल और निजी स्कूलों में छात्रों की सुरक्षा व्यवस्था चाक-चौबंद करने को लेकर शिक्षा निदेशालय की स्कूल शाखा ने दिशा-निर्देश जारी किए हैं। इस संबंध में निदेशालय ने सर्कुलर जारी किया है।

जीरो टॉलरेंस नीति का करना होगा पालन

इसमें स्कूल परिसर से सभी ब्लैक स्पॉट खत्म करने होंगे। अनाधिकृत व्यक्तियों के प्रवेश वर्जित रहेगा। अनुबंध पर कार्यरत कर्मचारियों, सुरक्षा कर्मियों और चतुर्थ श्रेणी के कर्मियों का पुलिस सत्यापन अनिवार्य किया गया है।

कर्मियों का पुलिस सत्यापन अनिवार्य : निदेशालय के अनुसार आगंतुकों को केवल एक निश्चित अवधि के लिए ही अनुमति मिलेगी और उसकी कड़ी निगरानी होगी। इसके लिए रजिस्टर में ब्योरा दर्ज करना होगा। आगंतुक के पहचान पत्र/प्रमाण की तस्वीर सुनिश्चित करनी और रिकॉर्ड रखना होगा। तैनाती से पहले सभी संविदा कर्मचारियों, सुरक्षा गार्डों तथा चतुर्थ श्रेणी कर्मचारियों का पुलिस सत्यापन अनिवार्य है। पंजीकृत कर्मचारी के स्थान पर किसी भी प्रॉक्सी कर्मचारी को काम करने की अनुमति नहीं दी जाएगी।



सांकेतिक

स्कूल का गलियारा अवरोध मुक्त हो

प्राइमरी सेक्शन के छात्रों के शौचालय जाते समय उनकी सुरक्षा सुनिश्चित करनी होगी। एक सहायक उनके साथ रहेगा। स्कूल परिसर में टूटी रेलिंग, क्षतिग्रस्त दीवारें, टूटी खिड़कियां जैसी स्थिति नहीं होनी चाहिए, जिससे अनाधिकृत व्यक्ति को परिसर में प्रवेश मिल सके। स्कूल के सभी गलियारों, सीढ़ियों और सामान्य क्षेत्र अवरोध मुक्त होने चाहिए। शाम की पाली में संचालित होने वाले स्कूलों में रोशनी की उचित व्यवस्था सुनिश्चित करनी होगी।

■ छात्रों की शिकायतों को लेंगे गंभीरता से : छात्रों की असुविधा और हमले संबंधी शिकायतों को स्कूल प्रशासन गंभीरता से लेंगे। शिकायतों के निपटान के लिए शिक्षकों को संवेदनशील बनाएंगे। स्कूल खत्म होने के बाद किसी भी अनाधिकृत व्यक्ति को परिसर में प्रवेश नहीं देंगे।

सभी उम्र के छात्रों को अच्छे स्पर्श और बुरे स्पर्श की अवधारणाओं को समझाने के लिए संवेदनशील बनाएंगे। छात्रों को किसी भी असहज अनुभव की रिपोर्ट करने के लिए एक उचित वातावरण उपलब्ध कराएंगे। ईवीजीसी या प्रशिक्षित पेशेवर इंटरैक्टिव सत्र आयोजित करेंगे। छात्रों की सुरक्षा के संबंध में जीरो टॉलरेंस नीति को लागू करना होगा। स्कूल प्रमुख किसी भी चूक या स्थापित सुरक्षा प्रोटोकॉल के गैर-अनुपालन के लिए पूरी तरह से जिम्मेदार होंगे। सभी स्कूलों के प्रमुखों को नियमित सुरक्षा ऑडिट करना होगा। किसी भी चूक के लिए उचित अनुशासनात्मक कार्रवाई की जा सकती है।

अच्छे और बुरे स्पर्श की अवधारणा छात्रों को समझाएं

ब्लाइंड स्पॉट की सुरक्षाकर्मियों करेंगे निगरानी : छात्रों के स्कूलों में प्रशासन पुरुष कर्मचारियों, सुरक्षा गार्डों आदि की आवाजाही पर कड़ी निगरानी रखेगा। स्कूल में सीसीटीवी कैमरे हर समय सक्रिय होने चाहिए।

सभी प्रवेश और निकासी द्वार पर कैमरे सुनिश्चित करने होंगे। किसी भी ब्लाइंड स्पॉट के मामले में उसकी निगरानी सुरक्षाकर्मियों द्वारा की जाएगी। छात्र शिक्षक की अनुमति से ही कक्षा से बाहर जा सकेंगे।

The Indian Express, 3 May, 2025, Page no - 05

DoE directs all heads of schools to motivate students to participate in SHRESHTA

EXPRESS NEWS SERVICE
NEW DELHI, MAY 2

THE DIRECTORATE of Education (DoE) has instructed schools in the Capital to promote SHRESHTA (Scheme for Residential Education for Students in High Schools in Targeted Areas) among eligible Scheduled Caste (SC) students.

The direction, issued on Thursday, comes ahead of the May 5 deadline for students to file applications with the National

Testing Agency (NTA), seeking to appear for the scheme's national-level entrance examination on June 1.

The scheme, launched by the Ministry of Social Justice & Empowerment in the academic year 2022-23, is aimed at providing access to high-quality education in private residential schools to promising SC students who come from disadvantaged backgrounds.

Only SC students with parental income up to Rs 2.5 lakh are eligible under the scheme.

A circular issued by Samagra Shiksha-Delhi on Thursday stated, "...all heads of school are requested to disseminate the information to all concerned students and motivate them to participate in National Entrance Test for SHRESHTA (NETS)."

To maximise outreach in Delhi, the DoE directed all heads of schools under its purview to "disseminate the information to all concerned students and motivate them to participate" in the entrance test. Schools have also been asked to use social media

and other communication platforms to raise awareness, the circular stated.

"Every year, 3,000 fresh students are selected under the scheme through a National Entrance Test for SHRESHTA (NETS) conducted by the National Testing Agency. The last date to apply for NETS is May 5 on the website of NTA," it added.

The NETS (National Entrance Test for Shrestha) is open to SC students seeking admission in classes 9 or 11 in the upcoming academic year.

News

"Whose narrative is this?": Madhavan criticises "mocked" Indian heritage as NCERT curriculum changes spark outrage

Actor laments overlooked southern history as education body faces backlash for dropping Mughal and Delhi Sultanate chapters from textbooks



The actor has voiced strong concerns about the way Indian history is taught in schools. (Image: EdexLive Desk)

EdexLive Desk

Published on: 03 May 2025, 1:23 pm



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Actor R Madhavan has voiced strong concerns about the way Indian history is taught in schools, particularly as the National Council of Educational Research and Training (NCERT) faces criticism for removing chapters on the Delhi Sultanate and Mughal empire from Class 7 history textbooks, as per a recent development reported by *NDTV Movies*.

The actor, who stars alongside Akshay Kumar in Karan Singh Tyagi's *Kesari Chapter 2*, highlighted the imbalance in historical education, noting that during his school years, "there were eight chapters on the Mughals, two on the Harappa and Mohenjodaro civilisations, four on British rule and the freedom struggle and just one chapter on the southern kingdoms — the Cholas, Pandyas, Pallavas, and Cheras."

Madhavan emphasised that the 2,400-year-old Chola Empire, which established extensive sea routes reaching Rome and built temples as far as Angkor Wat, received minimal attention compared to the Mughals and British, who ruled for a combined 800 years. He questioned the current educational narrative, particularly lamenting how Tamil, which he described as "the oldest language in the world," lacks proper recognition.

"Whose narrative is this? Who decided the syllabus? Tamil is the oldest language in the world, but nobody knows about it. The scientific knowledge hidden in our culture is being mocked right now," the actor stated.

The controversy comes amid NCERT's recent curriculum revisions that have not only removed sections on the Delhi Sultanate and Mughals but also eliminated references to social movements and the caste system. In their place, new content



Madhavan also criticised colonial perspectives in education, particularly regarding the Jallianwala Bagh massacre, which coincidentally forms the historical backdrop for his current film *Kesari Chapter 2*, a fictionalised account based on the book *The Case That Shook the Empire*.



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‘Our culture is being mocked’: Amid NCERT row, R Madhavan says history books focused more on Mughals than South

R Madhavan in an interview called Tamil the ‘oldest language’ in the world. Slamming history textbooks taught at Indian schools, he questioned why only ‘one chapter on the southern kingdoms.’

Sneha Biswas

Updated 2 May 2025, 04:59 PM IST

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Bollywood actor R Madhavan talks about history books. (PTI Photo)(PTI)

Amid the NCERT row, [Bollywood](#) actor [R Madhavan](#) recalled how history books had more chapters on Mughals than Southern kingdoms. Calling Tamil the ‘oldest language in the world’, the actor said students don’t read enough about Jainism, Buddhism, and Hinduism’s “spread to China”.

The National Council of Educational Research and Training (NCERT) is an autonomous organisation established by the government to improve the quality of school education in India. The council has courted controversy over its reported decision to remove sections on Mughals and Delhi Sultanate from Class XII books.

R Madhavan slams history books for eight chapters on Mughals

In an interview, the [Kesari Chapter 2](#) actor questioned those who are responsible for those academic decisions.

He told News18, "I might get into trouble for saying this, but I'll still say it. When I studied history in school, there were eight chapters on the Mughals, two on the Harappa and Mohenjo-daro civilisations, four on British rule and the freedom struggle, and just one chapter on the southern kingdoms - the Cholas, Pandyas, Pallavas, and Cheras."

"The British and the Mughals ruled us for close to 800 years, but the Chola Empire is 2,400 years old. They were pioneers of sea travel and naval power. They had spice routes that extended to Rome. Where's that part of our history? Where's the mention of us building temples all the way to Angkor Wat with our mighty naval forces? Jainism, Buddhism, and Hinduism spread to China. People in Korea speak half Tamil because that's how far our language has reached. And we encapsulated all of this in just one chapter."

He added, "Whose narrative is this? Who decided the syllabus? Tamil is the oldest language in the world, but nobody knows about it. The scientific knowledge hidden in our culture is being mocked right now."

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NCERT row explained

His remarks arrived amid the ongoing NCERT row regarding the historical representation in textbooks.

The NCERT's decision to drop sections on Mughals and the Delhi Sultanate from Class XII books is said to align with the National Education Policy (NEP) and the 2023 National Curriculum Framework for School Education (NCFSE), which focuses on integrating Indian traditions, cultural narratives, and philosophies into the country's evolving education system.

The development evoked mixed reactions from people across India.

Meanwhile, R Madhavan recently starred in [Akshay Kumar's](#) Kesari Chapter 2. The film also starred Ananya Panday.

It was released on April 18. In the film, R Madhavan plays the role of Adv. Neville McKinley.

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Kerala

Kerala asks Centre for more time to implement the PM SHRI under NEP


Kerala's objection to "saffronise" and 'communalise" the education system through NCERT textbooks was also taken up at the NCERT Council meet on Friday.



Kerala Education and Labour Minister P Sivankutty Photo | Vincent Pulickal

Express News Service

Updated on: 03 May 2025, 12:57 am · 2 min read

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NEW DELHI: Kerala Education and Labour Minister P Sivankutty on Friday urged the Centre to release funds to the tune of Rs 1,500 crore due to the State under numerous national educational programmes. He also sought more time from the Centre to implement the PM SHRI (Pradhan Mantri Schools for Rising India), a central scheme under the National Education Policy, 2020.



have a critical opinion about the NEP. We have sought more time from the Centre.”

The Minister said, “If we sign the PM SHRI scheme in the morning, the Centre assured us that we will get the money by evening. We cannot let go of Rs 1,500 crore,” he said.

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Many of the guidelines under NEP have already been implemented by Kerala, Sivankutty said. “Withholding of funds just because we object to the display of ‘PM SHRI school’ boards in front of the institutions receiving the funds is a violation of the 2009 Right to Education Act,” he elaborated. “We will explore all avenues to get the money released, including taking the legal route, he added.

Elaborating on the challenges faced by Kerala due to the withholding of funds, the Minister said, “A total of 7,000 teachers have to be paid, free uniform and school text books need to be provided, grants for library, sports, schemes relating to the girl child and differently abled students need to be released – all these will be strained if the Centre does not release the money.” It was a cordial meeting but nothing substantial happened, he added.

Kerala’s objection to “saffronise” and ‘communalise’ the education system through NCERT textbooks was also taken up at the NCERT Council meet on Friday.

Pradhan expresses the Centre’s commitment to NEP

The Centre is committed towards redefining education as envisioned in the National Education Policy (NEP) 2020 as well as fulfilling the educational priorities of Kerala, Pradhan said.

Releasing a statement after meeting Sivankutty, Pradhan said, “We held fruitful discussions on strengthening the school education landscape, fostering a more engaging learning environment and equipping the children of Kerala with knowledge and skills to thrive in the 21st century.”

The NEP aims to transform the Indian education system by modernising it and it replaces the previous policy of 1986. The Southern States, particularly Tamil Nadu, have strongly opposed the three-language policy proposed by NEP 2020. Tamil Nadu has vehemently opposed it and billed it a ‘Hindutva policy’ by stating that it prioritises Hindi and Sanskrit over regional languages while Kerala’s response to it has been measured.



‘दिल्ली में अब कोई अभिभावक फीस बढ़ोतरी का शिकार नहीं होगा’

■ सहारा न्यूज ब्यूरो
नई दिल्ली।

मुख्यमंत्री रेखा गुप्ता ने अभिभावकों को आश्वस्त किया कि अब कोई भी छात्र निजी स्कूलों की फीस बढ़ोतरी का शिकार नहीं होगा। सरकार का नया कानून दिल्ली स्कूल एजुकेशन ट्रान्सपेरेंसी इन फिक्सेशन एंड रेगुलेशन ऑफ फीस-2025 निजी स्कूलों पर लागू लागू होगा। मुख्यमंत्री रेखा गुप्ता ने शनिवार को सचिवालय पहुंचे अभिभावकों

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■ फीस बढ़ोतरी से पीड़ित डीपीएस द्वारका के अभिभावकों ने मसौदे को सराहा

के साथ संवाद करते हुए आश्वासन दिया। उनका कहना था कि दिल्ली के सभी 1677 निजी स्कूल इस दायरे में आएंगे और उन्हें इसका पालन करना होगा। संवाद के दौरान उन्होंने शिक्षा मंत्री आशीष सूद के प्रयासों की सराहना की। अभिभावकों ने मुख्यमंत्री और शिक्षा मंत्री

का स्वागत करते हुए कहा कि पहली बार किसी सरकार ने इस तरह की इच्छाशक्ति दिखाई है। कार्यक्रम में शिक्षा मंत्री समेत विभागीय अधिकारी मौजूद थे।

मुख्यमंत्री ने कहा कि जल्द ही विधानसभा का विशेष सत्र बुलाकर फीस बढ़ोतरी पर अंकुश लगाने के इस मसौदे को विधानसभा में पास कराकर कानून का रूप दिया जाएगा। उन्होंने कहा कि यह कानून निजी स्कूलों पर लागू लगाने में काफी प्रभावी साबित होगा। इसके बाद भी जो स्कूल मनमानी करेंगे उन्हें 10 लाख रुपए तक का जुर्माना भुगताना पड़ेगा। शिक्षा विभाग को स्कूलों का पंजीकरण भी रद्द करने का अधिकार होगा। सरकार बच्चों और अभिभावकों का मानसिक शोषण और शिक्षा को लूट का साधन नहीं बनने देगी। सरकार ऐतिहासिक बिल लेकर आई है। अभिभावकों से संवाद करते हुए मुख्यमंत्री ने कहा कि बीते 27 सालों से दिल्ली के अभिभावकों के साथ निजी स्कूल मनमानी फीस बढ़ाकर अन्याय कर रहे थे। पूर्व सरकारों के ऐसा कोई स्पष्ट कानून नहीं बनाया था, जिससे मनमानी फीस पर लगाम लगाई जा सके। अभिभावकों की आवाज हमारी सरकार तक पहुंची और हमने इस बात को गंभीरता से लिया। दिल्ली में भाजपा की



सरकार बने अभी करीब दो महीने हुए हैं। शिक्षा मंत्री के नेतृत्व में एक मजबूत और न्यायसंगत अधिनियम का मसौदा तैयार कर लिया गया है।

रेखा गुप्ता ने कहा कि अभिभावकों की बगैर सलाह से स्कूल फीस नहीं बढ़ा सकेंगे। फीस बढ़ाने का निर्णय लेने में सभी स्टाफ होल्डर्स की भूमिका अनिवार्य होगी। सरकार के कई राज्यों के शिक्षा मॉडल का अध्ययन कर एक बेहतर मॉडल देने का प्रयास किया गया है। मुख्यमंत्री ने कहा कि सीएमश्री योजना के तहत हमारी सरकार 65 नए स्कूल बनाने जा रही है, जो निजी क्षेत्र के स्कूलों के मुकाबले काफी बेहतर होंगे। उनका दावा है कि इन स्कूलों में हर अभिभावक अपने बच्चे को निजी स्कूल से हटाकर

पढ़ाना चाहेंगे। सरकार स्कूलों को इस रूप में विकसित करेगी कि अभिभावक गर्व से अपने बच्चों को सरकारी स्कूलों में पढ़ने भेजेंगे। शिक्षा मंत्री आशीष सूद ने कहा कि हमारी सरकार थोड़े समय में तैयारी करके यह बिल लेकर आई है। प्रधानमंत्री नरेंद्र मोदी के मार्ग दर्शन, मुख्यमंत्री रेखा गुप्ता के नेतृत्व में जो मजबूत राजनीतिक इच्छाशक्ति दिखाई है। पिछली सरकारों ने फीस नियंत्रण की दिशा में कोई ठोस पहल नहीं की। पूर्व सरकारों के कार्यकाल में हर वर्ष फीस बढ़ाई जाती रही। उन्होंने आरोप लगाया कि पिछली सरकारों की इसमें मिली भगत रही है। उन्होंने कहा कि डीपीएस द्वारका में पढ़ने वाले छात्रों के अभिभावकों ने बताया कि लोग 2020 से संघर्ष कर रहे हैं। अभिभावकों को कोर्ट का दरवाजा खटखटाना पड़ा लेकिन न्याय नहीं मिला।

डीपीएस द्वारका के अभिभावकों ने सुनाई आपबीती : संवाद कार्यक्रम में पहुंचे द्वारका डीपीएस के अभिभावकों ने आपबीती सुनाते हुए कहा कि उन्होंने पूर्व सरकारों में 20 से 25 बार ज्ञापन दिया लेकिन उनकी नहीं सुनी गई। हम बार-बार सरकार से गुजारिश करते रहे लेकिन किसी ने हमारी बात नहीं सुनी। भाजपा सरकार की सराहना कर कहा कि नई सरकार में शिक्षा मंत्री आशीष सूद ने हमारी समस्या सुनी और बैठक बुलाकर 15 दिन का समय मांगा था। नई सरकार का यह कदम पारदर्शिता की ओर बढ़ाया गया शानदार पहल है।



Rekha Gupta and Ashish Sood speak to parents. ANI

PVT SCHOOL FEE HIKE

Parents meet CM, seek further discussion

EXPRESS NEWS SERVICE
NEW DELHI, MAY 3

PARENTS FROM across Delhi gathered at the Secretariat on Saturday to meet Chief Minister Rekha Gupta and Education Minister Ashish Sood over the proposed Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, 2025. The legislation, which seeks to introduce transparency in private school fee hikes, received praise from many in attendance, along with calls for further consultation.

Describing the legislation as a "decisive and historic step," Gupta said, "For 27 years, private schools had been arbitrarily increasing fees... Previous governments had no concrete legal mechanism to control such practices."

She told the parents that if any school harasses them over fees, they are welcome to report the matter directly to her office or the education minister.

Gupta acknowledged that implementing the Bill would take time. "There will be a backlog, but there is no doubt that in the coming years, Delhi government schools will be good... this government promises that you (parents) will not have to constantly worry about your children's education."

Sood said that the problem of fee hikes had persisted due to a lack of adequate schooling alternatives. "This problem has been a supply and demand issue... The previous government neglected government schools," he said.

While many parents welcomed the move as a long-awaited reform, others, including parents from schools like DPS Dwarka and Birla Vidya Niketan in Pushpa Vihar, urged the government to involve parent bodies more actively before the Bill is tabled in the Assembly.

In MP, schools to give lessons on happiness 'as holistic experience'

ANAND MOHAN J
BHOPAL, MAY 3

WHAT DOES true happiness entail? Students in Madhya Pradesh are all set to find out, as the state government gears up to introduce the 'Happiness Curriculum' for Classes 9-12 in the upcoming academic session.

The state's Rajya Anand Sansthan (Happiness Department) chief Satya Prakash Arya told *The Indian Express*: "This initiative aims to foster emotional well-being, ethical thinking, and holistic living among students. We ran this project on a pilot basis the last two years in 450 schools and now plan on implementing it around 9,000 schools".

The curriculum, accessed by *The Indian Express*, draws heavily on a framework that emphasises understanding happiness beyond material success, developing self-awareness, and cultivating harmony in relationships with oneself, family, society, and nature through activity-based learning.

The Happiness Curriculum for Class 9 comprises 11 chapters and begins with an exploration of happiness as a holistic experience, using storytelling, group discussions, and reflection to teach students that happiness transcends material aspects and requires ethical thinking for holistic living.

The curriculum also focuses on self-awareness, encouraging students to observe their thoughts, feelings, and actions through introspection and group

activities to achieve clarity and alignment in their behaviour.

For Class 10, the curriculum includes 11 chapters, of which some of the notable inclusions are on self-awareness to deepen understanding, guiding students to observe their thoughts, desires, feelings, and actions through introspection. It also addresses the misconception of viewing humans as merely physical, teaching that true harmony requires fulfilling both the self's and body's needs appropriately.

The Class 11 curriculum, including 11 core chapters, introduces harmony in family relationships, focusing on values like love, care, and gratitude. It also contains chapters that "deepens the understanding of happiness and prosperity", critiquing misconceptions (e.g., happiness from material facilities or others' approval).

The Class 12 curriculum contains 16 chapters that introduces nature as a collection of conscious and material units, categorised into four orders (material, plant, animal, human), with the first three being complementary to humans. The chapters explore "existence as coexistence, teaching that all units are immersed in space, inherently harmonious, and interconnected".

The curriculum will be mandatory for all streams in Classes 9 to 12, with no formal examinations, focusing on process-oriented learning through activities like mindfulness exercises, reflective storytelling, and group discussions.

Edu Dept seeks data on teachers, students in govt middle schools

Disciplinary action to be taken against officials in case of error

NITISH SHARMA
TRIBUNE NEWS SERVICE

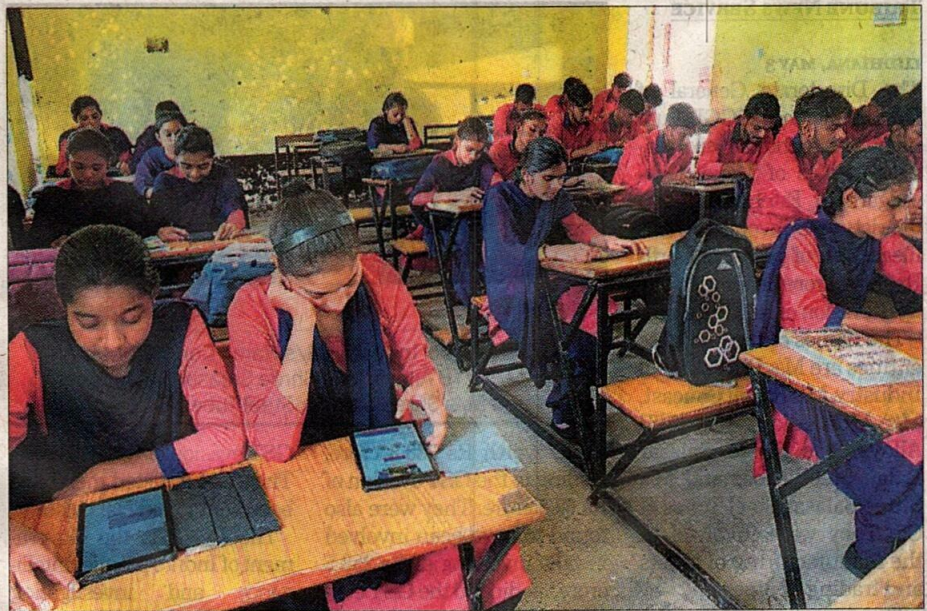
AMBALA, MAY 3

The Education Department has directed the District Elementary Education Officers (DEEOs) to obtain information regarding the teaching staff and student strength in Government Middle Schools of Haryana.

As per information, the Director-General (DG) of the Elementary Education Department, in a letter, has directed the DEEOs to provide the details by May 6. The department has sought class-wise enrolment in classes VI to VIII, as on March 18, and the working staff position in the schools, as on May 2.

The DEEOs have been asked to send the actual position of TGTs, classical and vernacular, and elementary school headmasters (guest, regular and engaged through Haryana Kaushal Rozgar Nigam Limited).

The DG has further directed the DEEOs not to take data from the Management Information System (MIS) portal of the department, and only send the actual data from schools. In



The District Elementary Education Officers have been told not to take data from the Management Information System portal, and only send the actual data from schools. TRIBUNE FILE PHOTO

case of any error in data, disciplinary action will be taken against officials.

An official in the Education Department said a general transfer drive was expected soon, and before that, the department was obtaining information regarding the actual staff and student strength in the middle schools. Though the data was available on the

portal, sometimes due to offline admissions in some government schools, there can be a difference in data.

The department wanted to ensure adequate teacher deployment. It would also help with the rationalisation and transfer of teachers.

The DEEO, Ambala, Sudhir Kalra, said: "A letter has been received and instruc-

tions have been issued to all middle schools through the Block Education Officers to send their data at the earliest, so that it can be forwarded by May 6. A transfer drive is expected to be conducted in June. The department keeps collating data from the field, so that the teachers can be ensured in the schools as per the enrolment of students."

دہلی یونیورسٹی: سائنس و ٹیکنالوجی کے نصاب میں تبدیلی

دہلی یونیورسٹی نے سائنس و ٹیکنالوجی کے نصاب میں تبدیلی کرنے کا فیصلہ کیا ہے۔ بتایا جا رہا ہے کہ سائنس و ٹیکنالوجی کے نصاب میں اب مسئلہ کشمیر کے ساتھ ساتھ اسرائیل و فلسطین کے درمیان جاری جنگ اور ڈیٹنگ ایپس سے متعلق خودکشی کے معاملوں پر مبنی مواد مہینہ طور پر شامل نہیں ہوگا۔

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‘नीट में फिजिक्स ने पसीने छुड़ाए, बायोलॉजी में भी हाई रहा स्टैंडर्ड’

कैंडिडेट्स ने कहा- आसान नहीं था मेडिकल का यह एंट्रेंस एग्जाम

Bhupender.Sharma
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■ नई दिल्ली : NEET-UG का पेपर इस बार आसान नहीं था। कई कैंडिडेट ने कहा कि बायोलॉजी में सिलेबस से बाहर के सवाल आए। फिजिक्स ने भी पसीने छुड़ाए। जानकारों का कहना है कि सेक्शन तो ज्यादातर NCERT सिलेबस के तहत ही था, लेकिन इसमें पूछे गए सवालों का जवाब उन छात्रों ने अच्छे तरह से दिया है, जो रटने के बजाय समझने पर यकीन रखते हैं। केमिस्ट्री को भी चुनौती माना गया।

छात्रों और विशेषज्ञों के अनुसार, प्रश्नों का स्तर AIIMS जैसी परीक्षाओं के समान था, कई चरणों वाले सवाल, जटिल गणनाएं और रीजनिंग से भरे हुए थे। कई छात्रों ने बताया कि फिजिक्स, खासकर मॉडर्न फिजिक्स, इलेक्ट्रोडायनामिक्स और थर्मोडायनामिक्स जैसे टॉपिक में कठिनाई के कारण टाइम मैनेजमेंट बड़ी चुनौती बन गया। मोशन एजुकेशन के CEO नितिन विजय ने कहा कि NEET 2025 में स्पष्ट रूप से नई सोच देखी गई है। अब केवल किताब की पंक्तियां रट लेने से काम नहीं चलेगा। परीक्षा इस बार परिपक्वता, स्पष्ट सोच और डॉक्टर की तरह सोचने की क्षमता पर केंद्रित थी। ऐसा प्रतीत होता है कि यह बदलाव वैश्विक स्तर पर Competency-based medical education के अनुरूप चयन स्तर को बेहतर बनाने का प्रयास है।



NTA ने कड़ी सुरक्षा के बीच NEET UG की परीक्षा कराई।

91.5% छात्रों ने इस बार एग्जाम दिया

59,560 कैंडिडेट्स दिल्ली से थे इस बार

14 जून के आसपास आ सकता है रिजल्ट

4,566 कैंडिडेट्स विदेश से शामिल हुए

इस तरह घटी नीट देने वालों की संख्या

साल	रजिस्ट्रेशन	एग्जाम दिया	पसंटेज
2021	16.14 लाख	15.44 लाख	95.6
2022	18.72 लाख	17.74 लाख	94.26
2023	20.87 लाख	20.38 लाख	97.65
2024	24.06 लाख	23.33 लाख	96.97
2025	22.76 लाख	20.80 लाख	91.38

नॉर्थ ईस्ट से कम कैंडिडेट्स

■ नगालैंड **3909** ■ मेघालय **3846** ■ मिजोरम **2431** ■ सिक्किम **1181** ■ मणिपुर **10198** ■ भारत के बाहर से **4566**

यूपी से सबसे ज्यादा कैंडिडेट

यूपी	338529
महाराष्ट्र	248746
राजस्थान	203606
कर्नाटक	149121
बिहार	144854
तमिलनाडु	139526
केरल	126233
मध्यप्रदेश	119864
पश्चिम बंगाल	109271
गुजरात	82461
तेलंगाना	72507
हरियाणा	60687
ओडिशा	60485
दिल्ली	59560
आंध्र प्रदेश	59024
जम्मू-कश्मीर	51517

कोटा में छात्रा ने फंदा लगा दी जान

■ पीटीआई, कोटा: NEET की तैयारी कर रही एक नाबालिग छात्रा ने कोटा में शनिवार को फांसी लगाकर आत्महत्या कर ली। वह रविवार को होने वाली NEET-UG परीक्षा में शामिल होने वाली थी। पुलिस के अनुसार, छात्रा मध्य प्रदेश के श्योपुर की रहने वाली थी। इंस्पेक्टर अरविंद भारद्वाज ने बताया कि लड़की ने अपने कमरे में लोहे की ग्रिल से दुपट्टे का फंदा लगाकर जान दे दी। घटना के वक्त उसके परिवार के लोग घर में ही मौजूद थे। पुलिस को मौके से कोई सुसाइड नोट नहीं मिला है। इस साल कोटा में छात्रों की आत्महत्या का यह 14वां मामला है। पिछले साल 17 छात्रों ने आत्महत्या की थी।

K.P. Soman
Jijeesh T.K.

The growing use of Artificial Intelligence (AI) in education is revolutionising evaluation methods and learning environments. In assessing student work, AI-based grading systems offer objectivity, consistency, and efficiency. From automated essay scoring systems to standardised exams, these technologies assert to be fair and objective assessments. However, the precision of algorithms raises some significant concerns and questions: can AI really evaluate critical thinking and creativity? More importantly, are these systems naturally biased? Do they subtly distort assessments? Is human teacher assessment really free from prejudices? Can human evaluators give equally innovative responses the same marks? Many reports from several Indian institutions have exposed incidents of biased assessments by human evaluators.

Marking subjective work

Whether the assessment is objective or descriptive, AI performs well to evaluate Engineering and scientific disciplines, particularly when given reference notes for LLMs and probable solution strategies. It can effectively review thousands of student writings, therefore relieving teachers of some of their work and guaranteeing

consistent marking. But when assessing subjective work such as essays, literary analysis, or philosophical arguments, AI assessment is not so appropriate since subjectivity allows for several points of view and interpretations. The subjectivity of a student's answer cannot be constrained by strict criteria or limits.

Critical thinking and creativity do not live by strict rules. For AI, the capacity of a student to offer original viewpoints, participate in sophisticated debate, or use metaphorical and symbolic language is

tough to gauge. AI sometimes struggles to understand abstract concepts, humour, irony, and creativity even while it can evaluate structural aspects, coherence, and lexical richness.

Within a limited period, AI can effectively evaluate objective-based criteria for several students. Unlike an objective-type question, a philosophical inquiry such as what is beauty lacks a single, clear response. Rather, it encourages several points of view, all of which could be reasonable. In the same vein, take Alfred Tennyson's poem,

421/358

Ulysses, can offer different insights over several readings. Here, AI-assisted evaluation struggles to precisely evaluate the depth, nuance, and originality of subjective answers.

Challenges

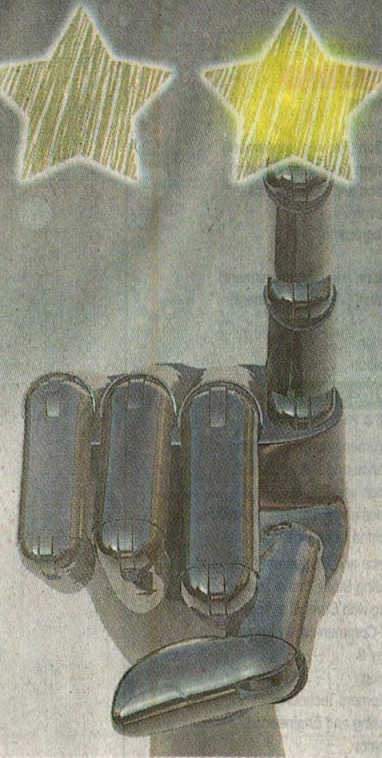
Usually assembled from previously graded papers, AI systems learn from large datasets, which sometimes include prejudices carried on from human assessors. Studies have revealed that graduates of AI could appreciate verbose writing, criticise non-native English speakers, or

undervalue unorthodox ideas that deviate from the prevalent trends in the training data.

Sometimes, contextual understanding presents challenges for AI. In literary or philosophical articles, where arguments depend on historical or cultural background, AI's incapacity to deduce some deeper meanings may lead to erroneous assessments. An AI model taught on Western literature, for instance, might not correctly evaluate a work anchored in Eastern philosophy or indigenous storytelling traditions. However, Retrie-

Fair and objective?

Analysing the impact of using Artificial Intelligence in assessing student work in higher education



GETTY IMAGES/STOCKPHOTO

val-Augmented Generation (RAG) AI technology can help eliminate false information and increase accuracy.

One basic question arises: Should AI completely replace human teacher evaluation? Although it can help simplify tests, it is difficult to completely remove human judgement. Teachers contribute a necessary qualitative viewpoint that AI, in some circumstances, lacks. They value uniqueness in ways that robots cannot, know the complexity of arguments, and grasp the change of perspective of a student.

But, as everyone sees things differently, human assessment could potentially have aspects of prejudice. By contrast, AI-based assessment guarantees openness by following well defined, predefined standards. As the evaluation process is kept under track, any student can access their marks and the distribution of scores depending on several criteria at any moment. Human evaluation may not always allow this degree of uniformity and accessibility.

Every system of evaluation has benefits and drawbacks of its own. As many analysts advise, the best way to guarantee accuracy and fairness would be a hybrid strategy combining AI evaluation with human supervision and ongoing monitoring.

K.P. Soman is Dean and Jijeesh T.K. is Faculty Associate (English), School of Artificial Intelligence, Amrita University, Coimbatore

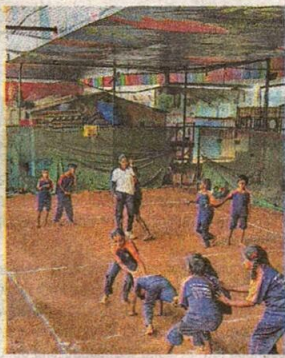
New NCERT textbooks for Class 7 to introduce students to traditional games, cultural activities

Maitri Porecha
NEW DELHI

Students of Class 7 will now learn about traditional games and activities rooted in Indian culture through the new textbooks introduced by the National Council of Educational Research and Training (NCERT).

In line with the National Education Policy (NEP), 2020, indigenous games from various States have been incorporated in the physical education and well-being textbook titled *Khel Yatra*.

The first chapter, "Foundational basis of physical education and well-being", includes three traditional games from Maharashtra and southern India. One of them is *Ghorpadiche Shepoot*, or "Lizard's Tail". The game is played between two teams, each with a line of players holding



The new textbook has chapters dedicated to kabaddi, yoga, badminton and football. AP

the person in front of them by the waist. One team's head (the person leading the team) tries to tag the other team's tail (person at the back) without getting caught.

The textbook includes a reference to Maratha warrior Tanaji Malusare. Legend has it that Tanaji Malusare and his troops scaled the Sinhagad Fort at night by tying ropes to a

pet monitor lizard, which crawled up the walls of the fort.

The second game, also from Maharashtra, is called *Gidhada Gudkavan*, or "Hawk and Chickens". It replicates a chase between a hawk and chickens, a game popular in rural areas. According to the chapter, the game encourages agility, teamwork, and strategy. "It is fast-paced and passed down through generations as a playful way to stay active," the textbook mentions.

The third game is *Nalugu Rallu Ata*, or "Four Stones", which is played in Andhra Pradesh and Telangana. This involves strategic movement of players in the court to avoid being caught by the "denner" while collecting stones.

The second chapter, "Physical and Motor Fitness", lists four more traditional games. In *Dhaan ki*

Bori, or "Sack of Grain", pairs of players race against each other with one player carrying the other on their back.

Atya-Patya is a tag and running game, where runners have to cross as many lines in a court while defenders try to tag them out. It is also called *Dariya Bandha* and is referred to as a game of agility and strategy.

Dapo Nyarka Sunam is a wrestling game played by the tribes of the Northeast. Here, two players engage in a contest using a bamboo stick as their primary tool. The two players, facing each other, grip one end of a bamboo stick and attempt to push the opponent out of the marked circle while maintaining balance and control over the stick. The textbook states that bamboo wrestling teaches strength building, technique, and strategy.

Madhu and Manu is a tag game where two teams race to their respective safety zones without getting tagged by the other team.

While chapter three and four deal with the fundamentals of badminton and football, the following two chapters are dedicated to kabaddi and yoga, including asanas and pranayama.

"*Khel Yatra* emphasises the importance of physical activity and the values and dispositions essential for life. It incorporates cross-cutting themes such as inclusion, gender equality and cultural rootedness," NCERT Director Dinesh Prasad Saklani has stated in his foreword of the textbook.

The vocational education textbook, titled *Kaushal Bodh*, introduces concepts like puppetry, tie-dye fabric printing, gardening, and artificial intelligence to students.

Education Reboot: Schools Can Opt For AI Modules For Classes VI To X

Programme Designed To Demystify Artificial Intelligence For Students

Meghna Dhulia
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New Delhi: Schools in Delhi will have the option of including modules on Artificial Intelligence (AI) for classes VI to X on May 8.

The chapter is aimed for children aged 11 to 14 years.

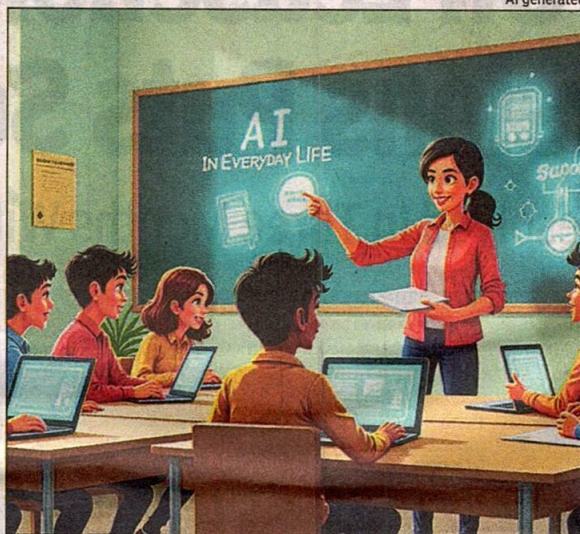
The programme is designed to demystify AI and help students understand its basic concepts, its role in various industries, and its growing influence in areas such as healthcare, communication, transportation and education. The curriculum has been developed by Central Square Foundation in collaboration with the Wadhvani School of Data Science

and AI at IIT Madras.

The programme doesn't just focus on students. It also includes dedicated content for educators to ensure that teachers are well-prepared to guide classroom discussions, explain technical concepts, and encourage ethical use of AI.

A unique feature of the initiative is its multilingual approach.

"Learning materials will be available in Hindi, Marathi, Bengali, Odia and English, making the content more accessible and inclusive for students across different regions. Additional languages are expected to be added over time, further expanding its reach," an official said.



The training modules will be rolled out online. This would allow schools the flexibility to adopt the programme at their own pace and according to their institutional needs.

According to officials, the curriculum is designed to be adaptable, enabling schools to either use it as-is or modify it according to their students' learning levels and local contexts.

A key component is the curriculum's focus on ethics. Topics such as algorithmic bias, data privacy, accountability, and the responsible use of AI are included to help students think critically about the technology they interact with.

The statesman, 5 May, 2025, Page no - 05

Time to work on Sanskrit's revival, not remember its decline: HM Shah

STATESMAN NEWS SERVICE
NEW DELHI, 4 MAY

Union Home Minister Amit Shah said on Sunday that under the leadership of Prime Minister Narendra Modi, a favourable atmosphere has emerged across the country for the resurgence of the Sanskrit language.

Shah said the government, public, and the collective mindset are all firmly dedicated and committed to the revival and promotion of Sanskrit.

HM Shah, who attended the closing ceremony of 1008 Sanskrit Sambhashan Shivirs in New Delhi on Sunday, said that the decline of Sanskrit began even before the era of colonial rule, and its revival will require time and sustained effort.

The Home Minister praised Sanskrit Bharati for its remarkable and courageous initiative in organising 1008 Sanskrit Sambhashan Shivirs, and said that since 1981, the organisation has been working to present the vast knowledge available in the Sanskrit language to the world and to train and enable millions of people to speak and learn the ancient language.

He highlighted that many renowned global scholars have acknowledged Sanskrit as the most scientific language.

Emphasising a forward-looking approach, he said that rather than dwelling on the history of Sanskrit's decline, efforts should now focus on its resurgence.

Shah said that under PM Modi's leadership, the gov-

ernment has launched various initiatives to promote the important language, and also mentioned that around 18 projects have been implemented under the Ashtadashi scheme, and the Government of India provides financial support for the publication, bulk purchase, and reprinting of rare Sanskrit texts.

He said that the honorarium for distinguished Sanskrit scholars has been increased.

Shah highlighted that the Modi government's new National Education Policy (NEP) places strong emphasis on the Indian Knowledge System, with Sanskrit as its core pillar.

He noted that the Rashtriya Sanskrit Sansthan has been elevated to the status of a Central Sanskrit University.

NCERT's new EVS book for class 4 promotes Indian Knowledge, 'Vasudhaiva Kutumbakam'

Written By: ANI | Published on: May 5, 2025



ANI Photo | NCERT's new EVS book for class 4 promotes Indian Knowledge, 'Vasudhaiva Kutumbakam'

NCERT's new Environmental Studies (EVS) textbook for Class 4 integrates the Indian Knowledge System and showcases Indigenous practices, aiming to deepen students' connection with India's rich cultural and heritage diversity.

Keeping in mind the linguistic diversity of the country, the book titled "Our Wondrous World" also provides context-specific examples and activities that encourage children to explore equivalent terms in various Indian languages.

In Chapter 2, for example, the students are asked to name five flowers and their local names while in another activity they are taught how to make natural dye using flowers.

The new book replaces the earlier EVS textbook "Looking Around". It has been designed in accordance with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. The book also aligns with the vision of Vasudhaiva Kutumbakam—the world is one family.

As per information available on the NCERT website, the book has five units—Our Community, Life Around Us, Health and Well-being, Things Around Us, and Our Environment. Each unit follows a consistent and engaging structure, carefully designed to captivate young learners.

Additionally, the Indian Knowledge System is woven into the content and illustrations, enabling children to appreciate and connect with the vibrant culture and heritage of the country, as per the document.

"Indigenous practices are highlighted through case studies, illustrations and activities. Social phenomena are explored through diverse experiences such as interaction with family members, neighbourhood surveys, and peer conversations," the introduction of the book mentions.

By empowering children to make responsible choices, the approach aligns with the noble vision of Vasudhaiva Kutumbakam—a world united as one family.

To ensure linguistic inclusivity and enhance accessibility, the book incorporates local terms for commonly used objects—for instance, a bowl is called katori, and a spinning top is called lattu.

The illustrations are aligned with Indian culture and everyday surroundings, helping children relate to the content more easily.

The textbook also emphasised India's cultural roots and the value of communal living, using examples such as the celebration of Van Mahotsav to convey these themes.

The integrated approach is evident throughout the book, such as in Chapter 9, "Different Lands, Different Lives," which revolves around various landforms such as plains, deserts, coastal regions, and mountains and their influence on socio-cultural aspects like food, clothing, art, and housing.

Through an example of a visit to four states (Punjab, Orissa, Rajasthan and Sikkim), the chapter captures the essence of diversity and emphasises the importance of appreciating the rich cultural diversity.

It also highlights how people overcome challenges, showcasing resilience in the process.

"The chapters present a seamless blend of tradition and modernity. While the book offers opportunities for students to explore India's rich heritage, it also underlines the role of technology in everyday life," the introduction to the book mentioned.

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EXPRESS OPINION

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In NCERT textbooks, a history full of holes

Can we offer a better alternative and reimagine the Social Science curriculum such that it encourages young learners to become empathetic, humane, deliberative and transformative individuals?



The focus is restricted to Hinduism, Sikhism, Buddhism, and Jainism while completely excluding some of the other major religious systems like Islam and Christianity.

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Written by Rupamanjari Hegde

The NCERT has recently published the Social Science textbook for class VII. The book has once again raised concerns among educationists, social scientists and the media around the inclusion of certain specific themes and the exclusion of others. A few chapters under the themes titled ‘Tapestry of the Past’ and ‘Our Cultural Heritage and Knowledge Traditions’ have evoked much controversy.

The book appears to be visually appealing for young learners. This is evident from the inclusion of colourful and high-quality photographs of a variety of historical findings (archaeological artefacts like coins, terracotta toys, sculptures, inscriptions and manuscripts), and historical maps as well as illustrations based on historical events or well-known historical figures. These not only enhance the aesthetic quality of the textbooks but also have the potential to bring the past alive in the imagination of the child. The inclusion of two characters — a boy and a girl appearing at repeated intervals with interesting questions written in a box titled “Let’s Explore” breaks the monotony of the main textual narrative. The timelines mapping important events at the end of each chapter can enable students to develop chronological thinking.

The value of any textbook, however, cannot be limited to the above. It must be vetted against its ability to develop in students certain domain-specific competencies so that they acquire the requisite “disciplinary rigour in both the methods and concepts of Social Science” (National Curriculum Framework, 2023). The NCF 2023 provides a broad framework for these textbooks. It enlists several of them under the section “Curricular Goals and Competencies” within Social Sciences. Students in the middle stages, for instance, are expected to “comprehend and interpret sources related to different aspects of human life and make meaningful interpretations.” These curricular goals can be achieved only when the textbooks become less didactic and create space for the learner to actively engage in a process of inquiry.

Some of the earlier textbooks published post-NCF 2005 and those developed by Eklavya (a non-profit, non-governmental organisation working in education since the 1980s) were conceptualised following a constructivist approach and critical pedagogy. The chapters in History in these textbooks are replete with a range of primary sources (inscriptions, excerpts from different kinds of literary sources like the Vedas, traveller’s accounts), accompanied by thought-provoking questions. In the new books, barring a few chapters, very little emphasis is given to encourage the young learners to develop the skills of analysis and interpretation. There is also no focus on familiarising

the students with the historian’s craft — the process through which historians slowly and painstakingly sift through a range of traces or reliable evidence to develop an understanding of the past based on rational inquiry.

STORY CONTINUES BELOW THIS AD

The NCF 2023 also expects the learners to draw “connections between the causes and effects of different social and historical events or episodes and connect them with the overall impact on human life.” However, understanding of the past, in the class VII textbooks, has been reduced to a factual discussion around political dynasties — wars won and lost, territories conquered, administrative measures, etc. For instance, the chapter ‘New Beginnings: Cities and State’ merely discusses the early human settlements developing into janapadas and mahajanapadas and then into empires, but offers no clear explanation of how such major transformations took place. That it was a result of several socio-economic and political factors, including the increasing concentration of power in a few hands, especially among the more dominant social groups (Kshatriyas and Brahmins) in an increasingly hierarchical social structure legitimised through ostentatious rituals like ashvamedha and rajasuya yajnas, is not mentioned.

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The NCF 2023 also highlights the significance of inculcating in students an appreciation for India’s rich past and present, including its cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, and philosophy. In keeping with this, the section on “Our Cultural Heritage and Knowledge Traditions” has a chapter titled ‘How a Land Becomes Sacred’, which includes detailed discussions around the “sacred sites” (pilgrimages), practices, and festivals associated with a few of India’s religious and cultural belief systems.

The chapter poses certain ethical and pedagogical concerns. The focus is restricted to Hinduism, Sikhism, Buddhism, and Jainism while completely excluding some of the other major religious systems like Islam and Christianity. If the purpose here is to instil in students the value of pluralism, respect for cultures other than one's own, are we really adhering to the aims of the NCF 2023? One wonders what kind of dilemma and sense of discomfort a teacher would be confronted with in a classroom with students from diverse cultural backgrounds.

It is also important to mention that the textbook does not have any chapter related to the history of the [Delhi](#) Sultanate and Mughals. Perhaps these may appear in the second part of the textbook. One wonders what a history teacher in Delhi, out on a heritage walk with students, would do as they pass by some of the most exquisite and magnificent architectural splendours like Humayun's Tomb or the Red Fort? How can one teach children to understand the connection between the past and present if we cannot acknowledge the undeniable influence of these significant phases in medieval history on almost every aspect of our lives today – art and architecture, music, dance and other art forms, cuisine, language, clothing and fashion?

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Textbooks, worldwide, have always been the repository of “official knowledge” – knowledge that is carefully selected and approved by dominant sections of society, that often leads to cultural silences by excluding or distorting the culture and voice of the marginalised. Social Sciences emerged as a school subject during the 19th century in the context of the rise of the modern nation state in the Western world. While Civics was introduced in schools to inculcate among young citizens obedience and patriotism, History was taught to instil a sense of pride and oneness through the construction of a shared past.

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With changing political regimes across the world, History becomes a contested site, where differing ideologies with opposing agendas clash. This explains why the History curriculum and textbooks are subject to controversies. These ideological contestations clarify why certain historical figures and communities, events, processes or cultures capture the limelight during a particular regime while others are pushed to the margin, vilified, or totally obliterated.

Should Social Sciences continue to bear the burden of “glorifying” the past and promoting the “sacredness” of specific geographies? As curriculum designers, educators and teachers, can we offer a better alternative and reimagine the Social Science curriculum such that it encourages young learners to become empathetic, humane, deliberative and transformative individuals?

The writer teaches at Azim Premji University. The views expressed are personal and do not reflect those of the institution

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बदलते खेल-खिलौने

मनोज वाष्णीय

पूरे साल की पढ़ाई के बाद बच्चों के स्कूलों की छुट्टियां होनी शुरू हो गई हैं और इसके साथ ही शुरू हो गए हैं बच्चों के लिए मौज-मस्ती के दिन। हालांकि इन छुट्टियों के बावजूद आजकल बच्चों पर स्कूल के 'काम का बोझ' इस कदर लाद दिया जाता है कि उनकी छुट्टियों में आनंद के सुख आधा-अधूरा रह जाता है या फिर वे उसी काम के लिए निर्वाह में व्यस्त रह जाते हैं। हमारी पीढ़ी के लोगों को याद आते हैं वे दिन जब गर्मी की छुट्टियों में हम तमाम खेल खेला करते थे। हमारे गांव-शहर और घर की गली में खेल-खिलौने वाले अक्सर आते रहते थे। जब वे आते थे तो आते ही बच्चे इनकी बांसुरी की धुन पर मस्त हो जाते और कुछ बच्चे यह गाने भी लगते थे कि 'आया रे खेल-खिलौने वाला आया रे।' पर अब वे बांसुरीवाले नहीं आते। अब वे तरह-तरह के खिलौने वाले भी नहीं आते, जो अपने साथ झुनझुने या लकड़ी के वाहनों या गुठ्टे-गुड़िया बेचने आते थे। अब हमारे खेल बदल गए हैं। अब हमारे हाथ में डिजिटल यंत्रों के छोटे पर्दे पर वीडियो गेम या अन्य खेल हैं, जिसमें हम और हमारे बच्चे गुम होते चले जा रहे हैं। पुराने समय में गलियों में बंदर या भालू का खेल दिखाने वाले आते थे। तब बच्चे क्या, घर के बड़े भी इनको देखने के लिए बाहर आ खड़े होते। तब जो खेल दिखाए जाते थे, उसमें बंदर इतना प्रशिक्षित होता था कि बच्चे तो पूरी दिलचस्पी से देखते ही रहते थे, बड़े भी हंसते-खेलते वहां मौजूद रहते थे। उसमें मदारी बंदर की सुसराल यात्रा, नौकरी पर जाना, खाना पकाना, बंदर-बंदरिया का एक-दूसरे से रूठना जैसे खेल दिखाता। इसी तरह, भालू के खेल के बीच कभी-कभी बच्चों को उनके माता-पिता भालू की पीठ पर बैठा देते थे।

मगर अब तेजी से बदलते वक्त और उसमें खेल-खिलौने के बदलते स्वरूप के बीच इस तरह के खेल दिखाने और मनोरंजन करने वाले गांव-गली से गायब हो गए हैं। इनके न आने से जहां हम प्राकृतिक रूप से हमारे साथ समाज में पलने वाले पशुओं के साथ अभ्यस्त होने या उनके साथ से वंचित हुए हैं, वहीं हम कुछ खेलों के माध्यम से हासिल होने वाली सीखों को भी भूल गए हैं। जब मदारी भालू या बंदर के रूठने पर उसे मनाता था, तो हमें हंसी-हंसी में समझ आता था कि कोई अगर नाराज हो जाए तो उसे मजाक करके कैसे मनाया जा सकता है। पशुओं के भीतर भी संवेदना होती है और वे मानव व्यवहार की बारीकियों को सीखने की कोशिश करते हैं। अब पशु-

पक्षियों को लेकर नए दौर में नई दृष्टि बन रही है। उनके जीवन के प्रति भी संवेदनशीलता बढ़ रही है। पशु अधिकारों का सवाल उभरने के साथ-साथ बहुत कुछ बदल रहा है। कई बार पशुओं को पीड़ित करने के जैसे मामले सामने आते हैं, उसमें उनके प्रति संवेदनशीलता की मांग स्वाभाविक ही है।

इसके अलावा, कभी-कभी साइकिल पर या पैदल कोई लंबे बांस में बांसुरी, रसोईघर के सामान, डमरू, गुठ्टे-गुड़िया आदि लाता था तो हम उनके माध्यम से खेल-खेल में ही सही, पर काफी कुछ ऐसा सीख जाते थे जो आज हम गर्मी के दिनों की छुट्टियों के दौरान कक्षाओं में जाकर भी नहीं सीख पाते। बांसुरी बजाने का तो आनंद ही कुछ अलग होता था। वैज्ञानिक रूप से यह हमारी सांस को साधने का भी साधन था। फिर जब कोई खेल-खिलौने वाला आता था तो उसके पीछे चिलचिलाती धूप में बच्चों का भागकर उसके पास जाना या उसके पीछे दौड़ लगाना हमारे शरीर को वैज्ञानिक रूप से मजबूत ही करता था। बच्चों के साथ खेलते हुए मन-मस्तिष्क से स्वस्थ रहने का सुयोग मिलता था। आज के बच्चे मोबाइल के स्क्रीन में गुम रहते हुए क्या-क्या खो रहे हैं और इस तरह उनके माता-पिता भी बच्चों को किस भविष्य में जाने दे रहे

हैं, इसका अंदाजा कुछ समय बाद लग सकेगा। कभी सांप को खेल दिखाने वाले आते तो बच्चों का मजा कुछ और ही होता था। सांप-नेवले की लड़ाई, बीन पर सांप को नाचते दिखाना सपेरों का विशेष आकर्षण होता था। अब वे सपेरे भी गायब हो गए हैं। इससे बच्चों में डर में आनंद लेने या फिर डर से निपटने के तौर-तरीके सीखने-जानने की परंपरा भी खत्म हो गई है।

हालांकि मोबाइल पर बच्चे जरूर सांप-सीढ़ी का खेल लेते हैं, पर उसमें वह जीवंतता नहीं आ सकती। कभी-कभी कोई पक्षियों के खेल भी दिखाने वाला भी बच्चों को नजर आ जाता तब तो बड़े बच्चे बन जाते। इनको लड़ाने वाले नट जाति के लोग बाद में दूसरे खेल दिखाते।

छोटी-सी लड़की को बांस पकड़ाकर उसे रस्सी के जब सहारे चलाते तो बच्चों की सांस अधर में आ जाती। निश्चित रूप से यह छोटे बच्चों के जीवन को जोखिम में डालने और उनके अधिकारों का सवाल है, लेकिन उस दौर में यही संसाधन थे। मदारी और जमूरे का खेल बच्चों को इतना आनंद देता था कि वे घर, दलान के आसपास, नोहरे आदि में अन्य बच्चों के साथ यह खेलने लगते। जब माता-पिता या घर के दूसरे उन्हें ऐसा करते देखते तो उन्हें भी हंसी आ जाती। पर अब गली-गली आने वाले खेल-खिलौने वाले समाज से गायब से हो गए हैं और बच्चों का बचपन मोबाइल में गुम होता जा रहा है।

दुनिया मेरे आगे

खेल-खिलौने के बदलते स्वरूप के बीच तरह-तरह के खेल दिखाने और मनोरंजन करने वाले गांव-गली से गायब हो गए हैं। इनके न आने से जहां हम प्राकृतिक रूप से हमारे साथ समाज में पलने वाले पशुओं के साथ अभ्यस्त होने या उनके साथ से वंचित हुए हैं, वहीं हम कुछ खेलों के माध्यम से हासिल होने वाली सीखों को भी भूल गए हैं।

'Don't want NEP based on Sanskrit upholding varnashrama dharma'

MK Stalin govt in Tamil Nadu opposes New Education Policy terming it a tool to impose Hindi

STATESMAN NEWS SERVICE
CHENNAI, 5 MAY

Describing the New Education Policy (NEP) of the Modi government as one based on Sanskrit which upholds the "varnashrama dharma" (four-fold caste division), Tamil Nadu School Education Minister Anbil Mahesh Poyyamozi on Monday made it clear that this was the reason for the state being steadfast in its opposition to the NEP.

He was reacting to Union Home Minister Amit Shah's view that the NEP had placed strong emphasis on Indian knowledge systems, including Sanskrit.

Addressing the conclusion



of the 1,008 Sanskrit Sambhashan Shivirs in the national capital, Shah had also said that Sanskrit is the 'mother of nearly all the Indian languages and its promotion closely tied to the country's cultural and educational

agenda'. The BJP stalwart had also claimed that Sanskrit was the most scientifically structured language and its revival would have a cascading effect on all Indian languages and dialects.

"We are aware that the

Anbil Mahesh Poyyamozi was reacting to Union Home Minister Amit Shah's view that the NEP had placed strong emphasis on Indian knowledge systems including Sanskrit

real intent and purpose of NEP is to send Hindi first, paving the way for Sanskrit subsequently. Hence, we don't want the NEP which is built on the bedrock of Sanskrit, upholding Varnashra Dharma," he wrote in a post on 'X'.

The DMK Government of

MK Stalin has been opposing NEP, terming it as a tool of Hindi imposition and inimical to social justice. Further, Sanskrit and Hindi are seen as hegemonic by the Dravidian ideologues. This has led to a war of words between the DMK and the BJP.

The BJP-led Union Government had withheld funds to the tune of Rs 2,192 crore under the Samagra Sikshya Abhiyan (SSA) and for the PMSHRI Schools on the ground that the state government was not implementing the teaching of Hindi.

Chief Minister MK Stalin had asserted that the state was not only ready to forego the funds, but would not budge even if it is offered Rs 10,000 crore.

NCERT Integrates Personal Safety Education Into Grade 4 Curriculum: A Landmark Step In Child Protection

FPJ Web Desk | Updated: Tuesday, May 06, 2025, 12:51 PM IST



Image Credit - NCERT

In a major step to advance child safety through education, the **National Council of Educational Research and Training (NCERT)** has introduced messages on **Personal Safety** in the newly released **Grade 4 Environmental Studies (EVS) textbook**. This initiative underscores NCERT's commitment to equipping children with essential life skills and fostering safe and supportive learning environments.

The content for these messages was developed **in collaboration with Arpan**, a Mumbai-based NGO that has worked extensively in the field of child sexual abuse prevention for nearly twenty years. Arpan supported NCERT in finalising **age-appropriate content on 'Safe and Unsafe touch'**, drawing from its long-standing Personal Safety Education (PSE) Programme, which has reached

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millions of children. The programme's core principles—sensitive, action-oriented, and tailored to a child's developmental stage—were incorporated to align with national educational goals.

By placing safety and dignity at the heart of the learning experience, these messages enable children to understand personal boundaries, identify unsafe situations, and seek help from their helpful adults—laying the foundation for a culture of awareness and prevention. Arpan has also collaborated with NCERT previously to integrate foundational concepts of **safe and unsafe situations into the Grade 2 Hindi textbook**, helping younger children begin their journey toward self-awareness and protection at an early stage.

“We are honoured to have collaborated with NCERT on this important step,” said Pooja Taparia, CEO of Arpan. “It is heartening to see prevention being prioritised so meaningfully, and we believe this will enable children across India to grow up feeling safer and having more agency. While Arpan has reached millions through teacher training, embedding these life skills into the curriculum ensures every generation of children is equipped to participate in their safety and be able to avert incidences that can greatly impact their well-being.”

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As the new textbooks reach classrooms nationwide, they open the door for vital conversations between children, educators, and families—normalising dialogue around safety, consent, boundaries, and the right to seek help.



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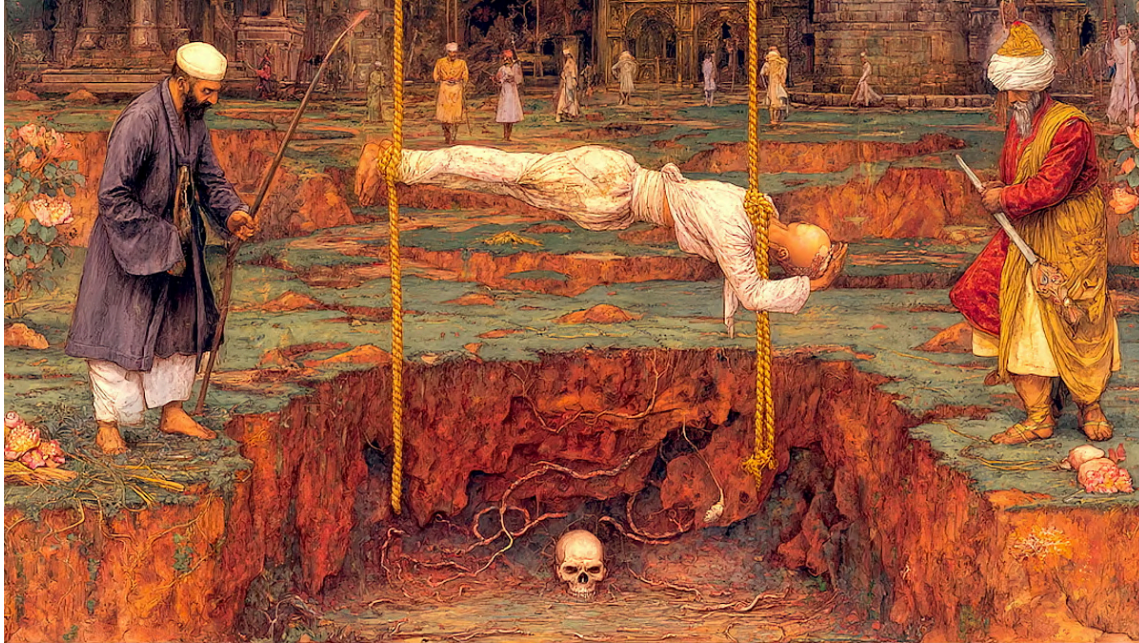
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Mughal Tryanny dharmadispatch

 Sandeep Balakrishna 

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AT SOME POINT, one gets tired of regurgitating. Yet, one plods along the lonely furrow in the larger interest of this sacred Rashtra and Dharma.



Two years ago, I had [written](#) rather extensively on the NCERT's decision to delete chapters related to the Mughal rule from its 12th class textbook titled *Themes of Indian History-Part II*, in a chapter entitled *Kings and Chronicles; the Mughal Courts (C. 16th and 17th centuries)*. Back then, the NCERT had issued a clarification denying the same and we can leave it at that for now.

This time, it appears that the NCERT is all set to repeat the same feat of dropping lessons covering the so-called Delhi Sultanate and the Mughal rule from its Class 7 textbook entitled *Exploring Society - India and Beyond*. At the moment, only Part 1 of this textbook is available on the NCERT [website](#). The media has reported that Part 2 has not yet been published; so I'll withhold my critique of the same.



But in our era of headline-grazing and instant, ill-informed commentary, nuance and detail are casually sacrificed.

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Perhaps no other country has witnessed such pitched battles over history writing and historiography for such a sustained period as India. We can understand this phenomenon from a rather perverse perspective. Pakistan easily resolved the problem of its history by declaring its pre-Islamic past as an era of darkness; it could do so because its holy book, the Quran, provided it a readymade guide. In the Quranic scheme of things, the entire period before the advent of Islam is a period of *Jahiliya* or ignorance. The former USSR and Maoist China did the same by literally burning every single book and trace of its past.

In India too, a similar exercise was attempted by the Marxists who achieved success which was grossly disproportionate to their numbers. While they were unable to fully exterminate our real history, they succeeded in brainwashing at least four generations of Indians by feeding them distorted, whitewashed and vandalised history. Their sickening story is widely familiar now; how they adopted a two-pronged tactic of downplaying Hindu achievements and whitewashing Islamic atrocities *and* glorifying Muslim rulers at the same time.

But the post Marxist attempts at rectifying this damage — especially over the last decade — has been rather lame, ineffective and lacking in rigour and generational vision.

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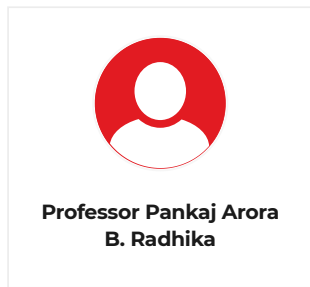
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INDIA

NIOS: Towards building an equitable society

May 6, 2025, 3:41 PM IST / Professor Pankaj Arora B. Radhika in Voices, India, TOI

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Professor Pankaj Arora B. Radhika

A constant in the manifestos of almost all post-independence governments will be a promise to improve the education system of India. However, it is a space that requires regular innovation along with sustained investment. While past efforts have led to the development of world-class higher education institutions such as IITs, IIMs, and AIIMS, the Government and its agencies are working relentlessly for the improvement in the primary and secondary schooling, especially in the rural, more marginalized sections of India.

One of the main problems attributed to the Indian education system is the inaccessibility to affordable, quality education. This is where an innovative yet inclusive idea like open-schooling comes into the picture. The establishment of

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National Institute of Open Schooling (NIOS) dates back to the year 1979. With its commitment to inclusivity and accessibility, NIOS has a current enrollment of 5.92 lakh during 2023-24 and a cumulative enrolment of 23.56 lakhs during last five years. Those enrolled include students of Secondary & Senior Secondary making NIOS the largest open schooling system in the world, with some of the popular courses/subjects viz., Data Entry Operations, Physics, Chemistry, Hindi, Political Science, Social Science, and others. Its main objective is to ensure continuing education at open basic, secondary and senior secondary levels for the marginalized societies.

The model, with which the institution operates, accommodates all potential challenges that a student from the most remote place in the country might face while also empowering him with useful vocational skills. For example, the On-Demand-Examination System (ODES) is a unique tool which gives freedom to the learners to appear in an exam whenever they are ready. Not only does this give learners a scope to appear in any subject examination as per their convenience, it also reduces the pressure of fixed timelines focusing on self-paced learning.

Another key benefit of an open-schooling system like NIOS is its emphasis on accessibility over exclusivity. For instance, a learner can seek admission at the basic and secondary levels by submitting self-certificates, which helps ease out the tension of a rigid registration process and allows more students to access education systems, though, for the senior secondary level, a Secondary School Certificate from a recognized Board is a necessary



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precondition. Along with that, a learner is free to select any combination of subjects from a wide range of academic and vocational courses. It needs to be appreciated that this model existed much before the National Education Policy 2020 was put in place, making NIOS a pioneer in providing inclusive education.

Additionally, NIOS's virtual open schooling platform extends help to learners who prefer to learn at home due to their personal circumstances that may per se disrupt their learning at a regular school. Moreover, the live videos available at PM e-Vidhya channels, video-streaming platforms such as YouTube, DTH channel 'Gyanamrit' under the Government's Swyam Prabha initiative allows diverse learning needs. Apart from these, some of the most important measures adopted by NIOS to promote inclusivity include: (i) no upper age limit, (ii) a 24×7 online admission service, (iii) flexibility to choose any subject, (iv) transfer of credits from other boards with several mediums, (e) on demand exams throughout the year (f) special provisions for learners with special needs, (g) free self-learning modules etc.

This is further illustrated by the wide-range of learning mediums that NIOS offers. At the Senior Secondary level, out of Hindi, English, Urdu, Odia, Gujarati, Bengali and Sanskrit a learner can choose any language as his medium of instruction. This is expanded to Hindi, English, Urdu, Odia, Gujarati, Marathi, Telugu, Malayalam, Tamil, Punjabi, Assamese and Kannada at the Secondary level. Furthermore, learner can answer the questions in Public Examinations in any one of scheduled regional languages Given the increasing emphasis on

diversity within NIOS's model, it is valid to question the relevance of the institution when compared with top-tier educational boards of India, who constantly strive to match global standards. However, with the roll-out of the National Education policy (NEP) 2020, the emphasis is on vocational education and 'education with skill', which has been NIOS's primary focus for years. The NEP 2020 also extensively focuses on the need to revamp courses and infrastructure for vocational education in the country, with a special emphasis on the integration of vocational courses into mainstream education. Hence, in the coming years, it is only safe to say that the top boards in India will only resemble the open, decentralised model of NIOS.

Thus, the relevance of NIOS has become even more important. More centers across the country will strengthen the institution in its endeavour in catering to the deprived and underprivileged masses. With the Hon'ble Prime Minister's vision to bring our divyangjan into mainstream, it is highly necessary that more dedicated centers for the divyangjan are established. It is high time that the society is sensitized and PwDs are encouraged to make use of this platform for continuing their education. Unlike the conventional schooling system, where a student may face discouraging factors while producing certificates of disability or caste, etc., with open schooling such data are shared mostly in a faceless manner and the learners can continue their education, particularly the girl child of a family, without a fear of socio-cultural stigma. Special attention needs to be provided for girls' education through advocacy and targeted policy-making so that maximum

enrolment can be ensured. No student should be deprived from acquiring education or vocational training because of the lack of necessary documentation.

Enrollment alone cannot be a sufficient metric to measure the completion of education and availing job opportunities.

Incentivising the employers at district and state level so recruit students with required skill-sets from NIOS campuses for internships, training programmes, and full-time jobs in their establishments will open up the doors of self-reliance for the local students. Initiatives like a campus placement programme would result in increased credibility of open-learning institutions like NIOS, helping it compete with other reputable education boards of the country. There is a pressing need for a well-structured, transparent database that accounts for the number of students who drop out of NIOS and other state open schools. Accurate data is not only essential in identifying potential flaws in the education model, but also it can form the basis for target-based intervention for learners who are at the risk of dropping out. This is crucial as it helps build trust among students, educators, and employers, by demonstrating responsiveness, accountability, and a continued commitment to improvement.

The distant dream of acquiring knowledge in any field, which one might have missed out at any point of time due to any circumstances, will come true with NIOS as it gives the liberty to learn more at one's leisure in any regional language of one's choice. Though NIOS has put in place a robust system, more proactive programmes and a critical review process will ensure reach of education to all,

especially to the marginalised societies and help them to become part of the mainstream. In short, NIOS is working towards providing a new definition to pedagogy by giving the freedom to the learner to select the subject of his choice. This will help in fulfilling the Prime Minister Narendra Modi's dream, a Viksit Bharat by 2047 when we celebrate 100 years of our independence.

Let me conclude by remembering Swami Vivekananda who had once called upon our countrymen, "Arise! Awake! And stop not until the goal is reached."



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राष्ट्रीय सहाय, 7 मई, 2025, पृष्ठ न०-02

दिल्ली में शिक्षा से वंचित बच्चों को ढूंढा जाएगा, होगा समग्र शिक्षा सर्वे

■ राकेश नाथ

नई दिल्ली। एसएनबी

राजधानी दिल्ली में शिक्षा से वंचित बच्चों को ढूंढा जाएगा, इसके लिए दिल्ली में एक व्यापक सर्वे किया जाएगा। समग्र शिक्षा सर्वे के नाम से यह सर्वे पूरी दिल्ली में किया जाएगा। इसके लिए दिल्ली के 13 जिलों में अलग-अलग टीम गठित की गई है। दिल्ली में सर्वे के लिए कुल 241 टीमों का गठन किया गया है। इस टीम का नेतृत्व डिस्ट्रिक्ट अर्बन रीसोर्स सेंटर कोऑर्डिनेटर्स और डिस्ट्रिक्ट कोऑर्डिनेटर करेंगे। यह सर्वे सत्र 2025-26 के तहत किया जा रहा है। इस सर्वे के जरिये जिन बच्चों को ढूंढा जाएगा, उनको उनके घर के नजदीकी स्कूलों में दाखिला दिया जाएगा। इस संबंध में शिक्षा विभाग के अधीन समग्र शिक्षा

दिल्ली सोसायटी की ओर से सर्कुलर जारी किया गया है।

इस योजना के तहत सेंट्रल दिल्ली में 8, ईस्ट दिल्ली में 27, नई दिल्ली में 1, नॉर्थ दिल्ली में 16, नॉर्थ ईस्ट में 28, नॉर्थ वेस्ट ए में 21, नार्थ वेस्ट बी में 27, साऊथ डिस्ट्रिक्ट 22, साऊथ ईस्ट में 25, साऊथ वेस्ट ए में 9, साऊथ वेस्ट बी में 15, वेस्ट ए में 18 और वेस्ट बी डिस्ट्रिक्ट में 24 टीम गठित किया गया है।

■ सर्वे में जो बच्चे मिलेंगे, उन्हें स्कूलों में दाखिला दिया जाएगा

■ शिक्षा निदेशालय ने 13 जिलों में 241 टीम गठित कीं

■ समग्र ब्रेक में 13 मई से शुरू होगा सर्वे

यह सर्वे दिल्ली के स्कूलों में समग्र ब्रेक के दौरान किया जाएगा। लिहाजा यह सर्वे 13 मई से शुरू होगा और 30 जून तक चलेगा। इस सर्वे के जरिये छह साल, छह से दस साल, ग्यारह से चौदह साल और पंद्रह से उन्नीस साल के बच्चों का पता लगाया जाएगा, जो स्कूलों से बाहर हैं और शिक्षा से वंचित हैं। यह सर्वे हर दिन सुबह नौ से दोपहर एक बजे तक चलेगा। इस सर्वे के दौरान जिन बच्चों का पता चलेगा, उन बच्चों को 31 जुलाई तक स्कूलों को दाखिला दिया जाएगा।

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Personal safety included in NCERT Grade 4 curriculum

This initiative underscores NCERT's commitment to equipping children with essential life skills and fostering safe and supportive learning environments.



Mrityunjay Bose | DHNS

Last Updated : 07 May 2025, 05:30 IST





Representative image showing children in school Credit: PTI Photo

Mumbai: In a major step to advance child safety through education, the National Council of Educational Research and Training (NCERT) has introduced messages on Personal Safety in the newly-released Grade 4 Environmental Studies (EVS) textbook.

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This initiative underscores NCERT's commitment to equipping children with essential life skills and fostering safe and supportive learning environments.

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Arpan supported NCERT in finalising age-appropriate content on 'Safe and Unsafe touch' drawing from its long-standing Personal Safety Education (PSE) Programme, which has reached millions of children.

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The programme's core principles—sensitive, action-oriented, and tailored to a child's developmental stage—were incorporated to align with national educational goals.

By placing safety and dignity at the heart of the learning experience, these messages enable children to understand personal boundaries, identify unsafe situations, and seek help from trusted adults—laying the foundation for a culture of awareness and prevention. Arpan has also collaborated with NCERT previously to integrate foundational concepts of safe and unsafe situations into the Grade 2 Hindi textbook, helping younger children begin their journey toward self-awareness and protection at an early stage.

"We are honoured to have collaborated with NCERT on this important step," Pooja Taparia, CEO of Arpan, said in a statement. "It is heartening to see prevention being prioritised so meaningfully, and we believe this will enable children across India to grow up feeling safer and having more agency. While Arpan has reached millions through teacher training, embedding these life skills into the curriculum ensures every generation of children is equipped to participate in their safety and be able to avert incidences that can greatly impact their well-being."

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PIL In Supreme Court Calls For Legal Education Commission In Line With NEP 2020



By - [Sukriti Mishra](#) | 6 May 2025 1:42 PM



"It is very unfortunate that neither the Centre has constituted a Legal Education Commission on the lines of Medical Education Commission nor the Bar Council of India has constituted an Expert Committee of Jurists & Professors to review the subjects and the duration of the Course in letter and spirit of the New Education Policy 2020," the PIL reads

A Public Interest Litigation (PIL) has been filed before the Supreme Court under Article 32 of the Constitution, seeking the formation of a Legal Education Commission or an Expert Committee to review and restructure the existing syllabus, curriculum, and duration of LLB and LLM courses in India.

The PIL filed through **Advocate Ashwini Kumar Upadhyay** urges the Court to direct the Central Government to undertake reforms in legal education in light of the National Education Policy (NEP) 2020, aiming to make legal studies more inclusive, rational, and aligned with modern educational principles.

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"It is very unfortunate that neither the Centre has constituted a Legal Education Commission on the lines of Medical Education Commission nor the Bar Council of India has constituted an Expert

The petitioner contends that the current five-year integrated law programmes such as BA-LLB and BBA-LLB are excessively long, financially burdensome, and academically inefficient. It is argued that the extended course duration, coupled with non-law subjects like Sociology, Political Science, History, and English, unnecessarily prolongs students' educational journey without contributing significantly to their legal proficiency.

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Quoting recent policy statements by the University Grants Commission (UGC), the PIL points out that students with four-year undergraduate degrees are now eligible to directly pursue PhD programmes and appear for the National Eligibility Test (NET), irrespective of their undergraduate stream. This development, the petitioner argues, highlights the flexibility promoted by the NEP 2020—a flexibility missing in legal education.

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Citing a Hindustan Times news report dated April 21, 2024, the PIL underscores the shifting academic landscape and the failure of the Bar Council of India (BCI) to respond to such changes. It asserts that legal education has remained static even as other professional disciplines have undergone significant reform, especially in light of the NEP's emphasis on multidisciplinary, flexible, and student-centric learning.

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The petitioner raises concerns about the disproportionate financial burden imposed on students from lower and middle-income backgrounds, arguing that a five-year law programme effectively bars talented but economically disadvantaged students from entering the legal profession. In contrast, the petitioner notes, engineering degrees from premier institutions such as the IITs are completed within four years, with a more focused and streamlined curriculum.

The PIL also argues that subjects unrelated to law; such as Economics, Sociology, and History, are compulsorily taught during the first two years of integrated law programmes. At institutions like NLU Nagpur, only 32 out of 50 exams conducted over five years are related to law, while the remaining 18 pertain to non-law disciplines. This, the petitioner claims, not only dilutes the quality of legal education but also causes unnecessary stress to students, especially those from science backgrounds who have no prior exposure to humanities.

points out that the policy champions universal access, affordability, and quality education, while the five-year structure does the opposite by making legal education longer, costlier, and less accessible. It also notes the inconsistency of forcing students to undertake two full graduation programmes (e.g., BA and LLB) in a single course, arguing that this practice is outdated and without justification.

The petitioner also draws historical comparisons, noting that eminent legal figures such as the late Ram Jethmalani and Fali S. Nariman began practicing law at the ages of 17 and 21, respectively, under the previous three-year LLB structure. The new integrated model, in contrast, delays the entry of law graduates into the profession, causing unnecessary loss of productive years.

"Today, the total lifespan has decreased from 100 years to 80 years, and the voting age has been reduced from 21 years to 18 years. People are maturing earlier with respect to their age. A 04-year law course will be better equipped for the young generation," the plea reads.

The PIL expresses concern about the current model's impact on practical learning as well. It claims that students often skip classes to pursue internships, and the final two years of the course are disproportionately spent on internships while colleges continue to charge full tuition fees.

The petitioner concludes that a four-year professional law degree, structured similarly to a B.Tech, would be more appropriate. Such a reform would not only reduce costs and time but also attract brighter minds into the legal field, enhance focus on core legal subjects, and be more consistent with the vision of the NEP 2020.

"The 5 years B. Law has been designed for extracting money and the most egregious part is that such dirty trick is being used in the name of education. A five-year course is no benchmark for judging the legal expertise of any student," it states.

In light of the urgency of upcoming law college admissions, the petitioner has requested the Apex Court to expedite the matter. The PIL stresses that while the issue may appear academic to regulatory bodies, it directly affects the future and livelihood of thousands of law aspirants across the country.

"Direct the Centre to setup a Legal Education Commission or an Expert Committee consisting Eminent Educationists, Jurists, Retired Judges, Advocates and Professors to Review the Syllabus, Curriculum and the Duration of the LLB and LLM Courses and make it most appropriate," the PIL prays.

The matter is expected to come up for hearing on May 9 (Friday).

Case Title: Ashwini Kumar Upadhyay v. Union of India & Ors. [Diary No.23243/2025]

NCERT text book revisions reflect Sangh Parivar designs; Fraternity Movement

The Movement said that the revision in history text books show Sangh Parivar plans to turn young generation into Hindutva propagators



By
Web Desk

Thiruvananthapuram: The changes being implemented by NCERT in school textbooks in the name of curriculum revision are part of the Sangh Parivar's Hindutvaization and aim to make the new generation propagators of Hindutva ideas, the Fraternity Movement's Kerala state secretariat has said. The recent move to remove the history of the Mughal dynasty and the Delhi Sultanate from the Class 7 social science textbook is the latest example of this.

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The Sangh Parivar has been turning schools into Hindutva laboratories for decades by inserting Hindutva ideas into textbooks in Gujarat, distorting and omitting historical truths. The Mughal era was a time when India's GDP was at the top of the world. At that time, the country was at its peak in all other areas, including culture and crafts. There is a clever plan to exclude this golden phase in Indian history and include only things like the Kumbh Mela. The Sangh Parivar is trying to reconstruct its own history in the new curriculum, including removing the reference to Madhavram Godse as the 'editor of a radical Hindu newspaper', the Secretariat said.

Also Read - [New NCERT textbooks drop Mughals, Delhi Sultanate; add 'sacred geography', Maha Kumbh](#)

NCERT is not implementing new reforms based on facts or in consultation with historians. Strong protests should be raised across the country against this trend. The Fraternity Movement will lead the agitations to resist the Sangh Parivar's attempts to make the new generation propagators of Hindutva ideas under the guise of curriculum reforms.

The Secretariat meeting also informed that the Fraternity Movement will organize programs including submitting a petition to MPs demanding their intervention in the matter.

TAGS: Fraternity Movement NCERT textbooks Kerala News

Cabinet approves expansion of academic and infrastructure capacity of five Indian Institutes of Technology (IITs) established in Andhra Pradesh (Tirupati), Chhattisgarh (Bhilai), Jammu & Kashmir (Jammu), Karnataka (Dharwad) and Kerala (Palakkad)

Expansion to facilitate more than 6500 students to study in these premier Institutes

Five new state-of-art research parks are also coming up to strengthen industry-academia linkage

Posted On: 07 MAY 2025 12:11PM by PIB Delhi

The Union Cabinet chaired by the Prime Minister Shri Narendra Modi, today approved expansion of academic and infrastructure capacity (Phase-'B' construction) of five new IITs which had been established in the States/UT of Andhra Pradesh (IIT Tirupati), Kerala (IIT Palakkad), Chhattisgarh (IIT Bhilai), Jammu & Kashmir (IIT Jammu) and Karnataka (HT Dharwad).

The total cost for the same is Rs.11,828.79 crore over a period of four years from 2025-26 to 2028-29.

The Cabinet has also approved creation of 130 faculty posts (at the level of Professor i.e. Level 14 & above) in these IITs.

Five new state-of-art research parks are also coming up to strengthen industry-academia linkage.

Implementation strategy and targets:

Student strength in these IITs will be increased by more than 6500 in the next four years with enhancement of 1364 students in 1st year, 1738 students in 2nd year, 1767 students in 3rd year and 1707 students in 4th year across Under Graduate (UG), Post Graduate (PG) and PhD program put together.

Beneficiaries:

On completion of construction, these five IITs shall be able to cater 13,687 students as against current student strength of 7,111 i.e. an increase of 6,576 students. With this increase in the total number of seats, additional more than 6,500 students will now be able to fulfil their aspirations of studying in the most prestigious and sought-after educational institutions in the country. This will foster nation-building by creating a skilled workforce, driving innovation, and boosting economic growth. It enhances social mobility, reduces educational inequality, and strengthens India's global position.

Employment Generation:

Direct employment will be generated through the hiring of faculty, administrative staff, researchers, and support personnel to manage the increased number of students and facilities. Also, the expansion of IIT campuses stimulates local economies by generating demand for housing, transportation, and services. The increased number of graduates and postgraduates from IITs further fuels innovation and startup ecosystems, contributing to employment generation across diverse sectors.

States and districts:

These five IITs are situated in the States/UT of Andhra Pradesh (IIT Tirupati), Kerala (IIT Palakkad), Chhattisgarh (IIT Bhilai), Jammu & Kashmir (IIT Jammu) and Karnataka (IIT Dharwad). However, admission to IITs, is on pan-India basis and hence this expansion will benefit all states/UTs across the country.

Budget Announcement of 2025-26 stated:

'Total number of students in 23 IITs has increased 100 per cent from 65,000 to 1.35 lakh in the past 10 years. Additional infrastructure will be created in the five IITs started after 2014 to facilitate education for 6,500 more students.'

Background:

These five new IITs had been established in the States/UT of Andhra Pradesh (IIT Tirupati), Kerala (IIT Palakkad), Chhattisgarh (IIT Bhilai), Jammu & Kashmir (IIT Jammu) and Karnataka (IIT Dharwad). The academic session of IITs at Palakkad and Tirupati started in 2015-16 and that of remaining three in 2016-17 from their temporary campuses. These IITs are now functioning from their permanent campuses.

MJPS/SKS

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ماتا-پیتا کے بیچ वैवाहिक विवाद के आधार पर निपटना, स्कूल किसी बच्चे को कोई भी सी जारी करने से इनकार नही, कर सकता: एचसी

والدین کے درمیان ازدواجی تنازع کی بنیاد کا معاملہ

اسکول کسی بچے کو ٹی سی جاری کرنے سے انکار نہیں کر سکتا: ہائی کورٹ

حکومت دہلی اور منٹ فورٹ اسکول کو ہدایت کی جائے کہ وہ اسے ٹرانسفر سرٹیفکیٹ جاری کریں۔ لڑکی گزشتہ سال اپریل میں اپنے والد سے علیحدگی کے بعد گروگرام میں اپنی ماں کے ساتھ رہ رہی تھی۔ علیحدگی کے بعد لڑکی کو گروگرام کے اسکول میں داخل کرایا گیا۔ لیکن منٹ فورٹ اسکول اسے اس بنیاد پر ٹرانسفر سرٹیفکیٹ جاری کرنے سے انکار کر رہا ہے کہ اس کے والد نے اسکول کو سرٹیفکیٹ جاری نہ کرنے کے لیے خط لکھا تھا۔ عدالت کو بتایا گیا کہ والدین کے درمیان سرپرستی کا تنازع فیملی کورٹ میں زیر سماعت ہے۔ عدالت نے اسکول کو ٹرانسفر سرٹیفکیٹ جاری کرنے سے بھی منع نہیں کیا۔ پھر بھی اسے سرٹیفکیٹ جاری نہیں کیا گیا۔ عدالت نے کہا کہ اگر اسکول اپنے حکم سے مطمئن نہیں تو درخواست کو بحال کرنے کے لیے آزاد ہوگا۔



رہت میں اسکول کے ہیڈ ماسٹر یا انچارج کے خلاف تادیبی کارروائی بھی کی جاسکتی ہے۔ عدالت نے کہا کہ ازدواجی یا والدین کے جھگڑے میں بچے کے بہترین مفادات بہت اہمیت رکھتے ہیں۔ جج نے ایک نابالغ کی ماں کے ذریعے دائر درخواست کی سماعت کی جس میں کہا گیا تھا کہ اسکول اسے ٹرانسفر سرٹیفکیٹ جاری نہیں کر رہا ہے۔ اس لیے دائر کیٹوریٹ آف ایجوکیشن،

منفی دہلی (ایس این بی)

دہلی ہائی کورٹ نے کہا ہے کہ والدین کے درمیان ازدواجی تنازع کی بنیاد پر کوئی بھی اسکول کسی بچے کو ٹرانسفر سرٹیفکیٹ جاری کرنے سے انکار نہیں کر سکتا۔ عدالت نے یہ بھی اسکول سے کہا کہ وہ ایک ہفتے کے اندر بچے کو ٹرانسفر سرٹیفکیٹ جاری کرے۔ انہوں نے یہ کہتے ہوئے عرضی نمٹا دی۔ بچے نے عدالت کو بتایا تھا کہ اس کے اسکول نے اسے ٹرانسفر سرٹیفکیٹ جاری کرنے سے انکار کر دیا تھا کیونکہ اس کے والد نے اسکول کو سرٹیفکیٹ دینے سے انکار کر دیا تھا۔ سرٹیفکیٹ جاری نہ کرنے پر اسکول کو خط بھی لکھا گیا۔ جسٹس وکاس مہاجن نے کہا کہ اسکول کسی ایسے بچے کو ٹرانسفر سرٹیفکیٹ (ٹی سی) جاری کرنے سے انکار نہیں کر سکتا جو دوسرے اسکول میں داخلہ لینا چاہتا ہے۔ ٹرانسفر سرٹیفکیٹ جاری کرنے میں تاخیر کی صو

دہلی میں شیشا سے بंचित बच्चों की तलाश की जा रही। शिशा निदेशालय ने 13 जिलों में 241 टीमें बनाईं।

دہلی میں تعلیم سے محروم بچوں کو ڈھونڈا جائے گا

ایجوکیشن ڈائریکٹوریٹ نے 13 اضلاع میں 241 ٹیمیں تشکیل دیں

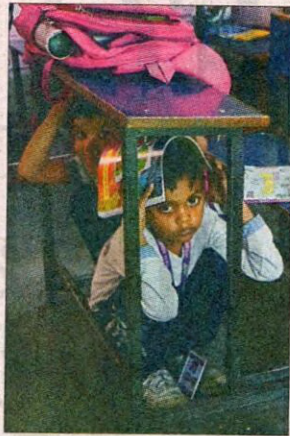
منفی دہلی (ایس این بی)

راجدھانی میں تعلیم سے محروم بچوں کا پتہ لگایا جائے گا۔ اس کے لیے دہلی میں ایک جامع سروے کرایا جائے گا۔ یہ سروے سکراکھشا سروے کے نام سے پوری دہلی میں کیا جائے گا۔ اس کے لیے دہلی کے 13 اضلاع میں الگ الگ ٹیمیں تشکیل دی گئی ہیں۔ دہلی میں سروے کے لیے کل 241 ٹیمیں تشکیل دی گئی ہیں۔ اس ٹیم کی قیادت ڈسٹرکٹ

6 سال سے 10 سال، 11 سے 14 سال اور 15 سے 19 سال کے بچوں کی نشاندہی کی جائے گی

اربن ریسورس سینٹر کے کوآرڈینیٹر اور ڈسٹرکٹ کوآرڈینیٹر کریں گے۔ یہ سروے سیشن 2025-26 کے تحت کیا جا رہا ہے۔ اس سروے کے ذریعے پائے جانے والے بچوں کو ان کے گھروں کے قریب کے اسکولوں میں داخل کرایا جائے گا۔ اس سلسلے میں محکمہ تعلیم کے تحت سکراکھشا، دہلی سوسائٹی نے ایک سرکلر جاری کیا ہے۔ اس اسکیم کے تحت وسطی دہلی میں 8 مشرقی دہلی میں 27، نئی دہلی میں 1، شمالی دہلی میں 16، شمال مشرق میں 28، شمال مغربی اے میں 21، شمال مغربی بی میں 27، جنوبی ضلع میں 22، جنوب مشرق میں 25، جنوب مغربی اے میں 9، جنوب مغربی بی میں 15، مغربی اے میں 18 اور ضلع مغربی بی میں 24 ٹیمیں تشکیل دی گئی ہیں۔ یہ سروے دہلی کے اسکولوں میں گرمیوں کی چھٹیوں کے دوران کیا جائے گا۔ اس لیے یہ سروے 13 مئی سے شروع ہو کر 30 جون تک جاری رہے گا۔ اس سروے کے ذریعے 6 سال سے 10 سال، 11 سے 14 سال اور 15 سے 19 سال کے بچوں کی نشاندہی کی جائے گی، جو اسکولوں سے باہر ہیں اور تعلیم سے محروم ہیں۔ یہ سروے ہر روز صبح 9 بجے سے دوپہر ایک بجے تک جاری رہے گا۔ اس سروے کے دوران جن بچوں کی نشاندہی کی جائے گی انہیں 31 جولائی تک اسکولوں میں داخل کر دیا جائے گا۔

Students and teachers guided on disaster preparedness



NEW DELHI: Students and teachers across Delhi schools participated in mock safety drills on Wednesday, practising evacuations, taking cover under desks, and switching off electrical appliances at the sound of a siren. The initiative aimed to enhance awareness and response to emergency situations among young learners.

At Amity School in Saket, Principal Divya Bhatia said the drill began with a morning assembly briefing before students responded to a siren by seeking cover, switching off appliances, and evacuating with their bags placed on their heads. "Some younger students were nervous at first, but older ones helped reassure them," she said, adding that students also asked about handling emergencies at home.

Tagore International School in East of Kailash began the session with an instructional video. Principal Mallikarjun Premanand said visual guidance helped students better grasp emergency steps. "We also reminded them that our armed forces protect us, which reassured them," she added.

DPS Vasant Kunj held awareness sessions and demonstrations across all age groups. "Junior students received simple, clear instructions while senior students watched curated safety videos," said Principal Deepti Vohra. AGENCIES

Over 500 schools take part in mock drills across city: 'For many, it felt like a game of hide & seek'

SOPHIYA MATHEW & NEETIKA JHA

NEW DELHI, GHAZIABAD, MAY 7

WHEN THE siren blared at Amity International School in Saket on Wednesday morning, nearly 2,000 students responded instantly, taking cover under desks with bags over their heads — their voices hushed and hearts racing.

The school was one of the 500 schools in the city where a mock drill was undertaken after the April 22 Pahalgam terror attack.

By 7.40 am, the students gathered for a special assembly where Principal Divya Bhatia briefed them. Around 200 teachers conducted checks at every floor of the four-storey building, clearing out washrooms and staff rooms.

"There is an SOP we follow — detailed instructions were given by the Principal," said Sumedh, a teacher. Instruction manual handouts were also given to every student in the morning assembly.

Despite the seriousness of the drill, many of the younger stu-



At Vidya Bal Bhavan Senior Secondary School, Mayur Vihar, on Wednesday. Tashi Tobgyal

dents were a confused lot. "For some of them, it felt like a game of hide and seek... a few also got scared," Sumedh added.

After the evacuation, a Class 5 student was teary-eyed, unsure where to go. But senior students,

especially a hundred-member team of the Students Council, were alert.

Vandita Sharma, a Class 11 student and Additional General Secretary of the Student Council, stepped in. "The boy was scared

and confused... We've been through drills before, but for them, it is a new experience... The best thing is that the drills have prepared us for the future."

"The activity reinforced a culture of alertness, resilience, and

coordinated response among all students and staff," said Principal Bhatia.

A similar drill was conducted at Nagar Palika Balika Inter College in Ghaziabad's Sihani Gate, where an ambulance, a firefighting vehicle, and 11 civil defence personnel arrived around 9.30 am. Nearly a hundred girls, dressed in green and white kurtas, queued up in the playground. When a siren rang out, volunteers lay on the ground, covering their faces.

Ghaziabad's Chief Medical Officer, Akhilesh Mohan, explained that lying on the ground or crouching under a table in the event of a building collapse during a strike can minimise the impact of injuries.

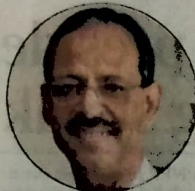
Shanaya Kumari, a student of Class 7, knew that the exercise was meant to prepare them for future. "If Pakistan strikes, this is how we have to save ourselves," she said.

Principal Dr Antima Chaudhary said, "If students practice these measures, these will come in handy in case there is an earthquake or a fire."

NEXUS
OF GOOD

Lighthouses of Learning

The innovative Mission Parivartan in Varanasi has transformed thousands of anganwadi centres into vibrant, tech-enabled, child-friendly spaces that address malnutrition, education, and urban space constraints



ANIL SWARUP

THE WRITER IS
AN AUTHOR AND
A FORMER CIVIL
SERVANT

Over 3.5 lakh children aged six months to six years have benefitted from this intervention in the district over the last two and a half years

The Integrated Child Development Services (ICDS) department and anganwadi workers have a critical role to play in the nation's development. Beyond just being a centre for gathering children, an anganwadi centre is a place where large-scale issues like malnourishment and preschool education are addressed. As the country heads towards reaping the fruits of the demographic dividend, investment in children's future becomes even more critical. A number of researches have revealed that the initial six years of a child's life are crucial for both mental and physical development. This has also been recognised in the National Education Policy.

With the spirit of transforming anganwadis into advanced learning centres, an attempt is being made in Varanasi to equip them with both basic necessities and advanced learning infrastructure, such as smart TVs, Business and Learning Aid (BaLa) structural design, rooftop rainwater harvesting systems, solar panels, furniture for children, toys, learning materials, etc. Mission Parivartan has been launched in Varanasi with this objective. This approach is not limited to a few centres; the attempt is to provide scalable and district-wide solutions to the problem, to be implemented across all 3,000 anganwadi centres in Varanasi.

The Mission Parivartan initiative has achieved a remarkable milestone in transforming anganwadi centres across the district over the last three years. As part of the initiative, a total of 2,382 anganwadi buildings have been rejuvenated, with an impressive 96 per cent saturation. Additionally, 692 new anganwadi centres have been constructed, bringing the total to 3,074. This transformation aims to provide a conducive learning environment for young children, promoting their overall development and well-being. Over 3.5 lakh children aged six months to six years have benefitted from this intervention in the district over the last two and a half years.

The upgraded anganwadi centres boast several key features, including the saturation of all 18 basic parameters of *Kayakalp*, such as baby-friendly toilets,



Under Mission Parivartan, a total of 2,382 anganwadi buildings have been rejuvenated, with an impressive 96 per cent saturation

hand-washing units, BaLa-based painting, and LED TVs to support learning and make education more engaging for children. This is also ensuring a comfortable and interactive environment. Furthermore, these centres are now solar-powered, enabling a round-the-clock electricity supply. Other notable features include Poshan Vatika to promote health, hygiene, and sustainability. Outdoor play equipment has also been installed to encourage physical activity and development. The design of these anganwadi centres has been kept in consonance with the idea of learning and mental growth, ensuring that every part of the centre serves as a source of education. Features such as writable floors, low wall greenboards, low-hanging paintings, and wall displays ensure that each activity comes with learning, and the building's architecture itself acts as a source of learning to the kid.

Beyond just the infrastructure, simple things like furniture, kitchen items, storage boxes, utensils, toys, first-aid kits, and utility kits with mirror, towel, and nail cutter have also been provided at all centres so that these centres function on a learning-by-doing model.

In urban areas, Mission Parivartan has made significant strides in addressing the challenge of space and land availability. Very rarely has any solution to the urban anganwadi centre

problem been attempted in the past. In city-based districts and with the ever-growing size of cities, this problem is expected to become even more severe in the future. This problem existed in 991 urban anganwadi centres in Varanasi, which were functioning in dingy streets and corridors. To address this, a total of 750 new rented buildings have been provided to accommodate anganwadi centres with new rent agreements, while 65 old and unused buildings have been repurposed into anganwadi centres. Additionally, 25 Porta Cabins and recycled bus compartment-based anganwadi centres have been set up in congested areas, ensuring accessibility and convenience. These Porta Cabins have been particularly effective in solving the issue of space constraints, allowing anganwadi centres to operate in parks and playgrounds. The centres now exist in beautiful, air-conditioned rooms with smart classes for learning. The once-deserted anganwadi centres now have over 1 lakh children proudly attending them daily.

Assistance came from engineering departments, CSR partners, and NGOs, who devised standard guidelines and evolved models to address local issues. Subsequently, all field staff were trained to use these guidelines and models. Supervisors and anganwadi workers also played a pivotal role in adopting new and

upgraded tools of learning, like tablets, smart TVs and various learning materials for children.

A huge challenge was to ensure land for new centres, identifying rented buildings in urban areas, and planning the priority and locations in a manner that benefitted the whole district in a phased manner. Weekly meetings were held with Supervisors, CDPOs, and BDOs to coordinate these efforts. Standardised new rent agreements were drafted. Within a month of these interventions, results started coming up. For monitoring different components, a control room was set up at the ICDS office, and Google Forms were used for daily reporting on various indicators. CSR funds came in handy for rolling out the programme. Help came from companies like Vedanta and Reliance Foundation. Besides CSR, MGNREGA funds, Gram Panchayat funds, and Critical Gap funds were also utilised to bridge small gaps in the campaign—such as for Poshan Vatika, electrification, boundary walls, etc. There was enormous support from political leadership.

The impact of Mission Parivartan has been profound. Attendance at anganwadi centres has increased significantly—from 35 per cent to 80 per cent—indicating improved engagement and enthusiasm among children. Moreover, severe malnourishment has decreased dramatically, from 7.7 per cent to 0.2 per cent, reflecting the effectiveness of the programme. Learning outcomes have improved drastically. NIPUN assessment results show a remarkable improvement from 40 per cent to over 90 per cent for Class 1 students in government primary schools. Parents are now sending their children to anganwadi centres instead of private play schools, highlighting the success of the initiative.

What has been achieved in Varanasi under the inspired leadership of this young IAS officer, Himanshu Nagpal, is amazing. Here is a model that can be replicated and scaled through public-private partnership in the true spirit of Nexus of Good.

Views expressed are personal

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Shivaji's glorious contribution should get extensive coverage in textbooks: Pradhan to NCERT

The minister said Shivaji's exemplary life and legacy is a beacon of inspiration for current and future generations and should find its rightful place in textbooks.



PTI

Last Updated : 08 May 2025, 18:53 IST

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Union Minister Dharmendra Pradhan Credit: PTI Photo

New Delhi: Union Education Minister Dharmendra Pradhan has told the National Council of Educational Research and Training (NCERT) that the glorious contribution of Chhatrapati Shivaji should be given an extensive coverage in textbooks.

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The minister said Shivaji's exemplary life and legacy is a beacon of inspiration for current and future generations and should find its rightful place in textbooks.

...and productive discussions on various aspects of the ... and its implementation particularly towards strengthening the school education ecosystem in Maharashtra as well as ways to help young children achieve their full development potential," Pradhan said in a post on X.

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"Informed the minister that I have directed @ncert to provide extensive coverage of glorious contribution of Chhatrapati Shivaji Maharaj's valour and unparalleled contributions in textbooks. His exemplary life and legacy is a beacon of inspiration for current and future generations and it should find its rightful place in our textbooks," he added.

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NCERT's linguistic politics in English education

May 8, 2025

The National Council of Educational Research and Training (NCERT) has recently invited scrutiny and sparked nationwide debate with a seemingly innocuous change – the renaming of English textbooks for Classes VI, VII, and VIII from titles like Honeysuckle to Hindi names such as Poorvi, Mridang, and Santoor. Defended by officials as an attempt to infuse Indian artistic and cultural ethos into educational materials, this decision is anything but benign. On closer examination, it reveals a deeper ideological project rooted in linguistic majoritarianism, symbolic assertion of northern cultural dominance, and a dangerous homogenisation that threatens the pluralistic character of Indian society.

According to the NCERT, these new names are drawn from India's rich artistic traditions and are not merely "Hindi" but pan-Indian cultural symbols. Poorvi, for instance, is explained not just as a Hindi word but as a raga in Hindustani classical music – a metaphor, they claim, for the harmony of an eastern dawn. By evoking the realm of classical music, these names are purportedly elevated above the domain of language and placed in a universal cultural register. Yet, this narrative is disingenuous at best. It overlooks the immediate and material reality of how language operates in Indian classrooms, particularly in regions where Hindi is neither spoken nor understood.

Proponents of this change have invoked Shakespeare's oft-quoted rhetorical question – "What's in a name?" – suggesting that these titular changes are too trivial to warrant such outrage. But therein lies a glaring logical contradiction. If there is truly nothing in a name, why change it at all? The act of renaming English textbooks with Hindi words transliterated into Roman script, while simultaneously dismissing concerns about linguistic overreach, reveals the fallacy and selective application of this argument. Would these same defenders embrace naming Hindi textbooks Harmony or Sanskrit primers Twinkle? The cognitive dissonance this would produce among the proponents of the



NCERT's move exposes their insincerity. Names are not neutral; they carry symbolic weight, convey cultural affiliations, and shape perceptions of identity and belonging – a reality recognised by the NCERT, even as it denies the political implications of its choices.

These textbooks are part of a broader pedagogical overhaul aligned with the National Education Policy (NEP) 2020 and operationalised through the National Curriculum Framework for School Education (NCFSE) 2023. The stated goals include the indigenisation of content, promotion of ecological awareness, disability sensitivity, gender equality, and digital literacy. The materials are structured with student-friendly sections such as 'Let us listen', 'Let us speak', and so on, while aiming to reflect the lived experiences of Indian children. English poems like *Rain, Rain, Go Away*, deemed irrelevant to India's climatic realities, are being replaced with content rooted in Indian seasons, stories, and culture. This shift, ostensibly, is meant to foster relevance and pride among students.

However, the deeper implications of these changes cannot be overlooked, especially in non-Hindi-speaking states where such decisions are seen not as cultural enrichment but as cultural imposition. Kerala's Education Minister V. Sivankutty described the renaming as a "violation of common logic" and questioned the rationale of giving Hindi names to English textbooks. His criticism is more than symbolic: it reflects a growing discontent in states where linguistic and cultural identities are being eroded in the name of national integration.

Indeed, the renaming of an English textbook as *Poorvi* – regardless of its musical connotations – illustrates an ironic contradiction: a global language presented through a Hindi lens. For a child in rural Tamil Nadu, Odisha, or Meghalaya, the word *Poorvi* has little to no contextual meaning.

Transliterating it into Roman script does not bridge the gap; rather, it widens it. The pronunciation may be unfamiliar, the cultural reference obscure, and the educational experience more alienating than engaging. This represents not unity in diversity, but a subtle marginalisation – one that reinforces Hindi as the cultural norm and relegates other languages to the periphery.

This renaming exercise must also be seen in the light of the NEP 2020's broader ideological framework. By projecting a vision of 'Ek Bharat, Shreshtha Bharat', the policy claims to celebrate unity through diversity. In practice, however, it increasingly appears as a project of national uniformity – privileging Hindi and northern cultural values while sidelining India's vast mosaic of regional languages and traditions. The symbolic imposition of Hindi in English textbooks is but one of many steps in this larger ideological choreography. Even within these textbooks, the near-total absence of characters, festivals, or cultural motifs representing Muslims, Sikhs, Christians, Jains, Buddhists, or Parsis is telling. The erasure of non-Hindu cultural references reflects a narrowing cultural imagination – one that seeks to mould young minds within a selective and sanitised vision



of Indian identity.

Crucially, language is not merely a communication tool; it is the very medium through which we perceive the world. The Sapir-Whorf hypothesis underscores how language structures influence our perception of reality. English, for most Indian students, is a second language – structurally different from their mother tongues. It is through language that students learn to question authority, imagine possibilities, understand societal roles, and participate in civic life. Thus, the pedagogical choices made in teaching English – from names to content – are critical in shaping their worldview.

This tension between indigenisation and ideological indoctrination is further complicated by the economic dimensions of English Language Teaching (ELT). In today's globalised, neoliberal world, ELT is expected to prepare students for international communication and employment. The market value of English, both within India and globally, is significant. Yet, by using English textbooks to “instill” Indian values – particularly those associated with a narrow cultural spectrum – the state introduces a contradictory pedagogy. It implies that Indian languages are insufficient to impart Indian ethos and simultaneously treats English as a mere vessel for nationalist programming, thus stripping it of its own cultural and intellectual traditions.

This paradox echoes the colonial logic of Lord Macaulay's infamous 1835 minute, which advocated for the creation of a class of Indians “Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect.” Ironically, the NEP and NCERT's implementation appears to replicate this colonial strategy, albeit with an indigenous twist – replacing British imperial culture with an Indian majoritarian one. The idea of pride, then, becomes performative rather than organic, enforced rather than experienced.

Even the tokenism in the textbook content does little to assuage concerns. A solitary folk tale from the south, a passing mention of northeastern festivals, or a vague allusion to a pan-Indian cultural form does not constitute genuine representation. These gestures appear more like box-ticking exercises than sincere attempts at inclusivity. Meanwhile, the dominant narrative remains tied to northern, Hindi-speaking culture – in music, idioms, aesthetics, and symbolism. This disproportionate representation not only fails to reflect India's linguistic plurality but also reinforces harmful hierarchies.

Further compounding these issues is the apparent lack of attention to detail within the very materials meant to inspire national pride. In the Poorvi textbook for Class 7, the Indian national flag is reportedly displayed with its colours inverted – a symbolic blunder that lays bare the contradiction between intent and execution. In an environment where the government regularly invokes the flag as a sacred emblem of national identity, such a mistake is more than an editorial oversight. It becomes a metaphor for the inverted priorities of an education system that pays lip



service to pluralism while enacting cultural centralisation.

What the NEP and NCFSE fail to grasp is that critical pedagogy – especially in the context of ELT – is a powerful tool to help students analyse the very structures of inequality and injustice they live within. A progressive curriculum could have encouraged students to see language not as a vehicle of state ideology but as a means of questioning it. It could have used English to empower, not indoctrinate. But in choosing to conflate nationalism with education, the state has turned a site of learning into one of cultural assertion.

India's educational future depends not on homogenising identities but on embracing multiplicity. Language is not the enemy of unity – it is its greatest resource. The resistance from southern and northeastern states, from educators, parents, and civil society, is not just about a few textbook titles. It is a protest against a creeping cultural centralisation that risks turning education into a battleground for identity.

In the end, naming is never a neutral act. It is a claim to meaning, to identity, and to power. When a government renames English textbooks with Hindi titles, it is not merely exercising administrative discretion. It is making a cultural statement – one that has profound implications for how young Indians see themselves and each other. Whether India chooses to be a federation of cultures or a monument to majoritarianism will depend, in part, on whether its classrooms remain sites of diversity – or become echo chambers of a single voice.

Dipak Kurmi



Shivaji's glorious contribution should get extensive coverage in textbooks: Pradhan to NCERT

NEW DELHI: (May 8) Union Education Minister Dharmendra Pradhan has told the National Council of Educational Research and Training (NCERT) that the glorious contribution of Chhatrapati Shivaji should be given an extensive coverage in textbooks.

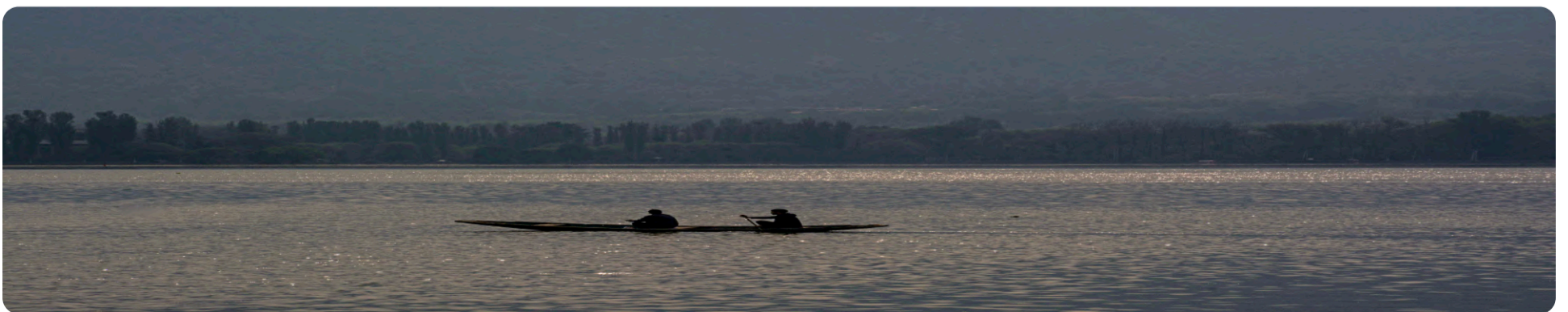
The minister said Shivaji's exemplary life and legacy is a beacon of inspiration for current and future generations and should find its rightful place in textbooks.

The information was shared by Pradhan himself after his meeting with Maharashtra School Education Minister Dadaji Bhuse.



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बचपन की फिक्र में हमारा समाज और हमारी सरकारें जिस तरह की राय रखती हैं, अगर वह उसी रूप में जमीन पर उतरे तो देश के बच्चों की एक बड़ी आबादी को वंचना की मार से बचाया जा सकता है। खासतौर पर गरीब तबकों के बच्चों की जिंदगी हर समय एक नई चुनौती का सामना करती है। गांवों में जहां उन्हें अलग स्तर की समस्या का सामना करना पड़ता है, वहीं शहरों में गरीबी और अभाव की जिंदगी उन्हें आमतौर पर बेघर या बेठौर बना देती है। यों तो अमूमन सभी शहरों-महानगरों में स्थिति एक-सी होती है, लेकिन अकेले दिल्ली में ही रैन बसेरों में रहने वाले या बेघर बच्चों की स्थिति और उनके जीवन अनुभवों पर गौर किया जाए, तो आश्रय गृहों में बच्चों की जीवन परिस्थितियों, बुनियादी सुविधाओं, शिक्षा और उनके बचपन की स्थिति को समझा जा सकता है। महानगरों में गरीब और बेघर लोगों के साथ होने वाला व्यवहार कई बार बेहद संवेदनहीन प्रतीत होता है। इन गरीबों में महिलाएं, पुरुष, वृद्ध, मानसिक या शारीरिक रूप से दिव्यांग और सबसे महत्वपूर्ण- बच्चे शामिल हैं। इन रैन बसेरों में पुरुषों और महिलाओं के लिए अलग-अलग आश्रय की व्यवस्था की जाती है, लेकिन उनकी बदहाली छिपी नहीं होती। बच्चों के लिए कोई विशेष सुविधा उपलब्ध नहीं होती। बुनियादी ढांचे, सेवाओं, शिक्षा और जीवन गुणवत्ता जैसे कुछ महत्वपूर्ण मुद्दों को लेकर बच्चों के साथ सामूहिक चर्चा की जाए, तो उनकी समस्याओं और उनके अनुभवों को समझने की कोशिश की जा सकती है।

बेघर बच्चे इसी लगातार बदलते समाज का हिस्सा हैं, लेकिन उन्हें मुख्यधारा की सामाजिक व्यवस्था से सुनियोजित रूप से बाहर रखा गया है। रैन बसेरों में बच्चों को 'आश्रय' और 'समान जीवन अवसरों' के नाम पर अस्वच्छ, भीड़भाड़ और अमानवीय वातावरण में रहने के लिए बाध्य किया जाता है। ये बच्चे अत्यधिक निर्धनता का सामना कर रहे होते हैं और समाज की उपेक्षा के शिकार होते हैं। सामाजिक-आर्थिक पृष्ठभूमि के अनुसार बच्चों के अनुभवों में जो अंतर होता है, वह यहां स्पष्ट रूप से दिखाई देता है। इन रैन बसेरों में रहने वाले अधिकांश बच्चे विभिन्न राज्यों से आए हुए प्रवासी होते हैं। कई बच्चे अपने गांवों और शहरों की अत्यंत दयनीय परिस्थितियों या घरेलू हिंसा से तंग आकर शहर पहुंच जाते हैं। कई बच्चे शारीरिक हिंसा, विद्यालयों में उत्पीड़न और पारिवारिक अशांति के कारण घर छोड़ने को विवश हो जाते हैं। वे अपने अत्यधिक गरीब जीवन से मुक्ति पाना चाहते थे, लेकिन दिल्ली आने के बाद उनकी स्थिति और दयनीय हो गई। रैन बसेरों में रहने के बाद ये बच्चे भीख मांगने, कबाड़ बीनने, गाड़ी खींचने, विवाह और अन्य आयोजनों में साफ-सफाई का काम करने या भोजन बनाने

जैसे कार्यों में भी लग जाते हैं।

दरअसल, ऐसे बच्चों को सस्ता श्रमिक समझा जाता है और उन्हें अक्सर शोषक नियोजकों के अधीन काम करना पड़ता है। अनेक बच्चे बिना वेतन केवल भोजन या अत्यंत अल्प भुगतान पर काम करते हैं। वे अपनी मेहनत से भोजन का प्रबंध नहीं कर पाते और कभी-कभी उन्हें भूखे रहना पड़ता है। अगर काम के दौरान वे बीमार या घायल हो जाते हैं, तो उन्हें चिकित्सा सुविधा तक नहीं मिलती। कई बच्चे अपनी कमाई बचाने का प्रयास तो करते हैं, लेकिन अधिकांश इसमें विफल रहते हैं। विशेष रूप से मादक पदार्थों का सेवन और नशे की लत एक गंभीर समस्या के रूप में देखी जा सकती है। बहुस्तरीय उपेक्षा का नतीजा यह होता है कि बच्चे अपने नशेड़ी मित्रों या अन्य लोगों के जरिए इस आदत की गिरफ्त में आ जाते हैं। इस तरह के बच्चों की यह प्रतिक्रिया किसी भी संवेदनशील व्यक्ति को झकझोर दे सकती है कि नशे से भूख दब जाती है।

इन बेघर बच्चों को समाज के हाशिये पर रखा गया है। विशेष आवश्यकता वाले बच्चे तो और भी अधिक उपेक्षित अवस्था में पाए जाते हैं। आश्रय गृह के कर्मियों के कठोर व्यवहार की खबरें भी आती रहती हैं। मामूली शोरगुल, खेलकूद या हल्की शरारत पर भी इन बच्चों को मारना-पीटना या उनके साथ अपराधियों जैसा व्यवहार मानो अधिकार माना जाता है। कई इलाकों में अगर कोई अपराध होता है तो कई बार पड़ताल के पहले ही ऐसे बच्चों को उसमें संलिप्त मान लिया जाता है। सवाल है कि किसी घटना की छानबीन से पहले गरीब बेघर बच्चों के बारे में ऐसी धारणा बना लेने या प्रवृत्ति के क्या कारण हैं। क्या हमारी सामाजिक समझ बच्चों को उनकी आर्थिक स्थिति के अनुसार वर्गीकृत करती है? इससे समाज में भेद उत्पन्न होता है, जो इन बच्चों के साथ अन्यायपूर्ण व्यवहार को जन्म देता है।

आमतौर पर शिक्षा की दृष्टि से भी इन बच्चों को बहुस्तरीय उपेक्षा का शिकार पाया जाता है। रैन बसेरों में शैक्षिक सुविधाओं की तो दूर, बुनियादी सुविधाओं और साफ-सफाई की तस्वीर किस स्तर तक बदहाल है, यह किसी से छिपा नहीं है। संबंधित महकमों की ओर से रखरखाव के मामले में

व्यापक लापरवाही और उदासीनता स्पष्ट देखी जा सकती है। रैन बसेरों में चिकित्सा सेवाओं का मुद्दा भी लगातार उपेक्षित रहा है। ये बच्चे बेहद वंचित, उपेक्षित और असहाय जीवन जीने को विवश हैं। उनकी स्थिति पर तत्काल ध्यान देने और व्यवस्था में सुधार की महती आवश्यकता है। मुश्किल यह है कि समाज का जो तबका उपेक्षित बच्चों के लिए कुछ कर सकने की स्थिति में है, वह वर्गीय दृष्टि की वजह से उनकी तकलीफों और जरूरतों से सरोकार नहीं रखता। वहीं सरकार के स्तर पर संबंधित महकमों से सरोकार नहीं रखता। वहीं सरकार के स्तर पर संबंधित महकमों से सरोकार नहीं रखता। वहीं सरकार के स्तर पर संबंधित महकमों से सरोकार नहीं रखता। वहीं सरकार के स्तर पर संबंधित महकमों से सरोकार नहीं रखता।

दुनिया मेरे आगे

मुश्किल यह है कि समाज का जो तबका उपेक्षित बच्चों के लिए कुछ कर सकने की स्थिति में है, वह वर्गीय दृष्टि की वजह से उनकी तकलीफों और जरूरतों से सरोकार नहीं रखता। वहीं सरकार के स्तर पर संबंधित महकमों से सरोकार नहीं रखता। वहीं सरकार के स्तर पर संबंधित महकमों से सरोकार नहीं रखता। वहीं सरकार के स्तर पर संबंधित महकमों से सरोकार नहीं रखता।

Birthday wishes & a request to Sir David Attenborough

Sir David Attenborough, who turned 99 on Wednesday, is no stranger to the wild and the unusual. This birthday greeting is a plea from the desolate landscape of higher education and for the planet he loves — save the social sciences and humanities! Help them learn and communicate about our beautiful planet. Attenborough's work brings to us the interconnectedness and the delicate balance of Life on Earth. These television series, books, lectures and documentary films reveal our Planet Earth, igniting in us a spirit of oneness with nature, a sense of awe and humility, and a combination of deep respect, love and valour. They amplify our need to know how different we are as a species. Our exosomatic urges of accumulation and control that build our social systems contradict and steadily destroy the endosomatic needs and expressions of diverse life forms, the dynamic earth systems that shape and co-evolve within this Living Planet.

Knowledge and the act of knowing is central to all life on Earth. Cultivating that knowledge is not just a necessity for survival but also for the larger well-being, sustainability, diversity and justice for all. Through this birthday greeting we acknowledge and celebrate the social sciences and humanities that are somewhat unappreciated today in the modern university system. All living beings know freshwater systems. In the paternal guard for a baby lily-trotter, courtship of the elegant Clark's grebe, the cool trap constructed by an alligator, or the alarm among scientists who note that only a third of the planet's rivers reach the ocean, we see life. We watch and listen carefully when Attenborough's films show freshwater life. Attenborough's passionate communication raises a toast to knowledge; to the expertise vested with academics, experiential knowledge cherished and validated by indigenous people, and the multiple forms of knowledge.

Despite this passionate communication, critics point out how Attenborough downplays the massive negative impact that we, as one species, have wrought on our planet's health and sustainability. George Monbiot accused Attenborough of generating complacency, ignorance and confusion about our environmental challenges. A concern that Attenborough has since addressed, telling us how the climate crisis is caused and how our planet matters.

Our need to know more about the social systems that interact with nature has never been so acute. Attenborough's forceful narratives of nature's principles, interactions and processes pay scant attention to the institutions or rules that govern social systems and economies. The exposé on planetary systems reveal no "natural capital" in these systems. How did we shift from being a part of nature to becoming masters of

nature, enslaving and extracting, plundering and dumping, and now, starting to re-engineer the very biophysical foundations of life?

Our social systems built on the institutions of private property and wealth, measured not in healthy, happy communities but in monetary value, are at loggerheads with natural systems. Attenborough shows us indigenous people and animals sharing, exchanging, co-evolving in specific ecosystems. Deeper social science investigations are necessary on our understanding of productive resources, on why we ignore the commons, and govern both inappropriately. Global commons like the atmosphere and the oceans, stretched to their limits with emissions and waste, demand that we revisit fundamental concepts like externality and profit. Every extractive industry that ends life and destroys habitats pushes us to revise our notions of crime and justice.

Attenborough's communication about the natural world brings awareness and hope. This work makes it eminently clear that it is not enough to communicate simple and politically cleansed messages to policymakers about catastrophic warming. At the planetary level, all of us struggle with heat stress, forest fires, floods, other extreme weather events, loss of biodiversity, and poor national capacities for adaptation and mitigation. We need the social sciences to research how governments and corporates devise ways to maintain their dynamic stability without losing control over the creation and concentration of wealth. Fundamental inquiry and learning about entangled social and natural systems must be promoted.

Ecological economists conceptualise the economy embedded in society, which, in turn, is a sub-set of the environment. Their studies of complex relations between human households and nature's households need the power and appeal of the humanities to effect change. There are terrains where the poor are forced into extractive industries, poaching and encroachment of wildlife habitats. Political ecology scholarship needs to engage with international trade and rich countries that consume such extracted, high-value products. The voice of the social sciences and humanities are crucial for learning about and communicating our planetary stress. Sociology, history, political science, linguistics, and behavioural sciences inform Attenborough's stories, even as the social sciences and humanities are being financially whittled down in universities. Your voice, Sir David, in support of the social sciences and humanities will go a long way to conserve life on Earth.



Rajeswari
S Raina

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The views expressed are personal*

Building strong foundations through Anganwadis

As we work toward Viksit Bharat@2047, investing in early childhood is not just ethical — it is essential for economic growth. India must now move beyond survival to ensure every child receives the cognitive care needed to thrive in the future economy, write RAJIB KUMAR SEN and VEDEIKA SHEKHAR



development through age-appropriate, evidence-based, culturally appropriate and play-based interventions and tools. For this, firstly, a dedicated and comprehensive focus should be placed on the development of zero to three-year-old children.

As this group are at home, with families/caregivers being the primary stakeholders, there is a considerable opportunity to comprehensively engage with the families through planned monthly AWW home visits and age — appropriate caregiver meetings at AWCs to promote responsive parenting and equip families to deliver early learning and stimulation. Skill and activity-based capacity building of AWWs on ECDC, complemented by incentives, is crucial to deliver quality counselling and tutoring skills. Further, appropriate technology should be used as a conducting, monitoring, and outreach tool for ECDC.

Combining these elements, NITI Aayog has initiated a pilot in 10 Aspirational Districts where in AWWs are trained to conduct ECDC activities through WhatsApp videos every day and given soft incentives. Frequent assessments of children will enable identification, tracking and referral of those with developmental delays. Strong community participation by bringing diverse stakeholders — critically SHGs — and conducting community-based events like Melas, coupled with Jan Andolan for mass awareness and behaviour change, is crucial for ECDC to reach every household. Finally, the use of local, age-appropriate and affordable toys and conducting ECDC activities in the local language cannot be over-emphasised to deliver sustained impact.

So far, India has focused on and achieved significant gains in maternal and child health. However, as we progress towards Viksit Bharat, shifting from helping children survive to enabling them to thrive by focusing on cognitive skills is essential. Sustainable Development Goals (SDG Target 4.2) and NEP 2020 have already provided a robust global and national framework for ECDC to ensure children's school readiness.

A whole-of-Government and whole-of-society approach is essential to establish the continuum of care from home (zero to three years) to AWCs (three to six years) and finally when the child reaches school. This will nurture these young minds to realise their intellectual capital, securing India's demographic dividend. By strengthening AWCs today, we build a brighter, more prosperous tomorrow.

(Rajib Kumar Sen is Indian Economic Service Officer, NITI Aayog, and Vedeika Shekhar — Consultant Grade-II, NITI Aayog. Views are personal)

India has the largest and youngest working population, with 164.5 million children aged 0-6 years, constituting about 13.6 per cent of the total population. Our working-age population is estimated to reach around 1.12 billion — the single largest workforce of any country globally.

As these children represent the collective human capital of tomorrow, our quest for Viksit Bharat@2047 rides on the shoulders of these future adults. This is a pivotal moment to harness this demographic dividend and invest in their human and cognitive development to prepare them to participate in the economy in their adulthood. A child's educational, professional and skilled potential is determined by care, development and learning in the first six years of life. Over 80 per cent of brain development occurs before the child is three years old, and 85-90 per cent by six years of age.

Zero to six years — especially zero to three years, is a critical phase of rapid brain growth, laying the foundation for adult cognitive, psychomotor, educational and intellectual potential. It is thus a critical window of opportunity to shape and build a foundation for their future, particularly in terms of future learning, behaviour and health. Investing in early childhood yields substantial economic returns. Research by Nobel Laureate James Heckman demonstrates that every dollar invested in quality early childhood programmes from birth to age five can generate returns of \$4 to \$16.

These benefits manifest as higher high school graduation rates, increased personal income, and reduced costs related to welfare dependency and incarceration. The World Health Organisation estimates a \$13 return for every dollar spent on early childhood development, while a World Bank study highlights that early investments enhance school readiness — with an additional year of primary education boosting future productivity by 20 per cent in India.

Conversely, neglecting these years can lead to significant learning gaps. The National Achievement Survey of 2021 revealed a decline in academic performance as children progress to senior classes, with mathematics scores dropping from 57 per cent in Class III to 32 per cent in Class X, underscoring the need for a strong early foundation. Recognising its importance, the Government of India is focusing on this area of cognitive development.

Guided by the National Education Policy (NEP) 2020, the "Poshan Bhi, Padhai Bhi" initiative, launched in 2022, aims to transform Anganwadi Centres (AWCs) into vibrant learning hubs equipped with quality infrastructure, play

equipment and trained Anganwadi Workers (AWWs). To this end, two curricular frameworks have been developed — "Navchetana" for children under three years, and "Aadharshilpa" for three- to six-year-old children. While this is a commendable step in the right direction, there is a need to further strengthen and energise it for transformative impact. Young minds require stimulation through engaging, age-appropriate activities to unlock their potential.

Some states are setting a path forward through pioneering efforts to strengthen Early Childhood Development Care and Education (ECDC) within the Anganwadi framework by integrating health, nutrition and cognitive development. Maharashtra's Aarambh programme, now scaled statewide, blends scientific child development principles with culturally relevant tools and strong community participation to empower frontline workers and families to deliver nurturing care for zero to three-year-old children. The programme has yielded significant results in improving health and nutrition outcomes and the development quotient (from mean 107 to 137 — up 30 points) amongst the beneficiaries. Similarly,

MAHATMA GANDHI CONSIDERED UNTOUCHABILITY THE MOST EGREGIOUS ASPECT OF THE CASTE SYSTEM AND MADE IT A CENTRAL FOCUS OF HIS REFORM EFFORTS. GANDHI ARGUED FOR THE EQUAL STATUS OF ALL OCCUPATIONS, CHALLENGING THE TRADITIONAL HIERARCHY WITHIN THE VARNA SYSTEM

Meghalaya's ECD Mission leverages Self-Help Groups to deliver holistic care, while Odisha's "Aami Kuni Pila" emphasises caregiver training, community-based crèches, and awareness campaigns — particularly for tribal communities. These initiatives demonstrate the potential for localised, evidence-based approaches to drive change. Globally, Jamaica's Early Childhood Stimulation Programme for zero to three-year-old children offers lessons.

The programme provisioned weekly one-hour home visits by a community-based worker to improve nutrition and the quality of mother-child interactions to foster cognitive, language and psychosocial skills. The study estimated 25 per cent higher earnings in the treatment group at 22 years, demonstrating that investing in skill formation through home visits and empowering parents at early stages has long-lasting economic returns later in life.

To build on these efforts, India must adopt a comprehensive strategy for ECDC within the existing framework. The overall vision is that every zero to six-year-old child attains the highest possible potential of cognitive and psychosocial-motor

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'Court can't force any state to adopt NEP,' Supreme Court rejects plea for implementation

The court clarified that if a state's action or inaction related to the National Education Policy violated any fundamental rights, then it will intervene.

 **Ashish Tripathi** | DHNS

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A lawyer looks into his mobile phone in front of India's Supreme Court Credit: Reuters File Photo

New Delhi: The Supreme Court on Friday declined to entertain a PIL seeking direction To Tamil Nadu, West Bengal and Kerala government to implement National Education Policy (NEP), saying that court could not compel any state to adopt it.

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"Sorry, we can't pass any order. court. We cannot directly compel a state to adopt a policy like the National Education Policy 2020," a bench of Justices J B Pardiwala and R Mahadevan told petitioner advocate G S Mani.

"We do not propose to examine the issue in this petition. We believe that the petitioner has nothing to do with the cause he proposes to espouse. Although he may be from the state of Tamil Nadu, yet on his own admission, he is residing in New Delhi. In such circumstances, this petition stands dismissed," the court said.

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Tamil Nadu-based lawyer and BJP leader Mani filed the PIL in the Supreme Court seeking a direction to implement the Central Government's NEP, Tri-Language Curriculum Policy in Tamil Nadu, Kerala and West Bengal.

He asked the Supreme Court to intervene in this matter and issue an order to the three state governments to immediately implement the central government's National Education Policy, and the trilingual curriculum.

He claimed all the state governments except Tamil Nadu, Kerala and West Bengal have adopted and implemented the central government's most important national education policy, the Tri-Language Curriculum Policy.

The Chief Ministers of Tamil Nadu, Kerala and West Bengal have continuously opposed the central government's NEP and stated that they cannot accept it.

"The NEP is a major education policy plan brought by the Central Government with the aim of improving the quality of school education for students from all walks of life. All Indian languages should be taught free of cost to school children belonging to the poor, scheduled, tribes, backward, and the most backward classes children," the plea said.

The state governments of Tamil Nadu, Kerala and West Bengal refused to accept this noble plan for political reasons, citing the false reason of imposing Hindi.

The central government's laws, plans and policies are applicable to all state governments. It is the duty of the state government to implement such a policy. This is a fundamental duty and right given in the Constitution, he said.

Home Education NCERT To Add Chhatrapati Shivaji Maharaj's Legacy To School Curriculum

NCERT To Add Chhatrapati Shivaji Maharaj's Legacy To School Curriculum

The Government of Maharashtra had formally requested the inclusion of Shivaji Maharaj's contributions in the national curriculum to ensure that students across the country gain a more comprehensive understanding of his role in Indian history. This request was accepted, with Pradhan directing NCERT officials to proceed with the integration of this content into its textbooks.

Aiman Siddiqui | Updated: Friday, May 09, 2025, 12:43 AM IST



Representation Image |

Mumbai: The history of Chhatrapati Shivaji Maharaj will soon be incorporated into the textbooks of the National Council of Educational Research and Training (NCERT). The decision was taken during a high-level review meeting held in New Delhi between Maharashtra's School Education Minister, Dadaji Bhuse, and Union Education Minister, Dharmendra Pradhan.

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The Government of Maharashtra had formally requested the inclusion of Shivaji Maharaj's contributions in the national curriculum to ensure that students across the country gain a more comprehensive understanding of his role in Indian history. This request was accepted, with Pradhan directing NCERT officials to proceed with the integration of this content into its textbooks.

Speaking to the press following the meeting, Bhuse stated, "It is a matter of immense pride that students nationwide will now learn about the valour, vision, and leadership of Chhatrapati Shivaji Maharaj through our national curriculum."

However, the decision has sparked some concern among education experts. Prof. Furqan Qamar, former advisor to the Planning Commission (now NITI Aayog), issued a cautionary note to the NCERT, stating, "As a national and autonomous body, NCERT must function independently and must not fall prey to political agendas."

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Another expert, familiar with curriculum development added, "Many changes are happening. We are trying to rewrite history, and it's important to question whose version of history is being elevated and why."

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Notably, NCERT recently announced significant changes to its Class 7 Social Science textbooks for the 2025–26 academic year. As part of the revision, chapters covering the Delhi Sultanate and the Mughal Empire have been removed. In their place, new content has been added that highlights ancient Indian dynasties, important pilgrimage centres, and the country's rich cultural heritage.

While the government insists that the inclusion of Shivaji Maharaj's history enhances national awareness of regional heroes, critics argue that such moves must be undertaken with academic integrity and ideological neutrality.

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What NCERT's new textbook cuts from history, and why it matters

By removing the Mughals and Delhi Sultanate, the new curriculum promotes a narrow idea of India, say critics.

Published : May 09, 2025 16:03 IST

VITASTA KAUL



Books displayed at the National Council of Educational Research and Training (NCERT) campus in Bengaluru in September 2007. Over the past several years, NCERT has repeatedly pruned the historical narrative in the name of "rationalisation". | Photo Credit: K MURALIKUMAR

The latest class VII social science textbook published by the National Council for Educational Research and Training (NCERT), *Exploring Society: India and Beyond (Part 1)*, has drawn criticism from educators and historians. Released under the [National Education Policy](#) (NEP) 2020-aligned curriculum, the textbook omits portions of the country's medieval past.

It also introduces content that blurs the line between mythology and historical fact. In the foreword, NCERT Director Dinesh Prasad Saklani frames the textbook as an attempt to promote education rooted in "Indian ethos and its civilizational accomplishments".

The textbook is part of a broader curriculum overhaul under the new National Curriculum Framework for School Education (NCF-SE) 2023, a key component of [NEP 2020](#). Following the revised textbooks for



Bypassing Delhi Sultanate and Mughals

Omitting nearly six centuries of medieval history, the textbook bypasses the Delhi Sultanate and the Mughals, focussing instead on ancient India between 1900 BCE and 300 BCE. While the 2024–25 reprint of the earlier class VII textbook featured eight chapters covering the 7th to the 18th century, the new edition includes only four chapters, discussing ancient dynasties such as the Mauryas, Shungas, and Satavahanas, ending around the Gupta period. NCERT has announced a second volume to be released later this year, but has not clarified whether the excluded chapters will be reinstated.

For historians, the implications are far-reaching. “If it is indeed the case that the Sultanate and Mughal periods have been dropped entirely, it’s quite an absurd proposition,” said Mridula Mukherjee, the historian and former chairperson of the Centre for Historical Studies at Jawaharlal Nehru University. “Continuity is essential to any historical narrative. Big gaps distort understanding. That’s not how history is written or taught.” She warned that excluding such formative periods disrupts the chronological flow and prevents students from grasping the evolution of Indian society, a core aspect of historical inquiry.

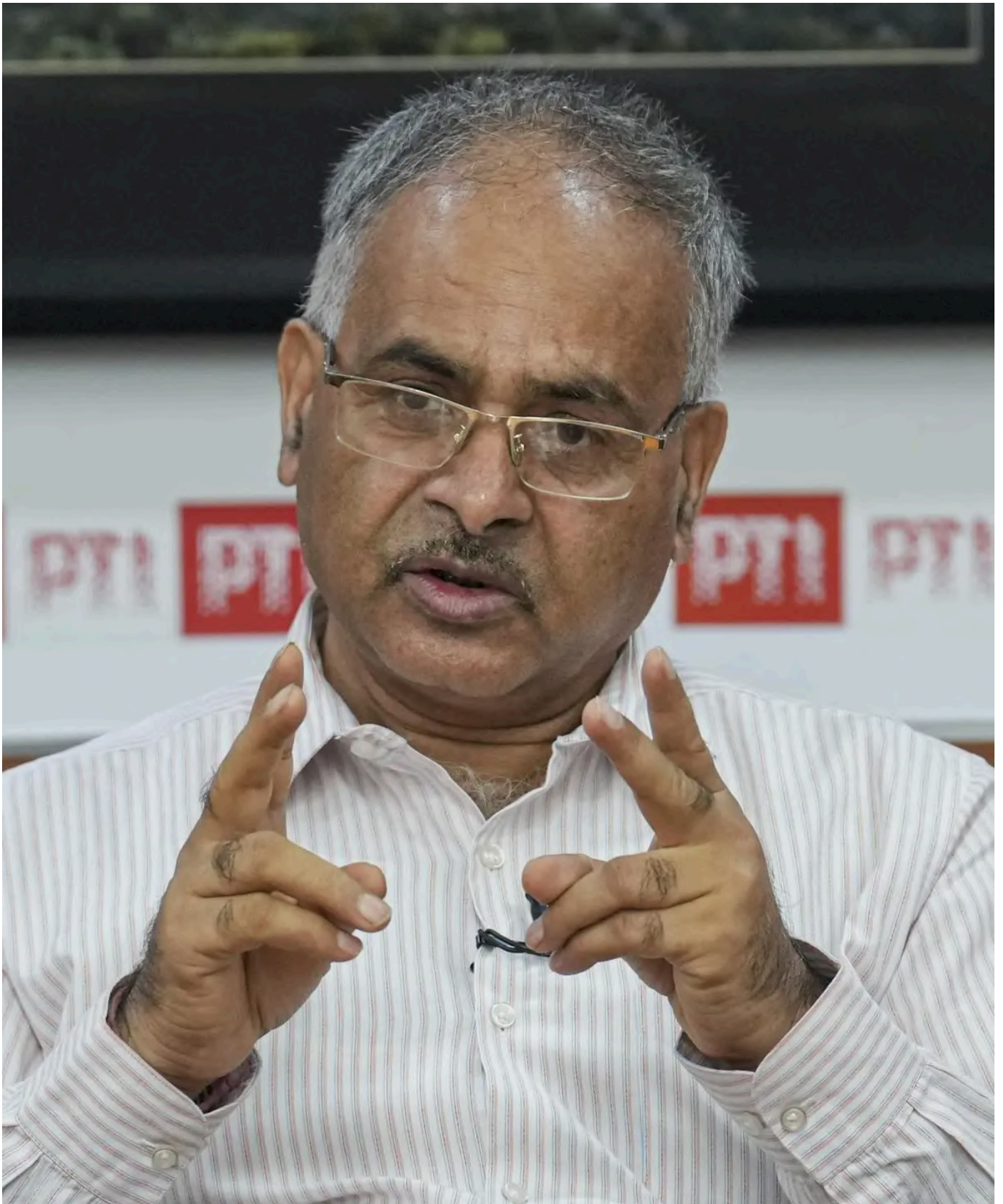
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Mukherjee also argued that these exclusions indicate a move to “minimise or invisibilise the role of Muslims in Indian history”. While NEP 2020 does not explicitly prescribe such changes, she said it creates a broad ideological framework—emphasising “indigenous traditions”—that textbook writers interpret in ways aligned with majoritarian politics. “The NEP may use lofty language about critical thinking, but what truly matters is what students read in classrooms.”

One chapter, “How the Land Becomes Sacred”, can be taken as an example of this ideological push, noted the educators. Beginning with a quote from the *Bhagavata Purana*, it presents India’s geography through pilgrimage routes, temple networks, and sacred Hindu spaces, without clearly distinguishing between mythology and historical fact. Although other religions are mentioned, the focus is overwhelmingly one-sided. The 2025 Kumbh Mela also features in this chapter.

“This is all part of the same trend,” Mukherjee said. “Much of mythology is now being treated as historical fact. Epics like the Ramayana and Mahabharata are invaluable cultural texts, but they are not proven history. Students must be taught to evaluate sources—textual, archaeological, oral—critically.”

Increased use of Sanskrit



NCERT Director Dinesh Prasad Saklani during an interview in New Delhi on June 15, 2024. In the foreword to the latest class VII social science textbook, Saklani frames the textbook as an attempt to promote education rooted in "Indian ethos and its civilizational accomplishments". | Photo Credit: Kamal Singh/PTI



guides and teaches Roman-script transliteration using diacritical signs. Terms like *kshetra* (area), *sutra*, and *janapada* (tract of land) appear in the English edition, often with minimal explanation. “Sanskrit is not the language of all Hindus,” Chaudhary said. “Historically, it’s been a marker of upper-caste dominance. Its imposition through textbooks reinforces cultural hierarchies and undermines India’s linguistic diversity.”

He also pointed to another important aspect: “Despite being a dead language, Sanskrit is being aggressively promoted. All colleges under Delhi University, for example, were recently instructed to hold 20-day Sanskrit workshops for students.”

Rationale of ‘rationalisation’

Over the past several years, NCERT has repeatedly pruned the historical narrative in the name of “rationalisation”. This began during the COVID-19 pandemic, according to the educators, with the stated aim of removing overlapping or irrelevant material. In practice, this led to the elimination of major segments on Islamic rule. In 2022, a two-page table on Mughal emperors was removed from the class VII textbook, and the “Kings and Chronicles” chapter on the Mughal courts was dropped from the class XII history syllabus. Sections on Mughal Emperor Aurangzeb and post-Aurangzeb political fragmentation were cut from class VIII. By 2023, the Mughal era had been reduced to scattered mentions.

Mukherjee explained the pedagogical impact: “At an early age, you’re impressionable. If you erase the Sultanate and Mughals from class VII, there’s a real chance students will grow up without any knowledge of them.” She noted that the standard sequence—ancient history in class VI, medieval in class VII, and modern in Class VIII—meant students might never revisit these topics unless they opted for history in class XI or XII. “That’s deeply worrying.”

“This is not an isolated change in a textbook. This is a concerted, top-down agenda of rewriting history to fit a majoritarian political narrative.”

Bhupinder Chaudhary

History professor, Maharaja Agrasen College, Delhi University

Modern Indian history has not been spared either. In 2022 and 2023, chapters on the 2002 Gujarat riots, the 1975 Emergency, the Babri Masjid demolition, and Dalit and Naxalite movements were removed or



was also reframed, casting the latter as a positive reform.

According to Chaudhary, this is a clear pattern. “Right-wing leaders, the RSS, and the BJP want to consolidate Hindus as a political bloc. Targeting the Mughals and Sultanate rulers helps create a simplified, unifying narrative.” He noted that Hindu society is inherently diverse and fragmented, and this historical revisionism is intended to forge cohesion through selective storytelling.

‘A majoritarian political narrative’

“This is not an isolated change in a textbook,” Chaudhary said. “This is a concerted, top-down agenda of rewriting history to fit a majoritarian political narrative.” He added that this ideological template is now applied across disciplines. “Curriculum changes in political science, philosophy, and literature have removed content on caste, Kashmir, Gaza—anything that clashes with right-wing views.” Faculty members, he said, have been coerced during Delhi University’s syllabus revision meetings to cut material on caste and conflict. “It’s like Orwell’s 1984. You hide the truth, erase complexity, and train students to think in only one direction.”

Chaudhary warned that the result will be ideologically conditioned minds, not informed citizens. “You can indoctrinate, but you can’t cultivate critical thinking this way.”

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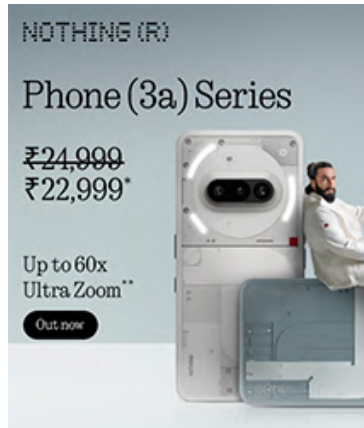
While NCERT is an autonomous central body and cannot enforce its textbooks on State boards, its content is widely adopted across the country, not just by CBSE-affiliated schools but also by many State boards that model their textbooks on NCERT materials. Although education falls under the Concurrent List of the Constitution and States are free to diverge, the ideological direction set by the Centre often influences local curricula, noted the experts.

Another emerging concern is the narrowing pool of contributors involved in writing these textbooks. Earlier editions were authored by eminent scholars from premier institutions. Today, much of the writing is handled internally by NCERT staff. “Earlier, you had historians like Romila Thapar and Satish Chandra,” Chaudhary said. “Now, it’s the faculty following instructions. These are not scholars working with academic rigour. A serious historian would never allow this kind of rewriting.”

“This isn’t just about history,” he concluded. “It’s about the kind of society we want to build. What we’re cultivating isn’t analysis—it’s loyalty. We’re not producing thinkers. We’re producing conformists.”

Frontline reached out to NCERT for comment but did not receive a response.

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News / Cities / Mumbai / History of Shivaji Maharaj to be included in national curriculum

History of Shivaji Maharaj to be included in national curriculum

Minister Bhuse announces after meeting with Pradhan in Delhi.

By: **Express News Service**

May 9, 2025 00:09 IST

NewsGuard



As per information shared by Bhuse's office Maharashtra demanded that Shivaji Maharaj's legacy be introduced more extensively to students across the country through NCERT textbooks.

History of Chhatrapati Shivaji Maharaj will now be included in the national school education curriculum. Maharashtra School Education Minister Dadaji Bhuse announced it on Thursday after

be introduced more extensively to students across the country through NCEERT textbooks. Union Minister Pradhan accepted the proposal immediately and directed officials to begin the process. “It is an honour that history of Chhatrapati Shivaji Maharaj will now be studied by students across India,” said Bhuse.

The meeting, held at Shastri Bhavan in [Delhi](#), was attended by senior officials, including Union Education Secretary Sanjay Kumar, additional secretaries Anil Kumar Singhal and Anand Patil, Maharashtra principal secretary Ranjeet Singh Deol, education commissioner Sachindra Pratap Singh and SCERT director Rahul Rekhawar.

The meeting also highlighted the demand for greater national representation of the Marathi language, especially after it received classical language status. As per information shared by Bhuse’s office, Pradhan assured positive action on this front.



The Maharashtra school education department also made a presentation of various initiatives taken up by the state to enhance standards of school education. This included information on Maharashtra's proposed conversion of 5,000 schools into model institutions under a new "CM Shri" scheme, mirroring the Centre's "PM Shri" initiative, 'Idol' school recognition and Anand Gurukul initiative among others.





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Maharashtra also raised demands such as increasing honorariums for school cooks under PM Poshan scheme, upgrading classrooms, smart education facilities, and better support for rural and tribal students along with expanding student scholarships, etc.

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This article was first uploaded on May ninth, twenty twenty-five, at nine minutes past twelve at night.

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Nation

SC says court can't force state to adopt NEP, rejects plea for implementation

The Supreme Court clarified that if a state's action or inaction related to the National Education Policy violates any fundamental rights, then it will intervene.



The Supreme Court of India (File photo | ANI)

Suchitra Kalyan Mohanty

Updated on: 09 May 2025, 3:10 pm · 2 min read

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NEW DELHI: The Supreme Court in its order on Friday rejected a PIL filed by a BJP lawyer from Tamil Nadu, seeking direction To Tamil Nadu, West Bengal and Kerala government to implement **National Education Policy** (NEP).

The court noted that it could not compel any state to adopt NEP.

The top court, however also said, we could not pass any order on this petition but, will "examine in appropriate proceedings".



"Sorry, we can't pass any order. We cannot directly compel a state to adopt a policy like the National Education Policy 2020," said, a two-judge bench of the top court, led by Justice JB Pardiwala and Justice R Mahadevan.

The court clarified that if a state's action or inaction related to the National Education Policy violates any fundamental rights, then it will intervene.

"We do not propose to examine this issue in this writ petition. We believe that the petitioner has nothing to do with the cause he (G S Mani) proposes to espouse. Although he may be from the state of Tamil Nadu, yet on his own admission, he is residing in New Delhi. In such circumstances, this petition stands dismissed," the court said.

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The Tamil Nadu-based lawyer and Bharatiya Janata Party (BJP) leader, G S Mani, has [filed the PIL in the Supreme Court](#) seeking a direction to implement the Central Government's NEP, Tri-Language Curriculum Policy in Tamil Nadu, Kerala and West Bengal.



Kerala asks Centre for more time to implement the PM SHRI under NEP

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Mani in his PIL, said, all the state governments except Tamil Nadu, Kerala and West Bengal have adopted and implemented the Central Government's most important national education policy, the Tri-Language Curriculum Policy.

The plea added that the Chief Ministers of Tamil Nadu, Kerala and West Bengal have continuously opposed the Central Government's NEP and stated that they cannot accept it.

"The NEP is a major education policy plan brought by the Central Government with the aim of improving the quality of school education for students from all walks of life. All Indian languages should be taught free of cost to school children belonging to the poor, scheduled, tribes, backward, and the most backward classes children," said, Mani in his PIL filed before the top court.

The state governments of Tamil Nadu, Kerala and West Bengal were refusing to accept this noble plan for political reasons, citing the false reason of imposing Hindi. The Central Government's laws, plans and policies are applicable to all state governments. It is the duty of the state government to implement such a policy. This is a fundamental duty and right given in the Constitution, he said in his PIL.

"Free education is a fundamental right given by the Constitution. The petition states that by refusing to accept this plan, the state government is denying the fundamental right of free education to the school children concerned," Mani stated in his PIL.

Therefore, he urged the Supreme Court to intervene in this matter and issue an order to these three state governments to immediately implement the Central Government's National Education Policy, the Trilingual Curriculum.



Hindustan Times, 10 May, 2025, Page no - 01

{ 3-LANGUAGE FORMULA }

Cannot force any state to adopt NEP, says SC

Abraham Thomas

letters@hindustantimes.com

NEW DELHI: Faced with a petition from a Delhi-based lawyer hailing from Tamil Nadu pushing for the national implementation of the National Education Policy (NEP) seemingly in public interest, the Supreme Court suggested that his children could anyway learn Hindi (one of his main arguments) in Delhi.

Dismissing a petition from advocate GS Mani seeking the implementation of NEP in Tamil Nadu, West Bengal, and Kerala, the court said it cannot compel any state to adopt it. A bench of justices JB Pardiwala and R Mahadevan said the court can only consider the violation of

fundamental rights due to a policy's implementation.

Mani claimed the policy was being opposed on the grounds of the three-language formula and that it requires students to learn Hindi.

Mani told the court he is from Chennai but settled in Delhi when asked: "Who are you and how are you concerned with NEP?" The court told Mani he had no cause to file the plea since he lives in Delhi. It dismissed the plea, saying Mani has nothing to do with the cause he proposes to espouse. "Though he hails from Tamil Nadu, he admits that he is a resident of Delhi."

The court told Mani that his children could continue learning Hindi in Delhi.

→P11

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A bench of justices JB Pardiwala and R Mahadevan said the court can only consider the violation of fundamental rights due to a policy's implementation.

The court said, "The Supreme Court through Article 32 of the Constitution (power to issue writs) can issue directions to ensure fundamental rights of citizens is protected. It cannot directly compel any state to adopt a policy like the NEP 2020. But the court may inter-



vene if the state's action or inaction related to the NEP violates fundamental rights or any other legal rights (of citizens)."

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The court told Mani that his children could continue learn-

ing Hindi in Delhi.

"We do not propose to examine this issue in this writ petition filed under Article 32 of the Constitution," said the court, adding, "The main issue may be examined by this Court in an appropriate proceedings."

Tamil Nadu chief minister MK Stalin has led the opposition to the three-language formula under NEP and accused the Union government of trying to impose Hindi.

He has argued that the rights of states have been eroded and maintained that education should solely be a state subject. Stalin has demanded the reversal of the 42nd Constitutional Amendment, which moved education to the concurrent list or subjects on which both the central and state governments can legislate, in 1976.

The Union government and Tamil Nadu government have sparred over a series of issues, including withholding of funding under the Samagra Shiksha scheme over the latter's refusal to implement the National Education Policy.

Does the National Education Policy 2020 aim to Aryanize education?

The new National Education Policy has become a tool in this ideological conflict, aimed at dismantling the hard-won socio-educational achievements of the Dravidian movement in Tamil Nadu

[Elaiyakumar R. & Deepan Chakravarthy](#) May 10, 2025

Tamil Nadu has been resisting the National Education Policy (NEP) 2020 because it undermines the state's inclusive educational framework and imposes Hindi and Sanskrit. To pressure the state to comply with the NEP, the union government withheld a fund of ₹2,152 crores it was supposed to release towards programmes in education in the state. The irony of this action on an effective education system couldn't be starker. In fact, the present DMK government in Tamil Nadu has been recognized for its student welfare initiatives, which include initiatives such as the Breakfast Scheme and a ₹1,000 stipend for undergraduate female students under the 'Moovalur Ramamirtham Ammaiyar Ninaivu Puthumai Penn Thittam'. Various other direct and indirect financial assistance programmes have also been instituted to support students. The Dr B.R. Ambedkar Higher Education Scholarship to facilitate studies abroad has been particularly successful and ₹60 crore has been allocated for the programme in the upcoming academic year.

Despite contributing 9.8 percent to the GDP and supporting the Union government by paying ₹1,12,456 crore^[1] in GST in 2024 alone, the Union government threatens to withhold education funds due to Tamil Nadu. There is no constitutional provision that compels the state government to comply with all the policies of the Union government on education, which is a concurrent subject under the Constitution and hence both Parliament and the state assembly are can make laws on education. Accordingly, the Tamil Nadu Assembly [had passed a resolution on a two-language policy \(of teaching Tamil and English in schools\) in 1968](#) during the chief ministership of C.N. Annadurai. Nevertheless, the Union government has arbitrarily

threatened to implement its three-language policy in Tamil Nadu. The reason is straightforward: the Rashtriya Swayamsevak Sangh (RSS)-backed Bharatiya Janata Party (BJP) regime wants to impose its ideology on the people of Tamil Nadu through the NEP.

Recently, Union Education Minister Dharmendra Pradhan [cast aspersions on the Tamil Nadu government and sought to justify the withholding of funds](#), saying, “They are politically motivated. They are not for the welfare of Tamil Nadu ... They are doing mischief ... But they have to come to terms with the Indian Constitution. How can they think they are above the Constitution? They have to accept the National Education Policy in letter and spirit. All parts of the country have accepted the policy, why not them?”

Tamil Nadu [IT Minister Palanivel Thiaga Rajan reacted to Pradhan’s comment](#) thus: “NEP 2020 is not a Parliament-approved policy mandating states to follow, and there is no clause in the Appropriation Bill that money shall not be released to states unless the policy is implemented. Therefore, it is beyond the ambit of the Constitution, and of the principles of disbursement of funds already appropriated through Parliament’s approval. While NEP 2020 is only a suggestion, the previous two NEPs drafted in 1968 and 1986, which was updated in 1992, had Parliamentary assent. Even they were not enforced with any diktat, threat, arm twisting, or compulsion.”

This is not an isolated incident. The Draft UGC Regulations 2025 aims to change the appointment process for vice-chancellors at state universities, allowing the representatives of the central government (as nominees of the Chancellor, who is the governor of the state, and the UGC) to have the majority in a three-member selection committee, the third member being a nominee of the apex governing body of the university like the Senate or Syndicate^[2]. Earlier the governor had reserved assent on Bills that sought to prevent the stalling of appointments in universities through the governor’s intervention. R.N. Ravi, the governor, was perceived to be a representative of the RSS, seeking to undermine the Dravidian education system. For instance, Governor Ravi delayed the appointment of the vice chancellors in several universities, including the most prominent state university, Anna University. As the chancellor of state universities, he was invited to preside over convocations; either he made himself unavailable to delay the convocations, or he used the convocations to propagate the RSS-BJP agenda. In the case of Periyar University, Salem, [the vice chancellor was accused of corruption](#), yet the governor stepped in to give him a yearlong extension.

However, a recent Supreme Court verdict in State of Tamil Nadu vs the Governor of Tamil Nadu over the Bills awaiting assent effectively took away the powers of the Governor to appoint and remove vice-chancellors of universities.

Mandatory Sanskrit and Hindi

The NEP 2020 introduces a three-language formula for schools. While the state language and English are mandatory, a third language is to be one of a few options, and often ends up being Hindi or Sanskrit. The promotion of Sanskrit, a language that many consider to be “dead”,

raises questions. Most initiatives of the union government have been named in either Sanskrit or Hindi, and funding has been disproportionately allocated to the promotion of these two languages, often at the expense of regional languages^[3].

This language policy puts additional burden on the children and affects everyday learning but also has implications for entrance examinations. With the entrance examinations demanding proficiency in these languages, they filter out first-generation students from socially and educationally disadvantaged communities.

Imposing entrance examination

Even when entrance examinations are often blamed for depriving first-generation students of access to education, the NEP 2020 aims to introduce these exams for all higher educational institutions. During his tenure from 2006 to 2011, former Tamil Nadu Chief Minister Kalaingar M. Karunanidhi abolished entrance examinations in the state, which facilitated access to higher educational institutions for first-generation graduates and the gross enrolment ratio became double the national average.

The Union government has already imposed entrance exams, such as NEET, which have altered inclusive educational systems and weakened the educational framework in southern states. Additionally, other entrance examinations, including the CUET-UG and CUET-PG for arts and science courses in central universities, have been introduced. For PhD admissions, the UGC-NET has become a mandatory national-level test. The argument for imposing entrance exams is rooted in the desire to maintain merit and quality in education, based on the presumption that admitting students from reserved categories will lower quality. However, there is a lack of diversity in higher education institutions. Prestigious institutions like IITs, NITs, and NLUs have failed to implement even the mandatory reservations in admissions and recruitments.

Students' performance in school board examinations is often overlooked, as admissions now rely solely on entrance exams, rendering the purpose of 12 years of education almost meaningless.

On the one hand, an environment of the proliferating coaching industry, along with predatory schools and ineffective testing agencies like the National Testing Agency, has led to paper leaks, corruption and even student deaths. On the other hand, Tamil Nadu's doctor-patient ratio is seven times higher than the national average, achieved without centralized entrance examinations. The quality of doctors was evident during the 2020 COVID-19 pandemic.

To sum up, this RSS-backed regime seems intent on implementing regressive policies that threaten the socially inclusive framework established by the Dravidian Rule in Tamil Nadu.



Chief Minister M.K. Stalin and Governor R.N. Ravi

Vedas, Agamas, Puranas – Indian Knowledge System

The RSS regime now has no qualms about including texts that preach caste inequality in curriculums. For example, the University of Delhi has introduced the Manusmriti, Vedas, Agamas, Puranas, and Itihasas as part of the syllabus for the Indian jurisprudence course for LLB students. This course has been made mandatory for students. Additionally, the university has launched a master's programme in Hindu Studies.

Recently, the director of IIT Madras reviewed the medicinal properties of cow urine, claiming it has health benefits. Similarly, IITs have introduced a new programme called [the Indian Knowledge Systems](#), and substantial funding has been allocated for research, seminars, conferences and various other initiatives. But what exactly is the Indian Knowledge System? It essentially involves revisiting religious texts and attempting to promote them as antecedents of modern scientific advancements.

Agitation against impositions – Dravidian land's virtue

The battle between Aryan and Dravidian identities has persisted for several millennia, often characterized by violence and cunning strategies on the part of the Aryans and firm resistance on the part of the Dravidians. The Dravidian Movement in Tamil Nadu has consistently resisted the imposition of “Aryan” frameworks in educational institutions.

The prolonged agitation against Brahmanical dominance began in 1938 when a Brahmin, C. Rajagopalachari, governed the then Madras State. His administration's push to impose Hindi sparked widespread protests led by Periyar and the Dravidian movement. After thousands, including women and children, were arrested for expressing their dissent, the Brahmanical

government rescinded its order. A similar resistance emerged in 1953 when the Rajaji-led regime introduced a new educational scheme called “Kula Kalvi Thittam” aimed at encouraging caste occupations and institutionalizing caste hierarchies. The protests organized by Periyar and the DMK cadres compelled Rajaji to resign, marking an early setback for Congress in the state. These movements laid the foundation for Tamil Nadu’s robust educational system.

The Dravidian governments, in alliance with social movements like Dravidar Kazhagam, implemented a language policy and prioritized social welfare over religious considerations, leading to significant strides on various human development indices comparable to many developed Western nations.

Even today, the Aryan-Dravidian struggle continues subtly, such as through educational policies of the union government. The NEP has become a tool in this ideological conflict, aimed at dismantling the hard-won socio-educational achievements of the Dravidian movement. Tamil Nadu is the only state governed by a party that has its roots in an anti-caste movement. The social justice demands of this movement have influenced government policies, from the communal Government Order of 1921 to the present 69 per cent reservation system. This reflects the state’s commitment to inclusive education for Scheduled Tribes, Scheduled Castes, Other Backward Classes and minority communities. States like Bihar, Telangana, and Karnataka have followed suit adopting social welfare policies aimed at benefiting the masses.

Failure of the Centre’s education policy

The Tamil Nadu education system stands out as a remarkable success story. The Dravidian government has established a well-structured educational framework that has turned the state to an educational heavyweight. Tamil Nadu’s gross enrolment ratio of 49.1 per cent in higher education is significantly higher than the national average of just 28.5 per cent. This achievement can largely be attributed to the effective implementation of its language policy. As a continuation of the Dravidian movement, public education in Tamil Nadu has reached levels that are comparable to the Western countries. Notably, the state government made these strides even while education remained a concurrent subject.

Choosing English over mother tongue

When the imposition of languages on Tamil Nadu is questioned, there is a common retort: what prevents the state from learning Hindi, the language spoken by the majority in the nation, when it is eager to learn English, a language rooted in colonialism? Periyar E.V.R. advocated for learning English, emphasizing its unique role in unifying the world as a common medium of communication. He had even criticized Tamil as a primitive language that hindered progress and said that it should be abandoned if necessary. Thus, the commitment of Dravidian leaders to combat cultural primitiveness extends to scrutinizing their own language when needed. Their opposition to the imposition of Hindi should be viewed from a broader perspective, not merely as a conservative effort to preserve their language.

If, against all odds, Tamil were to be declared a national language in the near future, the first voice of opposition would likely emerge from Tamil Nadu. This is because Dravidian leaders firmly believe that it would not be a level playing field if competition arose between speakers of two diverse mother tongues.

As Periyar himself stated, “Although I have no doubt that Tamil is better and more useful than the vernacular and Hindi languages, I would like to state that if we want to progress faster, English should be the political language and the language of instruction, that English should be written in Tamil script, and that it would be beneficial for English to be our spoken language”^[4]. Today, Professor Kancha Ilaiah Shepherd argues that access to English education is crucial for the Shudras to catch up with the educated “Dwijas”.^[5]

Therefore, each state should be granted autonomy over its educational policies, which can only be achieved if education is returned to the state list. Education should become more scientific and rational. Promoting Brahmanical Hinduism, which perpetuates caste hierarchy, will constrain advancement of education. In a nation where caste persists but colonialism is a thing of the past, the focus should be on debrahmanization of education rather than decolonization. By abolishing entrance examinations and ensuring proportional representation, education should be democratized.

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Millennium Post, 11 May, 2025, Page no - 03

GUIDELINES FOR NIOS CLASS X ADMISSION ISSUED

Students can now register for NIOS Class X

NEW DELHI: The Directorate of Education (DoE) has released a guideline for the registration of government school students seeking admission to Class 10 through the National Institute of Open Schooling (NIOS) for the 2025-26 academic session.

The move is part of the NIOS project aimed at preventing dropouts among students, who have repeatedly failed in regular school exams and providing them a chance to complete formal education through

Only students with valid SLCs issued by the concerned school are eligible

open schooling, said a circular. According to the circular, students from government schools under DoE who have been declared 'fail' or placed in 'compartment' in Class 9 or 10 for a minimum of two times up to the last session (2024-25) are eligible to register for the NIOS Class 10 programme.

However, those who have

failed or received a compartment for the first time in the 2024-25 session are not eligible under this scheme and are advised to continue in their existing schools, it stated.

Only students with valid School Leaving Certificates (SLCs) issued by the concerned school are eligible, the circular read.

Heads of schools are responsible for identifying, contacting and enrolling eligible students. They must also ensure entries are updated in the MIS module before registration, it stated. The circular also outlines the process for registration and mentions that classes will be conducted in about 75 designated study centres across Delhi. Students can opt for two languages, Social Science as a compulsory subject and two other subjects with practicals.

AGENCIES

राष्ट्रीय संहारा, 12 मई, 2025, पृष्ठ न० - 01

DU : दाखिले में विदेशी छात्रों को तरजीह

■ राकेश नाथ

नई दिल्ली। एसएनबी

भारत पाक संघर्ष के बीच देशभर के विश्वविद्यालयों के दाखिले में विदेशी छात्रों का तरजीह दिए जाने का फैसला लिया गया है। अब देशभर के विश्वविद्यालयों में विदेशी छात्रों के लिए कुल सीटों का 25 फीसद कोटा तय कर दिया गया है। विश्वविद्यालयों के अंडरग्रेजुएट और पोस्ट ग्रेजुएट कोर्सेज में विदेशी छात्रों के लिए 25 फीसद कोटा होगा। एक बानगी के तौर पर दिल्ली विश्वविद्यालय में अभी विदेशी छात्रों के लिए कुल सीटों का दस फीसद कोटा तय है, लेकिन अब डीयू समेत देशभर के विश्वविद्यालयों के दाखिले में इस कोटे में इजाफा कर दिया गया है। भारत पाक युद्ध के बीच

लिया गया यह अहम फैसला है। इस संबंध में विश्वविद्यालय अनुदान आयोग ने देशभर के विश्वविद्यालयों के लिए दाखिले के निर्देश और गाइडलाइंस जारी की हैं।

आयोग ने राष्ट्रीय शिक्षा नीति का हवाला देते हुए राष्ट्रीय शिक्षा नीति (एनईपी)

2020- भारत की उच्च शिक्षा प्रणाली के लिए एक नई और दूरदर्शी दृष्टि की परिकल्पना करती है। उच्च शिक्षा का अंतरराष्ट्रीयकरण एनईपी-2020



■ यूजीसी ने एनआरआई छात्रों के लिए 25 प्रतिशत कोटा निर्धारित किया

शिक्षाविदों और वित्त पोषण को आकर्षित करने के अवसर बढ़ रहे हैं, और कई भारतीय उच्च शिक्षण संस्थान (एचईएल) अब अपनी वैश्विक पहुंच

के आवश्यक पहलुओं में से एक है, जो उच्च शिक्षा में एक अंतरराष्ट्रीय और अंतर-सांस्कृतिक आयाम को एकीकृत करने की प्रक्रिया के साथ उच्च शिक्षा को अंतरराष्ट्रीय स्तर पर प्रासंगिक बनाता है। हाल के दिनों में, यह देखा गया है कि अंतरराष्ट्रीय छात्रों,

बढ़ाने के लिए प्रतिबद्ध हैं। यूजीसी ने विदेशी छात्रों को दाखिले में 25 फीसद कोटा देने के निर्देश देते हुए यह भी कहा है कि विश्वविद्यालय विदेशी विश्वविद्यालयों व संस्थानों के साथ होने वाले एक्सचेंज प्रोग्राम में यह कोटा शामिल नहीं होगा। इसका अर्थ है कि 25 फीसद कोटा पूरी तरह से अलग होगा और यह विश्वविद्यालयों के दाखिला कुल सीटों से ऊपर होगा।

इस कोटे को लागू करते समय विश्वविद्यालयों को अपने ढांचागत सुविधाओं और शिक्षकों की संख्या पर भी ध्यान देना होगा। यूजीसी ने अपनी गाइडलाइंस में यह भी कहा है कि यदि इस कोटे के दाखिला प्रक्रिया के बाद सीटें खाली रह जाती हैं कि उसे विदेशी छात्रों को छोड़कर किसी भी अन्य कोटे के छात्रों से नहीं भरा जाएगा।

UGC asks institutions to increase seats, admit more foreign students

The Hindu Bureau
NEW DELHI

The University Grants Commission has asked all higher education institutions (HEIs), through a recent circular, to furnish the details of foreign students they have enrolled for their courses.

It advised the HEIs to implement a 2022 circular on creating up to 25% "supernumerary seats" for international students, over and above their total sanctioned enrolment for undergraduate and postgraduate programmes.

UGC Secretary Manish R. Joshi said in a letter to all HEIs that the implementation of the 2022 guidelines will facilitate smooth and viable admission of international students and a favourable environment will be created to make India a preferred destination for international students. Prof. Joshi said in the letter that internationalisation of



The UGC Secretary says internationalisation of higher education is one of the essential aspects of the NEP. SUSHIL KUMAR VERMA

higher education is one of the essential aspects of the National Education Policy (NEP), and many Indian HEIs are now committed to increasing their global outreach.

In letter and spirit

"Subsequently, in order to facilitate the internationalisation of Indian HEIs, the University Grants Commission has framed the guidelines for admission and

creation of supernumerary seats for international student in undergraduate and postgraduate programmes in HEIs in India. The guidelines were circulated earlier by UGC to all HEIs for its implementation on September 30, 2022," Prof. Joshi said, adding that HEIs may create up to 25% additional seats for international students. He urged HEIs to adopt and implement the admission guidelines

The objective of the 2022 guidelines is to facilitate a simple admission process for international students in HEIs

and provide supernumerary seats for international students in letter and spirit. The objective of the 2022 guidelines was to facilitate a smooth and simple admission process for international students in HEIs, and it allowed Indian HEIs to admit international students based on the equivalence of entry qualification held by them.

"The equivalence is to be determined by the UGC or any other body recognised by UGC for such purpose or the concerned regulatory bodies of the country. HEIs may adopt a transparent admission process for admitting the international students," the circular had said.

Can AI replace teachers?

FOCUS ON 'AI FOR TEACHERS', NOT ON 'AI INSTEAD OF TEACHERS'

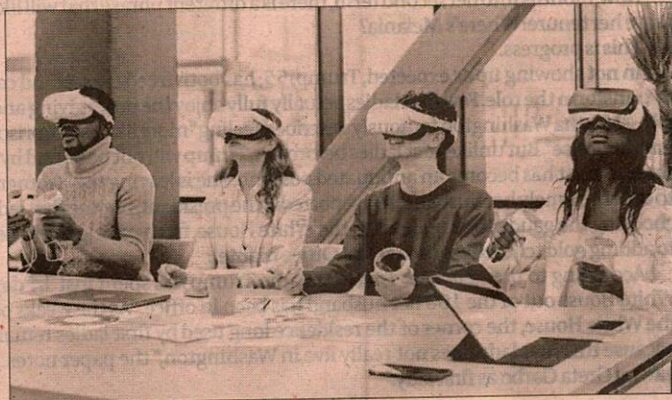
■ PANKAJ ARORA

AS INDIA STRIDES into the Amrit Kaal, the role of education has never been more pivotal. The question, "Can artificial intelligence (AI) replace teachers in Indian classrooms?" is more than a technological query, it is a philosophical and pedagogical reflection on the future of learning.

Under the leadership of Prime Minister Narendra Modi, the National Education Policy (NEP) 2020 has redefined the contours of Indian education. It champions holistic, learner-centred pedagogy, foundational literacy and numeracy, inclusion, and equity — areas where the human presence of a teacher is not optional, but essential.

While AI is about enhancing access, personalisation, and administrative efficiency, it cannot replicate the multifaceted role of a teacher — especially in India's socio-cultural context. Teaching is not a transactional activity of information transmission; it is a transformational relationship that nurtures curiosity, empathy, resilience, and ethical citizenship.

The NEP 2020 clearly emphasises the importance of teachers as "the heart of the learning process." It envisions empowered educators who are continuously trained, mentored, and supported to integrate technology meaningfully, not fearfully. As the chairperson of the National Council for Teacher Education (NCTE), I strongly believe that AI should not be seen as a replacement, but rather as an



The teacher is not the one who gives answers out of books, but the one who awakens the power of questioning within

assistant that enhances teacher effectiveness and efficiency.

India's classrooms are as diverse as its people. From tribal hamlets in Odisha to urban slums in Mumbai, the challenges are nuanced and deeply human — lack of motivation, language barriers, trauma, and uneven learning levels. AI cannot notice the silent anxiety in a child's eyes, nor can it offer a reassuring pat or inspire confidence with a story from life. These are intangibles only a human teacher can provide.

Yet we must not resist technology — we must integrate it wisely. AI tools can provide real-time feedback, help in adaptive learning, support inclusive education for children with disabilities, and assist in multilingual content delivery. But the strategic direction must come from educators. We must equip our teachers with digital fluency through continuous professional development, in line with the NEP's focus on creating a vibrant ecosystem for teacher edu-

cation. Guided by our education minister Dharmendra Pradhan's vision, India is prioritising teacher capacity-building as the cornerstone of educational reform.

The NCTE is working towards this goal with urgency. Initiatives like the National Mission for Mentoring (NMM), National Professional Standards for Teachers (NPST), and integrated Teacher Education Programme (ITEP) are laying a strong foundation for tech-enabled, yet values-driven educators. As PM Modi said, "The teacher is not the one who gives answers out of books, but the one who awakens the power of questioning within." AI can assist in information delivery, but awakening minds is a human endeavor.

In the final analysis, AI is a tool — powerful, promising, but still a tool. The future of education lies not in replacing teachers, but in repositioning them as facilitators of learning in an AI-augmented environment. Our focus should be on "AI for teachers", not "AI instead of teachers." Let us move ahead not with fear, but with clarity, compassion, and commitment — for only when we empower our teachers can we truly empower our nation.

The author is chairperson, National Council for Teacher Education

Shaping a nation in times of crisis

SOVEREIGNTY IS DEFENDED AT THE BORDERS, BUT A NATION IS MADE IN THE CLASSROOM

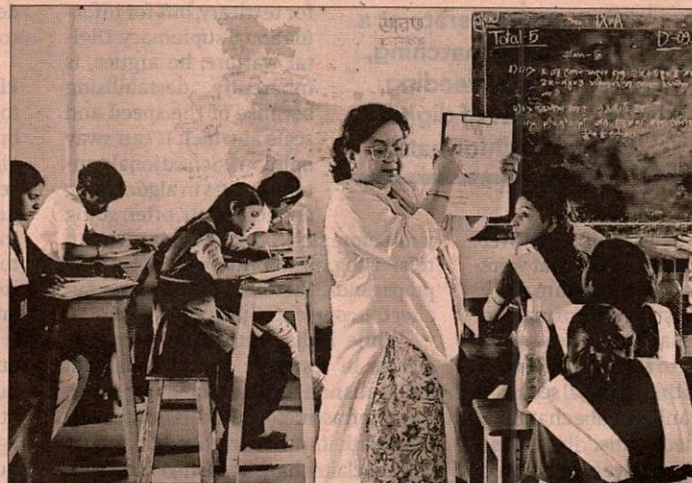


■ ASHOK PANDEY

WHEN NATIONS face provocation and peril, their immediate responses are often visible — fighter jets, diplomatic statements, public emotions. But beneath these visible acts lies something more profound: the quiet and long-term cultivation of national character. Recent developments following terror attacks on Indian civilians, and the subsequent measured response by the Indian leadership under Prime Minister Narendra Modi, offer an important lesson — that the real strength of a nation in crisis draws deeply from the values nurtured in the everyday rhythms of education.

Honest messaging

When terror strikes at innocent lives, outrage is inevitable. But India made it clear that its response would be precise, non-escalatory, and aimed at the perpetrators.



This clarity distinguished India's stand from reactive aggressions elsewhere. It shaped global opinion in India's favour. Communication during a crisis must be truthful, transparent, purposeful. A leader's credibility is built — and tested — by how they speak under pressure.

Teachers must model clarity and truthfulness in classroom discussions, especially when navigating sensitive topics.

Emotional discipline

A remarkable aspect was leadership's ability to manage the emotional tide of 1.4 billion people. In the face of anger, there was no rush to hasty escalation. Responses were calibrated, deliberate, and deeply mindful of consequences.

In leadership, the management of collective emotion is often the difference between momentary

satisfaction and lasting strength. It is important to channel emotions constructively, not be consumed by them. True character lies in restraint, not impulsiveness.

Teachers must help students recognise, express, and regulate emotions constructively, especially during disagreements or setbacks.

Truth as a strategic asset

India demonstrated discipline in the management of information. Periodic press briefings, measured in tone and precise in facts, kept the public informed, maintained morale, and countered false narratives. In an age overwhelmed by noise, leadership demands the quiet strength of authenticity.

Teachers must cultivate critical thinking and information literacy, guiding students to discern facts from misinformation.

Strength and inclusivity

In a subtle message, India chose to field two women officers in combat dress during official press briefings. It wasn't just a matter of optics; it symbolised a new era of leadership — inclusive, confident, mature. It reinforced that India's strength lies not just in its military might, but also in its institutions. Leadership is not only about decisions; it is also about who you empower to lead, and how you reflect values of equality, dignity, and representation.

Teachers can create leadership opportunities that are inclusive, ensuring all students, regardless of background, are encouraged to lead.

Classroom connection

All these leadership lessons are not improvised in a crisis. They are the fruits of long-term cultivation in classrooms, where students learn not just subjects, but values: how to speak with clarity, how to respect differences, how to manage emotions, and how to stand by the truth.

A nation's sovereignty is defended at its frontiers during times of crisis, but long-term preparedness is forged each day, in every classroom, where character is taught, practised, and lived. It is in these everyday spaces that the foundations of resilience, dignity, and responsible leadership are built — preparing citizens not just to endure adversity, but to elevate the nation through it.

The author is an education leader, passionate about linking classroom values to national resilience and nation building

Write Turn: How Delhi Is Looking To Bring Every Child Back To School

Survey Will Identify Out-Of-School Children Across The City's 13 Districts

Meghna.Dhulia
@timesofindia.com

New Delhi: This summer, Delhi's streets are echoing with the promise of a brighter future as teams set out to bring every child back to school. Samagra Shiksha-Delhi will launch an extensive survey on May 13, aimed at identifying out-of-school children and those with disabilities across the city's 13 districts. With 241 teams on the ground, the initiative seeks to enroll these children in nearby schools, ensuring they don't miss out on the transformative power of education.

Samagra Shiksha is an overarching programme for the school education sector extending from pre-school to Class XII.


For many, this effort is more than just a task - it's a deeply personal mission. The urgency behind this initiative is palpable. The pandemic, economic hardships, and constant migration left thousands of children without stable schooling. For children with disabilities, the challenges are even greater. "We must bridge this gap now, or risk leaving an entire generation behind. Each child we reach, each form we fill, is a step towards a more inclusive society. When we bring a child back into the fold of formal education, we are not just offering them a textbook or a uniform, we are opening a door to endless possibilities," said a teacher involved in the survey.

From May 13 to June 30, survey teams will work daily, navigating the diverse landscapes of the city - from unaut-

MAPPING EDUCATION GAPS

Teams formed to identify out-of-school children

District	No. of teams
Northeast	28
East	27
North West B	27
Southeast	25
West B	24
South	22
North West A	21
West A	18
North	16
South West B	15
South West	9
Central	8
New Delhi	1



TOTAL 241 TEAMS

Survey duration

Scheduled from
May 13 to June 30
To be conducted daily from
9am to 1pm

TARGET AGE GROUPS

Children will be identified and categorised into four age groups
Below 6 years |
 6-10 years |
 11-14 years |
 15-19 years

How survey teams will function

- 1 Survey teams will be equipped with identification kits and ID cards to ensure easy recognition and build community trust
- 2 Daily reports will be submitted to track progress
- 3 Children identified as out-of-school, including children with special needs (CWSN), will be admitted to schools by July 31

Targeted outreach

- > Potential hotspots like unauthorised colonies, construction sites, industrial zones and railway stations will be identified for focused surveys
- > Survey teams will include an additional resource member, either a CWSN resource person or a guest special education teacher (Primary, TGT, or PGT) to address the unique needs of these children

horised colonies and railway stations to bustling industrial zones. They will be equipped with identification kits and ID cards to build community trust, working from 9am to 1pm each day. These teams, led by district urban resource centre coordinators and district coordinators, are tasked with finding children in four

key age groups: below 6 years, 6 to 10 years, 11 to 14 years, and 15 to 19 years. Their goal is to ensure that every child identified is admitted to a nearby school by July 31.

The scale of this effort is significant. In the densely populated Northeast district alone, 28 teams have been deployed, while even the small-

er, more structured New Delhi district will see its own dedicated team. In total, the 241 teams will cover every district. Under Samagra Shiksha, out-of-school children are broadly defined as those in the age group of 6 to 18 years who either never enrolled in any formal educational institution or dropped out after

initial enrolment, as per an official. This category includes children from marginalised groups, children with disabilities, migrant children, street children, and those from economically weaker sections who, due to socio-economic challenges, have been unable to attend regular schooling.

As survey teams gear up for this critical mission, educators remain cautiously optimistic. "In my estimation, around 10-15 lakh children in Delhi are currently out of school, facing a bleak and uncertain future. This issue is particularly harsh for girls, who often lack the necessary familial support to continue their education. Sadly, the system itself appears indifferent, failing to ensure these children return to the classroom," said education activist and lawyer Ashok Agarwal.

For many parents, the struggle is deeply personal. A father from northeast Delhi shared his frustration. "When I sought help for my son's Class IX admission, I was shuffled from one office to another, each providing little clarity. Eventually, the school removed his name from the roster, and I had no idea how to get him readmitted." With few options left, his son eventually took up work in a shop in Shiv Vihar, a stark reminder of the consequences of educational disruption.

The stakes are high, but the resolve to overcome these challenges is higher. This summer, as temperatures soar, so too does the determination of those committed to ensuring every child, regardless of background or ability, finds a path back to learning.

News / India / Law News / Supreme Court says states cannot be compelled to adopt National Education Policy

Supreme Court says states cannot be compelled to adopt National Education Policy

The Supreme Court has ruled it cannot direct Tamil Nadu, Kerala, or West Bengal to implement the National Education Policy, saying such decisions are outside its constitutional powers under Article 32.

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Supreme Court says states cannot be compelled to adopt National Education Policy 2020.

India Today News Desk 
INDIA TODAY

UPDATED: May 12, 2025 11:54 IST

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- Top court says policy enforcement not within its Article 32 powers
- Plea sought NEP implementation in non-BJP ruled southern states
- Judges note petitioner had no direct stake in matter

The Supreme Court on Friday dismissed a plea seeking directions to the governments of Tamil Nadu, Kerala and West Bengal to implement the National Education Policy (NEP), 2020, including its three-language formula, stating that it cannot compel states to adopt a particular policy.

“The Supreme Court, through Article 32 of the Constitution, can issue directives to ensure that the fundamental rights of citizens are protected. It cannot directly compel a state to adopt a policy like the National Education Policy, 2020,” the bench stated in its order.

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A bench comprising Justice JB Pardiwala and Justice R Mahadevan clarified that the court’s powers under Article 32 of the Constitution are limited to ensuring the protection of citizens’ fundamental rights and do not extend to mandating policy decisions on state governments.

It added, “The court may, however, intervene if a state’s action or inaction related to the National Education Policy violates any fundamental rights or any other legal rights. We do not propose to examine this issue in this writ petition filed under Article 32 of the Constitution.”

The judges also noted that the petitioner had no direct connection to the issue raised. “Although he may be from the state of Tamil Nadu, yet, on his own admission, he is now residing in New Delhi. The main issue may be examined by this court in an appropriate proceeding but at least not in this particular petition,” the bench said.

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The petition had been filed by advocate GS Mani, who had sought a directive from the apex court to enforce implementation of the NEP, 2020, in the three non-Bharatiya Janata Party ruled states.

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SC dismisses plea seeking implementation of NEP in Tamil Nadu, other states

The apex court was hearing a plea filed by advocate GS Mani seeking directions to implement the National Education Policy, 2020.

By: [PTI](#)

New Delhi | Updated: May 12, 2025 19:36 IST

 **NewsGuard**

🕒 3 min read



A National Education Policy or NEP is a comprehensive framework to guide the development of education in the country. (Source: File)

The Supreme Court has dismissed a plea seeking a direction to the Tamil Nadu, Kerala and the West Bengal governments to implement the [National Education Policy](#), including its three-language formula. A bench of Justice JB Pardiwala and Justice R Mahadevan said the top court could not issue such directions to state governments.

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“The Supreme Court, through Article 32 of the Constitution, can issue directives to ensure that the fundamental rights of citizens are protected. It cannot directly compel a state to adopt a policy like the National Education Policy, 2020,” the bench said in an order passed on Friday.

“The court may, however, intervene if a state’s action or inaction related to the National Education Policy violates any fundamental rights or any other legal rights. We do not propose to examine this issue in this writ petition filed under Article 32 of the Constitution,” it added.

The petitioner has nothing to do with the cause he proposes to espouse, the top court further said. “Although he may be from the state of [Tamil Nadu](#), yet, on his own admission, he is now residing in New [Delhi](#). The main issue may be examined by this court in an appropriate proceeding but at least not in this particular petition,” the bench said.

The apex court was hearing a plea filed by advocate GS Mani seeking directions to implement the National Education Policy, 2020.

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National Education Policy

A National Education Policy or NEP is a comprehensive framework to guide the development of education in the country. A new policy usually comes along every few decades. The latest policy is India’s third. It replaces the 1986 NEP, which was in place for 34 years.

For inclusion of comprehensive education, the university has introduced a two-credit course for undergraduate and postgraduate students in each semester. Also, 16 multidisciplinary two-credit programmes

have been introduced as part of minor electives. Besides classroom-based learning, the institute has also implemented its own Learning Management System (LMS) to promote online learning. Under credit transfer, students have already registered on the 'Swayam' portal.

Students have been provided with a digital account in the cloud to securely store their academic mark sheets and other valid documents or certificates. All students of the university have opened their accounts and are using it to upload their documents, with storage capacity up to one GB for each account.

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This article went live on May twelfth, twenty twenty-five, at thirty-four minutes past seven in the morning.

TAGS: National Education Policy NEP Supreme Court

NCTE introduces new ITEP courses in Yoga, Performing Arts, Sanskrit and PE

While schools have long offered Yoga and Sanskrit as subjects, no structured teacher-education programmes existed to prepare pedagogues in these fields

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Divyansh Kumar | Posted May 12, 2025 03:30 PM



To address the shortage of specialist teachers in schools, the National Council for Teacher Education (NCTE) recently announced the rolling out of four-year Integrated Teacher Education Programmes (ITEP) in Yoga, Performing and Visual Arts, Sanskrit and Physical Education. Launched under the framework of the National Education Policy (NEP) 2020, these dedicated pathways aim to produce educators equipped not only with applied skills but also with deep theoretical grounding, an essential blend that existing certificate and diploma routes have failed to deliver.

“The decision to introduce exclusive ITEP courses in these disciplines stems from a clear market gap,” Prof Pankaj Arora, chairman, NCTE tells *Education Times*. While schools have long offered Yoga and Sanskrit as subjects, no structured teacher-education programmes existed to prepare pedagogues in these fields. Aspiring Yoga instructors typically rely on certifications or diploma training, which lacks the theoretical frameworks necessary to design age-appropriate curricula or address the full spectrum of mental, physical and spiritual well-being in a school context. Likewise, Sanskrit education has been relegated to a subject taught by generalist BEd graduates rather than dedicated specialists.

“We do not have teachers for these courses although there is a demand in schools for teachers in these specialisations,” says Prof Gajanan Londhe, NCTE member and executive director, Samvit Research

Foundation, Bengaluru. By extending ITEP to Performing and Visual Arts, the council seeks to integrate arts education throughout the school spectrum, a core tenet of NEP 2020's vision of holistic, human-centered learning. Physical Education, already a BEd specialisation, will now benefit from a more robust, four-year programme that incorporates sports science, biomechanics and sports psychology alongside practice.

Institutional readiness

The initial launch of these courses would be gradual. "We are not expecting a rollout across thousands of institutions immediately," Prof Arora says, adding, "The NCTE has finalised norms and standards and is awaiting final approval before inviting institutions to apply for recognition. Only those colleges with requisite infrastructure—yoga labs, art studios, sports facilities—or a demonstrated track record in these disciplines will be encouraged to pilot the programmes."

To ensure a measured start, the council will initially invite applications from 'special institutions' with prior expertise—such as universities already offering advanced Yoga or arts programmes. Lessons from this pilot phase will provide feedback for a broader expansion plan.

Curriculum design

A multi-tiered expert committee is overseeing curriculum development. Each four-year ITEP will allot 40% of credits to theory, including Indian Knowledge Systems (IKS), philosophy, sociology and contemporary fields including AI and digital education, and 60% to practicum, says Prof Sudhakar Venukapalli, member, NCTE and former dean, English and Foreign Languages University (EFLU), Hyderabad. "The aim is to root students in classical disciplines such as Vedic culture, Indian ethos, while equipping them with modern pedagogical tools: blended learning, project-based work and collaborative 'Vaad-Vivaad' dialogue traditions," he says. Stage-specific pedagogy aligns content with the NEP's four school stages (foundational, preparatory, middle and secondary), scaling theoretical depth and reflective practice as learners mature.

Local adaptations

Although the national framework provides a generic curriculum for Performing and Visual Arts, NCTE emphasises flexibility for regional and tribal art forms. For now, NCTE does not have a concrete plan for it. "Universities can customise the course to include local contexts," says Prof Londhe. NCTE will support institutions by connecting them with resource experts, but local adaptation remains at the discretion of individual universities. Systematic inclusion of tribal languages, dance-drama traditions and art forms requires deeper future engagement.

Capacity building

With a limited pool of niche-field educators, NCTE has organised national conclaves across regions in Ahmedabad, Shillong and Kurukshetra, to build capacity and gather stakeholder feedback on the draft regulations. Similar sessions are slated for southern India. To safeguard programme quality, recognition will hinge on online inspections and performance appraisals. Since September 2024, institutions have been required to report on key benchmarks; roughly 3,000 of 12,000 institutions failed to respond and face show-cause notices. Underperformers risk disciplinary action, ensuring that only compliant colleges continue to train future teachers.

By 2030, the four-year ITEP will become the minimal qualification for entry into teacher education. Current two-year BEd programmes include a clause mandating transition to ITEP by that deadline, or they will lose approval to operate. This phased approach allows institutions to prepare for infrastructural upgrades and faculty recruitment.

The Hindu, 13 May, 2025, Page no - 05

Kerala Education Minister hails Supreme Court verdict dismissing plea to enforce NEP in three States

The Hindu Bureau
KOCHI

Kerala's Minister for Higher Education R. Bindu has hailed the Supreme Court's decision to dismiss a plea seeking enforcement of the National Education Policy (NEP), including the three language formula, by the Tamil Nadu, Kerala and West Bengal governments.

Addressing a press meet here on Monday, Ms. Bindu said that the NEP and the recent UGC regulations encroached into the rights

of the States and were against federal principles. They were against Constitutional provisions and created a lot of difficulties to the States.

The protest against these developments were ubiquitous. The apex court verdict is in keeping with the basic tenets of the Constitution, she said.

Science centre

Ms. Bindu said that Chief Minister Pinarayi Vijayan will inaugurate Science Centre, which is the first

phase of the proposed Science City in Kottayam on May 29. The centre, spread over 47,147 sq. ft., features science galleries, 3D exhibition centre, science park, seminar hall, and innovation hub.

Dinosaur enclave, fun science area, marine life and science, emerging technology science galleries, temporary exhibition area, activity centre, seminar hall, conference hall, workshops, telescope for stargazing will also be available.

The educational landscape, its disconcerting shift



Shelley Wallia

has taught Cultural and Literary Theory at Panjab University, Chandigarh

Education has historically been regarded as the cornerstone of societal advancement – a realm where critical thinking, free inquiry, and the pursuit of knowledge could flourish. At its best, higher education had always cultivated intellectual independence, nurtured dissent, and inspired progress across disciplines and societies. The boundaries of human understanding were continually pushed through unfettered dialogue and academic exploration.

Yet, in recent decades, the educational landscape, especially within universities, has undergone a profound and disconcerting shift. Institutions once celebrated for fostering independent thought now appear increasingly constrained by bureaucratic controls, external mandates, and ideological gatekeeping. Rather than serving as laboratories of innovation and resistance, the Canadian thinker, H.A. Giroux, sees universities becoming engines of conformity, prioritising managerial efficiency and market alignment over academic freedom and intellectual integrity. Indoctrination, intimidation and intolerance become the central ingredients of education.

From independence to centralisation

A particularly disquieting development in this decline is the unyielding centralisation of academic curricula. In the past, universities enjoyed considerable autonomy to craft syllabi tailored to their students' needs, faculty expertise, and the shifting contours of intellectual inquiry. Today, however, this independence is steadily eroding. Centralised agencies – be they governmental bodies such as the University Grants Commission (UGC) or frameworks such as the National Education Policy (NEP) – increasingly dictate the structure and content of academic programmes. These prescriptions are often influenced not by academic merit or pedagogical philosophy, but by economic agendas or partisan leanings.

The UGC, originally intended to coordinate academic standards, has mutated into an instrument of control. It dictates appointments, interferes in administration, and shapes curricula, often with scant regard for academic judgement, thereby becoming the long arm of a state increasingly intolerant of independent or critical thinking. Let us be clear: this is not about standards – it is about submission. Under the guise of regulation, the UGC has eroded the autonomy of Indian universities to the point of extinction. The promise of self-governance has been replaced with bureaucratic tutelage. An institution that is stripped of autonomy in faculty selection, research direction, and protection of dissent ceases to be a university in any meaningful sense.

The consequences of this centralisation are

Institutions once celebrated for fostering independent thought, now face bureaucratic controls, external mandates and ideological gatekeeping

far-reaching. It undercuts not only academic autonomy but also produces compliant drones, regiments intellectual discourse, and marginalises alternative perspectives. When syllabi are standardised across regions and institutions, the intellectual ecosystem becomes monolithic – devoid of diversity, nuance, or radical innovation. This intellectual flattening not only stifles creativity but also discourages the interrogation of dominant narratives and received assumptions.

Pressures on the academic climate

Historically, campuses have played a vital role in catalysing social change – whether in anti-colonial movements, civil rights struggles, or pro-democracy uprisings. By exerting control over what is taught and how it is taught, policymakers and administrators ensure that universities remain compliant rather than confrontational. Suppressing critical perspectives ensures that higher education does not produce citizens who question authority or imagine alternatives to the status quo. Take, for instance, a research scholar who gives a reference to Noam Chomsky's views on the decline of democracy or talks about nationalism and human rights. There is every chance that the student and his supervisor will be reprimanded by the state, a preposterous intervention indeed.

Take, for instance, the resurgence of reactionary politics that has led to increasing interference in academic affairs. Scholars whose work critiques systemic injustice, discriminatory politics, corporate exploitation, or nationalist rhetoric often find themselves marginalised, defunded, or even expelled or deported. Entire disciplines, especially in the social sciences and humanities, are being defunded or dismissed as politically awkward.

Such pressures have had an unsettling effect on academic life. Teachers, wary of professional reprisals, begin to engage in self-censorship. Controversial research topics are sidestepped not out of disinterest, but out of fear. Students, too, internalise this climate of caution, refraining from engaging critically with contentious issues, apprehensive about academic penalties, peer backlash, or threats to their future careers. The outcome is a smothering intellectual climate where fear of dissent trumps inquiry, and conformity is mistaken for collective wisdom, resulting in the decline of public intellectuals.

This erosion of academic freedom is compounded by the increasing corporatisation of higher education. Universities are no longer viewed as public institutions dedicated to knowledge and social advancement. Instead, they are treated as businesses, expected to generate profit, attract investment, and enhance their brand image. The logic of the market now governs the priorities of educational institutions,

reshaping both what is taught and why it is taught. The corporate corruption of higher education and the wrecking of the university is indeed apparent.

Consequently, disciplines that promise immediate financial returns – such as technology, business, and engineering – receive substantial funding and institutional support. Meanwhile, fields that emphasise critical thought, ethical reflection and historical understanding – such as philosophy, literature, and the arts – are sidelined as unproductive or irrelevant. The value of education is thus reduced to its marketability, and knowledge becomes a commodity to be consumed rather than a pursuit to be cherished.

It is often seen that faculty members are not immune to these pressures. Academic faculty are increasingly subject to performative pressures, evaluated through metrics such as publication counts and student satisfaction ratings. The proliferation of global university rankings exacerbates this issue, prioritising conformity to western norms and standardised metrics over indigenous intellectual traditions and context-specific inquiry. This regime incentivises strategic branding and replication of external models, rather than genuine academic innovation.

Academic governance as a concern

This shift has also altered the structure and the ethos of academic governance. University leadership, it is now proposed, can comprise administrators drawn from corporate backgrounds rather than only academic. These individuals will, understandably, bring with them a managerial mindset that privileges efficiency, quantifiable outputs, and brand visibility over scholarly rigour and pedagogical richness. Furthermore, the appointment of Vice Chancellors from non-academic fields compromises the collegial culture of universities, disconnecting decision-making from teaching and research realities.

Visibly, the prevailing trend of appointing academics lacking intellectual engagement with literature and social issues raises concerns about ideological biases influencing leadership selections. To address this, universities should prioritise appointments grounded in the intellectual ethos of liberal arts and sciences, ensuring that selection procedures are rigorous and objective.

The crisis of education has, therefore, at its core, a crisis of imagination. The university must at all costs be preserved as a sanctuary of intellectual freedom, where merit is not the casualty. Failure to do so imperils not only education but also the very idea of democracy. By reclaiming the university's essence, we restore the transformative potential of knowledge, rather than reducing it to mere transaction.

- हिंदी खबर (/hindi/khabar/)



Representative Image (File Photo/ANI)

CBSE board exams aligned with NEP 2020, results available online: Dharmendra Pradhan

ANI | Updated: May 13, 2025 14:54 IST

ANI
News

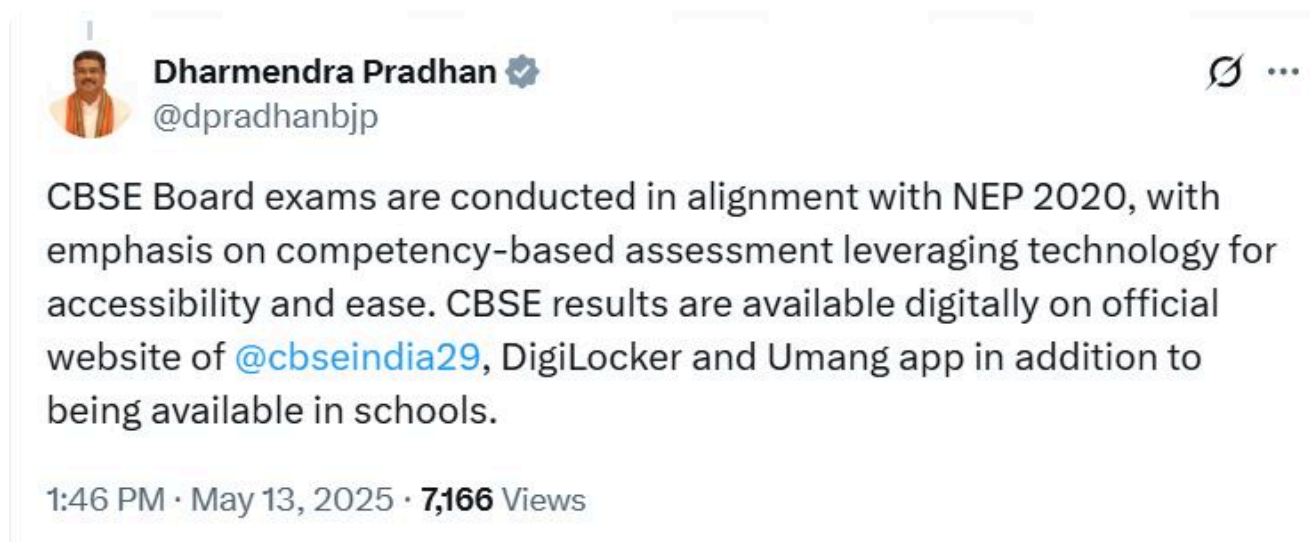
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channel

New Delhi [India], May 13 (ANI): Union Education Minister Dharmendra Pradhan (/topic/dharmendra-pradhan) on Tuesday said that the CBSE (/topic/cbse) Board examinations are being conducted in line with the National Education Policy

(/topic/national-education-policy) (NEP (/topic/nep)) 2020, focusing on competency-based assessment.

In a post on X, Pradhan stated that the exams emphasize leveraging technology to improve accessibility and ease for students. He added that CBSE (/topic/cbse) results are being made available digitally through multiple platforms including the official CBSE (/topic/cbse) website, DigiLocker, and the UMANG app, apart from being accessible at schools.

"CBSE (/topic/cbse) Board exams are conducted in alignment with NEP (/topic/nep) 2020, with emphasis on competency-based assessment leveraging technology for accessibility and ease," Pradhan said in his post.



The move is part of the government's efforts to integrate digital technology into the education system and ensure seamless access to academic services for students across the country.

The Minister also praised the students for their achievement, "Heartiest congratulations to all my young friends and their parents, who have successfully cleared the CBSE (/topic/cbse) Class XII and Class X examinations. This is a moment to rejoice and cherish the fruits of hard work, dedication and perseverance. Wishing all the next-gen leaders a happy, healthy and bright future ahead."

The Central Board of Secondary Education (CBSE (/topic/cbse)) released the results of the Class 10th and 12th examinations on Tuesday.

In the class 10th examination results a total of 93.66 % of students passed the examination, which was 0.06 % more than the previous year.95 % of girls passed the CBSE (/topic/cbse) class 10th examination, which was 2.37 % more than the boys.

Thiruvananthapuram achieved the highest passing percentage on the region basis, with 99.70 % of students passing the examination, whereas Assam's Guwahati was ranked at the bottom, with 84.14 % of students passing the examination. The CBSE (/topic/cbse) class 10th examination was conducted between February 15 to March 18.

Earlier, CBSE (/topic/cbse) released the results of class 12th in which 88.39 per cent of students passed the examinations, which was 0.41 % more than the previous year. 91 % of girls have passed the CBSE (/topic/cbse) class 12th examinations this year, 5.94 % more than the boys. (ANI)

TAGS

Dharmendra Pradhan
(/topic/dharmendra-pradhan/)

CBSE
(/topic/cbse/)

Boards
(/topic/boards/)

NEP
(/topic/nep/)

NEP 2020
(/topic/nep-2020/)

National Education Policy
(/topic/national-education-policy/)



CBSE : 12वीं में 88.39, 10वीं में 93.66% हुए पास

नई दिल्ली (एसएनबी)। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की 12वीं कक्षा के नतीजे मंगलवार को जारी हो गए, जिसमें लड़कियों ने लड़कों से बेहतर प्रदर्शन किया। पिछले साल की तुलना में इस साल 90 प्रतिशत से अधिक अंक पाने वाले छात्रों की संख्या में मामूली कमी आई है। बोर्ड के परीक्षा नियंत्रक संयम भारद्वाज ने बताया कि इस साल 12वीं में 88.39 प्रतिशत उम्मीदवार परीक्षा में सफल हुए हैं। 10वीं कक्षा के भी नतीजे मंगलवार को जारी हुए जिसमें 93 प्रतिशत से अधिक छात्र उत्तीर्ण हुए और लड़कियों के उत्तीर्ण होने का प्रतिशत लड़कों से दो फीसदी अधिक रहा। सीबीएसई की कक्षा 10 की बोर्ड परीक्षा में कुल 93.66 प्रतिशत परीक्षार्थी पास हुए। (विवरण पेज 7)



सरकारी स्कूलों से पिछड़े देश के पब्लिक स्कूल

■ राकेश नाथ

नई दिल्ली। एसएनबी

नई दिल्ली (एसएनबी)। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) के स्कूल स्तर पर दसवीं और बारहवीं के नतीजों में सरकारी स्कूलों की तुलना में देश के पब्लिक स्कूल इस बार भी पिछड़े रहे। जवाहर नवोदय विद्यालय इस साल टॉप पर रहा है। बारहवीं विद्यालयों का पास फीसद 99.29 प्रतिशत रहा है जबकि बीते साल पास फीसद 98.90 प्रतिशत था और विद्यालय दूसरे पायदान पर था। इसी प्रकार बारहवीं में दूसरे पायदान पर केंद्रीय विद्यालय का पास प्रतिशत 99.05 फीसद रहा है। तीसरे स्थान सम्भोता तिब्बतियन स्कूल का पास प्रतिशत 98.96 प्रतिशत रहा है। चौथे पायदान पर सरकारी सहायता प्राप्त स्कूलों का पास प्रतिशत 91.57 रहा। इसी तरह पांचवें स्थान पर सरकारी स्कूलों का पास प्रतिशत 90.48 फीसद रहा है। आखिरी व छठे स्थान पर देश के पब्लिक स्कूलों का पास प्रतिशत 87.94 फीसद रहा है। हालांकि, बीते साल की तुलना में पास फीसद में आंशिक सुधार आया है। बीते साल पब्लिक

■ 12वीं में जवाहर नवोदय स्कूल टॉप पर, केंद्रीय विद्यालय दूसरे पायदान पर

■ जवाहर नवोदय स्कूल पास फीसद 99.29 प्रतिशत रहा

■ केंद्रीय विद्यालय 99.05 पास फीसद के साथ दूसरे पायदान पर

■ पब्लिक स्कूल आखिरी छठे पायदान पर रहा, पास फीसद 87.94

■ 10वीं में पब्लिक स्कूल तीसरे पायदान पर पास प्रतिशत 94.17 रहा

सीबीएसई : जुलाई में होंगी 10वीं व 12वीं की पूरक परीक्षा

नई दिल्ली (एसएनबी)। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की 10वीं और 12वीं की पूरक परीक्षा जुलाई के पहले या दूसरे में शुरू होगी। बोर्ड के अधिकारियों ने मंगलवार को यह घोषणा की। इस साल दसवीं और बारहवीं में कंपार्टमेंट वाले छात्रों की संख्या बढ़ी है। इस साल 10वीं कक्षा में 1 लाख 41 हजार 353 छात्रों की कंपार्टमेंट आई है जबकि बीते साल 1.32 लाख परीक्षार्थियों की कंपार्टमेंट आई थी। इसी प्रकार बारहवीं की परीक्षा में इस साल 1 लाख 29 हजार 95 परीक्षार्थियों की कंपार्टमेंट आई है, जबकि बीते साल 12वीं कक्षा में 1.22 लाख विद्यार्थियों को पूरक परीक्षा की श्रेणी में रखा गया था। 12वीं कक्षा के विद्यार्थी को एक विषय में पूरक परीक्षा के जरिए अपने अंक में सुधार करने का मौका दिया जाएगा जबकि 10वीं कक्षा के विद्यार्थियों को दो विषयों में यह मौका मिलेगा।

स्कूलों का पास प्रतिशत 87.70 था। इसी प्रकार दसवीं के नतीजों को देखें तो जवाहर नवोदय विद्यालय का पास फीसद 99.49 रहा है। इसी प्रकार दूसरे स्थान पर केंद्रीय विद्यालय का पास प्रतिशत 99.45 प्रतिशत रहा है। तीसरे स्थान पर पब्लिक स्कूल का पास प्रतिशत 94.17 रहा है, जबकि बीते साल पब्लिक स्कूलों का पास प्रतिशत 94.54 था। इसी प्रकार चौथे स्थान पर सम्भोता तिब्बतियन स्कूलों का पास फीसद 91.53 रहा है। पांचवें स्थान पर सरकारी स्कूलों का पास प्रतिशत 89.26 रहा है। आखिरी यानि छठे स्थान पर सरकारी सहायता प्राप्त स्कूलों का पास फीसद 83.94 प्रतिशत रहा है।

जनसत्ता, 14 मई, 2025, पृष्ठ न० - 11

विद्यार्थियों को कोई एक परीक्षा परिभाषित नहीं कर सकती : मोदी

जनसत्ता ब्यूरो
नई दिल्ली, 13 मई।

प्रधानमंत्री नरेंद्र मोदी ने केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) के दसवीं एवं बारहवीं कक्षा के परिणाम घोषित होने पर छात्रों को मंगलवार को बधाई देते हुए कहा कि कोई एक परीक्षा उन्हें परिभाषित नहीं कर सकती तथा उनकी ताकत अंक पत्रों से कहीं अधिक है।

मोदी ने सोशल मीडिया मंच एक्स पर लिखा कि सीबीएसई बारहवीं और दसवीं कक्षा की परीक्षा उत्तीर्ण करने वाले सभी विद्यार्थियों को हार्दिक बधाई। यह आपके दृढ़ संकल्प, अनुशासन और कड़ी मेहनत का परिणाम है। आज माता-पिता, शिक्षकों और अन्य सभी लोगों की भूमिका की भी सराहना करने का दिन है जिन्होंने इस उपलब्धि में योगदान दिया है। उन्होंने कहा कि परीक्षा देने वाले विद्यार्थियों को आगामी सभी अवसरों में सफलता की शुभकामनाएं।

जो लोग अपने अंकों से थोड़ा निराश महसूस कर रहे हैं, मैं उनसे कहना चाहता हूँ: कोई एक परीक्षा आपको कभी परिभाषित नहीं कर सकती। आपकी यात्रा इससे बहुत बड़ी है और आपकी ताकत अंक पत्रों से कहीं अधिक है। आत्मविश्वास बनाए रखें, जिज्ञासु बने रहें क्योंकि महान चीजें इंतजार कर रही हैं।

सीबीएसई : शीर्ष 0.1 फीसद छात्रों को मेधावी प्रमाण पत्र

जनसत्ता ब्यूरो
नई दिल्ली, 13 मई।

सीबीएसई ने को कहा कि वह किसी भी अस्वस्थ प्रतिस्पर्धा से बचने के लिए कक्षा 10वीं और 12वीं की बोर्ड परीक्षा के परिणामों में न तो कोई मेधावी सूची घोषित करेगा और न ही छात्रों की उत्तीर्ण श्रेणी इंगित करेगा। बोर्ड की कक्षा 10वीं और 12वीं की परीक्षा के परिणाम मंगलवार को घोषित किए गए।

दसवीं कक्षा की परीक्षा में 93 प्रतिशत से अधिक विद्यार्थी उत्तीर्ण हुए, जबकि 12वीं की परीक्षा में उत्तीर्ण प्रतिशत 88.39 प्रतिशत रहा। दोनों परीक्षाओं में लड़कों के मुकाबले लड़कियों ने बाजी मारी है। सीबीएसई परीक्षा नियंत्रक संयम भारद्वाज ने कहा, ह्यद्वयबोर्ड द्वारा पहले लिए गए निर्णय के अनुसार, विद्यार्थियों के बीच अस्वस्थ प्रतिस्पर्धा से बचने के लिए, सीबीएसई द्वारा मेधावी सूची घोषित नहीं की गई है।

निरंतरता का पाठ

राजेंद्र जोशी

लं

वे समय से शैक्षणिक जगत में एक सवाल आज भी अपना उत्तर खोजने में नाकामयाब रहा है कि आखिर शत-प्रतिशत बच्चों को विद्यालय में कैसे रोका जा सकता है। अगर एक बार बच्चा विद्यालय में प्रवेश कर चुका है तो पूरे वर्ष भर उसे कक्षा में कैसे रखना है। नियमित विद्यार्थियों का सरकारी स्कूलों में आनंदमयी शिक्षा न होने के अभाव में बच्चों का शैक्षणिक विकास ठप होता जा रहा है। बीच में स्कूल छोड़ने के लिए आखिर किसकी जिम्मेदारी बनती है- सरकार में बैठे हुए नेताओं की, नौकरशाहों की, शिक्षा विभाग की या फिर गुरुजनों की? कोई सर्वस्वीकार्य या सहमत करने वाला जवाब नहीं आ पाता तो उसके बाद ठीकरा भोले-भाले अभिभावकों पर फूटता है। जिम्मेदारी किसी की भी हो और जिम्मेदार किसी को मान भी लिया जाए। अगर देश का भविष्य सुरक्षित हाथों में रखने की मंशा हो तो बीच में स्कूली पढ़ाई छोड़ने वाले बच्चों की संख्या कम की जा सकती है।

राष्ट्रीय शिक्षा नीति- 2020 में हमेशा की तरह एक कालम यह भी है- बीच में पढ़ाई छोड़ने वाले बच्चों की संख्या कम करना और सभी स्तरों पर शिक्षा की सार्वभौमिक पहुंच सुनिश्चित करना।

नई शिक्षा नीति का लक्ष्य रखा गया है। मगर अब तक के आंकड़े यही बताते हैं कि आजादी के बाद हम कभी भी नामांकित सभी बच्चों को शत-प्रतिशत, नियमित रूप से, पूरे वर्ष विद्यालय में बनाए रखने में कामयाब नहीं रहे। हम कभी बीच में स्कूल छोड़ने वाले बच्चों की संख्या कम कर पाएंगे, उसके समांतर महत्त्वपूर्ण बात यह है कि हमारा प्रारंभिक शिक्षा के प्रति बहुत ज्यादा रुझान है या नहीं। प्रारंभिक शिक्षा के प्रति रुझान थोड़ा बहुत कहीं दिख रहा है तो वह है निजी क्षेत्र। निजी क्षेत्र में स्कूली पढ़ाई बीच में छोड़ने वाले बच्चों की संख्या बहुत कम रही है। दूसरी ओर, बीच में पढ़ाई छोड़ देने वाले बच्चों की समस्या केवल सरकारी स्कूलों में ही क्यों देखी जाती है, इस पर कभी गंभीरतापूर्वक विचार नहीं किया गया। होना तो यह चाहिए की राष्ट्रीय शिक्षा नीति 2020 के अंतर्गत हमें इस पर विचार करने के लिए एक-एक विद्यालय को इकाई मानकर कार्ययोजना बनानी चाहिए। हम 'प्रवेशोत्सव' के माध्यम से बच्चों का स्कूल में नामांकन करते हैं। संबंधित विद्यालय प्रशासन की यह जिम्मेदारी होनी चाहिए कि प्राथमिक शिक्षा में उस क्षेत्र के लगभग सभी बच्चों के नामांकन में उल्लेखनीय प्रगति करते हुए उन बच्चों की स्कूलों में बने रहने संबंधी कार्य योजना बनाई जाए। इसके विपरीत होता यह है कि हम बार-बार निजी क्षेत्र को कोसते रहते हैं। जबकि

निजी क्षेत्र में जो बच्चे अध्ययनरत हैं, उन्हें वहां अध्ययन करने पर सवाल उठाने की जरूरत नहीं है।

चिंता का विषय यह होना चाहिए कि सरकारी विद्यालयों में नामांकन के बावजूद बच्चों में वहां पढ़ाई के प्रति स्थिरता कैसे रहे, उन्हें बीच में स्कूल छोड़ने से कैसे रोका जा सके। अगर हमें आगे बढ़ना है तो बेहतर भविष्य के लिए विद्यार्थियों का 'ड्रॉपआउट' कम करना होगा। अक्सर यह कहा जाता है कि इस पर ठोस राष्ट्रीय प्रयास किया जाएगा, लेकिन अगर इस पर गंभीरता से विचार किया जाए तो यह पक्ष सामने आता है कि बिखरे हुए प्रयासों से विद्यार्थियों के बीच में स्कूल छोड़ने को नहीं रोका जा सकेगा। उनकी पढ़ाई बीच में छूटना रुकेगा तो ठोस इच्छाशक्ति और क्षेत्र विशेष के विद्यालय की कार्य योजना से। संबंधित विद्यालय की कार्य योजना की सफलता के लिए नियमित रूप से उसकी निगरानी की जानी चाहिए।

दरअसल, इस समस्या की जड़ में आए ज्यादातर विद्यालय इस परेशानी से जुड़ा रहे हैं। इसलिए संबंधित विद्यालयों को जिला प्रशासन, शिक्षा विभाग की ओर से मदद की जानी चाहिए। विद्यालय के प्रधान को नोटिस देकर बात समाप्त नहीं किया जाना चाहिए। स्कूल छोड़ने वाले बच्चों की संख्या की निगरानी कक्षा एक से ही अलग-अलग कक्षाओं की होनी चाहिए। हम इसे राष्ट्रीय समस्या या प्राकृतिक आपदाओं के माध्यम से पूरे प्रदेश या जिले की समस्या मानकर 'ड्रॉपआउट' में एकरूपता ले आते हैं। यहां स्पष्ट करने की जरूरत है कि 'ड्रॉपआउट' एकरूपता की समस्या नहीं है। हमें विचार करना चाहिए कि पढ़ाई छोड़ने वाले बच्चों की समस्या एक जिले की भी एक जैसी नहीं होती, बल्कि एक विद्यालय को इकाई मानकर स्कूल बीच में छोड़ने वाले बच्चों की संख्या को कम किया जा सकता है। जबकि हम ऐसे बच्चों की संख्या को कम करने के बजाय अध्यापकों की कमी, संसाधनों का अभाव आदि की समस्या पर जोर ज्यादा देते हैं।

इस संबंध में देखें तो जितने भी अध्यापक या शिक्षा प्रशासन के लोग हैं, उन्हें नियमित रूप से विद्यालय में आनंदमय वातावरण बनाना चाहिए। अगर कोई विद्यार्थी दस-बीस दिन से नहीं आ रहा है तो उसकी समस्या की पहचान कर, उस पर गंभीरता से विचार करने और फिर से उसको विद्यालय आने के लिए प्रेरित किया जाना चाहिए। यह कोई ऐसी समस्या नहीं है कि अगर एक बार बच्चा कुछ दिन स्कूल नहीं आता है तो वह आया ही नहीं। अगर हम उनके अभिभावकों से संपर्क में रहेंगे तो कोई रास्ता जरूर निकलेगा। इस काम के लिए विद्यालय से बाहर अभिभावक, शिक्षाविद और शिक्षक मिलकर प्रयास करेंगे तो स्कूली पढ़ाई को बीच में छोड़ने वाले बच्चों की संख्या कम करने में सफलता हासिल की जा सकती है।

दुनिया मेरे आगे

जि तने भी अध्यापक या शिक्षा प्रशासन के लोग हैं, उन्हें नियमित रूप से विद्यालय में आनंदमय वातावरण बनाना चाहिए। अगर कोई विद्यार्थी दस-बीस दिन से नहीं आ रहा है तो उसकी समस्या की पहचान कर, उस पर गंभीरता से विचार करने और फिर से उसको विद्यालय आने के लिए प्रेरित किया जाना चाहिए।

Girls continue winning streak in CBSE exams

PIONEER NEWS SERVICE ■ New Delhi

Girls continued to outshine boys in the Central Board of Secondary Education (CBSE) examinations for classes 10 and 12, while the number of candidates scoring above 90 per cent in both classes recorded a dip, according to Examination Controller Sanyam Bhardwaj. The pass percentage in both classes witnessed a marginal increase.

The CBSE examination results for the two classes were announced on Monday. In class 12, 88.39 per cent of candidates cleared the exam, a marginal rise from last year's 87.98 per cent. The pass percentage in class 10 stood at 93.66, marginally up from last year's 93.60 per cent.

Girls edged past boys in class 12 by a margin of 5.94 percentage points, while the margin in class 10 pass percentage stood at 2.37. Transgender's pass percentage was 100 in class 12 as against previous year's 50. In class 10, the pass percentage of transgender was 95 against last year's 91.30. The board, however, did not divulge the number of transgender candidates who appeared for the exam in both classes.

CBSE officials attributed the rise in pass percentage to an increase in the number of competency-based questions this year. "In 2025, CBSE introduced 50 pc competency-based questions in the examinations. To help the students for better preparation of the examinations, CBSE had taken various measures including early release of the datesheet, sample papers and model questions. All efforts have yielded results in the



Class 12 students celebrate after CBSE declared the board exam results at St Thomas' Girls Senior Secondary School in New Delhi on Tuesday

RANJAN DIMRI/THE PIONEER

form of improving the results," Bhardwaj said. In class 12, a total of 1,11,544 candidates scored above 90 per cent marks, while 24,867 candidates scored above 95 per cent. Last year, 1.16 lakh students scored above 90 per cent and 24,068 above 95 per cent in class 12.

Among the students who scored above 90 per cent, 290 were children with special needs (CSWN). Fifty-five students from this category scored above 95 per cent. In class 10, over 1.99 lakh candidates scored above 90 per cent marks, while 45,516 candidates scored above 95 per cent. Last year, 47,000 students scored

above 95 per cent and over 2.12 lakh above 90 per cent marks in class 10. Among the students who scored above 90 per cent in class 10, 411 were CSWN. Sixty-six students from this category scored above 95 per cent. The CBSE has announced that there will be no merit list to "avoid unhealthy competition."

Officials said the board has also scrapped awarding first, second, and third divisions based on scores. "According to the earlier decision of the board to avoid unhealthy competition among students, the CBSE has not published the merit list.

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Girls outperform boys again in CBSE Class 10 and 12 exams; fewer students score above 90%

Overall pass percentage rises slightly — 93.66% in Class 10 and 88.39% in Class 12

OUR CORRESPONDENT

NEW DELHI: The Central Board of Secondary Education (CBSE) on Monday declared the results for Class 10 and 12 board examinations, with girls continuing to register a higher success rate than boys. The overall pass percentages in both classes saw a slight increase, even as the number of high-scoring candidates declined compared to last year.

In Class 12, 88.39 per cent of the students passed the examination, a modest improvement over the previous year's 87.98 per cent. Class 10 results showed a pass percentage of 93.66, a slight rise from 93.60 per cent in 2024.



Class 10 students celebrate after CBSE declared the board exam results PTI

Girls led the performance chart in both grades. In Class 12, they surpassed boys by 5.94 percentage points. The margin in

Class 10 stood at 2.37 percentage points. The performance of transgender candidates in Class 12 stood at 100 per cent, a significant

jump from 50 per cent last year. In Class 10, transgender students registered a 95 per cent pass rate, up from 91.30 per cent. The board

HIGHLIGHTS

- » Trivandrum and Vijayawada regions had the highest pass percentages in Classes 10 and 12 respectively
- » Jawahar Navodaya Vidyalayas emerged as the best-performing school category

» SUPPLEMENTARY EXAMS IN JULY; ELIGIBLE STUDENTS CAN IMPROVE SCORES IN SELECT SUBJECTS

did not release the exact number of transgender candidates who appeared for the exams.

CBSE Examination Controller Sanyam Bhardwaj attributed the slight uptick in pass percentages to structural changes in the examination format.

"This year, the board introduced 50 per cent competency-based questions in both Class 10 and 12 exams," he said. "Alongside, CBSE released sample papers and model questions early, and announced the datesheets well in advance. These steps helped students prepare more effectively."

While overall pass percentages saw an uptick, fewer students secured

Continued on P4

Girls outperform boys in CBSE board exams

Vrinda Tulsian

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NEW DELHI: Girls outperformed boys in the Central Board of Secondary Education (CBSE) Class 12 and 10 board examinations for the academic year 2024-25, results of which were announced on Tuesday, showing a marginal increase in overall pass percentages in both results over last year.

In Class 12, of the 1.69 million students who appeared in the board exams, 1.49 million students, or 88.39%, cleared the exams this year, a marginal increase from last year's pass percentage of 87.98%. The results also showed 91.64% of the girls and 85.70% of the boys clearing the exams.

A total of 111,544 candidates have scored above 90% marks, while 24,867 candidates got over 95% in the Class 12 exams. Last year, the corresponding figures for those scoring over 90% and 95% marks stood at 116,000 and 24,068, respectively. Meanwhile, 129,000 students were placed for compartmental exams, around 7,000 higher than 122,000 last year.

In Class 10, 2.22 million students, or 93.66%, cleared the board exams of the total 2.37 million appeared this year, with the pass percentage increasing slightly from the last year's 93.60%. Here, too, girls outshone boys with a pass percentage of 95%, as against 92.63% for boys.

Of those passed, at least 199,000 candidates scored above 90% marks, while 45,516 scored above 95%. Last year, the corresponding figures for those who scored over 90% and 95% stood at 212,384 and 47,983, respectively. Around 141,000 candidates have been placed for compartment exams, up from 132,337 from last year.

Prime Minister Narendra Modi congratulated the students and said one exam cannot define them and their strengths go far beyond the mark sheet.

"Heartiest congratulations to everyone who has cleared the CBSE Class XII and X examinations! This is the outcome of



Students of Balmohan Vidyamandir in Maharashtra (above), and the Lucknow Public School in Uttar Pradesh, celebrate their success after the declaration of the CBSE results for classes 10 and 12 on Tuesday. ANI

your determination, discipline and hard work. Today is also a day to acknowledge the role played by parents, teachers and all others who have contributed to this feat," Modi said in a post on X.

"Wishing Exam Warriors great success in all the opportunities that lie ahead! To those who feel slightly dejected at their scores, I want to tell them: one exam can never define you. Your journey is much bigger and your strengths go far beyond the mark sheet. Stay confident, stay curious because great things await," he added.

CBSE said it neither announces any merit list in Class 10 and 12 board exam results nor divisions are awarded to students to avoid any unhealthy competition.

"As per an earlier decision by the board to avoid unhealthy

competition amongst students, no merit list is prepared and declared by CBSE. Also, the board has not awarded first, second and third division to its students," CBSE examination controller Sanyam Bhardwaj said in a statement. "The board will issue merit certificates to the top 0.1 per cent students who have scored the highest marks in the subjects. The merit certificates will be available in Digi-Locker of the students concerned."

Class 12 board exams were conducted from February 15 to April 4 across 7,330 centres affiliated with 19,299 schools in India and abroad. In a statement, CBSE likened the scale and logistics involved in the board exams to that of general elections.

Among the schools, the Jawahar Navodaya Vidyalayas recorded the highest pass per-

centage at 99.9%, while the lowest was by private or independent schools at 87.94 per cent. The pass percentage of candidates in foreign schools has also marginally dipped from 95.84% last year to 95.01% this time.

Across the 17 regions in which CBSE divides its Class 12 board exams in the country, the Vijayawada region recorded the highest pass percentage at 99.60%, followed by Trivandrum (99.32%) and Chennai (97.39%). Delhi West recorded 95.37% and Delhi East 95.06%, while the overall pass percentage in the Delhi region stood at 95.18%. Prayagraj (79.53%), Noida (81.29%), Bhopal (82.46%), and Patna (82.86%) were among the worst performing places.

Overall, government and aided schools outperformed their private counterparts.

Girls outshine boys as CBSE declares Class 10, 12 results; marginal increase in pass percentage

The Hindu Bureau
NEW DELHI

The Class 10 Board examination of the Central Board of Secondary Education (CBSE) recorded a pass percentage of 93.66 and the Class 12 examination 88.39%. The results were announced here on Tuesday.

There is a marginal increase in the pass percentage from last year's in both classes, and girls have outshone boys. In 2024, 87.98% had cleared the Class 12 examination and 93.6% Class 10.

Of the 17 regions in the country, Vijayawada topped the chart in the pass percentage, with 99.6% of the students who appeared for the Class 12 exams clearing all subjects.

In the Thiruvananthapuram region, which came second, 99.32% students passed the examination followed 97.39% in Chennai. Bengaluru, Delhi West, and Delhi East re-



Joyous celebrations: Students celebrating after the announcement of CBSE 12th results at St. Thomas School in New Delhi on Tuesday. SHIV KUMAR PUSHPAKAR

gions have a pass percentage of 95.95, 95.37, and 95.06, respectively.

Of the 21,782 students who appeared from foreign schools, 20,964 passed.

As many as 16,92,794 students had appeared for the examination. As much as 91.64% of the girls who took the exams passed,

while 85.7% boys and 100% transgender students cleared the exam. "Girls have done better than boys by 5.94%," CBSE Examination Controller Sanyam Bhardwaj said in a release. As many as 24,867 students (1.47%) scored more than 95% in the Class 12 examination.

In Class 10, the pass per-

centage of girls was 2.37% higher than boys. Students from the Thiruvananthapuram and Vijayawada regions secured the best results with 99.79% clearing the exam, followed by Bengaluru (98.9%) and Chennai (98.71%). About 1.92% of the students scored more than 95% marks in the Class 10 examinations.

In Class 12, 1,11,544 candidates scored above 90% marks, and 24,867 scored above 95%. In Class 10, more than 1.99 lakh candidates scored above 90% marks, while 45,516 scored above 95%.

No merit list

"According to the earlier decision of the Board to avoid unhealthy competition among students, the CBSE has not published a merit list. However, the Board will issue merit certificates to 0.1% of the students who have scored the highest marks in various subjects," Mr. Bhardwaj said.

Jawahar Navodaya Vidyalayas recorded the highest pass percentage in both examinations.

There will be supplementary exams for classes 10 and 12 in July. Class 12 students can improve in one subject, and Class 10 students can improve in two subjects in the supplementary examinations.

In India, education without employment

In defending the educational policies of the present government, it has been claimed that education has been freed from the shackles of previous governments: Atal Tinkering Labs, coding right from middle school, the recruitment of Scheduled Caste/Scheduled Tribe teachers, and the empowerment of Muslim girl students. But primarily, it is stated that the National Education Policy (NEP) 2020 "will enable an educational renaissance".

In all these utterances, the seminal point that is forgotten is that our educational system remains clueless about the shape-shifting marketplace - namely, the employability of our graduates as a workforce.

Education has many purposes. It enables, it enervates and elevates. As Vivekananda said, education empowers one to stand on one's own feet. After 75 years of foolishly gambling excellence for equity, India has squandered both. Young people are unable to find meaningful employment that is commensurate with any training that they may have received. The degrees they have are not worth the paper on which they are printed.

It is irrelevant that these problems were created or ignored by the Congress pot or the Bharatiya Janata Party kettle. The present lawfully elected government has the responsibility to cleanse these Augean stables. Never mind that the NEP 2000 is the fourth such document that was supposed to do this after the Radhakrishnan Commission (1948); the Kothari Commission (1966) and the Officers' Commission (1985).

A good education is one with an optimum of depth and breadth. Depth alone imparts the technical expertise for employability. Breadth provides flexibility in a rapidly changing Artificial Intelligence-driven ecosystem, where those in the job market need to constantly re-train themselves to avoid extinction.

A high rate of educated unemployment

There is barely any evidence, four years on, that any of the NEP recommendations have been put into effect. In 2025, India's overall graduate employability rate is 42.6%, which is practically the same as the 44.3% of 2023. Similarly, knowledge-intensive employment in the year 2023 only stands at 11.72%. Multiple entries and exits, a hallmark of NEP, have only created low-quality and poorly paying e-commerce jobs.

The high rate of educated unemployment today shows that education in India is actually disempowering students. The NEP is a retreat to the Vannevar Bush model of the mid-20th century U.S. without its financial cushioning. The NEP is outdated and financially unviable in the India of 2025. With lip service paid to 'new' ideas such as Indian Knowledge Systems (IKS), mother



Gautam R. Desiraju

is Professor Emeritus, Indian Institute of Science and Distinguished Professor, UPES Dehradun, with a citations-to-publications ratio of 102.5



Mirle Surappa

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The educational system is clueless about the employability of India's graduates as a workforce

tongue learning, changing history textbooks, flexible curricula and a complete absence of methodology to effect its recommendations, the NEP is a dead fish in the water. It depends on course choice alone to correct imbalances, notwithstanding that the course content itself may be unworkable. It is noteworthy that there was not a single member from industry or the business sectors in the committee that drafted the NEP.

A good university seamlessly integrates breadth with depth. It is claimed that there has been a remarkable improvement from the past in that 11 Indian universities are ranked in the top QS World University Rankings (WUR) 500, clearly echoing the selective narrative of Nunzio Quacquarelli, CEO of QS, who was generous in his praise of India, while releasing WUR 25. Mr. Quacquarelli quoted the 318% increase in the performance of Indian universities, as the highest growth among the G-20 nations, quietly avoiding mention of both India's low ranking (above 100) and low publication quality. To wit, India's Category Normalized Citation Impact (CNCI) rank (an indicator of publications quality) during 2008-19 which was 17th among 19 countries in the G-20, inched up admirably to 16th position in 2024. Such 'increases' have been touted by the Ministry in its Press Information Bureau press release of February 13, 2025. It has also been claimed that this is the year when Indian universities showcased the highest performance improvement among all G-20 nations. It is unbelievable that in this digital era, the government has failed to recognise and understand the commercial implications of QS, THE and similar agencies and the reasons for their skewed and deceptive analyses.

A missing transparency on projects

Mega research projects were carried out with great fanfare and amidst a media blitz in the past. These included the New Millennium project (CSIR-NMITLI), the \$10 Akash tablet project, and the IMPRINT (IMPActing Research INnovation and Technology) project (MHRD).

These projects were in the limelight for years, but the public is not aware of the emergence of the intended products or processes from these projects, on which hundreds of crores of taxpayer money has been spent. It does not matter whether these projects were initiated or shut down by the Congress or the BJP. What we, as taxpayers, want to know is if these projects were value for money.

India's Global Innovation Index (GII) represents the innovation capabilities of India. Our ranks in 2014, 2015 and 2024 were 76, 81, and 39. Malaysia and Türkiye lead India in GII with ranks of 33 and 37, respectively. The GII reveals

the world's top S&T clusters in two innovation metrics: published patent applications and published scientific articles. India has four clusters with ranks of 56 (Bengaluru), 63 (Delhi), 82 (Chennai) and 84 (Mumbai). The Bengaluru cluster is often touted as an unparalleled rival to Silicon Valley, particularly with respect to the numbers of startups and Unicorns. However, its 56th rank needs to be compared to the sixth-ranked Silicon Valley cluster. In terms of cluster intensity of the top 100, Bengaluru at 94 followed by Chennai at 96, Delhi at 98, and Mumbai at 99 pale in comparison to San Jose-San Francisco (Silicon Valley) at 2 and Cambridge at 1. The number of Patent Cooperation Treaty (PCT) applications per capita and scientific publications per capita for the Silicon Valley cluster are 7885 and 9211, respectively. The corresponding numbers for the Bengaluru cluster are 313 and 1077. Samsung Electronics (South Korean) is the leading patentee in Bengaluru. No further comment is necessary.

The subject of start-ups

There is no point talking about start-ups, when we do not know what they mean. Start-ups in China, the U.S. and Israel tackle semiconductor technology, how to refine rare earth elements with ecological sensitivity and how to make metformin cheaper. In contrast, our government lauds new apps that hawk food products. India cannot have start-ups without indigenous technology. It cannot have indigenous technology without indigenous science. It cannot have indigenous science without indigenous quality education, sans political agendas. Two-wheeler kiranas are not startups.

Contrary to the thinking of the Education Ministry, the University Grants Commission (UGC) remains an instrument of control. It always has been and there is no justification for this antediluvian organisation to have both regulatory and financial control over universities. Can the UGC present a single piece of hard data showing that changes in pedagogy and syllabus have had a positive effect? In other words, how relevant are these changes, if any, to industry, skilling, and employability? India would probably be better off if the UGC was shut down. Sitting UGC chairs, vice-chancellors, directors and ministers need not appear in national dailies peddling their policies and propaganda ad nauseam. Their job is to execute policy, not talk about it, and to ensure decent employability for the youth. It is our job, as independent academics, to write in the newspapers, if they do not do their job.

"When stupidity is considered patriotism, it is unsafe to be intelligent" - Isaac Asimov

The views expressed are personal

First Survey of Tribal Residential Schools Reveals Stark Gaps in Basics

Nidhi Sharma

New Delhi: The first-ever survey, conducted in residential schools for tribal children in five states, has revealed a grim picture with one toilet available for over 40 children on average, dilapidated boundary walls, shortage of benches and chairs, absence of computer labs or libraries and no sports or basic emergency medical facilities in several schools.

The survey, commissioned by the ministry of tribal affairs through National Accreditation Board for Education and Training (NABET), was conducted to gauge gaps in infrastructure facilities, safety and security, level of basic and recreational facilities and availability of teaching and non-teaching staff in tribal schools. This dipstick survey was initiated in 300 of over 10,000 ashram schools for tribal students in five tribal-dominated states of Andhra Pradesh, Chhattisgarh, Madhya Pradesh, Maharashtra and Odisha. All

schools were gauged on six broad parameters and rated on a scale of 0 (zero) to 2. While a majority of schools had all infrastructure and basic facilities like drinking water, electricity and school furniture, the condition was not up to the mark. Of the five states, ashram schools of Odisha and

ICT-enabled classrooms. About 90% did not have a library. One-fourth of the schools were not conducting any health checkups on children.

Even Maharashtra schools fared poorly like Madhya Pradesh ashram schools. About 35 schools in tribal-dominated Palghar district were sur-

veyed. About 57.1% of the schools surveyed had a shortage of furniture for children. About 20% of school buildings were in poor physical condition with visible cracks and leakages. In almost one-third of the surveyed schools, over 40 children shared one toilet. The tribal affairs ministry had commissioned the survey as it provides funds to the states for infrastructure of ashram schools. At the same time, the ministry planned to earmark funds for residential schools under the new Dharti Aaba Janjatiya Gram Utkarsh Abhiyan. A ministry official said, "There was a need to gauge the gaps in ashram schools. This is just the beginning of the process. We are formulating a framework so that all schools can have a monitoring mechanism." An online dashboard is being developed for all ashram schools. "The states will know the criteria and how to understand the gaps. This online monitoring mechanism will also have the facility of uploading photographs which will help in filling gaps," said the official quoted above.

In Andhra Pradesh, 60 residential schools in Alluri Sitharamaraju district were surveyed. Almost one-fourth of the schools faced a shortage of furniture and clean drinking water. **The most common problem found in almost all schools across states was lack of indoor and outdoor sports facilities, emergency medical facilities like provision of a first-aid box, computer labs and ICT-enabled classrooms.**



TRACKING FRONTRUNNERS AND LAGGARDS

Madhya Pradesh, Maharashtra fare worst; Odisha, Chhattisgarh do better

Chhattisgarh fared better than other states. Schools in Madhya Pradesh and Maharashtra were found poorer in basic facilities.

Seventy ashram schools were surveyed in Madhya Pradesh's Chhindwara district. Over half of the schools, about 58.6%, had a shortage of benches and chairs for children. There was no clean drinking water for students in 43% of schools surveyed. About a third of the schools had no boundary wall for security and none of the schools had a computer lab or

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रोजनामा राष्ट्रीय सहारा, 14 मई, 2025, पृष्ठ नं 0-01
लड़कियों के लिए 10वीं और 12वीं के नतीजे जारी।

10वीं और 12वीं के नतीजे जारी ♦ लڑکیوں نے ماری بازی CBSE

के برابر ہے۔ جہاں تک مختلف اسکولوں کی کارکردگی کی بات ہے، تو جواہر نوودیہ ودیالیہ نے سب کو پیچھے چھوڑ دیا۔ جواہر نوودیہ ودیالیہ کے طلباء کا کامیابی کا تناسب 99.49 فیصد رہا، جبکہ 12 ویں جماعت میں یہ تناسب 99.29 فیصد تھا۔ دوسرے نمبر پر کیندریہ ودیالیہ رہا، جس کا 10 ویں جماعت میں نتیجہ 99.45 فیصد اور 12 ویں میں 99.05 فیصد رہا۔



نئی دہلی، (ایجنسیاں) مرکزی ثانوی تعلیمی بورڈ (سی بی ایس ای) نے 12 ویں جماعت کے سال 2025 کے امتحانات کے نتائج کا اعلان کر دیا ہے۔ اس سال کامیابی کی شرح 88.39 فیصد رہی، جو پچھلے سال کے مقابلے 0.41 فیصد زیادہ ہے۔ نتائج بورڈ کی آفیشل ویب سائٹس سی بی ایس ڈاٹ جی او وی ڈاٹ ان (cbse.gov.in)، سی بی ایس ای رزلٹس ڈاٹ این آئی سی ڈاٹ ان (cbseresults.nic.in) اور رزلٹس ڈاٹ سی بی ایس ای ڈاٹ جی او وی ڈاٹ ان (results.cbse.nic.in) پر دستیاب ہیں۔ اس سال 16 لاکھ 92 ہزار 794 طلباء نے 12 ویں کے امتحان میں شرکت کی تھی، جن میں سے 14 لاکھ 96 ہزار 307 طلباء کامیاب قرار پائے۔ امتحانات کا سلسلہ 4 اپریل کو مکمل ہوا تھا، جبکہ 10 ویں جماعت کے امتحانات 18 مارچ کو ختم ہوئے تھے۔ مجموعی طور پر رواں برس سی بی ایس ای بورڈ کے تحت 44 لاکھ سے زائد طلباء نے امتحانات دیے۔ روایتی رجحان کو برقرار رکھتے ہوئے اس سال بھی لڑکیوں نے لڑکوں سے بہتر کارکردگی کا مظاہرہ کیا ہے۔ بورڈ نے واضح کیا کہ لڑکیوں کا پاس فیصد لڑکوں سے زیادہ رہا۔ سی بی ایس ای بورڈ کے مطابق سب سے بہتر کارکردگی وہی واڑہ کے طلباء نے ظاہر کی جہاں کامیابی کی شرح 99.60 فیصد رہی۔ دیگر نمایاں شہروں میں تروانت پورم 99.32 فیصد، چنئی 97.39 فیصد، بنگلور 95.95 فیصد، دہلی مشرق 95.37 فیصد، چنئی گڑھ

وزیراعظم نریندر مودی نے کامیاب طلباء کو مبارکباد دیتے ہوئے ایک سوشل میڈیا پیغام میں کہا کہ 10 ویں اور 12 ویں جماعت کے امتحانات میں کامیابی حاصل کرنے والے تمام طلباء کو دل کی گہرائیوں سے مبارکباد دینے کی خواہش ہے، نظم و ضبط اور عزم کا نتیجہ ہے۔ ساتھ ہی اس کامیابی میں اساتذہ، والدین اور دیگر معاونین کے کردار کو بھی سراہنا ضروری ہے۔ آئندہ مراحل کیلئے نیک تمناؤں میں طلباء اپنے نتائج درج ذیل ویب سائٹس اور ایپلی کیشنز پر چیک کر سکتے ہیں: Digilocker-results.cbse.nic.in، cbse.gov.in، results.digilocker.gov.in، ایپ، ایپ کے ذریعہ۔ اپنے علاقے کا STD کوڈ لگا کر 24300699 پر کال کریں۔ نتائج دیکھنے کیلئے طلباء کو سی بی ایس ای کی ویب سائٹ پر جانا ہوگا، وہاں 'CBSE 10th Result Direct Link' پر کلک کر کے، اپنا رول نمبر اور تاریخ پیدائش درج کرنی ہوگی، جس کے بعد اسکرین پر نتیجہ ظاہر ہو جائے گا۔ طلباء سے اپنے لیے محفوظ بھی کر سکتے ہیں۔

91.61 فیصد، چنگلوہ 91.17 فیصد، پونے 90.93 فیصد، اجپیر 90.40 فیصد شامل ہیں۔ دوسری طرف مرکزی ثانوی تعلیمی بورڈ (سی بی ایس ای) نے منگل، 13 مئی کو 10 ویں کلاس کے امتحانات کے نتائج بھی باضابطہ طور پر جاری کر دیے۔ 10 ویں کلاس کے نتائج بھی آفیشل ویب سائٹس اور مختلف پورٹلز پر جاری کئے گئے ہیں۔ اس سال 10 ویں کلاس کے امتحان میں مجموعی طور پر 23 لاکھ 85 ہزار 79 طلباء نے رجسٹریشن کرایا تھا، جن میں سے 23 لاکھ 71 ہزار 939 طلباء امتحان میں شرکت کی۔ ان میں سے 22 لاکھ 21 ہزار 636 طلباء کامیاب قرار دیے گئے، یوں اس سال کا مجموعی پاس فیصد 93.66 رہا، جو گزشتہ سال کے مقابلے 0.66 فیصد بہتر ہے۔ نتائج کے مطابق اس سال لڑکیوں نے بازی ماری ہے، ان کا کامیابی کا تناسب 95 فیصد رہا، جبکہ لڑکوں کا نتیجہ 92.63 فیصد رہا۔ دلچسپ بات یہ ہے کہ ٹرانس جینڈر طلباء نے بھی 95 فیصد کامیابی حاصل کی، جو لڑکیوں

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बढ़ता हौसला, तेज़ चाल

प्रणव प्रियदर्शी

CBSE की 10वीं और 12वीं के सोमवार को घोषित नतीजे एक बार फिर लड़कियों के बढ़ते हौसले और तेज होते कदम की पुष्टि करते हैं। दोनों ही परीक्षाओं में लड़कियों ने लड़कों के मुकाबले बेहतर प्रदर्शन किया है। हालांकि इस तरह की तुलना आम तौर पर कोई बहुत अच्छी बात नहीं मानी जाती, लेकिन जब किसी समुदाय को सदियों से यह तोहमत झेलनी पड़ी हो कि वह पढ़ने-लिखने के लायक नहीं है, तब जब वह कामयाबी के झंडे गाड़ना शुरू करे तो उसे न सिर्फ दर्ज किया

जाना चाहिए बल्कि उसकी सराहना भी होनी चाहिए। हाल के वर्षों में ही लड़कियों ने अलग-अलग परीक्षाओं की टॉपर्स लिस्ट में अपना दखल बढ़ाना शुरू किया है। CBSE बोर्ड ने पिछले कुछ वर्षों से मेरिट लिस्ट या राष्ट्रीय स्तर पर टॉपर स्टूडेंट्स के नाम देना बंद कर दिया



है। लेकिन लड़कियों का शानदार प्रदर्शन पास परसेंटेज से भी स्पष्ट हो जाता है। 12वीं परीक्षा में कुल 16.9 लाख स्टूडेंट्स शामिल हुए थे, जिनमें 14.9 लाख यानी 88.39% स्टूडेंट्स पास हुए। लेकिन

लड़कियों के पास होने का प्रतिशत 91.64 है जबकि



आधी दुनिया

लड़कों का 85.70% ही रहा। ऐसे ही 10वीं में शामिल हुए कुल 23.7 लाख स्टूडेंट्स में से 22.2 लाख यानी 93.66% स्टूडेंट्स पास हुए। यहाँ 95% लड़कियाँ उत्तीर्ण हुईं जबकि लड़कों में यह प्रतिशत 92.63 ही रहा। सवाल है कि इनसे साबित क्या होता है? क्या मान लिया जाए कि लड़कियाँ लड़कों से ज्यादा टैलेंटेड होती हैं? नहीं, इससे सिर्फ इतना साबित होता है कि जो ज्यादा लगन से और ज्यादा मनोयोग से कोशिश करेगा, कामयाबी उसे ही मिलेगी चाहे वह लड़का हो या लड़की। तो बस यह मानना बंद कर दीजिए कि लड़के लड़कियों से बेहतर हैं, कि दुनिया लड़कों की है, कि लड़कियाँ घर के कामकाज करने के लिए ही बनी हैं, कि बाहर की दुनिया में वे सरवाइव नहीं कर सकती।

Odisha to offer 11.25% quota for backward classes in education

SUJIT BISOI
BHUBANESWAR, MAY 14

ODISHA'S MOHAN Majhi Cabinet Wednesday cleared a proposal to offer 11.25% reservation in educational institutions to the state's socially and educationally backward classes (SEBC) — a move set to benefit 231 groups in the state.

This is the first time that the Odisha government has announced a quota for backward classes in education. Announcing the cabinet's decision here, Chief Minister Mohan Charan Majhi said it is a "landmark decision" to ensure the backward classes their constitutional rights.

"At a time when the Union government has taken a massive step toward social justice by announcing caste census, the state government has also marched a step ahead to empower the people from the socially and educationally backward sections. The decision has been taken based on Prime Minister Narendra Modi's principle of Sabka Saath... Sabka Vikas," said Majhi after the cabinet briefing.

Though the SEBCs are estimated to make up around 54 percent of the state's total population, there is currently only 11.25 percent quota for them in public recruitment. Additionally, they are not entitled to reservations in education.

Significantly, in 2019 and 2020, Union Education Minister Dharmendra Pradhan had written to the then chief minister

Naveen Patnaik to provide reservation to the SEBCs in education.

According to the CM, the move aims to promote access, equity, and inclusion, increase the gross enrolment ratio and enhance opportunities for marginalised and disadvantaged communities in Odisha in line with the National Education Policy 2020.

"This initiative ensures uniform implementation of reservation in admission for students belonging to ST (22.5 percent), SC (16.25 percent), SE?? (11.25 percent)," he said. Besides these, there is 5 percent for people with disabilities and 1 percent for ex-servicemen.

According to officials, the reservation will be implemented in all state public universities, state government and aided higher secondary and higher education institutions as well as undergraduate, postgraduate courses.

The BJP government's move in Odisha came at a time when both the Opposition parties — the BJD and the Congress — have stepped up their pitch for increase in reservation for the backward classes in the state.

Hailing his government's decision towards providing reservation for the SEBCs, the Odisha chief minister also took a dig at the previous BJD government saying it deprived the backward classes of their constitutional rights.

"Though proposal to provide a quota to the backward classes in education came several times, it was far from reality," Majhi added.

Haryana Group D recruitment: Quota for Other SCs, Deprived SCs

EXPRESS NEWS SERVICE
CHANDIGARH, MAY 14

THE HARYANA government Wednesday announced the recruitment process for 7,596 Group-D posts through the state Staff Selection Commission, including 605 posts reserved for Deprived Scheduled Castes (DSCs) and 604 posts for Other Scheduled Castes (OSCs) for the first time in its history.

"This recruitment process will not only provide employment opportunities but also reinforce social justice," Chief Minister Nayab Singh Saini said.

"This is a historic move to bridge intra-category disparities and ensure equitable distribution of reservation benefits. The shared goal of the Central and Haryana governments is Antyodaya, uplifting the most deprived sections of society. This recruitment drive is a significant step toward securing the rights of all communities, particularly Scheduled Castes and other backward classes," he added.

"The state government is committed to empowering the youth and bringing every section of society into the mainstream of development," Saini said.

Reservation has also been provided for categories like Backward Classes (A category), BC (B), Economically Weaker Section (EWS), physically handicapped (PH), eligible sportspersons (ESP), and ex-servicemen (ESM).

Saini said candidates will be selected based on their CET scores to ensure a transparent and merit-based selection process.



Opinion | A New Dawn in Teacher Education Integrated Teacher Education Program (ITEP) & National Professional Standards For Teachers (NPST)

By : Javeed Abdullah



by News Desk — May 15, 2025 Reading Time: 6 mins read 0

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The landscape of Indian education is undergoing a radical transformation, catalysed by the landmark National Education Policy (NEP) 2020. One of the most significant reforms envisaged in this policy revolves around Teacher Education, its quality, structure, and professional standards. As a delegate from Jammu and Kashmir, I had the privilege along with other Academic and administrative officers of Jammu and Kashmir to participate in the National Conclave 2025 on “Transforming Teacher Education” under the Northern Regional Territorial Jurisdiction, held at Kurukshetra University, Haryana on 28th and 29th April 2025. This two-day event proved to be a vibrant platform for rich discussions, policy dialogues, and collaborative reflection on the future of teacher education in India.

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The Conclave was facilitated by the National Council for Teacher Education (NCTE), in collaboration with Haryana state higher education Council and Kurukshetra University, Kurukshetra. a statutory body established under the NCTE Act of 1993. The body, operational since 17th August 1995, is responsible for the planned and coordinated development of teacher education across India, ensuring regulation and proper maintenance of norms and standards. With its pan-India jurisdiction and four Regional Councils (Northern, Eastern, Southern, and Western), NCTE has become the pivotal force steering India's teacher preparation and professional development.

NEP 2020 recognizes the centrality of teachers in shaping the future of learners and the nation. It aspires to ensure that all students at all levels of education are taught by passionate, motivated, well-qualified, and professionally trained teachers. To realize this vision, the policy mandates sweeping reforms in both pre-service and in-service teacher education through three critical initiatives:

1. Integrated Teacher Education Program (ITEP)
2. National Professional Standards for Teachers (NPST)
3. National Mission for Mentoring (NMM)

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Integrated Teacher Education Program (ITEP)

(A Paradigm Shift in Pre-Service Teacher Education)

The ITEP is a flagship initiative of NEP 2020 designed to prepare teachers holistically through a four-year integrated program. It replaces the previous models of teacher education programmes (after graduation) with a single, multidisciplinary, and integrated undergraduate program. As per para 15.5 of NEP 2020, ITEP is being piloted in multidisciplinary institutions and universities across India. The primary objective of ITEP is to develop teachers for the foundational, preparatory, middle, and secondary stages of school education and Offers a dual-major curriculum, with one major in Education and the second in a discipline of choice (such as Arts, Science, Sanskrit, Yoga, or Physical Education).ITEP is aligned with the new curricular structure of school education, as per NEP 2020. The program offers stage-specific specializations:

Foundational Stage: Pre-school to Grade 2

Preparatory Stage: Grades 3 to 5

Middle Stage: Grades 6 to 8

Secondary Stage: Grades 9 to 12

Each student-teacher will be trained specifically to teach one of these stages with pedagogical content knowledge, child psychology, assessment methods, and technology integration. ITEP (Arts Education) Will Prepare future arts teachers with interdisciplinary training, ethical values, and pedagogical innovation. Candidates need minimum 50% marks at +2 level (relaxation for reserved categories), and admission is through a nationwide NCET conducted by NTA. ITEP (Physical Education) Focuses on developing physical education instructors equipped to promote fitness, sportsmanship, and holistic well-being. ITEP (Sanskrit Education) Preserves India's cultural and linguistic heritage by preparing future Sanskrit educators who can promote classical knowledge through modern pedagogy. ITEP (Yoga Education) Responds to the growing global interest in yoga by training educators in yoga philosophy, practice, and its therapeutic applications in schools.

ITEP emphasizes experiential learning, multilingualism, inclusive education, and digital literacy. Which includes, Classroom internships, Community-based projects, Technology-enabled instruction, Workshops on critical thinking, ethics, and emotional well-being.The curriculum integrates both disciplinary depth and pedagogical skills, thus fostering reflective practitioners rather than just subject transmitters.

ITEP will be offered by selected multidisciplinary institutions approved by NCTE. Universities and teacher education colleges must meet rigorous

internships.

National Professional Standards for Teachers (NPST)

(Elevating Teaching as a Profession)

Teachers play an indispensable role in shaping the future of any nation. Their competence, dedication, and continuous professional growth directly influence the quality of education and the development of learners. Recognizing this vital connection, the National Education Policy (NEP) 2020 introduced several ground-breaking reforms, one of the most transformative being the National Professional Standards for Teachers (NPST). Developed by the National Council for Teacher Education (NCTE), NPST is a flagship framework designed to define and guide the professional expectations from teachers across various stages of their careers. The NPST not only outlines the benchmarks for teacher competencies and behaviour but also provides a structured pathway for career advancement, performance appraisal, and continuous professional development. This article explores the structure, objectives, benefits, implementation strategies, and potential impact of NPST on the teaching profession in India.

The teaching profession in India, despite its centrality to the education system, has historically lacked a structured career progression framework. Career advancement often relied on seniority rather than performance, innovation, or professional growth. NEP 2020 highlighted the need to address this gap and emphasized the importance of attracting and retaining the best talent in teaching. The NPST was envisioned to define clear professional expectations for teachers, create transparent and merit-based career progression pathways, Align teacher performance with student learning outcomes, Promote teacher agency, innovation, and leadership, Standardize teacher appraisal and certification across the country.

National Professional Standards for Teachers key objectives are,

1. **Standardization of Professional Competencies:** To create a national framework that defines what teachers should know, be able to do, and value at different stages of their careers.
2. **Career Advancement Based on Merit:** To shift from time-bound promotions to merit-based progression by recognizing professional growth, skills, and performance.
3. **Guidance for Teacher Education:** To inform curriculum development and training design for both pre-service and in-service teacher education programs.
4. **Improvement in Student Learning Outcomes:** By focusing on teacher capacity building, NPST aims to improve classroom practices and ultimately enhance student performance.
5. **Development of a Reflective Practitioner:** To encourage teachers to engage in reflective practices, self-evaluation, and continuous learning.

NPST recognizes that teachers evolve through various stages in their careers, and each stage requires a different set of competencies. The framework identifies four career stages, with clearly articulated expectations for each:

1. **Beginner Teacher** (Fresh graduates entering the teaching profession, Focuses on foundational knowledge, classroom readiness, and mentoring.)
2. **Proficient Teacher** (Teachers with some experience demonstrating effectiveness in classroom practices, expected to handle complex teaching situations and adapt to diverse learners.)
3. **Expert Teacher** (A seasoned educator who mentors peers, leads innovations in pedagogy, and impacts the school culture positively.)
4. **Lead Teacher**, (Plays a leadership role at the institutional or policy level, Involved in school reform, teacher training, curriculum development, and educational research.)

This progression allows for horizontal and vertical career mobility, giving teachers opportunities beyond traditional teaching roles. The successful implementation of NPST requires a collaborative and technology-enabled approach. The following steps form the foundation of its roll-out:

1. **Development of Digital Teacher Registry** (All teachers will be registered in a tech-based repository that maintains professional profiles, achievements, and training records.)
2. **Certification and Appraisal Mechanism** (Teachers will undergo performance evaluations aligned with NPST standards. Based on these evaluations, they will be certified or promoted.)
3. **Continuous Professional Development (CPD)** (Teachers must complete a minimum number of CPD hours annually, focusing on improving competencies defined in NPST.)
4. **Capacity Building of SCERTs and DIETs** (Institutions like SCERTs and DIETs will play a key role in providing NPST-aligned training, mentoring, and support services.)



The NPST framework has far-reaching benefits for the education system:

1. Elevates Teaching as a Profession (By defining standards and career paths, NPST gives the profession the structure and respect it deserves.)
2. Encourages Innovation and Growth (Teachers are encouraged to innovate, reflect, and adapt, leading to a more vibrant and responsive classroom environment.)
3. Enables Transparent Promotions (Shifts promotion criteria from seniority to performance, removing bias and boosting morale.)
4. Improves Student Outcomes (Better trained, evaluated, and motivated teachers directly contribute to improved student engagement and achievement.)
5. Aligns with Global Best Practices (NPST brings India on par with international models like the Australian Professional Standards for Teachers (APST) and the UK's Teachers' Standards.)

The National Professional Standards for Teachers (NPST) is a transformative initiative that has the potential to redefine teaching in India. By placing teachers at the centre of educational reform and empowering them with a roadmap for professional growth, NPST aims to build a motivated, competent, and reflective teaching force. As the education system moves toward 21st-century learning, NPST ensures that teachers are not left behind but rather are equipped, recognized, and supported to lead from the front. The success of NPST will not only determine the future of teachers but also shape the future of millions of students and the nation as a whole.

Javeed Abdullah

Writer attended this National Conclave At Kurukshetra University Haryana, with Syed Ishtiyah Ahmad Principal HSS Hawal Pulwama and Mr Kishor Kumar Principal DIET Anantnag is Grateful To Director School Education Kashmir Dr. G.N.Itoo (JKAS) for the selection to this national Conclave on Transforming Teacher Education in India. He can be reached at Javeedwrites378@gmail.com



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French, German language courses announced in Bihar colleges under NEP 2020

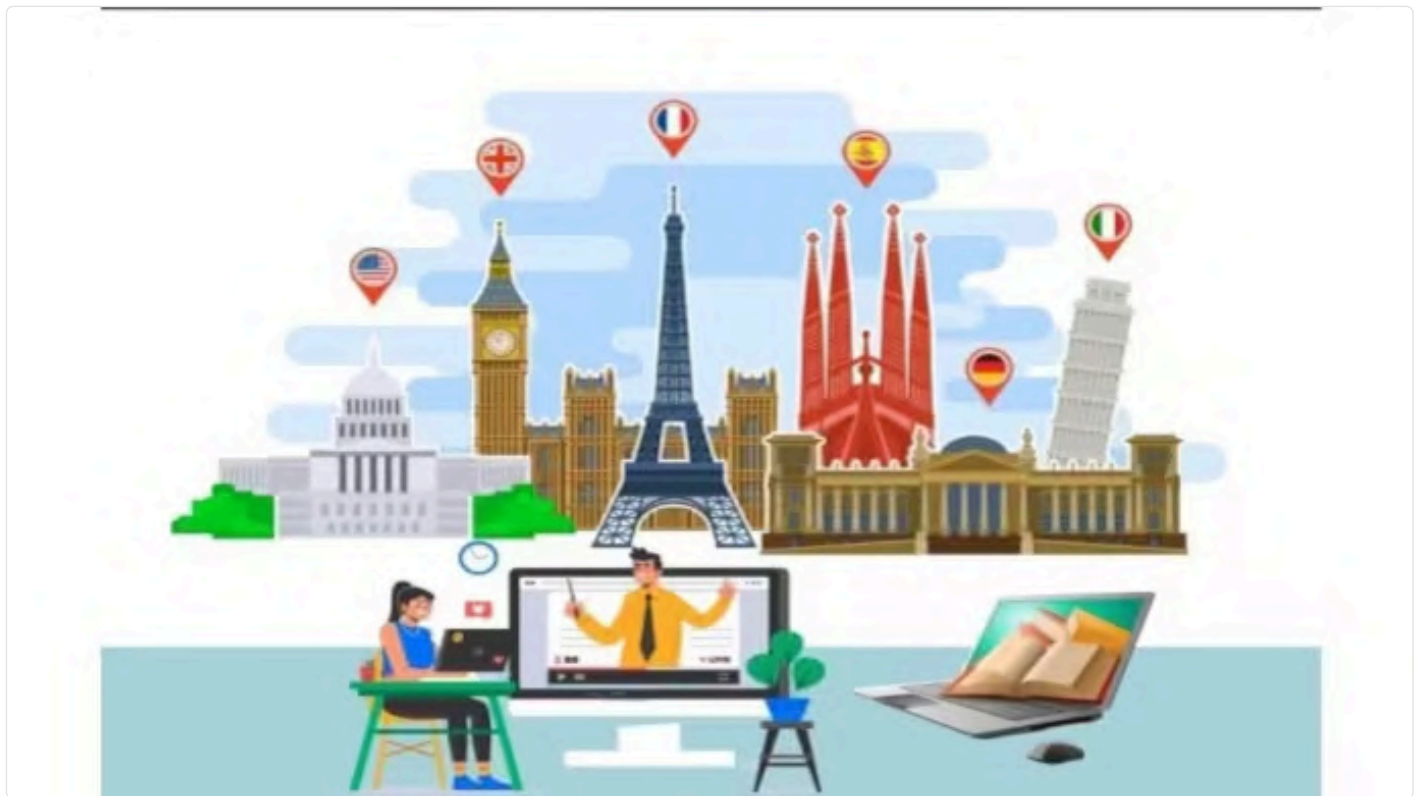
French and German language courses have been introduced in 15 government colleges across Bihar, marking a step towards promoting multilingual education under the National Education Policy (NEP) 2020.

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French and German language courses have been introduced in 15 government colleges across Bihar, marking a step towards promoting multilingual education under the National Education Policy (NEP) 2020.

India Today Education Desk ×
New Delhi, UPDATED: May 15, 2025 16:08 IST

In Short

- Bihar starts French and German courses in 15 government colleges
- Foreign language learning launched under NEP 2020 framework
- State plans to expand courses to all government colleges soon

In a major step towards improving global learning opportunities, the Bihar government has started foreign language courses in French and German across 15 government colleges in the state. This is part of a larger plan to eventually introduce these courses in all government-run higher education institutions in Bihar.

The initiative, announced by the state education department, aims to provide students with new language skills that can help them in areas like international education, business, tourism, and diplomacy.

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Students enrolled in these colleges will now have the option to take up basic-level courses in French and German as part of their curriculum or as an additional certificate programme.

These foreign language classes will initially be offered as part of the Skill Development programme under the New Education Policy (NEP) 2020.

DETAILS ABOUT THE PROGRAMME IN BIHAR

As per the Department of Education of Bihar, the programme has already begun in select colleges in districts including Patna, Gaya, Muzaffarpur, Bhagalpur, and Darbhanga.

Trained language instructors have been appointed and course material has been developed to suit beginners.

The government has also planned to assess the outcome of this initial rollout before expanding the language courses to all government colleges across the state.

This move comes at a time when the demand for multilingual professionals is growing, especially in the fields of information technology, international business, and tourism. Students and educators have welcomed the step, calling it a much-needed modern addition to Bihar's higher education system.

The language courses are expected to be available to both undergraduate and postgraduate students, with no additional tuition fees.

Published By: Rishab Chauhan

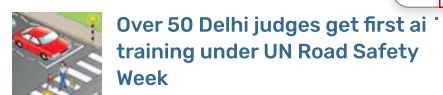
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/ News / Humanities & Social Sciences / UGC Picks Student Ambassadors From 127 HEIs To Drive NEP 2020 Reforms On Campus

UGC Picks Student Ambassadors from 127 HEIs to Drive NEP 2020 Reforms on Campus

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**ABHAY ANAND**
Manager Editorial

New Delhi, Updated on May 15, 2025 15:36 IST

NEP SAARTHI initiative aims to empower students as the face of higher education transformation

The University Grants Commission (UGC) has appointed a new cohort of student ambassadors under its NEP SAARTHI initiative — Student Ambassador for Academic Reforms in Transforming Higher Education in India.

Launched as part of efforts to make the National Education Policy (NEP) 2020 more inclusive and participatory, the NEP SAARTHI programme is bringing students to the forefront of academic change. This April, UGC formally announced the names of selected ambassadors — enthusiastic, responsible, and creative students nominated from 127 Higher Education Institutions (HEIs) across the country.

In a letter signed by UGC Secretary Prof. Manish R. Joshi, the Commission congratulated the newly selected SAARTHIs and urged them to take up this role with “great enthusiasm and dedication.”

“These students are not just leaders in their classrooms, but also natural communicators, organisers, and changemakers,” the letter reads. “Their involvement will be personally enriching and contribute significantly to shaping the future of Indian higher education.”

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Each NEP SAARTHI will work closely with their institution to organise outreach programmes, spread awareness about NEP 2020 reforms, and encourage other students to participate in shaping the educational landscape. The role isn't just ceremonial — it demands creativity, responsibility, and active leadership.

Colleges and universities have been asked to support these student ambassadors in every way possible, recognising their potential to act as bridges between policy and campus life.

With this initiative, UGC is signalling a broader shift: putting students at the heart of the education reform process. And for many of these SAARTHIs, the journey begins now — not in the corridors of government, but in college canteens, classrooms, and campus communities where change is truly lived.

The complete list of NEP SAARTHIs from across the 127 HEIs is available on the UGC website.

Read More:

- [UGC Urges HEIs to Implement Supernumerary Seats for International Students in Line with NEP 2020](#)
- [Prioritise Permanent Faculty Appointments, Delhi University VC Urges Colleges at AC Meeting](#)

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COLUMNS

Despite flaws, new NCERT textbooks try to reconnect youngsters with their civilisation's moral foundations

Nations are not solely born from protest, but also from shared narratives of song, scripture, myth, and memory. A pedagogy rooted in such narratives is necessary to craft a national historical consciousness



The need of the hour is a curriculum that would not sanitise the past or erase conflict, but present them within a broader ethical framework, where critique doesn't descend into cynicism.

May 15, 2025 15:43 IST ∨

First published on: May 15, 2025 at 12:32 IST

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Written by R S Krishna

[Rupamanjari Hegde's critique](#) of recent Class VII NCERT history textbooks ('In NCERT textbooks, a history full of holes', IE, May 5) highlights a recurring trend in liberal-secular discourse: A focus on inconsistencies between curricular frameworks (like the NCF 2023) and textbook narratives, while overlooking the deeper philosophical and civilisational dimensions of how India should relate to its past. While Hegde rightly points out the dissonance between pluralistic curricular intentions and selective textbook content, this perspective misses a crucial point: Such selectivity, often labelled "presentism" or "teleology," can be necessary and legitimate in crafting a national historical consciousness.

The liberal-secular viewpoint often assumes that only histories emphasising disjunction, pluralism, conflict, and power are truly honest, casting any narrative of harmony, unity, or coherence as inherently fabricated or aligned with communal ideologies. This perspective, rooted in Marxist and postcolonial paradigms, views civilisational continuity or cultural cohesion with scepticism, interpreting them as mere apologetics for majoritarianism or nationalism. However, this approach itself commits a form of presentism, retrojecting a modern suspicion of unity onto the past and privileging discontinuity as the sole valid historical lens.

History as a quest for civilisational self-understanding

A civilisationally self-aware modernity cannot afford to discard the potential for collective memory, moral exemplarity, and a unifying vision of the past. Nations are not solely defined by constitutions; they are also "imagined," "felt," and "remembered" into being. Consequently, history education cannot be reduced to a mere catalogue of empirical disputes, caste hierarchies, and dynastic rivalries.

Also Read | [Express View on NCERT revisions: Narrowing the view](#)

This necessitates interpretation, selection, and narrative framing, which are inherent to the process and therefore legitimate. For decades, Indian school textbooks, particularly after the NCERT's 2006 revisions, aimed at "detoxifying" earlier "saffron" narratives, have often prioritised a seemingly "objective" approach, foregrounding multiplicity and conflict, emphasising regional variations, and downplaying any overarching sense of pre-colonial Indic unity. However, this has not fostered a deeper understanding of India's civilisational past, but rather an inability to articulate it except in mostly fragmented and contestatory terms.

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Pre-Islamic India, despite its political disunity and social hierarchies, did share cosmologies, Sanskritic idioms across its regions and languages, integrated diverse deities and contributed to a porous but coherent cultural order. This coherence, while not homogeneous, was not a mere colonial invention. The new NCERT textbooks, despite their flaws, represent an attempt to reinstate this coherence, reconnecting young Indians to their civilisation's moral and cultural foundations.

The ethical imperative of presentism

So a degree of presentism and even teleology in historical narratives is not a betrayal of historiography, but a civilisational necessity. A modern democratic republic needs a usable past, a memory that resonates normatively. History textbooks should certainly have source criticism or highlight socio-economic mechanics; but they should also guide students to locate themselves within a broader narrative of how a people conceived a certain kind of socio-cultural order across time and traditions. And such orders were not merely oppressive caste and patriarchal institutions and practices.

While liberal-secular historians advocate for narratives that avoid privileging any single religion or moral arc, it's important to recognise that all historical storytelling, particularly in school education, involves moral construction. Even previous NCERT attempts, which celebrated Bhakti and Sufi syncretism, implicitly endorsed a normative vision of India as plural and tolerant. However, they often failed to acknowledge that this pluralism could have indigenous Indic roots, predating Islamic influence, as seen in Buddhist missions, Ashokan dhamma, and pan-Indic pilgrimage networks.

The new textbooks, by emphasising certain pre-Islamic periods, attempt to recover these threads, not to demonise Islam, but to re-anchor India's pluralism in a deeper Indic context. And possibly, let us wait to see if between classes VIII to X, the new textbooks do bring in Mughals, [Delhi](#) Sultanate, Bahmani or Bengal Sultans into some reckoning. As things appear, few apprehend the risk of Hindu triumphalism. Yet liberal-secular historians have also been guilty of selectively emphasising pluralism while minimising the sociopolitical subordination and subjugation of non-Muslims under Islamic regimes for constructing a secular past.

The need for new imaginations

So while the new textbooks have a laudable impulse, their execution lacks nuanced explanations and dialogical pedagogy. I agree with Hegde at one level when she highlights that they do not adequately explain how history is constructed, how different kinds of sources yield different truths, or how moral judgments must be distinguished from factual claims. However, I contend it fails not just Hegde's test of pluralism but also the deeper civilisational project that it ostensibly champions. It merely gestures towards civilisational memory but offers only superficial fragments, lacking philosophical grounding and pedagogic possibilities.

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The need of the hour is a curriculum that would not sanitise the past or erase conflict, but present them within a broader ethical framework, where critique doesn't descend into cynicism, and diversity doesn't preclude coherence. It would draw upon figures like Chanakya, Ashoka, Harsha, Pulakesin, Raja Raja Chola, Ramanuja, and Basava, not as mere icons, but as windows into India's diverse civilisational strategies. It would teach students not just to dissect the past, but to inhabit it, exploring the ideas, institutions, and beliefs that enabled societies to endure, reform, and flourish.

Hegde's critique reflects a broader failure within Indian academia to envision history as a space for moral and civilisational reflection. It forgets that nations are not solely born from protest, but also from shared narratives of song, scripture, myth, and memory. Educating a generation without these resources risks creating mere inhabitants, not citizens where having a civilisational selfhood is key to navigate modernity. What we need is not less narrative, but better narrative, one that can carry the weight of a civilization into the classrooms of a republic.

The writer is a retired school teacher based in [Bengaluru](#), who has worked with TVS Educational Society institutions and Azim Premji Foundation, Bengaluru

Odisha announces 11.25% quota for backward classes in education

Announcing the cabinet's decision here, Chief Minister Mohan Charan Majhi said it is a "landmark decision" to ensure the backward classes their constitutional rights.

Written by [Sujit Bisoyi](#)

Bhubaneswar | May 15, 2025 00:32 IST

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This is the first time that the Odisha government has announced a quota for backward classes in education. (Express Photo)

Odisha's Mohan Majhi Cabinet Wednesday cleared a proposal to offer 11.25 percent reservation in educational institutions to the state's socially and educationally backward classes (SEBC) — a move set to benefit 231 groups in the state.

This is the first time that the Odisha government has announced a quota for backward classes in education. Announcing the cabinet's decision here, Chief Minister Mohan Charan Majhi said it is a "landmark decision" to ensure the backward classes their constitutional rights.

"At a time when the Union government has taken a massive step toward social justice by announcing caste census, the state government has also marched a step ahead to empower the people from the socially and educationally backward sections. The decision has been taken based on Prime Minister [Narendra Modi](#)'s principle of Sabka Saath... Sabka Vikas," said Majhi after the cabinet briefing.

Though the SEBCs are estimated to make up around 54 percent of the state's total population, there is currently only 11.25 percent quota for them in public recruitment. Additionally, they are not entitled to reservations in education.

Significantly, in 2019 and 2020, Union Education Minister [Dharmendra Pradhan](#) had written to the then chief minister [Naveen Patnaik](#) to provide reservation to the SEBCs in education.



According to the CM, the move aims to promote access, equity, and inclusion, increase the gross enrolment ratio and enhance opportunities for marginalised and disadvantaged communities in Odisha in line with the National Education Policy 2020.

“This initiative ensures uniform implementation of reservation in admission for students belonging to ST (22.5 percent), SC (16.25 percent), SEBC (11.25 percent),” he said. Besides these, there is 5 percent for people with disabilities and 1 percent for ex-servicemen.

According to officials, the reservation will be implemented in all state public universities, state government and aided higher secondary and higher education institutions as well as undergraduate, postgraduate courses.

The [BJP](#) government's move in Odisha came at a time when both the Opposition parties — the Biju [Janata Dal](#) (BJD) and the Congress—have stepped up their pitch for increase in reservation for the backward classes in the state.

Hailing his government's decision towards providing reservation for the SEBCs, the Odisha chief minister also took a dig at the previous BJD government saying it deprived the backward classes of their constitutional rights.

“Though proposal to provide a quota to the backward classes in education came several times, it was far from reality,” Majhi added.

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This article went live on May fifteenth, twenty twenty-five, at thirty-two minutes past twelve at night.

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Odisha

Union Minister Pradhan lauds reservation for SEBCs, terms it historic

The Union minister who has long been demanding implementation of reservation for OBCs in education during the previous BJD government, said SEBCs constitute over 52 per cent of Odisha's population.



Union Education minister Dharmendra Pradhan on Wednesday thanked PM Narendra Modi and CM Mohan Charan Majhi for approving 11.25 per cent reservation

Express News Service

Updated on: 15 May 2025, 10:47 am · 1 min read

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BHUBANESWAR: Union Education minister Dharmendra Pradhan on Wednesday thanked Prime Minister Narendra Modi and Chief Minister Mohan Charan Majhi for approving 11.25 per cent reservation for socially and economically backward classes (SEBC) students in higher education institutions in Odisha .



implementation of reservation for OBCs in education during the previous BJD government, said SEBCs constitute over 52 per cent of Odisha’s population.

“This initiative aligns with the National Education Policy’s focus on prioritising education for backward classes, contributing to a developed Odisha and India. The reservation will be implemented in various courses across government universities, institutions and departments starting from the 2025-26 academic year,” Pradhan wrote on his X handle.

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The Union minister emphasised that the Modi government’s guiding principle is ‘Sabka Saath, Sabka Vikas, Sabka Vishwas, and Sabka Prayas’. Despite long-standing demands for reservation for the SEBC community, the previous government had neglected this issue. The recent Union cabinet approval for a caste-based census is a historic step. Against this backdrop, the Odisha government’s decision to provide reservation for SEBC students is commendable, he said and thanked the state for this historic decision.

Pradhan had written to Chief Minister Mohan Charan Majhi on April 17, highlighting the need for reservation for SEBC and OBC communities in jobs and education.

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SEBCs

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Odisha clears 11% SEBC quota for admissions in higher education

TNN / May 15, 2025, 03:42 IST

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The Odisha cabinet, under CM Mohan Charan Majhi, has approved 11.25% reservation for SEBC in higher education, excluding medical and engineering colleges. This policy, effective this academic year, applies to various courses in government and aided institutions. [Read More](#)



Cabinet nod to 11.25% SEBC quota for admissions in higher edu

BHUBANESWAR: Odisha cabinet, led by CM Mohan Charan Majhi, on Wednesday approved 11.25% reservation for socially and economically backward classes (SEBC) in higher educational institutions, extending the existing quota benefits beyond govt jobs. This, however, excludes admission in medical and engineering colleges, reports Ashok Pradhan.

Speaking to mediapersons after the cabinet meeting, Majhi said the new policy, set to take effect from the current academic year, will be implemented for admissions across govt universities, govt-aided institutions and various higher educational establishments throughout the state.

The policy covers a wide range of academic programmes, including undergraduate, postgraduate, teacher training and law courses under the administrative control of school and mass education, higher education, culture and sports departments.

"...Previous govts failed to ensure such a move, depriving the backward classes of getting social justice," Majhi said.

The decision comes just days after Centre gave its approval for nationwide caste enumeration and days before Majhi completes one year as CM. Union education minister Dharmendra Pradhan lauded Odisha govt's move as "historic".

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News / India / Kerala / In Kerala, no textbooks for two weeks of new school year, only social awareness

In Kerala, no textbooks for two weeks of new school year, only social awareness

Kerala schools will kick off the 2025 academic year to begin in June with the first two weeks focused on social awareness. These programmes will cover issues like drug abuse, hygiene and digital discipline, instead of traditional textbook lessons.

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Kerala says no textbooks for first two weeks after school reopening: Students to have social awareness classes on law, public safety, hygiene, drug menace. (Representative image)

Shibimol KG x
UPDATED: May 16, 2025 17:50 IST
Edited By: Preeja Aravind

In Short

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The Department of Public Education in Kerala announced that the first two weeks of the 2025-2026 academic year will be dedicated to social awareness classes instead of the regular textbook curriculum. This initiative is the first of its kind in the country, and aims to educate students on pressing social issues.

Education Minister V Sivankutty shared that the awareness campaigns will address a range of topics, including drug abuse, destruction of public property and emotional control.

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“For two weeks, children are not going to study textbooks but we will have awareness sessions and discussions on various topics,” Sivankutty said.

He added that guidelines for these sessions were set after a two-day workshop involving experts from Police, excise, the Child Rights Commission, Social Justice, National Health Mission, Women and Child Development, Kerala The State Council of Educational Research and Training (SCERT) and other relevant departments.

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The topics to be covered in the two weeks will include drug use, controlling violent behaviour, environmental and personal hygiene, emotional control, healthcare, and law awareness, among others.

Students in Classes 1 to 10 will participate in the two-week sessions starting June 2, while higher secondary students will have a similar program for one week, beginning July 18. Schools will also adjust their timetables to ensure adequate time for arts, sports, and social issue education.

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Ministry of Commerce & Industry



IIFT Expands Global Footprint with First Overseas Campus in Dubai

Posted On: 16 MAY 2025 1:41PM by PIB Delhi

The Indian Institute of Foreign Trade (IIFT), an autonomous body under the Ministry of Commerce and Industry, Government of India, has announced the establishment of its first overseas campus in Dubai, United Arab Emirates. This marks a key step in expanding IIFT's global presence and strengthening India's engagement in international business education.

This historic development has been made possible with the approvals from the Ministry of Education, and No Objection Certificates from the Ministry of External Affairs, Ministry of Home Affairs, and the University Grants Commission. It marks a proud moment in the globalisation of Indian higher education and aligns with the vision of NEP 2020, which emphasizes the internationalisation of Indian institutions and the creation of global learning hubs.

Union Commerce and Industry Minister Shri Piyush Goyal, expressing his happiness and congratulating IIFT on this landmark achievement, said, "This truly reflects the spirit of the National Education Policy 2020, marking a new chapter in the internationalisation of Indian education and its growing role in shaping thought leadership globally. It is also a testament to the strengthening India-UAE partnership, and this new campus will play a pivotal role in moulding the business leaders of tomorrow."

Congratulating IIFT on its maiden international expansion, Commerce Secretary Shri Sunil Barthwal said that it's a turning point in the 62 years of IIFT's history that the institute is setting up a full-fledged campus in Dubai. It represents India's emergence as a country that provides world class education especially in the field of International Trade. He commended the institute for consistently aligning its academic and research endeavours in national interest that would contribute significantly to promote exports.

Prof. Rakesh Mohan Joshi, Vice Chancellor (IIFT), reiterated his commitment to transform IIFT into a world class institute and make a mark in its newly upcoming Dubai campus by way of excelling in research, training and research in the area of International Trade. He thanked Ministry of Commerce, Ministry of Education, Ministry of Home Affairs, Ministry of Foreign Affairs, Indian Embassy in UAE, UGC and all those who have extended their consistent support in making IIFT's Dubai campus a reality. He reaffirmed IIFT's commitment to advancing India's academic and economic diplomacy through excellence in education and research.

The upcoming Dubai campus reflects India's deepening educational collaboration with the UAE and is poised to become a strategic center for nurturing global business leaders equipped with Indian values and international outlook. It will not only serve the dynamic needs of the Indian diaspora and global learners but also strengthen India's educational footprint in the Gulf region.

With the launch of its Dubai campus, IIFT is poised to carry the Indian legacy of education to new frontiers—grooming leaders who will shape the future of international trade and business.

Abhishek Dayal/Abhijith Narayanan

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With 300 free labs, how Delhi government is pushing virtual learning

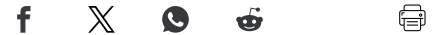
More than 300 virtual labs have been made available on the DIKSHA platform to ‘enhance conceptual understanding’ for Class 6 to 12 students, through ‘interactive simulations and virtual experiments’.

Written by [Sophiya Mathew](#)

New Delhi | Updated: May 16, 2025 12:48 IST

 **NewsGuard**

🕒 4 min read



The circular issued on Tuesday was primarily regarding access to more than 300 virtual labs being made available free of cost on the Digital Infrastructure for Knowledge Sharing (DIKSHA) platform

The State Council of Educational Research and Training (SCERT), Delhi, in a recent circular, has asked all school heads and teachers under the Directorate of Education to “integrate the use of virtual labs into classroom teaching and learning practices wherever possible”.

The circular issued on Tuesday was primarily regarding access to more than 300 virtual labs being made available free of cost on the Digital Infrastructure for Knowledge Sharing (DIKSHA) platform by the [Central Board of Secondary Education](#).

“It is hereby informed that the...CIET, NCERT has made available more than 300 Virtual Labs on the DIKSHA platform for students and teachers,” the circular said, adding that the labs are free and designed to “enhance conceptual understanding” and “practice learning across various subjects through interactive simulations and virtual experiments”.

The school heads and teachers have been requested to access and explore the virtual labs, inform and encourage all students, from Classes 6 to 12, to make use of the resource and integrate it into classroom teaching and learning practices. “These labs

are especially beneficial in providing experiential learning opportunities where access to physical lab infrastructure may be limited,” read the circular.

Virtual labs were launched in July 2022 under the National Education Policy (NEP), 2020. As per the National Council of Educational Research and Training (NCERT), the number of plays and the play time (in minutes) while using this platform have shown a consistent increase, indicating that the consumption has increased over the years.



NEP 2020 recommended the creation of virtual labs, stating that though not a substitute, it has the potential to enhance the actual laboratory experience. At present, the virtual labs constitute a variety of resources, including animations and videos to visualise theoretical concepts, theory, procedures, which provide conceptual information and simulations for real-time experience of performing experiments.

For instance, as a science activity in Class 7, there is a simulation to observe stomata in leaves where the user has an option to select from a petunia, bougainvillea or a mango leaf. Upon clicking the leaf, a virtual hand would tear it. The user can then drag and drop forceps to pick the leaf and drop it on a glass slide. Then, a water dropper placed on the table can be selected and dragged towards the glass slide. In this way, the experiment is completed by dragging and dropping different virtual tools on the screen; there is also an option to maximise or a ‘help’ option, which would provide step-by-step instructions for assistance.

It also includes a feedback mechanism and a viva voce for self-evaluation. Arti Qanungo, a TGT English teacher in a [Delhi](#) government school, said, “This is a wonderful platform. Several diverse topics of Mathematics, Science, English, Physics, Chemistry and Biology are discussed here. They are really helpful for the students...rules are explained with the help of examples. There are also interesting videos.”

Another principal of a private school in Delhi said, “This is mostly useful for schools where there are no well-equipped labs. We have state-of-the-art labs. Students perform experiments hands-on and learn. It was useful during the [COVID-19](#) pandemic. These labs will be essential to continue education in emergency situations. Physical practical classes are far better than learning in the virtual mode.”

The concept of virtual labs has been emphasised for quite some time now in Delhi’s schools; for example, previously under the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat scheme in 2021 under the Samagra Shiksha scheme. To this, the SCERT, Delhi, had introduced virtual labs for primary classes “to provide the learners first-hand learning experience of the virtual space, appropriate infrastructural arrangements” in selected schools.

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This article went live on May sixteenth, twenty twenty-five, at forty-four minutes past ten in the morning.

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Learning gets hands on with 300 virtual labs in govt schools

Sugandha Jha
(https://timesofindia.indiatimes.com/Toireporter/Author-Sugandha-Jha-479268272.Cms) / May 16, 2025, 03:35 IST

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New Delhi: In a move to enhance experiential learning

(https://timesofindia.indiatimes.com/topic/experiential-learning) in classrooms, Delhi govt has made over 300 interactive virtual labs (https://timesofindia.indiatimes.com/topic/virtual-labs) available for free to students and teachers in its schools. The initiative aims to provide hands-on exposure in subjects like science and mathematics, especially in institutions that lack physical laboratory infrastructure.

Developed by the ministry of education under the PM eVIDYA initiative, these labs are accessible through the Diksha portal and have been mapped to the NCERT curriculum. Students can now simulate experiments such as measuring pressure in liquids or observing seed germination using their computers or smartphones. The labs aim to bridge the practical learning gap and make lessons more engaging for students across Delhi govt schools.

According to a circular issued by the State Council of Educational Research and Training (SCERT) Delhi on May 13, all heads of govt schools have been asked to integrate these virtual labs into regular classroom teaching. "It is imperative that all the heads of govt schools ensure that these virtual labs are used effectively during regular classroom teaching-learning processes," the circular stated.

Govt has also directed schools to encourage maximum usage of these labs by teachers and students alike.

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"The usage of these labs should be maximised to make learning more interactive and engaging for students," the circular added.

These virtual labs will be particularly useful for students from classes VI to XII, who often miss out on practical learning due to limited access to science labs and other resources.

The labs cover a wide range of topics—from basic arithmetic operations and chemical reactions to grammar and reading comprehension. Each module includes simulations, videos, quizzes and interactive tools to help students visualise and apply what they have learned in theory.

Teachers have welcomed the move but emphasised the need for digital infrastructure and training. "This is a great initiative, but schools will need enough functional computers and proper internet connectivity to truly benefit from it. Teachers should also receive orientation on how to use these tools effectively," said a govt school teacher from east Delhi.

To support implementation, SCERT has asked all District Institute of Education and Training centres to monitor the usage of virtual labs and submit feedback on their effectiveness in the classroom.



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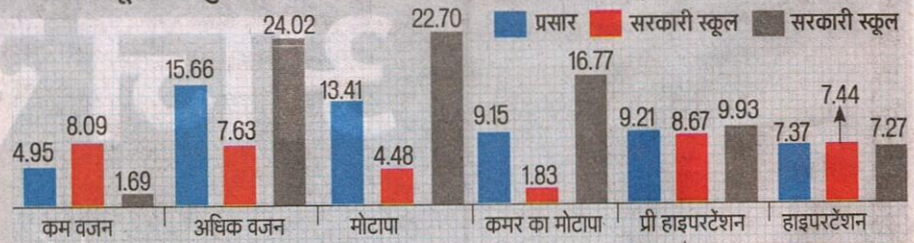
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राज्य ब्यूरो, जागरण • नई दिल्ली: फास्ट फूड के अधिक इस्तेमाल के कारण बच्चों में मोटापा, कोलेस्ट्रॉल, शुगर का स्तर बढ़ने व डिस्टिपिडेमिया जैसी समस्याएं बढ़ रही हैं। इस वजह से किशोरावस्था में बच्चे हाइपरटेंशन का शिकार हो रहे हैं। एम्स के डाक्टरों द्वारा किए गए एक अध्ययन में पाया गया है कि दिल्ली में स्कूलों में पढ़ने वाले 7.37 प्रतिशत किशोर हाइपरटेंशन से पीड़ित हैं। सरकारी व निजी स्कूलों में हाइपरटेंशन से पीड़ित बच्चों की संख्या में कोई खास अंतर नहीं है। अध्ययन में शामिल डाक्टरों ने कहा है कि बच्चों में मोटापा, कोलेस्ट्रॉल, हाइपरटेंशन, डिस्टिपिडेमिया जैसी समस्या होने से आगे चलकर हृदय रोग बढ़ सकते हैं।

एम्स के डाक्टरों का यह अध्ययन पीपलओएस वन मेडिकल जर्नल में छपा है। इस अध्ययन में पांच स्कूलों में पढ़ने वाले छह से 19 वर्ष तक के 3,888 बच्चे शामिल किए गए। इसमें तीन सरकारी और दो प्राइवेट स्कूलों के बच्चे शामिल थे। इसमें 1,985 बच्चे सरकारी व

सरकारी स्कूलों की तुलना में मोटापे से अधिक पीड़ित हैं प्राइवेट स्कूल के बच्चे



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पैरामीटर	प्रसार (प्रतिशत में)	सरकारी स्कूल	प्राइवेट स्कूल
हाई कोलेस्ट्रॉल	4.41	3.36	5.90
बार्डर लाइन कोलेस्ट्रॉल	15.11	10.85	21.07
ट्राइग्लिसराइड अधिक	7.97	7.03	9.28
शुगर 100 से अधिक	15.02	10.93	20.74
डिस्टिपिडेमिया	33.73	35.52	31.22

15.02

प्रतिशत किशोरों का शुगर 100 मिलीलीटर प्रति डेसी लीटर से पाया गया अधिक

1,903 बच्चे प्राइवेट स्कूलों के बच्चे शामिल थे। अध्ययन के दौरान छह से नौ वर्ष तक बच्चों की शारीरिक जांच की गई। वहीं 10-19 वर्ष के बच्चों के ब्लड प्रेशर व ब्लड सैंपल लेकर कोलेस्ट्रॉल, शुगर इत्यादि की भी जांच की गई। सरकारी स्कूल के अधिक बच्चे ब्लड प्रेशर से पीड़ित

पाए गए लेकिन अंतर बहुत ज्यादा नहीं है। 15.02 प्रतिशत किशोरों का शुगर 100 मिलीग्राम प्रति डेसी लीटर से अधिक पाया गया। इन्हें डायबिटीज तो नहीं था लेकिन शुगर 100 मिलीग्राम प्रति डेसी लीटर होना चिंताजनक बताया गया है। यह समस्या सरकारी स्कूलों में

पढ़ने वाले किशोरों की तुलना में प्राइवेट स्कूलों के किशोरों में दोगुना अधिक पाया गया। अध्ययन में शामिल डाक्टर बताते हैं कि बच्चों में जीवनशैली से जुड़ी समस्या में सुधार के लिए पौष्टिक आहार व खेलकूद जरूरी है। फास्ट फूड के अधिक इस्तेमाल से बचना चाहिए।

Millennium Post, 17 May, 2025, Page no - 02

Delhi schools to embrace virtual labs in classrooms

OUR CORRESPONDENT

NEW DELHI: In a move aimed at enhancing digital learning experiences, the State Council of Educational Research and Training (SCERT), Delhi, has directed all schools under the Directorate of Education to incorporate virtual laboratories into classroom instruction wherever feasible.

This directive builds upon the ongoing national effort to align educational practices with the National Education Policy (NEP) 2020, which advocates the use of virtual labs to complement hands-on experiments. Though not intended to replace physical labs, these platforms offer enriched visual and interactive resources that deepen students' conceptual understanding.

Launched nationally in July 2022, the virtual labs initiative has seen increas-

ing engagement over time, as highlighted by data from the National Council of Educational Research and Training (NCERT). Usage metrics, such as the number of experiments accessed and the time spent on each, have shown steady growth, indicating broader acceptance among students and teachers.

These digital labs feature a variety of tools, including simulations, instructional videos, and interactive modules that mirror real-life scientific procedures. For example, one of the simulations for Class 7 students enables them to explore plant anatomy by virtually examining stomata on leaves from species like petunia, bougainvillea, and mango. With drag-and-drop functionality, students perform each step, tearing the leaf, placing it on a slide, and using a water dropper, thus mimicking the tactile aspects

of a real lab session. Virtual labs also offer guided assistance through help buttons, feedback mechanisms, and viva voce sections that allow learners to test their understanding independently.

A Delhi government school teacher, praised the platform, calling it "a wonderful initiative" that brings subjects like Science, Maths, and English to life with relatable examples and engaging visuals.

However, not all educators are fully convinced. A private school principal noted that while these labs were crucial during the pandemic, they remain supplementary for institutions with well-equipped physical laboratories.

The initiative isn't entirely new to Delhi. In 2021, virtual labs were introduced for primary grades under the NIPUN Bharat programme to support foundational learning. ✓

Pencils, not pavements: Kids take 'class' leap!

Ishita Jairath
@timesofindia.com

New Delhi: For most students, school is an expected academic ladder and passing the board exams a long-accepted formality. But for some, it is a milestone that their families wouldn't have imagined they would ever cross. In west and northwest Delhi, for instance, where schoolbags were once a rare sight, 501 street-connected children had to be helped to attend school by an NGO and many of these kids are the first in their families to sit in classrooms.

The annual report by NGO Childhood Enhancement Through Training and Action (Chetna) revealed that it got 254 boys and 247 girls in west and northwest Delhi enrolled in 49 govt and municipal schools for the 2024-25 academic year. Of them, 222 (127 boys and 95 girls) joined primary classes, while 238 (109 boys and 129 girls) were admitted at the upper primary and secondary levels.

In the annual examinations held between March and April, 20.3% of 460 street-connected children obtained Grade B (scores between 60 and 79%), 48.2% Grade C (45-59%) and 30.9%, Grade D (33-44%). Girls maintained a higher average attendance of 64.5% than the boy at 61.3%. Subject-wise, the highest scores were attained in Hindi and social science.

Behind the numbers are young lives confronting the

STREET KIDS STEP INTO SCHOOLS WITH FLYING COLOURS

What the annual report by CHETNA NGO has revealed

> **501** street-connected children (**254 boys and 247 girls**) were enrolled in govt and MCD schools for the 2024-25 academic year

> **95%** of these were first generation school-goers in family

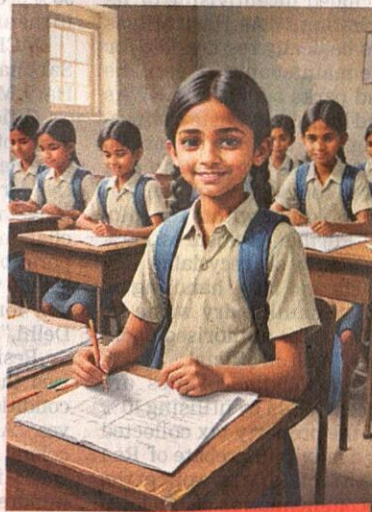
> Part of Mera Basta initiative, a collaborative effort between CHETNA NGO and Toybox Charity

> Together, they facilitated the admission of these children into 49 schools across Delhi, including 22 MCD primary schools (Classes I-V) and 27 Delhi Govt schools (Classes VI-XII).

> The schools are located across several areas, including Inderlok, Kirti Nagar, Shakurpur, Keshavpuram, Shivaji Park, and Paschim Vihar

> Among the enrolled students, **222 children (127 boys and 95 girls)** joined primary classes, while **238 children (109 boys and 129 girls)** were admitted into upper primary and secondary levels

> **460 children (236 boys and 224 girls)** appeared for the exams



YOU READ IT HERE, MARCH 28

Streets To Classrooms: When The Test Is Trophy

For These Children From Capital's Slums, Appearing In The Class X Exams Is A Milestone Reached Against All Odds



Academic results showed encouraging progress

48.2% of students achieved Grade C (scores between 45% and 59%)

20.7% attained Grade B (scores between 60% and 79%)

30.9% were classified in Grade D (scores between 33% and 44%)

Girls maintained a higher average attendance of 64.5% compared with 61.3% for boys

Class III boys recorded the highest attendance at 87.4%, and across most classes, girls were more consistent, particularly in Classes IV and V

Subject-wise, the highest scores were recorded in Hindi (82/100) and Social Science (85/100), demonstrating strong aptitude in language and social studies

odds. Some studied without textbooks, others squinted at borrowed notes under flickering streetlights, some did

not even know how to hold a pencil too, while yet others wore school uniforms bought piecemeal. But the common

thread connecting them is that they are the first in their families to get this far. One of the students is

Asif, who lives in Kirti Nagar's Nehru Camp, surrounded by trash and broken roads. TOI had reported on Asif and four others when they became the first in their families to reach Class X. Four successfully passed the recent board exams. Asif, 15, lives in a cramped makeshift home with Safiya Khatoon, his mother, his grandmother and two uncles. His mother came to Delhi, her maternal home, to flee domestic violence, but without an Aadhaar card, she couldn't admit Asif into a school until Chetna intervened.

Khatoon, a domestic worker, said, "I'm overjoyed that Asif passed his Class X CBSE exams, scoring 68.5%. He's the first one in our family to achieve this milestone and this fills me with pride and happiness. I hope my two other children will also complete their education."

Asif's schooling, like that of 501 kids, was made possible through Chetna's Mera Basta initiative in collaboration with Toybox Charity. The effort covered areas like Inderlok, Shakurpur, Paschim Vihar and Keshavpuram. Nasir, 14, is also a beneficiary. His father who came to Delhi from Bihar and began working as a loader in an iron factory, did not earn much and Nasir sold diapers at the local Thursday market. But Chetna intervened and got Nasir enrolled in a school. He has now reached Class VII, having scored 53% in the final

Class VI exams. The youngster is also a kabaddi player and has won a medal at the district level.

Riya, a 12-year-old girl from Uttar Pradesh, migrated to Delhi with her mother in search of better opportunities. While her father continues farming in their village, her mother works as a domestic worker in the city. When Riya first started school, she didn't even know how to hold a pencil. However, she made remarkable progress and is now in Class VII, having passed Class VI with 69%.

Being promoted to higher classes has not only made the kids happy, but also their parents. Homemaker Pinky said, "I'm happy that my son Ni-

TIMES Special

tin progressed from Class VII to VIII. His achievement means a lot to us because the journey isn't easy."

Sanjay Gupta, director, Chetna, reaffirmed that his organisation was dedicated to enrolling children in schools every year and supporting them throughout their academic journey. He acknowledged that while the educational outcomes may not yet match those of children from more privileged backgrounds, the progress is a promising indication that consistent investment in street-connected children can make meaningful and lasting change in their lives.

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Language row: Tamil Nadu to move Supreme Court against Centre withholding funds, says Stalin

Stalin said the only solution to stop saffronisation of education in India was to bring education back to the State List of the Constitution from the Concurrent List and asserted that his Dravidian Model of governance will continue to wield the sword against the NEP.



ETB Sivapriyan | DHNS

Last Updated : 17 May 2025, 21:52 IST

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M K Stalin at the launch of the book 'NEP 2020: Madha Yaanai' (Rogue Elephant). Credit: X/@mkstalin

Chennai: Contending that the National Education Policy (NEP) 2020 will undermine reservation, destroy India's pluralistic culture and help impose a unitary "Sanskritized" national identity, Chief Minister [M K Stalin](#) on Saturday announced that the Tamil Nadu government will drag the Centre to the Supreme Court for withholding Rs 2,152 crores under Samagra Shiksha.

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Releasing a book 'NEP 2020: Madha Yaanai' (Rogue Elephant) penned by School Education Minister Anbil Mahesh Poyyamozi, Stalin accused the BJP-led Union Government of seeking to saffronize everything, starting with education. Former Madhya Pradesh Chief Minister and chairman of the Parliamentary Standing

LIST OF THE CONSTITUTION FROM THE CONCURRENT LIST AND ASSERTED THAT HIS DRAVIDIAN MODEL OF GOVERNANCE WILL CONTINUE TO WIELD THE SWORD AGAINST THE NEP.

Also Read: [Tamil Nadu SSLC, Plus One pass percentage sees marginal increase](#)

Also Read: [Tamil Nadu SSLC, Plus One pass percentage sees marginal increase](#)

“Our fight is critical because the NEP will undermine reservations. Only as long as reservation exists, oppressed and backward communities will have access to higher education. The NEP will destroy our pluralistic culture, and their (BJP’s) sole aim is to dismantle India’s unity and impose an unitary Sanskritized national identity,” Stalin said.

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He recalled Union Home Minister Amit Shah’s recent statement that NEP 2020 will promote Sanskrit. “The Home Minister’s statement has only confirmed what we have been warning about for the past several years. This is an attempt to destroy languages like Tamil...we must intensify our struggle to bring back language to the State list,” he said.

Tearing into the Centre for withholding Rs 2,152 crore under Samagra Shiksha to Tamil Nadu for not implementing the NEP, Stalin termed the move as “petty politics” of the BJP. “The Tamil Nadu government will certainly move the Supreme Court against this injustice. Just as we have secured landmark judgments protecting states’ rights, I am confident we will win this case too,” Stalin added.

Suggesting that the RSS was behind the formulation of NEP 2020, Singh said the only language that the organisation understands is that of confrontation. “We are here to hold that spear against you. The RSS has been using education to poison and influence the minds of youngsters,” he said, adding that the NEP 2020 violates a number of articles in the Constitution.

He also said the Congress stands together with the DMK and other like-minded parties in their fight to protect democracy and to stop the “rogue elephant” in the tracks.

Justice Gowda said NEP 2020 ignores the federal features of India’s Constitution by ignoring the role of state governments and asserted that Governors cannot bulldoze the Legislature. “People are supreme and sovereign in a democracy. The Governors have been taught a good lesson by the Supreme Court,” he said. ✕

Home Mumbai Arpan Integrates Safety Curriculum In NCERT Textbooks

Arpan Integrates Safety Curriculum In NCERT Textbooks

With its curriculum now in NCERT textbooks, Arpan is making personal safety education a national priority

FPJ News Service | Updated: Saturday, May 17, 2025, 10:21 AM IST



Pooja Taparia, Founder and CEO of Arpan |

Not-for-profit organisation Arpan hosted its annual review on Friday, highlighting its deepening impact and strategic growth. Founded by Pooja Taparia, the organisation works in the field of child sexual abuse prevention and intervention. For the past two decades, it has worked towards creating safer environments for children through education, awareness and healing services.

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PROMOTED CONTENT





A key highlight in the past year was the integration of Arpan's personal security education (PSE) content into Grade 4 Environmental Studies (EVS) textbooks, embedding safety education into the formal curriculum for lakhs of children.

Speaking at the annual review event, Taparia said, "True change requires more than policy; it demands sustained investment in building effective models, motivating stakeholders, and maintaining momentum," she added. Taparia said that Arpan's partnerships and innovative approaches have doubled their outreach and brought them closer to a world free of child sexual abuse.

Arpan reached out to eight lakh children and adults during the year through their PSE curriculum. In all, it has reached out to more than 19 million individuals through a combination of direct delivery, training initiatives, and systemic interventions. This includes 1 million through on-ground outreach, 3 million through training partners, and 15 million through curriculum and digital integration, further establishing its position as India's largest NGO exclusively working on CSA prevention and healing.

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The annual review event was attended by Arpan's donors, partners, board members, and advisors. Speakers included Jeyakumar Leslie of TCSiON; Antony Nellissery of Sterlite EdIndia Foundation; Ibrahim Nadaf of MSCERT; Sarita Gadgile of Goa SCERT; Rahul Kantikar, superintendent of Dongri Children's Home; and Surekha Punimiya, chief Sparsh coordinator of 'Sparsh Ek Ehsaas' project, Inner Wheel District 314.

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In November, Arpan spearheaded the sixth edition of CSW, themed 'Protected by POCSO', a bold nationwide campaign directly addressing offenders of child sexual abuse.

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'Jadui Pitara' to spark learning curiosity among children: Dr Dhan Singh Rawat

By Garhwal Post - May 17, 2025



By OUR STAFF REPORTER

Dehradun/Pauri, 15 May: To nurture a sense of learning among young children across the state's primary schools, the Uttarakhand government has introduced the '*Jadui Pitara*' – a play-based learning kit designed for children aged 3 to 8. Developed by the National Council of Educational Research and Training (NCERT), this innovative teaching toolkit includes toys, puppets, engaging stories, and activities that aim to make learning fun and effective for young learners.

The '*Jadui Pitara*' will be distributed to all primary schools across the state. In the first phase, over 2,000 schools in the districts of Pauri and Pithoragarh have already received the kits. Instructions have been issued to education officials to ensure the timely

distribution of the kits to schools in the remaining 11 districts.

Today, State Education Minister Dr. Dhan Singh Rawat distributed the 'Jadui Pitara' during his visit to various primary schools in the Pabau Block of his assembly constituency. He stated that the state government is actively implementing innovative educational techniques to strengthen the foundational level of education in Uttarakhand.

He further explained that the 'Jadui Pitara', developed in accordance with the recommendations of the National Education Policy 2020, is being made available to primary schools across the state under the Samagra Shiksha initiative. In the first phase, 2,327 primary schools have received the kits—1,354 in Pauri and 973 in Pithoragarh.

In the second phase, 8,939 schools across the remaining districts will be covered: Almora, 1,248; Bageshwar, 561; Chamoli, 919; Champawat, 477; Dehradun, 881; Haridwar, 666; Nainital, 937; Rudraprayag, 521; Tehri, 1,265; Udham Singh Nagar, 778; Uttarkashi, 686.

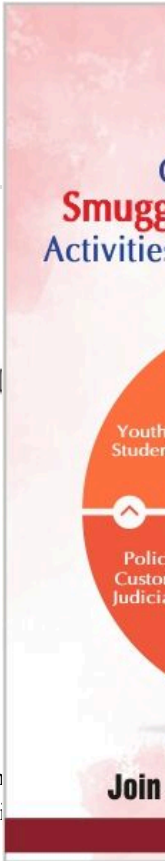
Dr Rawat emphasised that the 'Jadui Pitara' will enhance children's interest in learning and foster curiosity, thinking skills, numeracy, and emotional well-being at the foundational stage. The kit includes toys, puzzles, and engaging stories, along with components focused on art, dance, music, and play-based education.

Garhwal Post

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NO HALF TRUTH



Delhi schools to embrace virtual labs in classrooms

BY Team MP 17 May 2025 12:48 AM

New Delhi: In a move aimed at enhancing digital learning experiences, the State Council of Educational Research and Training (SCERT), Delhi, has directed all schools under the Directorate of Education to incorporate virtual laboratories into classroom instruction wherever feasible.

This directive builds upon the ongoing national effort to align educational practices with the National Education Policy (NEP) 2020, which advocates the use of virtual labs to complement hands-on experiments. Though not intended to replace physical labs, these platforms offer enriched visual and interactive resources that deepen students' conceptual understanding.

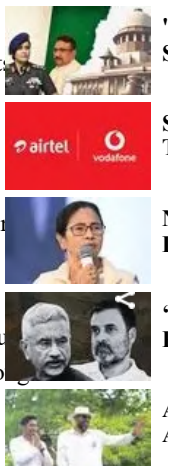
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Launched nationally in July 2022, the virtual labs initiative has seen increasing engagement over time, as highlighted by data from the

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National Council of Educational Research and Training (NCERT). Usage metrics, such as the number of experiments accessed and the time spent on each, have shown steady growth, indicating broader acceptance among students and teachers.



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and mango. With drag-and-drop functionality, students perform each step, tearing the leaf, placing it on a slide, and using a water dropper, thus mimicking the tactile aspects of a real lab session. Virtual labs also offer guided assistance through help buttons, feedback mechanisms, and viva voce

sections that allow learners to test their understanding independently.

A Delhi government school teacher, praised the platform, calling it “a wonderful initiative” that brings subjects like Science, Maths, and English to life with relatable examples and engaging visuals.

However, not all educators are fully convinced. A private school principal noted that while these labs were crucial during the pandemic, they remain supplementary for institutions with well-equipped physical laboratories.

The initiative isn't entirely new to Delhi. In 2021, virtual labs were introduced for primary grades under the NIPUN Bharat programme to support foundational learning.

Next Story

Delhi govt will always uphold nation's honour, prestige, says CM Gupta

BY Team MP 19 May 2025 12:31 AM



New Delhi: Chief Minister Rekha Gupta on Sunday said BJP's victory in Delhi has brought a wave of happiness across the country and vowed that her government would always uphold the honour, pride and prestige of the nation.

Speaking at the Samajik Samrasta Sammelan held here, Gupta said, “For us our Tiranga is everything and whenever our country needs us, we, all Indians, will unite.”

“I promise you all that this Delhi government will always work for the honour, pride and prestige of the Tiranga and country. We will always keep working for the people of Delhi,” she said.

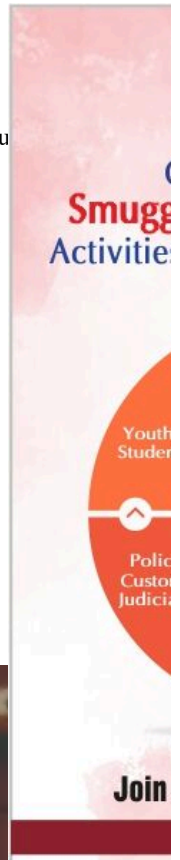
Reflecting on the BJP's return to power in the city after a long gap, Gupta said, “The drought of 27 years has converted into heavy rain this time.”

“The victory of BJP in Delhi has brought a wave of happiness across the country. Whenever I meet people at ‘jan sunvae’, they say that they are happy to see a government in the national capital which is dedicated to the nation and keep it united,” she said.

The event saw the presence of several senior party leaders, including former Rajasthan governor Kalraj Mishra.

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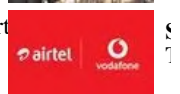
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Kerala Launches India's First Textbook-Free Social Awareness Curriculum, Begins New School Year with Two Weeks of Life Lessons

Kerala becomes the first Indian state to replace textbooks with social awareness classes for the academic year's start.

 (<https://thelogicalindian.com/author/amazech-admin/>)

News Desk
(<https://thelogicalindian.com/author/amazech-admin/>)

May 17, 2025 (<https://thelogicalindian.com/2025/05/17/>)

Kerala has announced a groundbreaking educational reform for the 2025-2026 academic year, dedicating the first two weeks—from June 2 onwards—exclusively to social awareness classes for students in Classes 1 to 10, replacing the regular textbook curriculum.

Higher secondary students will engage in a similar programme for one week starting July 18. This initiative, the first of its kind in India, aims to sensitise young learners about pressing social issues such as drug abuse, emotional control, hygiene, digital discipline, and law awareness.

(<https://thelogicalindian.com>)

Spearheaded by the Department of Public Education and endorsed by Education Minister V Sivankutty, the programme has been crafted with inputs from multiple government departments and experts, marking a significant shift towards holistic education in Kerala.

Sections

Kerala's Social Awareness Drive: A New Educational Paradigm

In an unprecedented move, Kerala's Department of Public Education has decided to replace traditional textbook lessons with social awareness sessions for the initial two weeks of the academic year. Education Minister V Sivankutty elaborated, "For two weeks, children are not going to study textbooks but will engage in awareness sessions and discussions on various social topics."

The curriculum covers vital themes such as drug abuse prevention, destruction of public property, emotional regulation, environmental and personal hygiene, healthcare, and understanding laws.

This comprehensive programme was developed after a two-day workshop involving experts from the police, excise department, Child Rights Commission, Social Justice Department, National Health Mission, Women and Child Development, and the State Council of Educational Research and Training (SCERT). Schools have also been advised to adjust timetables to incorporate arts, sports, and social education, fostering a well-rounded learning environment.

Addressing Contemporary Social Challenges through Education

This initiative emerges against a backdrop of rising concerns about the social and emotional wellbeing of students in Kerala. Reports of increasing substance abuse, behavioural issues, and mental health challenges among young people have prompted the government to rethink the role of education beyond academics.

Kerala has previously introduced age-appropriate sexual awareness and waste management lessons, responding to judicial directives and public health campaigns. Minister Sivankutty highlighted the importance of schools being "places of happiness, not anxiety," underscoring the government's commitment to nurturing students' emotional resilience alongside intellectual growth.

The collaborative approach involving multiple departments ensures that the programme is comprehensive, practical, and sensitive to the realities students face today.

The Logical Indian's Perspective

Kerala's decision to prioritise social awareness education signals a visionary approach that aligns with The Logical Indian's values of empathy, dialogue, and social harmony. Education should empower young minds not only with knowledge but also with compassion and critical thinking, enabling them to become responsible citizens who contribute positively to society.

By dedicating time to discuss real-life challenges and encouraging open conversations, Kerala is setting a powerful example for the rest of the country. This initiative reminds us that academic success and social consciousness must go hand in hand to build a peaceful and inclusive future. We invite our readers to reflect: How can educational systems across India and beyond balance academic rigor with social and emotional learning to prepare students for the complexities of modern life?

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(<https://thelogicalindian.com/sadhgurus-meditation-app-miracle-of-mind-hits-1-million-downloads-in-15-hours-surpassing-chatgpts-early-growth/>)

CHANGEMAKERS

जनसत्ता, 18 मई, 2025, पृष्ठ न०-04

शिक्षकों की समान वरिष्ठता नीति लागू करेगा दिल्ली विश्वविद्यालय

नई दिल्ली, 17 मई (भाषा)।

दिल्ली विश्वविद्यालय (डीयू) कालेज शिक्षकों की वरिष्ठता निर्धारित करने के लिए एक समान नीति लागू करने की तैयारी कर रहा है, जिसका उद्देश्य अस्पष्टता को खत्म करना और संकाय नियुक्तियों एवं आंतरिक प्रशासन को सुव्यवस्थित करना है।

प्रस्ताव को 23 मई को होने वाली कार्यकारी परिषद (ईसी) की बैठक में अंतिम मंजूरी के लिए पेश किया जाएगा। कुलपति योगेश सिंह की अध्यक्षता वाली कार्यकारी परिषद विश्वविद्यालय की सर्वोच्च वैधानिक संस्था है। वरिष्ठता निर्धारण के लिए एक मानकीकृत रूपरेखा के अभाव के चलते, विशेष

प्रस्ताव को 23 मई को होने वाली ईसी की बैठक में अंतिम मंजूरी के लिए पेश किया जाएगा।

रूप से सहायक प्रोफेसर (स्तर 10) के बीच, महाविद्यालयों में व्यापक भ्रम की स्थिति पैदा हो गई है, विशेष रूप से पदोन्नति के मामले में, जब शैक्षिक समितियों और वैधानिक निकायों के लिए वरिष्ठतम संकाय सदस्यों को नामित किया जाता है। सुधार की तत्काल आवश्यकता को समझते हुए, विश्वविद्यालय ने इस मुद्दे को पड़ताल करने और एक सुसंगत नीति की सिफारिश करने के लिए जुलाई 2024 में एक उच्चस्तरीय

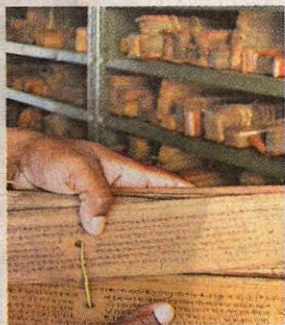
समिति का गठन किया। इस समिति में डीयू के प्रमुख महाविद्यालयों के प्राचार्य, कार्यकारी और अकादमिक परिषदों के सदस्य और अनुसूचित जाति, अनुसूचित जनजाति और अन्य पिछड़ा वर्ग समुदायों के श्रेणीवार प्रतिनिधि शामिल थे।

PM to launch revamped National Manuscripts Mission on June 9

Sreeparna Chakrabarty
NEW DELHI

Prime Minister Narendra Modi will on June 9 launch the revamped National Manuscripts Mission, announced in the Union Budget for 2025-26.

The Gyan Bharatam Mission, which is expected to cover more than one crore manuscripts, would be responsible for the survey, documentation, and conservation of India's manuscript heritage lying with academic institutions, museums, libraries, and private collectors.



Manuscripts will be digitised with the help of the NMM at the Oriental Research Institute, Mysuru. M.A. SRIRAM

To accommodate this new initiative, the Union Budget had hiked the bud-

getary allocation for the existing National Manuscripts Mission (NMM) from ₹3.5 crore to ₹60 crore.

Sources told *The Hindu* that a series of meetings, helmed by the Union Culture Secretary, had taken place to finalise the contours of the new organisation being set up and it was expected to be launched on June 9 by the Prime Minister.

The Hindu had reported last October that the Union Culture Ministry was set to "revive and relaunch" the NMM and

mulling over the formation of an autonomous body to help preserve ancient texts in India.

The NMM is part of the Indira Gandhi National Centre for the Arts. It was set up in 2003, but had not taken off as expected.

3 lakh titles digitised

According to sources, the NMM has till date prepared a metadata of 52 lakh manuscripts and roughly over three lakh titles have been digitised. However, only one-third of them have been uploaded.

CBSE asks schools to put up boards to reveal bitter truths of high sugar intake

Press Trust of India
NEW DELHI

The CBSE has directed affiliated schools to establish "sugar boards" to monitor and reduce the sugar intake of children, according to officials.

The Central Board of Secondary Education (CBSE) has noted that there has been a significant increase in Type 2 diabetes among children, a condition once primarily seen in adults, over the past decade.

"This alarming trend is largely attributed to high sugar intake, often due to the easy availability of sugary snacks, beverages and processed foods within school environments. The excessive consumption of



CBSE has noted there has been a significant increase in Type 2 diabetes among children.

sugar not only increases the risk of diabetes but also contributes to obesity, dental problems and other metabolic disorders, ultimately impacting children's long-term health and academic performance," the CBSE said in a letter to school principals.

Studies indicate that su-

gar constitutes 13% of daily calorie intake for children aged four to 10 years, and 15% for those aged 11 to 18 years, substantially exceeding the recommended limit of 5%.

NCPCR nudge

The direction was issued after a nudge by the National Commission for Protection of Child Rights (NCPCR) – a statutory body formed to ensure that rights of children, especially those who are most vulnerable and marginalised, are protected.

The schools have been asked to establish "sugar boards" where information is displayed to educate students about the risks of excessive sugar intake.

Enrolment in Govt schools drops; Centre asks states to probe, send remedial plans

Officials point to removal of ghost entries, move back to private schools after Covid

ENROLMENT DIP: TOP 5 STATES

STATE	ENROLMENT		DROP
	2023-24	2024-25	
UP	1.74 crore	1.52 crore	21.83 lakh
Bihar	1.79 crore	1.73 crore	6.14 lakh
Rajasthan	62.65 lakh	57.02 lakh	5.63 lakh
West Bengal	1.17 crore	1.13 crore	4.01 lakh
Karnataka	43.49 lakh	41.33 lakh	2.15 lakh

ABHINAYA HARIGOVIND
NEW DELHI, MAY 17

A STEEP drop in government school enrolment at the primary and upper-primary levels across 23 States and UTs in 2024-25 has evoked concern within the Union government, prompting the Ministry of Education (MoE) to ask for probes and remedial action plans from the states concerned.

Minutes of meetings held by the MoE with 33 States and UTs in April to discuss performance, plan and budget under the PM-POSHAN scheme show that student enrolment dipped in 23 states, of which at least eight witnessed declines exceeding

100,000: led by Uttar Pradesh (21.83 lakh), Bihar (6.14 lakh), Rajasthan (5.63 lakh) and West Bengal (4.01 lakh).

PM-POSHAN — Pradhan Mantri Poshan Shakti Nirman, formerly the midday-meal scheme — covers students up to Class 8 in government and government-aided schools. Launched three decades ago, the scheme is a flagship nutritional support programme for children in pre-primary to Class 8 in government and government-aided schools.

Its cost is shared by the Centre and States on a 60:40 basis, with the Centre supplying foodgrains. Besides addressing

CONTINUED ON PAGE 2

Bihar migrant's Malayalam letter part of Kerala school curriculum

SHAJU PHILIP

THIRUVANANTHAPURAM, MAY 17

IN 2022, 19-year-old Dharaksha Parveen, the daughter of a migrant worker from Bihar, wrote a letter to a former schoolmate. The letter, written in Malayalam to the daughter of a migrant worker from Uttar Pradesh who studied with her in Kerala, talked about how a schoolteacher in Kerala's Ernakulam bought her a sewing machine because of her interest in tailoring – sparking an interest in fashion.

"From that day, I started tailoring work by cutting up old clothes and sewing them," Parveen, who came to Kerala when she was in Class 4, wrote to her friend Pushpa. "After Class 10, my parents wanted me to join higher secondary. But I stuck to my intention

to get trained in a job and help my bappa (father). So, I joined a fashion designing course at polytechnic... After that, I joined a degree course under IGNOU."

The letter has been reproduced in Kerala's Malayalam textbook for Class 6 as a chapter titled 'Taste of work, language'. It details how Ernakulam district's ROSHNI scheme—a programme designed to help migrant children overcome language barriers and improve educational outcomes—helped her cope with academics.

"Kerala education department wanted to convey a larger message about the state's inclusive education," said State Council of Educational Research and Training (SCERT Kerala) Director R K Jayaprakash. "She came from Bihar, learned Malayalam and is now capable of writing stories in Malayalam. That shows the suc-



Dharaksha Parveen wrote to her friend in UP in 2022

cess of our inclusive approach. This is the first time that the school textbook in Kerala has included a migrant student's writing."

Her father Muhammed Ameer, a resident of Shobhan village in Bihar's Darbhanga district, came to Kerala 25 years ago as a migrant worker and took up employment at a footwear manufacturing unit near Aluva, near Kochi,

Parveen told *The Indian Express*. Then, 12 years ago, he brought his family here — wife Rajiya Khatoon, daughter Parveen and two sons Muhammed Sameer and Muhammed Aadil. Parveen, now 22, completed her schooling at the government high school in Binanipuram, passing her Class 10 with 85% marks.

About the letter to her friend, she said: "A girl from Uttar Pradesh named Pushpa had studied with me from Class 5 to 7, but returned to the state with her parents. A few years ago, I wrote to her about our childhood days but lost touch with her after she got married. The authorities, who came to know about my writing in Malayalam, met me and reproduced it with relevant changes."

Officials said Parveen is one of the earliest beneficiaries of the ROSHNI project. Initially launched

in Ernakulam in 2017 on a pilot basis in four schools, the scheme has since been extended to 40 government and aided schools.

Since 2023, Parveen has been a volunteer at the ROSHNI project, said project coordinator CK Prakash. "She teaches art and craft at 10 schools," he said. "So far, 2500 migrant students in Ernakulam district have been made part of the project."

Kerala is estimated to have 24,000 students from migrant families and the SCERT now plans to take a leaf out of ROSHNI project's page by launching Jyoti — a scheme to increase school enrolment among migrant workers.

"To address the drop out of these children when their parents move from one district to another within the state, we are planning to maintain a register at the level of local self-government

bodies and to ensure continuity of schooling," Jayaprakash said.

Meanwhile, last week has been especially busy for Parveen — with the new academic year fast approaching in Kerala, she has been attending teacher refresher programmes around Ernakulam to help educators understand what she gained from the project. "Several schools in the district have migrant children. The teachers wanted to hear my experience as a student as well as a volunteer. Next academic year, teachers want me to speak to their students," she said.

Her busy schedule has not diminished Parveen's love for fashion. She takes up tailoring jobs at the house she shares with her parents and two siblings. "I want to settle in Kerala. My dream is to launch a fashion designing unit and have a house," she said.

{ INCIDENTALLY }

Gopalkrishna Gandhi



Organic intelligence in the time of artificial intelligence

To be organically intelligent in these times is to be modern, even post-modern — but as a truly modern man/woman/child with choices, not a robot clunking at the knees and beeping at the eyes to the tunes of a machine we do not control

Are your stainless-steel *thalis* and *katoris* a bore? No, heavens, no! Don't throw them away. Let me tell you why. They may have an engraving that says a name, dot-graven discreetly, of your ancestor, or someone who gifted it to your forbearer. In any case, imagine the generations of meals that have been served in and polished off them! They hold the memory of our foods and fads, our eating wisdom, or our gluttonous foolishnesses.

Brass tumblers, copper ladles, cracked but defiantly holding out, old china, spoons now twisted and tarnished but with enamel work on them, blackened *kadhais* in which succulent curries have been made over the decades, (remember the old brass vessels which *kalai-walas* used to refresh for you?), brazen *tavas* on which an endless stream of *rotis* have been made, sharp-toothed coconut scrapers, knives of different widths and lengths which have sliced or chopped vegetables, fish, perhaps meat, those old coffee-bean grinders with handles that have turned the gashed, blackish

berry to aromatic brown powder, the old four-wedge wooden butter and ghee churner — hug, don't junk, them!

All these belong to an endangered species. They are a genre of kitchenware that is being overtaken by modern accessories that work on electricity, dangle on wires, have to be serviced, and when pronounced unserviceable, have to be junked.

Likewise, old *saris* of cotton and silk fibre worn to threadbare-ness, *dhotis*, *kurtas* and leg-wear, hand-knitted sweaters, mufflers, and gloves with gaping holes, do not discard them. Keep them, or at least some of them. They are just old, not dead, and can be repaired by darners if not by your deft fingers. Have you seen a darning at work?

Rafuwalas are restorers of the first order, teasing out threads from the rims of the tear, linking their points. They are surgeons of fabric, their needles being surgical instruments.

Watches, timepieces, and clocks have been a great casualty of time's passage. Old time-holders are now difficult to maintain, their spare parts almost all extinct. As are the old-style watch-repairers who, with magnifying glasses that would fit into their eye-sockets, would fix the many wheels within wheels, and miniature rods and bars inside them. They were like ophthalmic surgeons, who knew the retinas, corneas, and irises of the time-holders. In the Hindi belt, they were known as *ghadisaaaz*. Do not cast the old time-holders away. They hold in themselves the impulses, second by second of time spent wisely or squandered prodigally.

Their successor, the digital horrors,

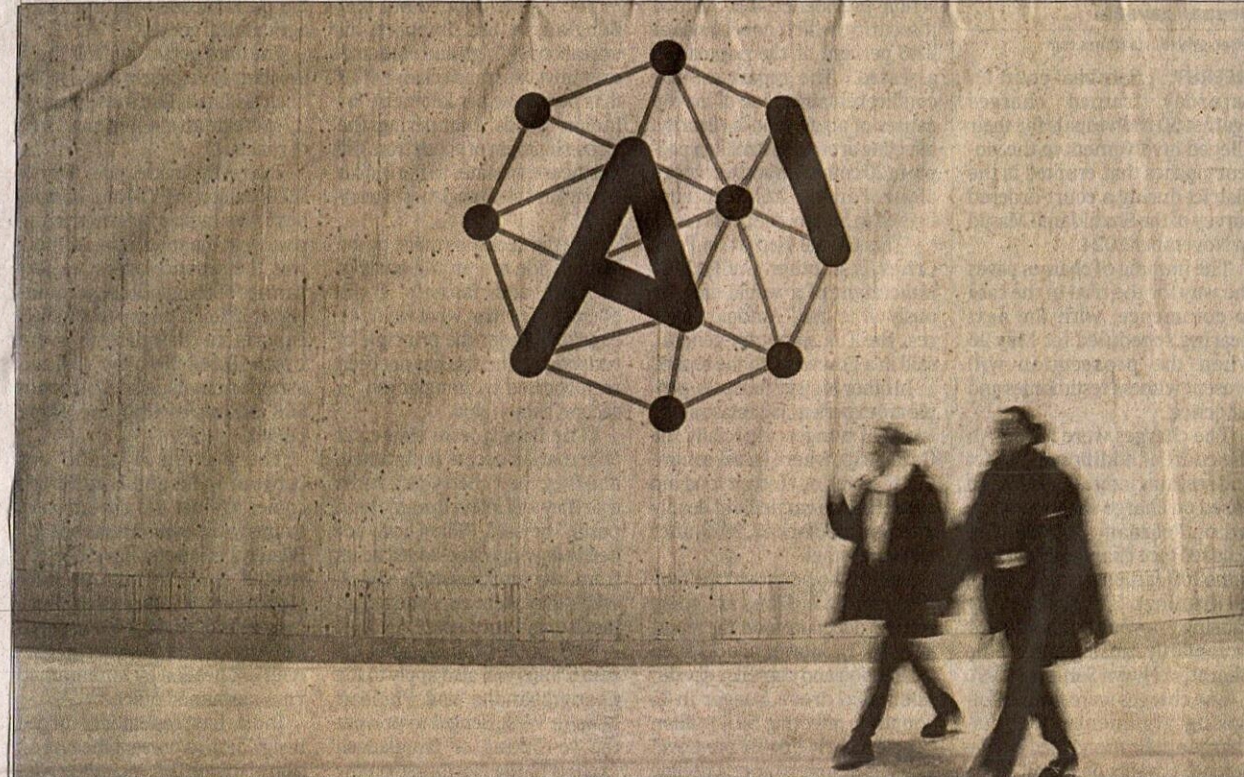
throws the time onto your face in various permutations of the numeral 8 electronically displayed, with a scary colon between the hour and the minute, the minute and the second, as if to say "Your time is almost up."

And books! The older, the more precious. Not just because they are likely to have been authored by great writers but because they have been read by eyes now closed, held by fingers now gone to another world, with the joy of what they saw, and felt in their minds and hearts. They might, if sold for a few rupees to the *raddiwala*, get torn up by wrapper-makers, or, if they are lucky, find their way to second-hand bookshops where discerning collectors of old books may well find them, and the names written in them, irresistible. Be your own second-hand bookshops, your own anti-quarian bookshelf.

Then there is music. Slow-moving records gave way to LPs which were replaced by cassettes, which then gave way to CDs. Now, we do not need any of these. We have only to turn on our laptops, mobiles, or Bluetooth devices!

But please hang on to the old music stores. They will soon be priceless as the repositories of true music, the real Beethoven and Bach, the true Amir Khan, Ravi Shankar, Begum Akhtar, and MS Subbulakshmi. They will be priceless when the market is serving up as Beethoven which sounds like, or even better, than him but is not him, that sounds like MS but is not the nightingale of India.

Where, you might ask, is the space for all this real, original, true stuff? We are now becoming nuclear families, moving from



AI should neither be worshipped as a new God nor be viewed in terror as Faustian. It should be kept in its place.

BLOOMBERG

houses with several rooms to flats with no more than two bedrooms (and a hall and a kitchen). How do you expect us to keep old things because they are lovely when we barely have space to keep what is just plain useful?

This is where I would like to clarify that much as I would like us to preserve these old objects, I am citing them here as metaphors for what is real. A related word — related to real — is organic. Here again, by organic, I do not mean the fruit, vegetables and cereals that have not been doused in chemicals. Those organic purchases are wholesome and we need them. But what I am talking about is what is organic in our AI times — something more important. It is that which is real to one's inner being, that speaks as one's inner voice — in other words, that which is true.

In our AI times, we need to make choices

that are organic, that are real, that are true. Along with its amazing benefits, especially in medicine and education, AI leaves us choices — 'to AI or not to AI'. But, very soon, that choice is going to become merely academic. The choice will not be to AI or not to AI but between this AI and that AI.

AI should neither be worshipped as a new God nor seen in terrorised fright as Faustian. It should be kept in its place. AI should not be the one making our choices, we should make our AI choices. The 'real and the organic' versus the 'artificial and wispily overpowering' is about being AI's boss, not its serf. And it is about where we see what AI offers and not offer ourselves to it.

In warfare, AI is going to make mass devastation totally easy. Will we let AI choose that apocalypse or will our organic

intelligence choose to shun and outlaw such collective suicide?

It is intelligent to be artificial and wise to be organic. It is smart to be artificial; it is bright to be organic. Metaphoric organic intelligence is, plain and simple, the power to know and eat food, not food-alikes, to drink real stuff (good old spirits not excluded), not fizz and foam.

To be organically intelligent in the times of artificial intelligence is to be modern, even post-modern — but as a truly modern man/woman/child with choices, not a robot clunking at the knees and beeping at the eyes to the tunes of a machine we do not see, do not know, and certainly do not control.

Gopalkrishna Gandhi, a former administrator, is a student of modern Indian history. The views expressed are personal

Hindustan Times, 18 May, 2025, Page no - 08

CBSE: FORM SUGAR BOARDS TO CHECK STUDENTS' INTAKE

Vrinda Tulsian

letters@hindustantimes.com

NEW DELHI: The Central Board of Secondary Education (CBSE) on May 14 told all affiliated schools to set up 'Sugar Boards' to inform students about the risks of high sugar intake. The move is part of an effort to reduce rising cases of Type 2 diabetes and other health issues among children.

The CBSE in an official circular said sugar makes up 13% of daily calorie intake for children aged 4 to 10 years, and 15% for those aged 11 to 18 years. The recommended limit is 5%.

"All schools are requested to establish 'Sugar Boards' where information is displayed for educating students about the risks of excessive sugar intake," the board said. Schools have also been told to hold seminars and workshops on the issue. CBSE said schools must submit a short report and photographs showing these activities by July 15.

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CBSE asks schools to set up 'sugar boards' to monitor students' sugar intake

The CBSE has directed affiliated schools to establish "sugar boards" to monitor and reduce sugar intake of children, according to officials. The Central Board of Secondary Education (CBSE) has noted that there has been a significant increase in Type 2 diabetes among children, a condition once primarily seen in adults, over the past decade.



PTI

Updated On May 18, 2025 at 07:15 PM IST



"This alarming trend is largely attributed to high sugar intake, often due to the easy availability of sugary snacks, beverages and processed foods within school environments. The excessive consumption of sugar not only increases the risk of diabetes but also contributes to obesity, dental problems and other metabolic disorders, ultimately impacting children's long academic performance," the CBSE said principals.



New Delhi, The CBSE has directed affiliated schools to establish "sugar boards" to monitor and reduce sugar intake of children, according to officials. The Central Board of Secondary Education (CBSE) has noted that there has been a significant increase in Type 2 diabetes among children, a condition once primarily seen in adults, over the past decade.

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Studies indicate that sugar constitutes 13 per cent of daily calorie intake for children aged four to 10 years, and 15 per cent for those aged 11 to 18 years, substantially exceeding the recommended limit of 5 per cent.

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"The proliferation of sugary snacks, beverages, and processed foods, often readily available in school environments, contributes significantly to this excessive intake," it said.

The direction was issued after a nudge by the National Commission for Protection of Child Rights (NCPCR) -- a statutory body formed to ensure that rights of children, especially those who are most vulnerable and marginalised, are protected.

The schools have been asked to display "parent boards" where information is displayed to educate students about the risks of excessive sugar intake.



Advt

Schools have also been asked to organise awareness seminars and workshops in this regard.

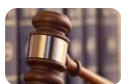
"A brief report and few photographs may be uploaded by the schools before July 15," the board said.>

Published On May 18, 2025 at 07:14 PM IST

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अंकों की होड़ में गुम होता बचपन

क्या किसी एक परीक्षा की सफलता-विफलता पर ही भविष्य निर्भर करता है? जीवन की वास्तविक परीक्षाओं में ये परीक्षाएं कितनी सहायक हैं? इन्हें जाने-विचारे बिना अंकों के पीछे बहववास होकर दौड़ने की प्रवृत्ति दिनोंदिन बढ़ रही है।

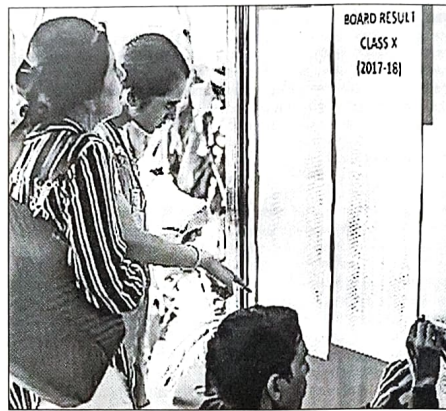
प्रणय कुमार

अधिकतर बोर्ड परीक्षाओं के नतीजे आ गए हैं। परिणाम देख-सुन कर कहीं बधाइयों का तांता लगा, तो कहीं सन्नाटा पसर गया। कोई यह सोचने को तैयार नहीं कि किसी भी तरह की परीक्षा जिंदगी की अंतिम परीक्षा नहीं होती और न ही किसी एक परीक्षा के नतीजे पर सब कुछ निर्भर करता है। जीवन हमेशा अवसर देता है और कई बार देता है। अंततः ज्ञान और प्रतिभा ही मायने रखती है। इन्हीं पर जीवन की स्थायी सफलता और विफलता निर्भर करती है। समाज में प्रायः ऐसे दृष्टांत देखने को मिलते हैं कि बोर्ड परीक्षाओं में कम अंक लाने या प्रतियोगी परीक्षाओं में मिली प्रारंभिक विफलता के बाद भी धैर्य और निरंतरता के साथ किए गए परिश्रम अंततः फलदायी सिद्ध होते हैं। मगर ऐसे तमाम दृष्टांतों के बावजूद बोर्ड एवं प्रतियोगी परीक्षाओं के दबाव तथा तनाव में एक ओर गुम होता बचपन दिखाई देता है, तो दूसरी ओर येन केन प्रकारेण उत्तीर्ण होने और अधिक से अधिक अंक बटोरने का उतावलापन भी दिखाई पड़ता है।

प्रश्न है कि क्या कागज के एक टुकड़े भर से किसी के ज्ञान या व्यक्तित्व का समग्र आकलन-मूल्यांकन किया जा सकता है? क्या किसी एक परीक्षा की सफलता-असफलता पर ही भविष्य निर्भर करता है? जीवन की वास्तविक परीक्षाओं में ये परीक्षाएं कितनी सहायक हैं? इन्हें जाने-विचारे बिना अंकों के पीछे बहववास होकर दौड़ने की प्रवृत्ति दिनोंदिन बढ़ रही है।

अधिक प्राप्तांकों की ही सफलता की एकमात्र कसौटी बनाने-मानने से सामाजिकता, संवेदनशीलता और रचनात्मकता जैसे गुणों या मूल्यों की कहीं कोई चर्चा ही नहीं होती। यदि किसी विद्यार्थी के प्राप्तांक कम हैं, पर वह नैतिक, सामाजिक, सांस्कृतिक और व्यावहारिक कसौटियों पर खरा उतरता हो, तो क्या यह सब उसकी योग्यता का मापदंड नहीं होना चाहिए? क्या उसके संवाद-कौशल, नेतृत्व-क्षमता, सेवा-भाव, प्रकृति-परिवेश के प्रति सजगता आदि का आकलन नहीं किया जाना चाहिए। पिछले सौ वर्षों की मानवीय उपलब्धियों पर यदि नजर डालें, तो मानवता को दिशा देने वाले, बड़े कारनामे करने वाले लोग विद्यालयी परीक्षाओं में सर्वोच्च अंक लाने वाले लोग नहीं थे, बल्कि उनमें से कई तो तत्कालीन शिक्षण-तंत्र की दृष्टि में कमजोर या फिसट्टी थे। जबकि समाज को लेकर उनका ज्ञान विशद और दृष्टिकोण व्यापक अवश्य था।

अंकों की अंधी दौड़ का हिस्सा बनने से उचित क्या यह नहीं होता कि हम इस पर गंभीर चिंतन और व्यापक विमर्श करते कि क्यों हमारे शिक्षण-संस्थान वैश्विक मानकों की कसौटी पर खरे नहीं उतरते? क्यों हमारे शिक्षण संस्थानों एवं विश्वविद्यालयों में मौलिक शोध और वैज्ञानिक-व्यावहारिक दृष्टिकोण का अभाव परिलक्षित होता है? क्यों हमारे शिक्षण संस्थान अभिनव प्रयोगों, नवोन्मेषी पद्धतियों, विश्लेषणपरक प्रवृत्तियों को बढ़ावा नहीं देते? क्यों हमारे शिक्षण संस्थानों से निकले अधिकांश विद्यार्थी आत्मनिर्भर और स्वावलंबी नहीं बन पाते? क्यों उनमें कार्यनुकूल दक्षता और कुशलता की कमी देखने को मिलती है? क्यों वे साहस और आत्मविश्वास के साथ जीवन की चुनौतियों का सामना नहीं कर पाते?



अंकों की प्रतिस्पर्धा का आत्मघाती दबाव दुखद है। इस दबाव में बच्चे सहयोगी बनने की अपेक्षा परस्पर प्रतिद्वंद्वी बन रहे हैं। ऐसी अंधी प्रतिस्पर्धा कुछ के अहं को संकें देकर उन्हें एकाकी और स्वार्थी बनाती है, तो कुछ को अंतहीन कुंठा के गर्त में धकेलती है। यह तथ्य है कि

अगर किसी विद्यार्थी के प्राप्तांक कम हैं, पर वह नैतिक, सामाजिक, सांस्कृतिक और व्यावहारिक कसौटियों पर खरा उतरता हो, तो क्या यह सब उसकी योग्यता का मापदंड नहीं होना चाहिए? क्या उसके संवाद-कौशल, नेतृत्व-क्षमता, सेवा-भाव, प्रकृति-परिवेश के प्रति सजगता आदि का आकलन नहीं किया जाना चाहिए। पिछले सौ वर्षों की मानवीय उपलब्धियों पर अगर नजर डालें, तो मानवता को दिशा देने वाले, बड़े कारनामे करने वाले लोग विद्यालयी परीक्षाओं में सर्वोच्च अंक लाने वाले लोग नहीं थे, बल्कि उनमें से कई तो तत्कालीन शिक्षण-तंत्र की दृष्टि में कमजोर या फिसट्टी थे।

प्रतिस्पर्धा और इंध्यां में व्यक्ति प्रकृति में सर्वत्र व्याप्त सहयोग, सामंजस्य और सौंदर्य को विस्मृत कर बैठता है। प्रतिस्पर्धा करते-करते वह अपने

घर-परिवार, समाज और राष्ट्र के प्रति भी प्रतिस्पर्धी भाव रखने लगता है। कई बार तो वह अपने के प्रति भी कटु और कृतघ्न हो उठता है। मगर विडंबना है कि हम उसे बचपन से ही दूसरों को पछाड़ने की सीख दे रहे हैं। जबकि, हमें साथ, सहयोग और सामंजस्य की सीख देनी चाहिए। 'जीवन एक संघर्ष है' उससे कहीं अधिक आवश्यक है, यह जानना-समझना कि जीवन 'सहयोग और संतुलन' की सतत साधना है।

अंकों की गलाकाट प्रतियोगिता वाले इस दौर में सफलता के सबजवाग दिखाते और सपने बेचते कोचिंग संस्थान एक अलग बेईमानी करते हैं। वे अभिभावकों से सफलता का सौदा करते हैं। सफल अभ्यर्थियों के चमकते-दमकते सितारा चेहरों और बढ़ा-चढ़ा कर किए गए दावों के पीछे वे तमाम विफल अभ्यर्थियों की अंतहीन सूची और उनका दर्द नहीं दिखाते। सजे कालीन के पीछे के स्याह-कटु सत्य को कौन देखे-दिखाए? रातों-रात करोड़पति बनने या छा जाने की मानसिकता हमारी सोचने-समझने की सहज शक्ति को भी कुंद कर देती है। भ्रामक प्रचार-प्रसार या आक्रामक विज्ञापनों के जरिए भोले-भाले मासूमों और उनके लिए अपने पलकों की कोरों में सपने सजाए तमाम अभिभावकों को बहलाया-फुसलाया जाता है। कई बार तो अभिभावक अपने बच्चों की रुचि एवं क्षमता का विचार किए बिना अपने सपनों का बोझ जाने-अनजाने उनके कोमल कंधों पर डालने की भूल कर बैठते हैं। बच्चे उनके सपनों का भार ढोते-ढोते अपना सहज-स्वाभाविक बचपन और जीवन तक भूल जाते हैं।

बच्चे कुछ और भी कर सकते थे। कुछ बेहतर बन सकते थे, लेकिन भेड़चाल के कारण उन्हें प्रतियोगी परीक्षाओं की अंतहीन दौड़ और भीड़ में धकेल दिया जाता है। अगर वे सफल हुए तो ठीक, पर विफल हुए, तो जीवन भर वे उस विफलता की ग्लानि से बाहर नहीं निकल पाते। फिर उनके होठों से सहज हास और जीवन से आंतरिक आनंद, उल्लास गायब हो जाता है। समाज और संस्थाओं को सोचना होगा कि ये बच्चे या विद्यार्थी उत्पाद न होकर जीते-जागते मनुष्य हैं। इसलिए अपनी संततियों को अंकों की अंधी प्रतिस्पर्धा एवं अंतहीन दौड़ में झोंकने के बजाय उनके समग्र, संतुलित और बहुआयामी व्यक्तित्व के विकास पर ध्यान देना होगा। बच्चे नंबर बटोरने की मशीन नहीं हैं। हर बच्चा एक किताब नहीं, एक पूरी दुनिया है, जिसमें कई सपने और संभावनाएं हैं।

हर बच्चे में कोई न कोई प्रतिभा या मौलिक विशेषता होती है। बस उसे पहचानने या सही दिशा देने की जरूरत है। कई बातें समान होते हुए भी हर बच्चा अलग है, उसकी सोच, रुचि, प्रवृत्ति, पृष्ठभूमि और प्रतिभा भिन्न-भिन्न है। बच्चे को उसी क्षेत्र में निखारना और मांजना चाहिए, जिसमें उसकी रुचि और योग्यता है। इससे अपनी रुचि वाले विषय में वह विशेषज्ञता अर्जित करता चला जाता और अंततः अपनी उपादेयता सिद्ध करता है। आज की दुनिया में हर क्षेत्र में थोड़े दक्ष और कुशल लोगों की नहीं, अपितु किसी एक क्षेत्र में निपुण लोगों की आवश्यकता है। बच्चों को सिर्फ अंकों से नहीं तौलना चाहिए। शिक्षा का मतलब उनमें समझ और संवेदना जमाना भी है। बच्चों की आपस में तुलना नहीं, बल्कि उन्हें बेहतर करने की प्रेरणा दी जानी चाहिए। उन्हें दिशा देने का प्रयास करना चाहिए। नंबरों का नहीं, मुस्कान का मूल्य समझना चाहिए। बच्चे हमारे भविष्य हैं, और हमेशा याद रहे कि हमें मशीन नहीं, संवेदनशील और समझदार इंसान चाहिए।

विज्ञान, प्रौद्योगिकी में 35% महिलाएं ही स्नातक

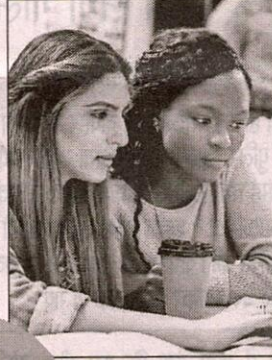
जनसत्ता ब्यूरो

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नेस्को की वैश्विक शिक्षा निगरानी टीम के अनुसार, दुनियाभर में केवल 35 फीसद महिलाएं ही विज्ञान, प्रौद्योगिकी, इंजीनियरिंग

और गणित में स्नातक स्तर तक की पढ़ाई कर पाई हैं। यह आंकड़ा पिछले 10 वर्षों में लगभग स्थिर बना हुआ है, जो दर्शाता है कि इस क्षेत्र में महिलाओं की भागीदारी में सुधार नहीं हुआ है।

आज पहले से कहीं ज्यादा लड़कियां स्कूल जाती हैं, लेकिन उन्हें हमेशा लड़कों के समान अवसर नहीं मिल पाते ताकि वे अपनी पसंद की शिक्षा पूरी करें। वैश्विक शिक्षा निगरानी के अनुसार, इसकी एक वजह गणित में कम आत्मविश्वास और लैंगिक रूढ़िवाद है। दुनिया भर में शिक्षा क्षेत्र में हो रहे घटनाक्रमों और रुझानों का विश्लेषण करने वाली टीम ने बताया कि डिजिटल परिवर्तन का नेतृत्व पुरुष कर रहे हैं और डेटा व कृत्रिम बुद्धिमत्ता (एआइ) में महिलाओं की संख्या केवल 26 फीसद है। वैश्विक शिक्षा निगरानी टीम के एक सदस्य ने बताया कि 2018 से 2023 तक के महत्वपूर्ण आंकड़ों से पता चलता है कि वैश्विक स्तर पर, विज्ञान, प्रौद्योगिकी, इंजीनियरिंग और गणित में स्नातक



यूनेस्को की वैश्विक शिक्षा निगरानी टीम का विश्लेषण कम आत्मविश्वास और लैंगिक रूढ़िवाद बना वजह टीम के अनुसार, यूरोपीय संघ में, सूचना प्रौद्योगिकी की डिग्री प्राप्त करने वाली चार में से केवल एक महिला ने डिजिटल व्यवसायों को अपनाया है, जबकि दो में से एक पुरुष ने ऐसा किया है। डिजिटल परिवर्तन का नेतृत्व पुरुष कर रहे हैं। यूनेस्को के मुताबिक, दुनिया के अग्रणी अर्थव्यवस्था वाले देशों में डेटा और कृत्रिम बुद्धिमत्ता के क्षेत्र में कार्यरत कर्मचारियों में महिलाओं की हिस्सेदारी केवल 26 फीसद, इंजीनियरिंग में 15 फीसद और क्लाउड कंप्यूटिंग में 12 फीसद है।

दुनिया

स्तर की पढ़ाई करने वालों में केवल 35 फीसद महिलाएं हैं और पिछले 10 वर्षों में कोई प्रगति नहीं हुई है। इसकी वजह यह है कि लड़कियों का गणित में आत्मविश्वास जल्द खत्म हो जाता है, भले ही वे अच्छा प्रदर्शन कर सकती हों। इसका एक कारण लैंगिक रूढ़िवादिता को समझा जा सकता है जिससे महिलाएं विज्ञान, प्रौद्योगिकी, इंजीनियरिंग और गणित में भविष्य नहीं बना पातीं। अधिकारी ने कहा कि यूरोपीय संघ में, सूचना प्रौद्योगिकी की डिग्री प्राप्त करने वाली चार में से केवल एक महिला ने डिजिटल व्यवसायों को अपनाया है, जबकि दो में से एक पुरुष ने ऐसा किया है। डिजिटल परिवर्तन का नेतृत्व पुरुष कर रहे हैं। दुनिया के अग्रणी

अर्थव्यवस्था वाले देशों में डेटा और कृत्रिम बुद्धिमत्ता के क्षेत्र में कार्यरत कर्मचारियों में महिलाओं की हिस्सेदारी केवल 26 फीसद, इंजीनियरिंग में 15 फीसद और क्लाउड कंप्यूटिंग में 12 फीसद है। यह समाज के लिए नुकसानदेह है। टीम ने पाया कि दुनियाभर में 68 फीसद देशों में विज्ञान, प्रौद्योगिकी, इंजीनियरिंग और गणित की शिक्षा को समर्थन देने की नीतियां हैं, लेकिन इनमें से केवल आधी नीतियां ही विशेष रूप से लड़कियों और महिलाओं पर केंद्रित हैं। संक्षिप्त विवरण में कहा गया है कि देशों को विज्ञान, प्रौद्योगिकी, इंजीनियरिंग, गणित और तकनीकी व व्यावसायिक शिक्षा एवं प्रशिक्षण (टीवीईटी) में लड़कियों की प्रतिभा और रुचि को बढ़ावा देने के लिए प्रयास करने की आवश्यकता है।

The Hindu, 19 May, 2025, Page no - 10

A wrong perception about NEP is being propagated in T.N.: Tamilisai

The Hindu Bureau
CHENNAI

Former Telangana Governor and BJP leader Tamilisai Soundararajan on Sunday alleged that a misleading narrative about the National Education Policy (NEP), 2020 was being propagated in Tamil Nadu.

Addressing mediapersons in Chennai, Dr. Tamilisai criticised the release of the book on the NEP authored by School Education Minister Anbil Mahesh Poyyamozhi and unveiled by Tamil Nadu Chief Minister M.K. Stalin on Saturday.

"A wrong perception is being spread about the NEP. The DMK only claims to develop Tamil language.



Tamilisai Soundararajan

However, only eight students, out of nearly eight lakh who appeared for Class X examinations, had secured a centum in Tamil. They [DMK leaders] were talking about vacancies of Tamil teachers in Kendriya Vidyalaya schools. However, as the post of a Tamil teacher remained vacant at a government school at Madurai, students failed to

clear that subject," she said. "The DMK leaders have been talking about bringing back 'Education' from the Concurrent List to the State List. But, what steps did the DMK take when it was part of the ruling coalition at the Centre for nearly 18 years?"

Responding to a question about TVK deputy general secretary C.T.R. Nirmal Kumar's recent statement that his party would not form an alliance with the BJP, Dr. Tamilisai said: "Vijay is the president of the TVK and he has not made any official announcement to that effect." Further, she said there was a pressing need for parties opposed to the DMK to come together.

Healthy dose of education: Schools teach kids to live long and prosper

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New Delhi: When Nisha joined her new school, she quickly noticed something different. Twice a week, her classmates put aside their maths and science books for lessons on an equally vital subject— their own health. These sessions covered everything from nutrition and hygiene to mental well-being and first aid, soon becoming her favourite part of the week. What Nisha didn't realise at first was that this small shift in her schedule was part of a much larger movement—one that aims to reshape the health landscape of India.

In one of the city schools, the morning assembly echoes with the enthusiastic voices of children as they recite their new health mantra, "5-4-3-2-

1-0: Countdown to a healthy life!" Guided by their teachers, the children chant the simple yet powerful steps like a catchy chorus— eat five servings of fruits and vegetables, wash hands four times a day, consume three servings of protein, limit screen time to two hours, and engage in at least one hour of physical activity.

This growing emphasis on health education is a direct response to a pressing national challenge. Millions in India continue to suffer from preventable illnesses, and the country's average life expectancy remains at 70 years—significantly lower than Japan's 84. The disparity becomes even more striking when considering 'healthy life expectancy'—the number of years a person lives free of chronic disease—which stands at just 60 years in India, compared to

75 in Japan, experts note.

To address this, a growing number of progressive schools across India have adopted comprehensive health curricula that aim to educate children from a young age. Research supports this proactive approach, showing that children who develop healthy habits early—such as good nutrition, physical activity, and mental wellnes—are far less likely to develop chronic diseases later in life.

Dr Rahul Mehra, Founder and Chairman of the Tarang Health Alliance, which is spearheading the programme, explains the philosophy behind it. "When I was doing research in New York hospitals, there was medical research to treat diseases, not to prevent diseases. So, the goal is prevention — that nobody falls sick. I work on teaching children how never to go to a hospi-

tal," he says.

Currently being implemented in around 30 schools across India, reaching nearly 10,000 children, these health programmes go well beyond physical wellness. They include lessons on dental and eye health, reproductive health, pollution, and most importantly, mental well-being.

"We teach them about first aid and mental health topics—how to handle stress, how to develop self-esteem. And then social health— what is healthy communication, what are healthy relationships, why we should avoid bullying and violence. It's a long-term investment," Mehra adds.

These initiatives also emphasise the important role parents play in reinforcing healthy habits at home. Many schools now organise parental awareness sessions, extending the programme's impact beyond the classroom and building a stronger support system for children.

"Health education is a medium of holistic development by integrating emotional, mental, and physical well-being in the curriculum. Since implementing this programme, we have had a better connection with parents as well," says Jyoti Arora, Principal of Mount Abu School, Rohini.

Sushil Malik, senior faculty member at Government Girls Senior Secondary School, NIT 5, Faridabad, shares a similar observation. "It's been a year since the programme was implemented in our school, and we have seen a marked improvement in their health. They are made to do various activities and are also taught about a balanced diet and healthy lifestyle," says Malik.

As more schools embrace this holistic, preventive approach to health, educators and experts hope to spark a ripple effect—empowering a generation of students with the knowledge and habits they need to live longer, healthier lives.

HEALTHY, WEALTHY AND WISE!

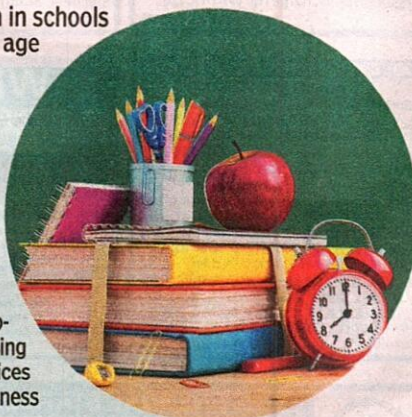
Some schools are adopting a health curriculum in schools to spread awareness among kids from a young age

Key challenges, as per experts

- ▶ India has the highest disease burden globally, with millions affected by preventable illnesses
- ▶ Life expectancy in India is 70 years, significantly lower than Japan's 84
- ▶ Healthy life expectancy in India is only 60 years, compared to 75 years in Japan



- ▶ India loses 6% of its GDP annually due to premature deaths and preventable diseases, impacting economic growth
- ▶ Non-communicable diseases like diabetes, hypertension, and cardiovascular diseases are rising due to poor lifestyle choices and lack of health awareness



How health curriculum in schools may help

- ▶ The habits we form as children shape our adult lives
- ▶ Research shows that children who develop healthy eating habits, engage in physical activity, and understand mental well-being early on are less likely to suffer from chronic diseases like diabetes, hypertension and obesity in adulthood



Steps taken in some schools

Structured school health programmes | Age-appropriate lessons on nutrition, hygiene, mental well-being, and lifestyle diseases. Interactive modules that engage students in real-life health scenarios

Teachers training and



capacity building | Empowering educators with knowledge and tools to effectively teach health education

Health awareness and community engagement | Conducting parental awareness sessions to extend health education beyond the classroom

To boost internationalisation, India needs to market itself as education hub

Incorporating quota for foreign students will require innovation in curriculum design, and enhanced global recognition of Indian HEIs

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India needs strong outreach programmes to attract international students, just as the prominent universities in foreign countries do. Indian universities claim that merely creating 25% supernumerary seats for international students will not boost the internationalisation of Indian education.

The reaction has come after the UGC urged the HEIs to reinforce the guidelines released in 2022 to reserve 22% supernumerary seats for International Students in Undergraduate and Postgraduate Programmes in Higher Educational Institutions (HEIs). The guidelines state that a seat remaining unfilled in the supernumerary category will not be allocated to anyone other than an international student.

Academicians posit that Indian HEIs must develop strong outreach programmes to attract international students to fill the supernumerary seats, just like universities

in foreign countries market their programmes internationally and offer attractive scholarships to lure students.

Manish Ratnakar Joshi, secretary, UGC, says, "It is imperative to make higher education relevant internationally and integrate an international and intercultural dimension in Indian universities. Opportunities to attract international students, academics, and funding have grown lately. Indian HEIs are now committed to incre-

asing their global outreach."

The home ministry has tasked the UGC to decide the equivalence of international students' degrees in the Indian higher education system, says Joshi. The guidelines state that 25% of the supernumerary seats for international students will not include the international students under exchange programmes or through MoUs between institutions or the government of India and other countries. "Universities should in-

Home ministry has tasked UGC to decide equivalence of international students' degrees in Indian HEIs

crease their efforts to distribute these 25% seats across departments, schools, centres or any other academic unit, depending on the availability of infrastructure and qualified faculty," says Joshi.

Not for Indian students

The objective is to increase the number of international students; therefore, in the event of unfilled seats, the institute may attempt to fill these supernumerary seats in the future. "The move ensures that HEIs cannot fill supernumerary seats with national students," says Brajesh Kumar Tiwari, associate professor, Atal Bihari Vajpayee School of Management and Entrepreneurship, JNU.

In sync with NEP 2020 guidelines, UGC aims to expand India's global academic outre-

ach, enhance soft power, promote cultural exchange, attract foreign investment, and improve institutional rankings. "AISHE 2021-22 reported that India accommodated 46,878 international students from 170 countries; Nepal and Afghanistan accounted for the majority of these international students. The UGC move may result in research collaborations, increased diversity in educational settings, and enhanced recognition of Indian institutions globally," says Tiwari.

These 25% supernumerary seats must remain earmarked for foreign students to maintain the integrity of the outreach initiative. "Otherwise, it defeats the purpose. Universities must actively work on attracting international students through promotional activities, perhaps even offering scholarships. Universities in foreign countries market their programmes internationally and offer support to attract students. Indian institutions should do likewise," says MS Kurhade, director, former re-

gistrar, University of Mumbai, and director Sanskar Education Society, Malad.

Benefits and challenges

This is likely to have far-reaching and long-term values for HEIs, as it will force them to enhance quality and innovation in curriculum design, collaborative research, global recognition, and benchmarking. "The exposure will also help in faculty development. Apart from the obvious economic advantages, the collateral advantage can be projected to strengthen India's soft power in the global scenario, as we do through our films and cultural contributions. However, implementation of this vision will be met with challenges such as infrastructure gaps, faculty shortage, financial viability, and regulatory hurdles. Universities will have to introduce a long-term strategy and intelligent allocation of resources to increase international students," says Prof Dwarka Prasad Uniyal, VC (i/c), RV University, Bengaluru.



Engage with the world

Working with local communities offers students and educational institutions a host of benefits and helps with social transformation



ships and trust between the educational institutions and communities.

What can be done

Educational institutions should evolve different approaches for community engagement. Students – individually or with their teachers – can conduct research to ascertain community needs and involve themselves in assessing and developing ideas for inclusive and sustainable development. Students can develop material to educate communities about their socio-economic issues and improve their employment skills. Student volunteers can assist the government's literacy drive and help the public be aware of human and constitutional rights. They can help small vendors and micro and small-scale en-

trepreneurs improve their business skills and train the community in energy saving and environment conservation.

Much can be done to educate the community to access health insurance schemes of both the state and union governments. Students can also engage with migrant labours and help them be aware of their health status, and the availability of health facilities in and around their workplace. Educational institutions can offer public access to their libraries free of cost, as is done by many U.S. universities.

Community engagement helps students develop empathy, a sense of belonging and empowers them to take action. Research has shown that students who are involved in community activities are able to adapt easily to diversity, deve-

lop leadership skills, and engage in critical self-reflection. They become socially responsible, compassionate, and disciplined. Beyond the benefits to individual students, such activities offer educational institutions greater acceptance among the public, build goodwill and reputation.

The UGC Guidelines for Institutional Development Plan 2024 and Social Responsibility and Community Engagement in India 2.0, 2022, respectively call for aligning academic values with social expectations, ensuring relevance and existence. Nonetheless, a well-tai-

lored manual facilitating community engagement is the need of the hour, to execute programmes in a systematic manner. For successful implementation, the support of managements and teachers is indispensable. Educational institutions should establish an Office of Community Engagement (OCE) to plan and implement impactful activities that bring positive changes and help attain the UN SDGs.

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Selvam Jesiah

Educational institutions are generally built to serve society through teaching, research, and leadership in the communities that they serve. They are morally accountable to create value for society through engaging their students, teachers and resources in the process of social transformation.

Nonetheless, community engagement across India is not much seen or practised. This is owing to the enormous pressure on schools and colleges that confines them to routine teaching and learning processes

of the subjects and contents in the curriculum.

Why it's important

The impulse to get benefits out of mapping educational goals with community engagement is poor, despite the repeated attempts from regulatory bodies and governments to ensure their participation in the community's well-being.

The National Service Scheme (NSS), a traditional method of connecting students with the community, has been lost due to the coaching culture gaining importance. Students are exhausted from routine learning and coaching and seldom think of others.

Community engagement is a systematic process by which the youth become involved with and constructively contribute their time, energy, and efforts to their environments with a sense of purpose. Students and educational institutions must believe that an issue that affects society impacts their lives in some way and work with public, government, and non-government organisations to create sustainable visions for the future. Involving students can help them understand and address issues that affect people's well-being and achieve sustainable outcomes, and equitable decision-making processes that deepen relation-

BHU to expand focus beyond STEM, offer courses in areas less covered on SWAYAM

After becoming the national coordinator for INI, BHU will soon introduce 63 new courses



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BHU aims to create a diverse and robust online learning ecosystem, expanding beyond STEM to include courses which are less covered, and rooted in Indian traditions, humanities, and social sciences. After being designated as the national coordinator for the Institutions of National Importance (INIs) on the SWAYAM platform, BHU plans to diversify educational offerings on the SWAYAM platform.

BHU will be taking over from IIT Madras, which was previously overseeing the domain through its National Programme on Technology Enhanced Learning (NPTEL) infrastructure. SWAYAM, an online learning platform, has many national coordinators responsible for different areas. For instance, NCERT and NIOS handle school education courses, UGC and AICTE manage higher education courses, IIM Bangalore looks after management courses, and NPTEL mainly focuses on science and technology courses. With BHU's appointment, the total number of national coordinators on SWAYAM has now increased to 10. The INI domain was created about 18 months ago so that key institutions such as IITs, IIMs, NITs, IISERs, and central universities could offer special credit-based online courses. Initially, NPTEL took the lead for managing the INI domain due to its vast infrastructure and experience with over 1,000 courses.

Diversifying offerings

India has over 160 Institutions of National Importance, including IITs, NITs, AIIMS, IISERs, IIITs, and central universities. Ashutosh Mohan, Institute of Management Studies, BHU, who has been appointed as the national coordinator, says, "BHU will now be coordinating online courses created by most of these institutions, except those purely focused on technology. BHU aims to diversify educational offerings on the SWAYAM platform beyond the traditional STEM focus of NPTEL. We aim to and ensure quality-driven, learner-centric MOOCs. BHU, in collaboration with IIT Kanpur, had started developing its own INI courses, producing 15 courses in the first phase, and expanding to 23 courses in the second phase. After assuming the national coordinator position, it is now going to offer 63 courses in the upcoming session." BHU comprises six institutes, 14 faculties, 144 departments, four interdisciplinary centres, covering many fields like hu-

The university is preparing to mentor other INIs for developing their own courses

manities, arts, social sciences, IKS, sciences, and performing arts. Prof Mohan says, "This diversity allows BHU to create courses that are not only varied but also deeply connected to India's cultural and academic traditions, such as Sanskrit literature, philosophy, Ayurveda, and Indian heritage. BHU plans to offer courses in areas that are less covered on SWAYAM such as modern medicine and Ayurveda, Sanskrit Vidya Dharma Vigyan, arts and culture, humanities, public policy, environmental studies, law, education, agriculture and veterinary sciences, management, and commerce, performing and visual arts, and linguistics. We may also explore the possibilities of developing multidisciplinary courses through synergy of different disciplines."

Credit transfer

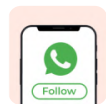
This also aligns with the NEP 2020's push for multidisciplinary education and inclusivity, and it seeks to provide courses that go beyond what other coordinators offer. BHU has set up a state-of-the-art studio, created a special team to develop course content, and is preparing to mentor other INIs to prepare their own courses. Prof Mohan says, "BHU wants to develop courses that offer academic credit, following a four-step model: video lectures, interactive learning, regular continuous assessments, and final examinations. This system is important because it allows students to earn credits that they can transfer to their regular colleges or universities. Currently, a few courses on SWAYAM, especially in non-STEM fields, do not have this credit transfer feature, and BHU wants to address this gap."

As the national coordinator, BHU will review and approve proposals for new courses from other institutions. Prof Mohan says, "The university will ensure all courses follow SWAYAM and the NCrF guidelines; it will help institutions work together and organise training programmes to keep up the quality of the courses. BHU is building a network of INIs that will allow individual institutions to handle some parts of course review and development, while BHU will take care of quality checks, peer reviews, and audits, to make sure the content is standardised and not duplicated."

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The role of foundational learning in building India's economic future

The LiftEd initiative strengthens Foundational Literacy and Numeracy in India. It aims to improve FLN for 4 million children. Government invests in FLN through the NIPUN Bharat Mission. Private sector supports this vision through outcomes-based finance. LiftEd uses Development Impact Bonds and EdTech Accelerators. It incentivizes districts to improve FLN outcomes. The initiative includes philanthropic institutions and social impact investors.



Updated On May 19, 2025 at 10:56 AM IST



By Dr. Vanita Sharma,
Advisor - Strategic
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Visweswariah, Executive
Director at British Asian
Trust

Dr. Tyagi is an Assistant Block Resource Coordinator in Sirsa, Haryana. Reflecting on small but powerful changes that helped him mentor government schoolteachers in his block better, he shares

councils) to identify, track, and monitor frequently absent children.

Advt

These are but a few examples of how the LiftEd initiative, India's largest outcomes-based finance programme in education, is helping to strengthen Foundational Literacy and Numeracy (FLN) in India. The \$18 million initiative aims to improve FLN for 4 million children across India and has already reached 3.3 million children so far.

What does FLN have to do with India's economic growth?

India stands at the cusp of major economic transformation, with aspirations to become a \$10 trillion economy in coming decades. Achieving this goal requires sustained economic growth, powered by a skilled workforce and robust human capital. Starting with strengthening FLN, the basic building blocks of learning, will be essential to establish the bedrock of an educated and productive population that will power this transformation in India's future economic growth.

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Research clearly demonstrates how FLN impacts incomes and economies. According to [UNESCO](#), 171 million people could be lifted out of poverty if all students in low-income countries had basic reading skills. Further, the Heckman Curve demonstrates how the highest rate of economic return comes from the earliest investments in children, where a strong foundation enables other skills to be progressively layered on.

Recognising the importance of building strong FLN skills, the Government of India has been dedicatedly investing in improving this across the country. The National Education Policy 2020 identified FLN as an ‘urgent and prerequisite to learning’ following which the government launched the landmark NIPUN Bharat Mission in 2021 to ensure every child aged 4-10 acquires FLN skills by 2026-27.

----- Advt -----

These efforts are beginning to show green shoots of progress, as seen in recent ASER results. The percentage of government school students able to read at grade level increased from 16.3% in 2022 to 23.4% in 2024, the highest since ASER's inception in 2005. The percentage of students able to solve simple subtraction problems increased from 25.9% in 2022 to 33.7% in 2024.

impactful, could be reimagined to serve India’s ever-expanding population. This is where innovative finance—particularly outcomes-based finance—can be a gamechanger.

Outcomes-based finance (OBF) works on a simple but powerful principle —by linking funding to measurable, verifiable results (in this case children’s learning) one ensures strong accountability to end outcomes rather than just inputs that may or may not lead to change. This razor-sharp focus on learning is imperative, as India has achieved near-universal school enrollment, yet learning levels still need to improve. By incentivising and paying based on improvement in children’s learning, one can bridge this gap and improve the efficiency of funds spent.

India has a proven track record of successfully using OBF for improved education outcomes. These models are no longer pilots, but tried and tested approaches with evidence and data to back them up. For example, both the [Quality Education India Development Impact Bond \(QEI DIB\)](#) and the Haryana Early Literacy DIB demonstrated a significant increase in learning levels for the children they impacted.

Building on this momentum, LiftEd was set up to strengthen FLN in India by a diverse consortium of partners including the [Michael & Susan Dell Foundation](#), Reliance Foundation, Bridges Outcomes Partnerships, the Maitri Trust, Atlassian, Standard Chartered, and UBS Optimus Foundation. The British Asian Trust is the programme leader and Central Square Foundation and Dalberg Advisors are design and technical partners.

LiftEd operates using three key pathways:

governance. This is the first time a DIB has been used to achieve learning outcomes by strengthening government systems, yielding scale and sustainability.

- Second, an EdTech Accelerator focused on learning at home. The Accelerator develops high-quality, contextually relevant EdTech solutions to improve FLN for children from low-income families. It shapes the future of tech-based home learning for FLN by scaling effective EdTech solutions and generating deeper evidence on what works.
- Third, a District Innovation Challenge focused on incentivising districts to improve FLN outcomes through a unique state-wide innovation challenge, being launched in partnership with a large state in east India.

An initiative as ambitious as LiftEd requires different types of partners—each bringing unique strengths, perspectives, and expertise—to come together and serve as an ‘impact multiplier’ to bolster the government’s FLN goals. As a result, it includes philanthropic institutions, CSR organisations, and social impact investors, building the evidence base for how diverse streams of funding and support through multi-stakeholder collaboration can strategically boost FLN.

As we look toward the future, ensuring universal FLN is not just about improving education levels in the country—it’s also about strengthening the future of our young people who will be at the forefront of driving India’s economy. A workforce with strong foundational skills will fuel innovation, drive productivity, and create a more equitable and prosperous India. By leveraging the power of outcomes-based finance for FLN, India can take a decisive step towards unlocking its economic potential and ensuring that no child is left behind.

**This article represents their individual views.*

ETV Bharat / Bharat

NCERT Book Piracy Racket Busted In Delhi, Pirated Books Worth Rs 2.4 Crore Recovered

The police team searched Anupam Sales at Ram Nagar locality, Delhi, and recovered 27 pirated NCERT social science books of class 12.



एन सी ई आर टी
NCERT

NCERT

**National Council Of Educational Research
And Training**

NCERT (ETV Bharat)



1 Min Read



By ETV Bharat English Team

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New Delhi: Shahdara Police have busted a racket involving the sale and distribution of pirated National Council of Education Research and Training (NCERT) books. Those arrested include Prashant Gupta, his son Nishant Gupta and another accomplice.

The accused were running the racket from their shop Anupam Sales. The Police have recovered more than 1.7 lakh pirated books worth Rs 2.4 crores.



Pirated NCERT books seized in Delhi. (ETV Bharat)

Deputy Commissioner of Police (DCP) Prashant Gautam disclosed that a tip-off was received on May 16 regarding illegal trade in pirated textbooks at some locations on Mandoli Road. A team was constituted under Inspector Manish Kumar (In-charge Special Staff) and assistant production officer at NCERT Prakashveer Singh was called to check the veracity of the books.

The team carried out search operations at the shop Anupam Sales in Ram Nagar locality and recovered 27 pirated NCERT social science books for class 12. These books had fake signatures of NCERT officials and the shopkeeper.

After the arrest, Prashant Gupta said that he had been running the shop for the last 25 years while his son had joined him five years ago. He said that he had procured the pirated books from Hiranki near Alipur and had started selling them.

This disclosure was followed by the Police nabbing Arvind Kumar from Kashmiri Colony in Hiranki who owned the godown from where the pirated books had been procured. The Police recovered 1.6 lakh pirated books from the godown along with other illegal material worth Rs 2.4 crores.

DCP Gautam said, "This was an organized piracy network involving the shopkeepers, godown owners and some middlemen. We are investigating the matter in depth."

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'Difficult to understand': Sanskrit words cloud concepts in NCERT social science textbook

Anita Rampal, former dean of education at Delhi University and former chairperson of the NCERT's primary textbook development committees, said the concepts and the language used in the textbook would add to the burden of students

Basant Kumar Mohanty | Published 19.05.25, 06:16 AM



Representational image
Sourced by the Telegraph

The NCERT has used Sanskrit terms in the social science textbook for Class VII this year.

Part I of the textbook, *Exploring Society India and Beyond*, guides students on how to read the Sanskrit texts written in Roman script with diacritical signs.

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“However, as we are using only a few simple signs, you will find it easy to get used to them. You will also find that they help you pronounce Sanskrit words fairly correctly,” said the book in a section titled “Your Journey Through This Textbook”.

It goes on to say that a short dash, called macron, over a vowel indicates that it is pronounced with a long sound. “For instance, dānā is pronounced ‘daana’; līlā is pronounced ‘leelaa’; sūtra is sootra,” it said.

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Anita Rampal, former dean of education at Delhi University and former chairperson of the NCERT’s primary textbook development committees, said the concepts and the language used in the textbook would add to the burden of students.

Rampal cited the concept of “empire” explained in the chapter titled “The Rise of Empire”. The chapter says the word “empire” comes from the Latin ‘Imperium’, which means ‘Supreme Power’.

“In ancient Sanskrit texts, words commonly used for ‘emperor’ made this clear; they included *samraj*, meaning ‘the lord of all’ or ‘supreme ruler’; *adhiraja* or ‘overlord’; and *rajadhiraja* or ‘king of kings’,” it states.

Govt school enrolment drops in 23 states; MoE expresses concern, asks states to probe cause

Officials point to removal of ghost entries, move back to private schools after Covid

Written by [Abhinaya Harigovind](#) Following

New Delhi | Updated: May 19, 2025 07:24 IST

 NewsGuard

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Launched three decades ago, the scheme is a flagship nutritional support programme for children in pre-primary to Class 8 in government and government-aided schools.

A steep drop in government school enrolment at the primary and upper-primary levels across 23 States and UTs in 2024-25 has evoked concern within the Union government, prompting the Ministry of Education (MoE) to ask for probes and remedial action plans from the states concerned.

Minutes of meetings held by the MoE with 33 States and UTs in April to discuss performance, plan and [budget](#) under the PM-POSHAN scheme show that student enrolment dipped in 23 states, of which at least eight witnessed declines exceeding 100,000: led by Uttar Pradesh (21.83 lakh), Bihar (6.14 lakh), Rajasthan (5.63 lakh) and West Bengal (4.01 lakh).

PM-POSHAN — Pradhan Mantri Poshan Shakti Nirman, formerly the midday-meal scheme — covers students up to Class 8 in government and government-aided schools. Launched three decades ago, the scheme is a flagship nutritional support programme for children in pre-primary to Class 8 in government and government-aided schools.

Its cost is shared by the Centre and States on a 60:40 basis, with the Centre supplying foodgrains. Besides addressing child

nutrition, a cooked meal in school is known to boost attendance, learning outcomes and attention spans.

Compared to 2023-24, Karnataka saw its enrolment fall by around 2 lakh; Assam by 1.68 lakh, [Tamil Nadu](#) by 1.65 lakh and [Delhi](#) by 1.05 lakh (*see chart*).

STATE	ENROLMENT		DROP
	2023-24	2024-25	
UP	1.74 crore	1.52 crore	21.83 lakh
Bihar	1.79 crore	1.73 crore	6.14 lakh
Rajasthan	62.65 lakh	57.02 lakh	5.63 lakh
West Bengal	1.17 crore	1.13 crore	4.01 lakh
Karnataka	43.49 lakh	41.33 lakh	2.15 lakh



The School Education Secretary at the MoE expressed “deep concern” over the trend and advised States to identify the reasons and submit reports by June 30, *The Sunday Express* has learned.

The drop first came to light late last year in the UDISE+ report for 2023-24, which pointed to a sharp fall of around 1.5 crore in overall school enrolment (government and private) compared to the 2018-19 to 2021-22 average. PM-POSHAN minutes show the trend continuing into 2024-25, triggering fresh concern in the government.

Also Read | School enrollment registers unprecedented drop of 1 crore since 2018-19, officials cite data cleanup

MoE officials, who did not wish to be named, pointed to two possible causes. The first is a change in data-collection methodology—from school-wise reporting (just total numbers) to student-wise reporting (name, address, parents’ names and Aadhaar details). This ongoing “data cleansing” may have removed “ghost” entries, they said.

Second, officials noted that several States have suggested enrolment may be moving from government to private schools in the post-Covid years, reversing pandemic-era trends.

Alongside enrolment declines, the PM-POSHAN meetings flagged low scheme coverage. In Delhi, the number of students availing midday meals fell by 97,000 in 2024-25 versus 2023-24, with only 60 percent of Balvatika (pre-primary), 69 percent of primary and 62 percent of upper-primary students covered—below the national average. The MoE has asked Delhi to “strive” to improve these figures.

In Uttar Pradesh, meal coverage dropped by 5.41 lakh students, by 3.27 lakh in Rajasthan and 8.04 lakh in West Bengal. Some States reported students bringing their own tiffin; all have been asked to check and ensure meal quality, officials added.

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This article went live on May eighteenth, twenty twenty-five, at five minutes past four in the morning.

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We have to connect school children with AI education from this year: Pradhan

Monday, 19 May 2025 | PTI



We have to connect school children with AI education from this year: Pradhan

Monday, 19 May 2025 | PTI



Union Education Minister Dharmendra Pradhan on Monday emphasised the need to connect school children with artificial intelligence education and urged educationists to prepare age-appropriate and AI-embedded textbooks.

Pradhan was addressing a gathering at the launch of 'Bharatiya Bhasha Summer Camps' besides 13 primers in Indian languages developed by Central Institute of Indian Languages and special modules developed by NCERT.

"AI is rapidly making its place in the world; from this year itself, we have to try to connect Indian school children with AI education. I urge our educationists to prepare age-appropriate, AI-embedded textbooks — we need an exponential jump, not an incremental reform. For this, it is essential to connect technology like AI/ML with Indian languages so that it becomes a force multiplier," he said.

Stressing that studying in mother tongue strengthens the basic understanding of children, Pradhan called for out-of-box ideas to promote Indian languages.

"Today, when market forces are also leveraging Indian languages, we have to think out-of-box, beyond traditional methods, to promote our languages. The successes of Chandrayaan, Akash and Brahmos are proof of the strength of our education system. We have to give more emphasis on research.

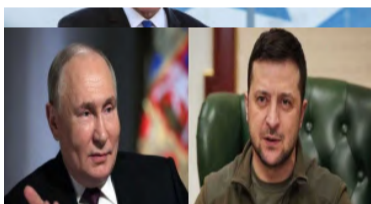
"...she has opened the eyes of those who try to divide the country on the basis of language. At a time when India is moving towards all-round development with its heritage, this event becomes even more relevant. To make India a developed nation and the world's number one economy, we will have to make rapid efforts towards imparting education in mother tongue at least till class 8," he said.

The DMK-led Tamil Nadu government and the Centre have been at loggerheads over implementation of the three-language formula in new education policy.

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एनसीईआरटी की 2.40 करोड़ रुपये की 1.70 लाख नकली किताबें गोदाम से जब्त

पुलिस ने अलीपुर में छापे के बाद पिता-पुत्र समेत तीन को किया गिरफ्तार

जागरण संवाददाता, पूर्वी दिल्ली: शाहदरा जिला पुलिस ने राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की नकली किताबों का कारोबार करने वाले गिरोह का भंडाफोड़ करते हुए बड़ी संख्या में किताबें बरामद की हैं। पुलिस ने एनसीईआरटी टीम के साथ मिलकर अलीपुर की कश्मीरी कालोनी में आरोपित अरविंद के गोदाम पर छापा मारकर 1.70 लाख किताबें बरामद की है, जिसकी बाजार में कीमत 2.40 करोड़ रुपये है। एनसीईआरटी की असली किताबों के रेट पर ही नकली किताबें बाजार में बेची जा रही थीं। बरामद किताबों का कंटेंट असली किताब वाला है।

मामले में पुलिस ने स्टेशनरी की दुकान चलाने वाले विवेक विहार निवासी प्रशांत गुप्ता, इसका पुत्र निशांत गुप्ता और किताबों की सप्लाई करने वाला सोनीपत के सेक्टर-15 निवासी अरविंद गुप्ता को गिरफ्तार किया है। जिला पुलिस उपायुक्त प्रशांत गौतम ने बताया कि पुलिस को सूचना मिली थी एनसीईआरटी की नकली किताबें बाजार में बेची जा रही हैं। स्पेशल स्टाफ के इंचार्ज मुनीश कुमार के नेतृत्व में एसआइ मोहम्मद जौहर



अलीपुर के गोदाम से जब्त की गई एनसीईआरटी की नकली किताबें • सौ.पुलिस

- एनसीईआरटी की असली किताबों के रेट पर ही नकली किताबें बाजार में बेची जा रही थीं
- सोनीपत से गिरफ्तार आरोपित ने बताया पंजाब से किताबें लाता है, प्रिंटिंग प्रेस की नहीं मिली जानकारी

एनसीईआरटी की ढिलाई का फायदा उठा रहे आरोपित

दिल्ली के कई स्कूल ऐसे हैं, जहां अभी भी विद्यार्थियों को किताबें नहीं मिली हैं। सूत्रों के अनुसार एनसीईआरटी को इस वर्ष 15 करोड़ किताबें छपवानी थीं, लेकिन करीब छह करोड़ किताबें ही छप सकी हैं। मार्केट में एनसीईआरटी की किताबों की कमी है, जिसका फायदा नकली किताबें बेचने वाले उठा रहे हैं।

और हेड कांस्टेबल राजीव की टीम बनाई गई।

पुलिस ने एनसीईआरटी की एक टीम को बुलाया और मंडोली रोड स्थित एक स्टेशनरी की दुकान पर छापा मारा। इस दुकान पर 27 नकली किताबें बरामद हुईं। दुकान में पिता-पुत्र मिले। दुकानदार प्रशांत गुप्ता ने बताया कि वह पिछले 25 वर्षों से किताबों की दुकान चला रहा है। पिछले पांच वर्षों से

उसका बेटा भी दुकान पर बैठ रहा है। वह पांच-छह वर्षों से नकली किताब बेच रहे हैं। प्रशांत गुप्ता ने पुलिस को पूछताछ में बताया कि वह नकली किताब सोनीपत के रहने वाले अरविंद गुप्ता से खरीदकर लाते थे। पुलिस ने बाद में अरविंद गुप्ता को भी गिरफ्तार कर लिया।

इसके बाद आरोपितों की निशानदेही पर अलीपुर में गोदाम से नकली किताबें बरामद की।

अरविंद ने पुलिस को बताया कि वह पंजाब से किताबें लाता है, लेकिन किस प्रिंटिंग प्रेस में किताबें छपती हैं अभी यह नहीं बताया है। पुलिस अधिकारी ने बताया कि प्रेस का पता लगाकर उस राज्य की पुलिस को भी सूचित किया जाएगा। एनसीईआरटी के मुताबिक असली किताबों में वाटरमार्क होता है, प्रिंटिंग अच्छी होती है, जबकि नकली किताबों में ऐसा नहीं होता।

राष्ट्रीय सहारा, 20 मई, 2025, पृष्ठ नं०-04

16 प्राइवेट स्कूलों में 15,127 ईडब्ल्यूएस सीटों का घोटाला : डीपीए

नई दिल्ली (एसएनबी)। दिल्ली पेरेंट्स एसोसिएशन ने मुख्यमंत्री, उपराज्यपाल, एनसीपीसीआर चेयरपर्सन, एनएचआरसी चेयरपर्सन और चेयरपर्सन सीबीएसई को पत्र लिखकर राजधानी दिल्ली के नामी प्राइवेट स्कूलों में ईडब्ल्यूएस सीटों का घोटाले के आंकड़ों को साक्ष्यों के साथ उजागर किया गया और सभी से उचित कानूनी कार्रवाई की मांग की। एसोसिएशन द्वारा ये प्रमाणित किया गया कि पिछले 10 सालों में उदाहरण सैपल 16 स्कूलों द्वारा 15127 गरीब बच्चों की सीटों का गबन करते हुए प्राइवेट स्कूलों में प्रवेश नहीं दिया गया, जिससे साफ है यह आंकड़े केवल 16 स्कूलों के साझा किये गए तो संख्या 15127 है तो जब सरकार उपलब्ध आंकड़ों की गहन जांच करवाएगी तो संख्या लाखों में निकलेगी।

एसोसिएशन की प्रेसिडेंट अपराजिता गौतम ने कहा कि प्राइवेट स्कूलों द्वारा आरक्षित सीटों की

गड़बड़ी करते हुए स्कूल विभिन्न तरीकों से पैसा कमा कमा रहे हैं। सरकारी जमीन, स्कूलों को बहुत ही काम दामों में केवल इसी शर्त पर उपलब्ध कराई जाती है कि वह ईडब्ल्यूएस बच्चों के लिए 25 प्रतिशत सीटों को आरक्षित रखेंगे। महंगी जमीन कौड़ियों के दाम पर लेकर जहां स्कूल लाखों रुपए बचाते हैं वहीं अन्य माध्यमों से भी पैसा कमाते हैं। डीपीए ने सीमित उपलब्ध आंकड़ों (सरकारी दस्तावेज) का विश्लेषण किया और आंकड़ों के साथ ये साबित किया कि ईडब्ल्यूएस सीटों में पिछले 10 सालों में किस स्कूल द्वारा कितनी सीटों का घोटाला किया गया।

■ आरक्षित 25 प्रतिशत
सीटों में से अधिकतम
केवल औसतन 13
प्रतिशत सीटें आवंटित

हिन्दुस्तान, 20 मई, 2025, पृष्ठ न०-09

भाषाई विरासत सशक्त बनाएंगे: धर्मेंद्र

नई दिल्ली, विशेष संवाददाता। भारत सरकार के शिक्षा मंत्री धर्मेंद्र प्रधान ने सोमवार को नई दिल्ली में भारतीय भाषा ग्रीष्मकालीन शिविर का शुभारंभ किया। उन्होंने कहा कि भाषाई विरासत को सशक्त बनाया जाएगा।

इस अवसर पर केंद्रीय शिक्षा मंत्री ने 13 भारतीय भाषाओं में विकसित नई प्राइमर पुस्तक और विशेष मॉड्यूल्स का भी विमोचन किया।

शिक्षा मंत्रालय के अनुसार सात दिवसीय यह शिविर भारत की समृद्ध भाषाई विरासत को सशक्त बनाएगा। छात्र इस शिविर में शिक्षा, संस्कृति, एकता और नवाचार के संगम का



■ शिक्षा मंत्री ने भारतीय भाषा ग्रीष्मकालीन शिविर का शुभारंभ किया

अनुभव करेंगे, जिससे भाषाओं का उत्सव मनाने और विविधता में एकता को बढ़ावा देने में मदद मिलेगी। जिन 13 नई भाषाओं में प्राइमर पुस्तकों का

विमोचन हुआ उनमें कश्मीरी (फारसी-अरबी लिपि), सिंधी (देवनागरी), सिंधी (फारसी-अरबी लिपि), कश्मीरी (देवनागरी), बाल्टी, संथाली, जेमे, उर्दू, संगतम, लाई (पावी), गोंडी-तेलुगु, भीली (वागड़ी) और चोक्रि शामिल हैं। इसके साथ ही कुल प्राइमर की संख्या अब 117 हो जाएगी।

इन प्राइमर पुस्तकों के प्रकाशन से बहुभाषावाद और बुनियादी साक्षरता को बढ़ावा मिलेगा। गौरतलब है कि राष्ट्रीय शिक्षा नीति-2020 में बच्चों को प्रारंभिक शिक्षा मातृभाषा में प्राप्त करना सुनिश्चित करने को कहा गया है।

{ **DPS DWARKA** } FEE HIKE ROW

Students expelled as per norms, HC told

Shruti Kakkar

htreporters@hindustantimes.com

NEW DELHI: Delhi Public School, Dwarka, on Monday told the Delhi high court that it struck off the names of over 30 students over unpaid fees only after following due procedure of issuing show cause notices, emails, messages and phone calls, and that the dues amounted to ₹42 lakh until the 2024-25 academic year.

The school's contentions came on a petition filed by parents of 32 students, whose names were struck off the rolls on May 9 and were not permitted to enter the premises on May 13. As many parents refused to pay the hiked fees, citing a lack of approval from the directorate of education (DoE), the issue snowballed, with parents holding protests at the school and moving the court for relief.

A high court bench of justice Sachin Datta heard the contentions and reserved the orders on the petition.

In the proceedings, senior advocate Pinaki Mishra, appearing for the school, contended that the actions were justified as the management sent multiple reminder emails following a show cause notice under Rule 35 of the Delhi School Education Rules, 1973. Mishra contended that parents did not have a cogent reason for continued non-payment of the school fees, given that they failed to challenge the show cause notice.

Rule 35(4) of the Delhi School Education Rules, 1973, requires schools to provide a reasonable

THE SCHOOL SAID IT ISSUED SHOW CAUSE NOTICES, EMAILS, MESSAGES AND ALSO MADE PHONE CALLS TO THE PARENTS

opportunity for parents or guardians to respond before striking off a student's name from the rolls.

The school also clarified that while the parents' petition alleged names of 32 students were struck off, the issue was currently confined to 31 students, as one student obtained a transfer certificate.

"Today, there is outstanding dues of approximately ₹42 lakh (₹41,16,719 up to academic year 2024-25) due from these 31 students. Fee due notices have been given to the students. They (parents) haven't paid (fees) despite reminders," Mishra said.

He alleged that parents were indulging in "forum shopping" and abusing the process of law, since parents of over 100 students of DPS, Dwarka, filed a similar plea before another bench, in which judgment has been reserved.

To be sure, a bench of justice Vikas Mahajan on Friday reserved orders in a separate plea filed by parents of over 100 students of the school, urging the DoE and the lieutenant governor to take over a school's administration.

In their plea, parents cited a

high court order of April 16, when the court rebuked the school for confining students to the library over unpaid fees and warned that inability to pay did not justify harassment.

On Friday, justice Datta deferred the decision to stay the move by Delhi Public School, Dwarka, to expel students, indicating that the school appeared to have violated legal procedures by failing to issue prior show cause notice.

The court said it would await the outcome of the plea filed by over 100 parents before passing an interim order. The bench had then posted the matter for Monday. In the hearing last week, justice Datta also rebuked the school for the timing of its action. "You could've waited for five working days. When the school was about to shut for vacation, you chose the last week," the bench said.

On Monday, Mishra told the court that the action was taken before the commencement of vacations to enable students to get admission to another school. "This is the time when fresh admissions take place in other schools. Instead of the midst, it's the end of the session that we've taken this decision," Mishra said.

He argued that the deployment of bouncers and security staff on the school premises was imperative in the wake of threats to kidnap students.

Mishra said that fees collected from students were the only source of income for the school and it was contending with a deficit of ₹31 crore for over 10 years.

The Pioneer, 20 May, 2025, Page no - 03

Government schools to introduce pre-vocational education programme

PIONEER NEWS SERVICE ■ New Delhi

The Delhi Directorate of Education (DoE) has announced a pre-vocational education programme 'Kaushal Bodh' will be introduced for students of classes 6 to 8 in government schools of Delhi in the academic year 2025-26 in line with the National Education Policy.

According to a circular issued by the Vocational Education Branch of DoE, 'Kaushal Bodh' will be introduced as a distinct subject for Class 6 in the first phase, followed by Classes 7 and 8 in subsequent years.

The initiative is aimed at equipping students with essential life skills and vocational awareness to prepare them for real-world challenges and opportunities.

The curriculum has been aligned with

the National Curriculum Framework for School Education (NCF-SE) 2023 and focuses on three broad categories of work — Work with Life Forms, Work with Machines and Materials, and Work in Human Services. Students are expected to complete three projects each year, one from each of the three categories, it stated.

The programme encourages hands-on learning through activities such as organic farming, pottery, carpentry, cooking with millets, embroidery, and basic electrical work. Teachers will guide students in carrying out tasks safely, collaborating in groups, and applying their learning in practical settings, it said.

Each student will be assessed based on written tests, oral presentations, activity books, portfolios, and teacher observations, with a total of 110 hours allo-

cated annually for these activities, the circular read.

The department instructed the heads of schools to oversee project execution, support teacher training and ensuring the integration of vocational education in the school environment. Regular teachers will be responsible for guiding students in skill-based tasks, facilitating assessments, and connecting classroom learning to real-world applications, it stated.

The Education Department will also organise 'Kaushal Melas' to showcase student projects and encourage participation in demonstrations under expert supervision, it said.

It added that this vocational education will enhance students' problem-solving abilities, foster teamwork, and develop foundational skills for future vocational paths.

The Indian Express, 20 May, 2025, Page no - 05

Pottery, organic farming: Vocational training for Delhi's middle-school students

SOPHIYA MATHEW
NEW DELHI, MAY 19

HANDS-ON training in pottery, organic farming, basic carpentry, bicycle repair, traditional food preparation, and hand weaving, among others — the Delhi Education Department has set out elaborate guidelines to introduce pre-vocational education among middle school students (Class VI to VIII) in Delhi's schools this year.

An activity Book of voca-

tional education, titled 'Kaushal Bodh', was first introduced last year in alignment with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

A recent circular by the Department of Education, in a first, has recommended an implementation strategy.

Pre-vocational subjects will be introduced in a phased manner, as books will be released offline for classes 7 and 8 by the NCERT.

Three categories of work under NCF-SE 2023

■ 'Work with Life Forms', wherein projects related to plants and animals are included.

■ 'Work with Machines and Materials' is related to fabrics and wood, among others.

■ 'Work in Human Services' involves "interaction with people" in the healthcare, food sectors, community service, among others.

In each grade, students have to complete one project from

each form of work in the academic year. The total time allotted for pre-vocational education is 110 hours, and the highest weightage (30% each) is for assessment through viva voce and activity book.

Under the implementation strategy, the circular stated that "existing subject teachers shall be trained for Kaushal Bodh sessions for facilitating different activities in classes 6 to 8".

Roles and responsibilities of school heads and regular teachers have been laid down:

For school heads

■ Support the integration of vocational education as a distinct subject

■ Provide necessary resources, tools for project execution

For regular teachers

■ Enable students to use available resources effectively

■ Adhere to safety protocol while making students understand material preparation, tools used

■ Encourage students to apply 'work in school' in real-life

situations

The department has announced the organisation of a 'Kaushal Mela' at the school level, which may be clubbed with other school activities for better participation. Under such a programme, showcasing projects made by students, live demonstrations, among others, have been recommended. Funds for the projects recommended under the 'Kaushal Bodh' textbook will be utilised from those allocated for pre-vocational activities/SMC, it said.

Counterfeit NCERT Class 12 books worth Rs 2.4 cr seized, 3 held

EXPRESS NEWS SERVICE
NEW DELHI, MAY 19

IN A major crackdown, the Shahdara district police seized counterfeit NCERT (National Council of Educational Research and Training) textbooks worth Rs 2.4 crore from M S Park area, said police. Three persons have been arrested in this connection.

Following a tip-off, a joint team led by the police and NCERT officials arrived at Mandoli Road Friday before proceeding to a shop owned by Prashant Gupta (48) and his son Nishant Gupta (26), police said. They were present at the shop along with five or six labourers aiding in the illegal activity, police added.

During the raid, 27 counterfeit NCERT Social Science textbooks for Class 12 were recovered. The books, inspected on the spot by NCERT officials, were found to be unauthorised reproductions bearing forged signatures, falsely indicating legitimacy, said police.

"The materials had been altered to closely mimic original NCERT books, including fraudulent price tags and identification codes," said a police officer.

The shopowners were arrested, and during their questioning, it came to light that while Prashant had been running the shop for the last 25 years, Nishant had joined the business five years ago.

"Driven by greed for quick profits, they had started dealing in pirated books. They admitted that

The books, inspected on the spot by NCERT officials, were found to be unauthorised reproductions bearing forged signatures, falsely indicating legitimacy, said police

they used to purchase counterfeit books from a store in Hiranki near Alipur, and then bring them to their shop from where the books were sold," said DCP (Shahdara) Prashant Gautam.

A raid at the store in Hiranki yielded 1.6 lakh pirated NCERT books, estimated to be worth around Rs 2.4 crore, said police. "These books were confirmed to be counterfeit by the NCERT team and were subsequently seized. The shop's owner, Arvind Kumar, was arrested," an officer said.

The police said they are looking at the supply chain – from printing presses to end distributors – and exploring potential systemic issues within NCERT itself, such as delayed availability and limited supply of original textbooks. "These shortcomings may have inadvertently driven the demand for pirated materials," the officer said.

"The probe also seeks to uncover the involvement of wholesalers, local vendors, and possibly even educational institutions that may be complicit in this illegal trade," the officer added.

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Explained: Why CBSE's new sugar boards are a timely wake-up call for schools and students

Lakshmi Sareen
(https://Timesofindia.Indiatimes.Com/Toireporter/Author-
Lakshmi-Sareen-479268908.Cms)/ TOI Education /
Updated: May 20, 2025, 16:43 IST

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To combat rising health issues among students, the CBSE has introduced 'Sugar Boards' in Indian schools. These visually engaging displays will educate children about the dangers of excessive sugar intake, highlighting the sugar content in common school items.



In an age where screen time often replaces playtime and sugary snacks have become staples in school bags, children in India are facing a growing health crisis. With rising cases of obesity, type 2 diabetes, and poor dietary habits among school students, the Central Board of Secondary

Education (https://timesofindia.indiatimes.com/topic/central-board-of-secondary-education) (CBSE (https://timesofindia.indiatimes.com/topic/cbse)) has launched a remarkable step to address the problem by introducing Sugar Boards (https://timesofindia.indiatimes.com/topic/sugar-boards) in schools across the country. The aim is to educate young minds about the dangers of excess sugar, promote healthier habits, and ultimately reduce the burden of lifestyle diseases in the next generation.

This initiative comes at a time when alarming statistics show that students are consuming far more sugar than recommended. In the recent CBSE guidelines, several health studies have been referred to. They reveal that children between 4 and 10 years of age derive about 13% of their daily calories from sugar, while those aged 11 to 18 consume as much as 15%. This is well above the 5% limit recommended by the World Health Organization.

How will the sugar boards function?

Under this new CBSE initiative, schools will be required to install *Sugar Boards*—visually engaging displays placed strategically across campuses to raise awareness about the harmful effects of excessive sugar intake.

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Designed to be eye-catching and educational, these boards will use pictures, infographics, fun facts, and real-world comparisons to help students easily grasp the risks of high-sugar diets.

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To make the experience interactive, schools can integrate elements like quizzes, student-contributed health tips, and QR codes linking to short videos or games.

Each board will highlight key messages, including:

How much sugar is safe to consume in a day

The actual sugar content in everyday snacks and drinks—from soft drinks and candies to biscuits and chips

The health risks of excessive sugar—such as obesity, type 2 diabetes, tooth decay, and low energy

Healthier alternatives—like choosing fruits over packaged sweets, drinking water instead of soda, and picking nourishing snacks

To support the visual learning, CBSE has also encouraged schools to organize workshops, expert talks, and interactive sessions that show students how small dietary changes can make a big difference to their health.

Implementation across schools

The initiative is already underway in several regions across the country. In Kolkata, schools such as South Point and Aditya Academy have added nutrition-based messages to morning assemblies and are conducting interactive workshops. Schools in Kolkata plan to hire a full-time nutritionist in the school. TNN has quoted Satabdi Bhattacharjee, Principal, Newtown School, Kolkata, saying, “The aim is to hold special workshops with students and parents and suggest food choices to the parents.”

Understanding the need for sugar boards

Excessive sugar consumption has become a major public health concern, with growing evidence linking it to the early onset of serious health conditions such as

and adolescents are particularly vulnerable, as their dietary habits are still forming and can have long-term health consequences.

One of the key contributors to this issue is the widespread and easy access to high-sugar products including snacks, soft drinks, and processed foods within school environments. These food items are often more accessible and appealing than healthier alternatives, making them a routine part of students' daily diets. With limited awareness and minimal regulation in many schools, students may consume far more sugar than recommended, often without realising the risks.

How will it impact the students?

More than just static displays, the boards are meant to spark curiosity and generate regular conversations around food choices, both in the classroom and at home.

"Schools play a very important role in inculcating healthy eating habits as children eat two meals there. They get influenced greatly by the school environment. These sugar boards will help children understand and opt for healthier choices right from a young age," says Suneetha Rao, chief nutritionist at NU Hospitals, Bengaluru, in an interaction with TNN.

This initiative aims to educate students on the long-term health risks of high sugar consumption, including obesity, diabetes, and tooth decay. Moreover, students are also expected to learn to make better dietary decisions by learning about alternative healthy eating habits.

The bigger picture

The rise of [type 2 diabetes in children](https://timesofindia.indiatimes.com/topic/type-2-diabetes-in-children) (<https://timesofindia.indiatimes.com/topic/type-2-diabetes-in-children>), once considered an adult-only disease, is a matter of deep concern. Early diagnosis often means lifelong management, affecting a child's physical health, mental well-being, and academic performance.

Following this initiative, schools also plan to incorporate sugar level testing as a part of their routine health checkups. As reported by TNN, Rajesh Pillai, principal of Kairali School in Ranchi believes that this initiative will help schools "identify early signs of metabolic issues and guide parents accordingly."

Packaged juices, processed snacks, and energy drinks marketed as "healthy" often contain high amounts of hidden sugars. Sugar Boards aim to decode these products for students, helping them understand what they're really consuming.

Importantly, the project also encourages parental engagement, prompting discussions at home and aligning school and family efforts to build healthier routines.

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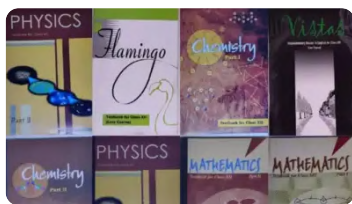
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Delhi father-son duo held in Rs 2.4 crore NCERT piracy racket, over 1.7 lakh fake books seized

TNN / Updated: May 20, 2025, 11:41 IST

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Delhi Police arrested Prashant Gupta and Nishant Gupta for a major piracy operation. They were selling fake NCERT textbooks worth over Rupees 2.4 crore. Police seized more than 1.7 lakh pirated books during raids. The accused confessed to sourcing books from



NEW DELHI: A father-son duo were arrested by Delhi Police for running a major piracy racket involving counterfeit NCERT textbooks

Delhi Police arrested a father and son for allegedly running a counterfeit NCERT textbook racket wor...

(https://timesofindia.indiatimes.com/topic/counterfeit-ncert-textbooks) worth over Rs 2.4 crore. More than 1.7 lakh pirated books were recovered during raids at multiple locations.

According to police, information was received on May 16 about the illegal sale of fake NCERT books at a shop on Mandoli Road, Shahdara.

Acting on the tip-off, a police team raided the shop and caught the accused, Prashant Gupta (48) and his son Nishant Gupta (26), red-handed, said DCP (Shahdara) Prashant Priya Gautam.

The police team, accompanied by NCERT officials, found the shop was selling pirated Class 12 Social Science textbooks bearing forged signatures and price tags.

The duo confessed they sourced the books from a godown in Hiranki near Alipur, DCP (Shahdara) Prashant Gautam said.

Poll

Should schools and colleges take more action against the use of pirated textbooks?

- Yes, definitely
- No, it's not their responsibility

A follow-up raid at the Hiranki warehouse led to the recovery of over 1.6 lakh pirated books, confirmed to be counterfeit by NCERT officials.

A case was registered under Section 318 (cheating) of the Bharatiya Nyaya Sanhita and Sections 63/65 of the Copyright Act.

Police said Gupta ran the business for 25 years and his son joined him five years ago.

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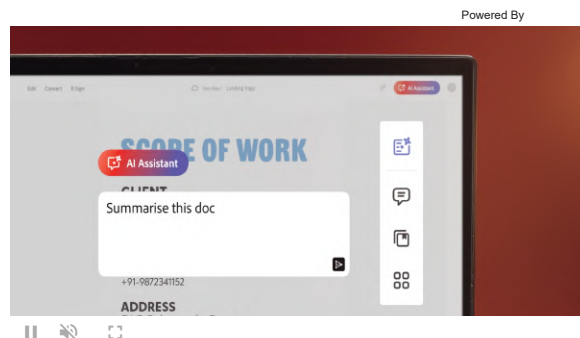
Pirated NCERT books worth Rs 2.4 cr seized, 3 arrested

PTI 19 May, 2025 07:39 pm IST



New Delhi, May 19 (PTI) The Delhi Police has busted a major piracy racket by seizing over 1.7 lakh pirated NCERT textbooks worth more than Rs 2.4 crore and arresting three persons, including a father-son duo, an official said on Monday.

The accused have been identified as Prashant Gupta (48) and his son Nishant Gupta (26), and Arvind Kumar.



“Prashant and Nishant had a shop where police found a large stock of pirated educational books being sold under the guise of genuine NCERT material. The racket was unearthed following a tip-off received by the police on May 16 regarding the sale of pirated NCERT (National Council of Educational Research and Training) books from a shop on Mandoli Road,” Deputy Commissioner of Police (Shahdara) Prashant Gautam said in a statement.

He further said the raid was conducted and officials from NCERT were also roped in. [Sanitize & Smooth Clothes Fast with Philips Steamer](#)
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During the raid at Anupam Sales, police found a large stock of pirated educational books being sold under the guise of genuine NCERT material. The shop was being operated by the father-son duo who were taken into custody.

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custody, read the statement.



“Twenty-seven pirated Social Science textbooks for Class 12 were recovered from the shop. The books bore forged NCERT emblems and counterfeit signatures, making them appear authentic. On-site verification by NCERT confirmed the material was counterfeit and violated the Copyright Act,” said the DCP.

During interrogation, the accused revealed that the counterfeit books were sourced from a warehouse in Hiranki near Alipur in Delhi.

Acting on this information, police raided the disclosed site and recovered approximately 1.7 lakh pirated books, valued at over Rs 2.4 crore.

The premises, owned by Arvind Kumar, had been rented and used for stocking the pirated books. An NCERT team at the site confirmed that the entire consignment violated copyright norms, the officer said.

During interrogation, Gupta admitted to having operated their shop for over two decades, with Nishant joining the business five years ago. Lured by easy profits, the duo began purchasing pirated books from suppliers.

“Based on the confession, a follow-up raid was conducted at a storage unit. An FIR under Section 318 (cheating) of the Bharatiya Nyaya Sanhita (BNS) and relevant provisions of the Copyright Act was registered at MS Park Police Station. All accused are arrested and legal proceedings are underway,” said the DCP.

Police are now expanding the scope of the investigation to trace the entire supply chain involved in the manufacture, distribution and sale of counterfeit NCERT books. This includes identifying illegal printing presses, transport intermediaries and possible collusion by wholesale distributors or local vendors. PTI SSJ BM BM KSS KSS

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Delhi

Pirated NCERT textbooks worth Rs 2.4 crore seized in Delhi

As many as 27 pirated social science textbooks for Class 12 were recovered during a raid at the shop. The books bore forged NCERT emblems and counterfeit signatures.



Image used for representational purposes only. FILE | EPS

Express News Service

Updated on: 20 May 2025, 8:36 am · 1 min read

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NEW DELHI: The Delhi police have arrested three people — including a father-son duo — for allegedly procuring and selling pirated NCERT textbooks in the Capital and recovered more than 1.7 lakh such books worth over a whopping Rs 2.4 crore from their possession.

The arrested accused have been identified as Prashant Gupta (40) — Nishant Gupta (26) — both from Vivek Vihar — and Arvind K of Haryana's Sonipat.

Prashant and Nishant reportedly ran a shop, Anupam Sales, where police found a large stock of pirated educational books being sold as NCERT material. The racket was unearthed following a tip-off on May 16 regarding the sale of pirated NCERT books from a shop on Mandoli Road, DCP (Shahdara) Prashant Gautam stated.

As many as 27 pirated social science textbooks for Class 12 were recovered during a raid at the shop. The books bore forged NCERT emblems and counterfeit signatures.

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A case was registered, and the father-son duo were taken into custody for interrogation, during which they revealed that they had been these books from a store in Hiranki. A raid conducted at the site there owned by Arvind subsequently led to the seizure of around 1.6 lakh books valued at Rs 2.4 crore. A probe is on.

Father-son among 3 held

The accused have been identified as Prashant Gupta (48) & his son Nishant Gupta (26) — both from Vivek Vihar — and Arvind Kumar, a resident of Haryana's Sonipat. The racket was unearthed following a tip-off on May 16.

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Counterfeit NCERT Class 12 books worth Rs 2.4 crore seized, 3 held

The shopowners were arrested, and during their questioning, it came to light that while Prashant had been running the shop for the last 25 years, Nishant had joined the business five years ago

By: [Express News Service](#)

New Delhi | May 20, 2025 04:24 IST

 NewsGuard

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The books, inspected on the spot by NCERT officials, were found to be unauthorised reproductions bearing forged signatures, falsely indicating legitimacy, said police (Representative image)

In a major crackdown, the Shahdara district police seized counterfeit NCERT (National Council of Educational Research and Training) textbooks worth Rs 2.4 crore from the M S Park area, said police. Three persons have been arrested in this connection.

Following a tip-off, a joint team led by the police and NCERT officials arrived at Mandoli Road Friday before proceeding to a shop owned by Prashant Gupta (48) and his son Nishant Gupta (26), police said. They were present at the shop along with five or six labourers aiding in the illegal activity, police added.

During the raid, 27 counterfeit NCERT Social Science textbooks for Class 12 were recovered. The books, inspected on the spot by NCERT officials, were found to be unauthorised reproductions bearing forged signatures, falsely

indicating legitimacy, said police.

“The materials had been altered to closely mimic original NCERT books, including fraudulent price tags and identification codes,” said a police officer.

The shopowners were arrested, and during their questioning, it came to light that while Prashant had been running the shop for the last 25 years, Nishant had joined the business five years ago.



“Driven by greed for quick profits, they had started dealing in pirated books. They admitted that they used to purchase counterfeit books from a store in Hiranki near Alipur, and then bring them to their shop from where the books were sold,” said DCP (Shahdara) Prashant Gautam.

A raid at the store in Hiranki yielded 1.6 lakh pirated NCERT books, estimated to be worth around Rs 2.4 crore, said police. “These books were confirmed to be counterfeit by the NCERT team and were subsequently seized. The shop’s owner, Arvind Kumar, was arrested,” an officer said.

The police said they are looking at the supply chain – from printing presses to end distributors – and exploring potential systemic issues within NCERT itself, such as delayed availability and limited supply of original textbooks. “These shortcomings may have inadvertently driven the demand for pirated materials,” the officer said.

“The probe also seeks to uncover the involvement of wholesalers, local vendors, and possibly even educational institutions that may be complicit in this illegal trade,” the officer added.

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This article went live on May twentieth, twenty twenty-five, at twenty-four minutes past four in the morning.

TAGS: NCERT

Mizoram Achieves Full Functional Literacy

Posted On: 20 MAY 2025 8:52PM by PIB Delhi

Hon'ble Chief Minister of Mizoram, Shri Lalduhoma on Tuesday, 20th May 2025, officially declared Mizoram a fully literate state, marking a historic milestone in the state's educational journey. With this achievement, Mizoram becomes the first state in India to attain full literacy.

The announcement was made during a special function held in Aizawl, the state capital, in the esteemed presence of Shri Jayant Chaudhary, Hon'ble Minister of State (Independent Charge), Ministry of Skill Development & Entrepreneurship and Minister of State for Education, Government of India, Dr. Vanlalhlana, Hon'ble Minister of School Education, Higher & Technical Education, Mizoram, Shri Khilli Ram Meena, IAS, Chief Secretary to the Government of Mizoram, Shri David Lalthantluanga, Special Secretary, School Education Department, Government of Mizoram, State dignitaries, officials, and students of Mizoram University.

Mizoram, which attained statehood on 20th February 1987, spans a geographical area of 21,081 km² (8,139 sq mi). As per the 2011 Census, it recorded a literacy rate of 91.33%, ranking third in India. Building on this strong foundation, the ULLAS – Nav Bharat Saaksharta Karyakram (New India Literacy Programme) was implemented to identify and educate the remaining non-literate individuals.

A door-to-door survey conducted by Cluster Resource Centre Coordinators (CRCCs) across the state in August–September 2023 identified 3,026 non-literates. Out of these, 1,692 learners were actively engaged in teaching-learning activities. By this account, Mizoram had crossed the full literacy mark, i.e., above 95% literacy rate (to be considered equivalent to Full literacy) as defined by Ministry of Education, Govt. of India. As per PFLS survey for 2023-24 also, the literacy rate of Mizoram is 98.20%.

In a remarkable display of community spirit, 292 volunteer teachers—including students, educators, resource persons, and CRCCs—came forward to lead this initiative. Guided by a profound sense of duty (*Kartavya Bodh*) and the Mizo cultural value, these volunteers played a crucial role in achieving full literacy.

The celebratory event, hosted at the Auditorium of Mizoram University in Aizawl, stands as a powerful testament to the collaborative efforts of the people and government of Mizoram in advancing inclusive education and empowering every citizen through literacy.

ULLAS - Nav Bharat Saaksharta Karyakram or New India Literacy Programme (NILP) is a centrally sponsored scheme implemented from 2022-2027. The scheme, aligned with NEP 2020, targets adults (aged 15 years and above) who couldn't go to school. The scheme has five components- Foundational Literacy and Numeracy, Critical Life Skills, Basic Education, Vocational Skills and Continuing Education. The vision of the ULLAS Scheme is to make Bharat - Jan Jan Saakshar and is based on the spirit of *Kartavya Bodh* and is being implemented on volunteerism. Under ULLAS scheme more than 1.77 crore learners (neo literates) have appeared in the Foundational Literacy and Numeracy Assessment Test (FLNAT) till now across the country. More than 2.37 crore learners and 40.84 lakh volunteer teachers have been registered on the ULLAS Mobile app. Earlier, on 24.06.2024, Ladakh became the first administrative unit to declare full literacy.





MV/AK

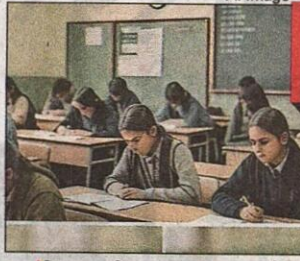
MOE/20 May 2025/9

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37 एक्सलेंस स्कूलों में दाखिले के लिए ऐप्टिट्यूड टेस्ट 26, 27 को CBSE से जुड़ रहे हैं स्कूल, करिकुलम को लेकर है उलझन

Katyayani.Upreti
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दो दिन कॉमन
ऐप्टिट्यूड टेस्ट

दिल्ली सरकार के सभी बी. आर. आर्बेडकर स्कूल ऑफ स्पेशलाइज्ड एक्सलेंस (SoSE) स्कूलों में दाखिले के लिए आखिरकार ऐप्टिट्यूड टेस्ट की डेट जारी हो गई है। तीन महीने के इंतजार के बाद अब 26 और 27 मई को ऐप्टिट्यूड टेस्ट होंगे। इसके बाद इन 37 स्कूलों में दाखिले हो सकेंगे।

स्पेशलाइज्ड स्कूलों में क्लास 9 के लिए ऐप्टिट्यूड टेस्ट फरवरी में तय थे, मगर दिल्ली में बीजेपी की नई सरकार के आने के बाद इनके स्ट्रक्चर में बदलाव हो रहा है। आम आदमी पार्टी ने इन स्कूलों को दिल्ली बोर्ड ऑफ एजुकेशन (डीबीएसई) के अंतर्गत खड़ा किया था, लेकिन नई सरकार ने इन्हें बाकी सरकारी स्कूलों की तरह सीबीएसई से ही जोड़ने का फैसला लिया है। बोर्ड बदलने के साथ अब करिकुलम में बदलाव होना भी लगभग तय है।

हालांकि, इसकी गाइडलाइंस ना आने से ना सिर्फ पैरेंट्स, बल्कि स्कूल भी उलझन में हैं। स्कूलों को सीबीएसई से जोड़ने की तैयारी है। शिक्षा निदेशालय के एक अधिकारी के मुताबिक, प्रक्रिया शुरू हो चुकी है और क्लास 9 पर अभी फोकस है। एट्रेस में भी बदलाव नहीं है, इसका ब्लूप्रिंट वेबसाइट में देखा जा सकता है। इसकी गाइडलाइंस भी जारी होंगी। सीबीएसई से एफिलिएट होने के बाद इन स्कूलों से एनसीईआरटी का सिलेबस जुड़ने की उम्मीद है। एक स्कूल के प्रिंसिपल ने कहा कि अभी पूरी जानकारी नहीं है, मगर स्कूल सीबीएसई से जुड़ेंगे, तो एनसीईआरटी का सिलेबस ही आ सकता है।

दिल्ली में 5 स्पेशलाइजेशन यानी साइंस, टेक्नॉलॉजी, इंजीनियरिंग और मैथमेटिक्स (STEM), परफॉर्मिंग आर्ट्स, ह्यूमैनिटीज, स्किल (हाई एंड 21st सेंचुरी स्कूल), आर्म्ड फोर्स प्रिपरेटरी स्कूल (AFPS) SoSE हैं। STEM और AFPS के दाखिले के लिए 26 मई को लिखित परीक्षा होगी। इसमें इंग्लिश, मेटल ऐबिलिटी, मैथ्स और साइंस के चार सेक्शन होंगे। बाकी स्ट्रीम परफॉर्मिंग आर्ट्स, ह्यूमैनिटीज, स्किल के लिए 27 मई को परीक्षा होगी। दोनों पेपर 100 नंबर के होंगे और समय तीन घंटे दिया जाएगा। निगेटिव मार्किंग भी होगी। एडमिट कार्ड 21 मई से वेबसाइट edudel.nic.in से डाउनलोड किए जा सकेंगे। SoSE में क्लास 12 तक पढ़ाई होती है।

स्कूलों में 'उड़ान' भरेगा ब्रह्मोस मिसाइल की सफलता का पाठ

अरविंद पांडेय • जागरण

नई दिल्ली : आपरेशन सिंदूर में पाकिस्तान को घुटने के बल लाने वाली ब्रह्मोस और आकाश मिसाइलों की शौर्य गाथा से अब स्कूली बच्चे भी रूबरू होंगे। शिक्षा मंत्रालय ने इसे सभी भारतीय भाषाओं में स्कूली पाठ्यक्रम में शामिल करने की योजना बनाई है। यह विषयवस्तु स्कूलों में अतिरिक्त गतिविधियों के रूप में रोचक तरीके से प्रस्तुत की जाएगी।

शिक्षा मंत्री धर्मेंद्र प्रधान ने सोमवार को एक कार्यक्रम में इसके संकेत दिए। उन्होंने कहा कि ब्रह्मोस और आकाश मिसाइल की ताकत हमारी शिक्षा व्यवस्था की मजबूती का प्रमाण है। ऐसे में हमें शोध पर अधिक बल देना चाहिए। इसके लिए पीएम रिसर्च फंड में भी जरूरी बदलाव किए जा रहे हैं। माना जा

• आकाश मिसाइल के पराक्रम से भी विद्यार्थी होंगे रूबरू, शिक्षा मंत्री धर्मेंद्र प्रधान ने दिए संकेत

• शिक्षा मंत्रालय की सभी भारतीय भाषाओं में स्कूली पाठ्यक्रम में शामिल करने की योजना

ब्रह्मोस

9,878 किमी प्रति घंटा की रफ्तार

400 किलोमीटर है मारक क्षमता

1290 किलोग्राम है इसका वजन



8.4 मीटर है इसकी लंबाई

3,000 किग्रा है भार वहन क्षमता

आकाश

3,087 किमी प्रति घंटा की रफ्तार

80 किलोमीटर है मारक क्षमता

720 किलोग्राम है इसका वजन



5.78 मीटर है इसकी लंबाई

60 किग्रा है भार वहन क्षमता

रहा है कि इस पहल से बच्चों में भी शोध के प्रति रुझान बढ़ेगा, साथ ही राष्ट्रीय जुड़ाव बढ़ाने को भी प्रोत्साहन मिलेगा।

नई राष्ट्रीय शिक्षा नीति में भी स्कूली स्तर पर ऐसे बीज रोपने की सिफारिश की गई है, ताकि बच्चे भविष्य में शोध और नवाचार के क्षेत्र में देश का नाम रोशन कर सकें। बच्चों को यह विषयवस्तु अतिरिक्त

स्कूली गतिविधियों के साथ बगैर बस्ते वाले दिनों (वैगलेस-डे) में पढ़ाई जाएगी। वर्तमान में स्कूलों में साल में कम से कम 15 दिन बगैर बस्ते वाले दिन आयोजित करने के निर्देश दिए गए हैं। हालांकि केंद्रीय विद्यालय और नवोदय विद्यालय इसे हफ्ते में एक दिन आयोजित कर रहे हैं। मंत्रालय से जुड़े अधिकारियों के मुताबिक चंद्रयान की सफलता

की कहानी को बच्चों के बीच जिस रोचक तरीके से पहुंचाया गया था, इससे वह बच्चे-बच्चे की जुबान पर चढ़ गया था। ठीक उसी तर्ज पर ब्रह्मोस और आकाश मिसाइलों की सफलता की कहानी भी बच्चों की बीच पहुंचाई जाएगी।

बच्चों को यह बताया जाएगा कि कैसे इन मिसाइलों ने पाकिस्तान की मिसाइलों को न सिर्फ हवा में ही

मार गिराया था बल्कि इन मिसाइलों ने पाकिस्तान के सारे सुरक्षा तंत्र को भेदते हुए भीतर घुसकर उसके हवाई अड्डों और आतंकी ठिकानों को भी नष्ट किया। इन मिसाइलों का प्रहार इतना विकराल था कि पाकिस्तान कुछ ही घंटों में घुटने के बल आ गया और शांति की गुहार लगाने लगा। इससे बच्चों में देशप्रेम की भावना भी जाग्रत होगी।

गर्मी छुट्टी में बच्चे सीखेंगे एक नई भाषा

जागरण ब्यूरो, नई दिल्ली: नई राष्ट्रीय शिक्षा नीति (एनईपी) के त्रिभाषा फार्मूले पर तमिलनाडु की ओर से खड़े किए जा रहे सवाल के बीच केंद्र सरकार ने देश की भाषायी विविधता को स्कूली बच्चों के बीच लोकप्रिय बनाने को लेकर एक और बड़ी पहल की है। जिसमें इस बार गर्मी की छुट्टियों में सरकारी व निजी दोनों स्कूलों में भारतीय भाषा समर कैंप आयोजित किए जाएंगे। इसमें बच्चों को अपनी मातृभाषा के साथ एक या इससे अधिक भारतीय भाषा सिखाई जाएगी। यह समर कैंप एक सप्ताह का होगा, जिसमें बच्चों को भारतीय भाषा से जोड़ने के लिए हर दिन चार घंटे की गतिविधियां संचालित होंगी। कैंप के अंतिम दिन बच्चों को एक प्रमाण पत्र भी दिया जाएगा।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने सोमवार को इस पहल का शुभारंभ किया। कहा, कुछ लोग भले ही

• शिक्षा मंत्रालय ने भारतीय भाषा समर कैंप का किया शुभारंभ

• समर कैंप की पहल को बिहार की बेटी को किया समर्पित

बच्चे पढ़ेंगे श्रीराम मंदिर से लेकर संसद भवन की कहानी

स्कूलों में पढ़ने वाले बच्चे अब पाठ्यक्रम के साथ अयोध्या के श्रीराम मंदिर सहित वाराणसी के काशी विश्वनाथ कारिडोर, नए संसद भवन, बाबा साहेब के स्मारक से जुड़ी रोचक जानकारियों से भी परिचित हो सकेंगे। इन्हें यह जानकारी अब उन्हीं की भाषा में पढ़ने और देखने को मिलेगी। प्रधान ने एनसीईआरटी की ओर से तैयार की गई भारत-लोकतंत्र की जननी, भारत पांचवीं आर्थिक शक्ति, स्वच्छता, कोविड प्रबंधन और एशियन खेलों व विरासत और विकास पर आधारित 26 भाषाओं में भाषाई प्रवेशिकाएं और माइयूल जारी किए हैं।

भाषा को स्वार्थ का माध्यम मानते हैं, लेकिन मेरे लिए देश की सभी भाषाओं का एक समान महत्व है। हम चाहते हैं लोग एक से ज्यादा भारतीय भाषाओं को सीखें। उन्होंने समर कैंप की इस पहल को बिहार की बेटी जिया कुमारी को समर्पित किया और कहा कि बिहार की इस बेटी ने तमिल भाषा में 12वीं

की परीक्षा पास की है। प्रधान ने केंद्रीय विद्यालय संगठन व नवोदय विद्यालय संगठन के प्रमुखों को निर्देश दिया कि वे इसी शैक्षणिक सत्र से अपने स्कूलों में एआइ व एमएल (मशीन लर्निंग) की पढ़ाई शुरू कराएं। साथ ही एनसीईआरटी ने पाठ्यक्रम को भारतीय भाषाओं में तैयार करने को कहा है।

'Historic moment': Mizoram Chief Minister declares state fully literate

SUKRITA BARUAH
GUWAHATI, MAY 20

CHIEF MINISTER Lalduhoma on Tuesday declared Mizoram a "fully literate state". He made this announcement during a programme in Aizawl, attended by Union Minister of State for Education Jayant Chaudhary.

"Today marks a historic moment in the journey of our state — one that will be remembered by generations to come... We celebrate this day not as the end of a campaign, but as the dawn of a new era of opportunity, empowerment, and inclusion... We also renew our commitment to sustaining literacy through continuous education, digital access, and vocational skill training," said Chief Minister Lalduhoma.

According to the 2011 census, Mizoram had recorded a literacy



Mizoram CM Lalduhoma

rate of 91.3%, which was then the third highest in the country.

According to a government statement, a door-to-door survey conducted by Cluster Resource Centre Coordinators (CRCCs) across the state in August-September 2023 identified 3,026 non-literate people, aged 15 and above. By "actively engaging" 1,692 of them in teaching-learning activities, Mizoram achieved 98.2% literacy, crossing the 95% mark above which a state is con-

sidered to have achieved "full literacy" by the Ministry of Education.

"To support the mission, the State Centre for Literacy (SCL) was set up under SCERT. It developed Mizo language learning materials titled Vartian, along with an English version for learners in Lawngtlai district. Additional resources such as Romei for learners and Margdarshika for Volunteer Teachers were created. District Project Offices recruited 292 Volunteer Teachers to conduct regular classes in schools, community halls, YMA libraries, and even in learners' homes when needed," read a statement from the Chief Minister's office.

The ULLAS (Understanding Lifelong Learning for All in Society) programme is a centrally sponsored scheme implemented from 2022-2027 aimed at people aged over 15 who could not go to school.

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India Politics

Tamil Nadu files plea in SC, accuses Centre of withholding funds after NEP row

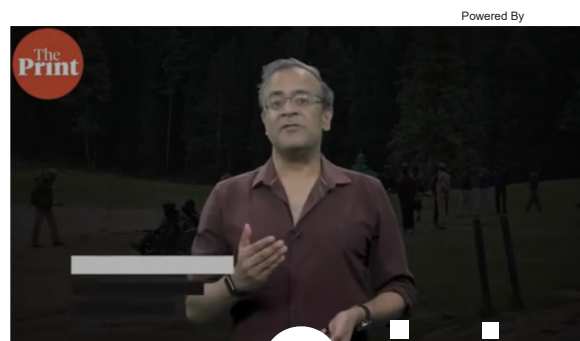
ANI 21 May, 2025 02:08 pm IST



Supreme Court | File Photo | ThePrint

New Delhi: The Tamil Nadu government has filed a petition before the Supreme Court against the Government of India for allegedly withholding funds after the state government decided not to implement the New Education Policy, 2020.

In the petition, the Tamil Nadu government has sought the release of more than 2000 crores under Samagra Siksha Scheme. The state government has urged the SC to fix a timeframe and sought the recovery of the amount with a future interest at the rate of 6% per annum on the principal sum.



The state government has also asked SC to declare Union Government's action of withholding funds under the Samagra Shiksha Scheme to implement NEP as "unconstitutional, illegal, arbitrary and unreasonable."



The state government, led by CM MK Stalin, has also asked the apex court for a declaration that the National Educational Policy, 2020 and the PM SHRI Schools Scheme are not binding on Tamil Nadu.

The DMK government also asked the SC to direct the defendant to continue to comply with and perform its statutory obligations of paying to the Plaintiff State grants in aid of revenues for implementation of obligations under The Right of Children to Free and Compulsory Education Act, 2010, including but not limited to paying the Defendant's share of 60% of expenditure in accordance with law before the commencement of every academic year and within the time frame.

Earlier, CM MK Stalin had announced that they would go before the Supreme Court to seek funds for the State.

The Tamil Nadu government has accused the Central government of trying to push Hindi "sideways" through the NEP, despite the state's longstanding resistance to such policies.

The government has strongly opposed implementing the NEP, raising concerns over the three-language formula and alleging that the Centre wants to "impose" Hindi.

Earlier, SC has dismissed a PIL seeking implementation of the three-language formula, proposed by the National Education Policy (NEP) 2020, in Tamil Nadu, Kerala and West Bengal.

A bench headed by Justice JB Pardiwala refused to entertain the plea, saying the state to adopt a policy like the National Education Policy 2020. The top court in its

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"It (court) cannot directly compel a state to adopt a policy like the National Education Policy 2020. The court may, however, intervene if a state's action or inaction related to the National Education Policy violates any fundamental rights. We do not propose to examine this issue in this writ petition. We believe that the petitioner has nothing to do with the cause he proposes to espouse. Although he may be from the state of Tamil Nadu, yet on his own admission, he is residing in New Delhi. In such circumstances, this petition stands dismissed."

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Also watch:

Mizoram Becomes First Fully Literate State In India



Mizoram has been officially declared a fully literate state. The announcement was made by Chief Minister Lalduhoma during a special ceremony held in Aizawl on Tuesday. With this achievement, Mizoram becomes the first state in India to attain full functional literacy.

The event, held at the Auditorium of Mizoram University, witnessed the presence of several key dignitaries including Jayant Chaudhary, Union Minister of State (Independent Charge) for Skill Development & Entrepreneurship and Minister of State for Education, Dr. Vanlalhlana, Mizoram's Minister of School Education, Higher & Technical Education, Khilli Ram Meena, Chief Secretary to the Government of Mizoram, and other senior officials, educators, and students.

Mizoram, which attained statehood in 1987, has consistently ranked among the top states in terms of literacy. According to the 2011 Census, it had a literacy rate of 91.33%, the third-highest in the country at the time. Building on this solid foundation, the state implemented the ULLAS – Nav Bharat Saaksharta Karyakram (New India Literacy Programme) to identify and educate the remaining non-literate individuals.

A comprehensive door-to-door survey conducted in August–September 2023 by Cluster Resource Centre Coordinators (CRCCs) identified 3,026 non-literate persons in the state. Of these, 1,692 actively participated in learning activities. Based on this outreach and the Ministry of Education's benchmark that defines full literacy as a literacy rate above 95%,

Mizoram successfully crossed the threshold. The PFLS survey for 2023–24 confirmed this success, placing the state’s literacy rate at an impressive 98.20%.

This achievement was made possible through the commitment of 292 volunteer teachers, including students, educators, and local officials, who took up the mission of educating every last citizen with a spirit of *Kartavya Bodh* (sense of duty) and deep cultural pride. Their dedication, supported by the Mizoram government and the community, played a pivotal role in transforming the educational landscape of the state.

ULLAS – Nav Bharat Saaksharta Karyakram is a centrally sponsored initiative aligned with the National Education Policy (NEP) 2020, aimed at promoting adult education. The programme focuses on five components: Foundational Literacy and Numeracy, Critical Life Skills, Basic Education, Vocational Skills, and Continuing Education. Launched in 2022 and running till 2027, it targets adults aged 15 and above who missed formal schooling.

Nationally, the ULLAS scheme has seen significant outreach, with over 2.37 crore learners and more than 40.84 lakh volunteer teachers registered on the ULLAS mobile app. More than 1.77 crore neo-literates have participated in the Foundational Literacy and Numeracy Assessment Test (FLNAT) so far.

Earlier, in June 2024, Ladakh became the first administrative unit in India to achieve full literacy. Mizoram’s latest milestone now marks the first full state-level success, setting a new benchmark in the country’s pursuit of universal education.

- हिंदी खबर (/hindi/khabar/)



Tamil Nadu Chief Minister MK Stalin (File Photo/@mkstalin)

NEP Row: Tamil Nadu govt moves SC against Centre for withholding funds

ANI | Updated: May 21, 2025 09:29 IST

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News

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New Delhi [India], May 21 (ANI): The Tamil Nadu (/topic/tamil-nadu) government has filed a petition before the Supreme Court against the Government of India (/topic/government-of-india) for allegedly withholding funds after the state government decided not to implement the New Education Policy (/topic/new-education-policy), 2020

In the petition, the Tamil Nadu (/topic/tamil-nadu) government has sought the release of more than 2000 crores under Samagira Sikha Scheme. The state government has urged the SC (/topic/sc) to fix a timeframe and sought the recovery of the amount with a future interest at the rate of 6% per annum on the principal sum.

The state government has also asked SC (/topic/sc) to declare Union Government's action of withholding funds under the Samagra Shiksha Scheme to implement NEP (/topic/nep) as "unconstitutional, illegal, arbitrary and unreasonable."

The state government, led by CM MK Stalin (/topic/mk-stalin), has also asked the apex court for a declaration that the National Educational Policy, 2020 and the PM SHRI Schools Scheme are not binding on Tamil Nadu (/topic/tamil-nadu).

The DMK government also asked the SC (/topic/sc) to direct the defendant to continue to comply with and perform its statutory obligations of paying to the Plaintiff State grants in aid of revenues for implementation of obligations under The Right of Children to Free and Compulsory Education Act, 2010, including but not limited to paying the Defendant's share of 60% of expenditure in accordance with law before the commencement of every academic year and within the

time frame.

Earlier, CM MK Stalin (/topic/mk-stalin) had announced that they would go before the Supreme Court to seek funds for the State.

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The government has strongly opposed implementing the NEP (/topic/nep), raising concerns over the three-language formula and alleging that the Centre wants to "impose" Hindi.

Earlier, SC (/topic/sc) has dismissed a PIL seeking implementation of the three-language formula, proposed by the National Education Policy (NEP (/topic/nep)) 2020, in Tamil Nadu (/topic/tamil-nadu), Kerala and West Bengal.

A bench headed by Justice JB Pardiwala refused to entertain the plea, saying the court cannot directly compel a state to adopt a policy like the National Education Policy 2020. The top court in its order stated.

"It (court) cannot directly compel a state to adopt a policy like the National Education Policy 2020. The court may, however, intervene if a state's action or inaction related to the National Education Policy violates any fundamental rights. We do not propose to examine this issue in this writ petition. We believe that the petitioner has nothing to do with the cause he proposes to espouse. Although he

may be from the state of Tamil Nadu (/topic/tamil-nadu), yet on his own admission, he is residing in New Delhi. In such circumstances, this petition stands dismissed." (ANI)

TAGS

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Mizoram Becomes India's 1st Fully Literate State



Mizoram has been declared India's first fully literate state, marking a historic milestone in the state's educational journey. Union Education Minister Dharmendra Pradhan congratulated the people of Mizoram for this achievement.

In a social media post, Mr. Pradhan said that this is a momentous and proud milestone in the State's educational journey and also a moment of great pride for the nation. He added that this is also a result of the collaborative efforts and resolve of the people and the State government. The Minister also wished that Mizoram's achievement would inspire all States and Union Territories to pursue inclusive, equitable and lifelong learning with the same spirit of dedication for achieving the goal of Viksit Bharat

किताबों की पायरेसी करने वालों पर नकेल कसेगा आईआईटी कानपुर

किताबों के लिए विशेष क्यूआर कोड व स्याही तैयार की, अभिभावक स्कैन कर जांच कर सकेंगे

सीमा शर्मा

नई दिल्ली। अब किताब माफिया राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की किताबों की नकल (पायरेसी) नहीं कर पाएगा। आईआईटी कानपुर के विशेषज्ञों ने किताबों की पायरेसी करने वाले माफिया पर नकेल कसने के लिए एनसीईआरटी किताबों के लिए विशेष क्यूआर कोड का सुरक्षा कवच तैयार किया है।

आईआईटी के इस क्यूआर कोड के सुरक्षा कवच को भेदना किसी भी माफिया के लिए आसान नहीं होगा। खास बात यह है कि किताब खरीदने से पहले छात्र या अभिभावक बिना किसी की मदद से सिर्फ एक एप से क्यूआर कोड को स्कैन करके किताब असली है या पायरेटेड, इसकी पहचान कर सकते हैं। एक साल में यूपी, गुजरात, पंजाब, बिहार, मध्य प्रदेश, हरियाणा, राजस्थान समेत 13 राज्यों में 27 छापों में 15 करोड़ रुपये से अधिक

शैक्षणिक सत्र 2025-26 के तहत पहले चरण के पायलट प्रोजेक्ट में कक्षा चौथी और सातवीं की 10 लाख किताबों को क्यूआर कोड की सुरक्षा कवच मिला है। आईआईटी कानपुर द्वारा तैयार विशेष क्यूआर कोड ब्रेल लिपि की तरह उभरा हुआ है। इसे तैयार करने के लिए आईआईटी के विशेषज्ञों ने

10 लाख किताबों को मिला कवच

विशेष स्याही (स्याही तैयार करने वाली तकनीक भी आईआईटी की है) भी ईजाद की है, जिसका पेटेंट भी करवा रखा है। इसलिए इसको कॉपी नहीं किया जा सकेगा। क्यूआर कोड का पूरा डाटा एनसीईआरटी सर्वर पर सुरक्षित रहता है। हर विषय की किताब की प्रति कॉपी का कोड अलग-अलग है। जैसे ही कोई क्यूआर कोड को चेको (सीएचईसीकेओ) एप के माध्यम से स्कैन करता है तो एनसीईआरटी सर्वर से वैरिफाई होकर किताब का कोड नंबर सामने आ जाता है। उदाहरण के तौर पर राजनीति विज्ञान की एक कॉपी का क्यूआर कोड बीओ 2271.8वाई है तो इसी कक्षा की पॉलिटेक्नल साइंस की दूसरी कॉपी का क्यूआर कोड बीओ 2291.5 जेएस यानी अलग रहेगा।

मूल्य की पायरेटेड किताबें, पेपर, प्रिंटिंग मशीन जब्त की हैं।

केंद्र सरकार के वरिष्ठ अधिकारी ने बताया कि मार्केट में एनसीईआरटी किताबों के बीच पायरेटेड किताबें भी धड़ाधड़ बिक रही हैं। यह देखने में हूबहू एनसीईआरटी की असली किताबों की तरह ही लगती हैं। इनकी पहचान करना एनसीईआरटी के लिए भी मुश्किल हो रहा था। क्योंकि

किताब माफिया ने वर्ष 2003 में एनसीईआरटी की किताबों में प्रयोग होने वाले सुरक्षा कवच 'वाटर मार्क पेपर' को कॉपी कर लिया है।

इसके कारण असली और पायरेटेड किताब में आम आदमी के साथ-साथ दुकानदारों को भी फर्क करना मुश्किल है। इसीलिए एनसीईआरटी ने अपनी किताबों को पुस्तक नकल माफिया से बचाने को आईआईटी से विशेष सुरक्षित

दिल्ली समेत एनसीआर में माफिया सबसे

अधिक सक्रिय

देशभर में दिल्ली-एनसीआर में सबसे अधिक किताब माफिया सक्रिय है। यह एनसीईआरटी किताबें पायरेटेड करके दुकानों को सप्लाई करते हैं। इसीलिए पिछले एक साल में एनसीईआरटी टीम ने दिल्ली के स्वरूपनगर, न्यू उस्मानपुर व समयपुर बादली, यूपी के नोएडा, गाजियाबाद, साहिबाबाद, लोनी, हापुड व अलीगढ़, हरियाणा के चरखी-दादरी, पलवल, गुरुग्राम व फरीदाबाद, राजस्थान के जयपुर व भिवाड़ी, असम के गुवाहाटी, ओडिशा के भुवनेश्वर, मध्य प्रदेश के जबलपुर, केरल के एनकुलम, बिहार के पटना, गुजरात में अहमदाबाद, पश्चिम बंगाल में खड़गपुर, झारखंड के रांची में 27 जगह छापे मारकर करोड़ों रुपये की पायरेटेड किताबें जब्त की हैं।

तकनीक ईजाद करवाने पर बात की थी। इसी के आधार आईआईटी कानपुर ने यह तकनीक ईजाद की है।

The Times of India, 22 May 2025, Page No.-16

Centre trying to impose NEP, withholding funds, TN tells SC

'Declare Linking Of NEP To Samagra Shiksha Scheme Funds Illegal'

New Delhi: Tamil Nadu govt has moved Supreme Court against the Centre for allegedly withholding over Rs 2,151 crore in central education funds under the Samagra Shiksha Scheme for 2024-2025.

The DMK govt's plea, filed against the Union ministry of education, invokes Article 131 of the Constitution which provides exclusive jurisdiction to the Supreme Court to hear pleas between the Centre and one or more states, or between one or more states.

The state govt alleged Centre attempted to force the implementation of National Education Policy, 2020 and the associated PM SHRI Schools Scheme, which it strongly objected to, particularly the contentious three-language formula.

The top court, therefore, was urged to declare "NEP and the PM SHRI Schools Scheme are not binding on the plaintiff state unless and until a formal agreement is entered into between the plaintiff and the defendant for their implementation within Tamil Nadu".



TN govt's plea invokes Art 131 of Constitution which provides exclusive jurisdiction to SC to hear petitions between the Centre and one or more states, or between one or more states

The lawsuit has also sought a declaration that the action of the Centre to link Tamil Nadu's entitlement to receive funds under the Samagra Shiksha Scheme to implementation of NEP, 2020, and the PM SHRI Schools Scheme within the state are "unconstitutional,

illegal, arbitrary, unreasonable".

It has also urged the apex court to declare Centre's letters of Feb 23, 2024 and March 7, 2024 as "illegal, null, void ab initio and not binding on the state govt".

The dispute stems from non-release of central funds under Samagra Shiksha Scheme, a flagship centrally sponsored programme for school education aimed at universalising quality education. The Project Approval Board of education ministry had approved a total outlay of Rs 3,585.99 crore for Tamil Nadu for FY 2024-25, of which Centre's committed 60% share amounted to Rs 2,151.5 crore.

The plea stated that despite this approval, no instalments have been disbursed by Centre as yet. Union govt, it said, unilaterally linked the release of these funds to Tamil Nadu's full implementation of NEP 2020 and the signing of an MoU for the PM SHRI Schools Scheme — conditions which were neither part of the original Samagra Shiksha Scheme nor agreed upon by the state.

Tamil Nadu moves SC for release of education funds

State govt. files a suit against Union government for non-disbursement of over ₹2,000 crore, alleges funds have been withheld owing to its opposition to National Education Policy, 2020

Krishnadas Rajagopal
NEW DELHI

The State of Tamil Nadu has filed an original suit in the Supreme Court accusing the Centre of stopping its annual share of crucial education funds of over ₹2,000 crore under the Samagra Shiksha Scheme.

The suit, represented by senior advocate P. Wilson, said the “glaring and apparent reason” for the non-disbursement of funds was the State’s vociferous opposition to the imposition of the National Education Policy (NEP), 2020 with its three-language formula and the NEP-exemplary PM Shri School Scheme. The scheme mandates the implementation of the NEP, 2020 in its entirety in the State.

The suit, filed through Tamil Nadu State counsel Sabarish Subramanian, submitted that the Samagra Shiksha Scheme was not connected to the NEP,



The suit argued that the Centre is trying to coerce the State to implement the NEP in its entirety. LAKSHMI NARAYANAN E.

2020 and PM Shri School Scheme in any way.

“The Union Government by withholding the State’s entitlement to receive funds under the Samagra Shiksha Scheme is in ignorance of the doctrine of cooperative federalism. The halt of education funds amounts to the usurpation of the constitutional power of the State to legislate under Entry 25,

List III (education). The Union Government seeks to coerce the State to implement the NEP-2020 throughout the State in its entirety and to deviate from the education regime followed in the State,” the suit argued.

Students affected

Of the total ₹3,585.99 crore, approved by the Project Approval Board,

the Centre is yet to disburse ₹2151.59 crore, towards its obligatory 60% contribution share to Tamil Nadu for 2025-26. The lack of funds had affected 43,94,906 students, 2,21,817 teachers and 32,701 staff in the State.

The State sought a judicial declaration that the NEP, 2020 and PM SHRI School Scheme was not binding on Tamil Nadu.

It urged the court to declare the linkage of the State’s entitlement to receive Central share of education funds under the Samagra Shiksha Scheme with the total implementation of the NEP-2020 PM SHRI Schools “unconstitutional, illegal, arbitrary and unreasonable”.

The suit wanted the Centre to pay up ₹2,291 crore to the State within a specified time fixed by the top court along with 6% interest per annum on the principal sum from May 1, 2025 till the date of realisation of the decree.

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NCERT's Covid-19 modules glorify PM Modi's pandemic management, omit death toll: Report

Vartha Bharati | 22-05-2025 | 16:20:00 IST



Representational image (PTI)

New Delhi: New Covid-19 reading modules developed by the National Council of Educational Research and Training (NCERT) reportedly laud Prime Minister Narendra Modi's leadership during the pandemic but omit any mention of the death toll.

The release of these educational materials comes shortly after the latest government data showed that Covid deaths was six times higher than official figures released in 2021, as reported by The Telegraph on Thursday. According to the Civil Registration System data published on May 7, approximately 21 lakh more deaths were recorded in 2021 compared to the Centre's claim of 3.3 lakh Covid-related fatalities for that year.

The apex textbook-preparing body has developed four Covid-19 modules as additional reading material for students across different age groups—ranging from pre-school to Class XII. However, none of them mention the pandemic's death toll or reflect the widespread suffering endured during India's devastating Covid waves.

The middle school (Classes VI to VIII) module, titled "An Indian Perspective of Prevention and Management of Covid-19", credits PM Modi with initiating early preventive steps. "He requested the citizens to follow certain measures to ensure the containment of fast fast-spreading virus," the text, as cited by The Telegraph, read.

It then discussed the 21-day nationwide lockdown announced on March 24, 2020, describing it as a move by "the Indian Government," notably omitting Modi's name.

The module, according to the report, also praised Indian scientists for developing a Covid-19 vaccine within a short span of time and stated that "Honourable Prime Minister Narendra Modi praised the Indian scientists and launched the vaccination drive through video conferencing."

Additionally, the module mentioned an economic stimulus package announced by Modi but reportedly offered limited insight into the hardships faced by scores of people during the lockdown imposed during the global pandemic.

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Covid cases rise in Bengaluru; Nine-month-old tests positive, Karnataka issues advisory

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NCERT, CBSE Short on Staff to Achieve New Education Policy's Goals: Who Suffers?

A diminished workforce translates to stalled progress in making public education more inclusive and equitable.

AAKRITI HANDA

Published: 22 May 2025, 2:25 PM IST

EDUCATION



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Research and Training (NCERT).

These are the findings of the Parliamentary Standing Committee on Women, Children, Education, Youth and Sports which were presented in Parliament on 26 March this year.

CBSE and NCERT are two of the seven autonomous bodies that fall under the Department of School Education and Literacy (DSEL).

The remaining five are:

- 1 National Council for Teacher Education (NCTE)**
- 2 National Institute of Open Schooling (NIOS)**
- 3 National Bal Bhavan (NBB)**
- 4 Kendriya Vidyalaya Sangathan (KVS)**
- 5 Navodaya Vidyalaya Samiti (NVS)**

These bodies help in the implementation of various schemes related to school education. Of the seven, NCTE, NIOS and CBSE do not receive any budgetary allocation from DSEL.

While we looked at unspent funds and unfilled teachers' posts in KVS and NVS in the third story for **The Quint's State of Education** series; in this story, we talk about the acute shortage of staff in crucial educational institutions such as NCERT and CBSE, which are tasked with driving systemic change.

We also look at institutions like NIOS — which caters to children belonging to marginalised communities or with special needs — and NCTE, which works towards training and mentoring teachers.

A large number of vacancies in such institutions means a direct impact on children, who need extra attention — which is not only counter-productive but also widens the gap between the privileged and those on the margins.



One in Three Posts Vacant at NCERT; Marginalised Communities Under-represented

NCERT was registered as a society in 1961 and was set up to advise the Central and state governments on policies to improve the quality of school education. NCERT does so by preparing model textbooks, publishing reading material, training teachers, etc.

For this, NCERT was allocated Rs 560 crore (revised) for FY 25. Of this, Rs 506 crore—or nearly 90 percent of the funds—were spent.

However, NCERT has many teachers' posts lying vacant. For instance, 27.5 percent of posts are vacant in 'Group A' comprising academic staff.

Similarly, among teaching staff, 37.5 percent posts are vacant in Group A while 46 percent are vacant in Group B. Of the total sanctioned strength of 271 teachers in Groups A and B, 124 — or 45.7 percent — remain vacant.

Besides, the under-representation of teachers and academic staff from the marginalised communities — Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), Economically Weaker Sections (EWS) and Persons with Disabilities (PwD) — reflects in the curriculum being designed by NCERT.

For instance, in the last five years, the following sections have been removed from NCERT books:

- **The autobiographical account of renowned Dalit writer Omprakash Valmiki, which talks about caste discrimination, has been removed from Social Science textbooks for classes 7 and 8.**
- **A passage on manual scavenging from social activist Harsh Mander's book [was removed](#) from the Class 12 Sociology textbook as was a poem on the Dalit movement.**
- **References to the Tawa Matsya Sangh, a cooperative movement by displaced forest dwellers in Madhya Pradesh advocating for their fishing rights, was also omitted. It was earlier used to illustrate grassroots activism and Adivasi rights movements.**

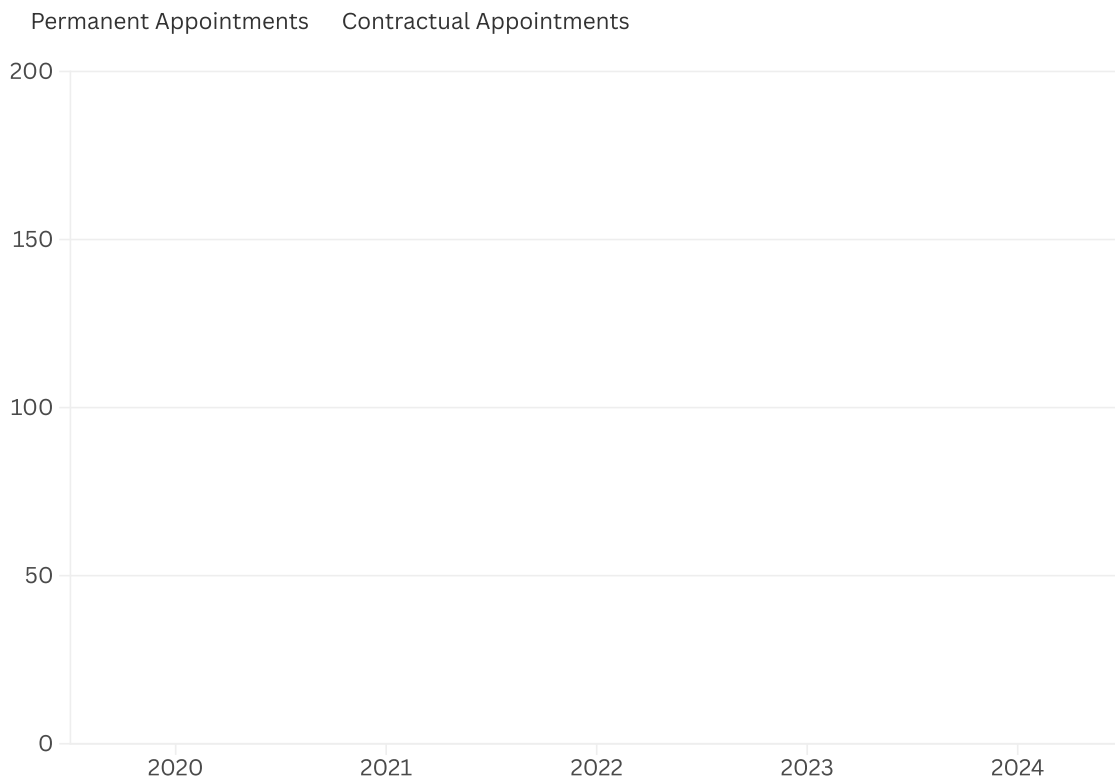


unbiased knowledge through an objective curriculum becomes all the more cardinal.

"However, it is shocking to see NCERT promulgating political agenda in children's textbooks by deleting chapters on, say, the Delhi Sultanate or the Mughal Empire. It wouldn't come as a surprise if the recruitment of staff at NCERT was also driven by the same agenda," claimed Ranjan, who is the Coordinator, National Secretariat at RTE Forum, a group of organisations working for the implementation of the RTE Act.

Another worrying trend pointed out in the report was the increase in the number of contractual appointments, coupled with reduced permanent appointments.

Permanent vs Contractual Appointments (In NCERT)



Source: 363rd Report by Parliamentary Standing Committee on Education, Women, Children, Youth and Sports

* A Flourish chart

No permanent staff—in Group A or B—was recruited by NCERT in 2021 and 2022, while one was recruited in Group B in the year 2023. Data was not available for contractual hirings in 2020.

The committee recommended NCERT to fill up vacancies "in mission mode" by the end of this year and to stop contractual hiring completely as it undermines reservations for marginalised communities.



Despite 779 Vacancies at CBSE, Only 20 Hirings in 2024

CBSE is an examination conducting body under the control of the Union Education Ministry. It grants affiliation to schools for conducting Class 10 and Class 12 board exams as well as trains teachers. At present it has 30,564 schools under its ambit.

However, 43.39 percent—or a little less than half—the total number of posts are lying vacant in CBSE.

Despite 779 vacant posts, only 20 posts were filled in 2024; while 23 posts were filled in 2023.

Taking serious note “of the casual approach of DSEL and CBSE,” the Parliamentary Standing Committee directed them to fill up the vacancies (including backlog) in mission mode latest by 2025-end.

The committee also recommended CBSE to:

- 1 Monitor malpractices of private schools such as charging exorbitant fees, and mandating purchase of books, uniforms, shoes from specific vendors at high prices.**
- 1 With respect to conduct of two board exams, the examination fee must not be hiked for all students but only those who opt for an additional attempt.**

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marginalized groups, and differently-abled individuals. It plays a significant role in achieving the objectives of the New Education Policy, 2020 by bridging the gap in formal education and providing alternate learning opportunities.

For instance, NIOS has developed over 1000 Indian Sign Language (ISL) videos and talking books, covering 23 subjects at both the Secondary and Senior Secondary levels. It is important to note that NIOS does not get any budgetary support from DSEL.

From the year 2019 to 2024, NIOS filled up 98 posts by direct recruitment on permanent basis. However, 139 or 35 percent of the total sanctioned posts remain vacant.

A diminished workforce translates to stalled progress in making public education more inclusive and equitable. This directly affects children belonging to vulnerable groups, who count on public education for upward social mobility.

The committee recommended that vacant posts are filled at the earliest by the end of 2025. It added that NIOS should offer courses in languages other than English and Hindi as well. Further the committee noted that NIOS has “surplus revenue” which it can devote to dedicated office space for its regional centres.

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More Than Half Posts Vacant in NBB; No Permanent Hiring Since 2020

NBB was established as a society in 1956 and provides non-formal education centres for children between the ages of 5 and 16 years. Its objective is to enhance the creative potential and skills of children by imparting training in activities such as art, craft, music, dance, handicraft, weaving, home management and physical education.



December 2024. These include the ones which have been filled through contractual appointments, which comprise 54 percent of the sanctioned strength.

Weekly Quiz

Score: 0

Time: 30 seconds

Neeraj Chopra registered a remarkable 90.23m throw at the Doha Diamond League, becoming only the third Asian to breach the 90m mark in javelin. Who secured first place at the event with a throw of 91.06m?

Julian Weber

Anderson Peters

Kishore Jena

Arshad Nadeem

Previous

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“The Committee expresses its anguish over the fact that NBB has not appointed a single personnel on permanent basis from January 2020 till 31st December 2024. Only two appointments in Group 'A' and Group 'C' have been made by "deputation" during last five years which describes the state of affairs in NBB.”

It noted that the NBB cannot realise its vision through vacant posts and contractual appointments and asked the institution to fill up permanent appointments by the end of this year.

The committee also stated its dissatisfaction with the geographical dispersion of Bal Bhawans and recommended one for each district across India.

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No New Recruitments at NCTE Since 2019

NCTE was established by an act of the Parliament in 1995. It grants recognition to teacher education institutions and works towards training and mentoring of teachers as well as enhancing their personal and professional development. It does not receive any budgetary support from DSEL.

NCTE has not made any new recruitments of permanent teaching, non-teaching or administrative staff since 2019 "in view of directives given by Secretary, DSEL in September 2020." Besides, over half of the posts at NCTE are vacant as of now.

While 164 staffers were hired on a contractual basis, none of them was a teacher.

The Committee said that it "fails to understand why Secretary, DSEL had issued such directives for stoppage of recruitment since September 2020 which has adversely affected the day-to-day working of NCTE" and recommended DSEL to withdraw the directives immediately so as to fill up vacancies.

It also observed that persistent teachers' shortages, outdated training methodologies, and curriculum gaps have weakened the education system.

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Appeal from The Quint

Dear reader,

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The Telegraph *online*

Saturday, 24 May 2025

Home / India / NCERT Covid modules mum on toll, laud Prime Minister Narendra Modi's pandemic management

NCERT Covid modules mum on toll, laud PM Modi's pandemic management

The modules have been released at a time latest government data has found that the number of Covid deaths was six times more than the official data released in 2021



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Representational image
File picture



Reading modules on Covid-19 prepared by the National Council of Educational Research and Training (NCERT) glorify the role of Prime Minister Narendra Modi in "effectively managing" the pandemic, but are silent on the death toll.

The apex textbook-preparing body has come out with four modules on the subject as additional reading material for students of pre-school to Class II, Classes III-V, Classes VI to VIII, and Classes IX to XII. None of them talk about Covid deaths.

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The modules have been released at a time latest government data has found that the number of Covid deaths was six times more than the official data released in 2021. The new data from the Civil Registration System, published on May 7, shows that about 21 lakh more deaths were registered in 2021 against the Centre's claim that year that 3.3 lakh people had died of the virus.

The module for middle school students (Classes VI to VIII) is on "An Indian Perspective of Prevention and Management of Covid-19". It says Modi addressed the nation on March 19, 2020, and imposed a "Janata Curfew" from 7am to 9pm on March 22.

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"He requested the citizens to follow certain measures to ensure the containment of fast fast-spreading virus," the module says.

On March 24, 2020, Modi had declared a lockdown for 21 days. The module, however, skips Modi's mention and states that "the Indian Government ordered a 21-day state-wide lockdown on the late evening of 24 March 2020... as a preventive step against the Covid-19 pandemic. The lockdown slowed the spread rate of Covid-19. But the lockdown extended multiple times, as the spread of Covid-19 was slow but still it was growing".

The module says Indian scientists developed a Covid-19 vaccine within a short period. "Honourable Prime Minister Narendra Modi praised the Indian scientists and launched the vaccination drive through video conferencing," it says.

The module says Modi announced a stimulus package to alleviate the economic impact of the lockdown, but it offers little information on the misery faced by the people.

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NO HALF TRUTHS

Yogi govt plans NCERT push, structural overhaul in madrasa education in UP

BY Team MP 22 May 2025 12:43 AM

Lucknow: The Yogi Adityanath government is set to introduce sweeping reforms in Uttar Pradesh's madrasa education system, with a proposal to amend the UP Board of Madrasa Education Act, 2004. The key focus is mainstreaming madrasa students by mandating Hindi and English education till Class 10 and integrating NCERT and SCERT curricula in lower classes.

Under the proposed reforms, madrasas will teach the NCERT syllabus from Classes 1 to 3 and SCERT syllabus from Classes 4 to 8. Teaching of Sanskrit is currently excluded from the new framework. The reforms also require madrasas to set up science and computer labs, in a push toward modern education.

A high-level committee headed by the Director of Minority Welfare has been tasked with finalising new affiliation norms, including minimum infrastructure standards — classrooms, libraries, drinking water, toilets, and furniture. The UP Madrasa Board is also set for an overhaul to improve efficiency and transparency, with plans to digitise marksheets and introduce teacher training in digital pedagogy.

The proposals, discussed in a recent meeting chaired by Chief Minister Yogi Adityanath, are expected to be tabled before the state cabinet and possibly introduced ahead of the upcoming monsoon session of the legislature.

“The goal is to blend traditional teachings with subjects like science, mathematics, and computers to ensure madrasa students are not left behind,” said a senior official in the Minority Welfare Department.

The move has drawn mixed reactions. Samajwadi Party leader Rajendra Chaudhry supported the inclusion of modern subjects but warned against “state overreach” in religious matters. Dr. Arshad Jamal, former AMU professor, echoed this, saying reforms are welcome but must come through consultation, not imposition.

On the other hand, BJP leaders praised the initiative. “This is a step towards inclusive development. It equips madrasa students for today’s job market while respecting their identity,” said BJP state vice-president Vijay Bahadur Pathak.

Next Story

At Niti Aayog meet, TN CM demands 50 percent share in central taxes

BY MPost 24 May 2025 4:15 PM



Chennai: Tamil Nadu Chief Minister M K Stalin on Saturday sought the Centre to enhance the state’s share in central taxes to 50 per cent and also underscored the necessity for a dedicated urban transformation mission in the state. Speaking at the Niti Aayog meeting in New Delhi, he ‘demanded a rightful 50 per cent share for states in central taxes.’ “We currently receive only 33.16 percent against the promised 41,” the Chief Minister said in a post on the social media platform X. He further said “on the lines of Amrut 2.0, I stressed the need for a dedicated urban transformation mission, as Tamil Nadu is the most urbanised state in India.” “Also, I urged a #CleanGanga-style project for Cauvery, Vaigai and Thamirabarani, with names in English for national coherence and regional pride,” Stalin said.

NCERT issues guidelines to encourage experiential learning

By Sridhar Vivan / Updated: May 22, 2025, 06:00 IST



During 'Bag-Free' days, students will not carry school bags and will participate in various activities that provide hands-on learning experiences in different areas

Initiative is expected to help students build stronger connection with real-world scenarios, ultimately preparing them to make informed career choices, says official

In a significant move to promote experiential and skill-based learning, the National Council of Educational Research and Training (NCERT) has introduced guidelines to observe ten 'Bag-Free Days' in

schools across India. The initiative aims to break away from textbook learning for students of Classes 6 to 8 and instead immerse them in practical and co-curricular activities.

The Department of State Educational Research and Training (DSERT), Government of Karnataka, has instructed school principals to conduct one 'Bag-Free Day' every month, making it ten such Saturdays over the academic year. During these days, students will not carry school bags and will participate in various activities that provide hands-on learning experiences in nature, technology, industry, and vocational skills.

An official said that the primary aim of the 'Bag-Free Day' initiative is to reduce the disconnect between theoretical learning and its practical application, thus helping students acquire essential life and career-oriented skills. "To support this goal, the NCERT, in collaboration with the Central Institute of Vocational Education (PSS Central Institute), has developed a comprehensive 108-page handbook that outlines a range of structured activities," the official noted. The official said that these activities are designed to promote multi-skill development, encourage teamwork and collaboration, enhance creative thinking and problem-solving abilities, and cultivate soft skills and aesthetic awareness among students.

The learning framework has been divided into three key categories to ensure a holistic approach. Under the 'Science, Environment, and Technology' segment, students will participate in activities such as visiting bird sanctuaries and solar parks, conducting soil testing, joining 'Go Green' cycle rallies, identifying trees and birds around the school, spending time in natural settings, and exploring biogas plants, artificial intelligence, cyber security centers, and waste management facilities. They will also carry out surveys related to pet care and animal welfare.

In the 'Community and Institutional Exposure' category, students will be taken on field visits to various public institutions including hospitals, government offices, NGOs, banks, railway stations, factories, and vegetable markets. These visits are aimed at giving students firsthand experience of how different sectors operate and interact within the community. For 'Art, Culture, and Creative Expression', the programme encourages students to take part in puppet shows, toy and kite making, organising book fairs, and learning performing arts such as dance, drama, and mime. Additionally, they will visit historical monuments and engage in creative exercises like making art from waste materials.

An official said that the NCERT handbook highlights several key activities that will be integrated into the 'Bag-Free Days', including educational tours, field visits, hands-on experiments, environmental studies, community surveys, interviews with parents and locals, as well as group projects and case studies. "Beyond making learning more interactive and enjoyable, the initiative is expected to help students build a stronger connection with real-world scenarios, ultimately preparing them to make thoughtful and informed career choices in the future," the official added.

Class 12 student's lake revival project shines at Ideathon '25

NEW DELHI: Last year, 16-year old Amairah Anand had undertaken the humongous job of biological intervention in the Patel Nagar lake. What started with sample collection and controlled experiments at her school ultimately led to Anand and her teammate winning the third place in Ideathon 2025 organised by the Kalinga Institute of Industrial Technology.

A student from Sanskriti School in Chanakyapuri, Anand, who wishes to study material science and biochemistry, named her real-time project "SAFI".

"About 16 months ago, I started the project called SAFI, or Sustainable Aquatic Floating Islands. The Patel Nagar lake was polluted and overcome with algae, following which I had taken a sample to my school lab for testing," said Anand. Following her experiment,



Amairah Anand

when she found high concentration of ammonia, nitrates and other pollutants, she went ahead to create 42 water islands to induce rhizofiltration in the lake.

Rhizofiltration is a technique that uses plant roots to remove pollutants. The root system acts as a filter, trapping contaminants through processes like adsorption. While some pollutants are absorbed and incorporated into the plant's tissues, others are adsorbed and retained in the roots.

"I conducted controlled experiments in my school lab, testing 14 aquatic species, including sunflower and mustard. Ultimately, syngonium and money plants exhibited the highest biofiltration efficiency, with root microbiota enhancing nitrate uptake via symbiotic nitrogen assimilation," Anand said. On May 15, it was chosen as the third best by KIIT.

Anand said she has also been selected to attend a summer programme under Research Science Institute India, sponsored by the Adani Group, from June 15 to July 26, at IISc Bengaluru. "In the long term, I aim to scale this project beyond a single lake and for that, I am in discussions with Indian Council of Agricultural Research to conduct large-scale testing and potential implementation in multiple water bodies," she added.HTC

CBSE mandates change in primary language at foundational level

By [Niraj Pandit](#)

May 24, 2025 07:52 AM IST

This change brings CBSE institutions in line with the National Education Policy (NEP) 2020, which emphasises learning in the home language for better cognitive and emotional development in early childhood

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MUMBAI: The Central Board of Secondary Education (CBSE) has issued a directive that will reshape language instruction at the foundational level in affiliated schools across the country. CBSE schools will now use the “mother tongue” or state language as the primary language, or medium of instruction, from kindergarten up to Class 2. This is in line with the new guidelines of the National Curriculum Framework (NCF) 2023.



CBSE schools will now use the “mother tongue” or state language as the primary language, or medium of instruction, from kindergarten up to Class 2. Representative photo of CBSE students. (HT Archives) (Hindustan Times)

According to a circular dated May 22, 2025, the primary language of learning should be the one that is most familiar to the child, preferably the “mother tongue”. Where that isn’t possible, the state language must be used. This language will serve as the medium of instruction for all subjects at the foundational stage, until the child gains basic literacy in another language.

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In Maharashtra, until now, most CBSE schools had adopted English as the medium of instruction, and were teaching Hindi as the second language. From the 2025-26 academic year, however, the state language, or Marathi, would be the primary language, with either English or Hindi as the second language offering.

This change brings CBSE institutions in line with the National Education Policy (NEP) 2020, which emphasises learning in the home language for better cognitive and emotional development in early childhood.

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ular also clarified that at the foundational level (children aged between 3 and 8), the goal is to develop basic literacy and fluency in their home language. Students should be able to read and write simple sentences, express their experiences, and understand what they read. Alongside this, a second familiar spoken language will be introduced gradually.

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Q. Did India's strategy of preparing turning tracks for New Zealand backfire?

Yes

No

Explaining the circular, Rajiv Kumar Garg, city coordinator of CBSE, said, "In a city like Mumbai, a cosmopolitan city, we have to take liberty of the Hindi language along with the state language." He said that currently from Class 1, schools have three language teachings, which will now be from the pre-primary section. "Now till Class 2, schools will teach the state language and English, and from Class 3 onwards, students will have to choose a third language," Garg added.

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Kalpana Dwivedi, principal of Bal Bharati Public School, Kharghar, Navi Mumbai, said, "We began introducing the mother tongue as a medium of instruction from the 2024-25 academic year, soon after the NCF 2023 was announced. In a diverse city like Mumbai, we remain flexible, offering Hindi or Marathi, based on what suits the students and their families best. As per the new CBSE guidelines, we will continue to train our teachers regularly to ensure smooth implementation."

The CBSE also stated that schools are encouraged to use resources like the NCERT's 'Jadui Pitara' (a box of fun, story-based teaching materials) and digital textbooks in multiple languages. The learning approach will be play-based and activity-oriented, especially at the pre-primary level.

According to the circular, implementation will begin in July 2025. Monthly progress reports will be required starting July, and schools may be visited by academic observers to ensure smooth implementation.

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History as a Political Tool: Muslim Rulers Expunged from Textbooks

Prof Ram Puniyani

May 24, 2025

THE New Education Policy (NEP) 2020 is being implemented gradually. Apart from other things, the NEP focuses on Indian knowledge systems and Indian traditions. The changes to history have deleted the Delhi Sultanate and Mughal rule from the textbooks. A good seven centuries of history have been put into the dustbins, even as it is a pretty long period by any standards.

While the National Council of Educational Research and Training (NCERT) had previously trimmed sections on the Mughals and Delhi Sultanate – including detailed account of dynasties like Tughlaqs, Khiljis, Mamluks, and Lodis and a two-page table on Mughal emperors' achievements as part of its syllabus rationalisation during the COVID-19 pandemic in 2022-23, the new textbook has now removed all references to them.

All references to the Delhi Sultanate and Mughal rulers have been deleted from the 7th standard textbook. In addition to the other books, wherever the references to Muslim rule are, that stands deleted. What also stands deleted is the reference to post-Mumbai (1992-93 violence), post-Gujarat violence (2002), the references to Nathuram Godse being a trained pracharak (propagandist) of the RSS, the ban on RSS in the aftermath of Mahatma Gandhi's murder, among others. While Kumbh Mela finds a place, the stampede causing the death of scores of people and the Delhi station stampede have no place in the new scheme.

All this began with the COVID period when the pandemic offered a pretext to reduce the burden on students. It was followed by 'rationalisation', which meant deletion of these portions, causing discomfort to the Hindu nationalist ideology.

For the demonisation of Muslims and spreading hate against them, the Mughals have been projected as major villains of our history. Some earlier kings, like Alauddin Khilji, have also been under the hammer of the Hindutva narrative. So far, the demonisation of Muslims was structured around the destruction of temples by Muslim kings, contested vehemently by rational historians. The spread of Islam by Muslim rulers using their swords was another pillar of this vilification campaign. This is completely off the mark, as conversions to Islam took place due to social interaction with Muslim Arab traders to begin with. Later, many from the low castes embraced Islam to escape the tyranny of the caste system.

The ideology of Hindutva has gone to the extent of presenting this period as a dark era, likening it to a Holocaust against Hindus. No doubt, the era of the kingdoms is replete with wars for political reasons. Kings always wanted to expand their regimes, and in the process, many people were killed. To call it a holocaust is totally off the mark. The Hindutva narrative takes off from the communal historiography introduced by the British to pursue their 'divide and rule' policy. In this, all the motives of the kings are related to religion, and rulers are presented as representing the whole religious community.

The Hindu communal historiography took it further by claiming that Muslims and Christians were 'foreigners' who had tormented Hindus. The Muslim communal historiography presented the other side of the coin, where Muslims are regarded as rulers and Hindus as the subjugated populace.

The later trajectory of this logic helped the British to divide our composite land into India and Pakistan. Vinayak Damodar Savarkar articulated that there are two nations in this country, and Muhammad Ali Jinnah went on to demand a separate country for Muslims, Pakistan. Pakistan fell into the trap of Muslim communalism right from the word go. The textbooks in that country related the beginning of Pakistan's ideology with Mohammad bin Qasim in the 7th century. Today, their history books have completely deleted any reference to Hindu rulers. The hate that Muslim communalism spread against the Hindus peaked with their school texts removing all the references to Hindu kings and their culture.

In a way, India, during the last three decades, has been walking in the footprints of Pakistan. The mirror image of Pakistan's trajectory is being copied, probably to the last comma. This point was highlighted by Pakistan's poet

Before the H

version of society through multiple mechanisms like its Shiksha Boudhis, Ekal Vidyalays, Shishu Mandirs. In due course, mainstream media and social media also came to its service.

As such, culture is a continuously evolving process. During the period of history under the hammer of Hindutva, a lot of social changes took place. Apart from the architecture, the food habits, dress, and literature, the synthesis in the field of religion, the noble traditions of Bhakti and Sufi traditions took root. It was during this period that Sikhism emerged and flourished.

Now this political ideology may have to change the track. With Muslim rulers out of the way, how will they demonise the Muslims now? Newer techniques may be on the way to substitute Aurangzeb or Babar, as now they will be defunct!

History is very central to the concept of nationalism. Erich Fromm points out that 'History is to nationalism what poppy is to the opium addict'. Since the BJP came to power as the NDA in 1998, the major thing they did was called the "saffronisation of education". Here, history has been presented with the narrative of glorious and brave Hindu kings versus evil and aggressive Muslim kings. The charge has been that so far, history has been written by Leftists, who focused on Delhi rulers and who were pro-Muslim. The point is that textbooks did present details of particular dynasties depending on the historical length of their rule.

The history books of the decades of 1980s had a good deal of presentation of Hindu and Muslim kings. The narration was not revolving just around religion, but the holistic view of communities was presented: trade, culture, literature, among others.

Still, it is true that ruler, 'king-centric history' is not what we need to build our future. We need to focus on diverse sections of society, Dalits, women, Adivasis and artisans who do not find much place in such narratives.

*Ram Puniyani is an eminent author, activist and a former professor at IIT Mumbai. The views expressed here are personal and **Clarion India** does not necessarily share or subscribe to them.*

शुरुआती कक्षाओं में मातृभाषा में पढ़ाई कराएं : सीबीएसई

जनसत्ता ब्यूरो
नई दिल्ली, 24 मई।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने संबद्ध सभी विद्यालयों से कहा है कि वे शुरुआती (फाउंडेशनल स्टेज) कक्षाओं की पढ़ाई मातृभाषा में कराएं।

नई शिक्षा नीति में पहले पांच वर्ष की पढ़ाई (कक्षा दो तक) को फाउंडेशनल स्टेज कहा गया है। बोर्ड ने इस संबंध में एक परिपत्र जारी करते हुए विद्यालयों से राष्ट्रीय पाठ्यचर्या रूपरेखा (एनसीएफ) में

बाकी पेज 8 पर



बोर्ड ने एक परिपत्र जारी करते हुए विद्यालयों से राष्ट्रीय पाठ्यचर्या रूपरेखा (एनसीएफ) में भाषा से संबंधित इन प्रावधान को इसी साल जुलाई से पूरी तरह लागू करने के लिए कहा है।

पेज 1 का बाकी

शुरुआती कक्षाओं में मातृभाषा में पढ़ाई कराएं : सीबीएसई

भाषा से संबंधित इन प्रावधान को इसी साल जुलाई से पूरी तरह लागू करने के लिए कहा है। वर्तमान में सीबीएसई से संबद्ध विद्यालयों की संख्या 30 हजार से अधिक है। इनमें से अधिकतर विद्यालयों में पढ़ाई अंग्रेजी में कराई जाती है। बोर्ड की निदेशक (अकादमिक) प्रज्ञा सिंह की ओर से जारी परिपत्र में कहा गया है कि एनसीएफ-2023 विद्यार्थियों की शुरुआती पढ़ाई को उसकी मातृभाषा या क्षेत्रीय, राज्य की भाषा में कराने का उल्लेख किया गया है।

उन्होंने कहा कि शुरुआत से लेकर कक्षा दो तक सीखने की प्राथमिक भाषा और शिक्षा का माध्यम बच्चे की घरेलू भाषा, मातृभाषा या परिचित क्षेत्रीय भाषा ही होनी चाहिए। कक्षा तीन से पांच तक (प्रारंभिक चरण) के विद्यार्थियों के लिए सभी विषयों पढ़ाई का माध्यम मातृभाषा ही होना चाहिए, जब तक कि विद्यार्थी दूसरी भाषा में पूरी तरह से साक्षर न हो जाएं। अगर विद्यार्थी

दूसरी भाषा में साक्षर हो चुके हैं तो भी उनके पास पढ़ाई का माध्यम चुनने का विकल्प होना चाहिए। इतना ही नहीं एनसीएफ में यह साफ तौर पर कहा गया है कि कक्षा 12 तक के विद्यार्थियों के पास पढ़ाई के माध्यम के रूप में भारतीय भाषाओं का विकल्प मौजूद होना चाहिए। सीबीएसई के एक अधिकारी ने बताया कि पहली और दूसरी कक्षा में दो भाषाएं और गणित की पढ़ाई कराई जाती है। इस निर्देश के बाद गणित की पढ़ाई मातृभाषा में कराई जाएगी। बोर्ड का कहना है कि पहली और दूसरी की एनसीईआरटी की किताबें 22 भारतीय भाषाओं में उपलब्ध हैं। सीबीएसई ने विद्यालयों से मई के अंत तक एनसीएफ लागू करने वाली समिति के गठन को पूरा करने के लिए कहा है। यह समिति विद्यार्थियों की मातृभाषा का पता करने, भाषा संसाधनों को उपलब्ध कराने और पाठ्यक्रम समायोजन का मार्गदर्शन करने के लिए जिम्मेदार होगी।

CBSE

FROM PRE-PRIMARY TO CLASS 5

CBSE sets stage for teaching in mother tongue, asks schools to map languages

ABHINAYA HARIGOVIND
NEW DELHI, MAY 24

SIGNALLING THE Centre's intent to make teaching in the mother tongue mandatory at the primary level in the future, the Central Board of Secondary Education (CBSE) has asked all affiliated schools to map students' mother tongues "at the earliest" and align instructional materials accordingly before the end of the summer break.

Currently, English is the dominant language of instruction in primary classes in CBSE schools across the country. The CBSE is the largest national school board with over 30,000 schools affiliated to it.

The CBSE circular states that from pre-primary to Class 2 — called the 'foundational stage' under the National Education Policy 2020 — teaching should be in the child's home language, mother tongue, or a familiar re-

EXPLAINED
E The challenge

IMPLEMENTING THE CBSE's instructions may prove to be a challenge in cities with mobile populations like Delhi, where people have migrated from across the country. Finding a common mother tongue — or even a common regional language — for a classroom with children from diverse linguistic backgrounds will not be easy.

gional language. This language, referred to as 'R1', should ideally be the mother tongue. If that's not practical, it can be the state language, as long as it's familiar to the child, the circular adds.

CONTINUED ON PAGE 2

For classes 3 to 5, the circular says students may continue to learn in R1 (mother tongue/familiar regional language), or may be given the option of studying in a medium other than R1 (that is, R2).

Although the circular, dated May 22, states that teaching in the mother tongue may "commence from July", it leaves room for flexibility for schools that may need more time to transition.

This is the first time the CBSE has indicated it may make mother tongue-based teaching compulsory in its schools. Until now, following the release of the NEP 2020 and the National Curriculum Framework for School Education 2023, the Board had only encouraged its use through advisory circulars.

Both NEP 2020 and NCFSE 2023 recommend using the mother tongue in early education, especially at the foundational stage, up to the age of eight years. "Since children learn concepts most rapidly and deeply in their home language, the primary medium of instruction would optimally be the child's home language/ mother tongue/ familiar language," the NCFSE 2023 states.

Students in Classes 1 and 2 primarily study two languages and mathematics, a CBSE official said, adding that the circular means mathematics instruction in these classes can now be in the mother tongue or a familiar regional language.

At this stage, the focus is on familiarising students with two spoken languages — R1 and R2 (a language other than R1) — the circular states. A senior official in the Ministry of Education said that NCERT's textbooks for Classes 1 and 2 are already available in 22 Indian languages, and textbooks for higher classes are being translated.

The circular asks all schools to form an 'NCF implementation committee' by the end of May. This committee will map students' mother tongues, align language resources, and guide curriculum adjustments. Schools have also been asked to complete the language mapping exercise at the earliest.

"By the end of summer break, schools should achieve realignment of the curriculum and teaching materials to reflect the use of R1 as MoI (medium of instruction), and to ensure structured introduction of R2 at appropriate stage. Teacher orientation and training workshops should also be completed before the implementation begins, focusing on multilingual pedagogy, classroom strategies and language-sensitive assessment," the circular reads.

While implementation may commence from July this year, the circular also states that schools which require time to transition may avail of additional time to ensure resources are available, teach-

ers are allocated, and curriculum is realigned. "However, care may be taken that the implementation is not inordinately delayed," it says.

The CBSE has asked schools to submit monthly progress reports to it, starting from July. "Schools may also be visited by academic observers for support and guidance," the circular states.

Pointing out that the circular is meant to ensure schools make an effort towards language instruction, the CBSE official said they are to begin collating resources, and will have to indicate a time-frame if they need additional time. While schools with more resources are not expected to run into hurdles, smaller ones may need more time to ensure resources are available, the official said.

The official in the Ministry of Education, meanwhile, said the NCFSE asks that students be offered the option of learning in the mother tongue, and the CBSE circular marks a beginning in that direction. The mapping will decide which languages are taught in a school, the official said.

Meanwhile, Ameeta Mulla Wattal, Chairperson and Executive Director, DLF Foundation Schools, pointed to the challenges schools could face in implementing the CBSE's instructions. "Choosing a single R1 can be difficult. Some students may feel alienated if their home language is not chosen. Maybe for the sake of convenience, parents might say let's carry on with Hindi, though our mother tongue is different. Families may also prefer English-medium instruction. There may be a conflict between home aspirations and school policies. Transition to the mother tongue would have to be gradual, and well-supported. Also, how are classrooms to be structured, if there are students from different linguistic backgrounds," she said.

"Gurgaon, for instance, has a particularly mobile population... and there's a variety of languages... Accessing the linguistic profile of the student can itself be difficult — parents will have to declare what they speak, sometimes parents may not be speaking the mother tongue at home. In urban spaces, you have mixed-language classrooms and our resources are limited. We will have to recruit teachers who not only know the language but also know how to teach in that language..." she said.

Sudha Acharya, Principal, IITL Public School, Dwarka said: "We did a language mapping in April. The most spoken regional language is Hindi. For us, R1 will be Hindi and R2 will be English. Here, in the foundational stage, it is always bilingual. When children come in at three years, they usually speak the language spoken at home. For classes 3 to 5, classroom instruction may be bilingual, but we are an English medium school and our medium of instruction is English. So for these classes, we will stick to English."

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UP govt schools to adopt customized NCERT curriculum for classes 3 and 4

Rajiv Mani
 (https://timesofindia.indiatimes.com/Toireporter/Author-Rajiv-Mani-479179994.Cms) / May 25, 2025, 05:00 IST

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Prayagraj: In a move to upgrade the quality of education in Uttar Pradesh's govt schools, the state's basic education department is implementing the National Council of Educational Research and Training (NCERT curriculum in its primary and upper primary schools. Currently, the NCERT

curriculum was fully customised and introduced in Class 3 across approximately 1.57 lakh schools, with the process being tailored to suit the regional context of Uttar Pradesh from the academic session 2025-26.

This strategic reform affects around 1.11 lakh primary schools and nearly 45,000 upper primary schools . Textbooks for Class 3 have been already dispatched to various districts and are being distributed to all schools in a phased manner.

As part of the next phase of this reform, the state is now preparing to implement the NCERT curriculum in Class 4 starting from the 2026-27 academic session. The subjects selected for customisation include Mathematics, Hindi, Urdu, and 'Hamāra Adbhut Sansār' (Our Wonderful World – a social studies subject).

Textbooks for Class 4 english-medium subjects are currently under review. For Hindi-medium schools, only the Hindi and Social Studies books were made available so far.

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Once the customisation is completed, the updated textbooks will be submitted to the State Council of Educational Research and Training (SCERT) for review and approval. Following this, they will be published and distributed well ahead of the new academic session to ensure that students receive the materials on time.

It is important to note that although seven NCERT textbooks are typically taught in Class 4, subjects like Physical Education and Art are currently not offered in most council-run schools. Therefore, these will not be included in the curriculum at this stage.

This phased implementation marks a pivotal step in standardising education across Uttar Pradesh and aligning it more closely with national academic standards, while ensuring regional relevance through customised content.

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Mother tongue first: CBSE directs schools to implement NCF language guidelines, start mapping languages

Sanjay Sharma

(https://timesofindia.indiatimes.com/Toireporter/Author-Sanjay-Sharma-479235206.Cms) / TOI Education / May 25, 2025, 15:04 IST

CBSE has directed all affiliated schools to implement NCF-2023 language guidelines from the 2025-26 academic session. Schools must use the mother tongue or familiar regional language as the medium of instruction at the Foundational and Preparatory Stages.



CBSE issues guidelines for implementing NCF language policy, mandates language mapping in...

In a major step towards transforming language learning in early education, the Central Board of Secondary Education (CBSE) has directed all affiliated schools to implement the language instruction provisions under the National Curriculum Framework for School Education (NCF-2023) from the academic session 2025-26. The board has specifically emphasised the use of

the mother tongue or home language as the medium of instruction in the Foundational and Preparatory Stages of schooling.

In a press release issued this week, CBSE instructed schools to initiate language mapping exercises for students immediately and complete the formation of a NCF Implementation Committee by the end of May 2025. The directive forms part of the broader alignment with NEP 2020, which prioritises equity, inclusion, and cognitive development through multilingual education.

Emphasis on R1 as medium of instruction

According to the CBSE, the first language of literacy (R1) should ideally be the student's mother tongue or a familiar regional or state language. "R1 must serve as the medium of instruction until foundational literacy in another language is achieved," CBSE quoted from NCF-2023 (Part C, page 239). The board acknowledged that in cases where the mother tongue is not practical due to classroom diversity or lack of written tradition, the state language may serve as R1.

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The CBSE clarified that at the Foundational Stage (Pre-primary to Grade 2, ages 3-8), the child's home language should be the primary medium of instruction. Schools must ensure children achieve foundational literacy in R1, including the ability to read fluently, comprehend texts, and write short sentences expressing personal experiences.

In addition, students should begin acquiring a second language (R2) through oral exposure. By the end of this stage, children are expected to understand and speak both R1 and R2, though literacy is only expected in R1.

Learning resources and pedagogy

For pre-primary levels (Balvatika), CBSE encouraged the use of play-based resources like Jadui Pitara and E-Jadui Pitara, available in several Indian languages. For Grades 1 and 2, NCERT textbooks are recommended, with print

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editions available in Hindi, Urdu, and English, and digital versions in multiple other languages on the NCERT website.

At the Preparatory Stage (Grades 3–5, ages 8–11), students may continue learning in R1, though schools may allow a shift to R2 if the child has acquired sufficient literacy in it. CBSE referred to Section 1.6.1(d), page 36 of NCF-2023, noting that “since it is in R1 that literacy is first attained, it must be used as the medium of instruction for other subjects”.

Students at this stage are expected to develop advanced reading and writing skills, communicate using complex sentence structures, and engage in various written formats such as posters, dialogues, poems, and short paragraphs. For R2, the focus remains on oral fluency, reading comprehension, and emerging writing abilities.

Support for children with special needs

CBSE reiterated the mandate under the Rights of Persons with Disabilities Act, 2016, stating that suitable curriculum and assessment modifications must be made. These include providing extra time in exams, scribe assistance, and exemption from second and third language requirements, as per Clause 17(i) of Chapter III.

Implementation plan and timelines

Schools must adhere to the following action plan:


- By May 31, 2025: Formation of NCF Implementation Committee
- By end of summer break: Completion of language mapping, curriculum realignment, and teacher training
- By July 2025: Begin implementation
- From July 5, 2025: Submit monthly progress reports via the link <https://forms.gle/1eL7szFn33RugVPA8>

Academic observers may visit schools to offer support and guidance throughout the transition.

Quoting the CBSE, “This is not just a curricular shift—it is a pedagogical commitment to India’s linguistic and cultural diversity and unity.” Schools are expected to preserve linguistic dignity while ensuring exposure to multiple languages in a structured and meaningful manner.

Read the official notice [here](https://cbseacademic.nic.in/web_material/Circulars/2025/30_Circular_2025.pdf) (https://cbseacademic.nic.in/web_material/Circulars/2025/30_Circular_2025.pdf).

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 About the Author
Sanjay Sharma > Sanjay Sharma is a seasoned journalist with over two decades of experience in the media industry. Currently serving as **Read More**



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CBSE's new language rule: Board asks schools to use mother tongue as medium of instruction for these stages; Check what it means

ET Online | Last Updated: May 25, 2025, 03:18:00 PM IST

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Synopsis

The CBSE has directed affiliated schools to implement NCF-2023 language provisions, emphasizing mother tongue instruction in Foundational and Preparatory Stages from 2025-26. Schools must conduct language mapping, form implementation committees by May 2025, and prioritize foundational literacy in the student's first language. This initiative aligns with NEP 2020, promoting multilingual education and supporting students with special needs through curriculum modifications.



In a significant move to enhance language learning in early education, the Central Board of Secondary Education (CBSE) has instructed all affiliated schools to adopt the language instruction guidelines outlined in the National Curriculum Framework for School Education (NCF-2023), starting from the 2025–26 academic session.

The board has placed particular emphasis on using the mother tongue or home language as the medium of instruction during the Foundational and Preparatory Stages of schooling.

The CBSE clarified that at the Foundational Stage (Pre-primary to Grade 2, ages 3–8), the child's home language should be the primary medium of instruction.

In a press release, the CBSE has directed schools to begin language mapping exercises for students without delay and to complete the formation of an NCF Implementation Committee by the end of May 2025. This directive is part of a larger effort to align with the National Education Policy (NEP) 2020, which emphasises equity, inclusion, and cognitive growth through multilingual education.

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In addition, students should begin acquiring a second language (R2) through oral exposure. By the end of this stage, children are expected to understand and speak both R1 and R2, though literacy is only expected in R1.

What are CBSE's suggestions?

For pre-primary levels (Balvatika), CBSE encouraged the use of play-based resources like Jadui Pitara and E-Jadui Pitara, available in several Indian languages. For Grades 1 and 2, NCERT textbooks are recommended, with print editions available in Hindi, Urdu, and English, and digital versions in multiple other languages on the NCERT website.

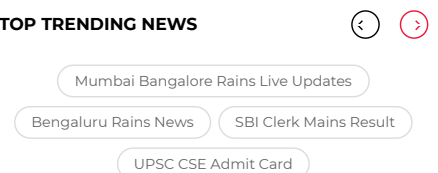
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PTI

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The board has placed particular emphasis on using the mother tongue or home language as the medium of instruction during the Foundational and Preparatory Stages of schooling.

The CBSE clarified that at the Foundational Stage (Pre-primary to Grade 2, ages 3–8), the child's home language should be the primary medium of instruction.

In a press release, the CBSE has directed schools to begin language mapping exercises for students without delay and to complete the formation of an NCF Implementation Committee by the end of May 2025. This directive is part of a larger effort to align with the National Education Policy (NEP) 2020, which emphasises equity, inclusion, and cognitive growth through multilingual education.

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According to the CBSE, the first language of literacy (R1) should ideally be the student’s mother tongue or a familiar regional or state language. “R1 must serve as the medium of instruction until foundational literacy in another language is achieved,” CBSE quoted from NCF-2023 (Part C, page 239). The board acknowledged that in cases where the mother tongue is not practical due to classroom diversity or lack of written tradition, the state language may serve as R1.

Schools must ensure children achieve foundational literacy in R1, including the ability to read fluently, comprehend texts, and write short sentences expressing personal experiences.

In addition, students should begin acquiring a second language (R2) through oral exposure. By the end of this stage, children are expected to understand and speak both R1 and R2, though literacy is only expected in R1.

What are CBSE's suggestions?

For pre-primary levels (Balvatika), CBSE encouraged the use of play-based resources like Jadui Pitara and E-Jadui Pitara, available in several Indian languages. For Grades 1 and 2, NCERT textbooks are recommended, with print editions available in Hindi, Urdu, and English, and digital versions in multiple other languages on the NCERT website.

At the Preparatory Stage (Grades 3–5, ages 8–11), students may continue learning in R1, though schools may allow a shift to R2 if the child has acquired sufficient literacy in it. CBSE referred to Section 1.6.1(d), page 36 of NCF-2023, noting that “since it is in R1 that literacy is first attained, it must be used as the medium of instruction for other subjects”.

Students at this stage are expected to develop advanced reading and writing skills, communicate using complex sentence structures, and engage in various written formats such as posters, dialogues, poems, and short paragraphs. For R2, the focus remains on oral fluency, reading comprehension, and emerging

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Implementation plan and timelines

- By May 31, 2025: Formation of NCF Implementation Committee
- By end of summer break: Completion of language mapping, curriculum realignment, and teacher training
- By July 2025: Begin implementation
- From July 5, 2025: Submit monthly progress reports via the link <https://forms.gle/1eL7szFn33RugVPA8>

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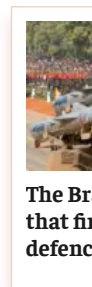
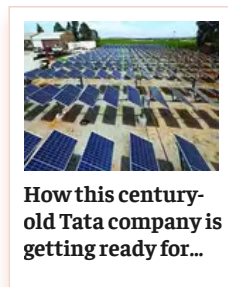
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Mann Ki Baat: PM Modi Hails CBSE's Initiative Of Installing 'Sugar Boards' In Schools



Prime Minister Narendra Modi on Sunday lauded the recent CBSE directive mandating schools affiliated with the board across the country to install 'Sugar Boards' to educate students about the risks of excessive sugar consumption.

"You must have seen blackboards in schools, but now sugar boards are also being installed—not blackboards, but sugar boards," the Prime Minister said during the 122nd episode of his monthly 'Mann Ki Baat' address to the nation.

The initiative by the Central Board of Secondary Education (CBSE), PM Modi said, is aimed at making children aware of their sugar intake and helping them choose healthier options.

"By understanding how much sugar should be consumed and how much is actually being consumed, children have started choosing healthy options themselves," he said.

The Prime Minister emphasized that the initiative would help inculcate healthy lifestyle habits from an early age, underlining the importance of a Fit India.

"This is a unique effort, and its impact will be very positive. It can prove to be extremely helpful in fostering healthy lifestyle habits from childhood," he said.

"Many parents have appreciated the move, and I believe similar initiatives should be implemented in offices, canteens, and other institutions. After all, if there is health, there is

everything. Fit India is the foundation of a strong India," he added.

The CBSE's move to introduce Sugar Boards comes amid growing concerns over rising cases of Type 2 diabetes among school students, primarily due to high sugar consumption.

Acting on recommendations from the National Commission for Protection of Child Rights (NCPCR), the CBSE has directed all affiliated schools to install Sugar Boards by July 15, 2025.

The decision comes in response to an alarming trend of children being diagnosed with Type 2 diabetes—a condition previously seen almost exclusively in adults—along with increasing rates of childhood obesity and other sugar-related health issues.

The Sugar Boards are intended to visually represent the amount of sugar present in commonly consumed snacks and beverages, comparing it with the recommended daily intake.

They will display:

- The recommended daily sugar intake
- Sugar content in popular junk foods and drinks
- Health risks associated with excessive sugar consumption
- Healthier food alternatives

"Over the past decade, there has been a significant increase in Type 2 diabetes among children, largely due to the easy availability of sugary snacks, beverages, and processed foods in school environments," the CBSE circular noted.

In addition, schools have been instructed to organize awareness seminars and workshops to promote healthy dietary habits among students.

This initiative, guided by the NCPCR, is designed to promote informed food choices and long-term well-being.

Delhi's middle-class hopes dashed by mounting fee burden of English-medium private schools

SPOTLIGHT

Ashna Butani

Middle-class parents in Delhi, many of whom migrated from smaller cities and towns, tend to measure success by the kind of English-medium private school they can afford for their children – the more reputable the school and the higher the fee, the greater the achievement.

However, with salaries not catching up with the rate at which the fees of private schools have risen over the past few years, many parents are beginning to question this yardstick.

“I don’t know what to do. Even if I put my children in some other school, there is no guarantee that it won’t happen again,” says Vinay Kumar Rajput, whose children were among the 32 that Delhi Public School, Dwarka, expelled earlier this month, for not paying the increased fees.

Rajput, a software engineer, and his wife, Neelam Rao, who works for a non-profit organisation, don’t remember the last time they went out on a vacation because of the constant financial stress, which mainly stems from the rising school fees of their son, who studies in Class 3, and daughter, a Class 9 student.

Over a year ago, the couple purchased a two-storey house in Uttam Nagar, partly through a bank loan. However, months later, Rajput was laid off by the firm where he worked on contract. While he has just landed a job at another IT firm, uncertainty about their future still looms with their savings down to zero.

The software engineer says the school has increased the annual fees, including the expenses on uniform and books, from nearly ₹1 lakh in 2018 to ₹1,89,096 for the 2025-26 academic session. During this period, his salary has grown by around 30%.

Rao pitches in: “My husband and I are at an age where we don’t expect huge increments at work.



Speaking out loud: Parents outside the office of the Directorate of Education, Delhi against fee hikes by private schools; Divya Mattey and Garima Sharma (top right) have been fighting to get their son readmitted to DPS Dwarka, after the school struck off his name from the rolls; the children of Vinay Kumar Rajput and Neelam Rao were expelled by DPS Dwarka for not paying the hiked fees. SUSHIL KUMAR VERMA



Our earnings go into paying off the [house] loan and our children’s education. If there is an emergency at home, I don’t know how we’ll manage.”

HC’s scathing remarks

While complaints about “arbitrary” school fee hikes in Delhi are not new, the issue gathered momentum this year, particularly after the Delhi High Court made scathing observations against DPS Dwarka on April 16 for treating some of its students like “chattel”. After examining a report flagging discriminatory practices, such as locking up students in the library and barring them from attending classes over unpaid fees, the court threatened to shut down the school and initiate criminal proceedings against its principal.

On April 30, amid growing outrage and protests by parents across the national capital, the Delhi Cabinet approved a draft Bill to regulate fees in private schools. Chief Minister Rekha Gupta promised to table it in the two-day Assembly session starting on May 13. But the session was cancelled. The Bill, which promised several structural reforms, can now be tabled only in the Monsoon Session in July.

Meanwhile, on May 9, DPS Dwarka sent an e-mail to students who had not

submitted the increased fee, saying their names were being struck off the rolls. On May 13, it didn’t let the 32 students enter the premises.

The parents contend that increasing school fees without the approval of the Directorate of Education (DoE) is illegal, and after the 2015-16 session, when DPS Dwarka was allowed to raise the fee to ₹93,400 a year, all its fee hike pleas have been rejected.

On May 15, the DoE directed DPS Dwarka to readmit the students. However, the school is yet to announce compliance with the order.

When reached for comment, the school principal did not respond.

In response to a fresh plea filed in the Delhi High Court by the affected parents against the school order, DPS Dwarka on May 19 denied charges of profiteering. The court has reserved its order in the matter.

Aprajita Gautam, the Delhi Parents’ Association president, says that the city’s “elite” schools, which provide facilities like horse riding and swimming, charge up to ₹6 lakh annually. Other renowned schools with “brand value” charge anywhere from ₹60,000 to ₹1.2 lakh a year while private “budget” schools cost around ₹24,000 to ₹50,000.

“There’s a notion that studying from a school of repute would add to the child’s social profile, help them get better jobs and marriage proposals,” says Gautam.

Widespread concern

Pradeep, a driver in Wazirpur, has decided to pull out his 16-year-old son from the private school where he is currently enrolled and admit him into a government school. “We wanted him to get the best possible English-medium education. But given the continually rising fees, I don’t think we’ll be able to manage for even one more year.” Pradeep’s son got into Class 11 this year.

Pankaj Gupta, who runs a general provisions store, says Maharaja Agrasen Public School in Ashok Vihar, where his son studies, has increased the annual fees for Class 4 students from ₹40,000 to ₹54,737. He alleges that students who did not submit a one-time payment for air-conditioned classrooms have been placed in separate, non-AC classrooms.

When reached for comment, the school principal did not respond.

Despite shelling out up to 40% of their salaries for their son’s school education, Garima Sharma, who works as a content manager, and her husband, Divya Mattey, who works in a

private company, have found themselves fighting in court and protesting on streets for their son’s readmission into DPS Dwarka, following his May 9 expulsion. “I still remember the day he was admitted. As parents, we felt successful,” says Sharma, seated near stacks of court documents and placards, which she, along with other affected parents, has carried to various protest sites.

‘All costs justified’

Puneet Mittal, the legal advisor to the DPS Society, says, “Not a single rupee in the DPS Dwarka’s annual budget is excessive. All the costs are justified.”

He adds, “The schools have been submitting their approvals to the DoE, which has not been giving approvals. If the school’s running cost is ₹6 crore and it is able to cover only ₹4 crore through fees, is it expected to shut down?”

Mittal also blames the Delhi government for not reimbursing the school for admitting students from Economically Weaker Sections and Disadvantaged Groups. “Hence, some schools have included these costs in the fees paid by students from the unreserved sections.”

When reached for comment, DoE officials did not respond.

ashna.butani@thehindu.co.in

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75% textbooks reach educational blocks ahead of school reopening in Karnataka

TNN / May 26, 2025, 00:07 IST

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Bengaluru: With schools across Karnataka set to reopen on May 29, preparations are on to ensure a smooth start to the academic year. As of this week, 75% of textbooks have already reached the designated educational blocks, to be transported onward to individual schools, Karnataka Textbook

Society (KTBS) confirmed.

KTBS managing director Prema HM said: "Three-fourths of the textbooks have already been sent to the blocks concerned, and they'll be supplied to the schools. We've given transportation charts to each block. What is pending is the diaries and workbooks, some minority languages."

The academic calendar remains unchanged, with classes resuming as scheduled. To help reduce the weight of school bags, books have been printed in two parts, a practice continued from last year. "The National Council of Educational Research and Training (NCERT) revised certain books like the class 6 maths and science books. We've also supplied the new books," said Prema.

In all, 801 textbook titles are being printed across seven mediums of instruction, including 11 language books. The distribution is split into two categories: Free and sales. In the free category, more than 6 crore books are being supplied, while the sales category accounts for more than 3.7 crore.

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Trilok Chandra, commissioner, department of school education and literacy, said uniform distribution is also on track and will be completed by the time schools reopen.

Temporary arrangement

To address the ongoing shortage of teachers in govt-run primary and high schools, the department has appointed 51,000 guest lecturers for the 2025-26 academic year. These appointments are temporary and will remain in place either until permanent teachers are recruited and posted, or until the end of school year, whichever is earlier.

Of the total appointments, 40,000 are earmarked for primary schools, with the remaining 11,000 set to join high schools.

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"This is crucial to bridge the immediate gap in teaching staff and ensure our students don't suffer because of a lack of teachers. Our priority is to ensure quality education is accessible from day one of the academic year," school education minister Madhu Bangarappa said.

The govt has also instructed education officials to prepare a detailed proposal outlining the honorarium structure for these guest lecturers. This will include a breakdown of their deployment across districts and taluks.

BOX

STUDENT BUS PASSES

BMTC has initiated the annual process for issuing concessional student bus passes for academic year 2025-26. Applications will be accepted from May 26 via the Seva Sindhu portal, with physical issuance of passes beginning on June 1.

The online application process requires students to upload relevant documents, including proof of admission and residential address. Aside from applying online through Seva Sindhu, BMTC has designated several locations across Bengaluru — Kempegowda bus station, Kengeri TTMC, Shantinagar TTMC, Hoskote, Electronics City depot 19, and the KSRTC bus station in Anekal — for students to apply. Services at these centres will be available daily from 8am to 6.30pm.

A key provision this year is the continuation of Shakti scheme, which offers free travel on ordinary BMTC buses for female students living in Karnataka.



End of Article

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From pre-primary to class 5: CBSE sets stage for teaching in mother tongue, asks schools to map languages

Currently, English is the dominant language of instruction in primary classes in CBSE schools across the country. The CBSE is the largest national school board with over 30,000 schools affiliated to it.

Written by [Abhinava Harigovind](#) Following

New Delhi | Updated: May 26, 2025 07:25 IST

 NewsGuard

🕒 6 min read



Implementing the CBSE's instructions may prove to be a challenge in cities with mobile populations like Delhi, where people have migrated from across the country. Finding a common mother tongue – or even a common regional language – for a classroom with children from diverse linguistic backgrounds will not be easy. (File)

Signalling the Centre's intent to make teaching in the mother tongue mandatory at the primary level in the future, the Central Board of Secondary Education (CBSE) has asked all affiliated schools to map students' mother tongues "at the earliest" and align instructional materials accordingly before the end of the summer break.

Currently, English is the dominant language of instruction in primary classes in [CBSE](#) schools across the country. The CBSE is the largest national school board with over 30,000 schools affiliated to it.

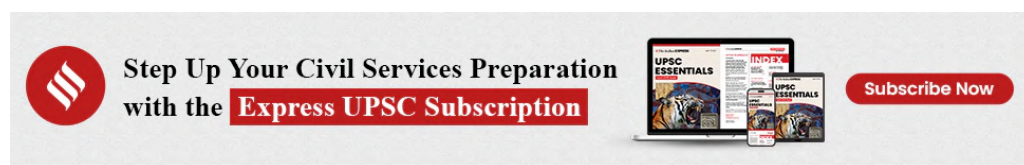

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The CBSE circular states that from pre-primary to Class 2 — called the ‘foundational stage’ under the National Education Policy 2020 — teaching should be in the child’s home language, mother tongue, or a familiar regional language. This language, referred to as ‘R1’, should ideally be the mother tongue. If that’s not practical, it can be the state language, as long as it’s familiar to the child, the circular adds.

For classes 3 to 5, the circular says students may continue to learn in R1 (mother tongue/ familiar regional language), or may be given the option of studying in a medium other than R1 (that is, R2).

Although the circular, dated May 22, states that teaching in the mother tongue may “commence from July”, it leaves room for flexibility for schools that may need more time to transition.



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This is the first time the CBSE has indicated it may make mother tongue-based teaching compulsory in its schools. Until now, following the release of the NEP 2020 and the National Curriculum Framework for School Education 2023, the Board had only encouraged its use through advisory circulars.

Both NEP 2020 and NCFSE 2023 recommend using the mother tongue in early education, especially at the foundational stage, up to the age of eight years. “Since children learn concepts most rapidly and deeply in their home language, the primary medium of instruction would optimally be the child’s home language/ mother tongue/ familiar language,” the NCFSE 2023 states.

Students in Classes 1 and 2 primarily study two languages and mathematics, a CBSE official said, adding that the circular means mathematics instruction in these classes can now be in the mother tongue or a familiar regional language.

At this stage, the focus is on familiarising students with two spoken languages — R1 and R2 (a language other than R1) — the circular states. A senior official in the Ministry of Education said that NCERT’s textbooks for Classes 1 and 2 are already available in 22 Indian languages, and textbooks for higher classes are being translated.

The circular asks all schools to form an ‘NCF implementation committee’ by the end of May. This committee will map students’ mother tongues, align language resources, and guide curriculum adjustments. Schools have also been asked to complete the language mapping exercise at the earliest.

“By the end of summer break, schools should achieve realignment of the curriculum and teaching materials to reflect the use of R1 as MoI (medium of instruction), and to ensure structured introduction of R2 at appropriate stage. Teacher orientation and training workshops should also be completed before the implementation begins, focusing on multilingual pedagogy, classroom strategies and language-sensitive assessment,” the circular reads.

While implementation may commence from July this year, the circular also states that schools which require time to transition may avail of additional time to ensure resources are available, teachers are allocated, and curriculum is realigned. “However, care may be taken that the implementation is not inordinately delayed,” it says.

The CBSE has asked schools to submit monthly progress reports to it, starting from July. “Schools may also be visited by academic observers for support and guidance,” the circular states.

Pointing out that the circular is meant to ensure that schools make an effort towards language instruction, the CBSE official said they are to begin collating their resources, and will have to indicate a time-frame if they need additional time. While schools with more resources are not expected to run into hurdles, smaller ones may need more time to ensure resources are available, the official said.

The official in the Ministry of Education, meanwhile, said the NCFSE asks that students be offered the option of learning in the mother tongue, and the CBSE circular marks a beginning in that direction. The mapping will decide which languages are taught in a school, the official said.

Meanwhile, Ameeta Mulla Wattal, Chairperson and Executive Director, [DLF](#) Foundation Schools, pointed to the challenges schools could face in implementing the CBSE’s instructions.

EXPLAINED

The challenge

“Choosing a single R1 can be difficult. Some students may feel alienated if their home language is not chosen. Maybe for the sake of convenience, parents might say let’s carry on with Hindi, though our mother tongue is different. Families may also prefer English-medium instruction. There may be a conflict between home aspirations and school policies. Transition to the mother tongue would have to be gradual, and well-supported. Also, how are classrooms to be structured, if there are students from different linguistic backgrounds,” she said.

“Gurgaon, for instance, has a particularly mobile population. There are young people coming in from all states, and there’s a variety of languages in Gurgaon. Accessing the linguistic profile of the student can itself be difficult — parents will have to declare what they speak, sometimes parents may not be speaking the mother tongue at home. In urban spaces, you have mixed-language classrooms and our resources are limited. We will have to recruit teachers who not only know the language but also know how to teach in that language. We will have to engage with parents, and have an orientation to explain the rationale of this,” she said.

Sudha Acharya, Principal, ITL Public School, Dwarka said: “We did a language mapping in April. The most spoken regional language is Hindi. For us, R1 will be Hindi and R2 will be English. Here, in the foundational stage, it is always bilingual. When children come in at three years, they usually speak the language that is spoken at home. For classes 3 to 5, classroom instruction may be bilingual, but we are an English medium school and our medium of instruction is English. So for these classes, we will stick to English.”

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This article went live on May twenty-fifth, twenty twenty-five, at two minutes past four in the morning.

TAGS: CBSE Central Board Of Secondary Education English Language

India moves ahead with global education push as five foreign universities get campus approval

ET Online | Last Updated: May 25, 2025, 01:12:00 PM IST

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Synopsis

India's ambition to become a global education hub is gaining momentum as five foreign universities have received approval to establish campuses, focusing on STEM and management courses. This initiative, driven by the National Education Policy 2020, aims to retain Indian students and attract international learners, fostering a dynamic and internationally connected education ecosystem.



India's plan to become a global education hub is progressing steadily. Five foreign universities have recently received Letters of Intent (LoIs) to open campuses in the country, Union Education Minister Dharmendra Pradhan confirmed. These approvals were granted after evaluation by the [University Grants Commission \(UGC\)](#),

as per a report by The Times of [India](#).

The universities include [Victoria University](#) and Western Sydney University from Australia, University of Liverpool from the UK, Illinois Institute of Technology from the US, and Istituto Europeo di Design from Italy. An additional six applications are currently being reviewed by the Liberalized Degree Campuses (LDC) committee.

So far, three foreign universities have already established campuses in India. These include Deakin University and University of Wollongong from Australia at Gujarat's GIFT City, and the University of Southampton from the UK in Gurgaon.

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“Several universities are in the pipeline. Out of them, five have received LoIs. As per my knowledge, six more are under scrutiny and being evaluated by our LDC committee,” Union Education Minister Dharmendra Pradhan told TOI in an exclusive interview. “We’ve engaged with several top global universities with high QS rankings and strong funding — only such universities will be considered. They must meet all our criteria,” he added.

The new campuses are expected to focus on courses in science, technology, engineering, mathematics (STEM), and management — areas marked as national priorities.

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This development follows regulatory changes introduced under the National Education Policy (NEP) 2020. The policy supports the entry of foreign universities by easing regulations and allowing them to set up independent campuses, design their own curricula, and admit students on their own terms. These changes are aimed at creating a more open and flexible higher education system in India.

At the state level, efforts are also underway. Last week, the Maharashtra government signed a memorandum of understanding with York University from Canada during the Web Summit, signalling growing state-level interest in international academic partnerships.

“Our intention is not just to allow foreign universities to come, but to bring in the best,” said Pradhan. He called the recent approvals “a confirmation of India’s growing global reputation in education.”

India is also expanding its presence abroad. IIT Madras has opened a campus in Zanzibar, while IIT Delhi is setting up one in Abu Dhabi. These moves reflect India’s shift from a student-sending nation to a knowledge-exporting country.

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One of the government's aims is to retain Indian students who would otherwise [study abroad](#), saving costs for families and building local capacity. It also hopes to attract international students from neighbouring countries. "This is about making world-class education accessible at home," said Pradhan.

If the current momentum continues, India could soon see a dynamic mix of foreign and [Indian universities](#) operating together — building a strong, internationally connected education ecosystem.

(With inputs from TOI)

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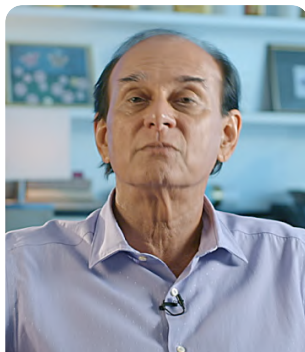
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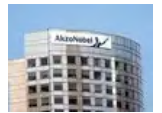
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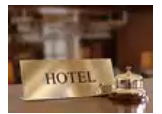
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15 Foreign Universities To Set Up Campuses In India This Academic Year: Education Minister Pradhan



Union Education Minister Dharmendra Pradhan has said that around 15 foreign universities will be coming to establish their campuses in India by this academic year. He said, in this regard, the government has permitted foreign universities. Mr. Pradhan highlighted this while addressing the letter of intent handover ceremony to the United Kingdom's Liverpool University in New Delhi today. He described this partnership as a symbolic gesture and a reauthorization of India's emergence as a trusted partner in global higher education. Speaking to the media, the Minister said Liverpool University will be operational from next year. He informed that two Australian-based universities have started their academic sessions in Gujarat.

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DGCA gives nod to Class 12 arts & commerce students becoming commercial pilots in India; seeks ministry approval

Saurabh Sinha
 (https://timesofindia.indiatimes.com/Toireporter/Author-Saurabh-Sinha-7035.Cms)/ TNN / Updated: May 26, 2025, 17:46 IST

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In a significant reform, the DGCA has recommended allowing arts and commerce students to pursue commercial pilot licenses, ending the three-decade-long requirement for science backgrounds. This proposal, sent to the aviation ministry, aims to allow students to also pursue this course. And no longer limit commercial pilot licence (CPL) training to science students alone, as it has been for almost three decades now.



NEW DELHI: In a major reform, the Directorate General of Civil Aviation (DGCA) has given its nod to changing the educational requirements for becoming a commercial pilot in India by proposing to allow class 12 pass outs from arts and commerce streams to also pursue this course. And no longer

limit commercial pilot licence (CPL) training to science students alone, as it has been for almost three decades now.

The regulator has sent its recommendation to the Union aviation ministry, which after finalising the amendment, will send the same to the law ministry. That ministry is to notify changes in the current rules which, as of now, require a student to mandatorily have physics and maths in class 12 for CPL training. Once cleared, all class 12 pass outs — subject to clearing medical fitness and other tests — will be eligible to become commercial pilots in India.

“The DGCA recommendation has been sent to the aviation ministry. Once they finalise it, this ministry will send in to the law ministry to notify the change. When that happens, the change will come into effect,” said a senior official. TOI had first reported the move to allow arts and commerce students to do CPL training in India on April 18, 2025.

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Should the DGCA further relax educational requirements for other aviation roles?

- Yes, it should promote inclusivity.
- No, maintain current standards.

Since mid 1990s, CPL training in India is open only for science & maths students. Before that, 10th pass (matric) was the only educational requirement for doing CPL here. Some countries, say, in Europe, other than India, had this requirement

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CPL here. Senior Captains say no country other than India has this requirement. They term it an archaic requirement that needs to go as the level of physics and maths knowledge required by pilots is imparted in junior classes itself. Over the last 30 years, many arts and commerce students were forced to give Class 12 exam for physics and maths from open school to be eligible for CPL training.

Aware of the likely spurt in number of students opting for CPL training once this rule is amended, aviation authorities have already started work on improving flying schools in India. The long time for CPL flying along with questionable safety and training standards of many flying schools in India forces a large number of students to head abroad every year to pursue this expensive course.

DGCA chief Faiz Ahmed Kidwai on May 16 directed all flying schools in the country to "maintain a dedicated website for their organisation" which must have updated information regarding several parameters that include, among other things, the minimum and maximum time taken to complete 200 hours of flying; number of aircraft, instructors, designated examiners, availability of ground school & simulator. DGCA chief Faiz Ahmed Kidwai wants to bring in transparency about flying training organisation (FTOs) so that the information being in public domain based on which students will choose them will make them competitive, safer and student-friendly.

On their part, FTOs point out a number of things that DGCA must do to make flying training less painful in India. Becoming a pilot in India is anything but easy — right from training stage to eventually getting a job. Most student pilots come from middle-class families who have taken big loans to give wings to their children's dreams.

Senior pilots have a word of caution for all aspiring aviators. "Even after the expensive CPL training and endorsement, getting a job can take a long time. If you are planning to become a pilot, the entire family must factor in the financial aspect and the time lag in getting a job after the entire training is complete. The reality is not as rosy as it seems for wannabe pilots." they caution.



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CBSE's big shift: Prioritises mother tongue in primary education, asks schools to map languages 'at the earliest'

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From Classes 3 to 5, students may continue learning in R1 or be offered the option of a second instructional language, labeled 'R2.'

Written by [FE Education](#)

May 25, 2025 08:34 IST

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CBSE's big shift: Prioritises mother tongue in primary education, asks schools to map languages 'at the earliest'. (Image: PTI)

CBSE's big shift: Prioritises mother tongue in primary education, asks schools to map



Signaling a shift towards making mother tongue instruction mandatory at the primary level, the Central Board of Secondary Education (CBSE) has directed all

affiliated schools to begin mapping students' mother tongues "at the earliest" and realign instructional materials accordingly before the end of the summer break.

English currently dominates as the language of instruction in CBSE-affiliated primary schools across India. With over 30,000 schools under its purview, CBSE is the country's largest national school board. In a circular dated May 22, the Board has laid out its expectations in line with the National Education Policy (NEP) 2020, emphasizing the use of the home language, mother tongue, or a familiar regional language — collectively referred to as 'R1' — as the medium of instruction from pre-primary to Class 2, termed the 'foundational stage.'

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The circular clarifies that while R1 should ideally be the child's mother tongue, the state language may be used if it is more practical and familiar to the child. From Classes 3 to 5, students may continue learning in R1 or be offered the option of a second instructional language, labeled 'R2.'

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Although the circular mentions that the use of the mother tongue "may commence from July," it allows flexibility for schools needing more time to adapt, provided the transition is not unduly delayed.

This marks the first time CBSE has formally indicated a move towards making mother tongue-based instruction mandatory. Previously, following the NEP 2020 and the National Curriculum Framework for School Education (NCFSE) 2023, the Board had only encouraged the use of the mother tongue through advisory notices.

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Both policy documents strongly advocate early education in the child's home language, especially up to the age of eight. "Since children learn concepts most rapidly and deeply in their home language, the primary medium of instruction would optimally be the child's home language/ mother tongue/ familiar language," the NCFSE 2023 states.

Focus on multilingual learning in foundational years

A CBSE official noted that students in Classes 1 and 2 primarily study two languages along with mathematics. Under the new guidelines, mathematics too may now be taught in the mother tongue or a familiar regional language. The focus at this stage, the circular states, is on familiarising students with both R1 and R2, the latter being introduced gradually.

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The Ministry of Education official added that the National Council of Educational Research and Training (NCERT) has already made textbooks for Classes 1 and 2 available in 22 Indian languages, and efforts are underway to translate textbooks for higher grades.

To facilitate the transition, the CBSE has instructed schools to establish an 'NCF implementation committee' by the end of May. This committee will be responsible for mapping students' mother tongues, aligning instructional materials, and guiding curricular modifications. The circular urges schools to complete the language mapping as soon as possible.

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“By the end of the summer break, schools should complete the realignment of curriculum and teaching resources to reflect R1 as the medium of instruction, and prepare for the structured introduction of R2 at the appropriate stage,” the circular reads. It also emphasises the need for teacher orientation and training in multilingual pedagogy, classroom strategies, and language-sensitive assessment before implementation begins.

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Monthly reporting and monitoring begins July

Starting July, schools will be required to submit monthly progress reports to CBSE. Academic observers may also visit schools to offer support and monitor progress.

While well-resourced schools may find the transition smoother, a CBSE official acknowledged that smaller institutions might need more time and support. Schools that require additional time must indicate a clear timeline, and ensure they have the necessary resources and teacher capacity in place.

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बच्चों को मातृभाषा में मिलेगी शुरुआती शिक्षा

जागरण संवाददाता, नई दिल्ली: देशभर के सीबीएसई से संबद्ध स्कूलों में पढ़ने वाले छोटे बच्चों के लिए महत्वपूर्ण बदलाव होने जा रहा है। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने सभी संबद्ध स्कूलों को निर्देशित किया है कि शैक्षणिक सत्र 2025-26 से प्रारंभिक शिक्षा (प्री-प्राइमरी से पांचवीं कक्षा तक) में मातृभाषा या घर की भाषा को प्राथमिक माध्यम बनाया जाए। यह निर्णय राष्ट्रीय शिक्षा नीति (एनईपी)-2020 के तहत लागू राष्ट्रीय पाठ्यचर्या ढांचा (एनसीएफ-2023) की सिफारिशों के अनुसार लिया गया है।

छोटे बच्चों के लिए वही भाषा सबसे सहज होती है, जिसे वे घर में सुनते और बोलते हैं। इसी को ध्यान में रखते हुए बोर्ड ने निर्देश दिया है कि बुनियादी चरण (प्री-प्राइमरी से दूसरी, उम्र तीन से आठ वर्ष) में पढ़ाई मातृभाषा में होनी चाहिए। इस चरण में बच्चे पहली भाषा (आर-1) के रूप में मातृभाषा में पढ़ना, समझना व लिखना सीखेंगे, जबकि दूसरी भाषा (आर-2) को केवल मौखिक रूप से बच्चों से परिचित कराया जाएगा। बोर्ड ने कहा, यह कदम बच्चों की बौद्धिक व भाषाई क्षमता को बेहतर तरीके से विकसित करने में सहायक होगा। बोर्ड ने यह भी स्पष्ट किया है कि जहां मातृभाषा का प्रयोग संभव न हो (जैसे भाषा की लिखित परंपरा न हो या कक्षा में भाषाई विविधता हो), वहां राज्य की आधिकारिक भाषा को आर-1

• सीबीएसई संबद्ध स्कूलों में होगा लागू बच्चों की समझ व सीखने की क्षमता में आएगा सुधार



• 2025-26 से लागू होगा नया भाषा नियम, स्कूलों को तैयारी के लिए मिले सख्त निर्देश

एनसीईआरटी की मुख्य बातें

आर-1 (प्रथम भाषा): आदर्श रूप से मातृभाषा या क्षेत्रीय भाषा होनी चाहिए। इसी में प्रारंभिक साक्षरता दी जाएगी।

आर-2 (द्वितीय भाषा): मौखिक रूप से बच्चों को परिचित कराया जाएगा। पढ़ना-लिखना आर-1 में ही अपेक्षित है।

नोट: यदि कक्षा में विविध भाषाएं हैं या किसी भाषा की लिखित परंपरा नहीं है तो राज्य की भाषा को आर-1 के रूप में इस्तेमाल किया जा सकता है।

बोर्ड की सिफारिशें

- बाल वाटिका (प्री-प्राइमरी) में जादुई पिटारा और ई-जादुई पिटारा जैसे खेल आधारित संसाधनों का उपयोग
- पहली और दूसरी के लिए हिंदी, उर्दू और अंग्रेजी में एनसीईआरटी की किताबें
- एनसीईआरटी वेबसाइट पर अन्य भारतीय भाषाओं में डिजिटल संसाधन उपलब्ध

के रूप में अपनाया जा सकता है। प्रारंभिक चरण (कक्षा तीसरी से पांचवीं, आयु आठ-11 वर्ष) में आर-1 को ही अन्य विषयों की पढ़ाई का माध्यम बनाए रखने की बात कही गई है। यदि छात्र आर-2 में पर्याप्त दक्षता हासिल कर लें तो उसमें बदलाव की अनुमति दी जा सकती है। इस चरण में छात्रों को

जटिल वाक्य संरचनाएं, कविताएं, पोस्टर, संवाद व पैराग्राफ लिखने का अभ्यास कराया जाएगा। शिक्षा क्षेत्र से जुड़े विशेषज्ञों के अनुसार यह कदम बच्चों की उनकी जड़ों से जोड़ने वाला है। मातृभाषा में शिक्षा बच्चों के सोच, आत्मविश्वास और रचनात्मकता को बेहतर तरीके से विकसित करती है।

सीबीएसई स्कूलों को दिए अहम निर्देश

- स्कूलों को 31 मई 2025 तक एनसीएफ क्रियान्वयन समिति का गठन करना अनिवार्य
- गर्मी की छुट्टियों के दौरान भाषा मैपिंग, पाठ्यक्रम समायोजन और शिक्षकों का प्रशिक्षण
- पांच जुलाई 2025 से मासिक प्रगति रिपोर्ट पोर्टल पर अपलोड करना जरूरी

राष्ट्रीय सहारा
27 मई 2025
पेज नं- 02

कॉलेजों को स्वायत्त बनने में मदद करें विश्वविद्यालय : यूजीसी

■ राकेश नाथ

नई दिल्ली। एसएनबी

विश्वविद्यालय अनुदान आयोग (यूजीसी) देशभर के उच्च शैक्षणिक संस्थानों व कॉलेजों को स्वायत्तता प्रदान करने की दिशा में काम कर रहा है। विश्वविद्यालयों से आयोग को पूर्णतः सहयोग नहीं मिल रहा है। इस स्थिति को देखते हुए यूजीसी ने देशभर के विश्वविद्यालयों से कहा है कि वे संस्थानों व कॉलेजों को स्वायत्त बनाने की प्रक्रिया में मदद करें, ताकि स्वायत्तता की प्रक्रिया पूरी की जा सके। इस संबंध में विश्वविद्यालय अनुदान आयोग ने देशभर के विश्वविद्यालयों के कुलपतियों को निर्देश जारी किए हैं।

यूजीसी के भेजे गए निर्देशों में कहा गया है कि कॉलेज की स्वायत्तता उसकी गुणवत्ता और उत्कृष्टता को बढ़ावा देने में सहायक है। इसके अलावा राष्ट्रीय शिक्षा नीति 2020 इस बात पर जोर देती है कि उच्च शिक्षा संस्थान उच्च गुणवत्ता वाले शिक्षण, अनुसंधान और सामुदायिक

■ कई विश्वविद्यालय स्वायत्तता की प्रक्रिया पूरी करने में नहीं कर रहे मदद

■ आयोग ने विभिन्न विश्वविद्यालयों के कुलपति को भेजे निर्देश

■ कहा, कॉलेजों के स्वायत्तता रेगुलेशन का अक्षरशः करें पालन

सहभागिता के साथ पाठ्यक्रम संचालित करें। एनईपी 2020 के अनुरूप आयोग ने महाविद्यालयों को स्वायत्तता स्थिति प्रदान करना और स्वायत्त महाविद्यालयों में मानकों के रखरखाव के उपाय विनियम 2023 को अधिसूचित किया है। विनियमों में कॉलेजों की स्वायत्तता के लिए विश्वविद्यालयों की एक महत्वपूर्ण भूमिका की परिकल्पना की गई है। हालांकि यूजीसी के संज्ञान में आया

है कि कई विश्वविद्यालय सम्बद्ध कॉलेजों को 30 कार्यदिवस में स्वायत्त स्थिति प्रदान करने के लिए यूजीसी पोर्टल पर कोई जवाब नहीं दे रहे हैं। इतना ही नहीं जब यूजीसी कॉलेजों को स्वायत्तता प्रदान कर देता है तो कॉलेज को स्वायत्त इकाई के रूप में कार्य करने के लिए 30 दिन के अंदर अधिसूचना जारी करने में भी विश्वविद्यालय विलम्ब कर रहे हैं।

यह भी देखा गया है कि कुछ विश्वविद्यालय विनियमों के प्रावधानों के अनुसार स्वायत्त कॉलेजों को पाठ्यक्रम डिजाइन करने, नए पाठ्यक्रम शुरू करने, और छात्रों के प्रदर्शन के मूल्यांकन के तरीकों को विकसित करने आदि मामलों में पूरी स्वायत्तता नहीं देते हैं। कुछ विश्वविद्यालय कॉलेजों को यूजीसी विनियमों के प्रावधानों के विरुद्ध नियम और शर्तें रखने वाले एक समझौता ज्ञापन पर हस्ताक्षर करने के लिए कहते हैं। यूजीसी ने सभी विश्वविद्यालयों को कहा है कि वे कॉलेजों के स्वायत्तता रेगुलेशन को अक्षरशः पालन करें।

Liverpool 2nd UK university to open campus in India

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, MAY 26

The University of Liverpool on Monday received a formal approval from the University Grants Commission (UGC) to open its campus in Bengaluru even as former UGC Chairman M Jagadesh Kumar said foreign institutions would have to reinvest the revenue generated from Indian campuses here itself.

The University of Liverpool will welcome its first batch of students in August next year. The University of Southampton, the first UK university to receive approval, is set to start offering academic programmes in Gurugram by July this year.

With more foreign universities lined up to set up their campuses here, Kumar said, "All these universities are non-profit institutions and are free to repatriate the revenues to their parent campuses abroad. But we are looking for a long-term collaboration with them. They will have to reinvest the profits here."

These universities had also indicated that their fees in India would be lower than what they charged at their main campuses, he said while talking to *The Tribune*.

Meanwhile, Union Educa-

First batch in 2026 | Southampton starts G'ram classes this July

WILL HAVE TO REINVEST, CHARGE LOWER FEE

Foreign universities have indicated their fees will be lower than their main campuses. They are free to repatriate the revenues to their parent campuses abroad. But given the long collaboration period, they will have to reinvest the profits in India, says M Jagadesh Kumar, UGC ex-Chairman.



MORE LINED UP

Illinois Institute of Technology (US) | Victoria University (Australia) | Western Sydney University (Australia) | Istituto Europeo di Design (Italy)

tion Minister Dharmendra Pradhan handed over the Letter of Intent (LoI) to representatives of the University of Liverpool here. The university's initial programmes will include business management, accounting and finance, computer science, biomedical

CONTINUED ON PAGE 300 / 358

The Tribune
27 May 2025
Pg No. - 1, 8

Liverpool 2nd UK...

sciences and a unique game design course.

The move to allow foreign universities to set up campuses in India followed decades of attempts to enact legislation in this regard. Successive governments have made attempts to pass legislation regulating their operation. The first attempt was in 1995, when a Bill was introduced but not finalised. In 2005-06, another draft was prepared but only reached the Cabinet stage. In 2010, the UPA-II government introduced the Foreign Educational Institutions Bill, which faced opposition from the BJP, Left and SP, ultimate-

ly lapsing in 2014.

Critics argued that foreign universities would raise education costs, making it unaffordable for many. Besides, unlike the current UGC regulations, which restrict entry to top 500 globally ranked institutions, the UPA-II Bill lacked clarity on eligibility criteria.

"In November 2023, the UGC introduced new regulations (Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India) to facilitate foreign universities establishing campuses in India. Without these regulations, setting up campuses was difficult," said Kumar.

The Hindu, 27 May 2025, Pg 12

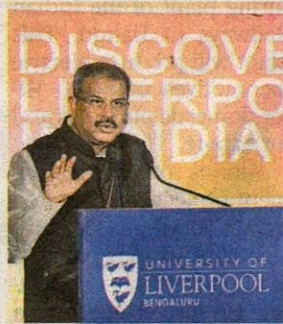
University of Liverpool to open campus in Bengaluru; admission from next year

The Hindu Bureau
NEW DELHI

Union Education Minister Dharmendra Pradhan, presiding over the handover of a Letter of Intent to the University of Liverpool here on Monday to set up a campus in Bengaluru, said it reaffirmed India's emergence as a trusted partner in global higher education.

This is the second foreign university to be issued an LoI under the UGC (Setting up and operation of campuses of foreign higher educational institutions in India) Regulations, 2023.

Mr. Pradhan said it was another milestone in India's journey of deepening academic partnerships with leading global universities – an aspiration embedded in the National



Dharmendra Pradhan

Education Policy, 2020.

Mr. Pradhan called for focus on areas such as R&D and innovations, and stated that it was noteworthy that the University of Liverpool would focus on STEM-related research leading to innovation. He highlighted that it was the fourth foreign university to publicly announce its presence in India. The university would open its campus in

Bengaluru. By this academic year, 15 foreign universities will be coming to India, especially in STEMB (Science, Technology, Engineering, Medicine, and Business), he added.

Vineet Joshi, UGC Chairman, said that the University of Liverpool had received formal approval from the UGC to open the first foreign university campus in Bengaluru.

The inaugural cohort of undergraduate and post-graduate students would join the university in August 2026, initially offering programmes in business management, accounting and finance, computer science, and biomedical sciences. It will also introduce a programme in game design – a unique offering for a U.K. university campus in India.

Why are 'sugar boards' necessary in schools?

How do 'sugar boards' teach children about the health risks associated with high sugar consumption? Has the National Commission for Protection of Child Rights stepped in? Is Type-2 diabetes prevalent in children in India? Has the Food Standards and Safety Authority of India formulated a High Fat, Salt and Sodium definition?

EXPLAINER

Maitri Porecha

The story so far:

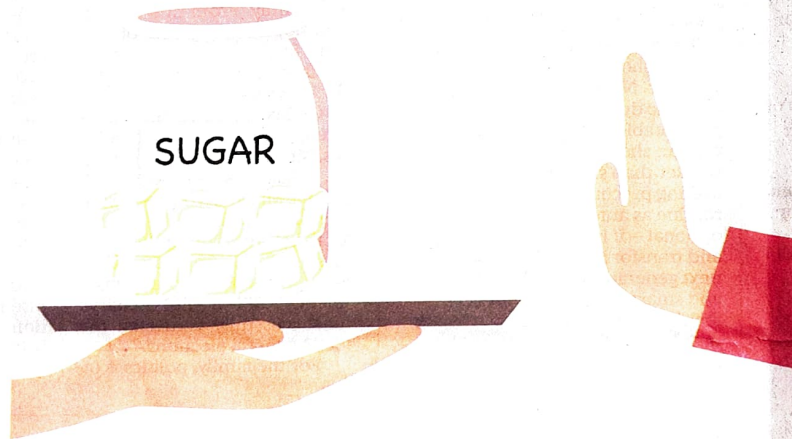
In order to check the sugar intake of school-going children, the Central Board of Secondary Education (CBSE) has instructed over 24,000 affiliated schools across India to establish 'sugar boards', where information is displayed for educating students about the risks of excessive sugar intake.

What are 'sugar boards'?

Two years ago, food influencer Revant Himatsingka appealed to schools through a video to start a 'sugar board' campaign, which involves a visual representation of the quantity of sugar contained in a bottle of aerated drink or packaged fruit juice. "Children need to learn in fun and interesting ways the perils of consuming excess sugar. So, in Do It Yourself (DIY) workshops with school children, we ask the students to stick, say for instance bottles of aerated drinks, or packaged juices, [on a paper/white board] and adjacent to that stick the quantity of sugar in a packet and number of teaspoons of sugar that go into the product," Mr. Himatsingka told *The Hindu*. For example, a 300 ml bottle of a popular aerated drink contains eight teaspoons of sugar, with one teaspoon of sugar being nearly four grams. Similarly, a popular brand of a 125 ml packaged mango drink contains five teaspoons of sugar.

'Sugar boards' provide essential information, including recommended sugar intake, the sugar content in commonly consumed foods (such as junk food and cold drinks), health risks associated with high sugar consumption and healthier dietary alternatives.

The CBSE has stated that schools may submit a brief report and photos of the activity on 'sugar boards' till July 15. Mr. Himatsingka said that while many schools have already included 'sugar boards' in their activities, CBSE's directive will



GETTY IMAGES

create awareness in nearly two crore students and their families.

Why are 'sugar boards' necessary?

The National Commission for Protection of Child Rights (NCPCR) has pushed for the introduction of a 'sugar board' in all schools, not only in those which are CBSE affiliated, but also in schools which are affiliated to various State boards. In a letter written to CBSE by NCPCR in March earlier this year, the child rights body emphasised, "Over the past decade, there has been a significant increase in Type 2 Diabetes among children, a condition primarily seen in adults. This alarming trend is attributable to high sugar intake... easy availability of sugary snacks, beverages and processed foods within school environments," the letter states.

While population-based data on Type-2 diabetes among children and adolescents

are unavailable from India, it is estimated that the incidence of Type 2 Diabetes in the group is 397 per lakh population, next only to China which has 734 estimated cases per lakh. Speaking with *The Hindu*, Dr. Divya Gupta, gynaecologist and a member of NCPCR, said, "Studies indicate that sugar constitutes 13% of daily calorie intake for children aged 4 to 10 years and 15% of those aged 11 to 18 years —substantially exceeding the recommended limit of 5%."

What is India's regulatory stand?

Official sources said that the Food Standards and Safety Authority of India (FSSAI) had convened a scientific panel of experts in April and May earlier this year, to decide on a High Fat, Salt and Sugar (HFSS) definition pertaining only to school meals. However, the FSSAI has still not set HFSS standards or finalised the

'health-star rating system', for front-of-pack labelling regulations. "In the meeting, we could not arrive at definition for HFSS for what comprises a school meal. Discussions are underway and it was decided that the HFSS definition for what comprises school meals cannot be different from that of packaged food. So a holistic HFSS definition should be formulated," an official said.

Currently, FSSAI has regulation for brands making food claims. For instance, a low sugar claim can only be made if a product contains not more than five gm sugar per 100 gm. "While there are regulations in place for making claims on packaged food, FSSAI has not fixed cut-offs for High Fat, Salt, Sugar consumption for the Indian population," the official said. India currently relies on World Health Organization (WHO) cut-offs for ideal HFSS intake. For instance, WHO guidelines restrict daily sugar intake in adults and children to 25 grams (six teaspoons). However, experts argue that the Indian cut-off should be lower, and should be derived from indigenous data, as the genetic make-up of Indians make them more prone to heart attacks. "We need epidemiological data, through a country wide study which monitors dietary intake, along with variables like data on Body Mass Index, insulin resistance, lipid profile, biochemical parameters and so on," said an expert closely working with FSSAI on the issue.

What next?

Dr. Gupta said that the child rights body is working on gradually introducing directives for foods high in salt and trans-fats as well.

"NCPCR is also gathering data on children suffering from diabetes from government hospitals. We will be talking to parents during parent teacher meetings about the importance of healthy eating. We have had stakeholder meetings with paediatric doctors who will be roped in to go to schools for workshops and so on. Introducing 'sugar boards' is just the beginning," Dr. Gupta said.

THE GIST

The NCPCR has pushed for the introduction of a 'sugar board' in all schools, not only in those which are CBSE affiliated, but also in schools which are affiliated to various State boards.

'Sugar boards' provide essential information, including recommended sugar intake, the sugar content in commonly consumed foods, health risks associated with high sugar consumption and healthier dietary alternatives.

WHO guidelines restrict daily sugar intake in adults and children to 25 grams (six teaspoons).

NCERT's new modules unpack India's journey: From digital boom, Covid lessons to global power moves

The seven modules cover a wide range of subjects: Swachhata (cleanliness); Covid-19 Management, Asian Games Sporting Success (includes Khelo India games); Bharat – Mother of Democracy, India as Fifth Economic Power; India's Digital Success and Power; and Virasat aur Vikas (Heritage and Development).

Written by [Sophiya Mathew](#)

Updated: May 27, 2025 20:28 IST

 NewsGuard

🕒 5 min read



These latest offerings follow a previous set of NCERT modules launched last year on India's G20 Presidency, Viksit Bharat, and Nari Shakti Vandan.

-When Nisha lost her degree certificate just before a job interview, she recovered it within minutes using DigiLocker.

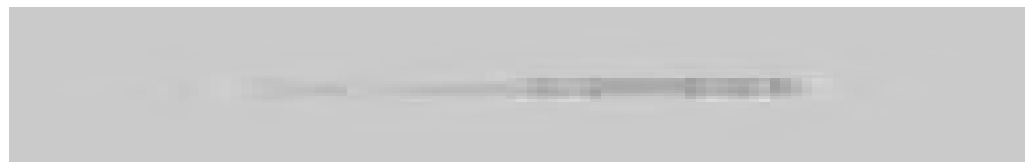
-In rural Assam, a family used the Ayushman Bharat app to get emergency care for a critically ill patient.

-Elsewhere, a group of students, “concerned about local pollution levels became data detectives” — they accessed government air quality data, made verified social media accounts using Aadhaar and DigiLocker, launched a social

media campaign with the hashtag #CleanAirCleanTown, and presented their findings to local authorities, prompting real action.

These real-world examples are now part of a new learning module released by the National Council of Educational Research and Training (NCERT) for students from Grades 1 to 12.

Titled India's Digital Success and Power, it is one of seven modules launched by Union Education Minister [Dharmendra Pradhan](#) on May 19 in [Delhi](#). It aims to integrate real-life learning and national themes into the school curriculum.



The seven modules cover a wide range of subjects: Swachhata (cleanliness); [Covid-19](#) Management, Asian Games Sporting Success (includes Khelo India games); Bharat – Mother of Democracy, India as Fifth Economic Power; India's Digital Success and Power; and Virasat aur Vikas (Heritage and Development).

They are designed for four stages of schooling — foundational, preparatory, middle, and secondary — and use a mix of stories, case studies, quiz questions, and interactive activities.

According to a statement from the Ministry of Education, the modules “reflect India's belief in ‘language as cultural identity’ and ‘education as empowerment’.”

They have been made available this month digitally via the NCERT's website.

The modules: A breakdown

Digital India: One preparatory-level story shows a mother using a UPI app to pay at a bookstore after forgetting her wallet, introducing digital finance in a relatable way. When the character Lucky injures his arm, he continues learning through videos and worksheets on the DIKSHA app — underlining how technology plays a role in education access, even at an early age.

At the middle and secondary stages, students are introduced to platforms such as Aadhaar, DigiLocker, Ayushman Bharat Digital Mission, DigiYatra, UMANG, and the Government e-Marketplace (GeM). A case study features Brij Kishor, a jewellery artisan from Rajasthan, who uses GeM to sell his products across India, including to a government office, revealing how small businesses are being supported through public digital infrastructure.

Mental health services are another focus area. One narrative follows a student named Riva who accesses India's national mental health helpline, Tele MANAS (14416), after feeling overwhelmed. The story opens a conversation around digital access to emotional support and care.

Democracy: It explores voting traditions from Buddhist sanghas and Chola-era Kudavolai systems to the structure of modern electoral institutions. For secondary school students, ‘The Idea of Welfare state in Kautilya's Arthashastra’ is another module prepared.

Covid-19: Presents the pandemic through both science and storytelling.

At the foundational level, students match symptoms like fever, fatigue, and breathing trouble with illustrated posters they may have seen during the pandemic. One activity invites them to tick off what they experienced during Covid:

“Did you feel tired? Did you have a cough? Could you smell your food?”

For older students, there’s an exercise to build a 3D model of the virus using eco-friendly material and another that asks them to interview COVID-affected individuals and document long-term effects, bridging health science with personal experience.

Swachhata: For young learners, it introduces a colourful character called the “Swachhata Wizard” who guides children through a role-play in a messy playground. He is joined by animated characters like the Blue Bin (for recyclable waste), the Green Bin (for non-recyclable waste), and a Sorting Robot. Together, they teach students about composting and segregation.

Secondary-level students, meanwhile, discuss how individual behaviour shapes public health. “When our daily actions reflect cleanliness,” says a teacher character, “the country doesn’t need a separate campaign”

Sports: Real-life examples from the 2023 Asian Games — where India won a record 107 medals — are used to inspire students. It features sportspersons like Neeraj Chopra and Parul Chaudhary and how 125 athletes were trained under the Khelo India scheme.

One classroom dialogue reads: “Can someone bring glory to the nation without joining the defence services?” A teacher responds, “Yes, through sports,” and then introduces achievements like winning all five golds in archery and the rise of India’s para-athletes.

Virasat aur Vikas: This explores how India’s cultural legacy intersects with modern development. According to the module guidelines, it “seeks to instil in the minds of the children at the middle and secondary stages a sense of pride in our heritage, have a feeling of belongingness, and at the same time have a global perspective”.

Students are introduced to sites such as the Shri Kashi Vishwanath temple in Varanasi and the Kamakhya temple in Assam, with references to recent government efforts like the Maa Kamakhya Divya Lok Pariyojana.

Students are also encouraged to “write scripts for drama on legend or stories associated with monuments” or “develop a multilingual glossary of terms used in the context of culture”.

These latest offerings follow a previous set of NCERT modules launched last year on India’s G20 Presidency, Viksit Bharat, and Nari Shakti Vandan.

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TAGS: COVID-19

People's Education Policy: A challenge to NEP 2020

Join *The Hindu's* live webinar 'People's Education Policy: A challenge to NEP 2020' on May 31 at 5:00 p.m.

Updated - May 27, 2025 01:43 pm IST

THE HINDU BUREAU



The PEP seeks a complete reversal of all the key aspects of NEP, calling for strengthening formal education, a massive increase in government funding, a return of education to the State list, and so on. | Photo: iStock/ Getty Images

The implementation of the National Education Policy 2020 is in full swing. Various aspects of the policy are being implemented by the Centre, central agencies, as well as State governments and their agencies, albeit with some caveats here and there. The three-language policy, for instance, has drawn opposition in some States. But the general thrust of the policy, which draws from the Kasturirangan Committee's recommendations, is being applied, and rules have been framed for application across much of India.

While supporters of the NEP laud it as ground-breaking and one that would help India leap into the future, detractors have said that while its diagnosis of the Indian education system is not far off the mark its cure is worse than the disease. They say the NEP will do more harm than good.

The draft People's Education Policy, unveiled recently for public comments, takes this approach. From the splitting of school-college years to the emphasis on foundational literacy and numeracy, the PEP seeks a

complete reversal of all the key aspects of NEP, calling for strengthening formal education, a massive increase in government funding, a return of education to the State list, and so on.



People's Education Policy: A challenge to NEP 2020

Join **THE HINDU** Live Webinar ((●))

Register Now, It's free! **May 31, 5 p.m. (IST)**

Prof. Arun Kumar
Former professor,
CESP, JNU

Prof. Sachidanand Sinha
Former Professor,
CSR, JNU

Ramnath Sankaran
Engagement Lead, CEGIS

K. Ramachandran
EdTech Entrepreneur

M. Kalyanaraman
Head, Education Vertical,
The Hindu

REGISTER NOW

Register now for free to ask questions and interact with the panellists. Those who ask the three best questions will receive a free online subscription to *The Hindu*.

Let's join us on a webinar to critically understand and discuss what the alternative policy is saying. *The Hindu* will host a live webinar titled 'People's Education Policy: A challenge to NEP 2020', on Saturday, May 31, 5:00 p.m.

The panellists include: Prof. Arun Kumar, Former Professor, CESP, JNU; Prof. Sachidanand Sinha, Former Professor, CSR, JNU; Ramnath Sankaran, Engagement Lead, CEGIS; K. Ramachandran, EdTech Entrepreneur. The session will be moderated by M. Kalyanaraman, who heads The Hindu's Education vertical.

Register now for free to ask questions and interact with the panellists. Those who ask the three best questions will receive a free online subscription to *The Hindu*.

Panellists

Prof. Arun Kumar, Former Professor, CESP, JNU

Arun Kumar joined JNU in 1984 and retired as the Sukhamoy Chakravarty Chair Professor in the Centre for Economic Studies and Planning, Jawaharlal Nehru University, in 2015. He was the Chairperson of a Commission on Unemployment set up by Civil Society Groups, and its Report was released in October 2022. Before this, he was the Malcolm Adiseshiah Chair Professor in the Institute of Social Sciences from 2017 to 2022. He was a member of the team to study the black economy for CBDT (1982-85).

He has a Ph.D. in Economics from JNU and a Master's in Physics from both Princeton University, U.S., and Delhi University. He is a gold medalist of the Delhi Higher Secondary Board and Delhi University. He has specialized in Development Economics, Public Finance and Public Policy, and Macroeconomics.

Prof. Sachidanand Sinha, Former Professor, CSRD, JNU

Prof Sachidanand Sinha is a Former Professor, Centre for the Study of Regional Development, JNU, New Delhi. His research revolves around access to education and health facilities, particularly with reference to marginalised sections, inaccessible terrain, etc. He had worked with the GoI on the identification of educationally backward districts. He currently serves as the President All India Save Education Committee Delhi Chapter.

Ramnath Sankaran, Engagement Lead, CEGIS

Ramnath anchors CEGIS' engagements in Education and HR with the Government of Tamil Nadu. Before joining CEGIS, he spent over two decades at Infosys, gaining experience in sales, designing, and delivering large and complex programs, as well as assembling and leading cross-functional teams. Ramnath made a conscious shift from the technology sector to explore his interest in Public Policy and effective governance. He is passionate about creating equity for children by improving access to better education and is keen to create impact at scale.

K. Ramachandran, EdTech Entrepreneur

K Ramachandran (KRC) is an entrepreneur, freelance journalist, writer. In his 18-year career in journalism, KRC has covered education and urban development. In 2007, he shifted careers to head the industry - academia interface program at a leading IT and Consulting Services company. He was involved in curriculum making committees on many occasions of universities, colleges and industry forums like Nasscom and the CII. He became a co-founder of 361 Degree Minds, a digital education and edtech company. Currently he heads Strategy and large initiatives at 361 Degree Minds.

(For any suggestions or feedback, please reach out to us at education@thehindu.co.in)

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Shri Dharmendra Pradhan presides over LoI handover ceremony to University of Liverpool

University of Liverpool becomes second UK University to set up campus in India

15 foreign universities will come to India to open their campuses in STEM - Shri Dharmendra Pradhan

Sustainability, health and wellness, and prosperity are the common agenda of the world today and universities are the hotspots - Shri Dharmendra Pradhan

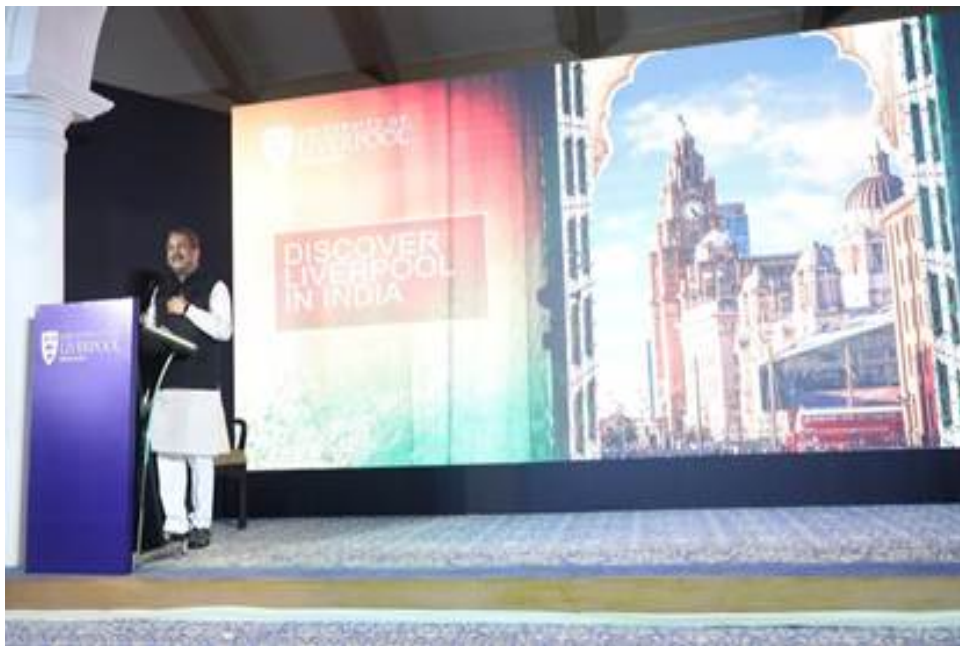
Posted On: 26 MAY 2025 3:13PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, presided over the Letter of Intent (LoI) handover ceremony to the University of Liverpool today in New Delhi. This will be the second foreign university to be issued LoI under the UGC (Setting Up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations, 2023.

Ms. Lindy Cameron CB OBE, British High Commissioner to India; Dr. Vineet Joshi, Interim Chair, UGC and Secretary Department of Higher Education, Ministry of Education; Prof. Tim Jones, Vice-Chancellor, University of Liverpool; Prof. Tariq Ali, Pro-Vice-Chancellor for Global Engagement and Partnerships, University of Liverpool; officials from the Ministry of External Affairs and Ministry of education, University Grants Commission, and other dignitaries were also present at the event. Three important MoUs were also signed today to explore future collaborative opportunities with companies and organisations including the Royal College of Obstetricians and Gynaecologists (RCOG), AstraZeneca Pharma India Limited, YouWeCan, and Dream11.

Shri Pradhan, speaking at the event, said that the LoI reaffirms India's emergence as a trusted partner in global higher education. It is yet another milestone in India's journey of deepening academic partnership with leading global universities—an aspiration firmly embedded in the transformative vision of the National Education Policy 2020, he said.





Reiterating Prime Minister Shri Narendra Modi's words, the Minister said that the Prime Minister has given the target of making the country Viksit Bharat by 2047. Implementation of NEP 2020 in letter and spirit is the key to actualise this ambition, he stressed. One of the primary recommendations of NEP 2020 is rooted, futuristic and global education and the aim is to produce global citizens, he added.

Shri Pradhan also urged focus on areas like R&D and innovations and expressed his pleasure that Liverpool University is going to focus on STEM-related research leading to innovation. He said that it is important to create a new generation of global citizens. The innovation centre in India will be mutually beneficial for both the university and society, he added. He highlighted that the University of Liverpool is the 4th foreign university to publicly announce its presence in India. By this academic year, 15 foreign universities will be coming to India, especially in STEM, he added.

He showed his confidence that the University of Liverpool's campus in Bengaluru will be a global campus that will push the boundaries of research and innovation and foster scientific temper for contributing to global welfare and prosperity. The Minister said that sustainability, health and wellness, and prosperity are the common agenda of the world today, and universities are the hotspots. India, with the ethos of 'Vasudhaiva Kutumbakam', is the appropriate place to drive the global agenda and fulfil global responsibilities, he added.

Dr. Vineet Joshi, in his address, said that the Letter of Intent is not just a ceremonial gesture, but it reflects a broader and deeper transformation underway in India's higher education system—one that is driven by strategic reform, international engagement, and a strong policy foundation. He also mentioned that NEP 2020 has rolled out targeted reforms to make Indian education more inclusive, globally competitive, and future-ready. Rooted in NEP 2020's transformative agenda, internationalization has become a core priority—emphasizing global connectivity, high standards, and institutional flexibility, he added.

The University of Liverpool has received formal approval from the University Grants Commission (UGC) to open the first foreign university campus in Bengaluru. Scheduled to welcome its inaugural cohort of undergraduate and postgraduate students in August 2026, it will initially offer programs in Business Management, Accounting and Finance, Computer Science, and Biomedical Sciences. Notably, it will also introduce a program in Game Design—a unique offering for a UK university campus in India to offer this innovative subject. The new campus will also create enriching global exchange opportunities, providing UK-based students with an exciting new destination for international study.

The Bengaluru campus will create a research-intensive environment. Important fundamental, applied and industry-driven research will be based on the Bengaluru campus, providing solutions to a range of global and local challenges and needs. The University's well-established links to employers, successful alumni and enhanced support for enterprise and entrepreneurship activities will ensure students develop the skills they need to go on to successful careers or further study.

As a truly international university, Indian students will also have access to the global mobility scheme, providing important opportunities for academic, professional and personal development both in Liverpool and across the world, and the international perspective needed to succeed in today's interconnected world. With a curriculum designed to meet global industry standards and taught by a diverse faculty, students will graduate ready to compete in the international job market and contribute meaningfully to the global workforce.

During the event two panel discussions were also held titled 'The Free Trade Agreement and Beyond' and 'The India-UK Challenge of Antimicrobial Resistance (AMR)'.

About the University of Liverpool

Founded in 1881 as the original 'red brick', the University of Liverpool is one of the UK's leading research-intensive higher education institutions with an annual turnover of £708.3 million. Consistently ranked in the top 175 universities worldwide, they are a member of the prestigious Russell Group of the UK's leading research universities and have a global reach and influence that reflects our academic heritage as one of the country's largest civic institutions.

MV/AK

MOE/DoHE/26 May 2025/12

(Release ID: 2131284)

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To become a developed nation, we must implement NEP, says Dharmendra Pradhan

ANI |, New Delhi

May 27, 2025 10:16 AM IST

Highlighting the importance of National Education Policy, Pradhan said it was vital to implement NEP to be a developed nation.

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Union Education Minister Dharmendra Pradhan attended a significant Letter of Intent (LOI) handover ceremony with the University of Liverpool, marking a milestone in fostering international academic collaborations.



Union Education Minister Dharmendra Pradhan said that India's Gross Enrolment Ratio (GER) in higher education currently stands at 26-27%, with the NEP aiming to raise it to 50% within the next five years. (File image)

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Speaking at an event, Union Education Minister Dharmendra Pradhan emphasised India's ambitious educational goals under the National Education Policy (NEP) 2020.

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Pradhan highlighted the scale of India's education system. He noted that India's Gross Enrolment Ratio (GER) in higher education currently stands at 26-27%, with the NEP aiming to raise it to 50% within the next five years.

[University of Liverpool is coming to India: VC Tim Jones shares what's ahead for Indian studen](#)

"Today, the number of students in India is 300 million. Out of that, 40 million are in higher education... We have more than 1200 universities and 50,000 colleges... But GER (Gross Enrolment Ratio) is around 26-27%. The National Education Policy 2020 recommendation is to take it to 50% in the next 5 years," he said.

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...a target given by PM Modi. By 2017, India will have to be a developed nation. If you want to have the nation to be a developed nation, we have to implement the National Education Policy. One of the primary recommendations of the NEP... We have to look beyond the horizon. We have to become global. We can't function in isolation..."

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On July 29, 2020, the Union Cabinet of India approved the New National Education Policy to replace the Education Policy of 1986. This policy brings a major positive change in education in India. The main objective of launching the National Education Policy 2022 was to restructure India's education policy.

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Under this new national education policy, no one will be forced to learn a particular language. Now, students can choose the language according to their interests. This change is being implemented only after considering the various analyses, comments and suggestions of the stakeholders.

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Focus on language proficiency is key

Ratnesh Kumar Jha

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India's education system is undergoing a significant transformation, shifting from a focus on theoretical knowledge to an emphasis on skill-based education. This evolution aligns with the National Education Policy (NEP) 2020, which advocates for vocational and practical learning to better meet industry demands. Within this framework, language proficiency, particularly in English, has emerged as a pivotal skill, enabling students and professionals to access global career opportunities. As the global job market becomes increasingly interconnected, effective communication skills are essential for both domestic and international success.

India is currently transitioning from an education model rooted in academic theory to one emphasizing practical skills. According to the ETS-Wheelbox India Skills Report 2025, over 50% of Indian graduates are now considered employable, a significant increase from 33% a decade ago. This shift underscores the growing importance of practical

learning over purely academic achievements.

Educational institutions are responding by integrating job-ready skills into their curricula, with communication skills as a top priority. Apprenticeship enabled degree programmes have been mooted highlighting the fact that skills are now fundamental to the teaching-learning process.

A recent survey indicates that 60% of workers believe skills-based hiring will become more prevalent by 2025, prompting many to invest in certifications and specialized training. This trend reflects a significant shift in hiring criteria across the nation. As India's middle class expands and the digital economy grows, the demand for professionals who are not only technically proficient but also globally competitive is increasing. However, historical underinvestment in English language teaching has left many students at a disadvantage. Industry-wide reports have shown that English proficiency is crucial for accessing better career opportunities, especially in multinational organizations. The ability to communicate flu-

ently in English has become essential, serving as the primary language of business, technology, and international trade.

The demand for English-speaking professionals is reflected in employment data. Studies indicate that English speakers can command a significant wage premium, especially in the tertiary job market. Additionally, jobs requiring strong English skills often see higher placement rates compared to roles that do not require the language. The need for reliable, quick language proficiency assessments is growing as the global job market becomes more competitive. This trend is evident not only in business and customer-facing roles but also in sectors such as technology and engineering, where clear communication in English is essential for collaboration and knowledge transfer across borders.

English is vital to the operations of Global Capability Centers (GCCs) that are coming up in India, as it supports smooth communication and teamwork with international teams and clients. It aids in the exchange of knowledge and skills while fos-

tering global integration. As the dominant language in business and technology, English is key for GCCs to perform their roles efficiently.

Moreover, as global mobility increases, India's students and professionals need to demonstrate their readiness for international career paths. Reliable and accessible language proficiency assessments play a key role in this, providing an efficient way to measure language skills that are universally recognized. There is an increasing need for flexible, modular assessments that allow candidates to test specific skills relevant to their target job roles. These assessments help ensure that Indian students and professionals can compete effectively in a global workforce, enhancing their employability and opening doors to leadership positions and international career opportunities.

Initiatives such as the Skill India Mission have emphasized the importance of communication skills, including English, in their training programs. These programs aim to equip the workforce with the necessary skills to

meet the evolving demands of the global market. Even the Skill India International Centers (SKIIs) established by NSDC to develop a global workforce have advocated for language proficiency and certification.

As India continues to establish itself as a global hub in these industries, the ability to communicate effectively in English enables professionals to engage with international clients and teams, thereby enhancing their career prospects. With the rise of modular language assessments and the continued emphasis on practical skills, India is setting the stage for a workforce capable of competing on the world stage. By fostering strong language skills alongside technical expertise, India is preparing its next generation for success in a rapidly evolving global economy. Looking ahead, tools such as TOEIC can support India's skilling ambitions by aligning with national skill development initiatives, as well as collaboration with industry to provide a certified workforce.

The author is Global General Manager of ETS

Why all curricula must reflect the demands and expectations of industry



A focus on tools such as Python can enable students to cultivate real-world skills

FILE/HT

Raju Poddar

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The global technological landscape is witnessing significant disruption thanks to the emergence of transformative technologies such as Artificial Intelligence (AI), Machine Learning, and more.

According to the recent report "Advancing India's AI Skills: Interventions and Programmes Needed" by Nasscom and Deloitte India, the AI market in the country is poised to grow at 25-35% CAGR through 2027, especially after the advent of Generative AI. Today, employers in the IT domain are increasingly looking for graduates with a substantial understanding and hands-on experience of these technologies and their applications. This enables them to contribute effectively to innovative projects and drive technological advancements. AI is revolutionising vital sectors such as healthcare, finance, manufacturing, and cybersecurity, creating new opportunities and solutions to key challenges. These include sustainability, access to healthcare, secure communication, disaster management, among others. To meet the rising demand for highly skilled professionals in these promising technologies, educational institutions must incorporate them into their curricula to ensure that students are well-prepared for the future job market.

Specialised learning modules

Engineering education institutions should include courses specifically focused on AI. These courses should cover both the fundamentals and real-world applications, providing students with a comprehensive understanding of their usage. Furthermore, consistent updates to the curriculum will ensure it stays relevant with technological

advancements. It is essential for technology education institutions to collaborate with AI-oriented and prominent research organizations, enabling students to participate in collaborative research projects. In addition, student exchange programmes with globally acclaimed education institutions can foster innovation and critical thinking.

A substantial focus on tools such as Python, AI libraries like TensorFlow and PyTorch can enable students to cultivate real-world skills and promote innovation. Moreover, organising hackathons and coding competitions can also boost creativity and problem-solving abilities of students.

Industry collaboration

Engineering education institutions should also collaborate with prominent technology companies and invite industry experts to classrooms. Lectures by guest faculty, internships, and live projects can bridge the industry academia gap. Additionally, regular industry feedback can help update the curriculum to meet the contemporary requirements.

Regular upskilling of educators is crucial for preparing students for Industry 4.0. In this regard, workshops, certifications, and hands-on training will enable teachers to effectively guide their students to navigate the complexities of the digital age. They will also allow educators to embrace industry best practices and stay updated with the latest trends.

Conducive government policies and support

Supportive government policies can aid the transformation of engineering education. This includes allocating funds for cutting-edge research, scholarships, and innovation centers to bolster development in AI and other cutting-edge technologies. In

addition, offering incentives for institutions adopting these technologies can further accelerate integration. It is also important to mention that including topics like AI bias and data privacy will help in creating responsible professionals. Furthermore, analysing case studies on ethical dilemmas can offer valuable practical insights. Besides AI and Machine Learning, highly advanced technologies like Quantum Computing and Robotics are redefining the future of engineering. Quantum Computing has the potential to decipher complex problems and optimise processes in diverse domains that are beyond the reach of conventional computers.

Robotics on the other hand is transforming industries via automation, intelligent systems, and human-machine collaboration. Incorporating these domains into engineering curricula will empower students to lead innovation and create disruptive solutions.

The integration of emerging technologies into engineering education will yield significant long-term benefits and will establish India as a leading technology hub on the global platform. This strategic move will also generate high-value, future-proof jobs that will not only contribute to the economic development of the country but also address critical challenges in diverse sectors.

Incorporating emerging technologies into engineering curricula is not just an option but a necessity for the country to meet the ambitious vision of Viksit Bharat 2047. The future of engineering education lies in its ability to adapt and evolve, and by doing so, India can emerge as the beacon of technological excellence.

The author is Professor and Dean, department of bioengineering and biotechnology, BIT Mesra

Covid to India's digital power: NCERT's new modules for school students

SOPHIYA MATHEW
NEW DELHI, MAY 27

■ WHEN NISHA lost her degree certificate just before a job interview, she recovered it within minutes using DigiLocker.

■ In rural Assam, a family used the Ayushman Bharat app to get emergency care for a critically ill patient.

■ Elsewhere, a group of students, "concerned about local pollution levels became data detectives" — they accessed government air quality data, made verified social media accounts using Aadhaar and DigiLocker, launched a social media campaign with the hashtag #CleanAirCleanTown, and presented their findings to local authorities, prompting real action.

These real-world examples are now part of a new learning module released by the National

Council of Educational Research and Training (NCERT) for students from Grades 1 to 12.

Titled India's Digital Success and Power, it is one of seven modules launched by Union Education Minister Dharmendra Pradhan on May 19 in Delhi. It aims to integrate real-life learning and national themes into the school curriculum.

The seven modules cover a wide range of subjects: Swachhata (cleanliness); Covid-19 Management; Asian Games Sporting Success; Bharat — Mother of Democracy; India as Fifth Economic Power; India's Digital Success and Power; and Virasat aur Vikas (Heritage and Development).

They are designed for four stages of schooling — foundational, preparatory, middle, and secondary — and use a mix of stories, case studies, quiz questions, and interactive activities.

As per a statement from the Ministry of Education, the modules "reflect India's belief in 'language as cultural identity' and 'education as empowerment'."

They have been made available this month digitally via the NCERT's website.

HERE ARE THE MODULES

Digital India: One preparatory-level story shows a mother using a UPI app to pay at a bookstore after forgetting her wallet, introducing digital finance in a relatable way. When the character Lucky injures his arm, he continues learning through videos and worksheets on the DIKSHA app — underlining how technology plays a role in education access, even at an early age.

At the middle and secondary stages, students are introduced to platforms such as Aadhaar, DigiLocker, Ayushman Bharat Digital Mission, DigiYatra, and the



For young learners, the Swachhata module introduces a character called the 'Swachhata Wizard' who guides children through a role play in a messy playground. NCERT

Government e-Marketplace (GeM). Mental health services are another focus area. One narrative fol-

lows a student named Riva who accesses India's national mental health helpline, Tele MANAS

(14416), after feeling overwhelmed. The story opens a conversation around digital access to emotional support and care.

Democracy: It explores voting traditions from Buddhist sanghas and Chola-era Kudavolai systems to the structure of modern electoral institutions. For secondary school students, 'The Idea of Welfare state in Kautilya's Arthashastra' is another module.

Covid-19: At the foundational level, students match symptoms like fever, fatigue, and breathing trouble with illustrated posters they may have seen during the pandemic. One activity invites them to tick off what they experienced during Covid: "Did you feel tired? Did you have a cough? Could you smell your food?"

For older students, there's an exercise that asks them to interview Covid-affected individuals and document long-term effects,

bridging health science with personal experience.

Swachhata: For young learners, it introduces a colourful character called the "Swachhata Wizard" who guides children through a role play in a messy playground. He is joined by animated characters like the Blue Bin (for recyclable waste), the Green Bin (for non-recyclable waste), and a Sorting Robot. Together, they teach students about composting and segregation.

Secondary-level students, meanwhile, discuss how individual behaviour shapes public health. "When our daily actions reflect cleanliness," says a teacher character, "the country doesn't need a separate campaign".

Sports: Real-life examples from the 2023 Asian Games — where India won a record 107 medals — are used to inspire students. It features sportspersons

like Neeraj Chopra and how 125 athletes were trained under the Khelo India scheme. One classroom dialogue reads: "Can someone bring glory to the nation without joining the defence services?" A teacher responds, "Yes, through sports," and then introduces sporting achievements and the rise of India's para-athletes.

Virasat aur Vikas: It explores how India's cultural legacy intersects with modern development. As per the guidelines, it "seeks to instil in the minds of children at the middle and secondary stages a sense of pride in our heritage, have a feeling of belongingness, and... a global perspective".

Students are introduced to sites such as the Shri Kashi Vishwanath temple in Varanasi and Kamakhya temple in Assam, with references to recent government efforts like the Maa Kamakhya Divya Lok Pariyojana.

Experiential learning: how students can learn more effectively

The present education system remains exam-centric. Teaching focuses on providing information, and students only cultivate lower-order thinking skills. Students must move beyond these basic skills to critical thinking and problem-solving

Manaswini Vijayakumar

Humans are a learning species. Our very survival depends on our ability to react and adapt to situations. To thrive, students should proactively create and shape their worlds. The sheer scale of learning is unprecedented in today's world. Children can access information at the click of a button. Bots can teach them concepts and clarify doubts. Conventional schools as information disseminators could become redundant in the near future.

Yet, schools serve a purpose beyond mere knowledge acquisition. They must learn foundational skills of literacy and numeracy, yes. But they must also develop social, emotional, and cultural skills. They must navigate interpersonal relations, understand different views, and become self-aware.

They should also learn how to contribute to society. This is all know-how that comes from the school environment. It should be a microcosm of the world the students will eventually enter.

The need for reform

At present, schools are found lacking on most counts. Children from government and private schools receive differing quality of education, with the majority struggling with crumbling infrastructure, poorly trained teachers, and an outdated curriculum. There still exists a vast urban-rural divide and therefore, unequal access to resources. Laboratories, functional toilets, potable water, and computers continue to be problem areas in the poorest of schools.

However, even when schools get many things right, they remain stuck in a loop of exams, where the value-add is minimal. There is a need to reimagine the present approach to teaching, learning, and testing. Memorisation combined with high-stakes testing has not made children competent; it has merely helped them pass examinations that test a narrow range of abilities.

Moreover, children learn and understand in different ways. They have differing aptitudes, as Gardner's theory of multiple intelligences (the idea that

intelligence is not a unified ability, but more a collection of distinct and independent intelligences) explains. Some children learn visually, by watching someone and mimicking them; others learn by reading text; and others understand and learn only when they apply it practically by themselves. The brain is capable of reorganising and rewiring itself to keep learning and develop newer skills – a concept called neuroplasticity.

Here is where experiential learning becomes useful. It offers a more wholesome approach to teaching and learning. As the term suggests, experience is key. It is "learning by doing," focusing on the "how" of learning or the process rather than the outcome. Experiential learning is a continuous, lifelong process of knowledge construction, deconstruction, and reconstruction.

On experiential learning

David Kolb, an educational theorist, first developed the Experiential Learning Theory (ELT), with psychologists such as Kurt Lewin, Jean Piaget, and John Dewey laying the groundwork.

The present education system remains exam-centric. Teaching focuses on providing information, and students only cultivate lower-order thinking skills. These are recall and understanding, as per the revised Bloom's taxonomy (Bloom's taxonomy is a hierarchy or classification of cognitive levels and learning objectives constructed by Benjamin Bloom in 1956, and revised by Lorin Anderson and David Krathwohl in 2001). Students must move beyond these basic skills to critical thinking and problem-solving. They must learn to question received information and learn through peer relations. These capabilities parallel higher-order thinking skills such as analysis, evaluation, and creation. These levels could translate to the ability to compare, differentiate, and invent.

Experiential learning makes students active and involved learners rather than passive recipients of information. Hands-on experiences engage the students' senses and encourages them to think about and apply concepts to the

world they've seen around them. By learning this way, children acquire skills they can apply across contexts. They learn how to learn.

Stages of experiential learning

Individual-environment interaction is at the core of experiential learning. This is the dialectical tension that creates growth. The student constructs new knowledge by interacting with the environment. These phases progress cyclically as the student learns and re-learns.

The stages of Kolb's experiential learning cycle are concrete experience, reflective observation, abstract conceptualisation and active experimentation. These stages are inter-linked, iterative and occurs throughout an individual's lifetime. Each spiral of learning further deepens a student's understanding.

Through a concrete experience/phenomenon, the students' sensory-motor faculties are engaged, and they grasp and assimilate information from the environment. In the next stage, that is, reflective observation, students try to understand and interpret the information received via the experience. There may be a difference between their expectations and the experience which would lead to cognitive dissonance. This essentially means that the new information does not fit into their existing mental models. In this process, beliefs do not match the behaviour expected.

Moving on to abstract conceptualisation, students rationalise the new information, adding it to their pre-existing mental models. And by doing so, concepts are changed or created with new or conflicting information. In the final stage of active experimentation, the learner acts on the knowledge received, makes decisions, and solves problems. This action leads to new experiences that, in turn, reshapes cognition once again.

Implementing the model

Experiential learning is a teaching-learning philosophy that comprises many pedagogical approaches. It can be implemented through a wide range of methods. Doing experiments

related to a specific topic and facilitating student questions is a form of inquiry-based learning. Teamwork (collaborative learning) on projects and problems helps build a variety of perspectives. Interactive games, group discussions, role-playing, and arts and crafts are also promising. Real-world immersions through outdoor learning and field trips are similarly very engaging for students.

Integrating technology and having simulations is also instructive.

The 'flipped classroom' is a prime example of an experiential learning setup. Rather than have the teacher lead the class, it places the student front and centre. Students explore a topic at home through reading materials and online resources. Then the student solves the problem together with the teacher and the whole class by discussing concepts together. This kind of pedagogy makes students take responsibility for their learning and creates meaningful interactions and deeper learning.

Critiques and challenges

Experiential learning can isolate the student process from the classroom context.

Factors like peers, family background, and culture also affect learning, which are not considered.

Implementation of experiential learning can also be a logistical nightmare. It requires a battalion of resources, be it personnel, materials, or training. This is particularly true in the Indian context, given the size and diversity of students. Student readiness to learn experientially may also be overestimated. For example, are Class VIII students who struggle with grade two English comprehension ready to think critically? A one-size-fits-all solution is not advisable.

However, this does not mean that experiential learning requires a wholesale overhaul of the system; it can fit into the existing setup for a more holistic approach. Experiential learning has the potential to empower students of different learning styles.

Manaswini Vijayakumar is an intern at The Hindu.

tongue-based instruction at the foundational level is potentially misdirected. The Central Board of Secondary Education (CBSE) has instructed schools to map students' mother tongues and design early-grade instructions around them by the end of the summer break. While this move aligns with the National Education Policy 2020 and the National Curriculum Framework for School Education's advocacy of foundational learning in the home language, mother tongue, or regional language at least until Class II, it risks diverting attention and resources from far more critical priorities.

The pedagogical value of foundational literacy in a familiar language is well established, but in certain contexts. International models, from Ethiopia to the Philippines, and local experiments, such as Odisha's successful 2006 mother tongue-based multilingual education pilot programme, validate the benefits of this approach. However, these models often operate in relatively homogeneous linguistic settings or are tightly focused on marginalised groups. Applying the same logic uniformly across India's vast multilingual [CBSE](#) ecosystem introduces significant complexities. In cities and towns where classrooms host students from a wide array of linguistic backgrounds, the logistics of assigning instructions by mother tongue or home language are deeply problematic. They raise practical questions — how should a classroom with multiple languages be managed? Which language should be prioritised? Trained personnel, multilingual teaching resources and dynamic classroom strategies continue to be in short supply. The result could be inconsistent, confused, and uneven learning experiences — the opposite of what foundational education requires.

The move risks sidelining an even more urgent national conversation: How to adapt the classroom to the realities of rapid technological changes and geopolitical churn. While the world races to integrate AI into pedagogy, enhance digital literacy, and prepare students for jobs that don't yet exist, India's education system is at risk of being bogged down in language politics. For better or worse, English remains the language of aspiration, global communication, and economic mobility for millions of Indian families. An inflexible emphasis on mother-tongue instruction could set back long-term prospects for students, especially those from economically weaker sections for whom an English-medium education remains key to social advancement. In West Bengal, for instance, the Left Front government's rigid implementation of Bengali-medium primary education in government schools in the 1980s left generations with poor English proficiency. This became a disadvantage in white-collar employment, forcing a policy reversal in later years. In a country of India's diversity, any pedagogical shift, especially those directed at early learners, must be well thought out. The CBSE's move, without addressing deeper systemic needs, risks derailing India's educational progress. Policymakers must focus on what matters most: Building a modern, inclusive and intuitive education system that prepares students for the world they will inherit.

Shri Dharmendra Pradhan delivers valedictory address at 'PadhAI: Conclave on AI in Education

Time has come for the country's human intelligence to lead the AI revolution -
Shri Dharmendra Pradhan

Posted On: 28 MAY 2025 8:43PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, delivered the valedictory address at the concluding session of 'PadhAI: Conclave on AI in Education', organised by the Center of Policy Research and Governance (CPRG), today in New Delhi. Shri Chamu Krishna Shastri, Chairman, Bharatiya Bhasha Samiti, Ministry of Education; Director, CPRG, Dr Ramanand; and other eminent dignitaries were also present at the event.

While speaking at the event, Shri Pradhan said that Artificial Intelligence is not just a technology but a force multiplier and a catalyst for innovation. It is a bridge between empathy and technology, he added. Shri Pradhan also stated that the time has come for the country's human intelligence to lead the AI revolution currently unfolding.



Shri Pradhan also mentioned the significant initiatives taken by the Government on AI, such as establishing the Centre of Excellence in AI, and the announcement to leverage AI in Indian languages and promote critical thinking in classrooms—initiatives that are helping in the transition from chalkboards to chipsets. Integrating AI in school education is no longer optional, it is essential, he stressed. He called on academicians and tech experts to brainstorm ideas and come up with policy recommendations on AI.

PadhAI Conclave spread over two days, brought forward diverse insights on the role of AI in shaping the future of Indian education. Speakers examined how AI is expanding learning beyond classrooms, transforming higher education, and the bottlenecks in the existing institutions.

Eminent speakers included Shri Jitin Prasada, Minister of State for Commerce & Industry and Electronics & IT, Government of India; Shri Ashish Sood, Minister of Home, Power, Urban Development, Education, Higher Education and Training & Technical Education, Government of NCT of Delhi; Dr. Vineet Joshi, Secretary, Department of Higher Education, Government of India & Chairman, University Grants Commission; Shri Abhishek Singh, CEO, IndiaAI Mission; Prof. Pankaj Arora, Chairperson, National Council for Teacher Education; Prof. Anil Sahasrabudhe, Chairman, National Educational Technology Forum; Prof. Yogesh Singh, Vice Chancellor, University of Delhi; Shri Sanjeev Bikhchandani, Co-Founder, Info Edge, and Dr. Rashmi Das, Chairperson, Higashi Autism School, Delhi.

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From Digital India To Covid-19: NCERT Introduces 7 Teaching Module For Classes 1 To 12

Curated By : [Education and Careers Desk](#) [News18.com](#)

Last Updated: May 28, 2025, 14:55 IST

The NCERT modules will cover various topics including digital technology, cleanliness, environment, sports, democracy and cultural heritage.



Students will be informed about the evolution of India's democracy from its inception to modern electoral institutions. (Representative Image/Getty)

The National Council of Educational Research and Training (NCERT) has released seven new modules for students from class 1 to 12. These modules will cover various topics including digital technology, cleanliness, environment, sports, democracy and cultural heritage. They aim to make learning interesting and effective through stories, case studies, quizzes and interactive activities.

Digital India: In the primary level module, children will be introduced to digital payments like UPI apps. While at the middle and higher level, students will be taught about digital platforms like DigiLocker, Aadhaar, Ayushman Bharat, Umang App. This module will also include a story about a jewellery artisan from Rajasthan showing how small businesses are also benefiting from government digital resources.

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Mental Health and Digital Helpline: This module will tell the story of a student named Rewa, who handles her emotions using the National Mental Health Helpline Tele Manas. The story is an attempt to explain the importance of mental health among children and youth.

Democracy and Electoral traditions: Students will be informed about the evolution of India's democracy from its inception to modern electoral institutions. The focus will be on the idea of welfare state in Kautilya's Arthashastra.

COVID-19: This module uses pictures, activities and science-based modelling to explain the symptoms of the pandemic and prevention methods to children. For higher secondary students, activities will include creating a 3D model of the virus and interacting with affected people.

Cleanliness: For younger children, an animated character called "Cleanliness Wizard" teaches about different bins for dirt and garbage. High school students are explained the relationship between individual behaviour and public health.

Sports: This will feature about India's victory in the 2023 Asian Games and includes stories of players like Neeraj Chopra, who inspire to serve the country through sports.

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Heritage and Development: This module introduces children to the cultural heritage of India, such as Kashi Vishwanath Temple in Varanasi and Kamakhya Temple in Assam. It also encourages understanding of culture through stories related to monuments and multilingual vocabulary.

These new modules aim to connect children with technology, as well as make them aware of their culture, health, environment and democracy.

ABOUT THE AUTHOR



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A case of practical, pragmatic and innovative education

There has been much attention on the issues of the practical utility, employment generating capacity, innovativeness of the research universe and the capacity of the Indian educational universe for global competition under the New Education Policy (NEP) 2020.

The NEP 2020 is a long-term structural reform, designed for phased implementation. It aims to transform India's education system by fostering innovation, strengthening industry-academia collaboration, and enhancing student employability through a wide array of initiatives. The NEP-2020 works in a three-fold way: ensuring originality and indigenously-rooted imagination in research; constant competitiveness in the global educational sphere, and preparing students on a multiple career path.

Towards better employability

The NEP proposes a four-year innovative flexible teaching programme which is certainly not designed to push students into low-paying jobs, as some allege. Instead, students earn other credentials during their educational journey and return later to complete their degrees. This is beneficial to students who might otherwise be forced to drop out without formal qualifications. It enables them to pursue diverse career trajectories with tangible credentials. Along with a vocationalisation of education and industry internships, students gain meaningful knowledge with practical exposure, thereby enhancing their employability. Before the NEP, it was a serious concern whether Indian education provided real world competencies. Under the NEP, there is a push for industry-academia linkages, vocational training, and internships to enhance the employability outcome. Around 167 universities and 59 colleges have already begun four-year undergraduate degrees – 224 universities and 101 colleges offer a multidisciplinary degree programme. To enable an original and innovative research universe, a vibrant research internship programme for undergraduate and postgraduate students has evolved in higher education institutions. This initiative aims to bridge the gap between academic learning and industry requirements by embedding hands-on, practical training within the curriculum.

Additionally, the scheme allows diploma holders, including students who have exited



Badri Narayan

is Director, G.B. Pant Social Science Institute, Allahabad, Uttar Pradesh

The New Education Policy has put to rest the concern whether Indian education provided real world competencies

degree programmes or pursued standalone diploma courses, to enrol as apprentices within five years of graduation. These apprenticeships provide on-the-job training at industry establishments and include a stipend, partially funded by the government. Around 197 universities and 93 colleges offer internships to students (3,07,564 students are at the undergraduate level and 58,834 students placed for internships at the postgraduate level). Research and development (R&D) cells have been established in 242 universities, while 113 colleges have established R&D cells that are working to develop innovative research skills among our students.

Global competition and Indian education

As a result of these efforts, 11 Indian universities feature in the QS 500 listing. India also has the highest representation in the QS Asia Rankings 2025, with 163 universities across the continent. Under subject-specific performance, Indian institutions recorded a 25.7% jump in total entries (533), with 10 higher education institutions (including six Indian Institutes of Technology, and two Indian Institutes of Management) placed in the global top 50 across various disciplines.

Such data show that India's capacity has been maturing since the NEP reforms. Patents filed by Indian higher education institutions have grown from 7,405 in 2021-22 to 19,155 in 2022-23, which is a 158% increase. India's performance in the Global Innovation Index has been laudable (39th overall). This is an exponential improvement from a decade ago, when India was 76.

In the post-NEP period, there has been much change in the Indian research and innovation sphere. Policy and schemes such as the Anusandhan National Research Foundation (ANRF) 2023 Act, the All India Council for Technical Education's (AICTE) initiative to have Idea Development, Evaluation and Application (IDEA) labs and the Scheme for Promotion of Academic and Research Collaboration (SPARC) have all contributed in giving depth to the Indian research universe. SPARC has been instrumental in fostering a culture of research and innovation by facilitating collaborative projects between Indian and foreign educational institutions. It has identified educational partners from 28 countries, which include the United States, the United Kingdom, Canada, Australia and France

to advance joint research efforts.

To develop indigenous scientific imagination and educational wisdom, the NEP 2020 has focused on the Indian Knowledge System (vision and pedagogy). It is being implemented from school to higher education. Initiatives such as the Smart India Hackathon are nurturing innovation at the grass-root level. Since inception, it has empowered over 13.9 lakh students, with idea submissions growing sevenfold since 2017.

Sustainable employment

Employability is a multifaceted issue that must be assessed in the context of various dynamic factors, including industry hiring cycles, global macroeconomic trends, and post-COVID-19 pandemic recovery. Employment conditions before and after 2014 may be interpreted by some to show a declining trend in employment among educated youth (15 to 29 years) from 2004-05 to the 2017-18, especially among women. But from 2018-19 on, there has been constant growth in the employment rate of educated youth. By 2023-24, the employment rate of men was 53.4% and that of women at 22.7%, approaching 2004-05 levels. The overall employment rate increased to 38.6%.

For all age groups, also, employment grew after 2017-18, touching 43.7% in 2023-24. The female employment rate grew post-2017-18, reaching 30.7% in 2023-24.

The good job ratio has been growing fast in India. It is supported by the fact that the proportion of regular workers has grown, particularly for men (from 17.2% in 2004-05 to 24.88% in 2023-24). It is further documented that there is a constant decline in casual labour, especially among females (30.31% to 16.68%) and overall (28.85% to 19.83%) in NSS employment and unemployment and Periodic Labour Force Survey (PLFS) data. This suggests a qualitative transition away from irregular, unorganised, low-paying jobs. There is an increase in the proportion of regular workers among men (from 17.2% in 2004-05 to 24.88% in 2023-24), which suggests that more individuals are moving into formal and structured job roles. This data and changing conditions prove that this shift in the employment sector highlights more decent and sustainable employment conditions, contributing positively to economic stability and worker well-being. This cannot be possible without practical, pragmatic and innovative education.

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Education minister urges mass AI literacy and indigenous innovation at CPRG's meet

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ANI / Updated: May 29, 2025, 08:03 IST

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Union Education Minister Dharmendra Pradhan emphasized AI's inevitability and essential role in education at the 'PadhAI: Conclave on AI in Education.' He likened AI to the internet, highlighting its necessity and transformative potential for the Indian education system.



NEW DELHI: Union Education Minister [Dharmendra Pradhan](#)

(https://timesofindia.indiatimes.com/topic/dharmendra-pradhan), on Wednesday, while speaking at the 'PadhAI: Conclave on AI in Education', organised by the Centre of Policy Research and Governance (CPRG), said that AI was both inevitable and essential.

"Just like the internet, AI has become a basic necessity," Pradhan said.

Speaking at the Conclave, Pradhan shared his thoughts on AI's transformative potential in reshaping the Indian education system.

Pradhan said that there are hardly any higher education institutions in India where AI is not discussed. He described AI as both inevitable and essential: "Just like the internet, AI has become a basic necessity."

The Union Minister added that increasing access to technology has created a highway of empowerment in students' lives.

He expressed optimism that India could effectively leverage AI, and said, "India's human intelligence has the power to transform any emerging technology into an indigenous innovation."

Pradhan shared the policy action required to prepare for the technological change, outlining efforts to build mass-scale AI literacy and support innovation in AI.

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Pradhan commended the Centre of Policy Research and Governance (CPRG) for hosting this timely and much-needed policy dialogue.

Chamu Krishna Shastri, Chairman of the Bharatiya Bhasha Samiti, Ministry of Education, also addressed the Padh AI Conclave and said there is a critical need to strengthen the role of Indian languages in the AI ecosystem. He added that AI should be purposeful and contextual.

Padh AI Conclave, spread over two days, brought forward diverse insights on the role of AI in shaping the future of Indian education.

Speakers examined how AI is expanding learning beyond classrooms, transforming higher education, and the bottlenecks in the existing institutions.

CPRG is a policy research think tank that aims to promote responsive and participatory policy-making. As an Indian Council of Social Science Research (ICSSR)-recognised institution, it has established itself as a leading voice in technology policy through its 'Future of Society' initiative.

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CBSE and its 'Mother Tongue First' move: Bridging learning gaps or widening India's academic divide?

Trisha Tewari
(https://Timesofindia.Indiatimes.Com/Toireporter/Author-Trisha-Tewari-479266525.Cms) / TOI Education / Updated: May 29, 2025, 09:37 IST

The CBSE has directed all affiliated schools to implement the mother-tongue-first policy from 2025-26, aligning with NCF-2023. While this aims to enhance early learning and equity through regional language instruction, critics warn of practical hurdles in



The Central Board of Secondary Education (CBSE) has recently mandated all affiliated schools to implement the language instruction guidelines outlined in the National Curriculum Framework for School Education (NCF-2023), effective from the academic session 2025-26. Central

to the guidelines is the "mother-tongue first" approach, a directive that has garnered both admiration and apprehension. In a nation as culturally and linguistically diverse as India, the policy embodies the potential to either foster holistic growth or exacerbate the already-existing academic disparities. Framed within the contours of the National Education Policy (NEP) 2020, the recommendation urges schools to adopt the child's home language or regional tongue as the primary medium of instruction until foundational literacy in a secondary language is secured, as explicitly stated in NCF-2023 (Part C, p. 239).

Schools have until May 31, 2025, to form NCF Implementation Committees, map students' home languages, and begin curriculum and teacher training alignments over the summer break. By July 2025, schools must begin implementing the new model, with monthly progress reports to be submitted starting July 5.

This move, as CBSE notes, is "not just a curricular shift—it is a pedagogical commitment to India's linguistic and cultural diversity and unity."

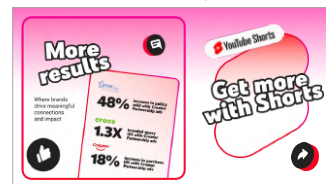
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The pedagogical promise: Early gains in familiar tongues

Empirical research from both international and domestic grounds reaffirms that students learn best when they are taught in a language they speak at home. UNESCO has long advocated for mother tongue-based multilingual education, associating it with Sustainable Development Goal 4 — inclusive and quality education for all.

Reams of research suggest that instructions aligning with mother-language contours help students delve into conceptual understanding and strengthen memory retention. When students are able to imbibe the concepts better, it leads to a surge in their confidence levels. Furthermore, it hones students' ability to think and process in their native language, further bolstering their cognitive scaffolding.

Local success stories back this up. In Rajasthan's Kalyanpur, a multilingual education initiative saw a dramatic shift in classroom engagement. "Now, it's a miracle there is not a single child who is not able to respond," said Jashoda Khokariya in an interaction with AFP. She is a teacher who transitioned from Hindi to the local dialect.

UNICEF's data adds weight to the stance by reflecting improvement in attendance, parental involvement, and structured teaching practices. Moreover, India's trough in learning further demands the urgency to implement this policy. As per the National Achievement Survey 2021 and the Foundational Learning Study 2022, only 39% of students aged 8 met basic reading standards. This dropped to 10% by age 15. The gap is even wider among tribal and marginalised communities. Mother tongue instruction, experts argue, could arrest this early educational failure.

The fault line: A linguistically fragmented reality

Yet, the move is not ecstatically welcomed by all the educational planners, especially the ones hailing from India's urban grounds. In metropolises like Delhi, Mumbai, and Bengaluru, home to students from a wide array of linguistic backgrounds, the implementation of the policy presents significant challenges. A single CBSE classroom may encompass speakers of more than 10 different languages, rendering the policy's execution increasingly ambiguous. This gives rise to a pressing question: How can a uniform framework accommodate such profound linguistic diversity?

Critics contend that CBSE's mandate trivializes a complex terrain. The cities that host students from multiple linguistic backgrounds, this policy can be a recipe for disaster. The history of West Bengal stands as a testimony to the stance, when the imposition of Bengali as the primary language of instruction in 1980 led to a decline in English proficiency among students. Later, the policy was reversed with a lesson etched in black and white on how language policy can unintentionally throttle social mobility.

This tension is particularly pronounced in low-income families who see English as a ticket to upward mobility. As the 2020 Annual Status of Education Report (ASER) revealed, English-medium private school enrolment in rural India has steadily increased, now exceeding 25% in several states, a clear reflection of aspirational trends.

Between equity and employability: Walking a tightrope

The CBSE clarifies that the move is neither anti-English nor aggressive. The new policy ensures that a second language (R2), potentially English, is introduced through oral exposure from the earliest stages. But literacy in R2 is deferred until the child becomes fluent in R1 (regional or state language).

However, critics question whether the delay in acquiring literacy in English may disadvantage students later in life. As the world sprints toward AI integration and digital literacy, the risk of sidelining English can be a *deja vu*. Rather than bridging gaps, it can further deepen the very divide the policy seeks to bridge.

Dr. Java Parekh, Principal Learner, Delhi Public School Hinjawadi Pune, mentioned

foundational years can pave the way to success and make learning more interactive and inclusive for young learners. She further mentions, "However, maintaining uniform quality in diverse linguistic contexts is a challenge. The degree to which this initiative is implemented wisely and equally across areas will determine its effectiveness."

What must follow: Precision, not prescription

The policy's success, many argue, will hinge not on ideology but on execution. This includes high-quality multilingual teaching resources, better-trained educators, and flexibility in implementation. The NCERT's efforts to publish textbooks in multiple Indian languages and the rollout of play-based learning tools like *Jadui Pitara in Balvatikas* are steps in this direction. But scale and quality remain critical concerns.

CBSE's guidance does allow for flexibility, where a written tradition is absent or diversity is too high, the regional or state language may serve as R1. However, it remains unclear how schools will navigate multilingual classes without trained personnel or standardised strategies.

A fork in the road

India's education system now stands at a pivotal juncture. The mother-tongue-first policy, while philosophically robust and ethically sound, needs to be met with nuance, infrastructure, and empathy. If rolled out with precision, it can democratise learning for millions and elevate cognitive outcomes. Mishandled, it risks creating a new class divide — one between those schooled in the language of global opportunity and those caught in a well-intentioned policy trap.

As Nelson Mandela, Activist and former President of South Africa, said, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." But, good intentions primarily cannot shatter the systemic inequalities. In the absence of rigorous planning and real-world pragmatism, this policy may become yet another barrier. The future of India's youth pivots not on sentimental idealism, but on a hard-nosed commitment to inclusive, effective education reform.

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About the Author **Trisha Tewari** > Trisha is a journalist with a passion for telling stories that matter. Currently a Digital Content Producer at the Times of India. [Read More](#)


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Ministry of Education Delegation Reaches US to Promote 'Study in India'

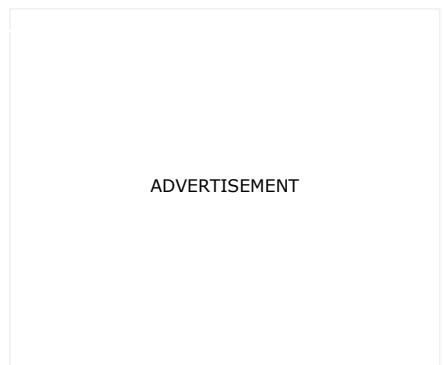
Authoried by: TN Education Desk Updated May 29, 2025, 21:22 IST

SUMMARY

India has been promoting 'Study in India' initiative for the past few years now.



Delegation that went to NAFSA. (Representative image/ Source: @EduMinOfIndia)



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A high-level delegation from India's [Ministry of Education](#), led by Joint Secretary Shri Govind Jaiswal, is participating in the prestigious NAFSA 2025 Conference, a global gathering of international educators. At the event, the India Pavilion — jointly inaugurated by [AICTE](#) Chairman Prof. T.G. Sitharam and Govind Jaiswal— highlights the country's expanding academic outreach under the [Study in India](#) initiative.


Representatives from over 30 top Indian institutions are engaging in dialogues to promote student mobility, cross-border collaborations, and faculty exchange programmes, reinforcing India's role in the global education ecosystem.

Ministry of Education 
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A delegation from Ministry of Education, led by Shri Govind Jaiswal, Joint Secretary, is representing India at @NAFSA, joining a global community of international educators and showcasing opportunities under #StudyInIndia.

The India Pavilion was inaugurated by Prof. T.G. [Show more](#)

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India has been promoting 'Study in India' initiative for the past few years now. As a part of this, the University Grants Commission (UGC) is also inviting several foreign universities from around the globe to set up a campus in India.

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As part of this initiative by UGC, Australia's University of Wollongong (UOW) and Deakin University became the first two foreign universities to set up physical campuses in India. Both the varsities set up campuses in India's new Gujarat International Finance Tec-City (GIFT City).



TIMES NOW Education



Analytics and the Master of Cyber Security, at the international branch campus in GIFT City. The University of Wollongong (UOW) Australia launched its campus in November 2024, and is offering courses of Master of Financial Technology, Master of Financial Technology (Extension), and a Graduate Certificate in Financial Technology.

Following this, [University of Western Australia](#) announced plans to open a campus in India. A few days later, [UK's York University](#) also announced plans of setting up a campus in Mumbai. Meanwhile, [University of Southampton](#), a leading UK-based Russell Group institution, also established a campus in Delhi and has already has already started accepting applications for its Delhi for the August 2025 academic session.

The latest foreign university to add its name to this growing list is [UK's University of Liverpool](#). UoL has become the first international university to announce a campus in Bengaluru.

There has also been news that [Georgia National University](#), a private university in Tbilisi, Georgia, has signed a Memorandum of Understanding (MoU) with the Andhra Pradesh government to establish an International University in North Andhra.

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दैनिक जागरण, 30 मई 2025, पृ. 11

यूजी-पीजी के सभी छात्र पढ़ेंगे मानव मूल्यों और प्रोफेशनल नैतिकता का पाठ

जागरण ब्यूरो, नई दिल्ली : उच्च शिक्षण संस्थान अब सिर्फ कोर्स आधारित शिक्षा ही नहीं देंगे बल्कि वह देश की नई पीढ़ी को मानव मूल्यों और प्रोफेशनल नैतिकता का पाठ भी पढ़ाएंगे। स्नातक (यूजी) व परास्नातक (पीजी) की पढ़ाई करने वाले सभी छात्रों को कोर्स के साथ मानव मूल्यों, प्रोफेशनल नैतिकता व वैश्विक नागरिक या ग्लोबल सिटिजन बनने की भी शिक्षा दी जाएगी। इसकी पढ़ाई करने पर इन्हें दो क्रेडिट अंक भी मिलेंगे जो न सिर्फ उनकी डिग्री में दर्ज होगा बल्कि इसके जरिये उन्हें किसी अच्छे संस्थान में नौकरी मिलने में भी सहायता होगी।

मौजूदा समय में तेजी से बदलते सामाजिक ताने-बाने में जिस तरह मानव मूल्यों व प्रोफेशनल नैतिकता में गिरावट दिख रही है उसे थामने में यह पहल मददगार बन सकती है। यही वजह है कि विश्वविद्यालय



अनुदान आयोग (यूजीसी) ने मूल्य आधारित शिक्षा के नए चरण की शुरुआत की है। इसमें स्नातक के साथ परास्नातक स्तर पर भी इसे दो क्रेडिट अंकों के साथ अनिवार्य रूप से लागू करने को कहा गया है। स्नातक स्तर पर इसे छठवें और आठवें सेमेस्टर में पढ़ाने व परास्नातक स्तर पर अंतिम वर्ष में पढ़ाने की सिफारिश की गई है।

समाज में बढ़ती कटुता के बीच नई पीढ़ी को त्याग, प्रेम, करुणा, शांति, सत्य-अहिंसा, मित्रता की सीख के साथ राष्ट्र प्रेम, सामाजिक जुड़ाव को भी प्रेरित किया जाएगा।

Rewriting the script of early childhood education

“Some kids win the lottery at birth; far too many don’t – and most people struggle to catch up,” said the Nobel Laureate Prof. James Heckman. This holds true for India as well where its employment problem is partly a consequence of this “lottery of birth”. A child born in India has a one-in-five chance of being born into poverty, affecting their health, nutrition, learning and earning potential. Yet, there is a way to beat these odds. From the decision by Uttar Pradesh to hire 11,000 dedicated Early Childhood Care and Education educators for Balavatikas to Odisha launching Shishu Vatikas and Jauipedu Kits, States in India are showing the way.

The Heckman curve was a powerful economic model that provided a simple yet profound insight – of the relationship between age and the rate of return on investments in human capital. Heckman found that every dollar invested in early childhood education yields a return that ranges from \$7 to \$12, with lasting impacts: children who receive quality early education are four times more likely to have higher earnings and three times more likely to own a home as adults. By age five, many gaps in outcomes – such as earning potential and quality of life – are already evident. Children often struggle throughout life if motivation and learning habits are not nurtured early.

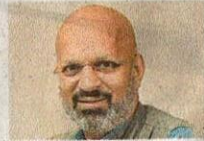
Learning outcomes

Yet, India’s ECE system faces three major challenges. First, children are not receiving sufficient instructional time. Nearly 5.5 crore children between ages three to six are enrolled in 14 lakh operational Anganwadis and 56,000 government pre-primary schools. However, Anganwadi workers spend only 38 minutes per



**Shaveta
Sharma-Kukreja**

is the Chief Executive Officer and Managing Director at Central Square Foundation



Luis Miranda

is the Chairperson and Co-founder of the Indian School of Public Policy and the Chairman of the Centre for Civil Society

Strategic investments in early childhood education and engaging parents will help young learners

day on preschool instruction, which is far short of the scheduled two hours, and only 9% of pre-primary schools have a dedicated ECE teacher. We are planting trees without the right care to help them grow. The effects are reflected in learning outcomes. The India Early Childhood Education Impact Study found that only 15% of pre-primary children could match basic objects, a skill essential for letter recognition in Class one. Similarly, only 30% could identify larger and smaller numbers, which are foundational for arithmetic. As a result, children often start formal schooling without the skills they need, with many bypassing essential ECE years entirely: 2% of three-year-olds, 5.1% of four-year-olds, and nearly one-fourth of five-year-olds are enrolled directly in Class one.

The issue of resources, engaging parents

Second, the thoughtful optimisation of resources for early childhood education remains a challenge. The Government of India spends only ₹1,263 a child annually on ECE compared to ₹37,000 a student on school education – largely on producing teaching-learning materials that are often underused. There simply are not enough teachers to implement these resources, and there is a lack of oversight – one supervisor is responsible for monitoring 282 Anganwadis. To improve oversight, we need targeted funding to hire more supervisors and dedicated ECE teachers. These measures, though modest, promise high returns.

Uttar Pradesh has now moved ahead on the hiring of nearly 11,000 ECE educators for Balavatikas in all districts. The State also organised a six-day residential training programme for 50 master trainers from 13 districts to train them on ECE pedagogy. Odisha

has taken the decision to open Shishu Vatikas in all government schools to make children in the age group five to six school ready.

While increased funding would lead to immediate improvements, sustaining these gains depends on engaging parents, and here lies the third challenge. Most parents care deeply about their children’s education but may lack guidance on supporting early learning. Empowering parents with simple, effective ECE practices can make a significant difference. For instance, providing worksheets or encouraging their participation in ECE centre activities can deepen their involvement.

In Madhya Pradesh, the monthly Bal Choupal programme engages with parents directly by showing them the importance of play-based learning. With smartphone access nearly universal, parental engagement can be further strengthened through WhatsApp or EdTech apps, allowing parents to support their children’s development.

In perspective

Reversing these odds may seem like an uphill battle, but with targeted funding and increased parental involvement, we can provide our children with the foundation they deserve.

By 2047, over a billion Indians will enter the global workforce, presenting an unprecedented opportunity to reshape India’s role in the world economy. Strategic investments in ECE and engaging parents in their children’s learning journey could help 200 million Indians escape the lottery of birth and give today’s young learners the chance to become tomorrow’s leaders. This is a critical pathway to realising India’s vision of becoming a true Vishwa Guru, empowering generations to come.

The Hindu, 30 May 2025, Pg 10

The Asian Age 30 May 2025, Pg 2

■ Any hike will be allowed only once every three years

Govt to introduce ordinance to regulate school fee hikes

AVINASH PRABHAKAR
NEW DELHI, MAY 29

Seeking to curb arbitrary fee hikes in private schools, the Delhi government is likely to bring an ordinance soon to regulate tuition charges in these educational institutions.

Last month, the Delhi Cabinet, chaired by chief minister Rekha Gupta, had approved a Delhi School Education (transparency in fixation and regulation of fees) Bill draft, 2025, to fix the guidelines and procedures for fee hikes.

However, the bill could not be tabled in the Assembly as the scheduled session for its passage was cancelled at the last minute. The ordinance will bridge the gap till the bill is cleared by the Assembly during the Monsoon Session.

A highly placed source with the government said that a proposal in this regard has already been sent to the law department and is likely to be intro-



Delhi chief minister Rekha Gupta interacts with a patient during the inauguration of a medical genetics ward at the Lok Nayak Hospital in New Delhi on Thursday.

— PRITAM BANDYOPADHYAY

duced by next week.

The new bill has provisions for a three-tier committee system — school-level fee regulation committee, district fee appellate committee, and revision committee — to regulate and ensure transparency in the fee determination process of the schools.

The second part of the Budget Session of the

Delhi Assembly, which was to table and pass the Delhi school education transparency in fixation and regulation of fees bill, 2025, was slated to take place from May 13, but was cancelled later.

Sources in the Delhi government said that the bill may be tabled and passed in the Monsoon Session, which is likely to take

place in July.

As per the Delhi School Education (transparency in fixation and regulation of fees) Bill draft, every school will constitute a school-level fee regulation committee at the first level, which will include the chairperson of the school management, the principal as member secretary, three teachers, and five parents, including members from SC/ST communities and at least two women.

A nominee from the directorate of education will serve as an observer.

Schools will no longer be able to increase fees arbitrarily. Any hike will be allowed only once every three years and only after approval from this committee. As per the draft bill, the decision to increase fees will be based on 18 critical parameters, including the condition of classrooms and buildings, the school's financial reserves, and the quality of science laboratories, libraries, and playgrounds.

Rising obesity, hypertension among students, more in pvt schools: Study

ANKITA UPADHYAY
NEW DELHI, MAY 29

RED-FLAGGING the rising rates of obesity and hypertension among school-going children, a new study by the All India Institute of Medical Sciences (AIIMS) has found that the prevalence of obesity was as high as 24.02 per cent in private schools in Delhi, more than five times the number for public schools.

According to the study, which looked at 3,888 students of Delhi schools aged 6-19 years, an average of 13.4 per cent students were found to be generally obese while 9.2 per cent had belly fat-related (central) obesity. This is a sharp rise from the findings of a similar study in 2006, which had

EXPLAINED **E** Raising awareness

EARLIER THIS month, the CBSE directed affiliated schools to set up "sugar boards" to raise awareness among students by displaying information on the risks of excessive sugar consumption, and encourage healthier choices.

pegged the prevalence of obesity at 5 per cent.

The new study has found that the prevalence of obesity was much higher in private

schools, which reported 24.02 per cent general obesity and 16.77 per cent central obesity, as compared to 4.48 per cent general obesity and 1.83 per cent central obesity in public schools.

Both private and public schools, however, reported similar figures for hypertension at 7.4 per cent. But it found that private school students were twice as likely to have high blood sugar and three times as likely to have metabolic syndrome, as compared to their other counterparts.

Speaking to *The Indian Express*, Dr M Kalaivani, assistant professor of Biostatistics at AIIMS-Delhi and the principal investigator of the study, explained that metabolic syndrome is identified based on five

CONTINUED ON PAGE 14

• Rising obesity, hypertension

key factors: blood pressure, waist circumference, fasting blood glucose, HDL (good cholesterol), and triglycerides. If any three of these are abnormal, a child is considered to have metabolic syndrome.

"Among children attending public schools, many had normal weight but were still found to have metabolic syndrome," she said. "In the future, these children may face health issues related to blood pressure, waist size, blood sugar levels and cholesterol," she said.

Of the 2,160 adolescents, about 68 per cent reported a normal body mass index (indicator of total body fat). However, about 43 per cent of them were still found to be unhealthy -- a condition known as metabolically obese normal weight. This was more common in public schools (46 per cent) than in private schools (35 per cent). The most common health issue in this group was low levels of good cholesterol (HDL), affecting more public school students (62 per cent) than private school students (53 per cent).

Dr Kalaivani also highlighted the high prevalence of dyslipidemia, found in approximately 34 per cent of the students. Dyslipidemia refers to abnormal levels of any lipid parameters, such as cholesterol, triglycerides, high-density lipoprotein (HDL), or low-density lipoprotein (LDL). "It was more common among children attending public schools and slightly lower among those in private schools," she said.

Explaining the possible reasons, she said: "What's happening is that school-going children buy the cheaper and smaller pack-

ets of branded processed snacks. Street vendors peddle fried food or high sugar food at low prices, which students of government schools find pocket-friendly. The quantity becomes more important than the quality of food. Moreover, they are not spending their energy. These children, too, are sitting in one place with a cell-phone, as addicted as their private school counterparts... Unspent calories are being converted to fat, which are being deposited around the organs. The percentage of obese students is increasing in public schools too," she said.

"In 2006, the prevalence of underweight children was high in public schools but now they are also moving towards obesity," she said, pointing to the need to make changes in the midday meal scheme. On the way forward, she called for "increasing protein and fibre in midday meals instead of too much carbs, increasing daily physical activity quota, working out a cellphone-use hygiene, and educating parents on the food they give their children".

"A lot of parameters in early life project what will happen in later life. The current obesity might not be causing diabetes now, but increases the chances... With an increase in non-communicable diseases, obesity is a big factor that we must talk about. Culturally, we have to change our perception. Malnutrition isn't just about undernutrition but also about over-nutrition," said Dr Nikhil Tandon, professor and head of department, Endocrinology and Metabolism, AIIMS, and co-principal investigator.

English is language of aspiration

Students gravitate towards the promise of socioeconomic mobility. For many, English serves that purpose



SHAILAJA MENON

A FEW DAYS ago, we attended the orientation programme for our child who is in high school. The purpose was to make parents/guardians aware of the Central Board of Secondary Education (CBSE) guidelines on promotions based on the NEP 2020. Notably, most parents wanted the school to offer foreign languages — French, German and Spanish — instead of Hindi for Class X and above, on two grounds. First, it is difficult to score high marks in Hindi, and second, the foreign languages increase their future employability.

How does one read this demand alongside the CBSE's latest directive to offer education at the primary level in the mother tongue or the dominant language prevalent in the state? The idea aligns with the objective of the NEP 2020, which emphasises education in the mother tongue. A laudable initiative, it is fraught with many practical problems and invites questions. First, which language will be given preference in linguistically diverse cities like Delhi? Many children speak in different dialects at home, but their mother tongue is considered Hindi. Second, is it possible for the school to recruit teachers and build up academic infrastructure based on the students' linguistic preferences? Who will bear the expenses for the extra resources?

If the CBSE were really serious, it would have conducted assessment studies to understand the specific requirements of the students based on regional diversity and language preferences, and trained teachers accordingly. The pedagogy and curriculum of the teachers' training institutes also need to be changed. Schools located in non-metropolitan cities would suffer more due to their lack of infrastructure and resources. Schools have been given the task of mapping students' languages and training teachers accordingly for the new academic session by July 2025.

The process of knowledge production in India is dominated by the English language right from primary to institutions of higher learning. This is more apparent in technical, medical and scientific research. The policy to impart engineering education in Hindi was not very successful. Most Hindi textbooks contained several English words. The nodal agency to promote translation in India under the National Translation Mission is the Central Institute of Indian Languages in Mysuru. One wonders whether the CBSE sought its expertise as even the translated textbooks (links are provided in the CBSE circular) carry multiple English words. 339 / 358

To illustrate, lesson No 10 of the Class II

Mathematics textbook in Telugu, titled "Joyful Mathematics", depicts kids at a fun-fair. The entire event is described in English. There are 13 English words, such as project, market, pen, bread packet, snacks, notebook, etc. Similarly, in the Class III Gujarati textbook for Art and Visual Images, Activity 7 contains nine English words to explain various activities for children. A simple Google search will provide the translation for these English words into Telugu or Gujarati. What purpose do these half-baked textbooks serve?

In numerous families in India, parents belong to different regions, and the children speak multiple languages at home. Who decides which will be the mother tongue? Some languages do not have a standardised script. Then there are languages that exist only in an oral form. Will they be sidelined from pedagogy? Many families with transferable jobs or even migrants will find it difficult to cope with such policies.

In 2020, Payal Kumari topped the BA Archaeology and History exam of Mahatma Gandhi University, Kerala. She was the odd student in the Malayalam-medium local school, the daughter of migrant labourers. The student population is rapidly declining in the state due to the low birth rate and the shift to English-medium schools. For migrant families, access to quality education even in the local language is a great investment for their children's future.

Studies have found that, barring North India, where children are mostly proficient in only one language, in other regions of the country, children grow up speaking two or more languages. So, in northern India, if the schools fail to recruit teachers for multiple languages, they would end up falling back on Hindi. The easy availability of Hindi textbooks will facilitate such a choice. In a recent judgment, the Supreme Court said that it is not mandatory for states to implement the NEP 2020. Will the CBSE circular end up making the NEP mandatory?

For many Indians, knowledge of English is a ticket to upward socioeconomic mobility. The changing aspirational trend is reflected in the enrolment figures of English-medium private schools, even in rural India. When the world is rapidly transitioning towards AI and digital literacy, students and parents will gravitate towards languages that ensure better employability. It seems that the CBSE is unaware of the needs and aspirations of its stakeholders. The new initiative is full of good intentions but required more precise planning. The education scenario in India is plagued with systemic inequities that have created a huge gap between those fortunate enough to be schooled in the language of global opportunities and others languishing in the shadows of mediocre schools, unimaginative pedagogy and inadequately trained teachers.

The writer teaches History at the School of Social Studies, Ambedkar University Delhi. The views expressed are personal

CBSE's new directive on the medium of instruction in primary schools has sparked a debate. Is the shift away from English out of sync with a rapidly changing knowledge economy?

Early learning needs mother tongue

Teaching in English from day one, especially to first-generation learners, often results in confusion and lower overall comprehension



SHAMBHAVI GUPTA

DURING A CLASS on "cultural capital", my students and I found ourselves discussing the role of the English language in the Indian context. The conversation turned out to be a comparison with countries like France and China, where people have deep-rooted pride in their language. In contrast, many of my students admitted that they barely know their native tongues — some can understand them, but few are able to speak or write with confidence. They expressed a quiet sense of loss, even as they acknowledged the prestige and professional opportunities that come with speaking "good" English in India. It is this sense of confusion that shapes my view on the CBSE's proposal to introduce mother-tongue instruction at the primary level. I find it hard to take a definitive stance, but if I had to describe my position, I would call myself a sceptical supporter.

The idea of supporting one's mother tongue comes from many writers such as

Ngugi wa Thiong'o, Frantz Fanon, and J M Coetzee, who have long written about decolonising the mind and reclaiming identity through native languages. Their work highlights how colonial legacies and global hierarchies have privileged English and sidelined local languages, entrenching cultural and cognitive hierarchies.

Yet, even if we agree in principle, practical questions remain, like which language to choose in a country as linguistically diverse as India. That's why the ongoing language mapping exercise in schools is not just welcome — it is essential. While I agree that collecting languages children speak at home is a smart and necessary step, I think it should have been done before issuing the directive.

Children are now entering school at a much younger age than in the past. Students normally enter school at about three years of age. For a child entering school for the first time, everything is unfamiliar — the space, the people, the routines and expectations. Language, at the very least, can offer continuity and comfort. The emotional security of being taught in the language spoken at home can ease this early transition and help children settle into learning more naturally.

Having said this, we also do see a generation of students in elite private schools who are growing up with little connection to their native languages. At home and in public life, most children communicate in English. They are growing up within a single language system, disconnected from their linguistic roots. Mother-tongue instruction holds the poten-

tial to reverse that trend.

When children are taught in a language their families understand, learning becomes a shared experience. Parents and even grandparents, especially those from non-English-speaking backgrounds, can engage more actively with their child's education. This strengthens the link between home and school and can lead to improved outcomes.

Critics argue that such a directive may disadvantage children later, given English's dominance in higher education and the job market. But this policy move is about the primary level, where the focus should be on building core literacy, numeracy, and confidence. The transition to English can still happen, but must take place thoughtfully. What we need is a gradual, well-supported, and pedagogically sound design for that transition.

Even from a cognitive standpoint, support comes from UNESCO and UNICEF, which advocate for mother-tongue instruction in early education. Early literacy in the mother tongue lays a strong foundation for later academic achievement. Teaching in English from day one, especially to first-generation learners, often results in confusion and lower overall comprehension.

This topic made me think of sociologist Pierre Bourdieu's concept of "symbolic violence". The term is used to describe a wide range of actions that involve imposing

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meaning or authority in an arbitrary way — actions that appear neutral or natural but actually reflect power. The education system, through form and content, exercises symbolic violence in different ways — it imposes ideas, values, or norms that carry hidden power. English-language instruction can be seen as a form of symbolic violence where students are alienated from their mother tongues. Instruction in the mother tongue is a pedagogical choice that resists the treatment of children's home languages as inadequate or inferior.

Choosing which language to prioritise in each region will involve tough decisions, and owing to India's multilingualism, there are no perfect answers. Ensuring that schools once again do not fall into the cycle of symbolic violence by imposing a few people's mother tongue on others is important. Now that the CBSE directive has been issued, what matters most is how this is implemented.

The timeline for implementation raises serious concerns. Expecting schools to pivot over a single summer break, already too short, is unrealistic. Overhauling curricula, training teachers and preparing materials will take time. Without this investment, the risk is a superficial rollout driven more by political optics than pedagogical substance. One should not reduce a well-intentioned intervention to another hurried rollout. Done right, this could be the beginning of a more inclusive, just, and effective education system.

Lesson on a tapioca tradition gives students a taste of food heritage

'Kappa Vaattu,' once a symbol of food security and community bonding in the hilly regions, has been included in the Class 8 Malayalam textbook. It is part of a broader effort to instil farming awareness among students

Updated - May 30, 2025 09:53 pm IST - IDUKKI

SANDEEP VELLARAM



The tradition of drying tapioca — locally known as Kappa Vaattu included in the Class 8 Malayalam textbook. | Photo Credit: SPECIAL ARRANGEMENT

In a step towards preserving Kerala's agrarian heritage, the age-old tradition of drying tapioca — locally known as Kappa Vaattu — has been included in the Class 8 Malayalam textbook. This unique cultural practice, once a symbol of food security and community bonding in Kerala's hilly regions, now finds a place in the curriculum to educate students on the State's farming legacy.

The textbook features an article titled "Kappa Vaatinte Katha" (The Story of Drying Tapioca) by writer Muralidharan Thazhakkara, which explores the historical and cultural roots of tapioca farming. "Fish and tapioca were once the staple diet of hardworking farmers. Tapioca farming, once dominant in Kerala's high ranges, gradually spread to Malabar during the early settlement period," the article notes.

The entire process

It vividly describes how, during the December–January season, villagers—young and old — came together to dry tapioca. While women peel the tubers, men slice and lay them out on large rocks or baskets to dry under the sun. The dried tapioca, carefully stored, ensures food security for families through the year.

P. Satyaneshan, Chairperson of the committee on the Class 8 textbook, emphasised the article’s inclusion as part of a broader effort to instil farming awareness among students. “We’ve included three farming-related topics in the syllabus. Kappa Vaattu isn’t just about food—it represents a way of life rooted in resilience and cooperation,” he said.

Cultural significance

Academic Coordinator of the State Council of Educational Research and Training (SCERT) M.T. Sasi highlighted the cultural significance of the move: “Kappa Vaattu isn’t just a food preservation technique—it’s a powerful narrative of agrarian wisdom, social harmony, and sustainable living.” He credited teachers Priya R. and Anoop Lal C.K. for recommending the inclusion.

Adding a visual dimension to the lesson, drawing teacher Prasad Kumar K.S. of Palakkad illustrated traditional scenes of tapioca drying for the textbook, bringing the practice to life for young learners.

Writer Manoj Mathirappally, in his book “Idukki – Desham Charithram Samskaram,” notes that tapioca was the lifeline of the early settler farmers in regions like Upputhara near Ayyappankovil in the 1910s. “Drying tapioca wasn’t just a method—it was a culture. For decades, the farmer’s diet featured dried tapioca and dried fish, a testament to their enduring spirit,” he writes.

By turning this tradition into a classroom lesson, Kerala is not just teaching history — it’s reviving a living heritage.

Published - May 30, 2025 08:10 pm IST

Goa Achieves Full Functional Literacy

Posted On: 30 MAY 2025 8:24PM by PIB Delhi

Chief Minister of Goa, Dr. Pramod Sawant, officially declared the State of Goa to be officially fully literate under the ULLAS - Nav Bharat Saaksharta Karyakram (New India Literacy Programme), marking a significant milestone in India's journey towards achieving full literacy by 2030, as envisioned in the National Education Policy (NEP) 2020. This makes Goa the second state of the country to cross the nationally prescribed 95% benchmark for full literacy. The announcement was made during the grand celebration of Goa's 39th Statehood Day (May 30, 2025) at Dinanath Mangeshkar Kala Mandir, Panaji.



Cabinet Ministers; Chief Secretary of Goa; Joint Secretary, Department of School Education and Literacy, Ministry of Education, Smt. Archana Sharma Awasthi; and other dignitaries and citizens of the state were also present at the event.

According to the PLFS Report 2023-24, Goa's literacy rate stands at 93.60%, one of the highest in the country, with strong performance across both male and female populations. However, as per Goa's own survey, the state has surpassed this figure and attained full literacy.

To maximise outreach, the Government of Goa in this endeavour used the Whole-of-Government approach. The state government actively collaborated with multiple departments, including the Directorate of Panchayats, the Directorate of Municipal Administration, the Directorate of Social Welfare, the Directorate of Planning & Statistics, and the Directorate of Women & Child Development. These departments played a pivotal role in identifying non-literates within their respective jurisdictions.

In addition, Swayampurna Mitras were engaged in awareness campaigns, assisting learners in receiving literacy certification and facilitating their integration into learning modules. Field workers from the Social Welfare Department were also instrumental in the identification process.

The efforts of the Goa Education team, including SCERT, local administrations, school heads, and volunteers, were widely appreciated. Goa's success showcases the potential of people-centric, volunteer-driven literacy campaigns, supported by inter-departmental cooperation and inclusive educational tools. It sets a precedent for other states to follow in achieving the national goal of full literacy by 2030. This is a step towards the vision of Viksit Bharat of Prime Minister Shri Narendra Modi.

The ULLAS-Nav Bharat Saaksharta Karyakram continues to be implemented nationwide, and Goa today stands as a beacon of progress, affirming the spirit of "Jan-Jan Sakshar".

ULLAS - Nav Bharat Saaksharta Karyakram or New India Literacy Programme is a centrally sponsored scheme implemented from 2022-2027. The scheme, aligned with NEP 2020, targets adults (aged 15 years and above) who can't go to school. The scheme has five components - Foundational Literacy and Numeracy, Critical Life Skills, Basic Education, Vocational Skills and Continuing Education. The vision of the ULLAS Scheme is to make India Jan Jan Saakshar and is based on the spirit of Kartavya Bodh and is being implemented on volunteerism. Under the ULLAS scheme, more than 1.77 crore learners have appeared in the Foundational Literacy and Numeracy Assessment Test (FLNAT) till now across the country. More than 2.40 crore learners and 41 lakh volunteer teachers have been registered on the ULLAS Mobile app.

MV/AK

MOE/DoSEL/30 May 2025/14

(Release ID: 2132893)

Read this release in: Urdu , Marathi , Hindi

With over 95% literacy, Goa becomes the second state fully literate under ULLAS

By Gerard de Souza

May 30, 2025 06:28 PM IST

Goa, which was elevated from a union territory (UT) to a state in 1987, became the second state after Mizoram to be declared a fully functionally literate state

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Panaji: Goa has become the second state in India to be officially declared fully literate under the ULLAS (Understanding Lifelong Learning for All in Society) initiative.



Goa chief minister Pramod Sawant said on Friday declared Goa 100% literate under Centre's ULLAS Literacy Initiative, commemorating the state's 39th Statehood Day. (Ajay Aggarwal/HT PHOTO)

“Our sustained collective efforts to strengthen the education sector with new advancements, the National Education Policy (NEP) 2020 have yielded results,” chief minister Pramod Sawant said on Friday, commemorating the state’s 39th Statehood Day.

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Goa, which was elevated from a union territory (UT) to a state in 1987, became the second state after Mizoram to be declared a fully functionally literate state.

Joint secretary of India’s education ministry Archana Awasthi said that Goa has met the criteria to be declared a state that is fully literate. Under the Centre’s ULLAS scheme, a state is considered fully literate when its literacy rate exceeds 95%.

Also Read: [Mizoram declared fully literate state under ULLAS initiative](#)


Goa has achieved a 99.5% literacy rate. “After identifying 6,299 illiterate individuals, 2,136 of them were provided training. 82 Panchayats have achieved 100% literacy, while others have recorded high literacy rates exceeding the national benchmark of 95%,” state council for education, research and training (SCERT), director Meghana Shetgaonkar said.

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The ULLAS scheme is for individuals aged 15 and above who have somehow lost the opportunity to go to school and have been left behind in literacy. It provides them a second chance to learn, grow, and contribute meaningfully to society. It works under the vision --- volunteerism.

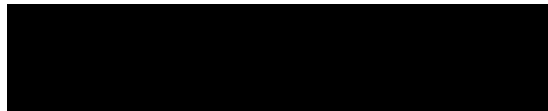
Sawant said that Goa had achieved around 94% literacy earlier this year and identified people, including those above 80, who were then given reading and writing classes to help get literate. "I thank those especially those above 80 who have taken these classes at a late stage in life and decided to become literate," Sawant added.

 Literacy Rate

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जनसत्ता, 31 मई 2025, Pg 14

केंद्रीय माध्यमिक शिक्षा बोर्ड का फैसला

बदलाव

इंजीनियरिंग, विज्ञान जैसे विषयों की पढ़ाई की राह अब होगी आसान

दसवीं में बुनियादी गणित पढ़ने वाले विद्यार्थी 11वीं में भी पढ़ सकेंगे गणित

जनसत्ता ब्यूरो
नई दिल्ली, 30 मई।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने विद्यार्थियों के लिए एक अहम फैसला लेते हुए दसवीं में बेसिक (बुनियादी) गणित पढ़ने वाले विद्यार्थियों को अब 11वीं में गणित विषय लेने की अनुमति दे दी है।

यह सुविधा 2025-26 शैक्षणिक सत्र से लागू होगी। हालांकि, इसके लिए विद्यार्थियों को अपने स्कूल की अनुमति लेनी होगी और स्कूल प्रधानाचार्यों को यह प्रमाणित करना होगा कि विद्यार्थी में गणित विषय को पढ़ने की समझ और क्षमता है। सीबीएसई ने वर्ष 2019-20 से दसवीं में दो प्रकार की गणित- बेसिक (बुनियादी) और स्टैंडर्ड (मानक) लागू की थी। तब यह स्पष्ट किया गया था कि बुनियादी गणित लेने वाले

कब तक लागू रहेगा ये नियम

सीबीएसई ने ये भी स्पष्ट किया है कि ये छूट तब तक जारी रहेगी, जब तक कि नई शिक्षा नीति के तहत राष्ट्रीय पाठ्यचर्या रूपरेखा पूरी तरह लागू नहीं हो जाती। जैसे ही यह नई योजना लागू होगी, यह पुरानी छूट स्वतः ही खत्म मानी जाएगी।



विद्यार्थी आगे चलकर गणित नहीं ले सकेंगे। लेकिन अब, बोर्ड ने इस नियम में बदलाव कर विद्यार्थियों को नया विकल्प दिया है।

इस फैसले से उन विद्यार्थियों को सीधा लाभ मिलेगा जिन्होंने दसवीं में कम दबाव और परीक्षा के डर से बुनियादी गणित चुना था। लेकिन अब 11वीं में जाकर विज्ञान, इंजीनियरिंग या गणित

आधारित विषयों को अपनाना चाहते हैं। यह पूरी प्रक्रिया स्कूलों की देखरेख में होगी। स्कूलों को विद्यार्थियों की बौद्धिक तैयारी का आकलन कर प्रमाणित करना होगा कि वे गणित विषय को आगे ले जाने में सक्षम हैं। बोर्ड का कहना है कि यह छूट किसी भी विद्यार्थी को बिना योग्यता के आगे बढ़ने का रास्ता नहीं देती, बल्कि योग्य

मानक और बुनियादी गणित का अंतर

सीबीएसई ने मार्च 2020 से ही गणित विषय को दो स्तरों में बांट दिया था- गणित (मानक) और गणित (बुनियादी)। मानक गणित उन छात्रों के लिए था जो 11वीं-12वीं में गणित विषय के साथ आगे पढ़ाई करना चाहते हैं या भविष्य में इंजीनियरिंग, साइंस जैसे क्षेत्रों में जाना चाहते हैं। वहीं बुनियादी गणित उन्हें ध्यान में रखकर लाया गया था, जो गणित को सिर्फ 10वीं तक ही पढ़ना चाहते हैं और आगे इससे बचना चाहते हैं।

विद्यार्थियों को दूसरा अवसर देती है।

बोर्ड ने स्कूलों से अनुरोध किया है कि वे यह जानकारी छात्रों और उनके अभिभावकों तक पहुंचाएं, जिससे वे इसके बारे में जान सकें। बोर्ड ने कहा कि एक बार उम्मीदवारों की लिस्ट (एलओसी) में विषय भर दिए जाने के बाद, इसे बाद में बदला नहीं जा सकता है। सीबीएसई ने

कोविड महामारी के बाद सबसे पहले इस नियम में छूट की शुरुआत की और पिछले तीन शैक्षणिक सत्रों में छूट को बढ़ाया।

सीबीएसई के नियमों के अनुसार, केवल वे छात्र जिन्होंने 10वीं में गणित का मानक पढ़ा है, उन्हें 11वीं में गणित लेने की अनुमति है। जिन छात्रों ने बेसिक गणित का विकल्प चुना है, उन्हें सीनियर सेकेंडरी स्तर पर केवल अनुप्रयुक्त गणित पढ़ने की अनुमति है।

बोर्ड ने बताया कि मार्च 2020 में समाप्त होने वाले शैक्षणिक सत्र से माध्यमिक विद्यालय परीक्षा के लिए गणित के दो स्तर शुरू किए गए हैं। गणित (मानक) उन छात्रों के लिए है जो वरिष्ठ माध्यमिक स्तर पर गणित चुनना चाहते हैं और गणित (बेसिक) उन छात्रों के लिए है जो उच्च स्तर पर गणित का अध्ययन करने के इच्छुक नहीं हैं।

सरकारी स्कूलों से ज्यादा निजी स्कूलों के बच्चों का बढ़ रहा वजन

एम्स ने किया अध्ययन, तीन गुना से ज्यादा दिखा अंतर

अमर उजाला ब्यूरो

नई दिल्ली। खान-पान में आए बदलाव के कारण स्कूल में पढ़ने वाले बच्चों का वजन सामान्य से अधिक मिल रहा है। सरकारी स्कूलों के मुकाबले निजी स्कूलों में पढ़ने वाले बच्चों में यह समस्या ज्यादा है। यह खुलासा एम्स के एक अध्ययन से हुआ है। एम्स ने इस अध्ययन में पांच स्कूलों में पढ़ने वाले छह से 19 वर्ष के 3888 बच्चों को शामिल किया। इसमें तीन सरकारी और दो निजी स्कूल के बच्चे शामिल हैं।

अध्ययन में शामिल हुए कुल बच्चों में 1985 बच्चे सरकारी व 1903 बच्चे निजी स्कूलों के हैं। अध्ययन के दौरान छह से नौ साल तक के बच्चे की शारीरिक जांच की गई। 10-19 वर्ष के बच्चों के ब्लड प्रेशर व ब्लड सैपल लेकर कोलेस्ट्रॉल, शुगर सहित दूसरी जांच हुई। जांच में पाया गया कि बच्चों में मोटापा, कोलेस्ट्रॉल, हाइपरटेंशन, डिस्ट्रिपिडेमिया सहित दूसरी समस्या बढ़ गई है। आगे चलकर यह दिल सहित दूसरे गंभीर रोग दे सकता है।

शोध के अनुसार करीब 15.66 फीसदी बच्चों में अधिक वजन की समस्या दिखी। इसमें सरकारी स्कूल

पैरामीटर	प्रसार	सरकारी	प्राइवेट
कम वजन	4.95	8.09	1.69
अधिक वजन	15.66	7.63	24.02
मोटापा	13.41	4.48	22.70
कमर का मोटापा	9.15	1.83	16.77
प्री हाइपरटेंशन	9.21	8.67	9.93
हाइपरटेंशन	7.37	7.44	7.27
हाई कालेस्ट्रॉल	4.41	3.36	5.90
बार्डर लाइन कोलेस्ट्रॉल	15.11	10.85	21.07
ट्राइग्लिसराइड अधिक	7.97	7.03	9.28
शुगर 100 से अधिक	15.02	10.93	20.74
डिस्ट्रिपिडेमिया	33.73	35.52	31.22

के बच्चों में यह समस्या 7.63 फीसदी में और निजी स्कूल के बच्चों में यह समस्या 24.02 फीसदी दिखी। इसके अलावा 13.41 प्रतिशत बच्चे मोटापे से ग्रस्त पाए गए। सरकारी स्कूलों की तुलना में प्राइवेट स्कूल के बच्चे मोटापे से अधिक पीड़ित हैं। वहीं लड़कियों की तुलना में लड़के मोटापे से अधिक पीड़ित हैं।

बेसिक गणित पढ़ने वाले 11वीं में कर सकेंगे गणित की पढ़ाई

सीबीएसई की ओर से मिल रही छूट, शैक्षणिक सत्र 2025-26 में जारी रहेगी

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड ने एक बार फिर से दसवीं में बेसिक गणित पढ़ने के बावजूद 11वीं में गणित की पढ़ाई करने की छूट प्रदान की है। बोर्ड ने बीते पांच सालों से मिल रही इस छूट को शैक्षणिक सत्र 2025-26 में भी जारी रखने का फैसला किया है। इस संबंध में स्कूलों को जानकारी भेज दी गई है। हालांकि 11वीं में गणित विषय का विकल्प देने से पहले स्कूल प्रमुख यह सुनिश्चित करेंगे कि छात्र में गणित पढ़ने की योग्यता व क्षमता हो।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की ओर से इस संबंध में सिकुलर स्कूलों को जारी किया है। यह सिकुलर बोर्ड से संबद्ध देशभर-विदेश के सभी स्कूलों में लागू होगा। बोर्ड के अनुसार किसी ने दसवीं में

बोर्ड ने इस सत्र के लिए छूट को जारी रखने का लिया है फैसला

स्टैंडर्ड गणित की पढ़ाई नहीं भी की होगी तब भी वह गणित विषय पढ़ सकता है।

सीबीएसई के परीक्षा नियंत्रक डॉ संयम भारद्वाज की ओर से इस संबंध में स्कूल प्रमुखों को भेजे गए सिकुलर में कहा है कि वह इस नियम की जानकारी छात्रों व शिक्षकों को उपलब्ध कराएं। बोर्ड ने दसवीं में दो स्तर के गणित (बेसिक व स्टैंडर्ड) लेने का प्रावधान शुरू किया था। तब से छात्रों को दोनों में से किसी एक विषय का चयन करना होता है। जिन्हें दसवीं के बाद गणित की पढ़ाई नहीं करनी होती है बेसिक गणित व जिन्हें 11वीं व 12वीं में गणित पढ़ना होता है वह स्टैंडर्ड गणित का विकल्प लेते

हैं। कोरोना काल से पूर्व छात्रों को स्टैंडर्ड गणित पढ़ने पर ही ग्यारहवीं में गणित लेने की अनुमति मिल रही थी। लेकिन बोर्ड ने महामारी के दौरान छात्रों को राहत देते हुए दसवीं कक्षा में बेसिक गणित पढ़ा होने पर भी 11वीं व 12वीं में गणित की पढ़ाई करने की छूट दी थी। तब से बोर्ड की ओर से हर साल यह छूट प्रदान की जा रही है। इस साल भी बोर्ड ने इस छूट को जारी रखने का फैसला किया है।

बोर्ड ने यह जानकारी स्कूल प्राचार्यों, शिक्षकों, अभिभावकों और छात्रों को देने को कहा है इसके साथ ही लिस्ट ऑफ कैंडिडेट (एलओसी) भरते समय सावधानीपूर्वक विषय चुनने और भरने की सलाह दी है। एक बार एलओसी में विषय चयन के बाद इसमें बदलाव नहीं किया जाएगा।

बेसिक गणित से 10वीं पास छात्रों को अब 11वीं में मिलेगा गणित पढ़ने का विकल्प

सीबीएसई का निर्देश, इसके लिए प्रधानाचार्य से अनुमति लेना होगा अनिवार्य

जागरण संवाददाता, नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने 10वीं में बेसिक (बुनियादी) गणित पढ़ने वाले विद्यार्थियों को अब 11वीं में गणित विषय लेने की अनुमति दे दी है। यह सुविधा 2025-26 शैक्षणिक सत्र से लागू होगी। हालांकि, इसके लिए विद्यार्थियों को अपने स्कूल की अनुमति लेनी होगी और स्कूलों के प्रधानाचार्यों को यह प्रमाणित करना होगा कि विद्यार्थी में गणित विषय को पढ़ने की समझ और क्षमता है।

इससे पहले सीबीएसई ने वर्ष 2019-20 से 10वीं में दो प्रकार की गणित-बेसिक (बुनियादी) और स्टैंडर्ड (मानक) लागू की थी। तब यह स्पष्ट किया गया था कि बेसिक गणित लेने वाले विद्यार्थी



आगे चलकर गणित नहीं ले सकेंगे, लेकिन अब बोर्ड ने इस नियम में बदलाव कर विद्यार्थियों को नया विकल्प दिया है। इस फैसले से उन विद्यार्थियों को सीधा लाभ मिलेगा, जिन्होंने 10वीं में कम दबाव और परीक्षा के डर से बेसिक गणित चुना था। स्कूलों को अब विद्यार्थियों की बौद्धिक तैयारी का आकलन कर प्रमाणित करना होगा कि वे गणित विषय को आगे ले जाने में सक्षम हैं।

बोर्ड का कहना है कि यह छूट किसी भी विद्यार्थी को बिना योग्यता

तीन जून से मांगी जा सकेंगी उत्तर पुस्तिकाओं की स्कैन कापी

जासं, नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने वर्ष 2025 की बोर्ड परीक्षाओं के परिणाम जारी होने के बाद की प्रक्रिया शुरू कर दी है। इस प्रक्रिया के तहत छात्र तीन जून से अपनी उत्तर पुस्तिकाओं की स्कैन की गई कापी प्राप्त करने के लिए आवेदन कर सकेंगे। सीबीएसई की वेबसाइट पर यह आवेदन प्रक्रिया तीन से सात जून तक चालू रहेगी। जो छात्र अपने अंकों को लेकर असंतुष्ट हैं या पुनर्मूल्यांकन कराना चाहते हैं, उनके लिए यह पहला आवश्यक चरण है। छात्रों को स्कैन कापी प्राप्त करने के लिए सीबीएसई की आधिकारिक वेबसाइट पर लागू-इन करना होगा और वहीं से स्कैन कापी डाउनलोड की जा सकेगी। इस प्रक्रिया के बाद ही छात्र उत्तर पुस्तिका के पुनर्मूल्यांकन के लिए आवेदन कर सकते हैं।

के आगे बढ़ने का रास्ता नहीं देती, बल्कि योग्य विद्यार्थियों को दूसरा अवसर देती है। इस फैसले से उन विद्यार्थियों को लाभ होगा जो अब इंजीनियरिंग या अन्य क्षेत्र में करियर

बनाना चाहते हैं, जहां गणित विषय लेना अनिवार्य है। सीबीएसई ने साफ कहा है कि एक बार गणित विषय चुनने के बाद उसे बदला नहीं जा सकता।

Hindustan Times, 31 May 2025, pg 17

'Education, mfg key to India's growth'

Gireesh Chandra Prasad

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NEW DELHI: India should transform its education, energy capacity and manufacturing and achieve a larger scale of urbanisation to become a \$30 trillion economy by 2047, Niti Aayog chief executive B.V.R. Subrahmanyam said Friday.

Speaking at the annual summit of the Confederation of Indian Industry, Subrahmanyam said that every state and Union territory will have its tailored development road map for 2047 by the end of the year.

To become a developed nation, given the population India will have at that time, it needs to be a \$30 trillion economy, and it is hoped that the manufacturing sector should be about 25% of that, he said.

"That means, \$7.5 trillion is the goal for manufacturing,"

Subrahmanyam added.

Subrahmanyam said reaching that level of economic development will require an annual growth rate of 7.5%. In FY24, the economic growth rate was good, he said, referring to the 9.2% growth reported. In FY25, the economy is estimated to have grown by 6.5% as per the second advance estimates released in February. Subrahmanyam said that to bump up the growth rate, transformation in some sectors was required.

He also said rural-to-urban transformation is dependent on a change in manufacturing, when people move from agriculture to manufacturing on a large scale. "Manufacturing is 17% of GDP in India. We need a transformation which will take people out of agriculture, move them to manufacturing, which is closely linked to transformation in education," he said.

Centre asks States to raise enrolment in govt. schools

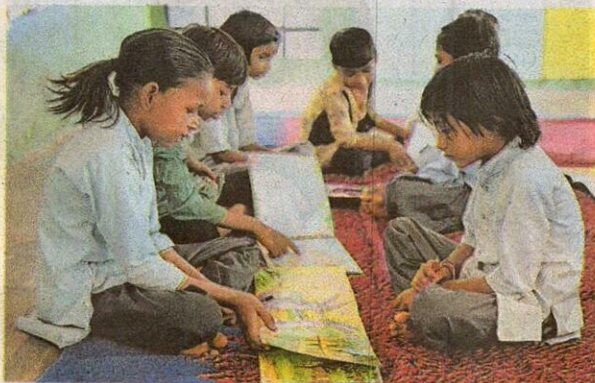
Education Ministry flags increasing trend of students choosing private schools; it asks States such as Uttarakhand, Telangana, T.N. and A.P. to identify the root cause and take remedial measures

Maitri Porecha
NEW DELHI

Flagging a “disturbing trend” of students choosing private schools over government schools in at least 11 States and Union Territories, including Uttarakhand, Telangana, Tamil Nadu, and Andhra Pradesh, the Union Education Ministry has asked these States to take “remedial steps” to reverse the trend.

The issue was pointed out to individual States in Project Approval Board (PAB) meetings held in March and April this year to consider the Annual Work Plan and Budget under the Samagra Shiksha scheme for 2025-26.

In Telangana, for instance, the PAB meeting minutes note that as per the Unified District Information System for Education plus (UDISE+) 2023-24 data, out of 42,901 schools in the State, 70% (30,022) are government schools and 28.26% (12,126) are unaided schools. “Total enrolment in government schools is only 38.11% (27.8 lakh) as compared to 60.75% (44.31 lakh) enrolment in unaided schools,”



Student exodus: Centre says that despite spending large amount of money, govt. school enrolment is seeing a steady drop. AFP

the minutes note.

School Education Secretary Sanjay Kumar expressed his concerns that in spite of spending a large amount of money, students are moving away from government schools. He suggested that States should make a sincere analysis of the root cause so as to take remedial steps and reverse this trend.

‘Govt. school brand’

A similar trend was observed in Uttarakhand, where enrolment in unaided schools has steadily increased except for the pandemic period of 2021-22. In Uttarakhand, the minutes note, as per UDISE+ 2023-24, out of 22,551 schools in

the State, 71.84% (16,201) are government schools and 23.29% (5,252) are unaided schools. “However, total enrolment in government schools is only 36.68% (8.7 lakh) as compared to 54.39% (12.90 lakh) enrolment in unaided schools,” the minutes state.

In Tamil Nadu, the Education Ministry observed that as per UDISE+ 2023-24, 64% of government schools in the State have 37% enrolment whereas 21% of unaided schools have 46% enrolment. “In this regard, State was urged to build the government school brand so as to increase enrolment and make best use of the availa-

ble resources,” the minutes state.

In Andhra Pradesh, the UDISE+ 2023-24 data show that out of 61,373 schools in the State, 45,000 (73.32%) are government schools and 15,232 (24.82%) are unaided schools. “However, total enrolment in government schools is 46.33% (40.5 lakh) as compared to 52.09% (45.53 lakh) enrolment in unaided schools. Enrolment trend during 2021-22 to 2023-24 suggests that enrolment in unaided schools is steadily increasing,” the minutes state.

In Maharashtra, the State’s Principal Secretary for Education & Sports attributed the reduction in enrolment in government and aided schools, from over 1.63 crore students in 2018-19 to a little over 1.5 crore in 2023-24, to a data cleansing exercise, using Aadhaar verification.

Kerala’s Principal Secretary for Education said a similar exercise had been done there as well, when concerns were raised about the reduction of students in government and aided schools, from close to 46.37 lakh in 2022-23 to 45.50 lakh in 2023-24.

Students moving away from govt schools, disturbing: Centre to states

ABHINAYA HARIGOVIND
NEW DELHI, MAY 30

POINTING TO the “disturbing trend” of students “moving away from government schools”, and the steady increase in private school enrolment in states, including Andhra Pradesh, Telangana and Uttarakhand, the Ministry of Education has asked them to take steps to reverse the trend, official documents show.

The enrolment of students came up in meetings that the Education Ministry held with states in March and April to discuss projects for 2025-26 under the Samagra Shiksha scheme.

In 10 of the 30 states and Union Territories, minutes of meetings made public so far show, the Union ministry has raised the matter of increasing or higher enrolments in private schools, despite the presence of a higher number of government schools.

Additionally, across eight of the 30 states and UTs, the ministry has pointed to decreasing enrolments in government and aided schools.

The issue of decreasing enrolments in government schools was also raised in recent meetings that the Ministry had with the states on the PM-POSHAN or midday meal scheme.

In Andhra Pradesh, Telangana and Uttarakhand, for instance, the secretary of the Education Ministry’s Department of School Education and Literacy “ex-

SCHOOL ENROLMENT						
States where a ‘steady increase’ in pvt school enrolment has been flagged						
Year	Andhra Pradesh		Telangana		Uttarakhand	
	Govt	Pvt	Govt	Pvt	Govt	Pvt
2023-24	40.50*	45.53	27.80	44.31	8.70	12.90
2022-23	42.56	41.88	30.09	39.27	9.43	12
2021-22	46.96	33.22	33.04	35.14	9.81	12.39
2020-21	46.27	35.05	28.97	39.64	9.17	12.83
2019-20	40.43	40.07	28.38	39.85	9.41	12.98

Source - UDISE+ data; *All figures in lakh

pressed his concerns that in spite of spending a large amount of funds, students are moving away from government schools, which is a disturbing trend”.

The minutes of the ministry’s meeting with Andhra Pradesh refer to UDISE+ data from 2023-24 to state that out of the 61,373 schools in the state, around 73 per cent (45,000) are government schools, and around 25 per cent (15,232) are private. However, enrolment in government schools is around 46 per cent of the total, while those in private schools is a little more than 52 per cent, according to the minutes. “Enrolment trend during 2021-22 to 2023-24 suggests that enrolment in unaided schools is steadily increasing,” the minutes state.

In Telangana and Uttarakhand, the minutes state that enrolment during the 2018-19 to 2023-24 period suggests

that “except during 2021-22 (COVID-19)”, unaided schools witnessed a steady increase.

In Telangana, the minutes refer to UDISE+ 2023-24 data to point out that 70 per cent of the 42,901 schools in the state are of the government, but their enrolment accounts for only 38.11 per cent of the total, compared to 60.75 per cent in private schools.

Similarly, in Uttarakhand, close to 72 per cent of the total number of schools are of the government. “However, total enrolment in government schools is only 36.68 per cent as compared to 54.39 per cent enrolment in unaided schools,” the minutes read.

In the case of Andhra Pradesh, Uttarakhand and Telangana, the secretary has suggested that the state “should make a sincere analysis of the root cause so as to take remedial steps and to reverse this trend”.

In Tamil Nadu, the Union ministry has pointed out that government schools constitute 64 per cent of the total, and account for 37 per cent of enrolment. In contrast, unaided schools make up 21 per cent of the total, and account for 46 per cent of enrolment. “In this regard, the State was urged to build the government school brand so as to increase enrolment and make the best use of the available resources,” the minutes state.

In Kerala and Maharashtra, the Union ministry flagged a drop in government and aided school enrolments in 2023-24 compared to 2018-19 in Maharashtra, and compared to 2022-23 in Kerala. In response, these states have said they have done a “data cleansing exercise using Aadhaar verification”.

In Mizoram, Nagaland, Tripura, Arunachal Pradesh and Meghalaya, the ministry has

raised a drop in enrolment in government and aided schools in 2023-24 compared to figures in 2018-19 for some states and 2022-23 for others.

In the Andaman and Nicobar Islands, Delhi, Ladakh, Puducherry, and Dadra and Nagar Haveli & Daman and Diu, the Education Ministry has noted that enrolment in private schools is higher compared to government schools, and has referred to this as a “matter of concern.”

A senior official in the Ministry of Education said private school enrolments are particularly high in the junior classes, and that states have been asked to check for reasons for the drop in government school enrolment. The official said, “With aspirations, demand for private schools has also gone up.”

The meetings on the PM-POSHAN scheme referred to a drop in enrolment in government and aided schools, with officials citing a data clean-up and a move to private schools in the post-Covid years as possible reasons.

The UDISE+ 2023-24 data shows that private school enrolment accounts for 36 per cent (a little over 9 crore) of the total of 24.80 crore. In 2022-23, private school enrolment was 33 per cent of the total, the same as in 2021-22, and a little less than the 36 per cent recorded in 2020-21. In the pre-pandemic year of 2019-20, private school enrolment accounted for 37 per cent of the total.

100 days on, a govt in motion focuses on tech, infra, reform

Snehil Sinha

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NEW DELHI: On its 100th day in power, ministers and departments from the Bharatiya Janata Party-led Delhi government released updates outlining a flurry of activity since the formation of the new government — road repairs, electric buses, fee regulations, and environmental pushes, all in a bid to signal a government in motion.

Taking charge after a sweeping mandate in February 2025, chief minister Rekha Gupta's administration has tried to show it means business, rolling out schemes and reviving long-pending projects in line with the BJP's pre-election promises.

What emerges is a governance agenda marked by infrastructure revival, tech-led public services, and a visible shift in climate and transport planning.

Infrastructure: Big push

Delhi's crumbling arterial roads — many untouched for years — have been at the centre of the government's infrastructure focus, officials said. The Public Works Department (PWD) reported repair work across more than 228km of roads, with advanced bituminous resurfacing completed on over 66km so far.

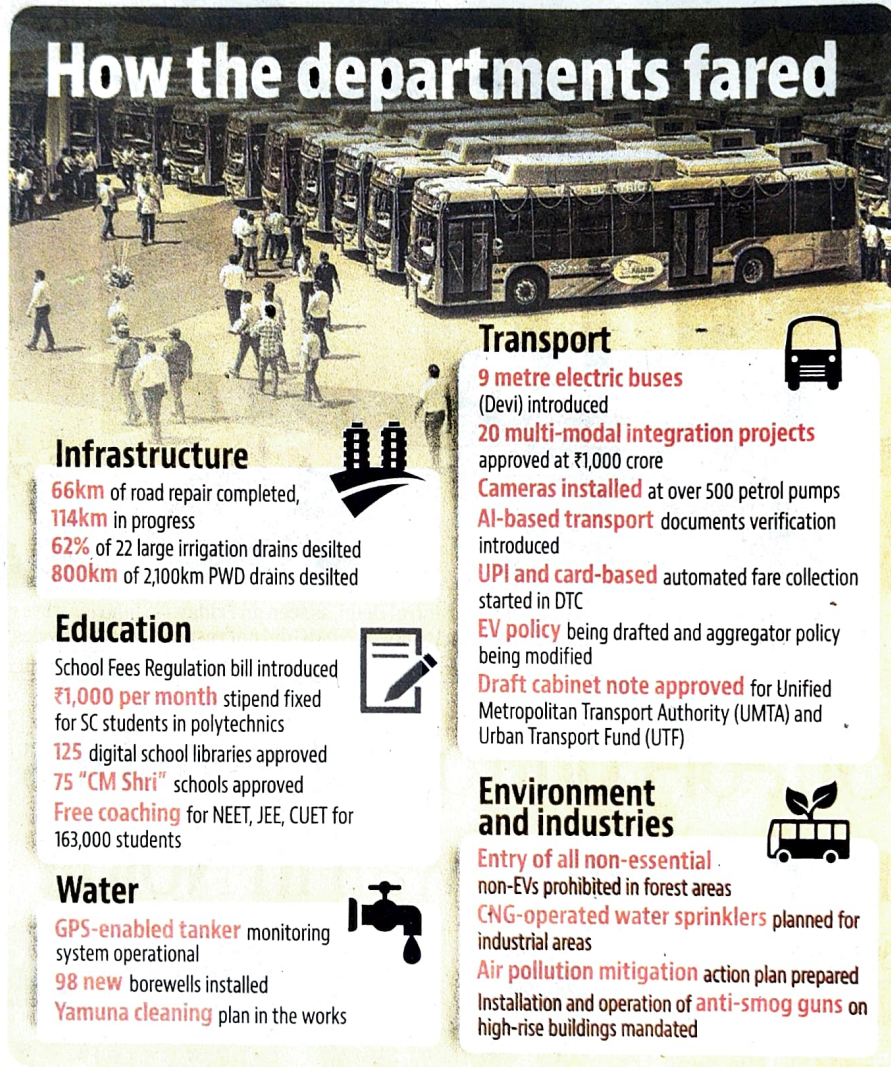
"We focused on zones such as Karol Bagh, Rohini, and parts of east and south Delhi, especially those overdue," an official said.

Work, meanwhile, continued to be underway on another 114km, while estimates for 25km have been approved and proposals for 7km await clearance. Attention has also turned to long-stalled flyover and underpass projects — notably, Barapullah Phase-III, delayed by seven years.

Simultaneously, departments directed a major chunk of their efforts on pre-monsoon desilting drives across Delhi's clogged stormwater drains. PWD has cleared silt and encroachments from 800km of its 2,100-km network, while the irrigation department has desilted over 60% of its larger drains.

Transport: Push for buses

One of the key highlights in the transport sector has been the launch of the long-delayed "Devi"



How the departments fared

Infrastructure

- 66km of road repair completed, 114km in progress
- 62% of 22 large irrigation drains desilted
- 800km of 2,100km PWD drains desilted

Education

- School Fees Regulation bill introduced
- ₹1,000 per month stipend fixed for SC students in polytechnics
- 125 digital school libraries approved
- 75 "CM Shri" schools approved
- Free coaching for NEET, JEE, CUET for 163,000 students

Water

- GPS-enabled tanker monitoring system operational
- 98 new borewells installed
- Yamuna cleaning plan in the works

Transport

- 9 metre electric buses (Devi) introduced
- 20 multi-modal integration projects approved at ₹1,000 crore
- Cameras installed at over 500 petrol pumps
- AI-based transport documents verification introduced
- UPI and card-based automated fare collection started in DTC
- EV policy being drafted and aggregator policy being modified
- Draft cabinet note approved for Unified Metropolitan Transport Authority (UMTA) and Urban Transport Fund (UTF)

Environment and industries

- Entry of all non-essential non-EVs prohibited in forest areas
- CNG-operated water sprinklers planned for industrial areas
- Air pollution mitigation action plan prepared
- Installation and operation of anti-smog guns on high-rise buildings mandated

bus service. These nine-metre electric buses, designed to improve last-mile connectivity, had been held up for over two years despite procurement. Now, over 400 of them are operational.

The Delhi Transport Corporation (DTC) has initiated route rationalisation — aimed at reducing dead mileage — based on an IIT Delhi study. A metro-style automated fare collection system using UPI and smart cards has been introduced.

For its green push, charging infrastructure is expanding in Delhi, with over 40 EV depots under construction. A new bus terminal in Narela is among the newer projects initiated.

On the policy side, the transport department has launched AI-based verification of docu-

ments and opened an automated vehicle testing centre. It has also approved 20 multi-modal integration projects worth ₹1,000 crore and installed automatic number plate recognition (ANPR) cameras at over 500 petrol pumps to monitor pollution-related and 'end-of-life' vehicle violations.

Meanwhile, transport minister Pankaj Singh has also presented the draft cabinet note for Unified Metropolitan Transport Authority and Urban Transport Fund that is expected to soon be submitted for approval, officials said.

Environment: Smog guns, pollution curbs

With unpredictable weather and chronic air pollution still looming large, the environment ministry has stepped up enforcement

across the Capital. Environment minister Manjinder Singh Sirsa has overseen the launch of two major plans — the air mitigation action plan and the summer action plan — to tackle seasonal pollution and heat-related stress. In a landmark move, the department banned non-essential, non-EV from entering forest and reserved forest areas.

On Friday, the government ordered all high-rise commercial buildings to install anti-smog guns within six months. The industries department has also rolled out plans for CNG-powered water sprinklers in industrial areas.

Water: Expanding access

In a city where water continues to divide communities and shape politics, the Delhi Jal Board (DJB)

has seen an overhaul. Officials say that 98 new borewells have been commissioned, increasing water availability compared to the same time last year.

Meanwhile, the long-promised GPS-based tanker monitoring system has finally gone live — an attempt to curb pilferage and increase accountability. Critics, however, point out that this is a legacy promise made by previous governments too.

To combat Yamuna pollution and frothing, DJB has installed new aeration units along major drains. Real-time flood monitoring using cameras has also been launched ahead of the monsoon.

Education: Fee reforms, digital push

In education, the government's agenda has pivoted heavily toward regulating private school fees and expanding digital infrastructure. The new Delhi School Fee Regulation Policy empowers a tribunal to examine unjustified fee hikes. Over 80 private schools have been served notices.

A web portal has been launched for parents to lodge complaints directly.

Other reforms include a ₹1,000 monthly stipend for SC students in polytechnic institutions, and approval for 125 digital school libraries, 100 Dr APJ Abdul Kalam language labs, and 75 "CM Shree" model schools with upgraded infrastructure.

Conclusion: The need to sustain momentum

While the new administration has presented a report card heavy with infrastructure metrics, technology-driven reforms, and symbolic green policies. Many of the initiatives — such as road repair, tanker GPS, or the EV bus rollout — had been stalled for years.

But plenty of tests remain. The monsoon will test drainage promises. School fee regulation and bus route reform demand constant oversight.

Opposition leaders, meanwhile, have flagged alleged "gaps" — including delays in the rollout of the ₹2,500 monthly benefit scheme for women.

The question now is not whether the administration has started moving — but whether it can sustain this pace.

Education Ministry flags steady increase in private school enrolment in states, asks them to reverse trend

A similar matter was raised in recent meetings that the Education Ministry held with states on the PM-POSHAN or midday meal scheme as well.

Written by [Abhinaya Harigovind](#) Following

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 NewsGuard

🕒 6 min read



A similar matter, on decreasing enrolments in government schools, was raised in recent meetings that the Ministry had with the states on the PM-POSHAN or midday meal scheme as well. (File photo)

Pointing to the “disturbing trend” of students “moving away from government schools”, and the steady increase in private school enrolment in states, including Andhra Pradesh, Telangana and Uttarakhand, the Ministry of Education has asked them to take steps to reverse the trend.

The matter of enrolment of students came up in meetings that the Education Ministry held with the states in March and April to discuss their projects for the 2025-26 year under the Samagra Shiksha scheme.

In 11 of the 23 states and Union Territories, for which meeting minutes have been made public so far, the Union ministry has raised the matter of increasing enrolments in private schools, and decreasing enrolments in government

and aided schools, despite these states having a higher number of government schools.

A similar matter, on decreasing enrolments in government schools, was raised in recent meetings that the Ministry had with the states on the PM-POSHAN or midday meal scheme as well.

In Andhra Pradesh, Telangana, and Uttarakhand, for instance, the secretary of the Education Ministry's Department of School Education and Literacy "expressed his concerns that in spite of spending a large amount of funds, students are moving away from government schools, which is a disturbing trend."



The minutes of the ministry's meeting with Andhra Pradesh refer to UDISE+ data from 2023-24 to state that out of the 61,373 schools in the state, around 73 per cent (45,000) are government schools, and around 25 per cent (15,232) are private ones. However, enrolment in government schools is around 46 per cent of the total enrolment, while enrolment in private schools is a little more than 52 per cent of the total, going by the minutes. "Enrolment trend during 2021-22 to 2023-24 suggests that enrolment in unaided schools is steadily increasing," the minutes state.

In Telangana and Uttarakhand, the minutes say that the enrolment trend during the 2018-19 to 2023-24 period suggests that "except during 2021-22 ([COVID-19](#))", enrolment in unaided schools is steadily increasing.

In Telangana, it refers to UDISE+ 2023-24 data to point out that 70 per cent of the 42,901 schools in the State are government ones, but enrolment in government schools accounts for only 38.11 per cent of the total enrolment, compared to 60.75 per cent of the total enrolment being in private schools.

Similarly, in Uttarakhand, close to 72 per cent of the total number of schools in the state are government ones. "However, total enrolment in government schools is only 36.68 per cent as compared to 54.39 per cent enrolment in unaided schools," the minutes read.

In the case of Andhra Pradesh, Uttarakhand and Telangana, the secretary has suggested that the state "should make a sincere analysis of the root cause so as to take remedial steps and to reverse this trend."

In [Tamil Nadu](#), the Union ministry has pointed out that government schools constitute 64 per cent of the total number of schools, and account for 37 per cent of student enrolment. In contrast, unaided schools make up 21 per cent of the total, and account for 46 per cent of enrolment. "In this regard, the State was urged to build the government school brand so as to increase enrolment and make the best use of the available resources," the minutes stated.

In Kerala and Maharashtra, the Union ministry flagged a drop in government and aided school enrolments in 2023-24 compared to 2018-19 in Maharashtra, and compared to 2022-23 in Kerala. In response, these states have said that they have done a "data cleansing exercise using Aadhaar verification".

In the Andaman and Nicobar Islands, [Delhi](#), Ladakh, Puducherry, and Dadra and Nagar Haveli & Daman and Diu, the Education Ministry has noted that enrolment in private schools is higher compared to government schools, and has referred to this as a "matter of concern."

A senior official in the Ministry of Education said that private school enrolments are particularly high in the junior classes, and that states have been asked to check for reasons for the drop in government school enrolment. The official added: "With aspirations, demand for private schools has also gone up."

The meetings on the PM-POSHAN scheme had referred to a drop in enrolments in government and aided schools, with officials citing a data clean-up and a move to private schools in the post-COVID years as possible reasons.

The UDISE+ 2023-24 data shows that private school enrolment accounts for 36 per cent (a little over 9 crore) of the total school enrolment of 24.80 crore. In 2022-23, private school enrolment was 33 per cent of the total, the same as the figure in 2021-22, and a little less than the 36 per cent recorded in 2020-21. In the pre-pandemic year of 2019-20, private school enrolment accounted for 37 per cent of the total.

Andhra Pradesh	Govt	Private	Total Enrolment	Govt school enrolment as % of total
2023-24	40.50 lakh	45.53 lakh	87.42 lakh	46%
2022-23	42.56 lakh	41.88 lakh	86.22 lakh	49%
2021-22	46.96 lakh	33.22 lakh	82.45 lakh	57%
2020-21	46.27 lakh	35.05 lakh	84.11 lakh	55%
2019-20	40.43 lakh	40.07 lakh	83.23 lakh	49%
2018-19	38.97 lakh	36.73 lakh	78.62 lakh	50%
Telangana	Govt	Pvt	Total Enrolment	Govt school enrolment as % of total
2023-24	27.80 lakh	44.31 lakh	72.94 lakh	38%
2022-23	30.09 lakh	39.27 lakh	70.27 lakh	43%
2021-22	33.04 lakh	35.14 lakh	69.15 lakh	48%
2020-21	28.97 lakh	39.64 lakh	69.65 lakh	42%
2019-20	28.38 lakh	39.85 lakh	69.38 lakh	41%
2018-19	28.24 lakh	37.54 lakh	67.01 lakh	42%
Uttarakhand	Govt	Pvt	Total Enrolment	Govt school enrolment as % of total
2023-24	8.70 lakh	12.90 lakh	23.72 lakh	37%
2022-23	9.43 lakh	12 lakh	23.57 lakh	40%
2021-22	9.81 lakh	12.39 lakh	24.50 lakh	40%
2020-21	9.17 lakh	12.83 lakh	24.26 lakh	38%
2019-20	9.41 lakh	12.98 lakh	24.67 lakh	38%
2018-19	9.68 lakh	12.55 lakh	24.53 lakh	39%
Tamil Nadu	Govt	Pvt	Total Enrolment	Govt school enrolment as % of total
2023-24	48.40 lakh	60.27 lakh	1.30 crore	37%

2022-23	50.42 lakh	56.72 lakh	1.29 crore	39%
2021-22	53.15 lakh	52.30 lakh	1.28 crore	41%
2020-21	47.75 lakh	59.09 lakh	1.29 crore	37%
2019-20	45.93 lakh	64.15 lakh	1.33 crore	34%
2018-19	45.89 lakh	64.47 lakh	1.34 crore	34%

(UDISE+ data. Total enrolment includes govt aided schools)

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